



1-1-1933

A History of Borden Institute

James C. Standiford

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A HISTORY
OF
BORDEN INSTITUTE

BY
JAMES C. STANDIFORD

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS

COLLEGE OF EDUCATION
BUTLER UNIVERSITY

1933

To the memory of the Borden family,
to the noble men who served on its
faculty, and to the thousand boys
and girls of Southern Indiana who
received their training for suc-
cessful careers at Borden Institute.

FOREWORD

This study has for its purpose the preserving for posterity of a brief account of one of the small private schools of Southern Indiana. Too frequently, perhaps, an institution like a flower, as expressed by Thomas Gray in his "Elegy", "is born to blush unseen and waste its sweetness on the desert air". This may have been true of Borden Institute which was founded out of an unselfish desire and in the spirit of service to mankind. It is not assuming too much to say that many successful men and women owe their careers to the benevolence of William Wesley Borden.

A survey of the alumni discloses the fact that the state of Indiana is under a great obligation to this institution, for hundreds of young men and young women, many of whom are at present teachers, received their inspiration here. The same source, also shows that in some instances colleges and universities have profited by the constructive

work done in this school, as some of the graduates of Borden Institute occupy positions of leadership in our leading American Universities. The data for this study came from:

1. Interviews with several persons, including former students, faculty members and owners of the property.
2. The libraries of Jeffersonville, New Albany and the State Library at Indianapolis were visited and the files of old newspapers scanned for articles dealing with Borden Institute.
3. A volume of biographies of prominent men of the state and Baird's History of Clark County were helpful.
4. A number of days were spent in Borden Institute Museum examining the old records, bulletins, catalogues, files of newspapers, rare old books, historical curios, specimens of natural history and many other objects of interest.
5. After obtaining all the information possible, it was necessary to study, select and arrange the data in chronological order to give them coherence and continuity.

A C K N O W L E D G E M E N T

The writer wishes to acknowledge his indebtedness to the following people who contributed in the preparation of this dissertation:

To Mr. And Mrs. George W. Robb for the interest manifested by sharing with the writer the hospitality of their home and the very gracious privilege of access to the college building, museum, library and records; To William E. Wilson, present principal of Borden High School for suggestions and access to records; To Superintendent H. A. Buerk of New Albany, Indiana for his interest in the success of the work and for his valuable suggestions; To Professor Albert Mock of Butler University for helpful suggestions and advice; and lastly, to Dr. W. L. Richardson for his careful supervision of the work, suggestions, and advice.

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History of Education in Indiana

A HISTORY OF BORDEN INSTITUTE

CHAPTER I

INTRODUCTION

In order to understand better the trend of educational movements, in Indiana, at the time of the founding of Borden Institute, it will be well to review briefly the more comprehensive educational movements previous to its establishment.

The Ordinance of 1787 relative to education says:

"Schools--declaring that religion, morality and knowledge being necessary to good government and the happiness of mankind---schools and the means of education shall forever be encouraged."

By an act of Congress (approved May 7, 1800, it was provided, among other measures, in section six of the above

act establishing the land-offices) the Secretary of State was authorized to set apart a township of land near Vincennes, to be used in founding a college.

Boone's History of Education in Indiana says:¹

"On April 19, 1816 Congress approved an act to enable the people of Indiana Territory to form a constitution and state government, and for the admission of such state into the union on equal footing with the original states. There were two paragraphs carrying out the spirit of the Ordinance of 1787. These provided that the sixteenth section of land in each township shall be granted to the inhabitants of such township, for the use of schools.

The other stated that one entire township which shall be designated by the president of the United States, in addition to the one here-to-fore 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."

In the State Constitution of 1816 consisting of twelve articles, the ninth was devoted to education. Governor Jennings, in his first message to the State Legislature, in 1816, urged upon the members of both branches the necessity of immediate action to vitalize the provisions of Article nine. His trend of thought was expressed in the statement: "The dissemination of useful knowledge will be indispensably necessary as a support to morals and a restraint to

1. Boone, Richard G. A History of Education in Indiana, page 6, D. Appleton & Company, New York, 1892.

Now it is difficult to realize that Indiana, for so many years, had no school system, but the people as a whole had no great desire for schools. When the conditions and the environment of the pioneers are understood, the reason for this attitude will be cognizant. Indiana, especially the southern part, was settled by a poor, but industrious, energetic, and hardy class of people who came from Kentucky, Virginia, and The Carolinas. As a rule, they were ignorant so far as formal school education was concerned. They had comparatively no experience except hard, manual labor, and were, therefore, interested only in the things which were necessary to keep body and soul together.

Indiana was a wilderness inhabited by ferocious Indians and wild beasts. The conditions of physical and political life were urgent, for settlements were sparse, resources meager and life necessitous. Institutions of every sort were founded at a disadvantage, consequently what could wait, must wait, and since there was easy room for mistake, little was accomplished toward the establishment of a school system during the first half of the nineteenth century.

Among the more important school laws passed by the General Assembly before 1850 were the following: The county seminary law of 1818. This law failed to provide sufficient

funds to be of much value at the time of its passage. The next educational legislation of importance was, "An Act Relative To County Seminaries", approved January 31, 1824, and designed to realize the provisions of the law of 1818. There were certain recognized sources of revenue, as enumerated in the Constitution, confirmed by the laws of 1818 and 1824 and supplemented in a trifling way by subsequent legislation. The supplemental act was passed in 1838 and provided for the recovery of money lost in gaming contracts. A few of the county seminaries survived for several years and brought to Indiana from the East a number of educated men and women who contributed much toward an educational system for Indiana. In fact, it was through them and their influence upon others that a system of public education was finally established.

In regard to private and incorporated seminaries, Boone's History of Education in Indiana says:²

"The quarter of a century from 1825 to 1850, in Indiana was, despite its delinquencies and what seems now to have been the constant legislative blundering in educational affairs, a period of great intellectual and industrial activity.

2. Boone, Richard G. A History of Education in Indiana, pp. 59 ff. D. Appleton & Co., New York, 1892.

Every legislative encouragement was given private individuals to organize themselves into schools and educational societies.

In legislative proceedings and records fairly reliable accounts are found of nearly a hundred such incorporations in the thirty years prior to the middle of the century."

The General Assembly of 1816 had prepared a skeleton for an educational system, but the means of support of such a system was almost entirely lacking. The same may be said in regard to the organization and administration of the schools. The supposed school system had no head. In 1843, a law was passed declaring the Treasurer of State to be ex-officio Superintendent of Common Schools, but it was not until 1849 that the General Assembly authorized local tax levies for the upkeep of the schools.

The framers of the Constitution of 1851 laid the foundations for a broader scope in these words:³

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

The Constitution of 1851 really opened the way for

3. Constitution of Indiana, Article 8, section 1.

the present school system of Indiana. A few of the more important laws as an outgrowth of this constitution which did much to promote a system of schools through the process of administration and organization were:

First. The law, which created the office of State Superintendent of Public Instruction, placed within the hands of this official tremendous administrative power over the course of education.

Second. In order to impose a check on what otherwise might have made an absolute educational monarch out of State Superintendent of Public Instruction, a law was passed providing for the organization of the State Board of Education, the lack of funds necessary to meet the edu-

Third. A vast and complicated structure, based on the Constitution and centered largely in the legislature, was framed for financing education in Indiana.

Fourth. The General Assembly enacted a law creating a number of state schools for the training and educating of teachers and other professional people.

Fifth. The law of 1873, creating the office of County Superintendent of Public Instruction and thereby providing for the local administration and organization of schools, gave the professional services of the County Superintendent a legal sanction.

For more than a decade, progress in educational affairs gained momentum very slowly, because of the strong sentiment against secondary and collegiate training as the proper function of the State. For forty years or more after the passage of the first school law (1824), the belief was held by a large number of people that such training was entirely within the realm and belonged, by right, to denominational and private enterprise. Professor Caleb Mills, who did more for general education in Indiana than any other man, denied either the right or the need of the State to assume the burden and the responsibility of higher education and training; therefore, due to the pioneer conditions which existed in the state, the lack of funds necessary to meet the educational needs, the strong sentiment opposing the secondary and collegiate education at public expense, and the sentiment favorable to the establishment of denominational schools, it is not surprising that Indiana was slow and suffered for many years from the need of a splendid school system. These conditions were largely responsible for the attitude of the churches toward secondary and collegiate education. This attitude culminated in the founding of a number of splendid church schools which have rendered an inestimable service to the State. Among the church schools

whose services have been and continue to be fortresses of strength are Hanover College (1827); Franklin College, (1834); DePauw University, (1837); Butler University, (1858); Earlham College, (1859); Moore's Hill, now Evansville College, (1854); Wabash College; Notre Dame University and similar schools.

Several of so-called "independent normal schools" came into existence between 1870 and 1890. Some of the reasons for their establishment were mentioned in the foregoing paragraph: namely, pioneer conditions, the lack of finance, strong sentiment opposing collegiate and secondary education at public expense and the sentiment favoring church and independent schools. For the immediate causes, the new constitution of 1851 was responsible. The machinery of government was slow, but finally the General Assembly passed laws which injected new life into the educational interests of the state. These new laws revolutionized old methods and ideas, and created a demand for more normals and colleges. The result was the founding of a number of private or independent normal schools. These occasionally received financial assistance from the communities in which they were located, but in the main, they were sustained by fees or tuition from the students in attendance.

In most respects, as to plan of organization, administration, and courses of study, these independent normals were similar. To complete a "course" usually required about four years. In the majority of these, the curricula were purely academic although a few added professional instruction in law and medicine and generally a little along the line of teaching. These institutions became very popular and many of the citizens referred to them as "the poor man's school" due to the fact that they were usually located in a town or a small city where living expenses were reduced to the minimum. Some of the institutions of this type were: Northern Indiana Normal School, Valparaiso, (1873); Central Normal College, Danville, (1876); Southern Indiana Normal College, Mitchell, (1880); Indiana Normal University, Evansville, (1889); Oakland City College, Oakland City, (1885); New Providence Normal, which was the forerunner of Borden Institute, New Providence, (1885).

CHAPTER II

WILLIAM W. BORDEN, FOUNDER,

BORDEN INSTITUTE

In the extreme western part of Clark County, in the picturesque village of New Providence, Indiana, on the eighteenth day of August, in the year one thousand eight hundred twenty-three, was born to John and Lydia Bellows Borden, a son. This first born son received the name William Wesley. A second son, John Jr., came to the Borden home April 23, 1825; before the birth of this second son, the father, John Borden Sr., died November 7, 1824.

In that pioneer day of Indiana, there were many, many hardships for a widowed mother to encounter and to overcome in order to succeed, and such was the lot of this young mother. In addition to the rearing of her two sons, she conducted the inn which was established soon after the arrival of the Borden family, managed the farm, settled the many

business obligations of her deceased husband and administered the estate.

The time soon came when William must go to school. Public schools, at that time, were unknown in this locality, as in hundreds of other neighborhoods similar to this at New Providence. Subscription schools were the only means of gaining the rudiments of an education outside of what little training the home was able to give. Spelling was considered the most important study. Very few school books were to be had at any price and most homes were too poor to afford the few published. The Bible was used as a reader in the home and elsewhere. Pike's Arithmetic in some instances was used. In the Borden home, as in many others, the education of the children was left to the busy mother.

In the preceding chapter, it was mentioned that the laws of 1818 and 1824 made provisions for the founding of county seminaries. The Washington County Seminary at Salem became one of the most outstanding seminaries of southern Indiana. It was under the management of the noted educator, John I. Morrison. The Salem Seminary attracted the pupils from many counties and even from other states. So, when William W. Borden had received from the subscription school and his mother all the instruction that was obtainable, he

and his younger brother, John, were sent to the Seminary at Salem, where, under the guidance of Professor Morrison, William learned more systematically penmanship, arithmetic, algebra, and Latin. Mr. Borden later in life said ¹:

"We studied Smith's Arithmetic, Davies's Algebra, Davies's Legendre, the National Reader, Caesar's Commentaries and 'Viri Romanae'. You may see in the museum a lesson leaf worked out by me when a student in the Seminary.

By referring to the receipts for my tuition and board which I have framed and placed in the museum, you may see what it cost to feed and educate a boy in those old times, and that candles were as much an item of expense as meat and drink."

Three years were spent in the Seminary at Salem. Later he was sent to Indiana University where his academic education was completed, graduating from Indiana University about 1840.

Professor Borden, through his study and research work met many prominent people. Some of the noted men and women who received mention in the old papers and records were: John Hay, the poet, diplomat and statesman; Doctor Reid, Salem, Indiana; Professor Bradley of Yale University; Professor Cox, State Geologist; Marshall Field, Chicago; Professor S. F. B. Morse, inventor; Sir John MacDonald, Premier of the Dominion of Canada; Thomas Rodman, inventor

1. Borden, William W. Personal Reminiscences, p. 15-16.
Borden Museum Catalogue, Borden, Indiana, 1901.

of the Rodman gun; Newton Booth, a governor of California; Professor John Campbell, Wabash College.

Professor Borden travelled extensively throughout this country, Alaska, and Canada making an intensive study in such fields of activity as mining, astronomy, geology and agriculture. He was what might be termed a world traveller or "globe trotter" visiting many countries of Europe including in his tours England, Scotland, Ireland, France, Holland, Belgium, Germany and Italy. These travels were not of the sight seeing variety. It is true he saw, but he had a purpose back of the seeing--he studied and acquired many objects through purchase that would be helpful in his school and museum. Much of the modern equipment for the laboratories, rare books, and curios were purchased abroad.

Professor Borden, like the great majority of men, sometime in life, however busy they may be, desired the companionship of some worthy lady as a wife. Concerning this important event of his life, History of Clarke County, Indiana, says:²

"Professor Borden, November 13, 1884, married Miss Emma Dunbar of New Albany, Indiana, a lady who proved to be not only a faithful and loving wife and help-meet, but who encouraged him in his scientific labors and heartily endorsed all his enterprises for the moral and intellectual advancement of his fellow-man."

2. Baird, Louis C. History of Clark County, Indiana, p. 498, B. F. Bowen & Company, Indianapolis, Indiana, 1909.

On his vast estate, near the college and separated from it only by a rift in the wood-clad hill-side was the beautiful and palatial-like residence of Professor and Mrs. Borden.

Mr. Borden's business career began very early in life. He related a number of incidents which were very interesting and at the same time illustrated some of his early engagements. He says:³

I was destined to be a farmer. At a very early age, I toiled in the fields ... I plowed with a wooden mould-board plow, cut the grain with sickle and cradle, and the hay with a scythe.

After the decease of my father, my mother continued to conduct the inn. I occasionally acted as hostler when I could spare the time from the labors of the farm. Much abuse did I receive from travelers concerning the feeding and care of the horses.

When a boy, I went to the farm of John Carr, a member of Congress for our district, with an ox team to get a load of apples.

These incidents in the boyhood life of this noted man give an idea of his life on the farm.

Turning now to a period of his maturer years, he is seen coming into contact with men who were interested in geology. He, too, became interested in some fossils which had been found in Washington County, Indiana. The gentle-

3. Borden, W. W. Personal Reminiscences, p. 19 ff., Borden Museum, 1901.

in Indiana with a competency which enabled him to carry men, seeing that Professor Borden was much interested, advised him to procure a copy of Dana's Geology. From the information obtained from this book and from observations, he began field work and studied the rocks and their formations. During this period of preparation, he met a number of prominent geologists and because of these relationships and the practical information which he had acquired, Mr. Borden was appointed Assistant State Geologist in 1873 by State Geologist, Professor Cox. While working in this capacity, Professor Borden made a geological survey of Clark, Floyd, Jefferson, Scott, Ripley, and Jennings counties.

After his term as Assistant State Geologist, his attention was turned to the metal resources of Colorado. Professor Borden's brother, John, and his nephew had been located in Leadville, Colorado, for sometime. A letter from his brother in Colorado said, "If you can distinguish between granite and limestone, we want you with us". He arrived in Colorado in July, 1878.

In a short time, he became a member in the partnership of Borden, Tabor and Company. Marshall Field, the merchant of Chicago, was the monied man of the organization. After Professor Borden had been in Colorado only two years, the partnership sold its interests and he returned to his

farm in Indiana with a competency which enabled him to carry out certain ideas for the advancement of learning and the benefit of his fellow man. Although interested and taking part in many fields of activity the records investigated indicate that he was not what would be termed a politician. However, he was well posted and up to date on the leading issues of state and nation. From what has already been said, it is easily inferred that he had a broad acquaintance and was personally acquainted with many of the leaders in all of the political parties. In 1844, he attended the National Convention of the Whig Party. Unless there had been a revolution in party politics in the thirties of the twentieth century, there was probably a political tinge that helped to secure for him the appointment as Assistant State Geologist. In 1892, many of his friends prevailed upon him to become a candidate for Congress. He received the nomination, and on the day of election, received two thousand more votes than his party gave the state ticket. This shows the high esteem in which he was held by the people of his district and was his last venture in the political field.

When Professor Borden returned from his successful mining experience, he was fully prepared to enter upon the greatest mission of his life. This was the beginning of the

period of his greatest activity. Now, it was no difficult matter for him to decide where to invest his time, his energy, his talents and his wealth. The people nearest and dearest to him were those with whom he had been associated all his life. It would have been difficult to find a rural section of a country where educational advantages were fewer and a class of people more worthy and deserving. In order to interest the people of the community so that they would feel that they had a real part in the enterprise, he presented his plans and ideas to the public spirited citizens who responded heartily and co-operated in making the enterprise a success.

From this point, the study of the planning, the erection and the operation of Borden Institute until its close in 1903, is a concrete study of the life of Professor Borden at its maturest and most unselfish stage. Some one has said, "Education is not a preparation for life, it is life". The life of this man was an exemplification of the quotation.

The doors of Borden Institute closed in 1903. The closing of the Institute was also the closing of the active life of its founder. It may truthfully be said that Professor Borden was eighty years young. Because of his

active life and the great interest which he manifested in the class room and on the campus with young men and women rests the evidence of the presence of one who had not grown old. However, the closing of the school might have had something to do with the physical infirmities which soon overtook Professor Borden. The remaining days of his earthly existence were spent with the one nearest and dearest to him. His mind was active and alert to the very end so that the closing days were days characteristic of his entire life. He died December 19, 1906.

following:

Professor Borden was not only a man of high character and high ability, but also a man of high scientific achievement and the institution and influence which he established demonstrated his worth to the world and paved the way for still greater good to his fellow men in future years. He has left a high standard and a high ideal of life and work which will be followed by all his distinguished sons. He died December 19, 1906, but still lives in the love and veneration of a grateful and appreciative public, which continues to honor his memory.

The physical remains of Professor Borden are now in the possession of the University of California, Berkeley, California.

Prof. Borden was born in 1838, in the town of New York, New York, and died in 1906, in the town of Berkeley, California. He was a member of the American Philosophical Society, the American Academy of Arts and Sciences, and the American Association for the Advancement of Science. He was also a member of the National Academy of Sciences and the National Academy of Arts and Letters.

WORDS OF APPRECIATION.

The following lines are taken from the volume,
"BIOGRAPHY OF INDIANA":⁴

"Professor Borden, wherever he goes, is recognized as a modest dispenser of charities for the public good; as the prudent adviser, the safe counselor, the true friend and the good citizen. Living, he is esteemed and respected as a practical statesman, teacher, and philanthropist. When he is gathered to his fathers, his memory will be cherished and honored."

In the History of Clark County, among other items is the following:⁵

"Professor Borden broke down the walls of his environment and through the medium of his scientific achievements and the institution and influence which he established demonstrated his worth to the world and paved the way for still greater good to his fellow men in future years. Humanity grows through such lives as his and Clark County and the State of Indiana will always be proud to number him among their most scholarly and distinguished sons. He died December 19, 1906, but still lives in the love and veneration of a grateful and appreciative public, which constitutes his enduring monument."

The principal speaker paid Professor Borden a very high tribute when he said:⁶

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4. Reed, George Irving, Biography of Indiana, p.
 5. Baird, Louis C. History of Clark County, p. 499.
 6. Hildreth, Rev. William, Exercises at Laying of Cornerstone, p. 18-19.
Borden, Indiana, 1884.

"I am glad he is doing this at his old home where he grew up and where his neighbors have known him so long and so well. I know of nothing better that he could do for you and yours.

He might have built himself a magnificent residence and surrounded himself with every luxury. He might have invested in paying bonds and securities, imperishable monument that shall shed its blessings on your children and theirs through coming time. It is refreshing to find now and then a man who is solicitous for, and willing to devote his means for, the good of others. We need more of such benevolence and philanthropy, where there is much that is selfish as we see around us, it is cheering to know that some are thinking how they may help others. Our friend is not a man of loud professions, but a man whose works speak for him."

The Hayden Institute Quarterly, Vol. 1, No. 1, p. 1
Hayden, Indiana, October, 1906.

"Borden Institute was founded to meet a growing want in the educational field of the southern part of the great state of Indiana. Schools had been established in the northern and central parts of the state for the advanced and professional work, but the southern portion of Indiana had no institution to attract the large number of young men and young women in need of a higher education than that granted CHAPTER III the high school. It was also seen that the district MOTIVE FOR FOUNDING BORDEN INSTITUTE

There is a motive for doing worthy deeds and this was especially true of Professor Borden in establishing a school for the education of young men and young women of his town and community. Upon his return, in 1880, from a very successful short mining career in Colorado, the ideal task of his life lay before him. Feeling that "Charity should begin at home" and believing that a liberal education is the best preparation for life, Professor Borden decided to do something for the youth of his community. This idea was by no means new in the mind of the millionaire geologist. Financially, he was now able to carry out the desire of many years standing. His motive is stated in the Borden QUARTERLY:¹

1. The Borden Institute Quarterly, Vol. I, No. I, p. 1
Borden, Indiana, October, 1888.

"Borden Institute was founded to meet a growing want in the educational field of the southern part of the great state of Indiana. Schools had been established in the northern and central parts of the state for the academic and professional work, but the southern portion of Indiana had no institution to attract the large number of young men and young women in need of a higher education than that granted by the public high school. It was also seen that the district schools depended upon their own graduates, in a large measure, for teachers, and in consequence, could not expect such instruction as the masses of the people, rapidly advancing in wealth, desired. Another large class of citizens were unable to find a school adapted to their wants. These were the farmers. They were awakening to the value of a practical education for their children."

Summarizing, the motive must have been the proper training for young men and young women before attempting the specialized work of some profession or art. From the above statement, the following points contributed toward this goal:

1. To establish a college in a district that was far removed from a school of higher learning.
2. To make it possible for the sons and daughters of farmers to get a college education.
3. To reduce school expenses to the minimum so that many people could have the advantages of an education.

4. To give teachers and those preparing to teach better preparation for their work. This in turn would raise the standard of the rural schools.

5. To promote the interests of agriculture by teaching practical scientific knowledge in its relation to the farm.

6. To use wisely leisure time.

High Schools	Established	Colleges	
Franksville	1850	Manover	1857
New Albany	1853	Indiana Univ.	1820
Madison	1854	Macon Hill	1854
Columbus	1864	University of Vincennes	1804
Ellettsville	1860		
Marion	1862	Southern Ind. Normal, Mitchell	1869
Way	1864		
Jeffersonville	1869		
Harbour	1870		
Wassena	1871		
Bloomington	1873		
North Vernon	1873		
Ellettsville	1873		
Mitchell	1876		
...	...		
...	...		

The following table will help to give an idea of the few high schools and colleges in southern Indiana before 1880:

TABLE I

HIGH SCHOOLS AND COLLEGES OF SOUTHERN INDIANA BEFORE 1880

High Schools	Year Estab- lished	Colleges	Year Estab- lished
Evansville	1850	Hanover	1827
New Albany	1853	Indiana Univ.	1825
Madison	1855	Moore's Hill	1854
Columbus	1859	University of Vincennes	1804
Princeton	1860		
Aurora	1863	Southern Ind. Normal, Mitchell	1880
Vevay	1864		
Jeffersonville	1869		
Seymour	1870		
Vincennes	1871		
Bloomington	1872		
North Vernon	1872		
Rising Sun	1873		
Mitchell	1876		
Salem (commissioned)	1884		
Bedford (commissioned)	1883		

CHAPTER IV

THE LAYING OF THE CORNER-STONE

The erection of a new building attracts the attention and admiration of an entire community. This is especially true of the establishing of a school, since it is a community enterprise whose influence will affect all.

The corner-stone of Borden Institute was laid the sixth day of September, eighteen hundred eighty-four. That was a gala day for the village of New Providence and surrounding country. In order to participate in the ceremonies, it was necessary for the Salem cornet band to arrive over the Monon railroad at six-thirty in the morning. At an early hour wagons and carriages loaded with the families of farmers, mechanics, and merchants were coming into town, and by ten o'clock the quiet little town of New Providence was crowded with people, when the bell on the Union Church pealed forth

for the people to assemble; and a procession was soon on its way to the site of the proposed building.

On arriving at the grounds, Professor John G. Scott, master of ceremonies, announced the chorus, "On To Victory", which was sung by the New Providence Bible School, after which prayer was offered by Rev. Fletcher Wiley. Mr. John Owens, Salem, Indiana, had charge of the masonry work necessary to place the stone. A strong zinc box, furnished by Professor Borden and containing the proceedings of the Institute Trustees from their first meeting to the day of the laying of the corner-stone, the names of the officers, name and amount of each donor, old and new coins, McGuffey's Spelling Book, the Ledger, a Testament, cards and many relics, was deposited in the corner of the building. Dr. John L. Stewart of New Albany, Indiana, briefly addressed the audience. Reverend William Hildreth delivered the principal address of the day, and because of the similarity between the points he emphasized and the present day trends in social and educational lectures, these quotations are of interest:²

"To make strong the bulwarks of national life, we must educate---thoroughly generally.....
Nihilism in Russia, Communism in

2. Hildreth, Rev. William, Exercises at the Laying of the Corner-stone of Borden Institute, p. 6-19. Borden, Indiana, 1886.

France, Socialism in Germany and intemperance everywhere, belong largely to the ignorant masses and not to the cultivated and refined. Our asylums and alms houses are largely filled from this unfortunate class.

Ignorance coupled with vice goes far towards spanning the gulf between man and the animals, and is a stronger argument for man's beastly origin than Darwin's Cerebral Reasonings.

What we need today is genuine and manly thinking.

We need a development of will power in well directed duty, pressing us on and upward until we carve out of life lineaments of a character as firm and staunch as the everlasting hills.

As in seed so in mind are sleeping faculties and powers that must be brought into activity by certain processes and education is the rain and sunshine to the mind seed that brings the germ life to maturity, clothes it with beauty and ordains it with power.

Let us have a rounded and sensible course of study that will send out our sons and daughters fitted to take hold and do well the duties of life.

I am glad that God has put the noble and generous purpose into the heart of my friend, Professor Borden to devote a part of his large means in establishing a school of high order.

At the close of this address, the crowd was dismissed for luncheon. During the noon hour, a number of splendid "toasts" were given. Professor Borden responded to the toast, "Borden Institute" as follows:

"Ladies and Gentlemen: The object of our coming together today was to lay the corner-stone of our Institute. The citizens of this section desire to give vent to their feelings with rejoicing and wish that others may rejoice with them. On this occasion, you will observe, all these foundations have made some progress and will very soon be completed. The design is to build a superstructure thereon, of which we may be proud, and to found a school in which the youth of our village, and this section of our state may be trained well to act their part in coming life.

May the young minds that receive instruction here be well disciplined, not only as regards general intelligence as it is obtained in the schools, but with practical knowledge that may be applied. This structure, when finished, will not be the work of chance, but the work of a skilled architect, and of intelligent and industrious masons, of experienced carpenters, and men skilled in other callings, who shall add the finishing stroke. The money expended in the erection of this Institute came through industry and willingness of this community to give; through study, application and hardship.

To accomplish something should be the aim of all. To make something of value requires exertion and unbending energy. The bird may feed in the shadows

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3. Exercises At Laying of Corner-Stone of Borden Institute, p. 4
Borden, Indiana, 1886.

of early morning, and bask in the sunshine with bright plumage. But the young woman or young man who rises at dawn and sits upon the stool of "do nothing" and folds his arms to wait patiently, accomplishes nothing. Knowledge, wealth, comfort with cheerful surroundings will not come to you without self-denial, never-failing energy and application, coupled with upright dealing, and a firm reliance on the Father of all Good. Otherwise, your time will be spent for naught. These qualities make up the lever that moves the world."

From the list of toasts, those of Professor John G. Scott, "The Schools of New Providence", and Professor Fletcher Wiley, "Ye Olden Days", were typical of the others. Letters, explaining and regretting their absence were read from a number of gentlemen who had been invited to respond to toasts and otherwise take part in the ceremonies. The day, however, was a notable one in the history of New Providence and as pleasant as notable.

Innocent... Rev. E. G. McEwen
 Song... New Albany
 Reading Declaration of Independence... Prof. T. M. Stone
 Music... Martinsburg Band
 Creation... Rev. O. T. Binger
 Song... New Albany
 Address... Prof. W. W. Borden
 Dedication Prayer... Rev. O. T. Binger

CHAPTER V
DEDICATION DAY EXERCISES

Assembly... Martinsburg Band
 Song... Arion Club, New Albany
 Martinsburg Band
 New Providence Sunday School
 Rev. J. A. Bradley
 Chapel Hall, Borden Institute,
 Prof. T. M. Stone, Louisville, Ky.

The building, whose corner-stone was laid on Will Comstock September the 6th, 1884, was patriotically dedicated on School the Fourth of July eighteen hundred eighty-five by present- and ing the following program:¹

DEDICATION

BORDEN INSTITUTE

W. W. Borden, Chairman, Jno. A. McWilliams, Secy,
 And Celebration of Ceremonies,
 New Providence, Indiana,
 July 4, 1885.

Program, Mr. Yarnable said:

9:15 A. M. Assembly... Martinsburg Cornet Band
 9:25 Song... New Providence Sunday School

1. Printed Program, Dedication Exercises Borden Institute, Borden Institute Museum, 1885.

9:35	A. M.	Invocation.....	Rev. M. C. McKown
9:40		Song.....	Arion Club, New Albany
9:50		Reading Declaration of Independence	Prof. T. M. Hawes
10:05		Music.....	Martinsburg Band
10:15		Oration.....	Rev. O. T. Conger
10:55		Song.....	Arion Club, New Albany
11:00		Address.....	W. H. Venable
12:00		Music.....	Martinsburg Band
12:10	P. M.	Address.....	Prof. W. W. Borden
12:25		Dedication Prayer.....	Rev. O. T. Conger
12:30		Refreshments	
2:00		Assembly.....	Martinsburg Band
2:10		Song.....	Arion Club, New Albany
2:20		Address.....	Hon. Will Cumback
3:20		Music.....	Martinsburg Band
3:30		Song.....	Visiting Sunday School
3:40		Singing.....	New Providence Sunday School
4:00		Music.....	Martinsburg Band
4:10		Doxology and Benediction.....	Rev. F. A. Fredley
		Humorous and Dramatic Recitation	Chapel Hall, Borden Institute, Prof. T. M. Hawes, Louisville, Ky.

W. W. Borden, Chairman, Jno. A. McWilliams, Sec.
Dr. F. M. Harris, Master of Ceremonies.

At least two noted speakers delivered orations. "The Coming Man" was the theme of Professor W. H. Venable of the Chickering Institute, Cincinnati, Ohio. In the closing paragraph of his address, Mr. Venable said:²

"The scope of our theme, "The Coming Man", embraces much more than the political conditions of nations and persons. Viewed in its wider relations to humanity,

2. Exercises at Laying of Corner-stone of Borden Institute 1886.
Will A. Dudley Book and Job Printer, New Albany, Indiana.

democracy coincides with religion. The universal fatherhood of God and the brotherhood of man implies the final reconciliation of classes and the happy union of men in bonds of love, for the good of all and each. Evolution is the unfolding of a vast beneficent plan to perfect the world, and the unfolding energy which science calls the power of evolution, religion calls God. The Past man, the Present and the Coming Man are in his omnipotent hand."

In the afternoon, the Hon. Will C. Cumback chose for his theme, "A Successful Life," as fit and appropriate for this interesting occasion and closing with:³

"Estimating the consciousness of duty well done above the praise of men, and placing the rewards of a good conscience higher than the luxury of wealth, I commend the words of Schiller:

What shall I do lest life in silence pass?
 And if it do,
 And never prompt the bray of noisy brass,
 What need'st thou rue?
 Remember aye the ocean's deeps are mute,
 The shallows roar,
 Worth is the ocean, fame is the bruit
 Along the shore.
 What shall I do to be forever known?
 Thy duty ever!

This did full many who yet sleep unknown,
 Oh never! Never! (known
 Think'st thou perchance that they remain un-
 Whom thou knowest not? (blown,
 By Angel trumps in Heaven their praise is

3. Exercises at the Laying of the corner-stone of the Borden Institute, Borden, Indiana, 1885, p. 37-52.

Divine their lot.
 What shall I do to gain eternal life?
 Discharge aright
 The simple dues of which each day is rife?
 Yea with thy might.
 Ere perfect scheme of action thou devise,
 Will life be fled,
 While he who acts as conscience cries
 Shall Live, though DEAD.' "

CHAPTER VI
 THE CURRICULA
 OF
 BORDEN INSTITUTE

Thus Borden Institute was launched in the spirit of high ideals and came into existence with the best of motives. Throughout its entire existence this same type of idealism was ever present. It permeated the entire organization, the founder, the faculty, and the student body; and all exerted a powerful influence for the success of the institution.

The author of this report being...

1. For working.

2. For the first time...

3. For the work.

Published by the Board of Trustees of Borden Institute
 1900

We propose to add the following teacher by
 class, grade, and months in school
 service.
 The following is passed by
 the board
 that arrangement of classes
 should be made
 by giving the printed essential

CHAPTER VI teaching.

THE CURRICULA

OF

BORDEN INSTITUTE

TABULAR

In another chapter, the New Providence Normal School was named as one of the "private" or "independent" normal schools established between 1870 and 1890. As this New

Providence Normal was the forerunner of Borden Institute, it will be well to give a brief history of it. The Normal was established April 2, 1883 and was incorporated January 10, 1884 with John G. Scott as principal.

The objects as set forth in the announcement were as follows:

- Our objects are to prepare young men and women:
 - a. For teaching.
 - b. For higher institutions of learning.
 - c. For life work.

1. The Second announcement of New Providence Normal, p. 3. New Providence, Indiana, 1884.

We propose to aid the young teacher by aims, means, and results in school government:

- a. Who should teach.
- b. What preparation is needed by the teacher?
- c. What arrangement of classes should be made?
- d. By giving the points essential to successful teaching.

The curriculum consisted of a preparatory course and a teachers' course.

History
Drills

History
Drills

U. S.
History
Drills

TABLE II

Debating

Debating

Debating

Debating

PREPARATORY COURSE

1st. term	2nd. term	3rd. term	4th. term	5th. term
Arith.	Arith. & Algebra	Algebra	Algebra	Review
Geography	Geography	Physio.	Zoology	Review
Grammar	Grammar	Analysis	Rhetoric	Review
Reading	Vocal Culture	Biography	U. S. History	Review
Letter Writing	Composition	Composition	Composition	Review
Writing	Debating	Theory & Practice	Theory & Practice	Theory

TEACHERS' COURSE

1st. term	2nd. term	3rd. term	4th. term	5th. term
Arith.	Algebra	Algebra	Algebra	Review
Phys.	Physio.	Zoology	Nat. Phil	Botany
Geography	Rhetoric	Rhetoric	Rhetoric	Review
Analysis	U. S.	U. S.	U. S.	Review
Geography	History	History	History	
Drills	Drills	Drills	Drills	
Debating	Debating	Debating	Debating	Debating

The normal feature of the school was not destroyed. Other features of the normal were set forth in the catalogue;² along with the other courses, it was strengthened. The

2. The normal feature of the school was not destroyed. Other features of the normal were set forth in the catalogue;² along with the other courses, it was strengthened. The
1. The school is self-governing in its character.
2. A true education is accomplished more fully by co-education of the sexes.
3. Education is not merely the acquisition of knowledge, but the accumulation of physical, mental, and moral power.
4. The moral and religious interests of each student are carefully guarded, yet no sectarian principles are inculcated.
5. It is a school where education is made possible to all.

2. The Second Annual Announcement, New Providence Normal, p. 8 New Providence, Indiana, 1884.

Through his connection with the normal as lecturer of geology, Professor Borden was led to the founding of Borden Institute which embodied the "normal" idea along with academic and scientific courses. For a short time after the founding of Borden Institute, Professor John G. Scott was principal of the new school.

In a short time, Professor Francis M. Stalker became principal succeeding Mr. Scott and during Mr. Stalker's administration, the new school's standing was raised to that of a college by revising the old courses and adding new ones. The normal feature of the school was not destroyed, but along with the other courses, it was strengthened. The first BORDEN QUARTERLY in referring to the objects of the school, states in part,³

It was founded to offer the best facilities to teachers, those preparing to teach, those preparing for business, those desiring a thorough and liberal education.

To accomplish these aims, courses known as Preparatory, Teachers', Scientific, and Classic and Commercial Department were organized.

3. The Borden Quarterly, Vol. I. No. I. P. 1. Borden, Indiana, October, 1888.

TABLE III

BORDEN INSTITUTE COURSE OF STUDY

Psychology PREPARATORY COURSE Calculus Astronomy
 Cicero Horace Latin Tacitus

First Term	Second Term	Third Term	Fourth Term
Arith.-Ele.	Arithmetic	Higher Arithmetic	Higher Arith.
Grammar	Grammar	U. S. Hist.	Algebra
Des. Geog.	Des. Geog.	Phys. Geog.	Physiology
Reading	Reading	Vocal Music	Music & Drawing
Writing	Writing	Debating	Debating

TEACHERS' COURSE

Algebra	Algebra	Latin	Higher Arith.
Grammar	Rhetoric	Rhetoric	Latin
U. S. Hist.	Physiol.	Eng. & Am. Literature	Psychology
Reading	Music	Essays	Methods
Writing	Drawing	Methods	Thesis

THIRD OR SCIENTIFIC YEAR

Geometry	Geom. Sd.	Trig.-5wks.	Surveying
Latin	Trig.	Conic Sec.	Virgil
Am. Liter.	Caesar	Virgil	Botany
Nat. Phil.	Eng. Lit.	Gen. Hist.	Geology
	Chemistry	Zoology	Debating

4. Borden Institute Catalogue, p. 6-9
 Borden, Indiana, 1888-1889.

FOURTH OR CLASSIC YEAR

First Term	Second Term	Third Term	Fourth Term
Psychology	Logic	Calculus	Astronomy
Cicero	Horace	Livy	Tacitus
Greek	Greek	Greek	Greek N. T.
Roman Hist.	Greek Hist.	Literature	Political Economy

BUSINESS COURSE

First Term	Second Term
Bookkeeping	Bookkeeping
Higher Arithmetic	Higher Arithmetic
Grammar	Commercial Law
Writing	Business Forms
Drawing	Writing
	Debating

Discussion of Courses.

The preparatory course was sustained to accommodate those who had attended the district and village schools. The graduates from the fifth grade of the common schools of Indiana were supposed to be able to complete this course in two terms, while those who were diligent and mentally strong could complete it during the scholastic year.

In describing this course, THE QUARTERLY said:⁵

"The instruction is based upon true pedagogical principles and trains the pupil's faculties for independent work. The recitations are forty minutes in length; the pupils have the instruction of thorough and experienced teachers; every branch is illustrated by the latest and best apparatus; all have the free use of a choice library. With these facilities the fifth grade pupil can do the work of three years in one. Then in this department the student is trained in those methods of analysis and study so essential for the searching thorough work of the higher courses."

5. Ibid, p. 6-9

introduces him to the study of the human mind. Discussion of TEACHERS' COURSE.

Almost fifty years ago, the management of Borden Institute recognized the need of trained teachers for the public schools of Indiana and made ample provision by offering a two year teacher training course. Forty years later Indiana was just beginning to require, by law, two years of training for those who were to train the boys and girls of this great commonwealth for citizenship. The Teachers' Course received the following comment in THE QUARTERLY:⁶

"This course succeeds the preparatory course and continues the work. A thorough and exhaustive study of advanced work in the common branches is made with practical training and investigation of Rhetoric, Algebra, English, American literature, drawing, vocal music, psychology, school management and methods of teaching.

The work of this course is that needed by the greater number of teachers of the common schools of all the states. The instruction is both academic and professional, and thoroughly prepares the teacher for his work. It makes him master of the branches in which he is compelled to pass examinations, and thus removes the great terror of many teachers' lives; it makes him conversant with the principles of his profession and thus renders him professional; it gives him the best kind of experience, as it makes him acquainted with the methods which have been tried out in the 'furnace' of the schoolroom; it

6. Ibid, p. 1.

introduces him to the mysteries of the human mind and gives him a knowledge of its phenomena and laws; and lastly, it gives him practical experience in teaching in the Training Class."

DISCUSSION OF SCIENTIFIC COURSE

Though named SCIENTIFIC, it was not given to the study of sciences exclusively; but four distinct lines of work were pursued---mathematics, science, Latin, literature and history. The course combined many points of excellence, and sent out its graduates with a preparation that brought success. The work of two years, either at this institution or elsewhere, was a prerequisite for admission to this course. On its completion, normally in one year, the graduates received diplomas carrying the degree of Bachelor of Science.

DISCUSSION OF CLASSIC COURSE

This course presupposed a knowledge of the three preceding courses and could be completed in one year of study. Financial reasons prevented students, although they aspired to a longer period of study, from enrolling for a longer time. President Borden, therefore, preferred a curriculum which could be completed in forty-eight weeks. The studies pursued were Latin, Greek, psychology, logic, calculus, astronomy, and ancient history. Again the Bulle-

tin is referred to ⁷:

"Many of the colleges have abandoned the compulsory courses in the long courses in the ancient languages, and some have gone to the other extreme; but Borden Institute will occupy a happy mean and will not discard the disciplinary advantages offered by a reasonable course in Latin and Greek.

The completion of this course gives the student a thorough practical education, fitting him for the successful prosecution of any vocation in life. It is such an education as that needed by the great mass of the people, and is within the reach of every one. The work is of such a character that the students can finish it in sections and by that means work their way through the course. A record of every one's standing is kept and thus he may return any time and continue the course.

The degree of A. B. will be conferred upon graduates from this course.

THE BUSINESS COURSE

The training given by any line of business is a valuable one, and the mind that can work by system is the one that will finally conquer; a knowledge of bookkeeping, business papers and forms is indispensable to a successful man in any vocation, and the discipline in such a course is a valuable educational force. Borden Institute has established a thorough business college to meet the demands of the age, and to offer to all persons the advantages of business training.

7. Ibid, p. 13.

Musical Department

"Students of any degree of advancement are received in this department. The course of study includes all the subjects of a complete musical education. The pupils have the use of a fine upright piano and an excellent organ.

Vocal music is taught in a daily drill every term by a good teacher. The advantages of this work cannot be overestimated. It is free to all students of the institution."

TABLE OF EXPENSES.

Private board and furnished room, per week, only	\$ 2.50
Board and furnished room in dormitory, per week, only	\$ 2.50
Tuition for term of ten weeks invari- ably in advance,	\$ 8.00
Tuition for the year, paid in advance	\$ 26.00
Rent on piano or organ, for practice, one hour per day, for the year	\$ 3.00
Instrumental music extra, per lesson	\$.50
Extra expenses for the year of forty weeks, only	\$120.00

The curricula, as indicated in the foregoing pages, were the work of Professor Francis M. Stalker and Professor W. E. Lugenbeel, who succeeded Professor Stalker as principal. Modern languages and the sciences were introduced and the subject matter so arranged that in four consecutive years, a student might pass through a preparatory year, a teachers' course, a scientific year and a final classic year. A student completing all these courses was granted the Bachelor of Arts degree.

These courses proved very popular for many young people were attracted to the school. To meet the growing popularity of the school, and the ever-changing world of science, additional courses were introduced and new instructors employed to keep step with the progress in science, invention and the discoveries in astronomy. In fact, the last quarter of the nineteenth century was a period of evolution. A thorough training and education were necessary to reach the highest achievements in any and every calling. It was essential not only to the professional man, but to every vocation including the farmer. The time had come when the farmer must understand the mechanism and operation of complicated machinery, the character of different soils, the rotation of crops, scientific breeding of farm animals, the

fertilization of the soil and a thousand other problems. Borden Institute was founded to help in this gigantic task; therefore, she continued to keep abreast of the times.

A group of prominent educators were brought to Borden Institute as instructors and professors. The outstanding man of this number was Professor Harry A. Buerk, a graduate of Harvard and a teacher of several years' experience. He came to Borden as instructor in Latin, Greek, German, French and the sciences. This position he held until promoted to the principalship in which capacity he served as long as the institute was in operation. In addition to the principal's duties, for a year at least, the management and direction of the Institute was transferred to him.

Under the leadership of Professor Buerk, the school reached its height of popularity and the final revision of the course of study was made in the year 1899. Concerning this final change the catalogue of that year had the following explanation:⁸

"The past has its lessons, the future its hopes. Experience has pointed out to the management certain improvements on previous work, and these have been embodied in the curriculum of the coming year. For this reason

8. Borden Institute Catalogue, p. 5-6.
Borden, Indiana, 1890-1900.

this pamphlet has been published and the work submitted to a candid consideration. Whatever is announced in this pamphlet will be faithfully carried out by the management. To a young man or a young woman desirous of a thorough mental training before assuming the duties and responsibilities of life, the Institute offers unusual facilities."

First Term	Second Term	Third Term
Arithmetic	Arithmetic	Arithmetic
Grammar	Rhetoric & Comp.	Grammar
Nat. Lang.	Phys. Geography	Natural Phil.
U. S. History	World History	Hygiene
Spelling		Spelling

Fourth Term	Fifth Term	Sixth Term
Algebra	Algebra	Algebra
Geometry	Geometry	Geometry
Trigonometry	Trigonometry	Trigonometry
Calculus	Calculus	Calculus
Statistics	Statistics	Statistics

Seventh Term	Eighth Term	Ninth Term
Advanced Algebra	Advanced Algebra	Advanced Algebra
Advanced Geometry	Advanced Geometry	Advanced Geometry
Advanced Trigonometry	Advanced Trigonometry	Advanced Trigonometry
Advanced Calculus	Advanced Calculus	Advanced Calculus
Advanced Statistics	Advanced Statistics	Advanced Statistics

TABLE IV
TEACHERS' COURSE--Two Years

First Year Subjects		
First Term	Second Term	Third Term
Arithmetic	Arithmetic	Arithmetic
Grammar	Rhetoric & Comp.	Grammar
Des. Geog.	Phys. Geography	Natural Phil.
U. S. History	Const. History	Psychology
Physiology	Physiology	Algebra

Second Year Subjects		
Algebra	Algebra	Geology
Latin	Caesar	Virgil
Am. Literature	Eng. Literature	Botany
Chemistry	Methods	Vocal Music
Physiology	Rhetoric	Pedagogy

Advanced Teachers' Course--One Year

Arithmetic	Algebra	Algebra
Philosophy	Geometry	Botany
Latin or German	Rhetoric	Physiology
Am. Literature	Latin or German	Pedagogy
U. S. Hist.		Grammar

Discussion of Teachers' Course: ⁹

Recognizing the fact that the greatest needs of the hour among teachers are ampler scholarship and better methods, we have extended this course to include the following subjects: orthography, and phonics, reading and literature, writing, geography, history, physiology, grammar, composition and rhetoric, botany, physics, or chemistry, Latin or German, psychology and methods. In addition to the above required work, careful attention will be given during the spring term of each year to such special subjects as the State Board of Education may, from time to time, require at the hands of teachers. In all such work, the teacher in charge will endeavor to keep in touch with current educational thought. This should be demanded of every school claiming professional recognition by teachers.

The students who take work in the first class will be required to give two years' study to complete this course. Perhaps, however, by sheer industry the time may be reduced one or two terms. The teachers are always ready to accord credit to deserving students upon examination.

Students of the second class, those who have already gained considerable strength in the common branches, should be able to complete this course in three or four terms, and perhaps in rare cases in less time. Licenses, statements from school officials, former teachers, etc., will be held valid in that they help to set forth the student life of the applicant, and in some instances, such references may have weight in reducing the time required to complete this course,

9. Borden Institute Catalogue, p. 9-11.
Borden, Indiana, 1899-1900.

TABLE 7

but the best evidence a student can give of his title to a Teacher's Diploma is earnest and efficient work in the class room.

Higher education among teachers is only a question of time. The recent law requiring graded school principals to be examined upon the subjects they are expected to teach is the latest link in the endless chain of requirement forged for the teacher. Those who expect to teach should make liberal preparation for their work, as the surest means of being able to stand in the profession.

We are fully aware that there are many independent normal schools that advocate a short course as a fitting preparation for the teacher, but our experience has shown us that this principle, though popular, is wrong, pernicious, and dangerous; hence, our rigid requirements.

Should a student desire to substitute work done in academic or scientific courses for subjects in this course, which he wishes to omit, such request, if consistent, will be granted and credits for the same will be entered upon the records of the school.

First Term	Second Term	Third Term
Geometry Algebra Latin History English Physical Science French	Higher Algebra Trigonometry Rhetoric Comp. Latin History English Physical Science French	Calculus Analysis Rhetoric Latin History English Physical Science French
Geometry Algebra Latin History English Physical Science French	Higher Algebra Trigonometry Rhetoric Comp. Latin History English Physical Science French	Calculus Analysis Rhetoric Latin History English Physical Science French

TABLE V
SCIENTIFIC COURSE--Three Years

First Year		
First Term	Second Term	Third Term
Theory of Arith.	Higher Alg.	Higher Algebra
Gen. Chemistry	Qual. Analy.	Qual. Analysis
Am. Literature	Rhetoric Comp.	German
Physiology	Phys. Geog.	Drawing
Latin	Caesar	Virgil
Second Year		
Plane Geom.	Plane Geom.	Sol. Geometry
Qual. Chem.	Qual. Chem.	Qual. Chemistry
Nat. Philos.	Nat. Phil.	Nat. Philosophy
Pharmacy	Geology	Botany
German	German	German
Third Year		
Trigonometry	Surveying	Calculus
Organic Chem.	Anal. Geom.	Astronomy
Geology	Organic Chem.	Zoology
German or French	German or French	German or French

DISCUSSION OF SCIENTIFIC COURSE

When the scientific subjects were added to the curriculum the laboratory method of instruction became very popular and greatly strengthened teaching in all departments. The last quarter of the nineteenth century saw a great awakening in the method of instruction through the adoption of the laboratory method. The catalogue expresses the idea well when it says: ¹⁰

The departments of chemistry and physics are each provided with its own laboratory. The chemical laboratory is equipped with lockers and tables, and each student is provided with separate apparatus and regents. The chemicals are manufactured by Theodore Schuckhart, and minerals for analysis are drawn from the cabinets of the college.

The physical laboratory is provided with all apparatus necessary to the proper illustration of physical and mechanical laws. It contains electrical appliances, cells, batteries, vacuum tubes, stereoptica, aneroids, balances, thermometers, spectroscopes, gravity apparatus, microscopes, etc.

So great is the demand for scientific farming, that education along this line is imperatively necessary. The students of Borden Institute are mostly from rural communities and many return to the farm, and devote their attention to agriculture. The management will place a large tract of land and numerous agricultural implements at the service of this department and agricultural chemistry will become a part of the science course.

10. Ibid, p. 12.

THE ACADEMIC COURSE---Three Years

The following was a schedule of the work of this department. This schedule was subject to change upon petition and new classes were organized upon the request of five members of the course.

TABLE VI

THE ACADEMIC COURSE--Three Years

First Year		
First Term	Second Term	Third Term
Theory of Arith.	Higher Arith.	Higher Algebra
U. S. History	Ele. Chem.	Analy. Chem.
Latin	Caesar	Virgil
Philosophy	Rhetoric	Grammar
Am. Literature	Phys. Geog.	Natural Philo.

Second Year

Plane Geometry	Plane Geome.	Solid Geometry
Geology	Elective	Botany
Cicero	Horace	Greek
Elective	Eng. Lit.	Rhetoric Style
Natural Philo.	Natural Phil.	Elective

Third Year		
First Term	Second Term	Third Term
Trigonometry	Surveying	Astronomy
Psychology	French or German	French or German
Xenophon	Greek Iliad	Gen. History
Terence	Rhetoric Style	Greek Aeschuylus
Elective	Elective	Elective

Graduates of this course were encouraged to take specialized work in the great universities of the country. As a stimulus to attempt this work, the institution guaranteed a position to all who completed with credit the work so undertaken and who had established a reputation for honesty, purity and energy.

In regard to the sciences in the Scientific and Academic courses, the catalogue, in part, said: ¹¹

"Geology is made elective with Botany, during the year, in which the science is taught under the topics science of geology, mineralogy, and palaeontology.

Physics is an essential part of the science course, and extends through the year, during which the laws of physical nature, and mechanics are investigated. Electricity is taught by

11. Ibid, p. 6-7.

theory and practice and a term devoted to the study of the steam engine. The first and second terms will be devoted to the study of forces and the phenomena accompanying their manifestations. The third term is employed in the study of electricity.

Zoology is an elective with geology and botany by all students except those preparing for teachers' diplomas.

Analytical chemistry--Laboratory work ten hours per week is maintained throughout the year. The work is planned to familiarize the student with the characteristic properties and behavior of the different elements so as to enable to proceed to analytical work; first qualitative and then quantitative. Careful notes are required of all work performed. A careful study of the non-metallic elements is made, including the preparation of the elementary and compound gases, followed by a similar course with the metals. The latter portion of the year is spent in the qualitative basic analysis of unknown materials and mixtures. At the close of the year, students of this course will be able to complete qualitative basic analysis. The work will then be resumed and the quantitative estimates of the elements and compounds will be continued through two terms.

Organic and Theoretical Chemistry: This course will be open to students who have satisfactorily completed the chemistry course of the first and second years. Ten hours per week during two terms may be devoted to it by those who intend following chemistry as a profession. During this period, a course of lectures on organic chemistry will be given, accompanied by laboratory work in the preparation and study of organic compounds, including their relations, derivatives, constants, etc. The course for ensuing year will also include spectroscopic and urine analysis.

Comments on the Academic Course

1. This course was rich in science, language and mathematics. The classic idea predominated very materially.

2. The social studies received but little attention in this curriculum.

3. Today it is a rare exception to find a general college course containing Greek and as much Latin as this one of thirty years ago.

4. The elective idea found a more prominent place here than in the earlier curricula.

5. The placing of the Sciences upon a strictly laboratory basis was a great incentive to increase the number of students, and an increase in interest and enthusiasm was commensurate with the increase in numbers.

The Law Course

Many students, who intended to make law their profession, desired to read the law books while pursuing an academic course. For these the College arranged a course of reading and a series of law books were added to the library. The commercial law of the business course was arranged so as to be a part of the law department. The student was required to recite on alternate days what he had read dur-

ing the intervening time. Full credit was given to those entering the law universities of the country for the work done in Borden Institute. No extra fees were charged for this course.

The catalogue's comments are as follows: ¹²

"An unusually interesting series of lectures upon international law will be introduced during the ensuing session. These lectures will be given to students of American history. For this reason the series will be restricted to a discussion of international controversies in which the United States has been a party. As a basis, the very valuable series of presidential messages and international arbitrations now being issued by the government will be used. No study of American history can be deemed complete until these priceless volumes have been read and digested.

A series of lectures on commercial law will be given by this department to students of the business course. These lectures are informal and rendered so interesting that students in other departments avail themselves of the privilege of attending.

12. Ibid, p. 12-14.

TABLE VII
THE BUSINESS COURSE 13

First Term	Second Term	Third Term
Bookkeeping	Bookkeeping	Bookkeeping
Typewriting	Typing	Typing
Com. Arith.	Com. Arith.	Com. Arith.
Com. Law	Com. Law	Com. Law
Shorthand	Shorthand	Shorthand

"Our business course is modern and is used by a large percentage of the best business colleges of the country. The time required to complete the course is from three to five months, the time depending upon the closeness of application and the time devoted. Tuition is the same as in the other departments, ten dollars per term of thirteen weeks."

This course was given because of its practical value and the great demand for stenographers in almost every business house and courtroom as well as for teachers in high schools. The catalogue states that the study of shorthand develops mental discipline the same as the study of Latin or Mathematics. The course required those who enrolled in typewriting to study rhetoric, composition and punctuation. The business man or woman must of necessity

be able to write a legible hand. The aim was to have the student write plainly and easily, and in the second place to write rapidly; therefore, enough time was devoted to penmanship for the student to acquire a rapid, plain, easy hand.

The Music Course.

Quoting from the catalogue: ¹⁴

The teaching of music in the public schools has, at present, gained such favor among the educators of the country that it is deemed essential that the teacher be prepared to instruct the child in music as well as in other branches of study. "Give the child a portion of that divine language---Music".

This course also included piano and voice. Close work and perseverance, together with an innate love for music and the piano in specialty, make the pianist.

Pupils in voice culture will be gladly received. Especial notice will be given to the most important essentials to good singing, correct breathing and proper tone production. Studies and songs are used as advancement is made. A college chorus will be organized and all pupils should attend these chorus rehearsals, for these give life to the music department.

14. Ibid, p. 17-18.

THE HIGH SCHOOL COURSE OR DEPARTMENT

The last course adopted to meet the educational needs of the surrounding country was the high school course.

There was no high school within a radius of twenty miles so through the addition of this course, Borden and the surrounding country had access to a first class high school thereby insuring better prepared students for college.

According to a ruling of former State Superintendents and in keeping with the school laws passed by the last Legislature, all children of school age were guaranteed an education in the higher branches. Many townships, however, had no organized high schools and were forced to transfer their advanced students to the high schools of other townships. After consulting many trustees and county superintendents, the following curriculum was adopted: 15

15. Ibid, p. 21.

HIGH SCHOOL COURSE

First Term	Second Term	Third Term
Higher Arith.	Higher Arith.	Theory of Arith.
Grammar	Grammar	Rhetoric
Phys. Geog.	Phys. Geog.	Phys. Geography
Physiology	Physiology	U. S. History
Latin or German	Latin or German	Latin or German

Second Year

Algebra	Algebra	Algebra
Rhetoric	Composition	Am. Literature
Chemistry	Chemistry	Chemistry
U. S. Hist.	Gen. History	Gen. History
Latin or German	Latin or German	Latin or German

EXTRA-Third Year ACTIVITIES

In the days of Haddon Institute, the curriculum con-

First Term	Second Term	Third Term
Plane Geometry Am. Literature Physics Bookkeeping Latin or German	Plane Geometry Eng. Literature Botany Bookkeeping Latin or German	Sd. Geometry Eng. Literature Botany Bookkeeping Latin or German

A fourth year of work is elective with the students of this course.

EXTRA-CURRICULAR ACTIVITIES

In the days of Borden Institute, the curriculum consisted chiefly of academic work, but a very small amount of what today is termed "Extra-curricular Activities". There were comparatively few things to detract the attention of the student from his regular routine of study; there were no automobiles for joy rides and necking parties; no trolley lines for week-end visits at home or abroad; no paved roads or other facilities for long hikes and excursions; no pictures shows or movies presenting the latest jazz song or Hollywood star; no road houses in which to drink and carous; no radios to "tune in" to get the latest musical programs from London, Tokio, Sydney or Little America; no aeroplanes to loop the loop, and only in the larger cities were there found such attractions as the theater, baseball leagues, golf courses and gymnasiums. The recreations were more of a mental nature so that the training of the mind was done, to a great degree, at the expense of physical training. However, the few activities which were sponsored by the school were popular with the students, as almost everyone took an active part in one or more of them. During the lifetime of Borden Institute, the literary societies were a vital factor in the lives of the students. At commencement time, they frequently had

literary contests such as a "Contest in Composition", a "Contest in Oratory" and a "Contest in Declamation". The literary societies were always under the direct supervision of the faculty and in a way were a part of the regular work expected of the student body. Although they were distinct organizations, they were in close harmony with the college at all times. It was through these literary activities that much of the surplus student energy found vent. The participants received valuable training in public speaking and debating.

Membership in the literary societies was open to all students of the college. The need of such instruction is expressed in the college catalogue in these words: ¹⁶

"The great orators of past generations have passed away and none of the later day have risen to take their places. Why is this? What is the reason for this decay in oratory? Assuming that nature still endows the young with talents for public speaking, we are forced to the conclusion that our present system neglects to develop these talents, but substitutes other forms of education for that of oratory and public speaking. And yet few accomplishments are more necessary or more pleasing in a professional man than the ability to sway and move his audience by his eloquence and oratorical skill. The lawyer, minister, educator, all should be carefully trained in this department."

16. Ibid, p. 26-27

Many of the students took part in musical activities, and as a result good orchestras, bands, glee clubs and choruses were developed.

ATHLETICS AT BORDEN INSTITUTE

Practically all athletic activities of Borden Institute were confined to a period of thirteen years during which time Professor Buerk was principal of the school. He was an athlete and played on the football and baseball teams with the students. In that day the schools were not under the strict collegiate rules of an athletic association.

During his residence at Harvard, Professor Buerk made a critical study of athletics among Harvard students, and as a result, his observations show conclusively that exercise in the gymnasium, upon the water, and upon the track, is universally beneficial to students, and the average class standing of those who exercise, is higher than of those who neglect physical exercise.

The following is quoted from the catalogue: ¹⁷

"While exercise is as beneficial here as at Harvard, it is not so necessary, owing to the fact that the students spend much more time in the open air, rise earlier, retire earlier, and eat simple wholesome

17. Ibid, p. 27-29.

food. In fact all athletics may be neglected without serious harm to their physical nature.

Ball contests between college classes is to be encouraged: first, because unusual skill is not required, and, second, because more students can enter the sport. Contests with other schools are not so beneficial, but they have a value to the contestants for exercise and to the other students for recreation and amusements. Borden students are mostly from the country and are naturally healthy and strong. So true is this, that the football team, though never trained, has never suffered defeat, though it has existed nine years.

From the foregoing statements, it seems as if athletics, during the lifetime of Borden Institute, was not commercialized, and gave expression to the play instinct only. This was a long time before athletic teams were traveling across the continent to play football and kindred games as an advertising medium; it was a day when good sportsmanship prevailed alike with players and coaches.

All the advantages offered by the best normal schools can be obtained at this institution, as the school is liberally supported, its opportunities are independent of large numbers. All the facilities which can procure may be enjoyed by a small attendance as well as by a great number of students. The team of many schools, especially classes, is not in this institution.

ADVANTAGES OF THE INSTITUTE AND METHODS

school can employ as many teachers as needed, OF INSTRUCTION, the classes can be kept within proper limits.

From its beginning, Borden Institute, as an independent normal, was in a class to itself in one particular, at least. Since the school was the work of a philanthropist, it was independent of its income. Unhampered by ecclesiastical authority and by state officials, the school was left free to develop its own particular system of instruction. Because the founder of the school believed in universal education, the entrance requirements were very liberal, and none were turned away, it must not be inferred, however, that the methods of instruction were also in accordance with this policy. The learning was of the most thorough type, and was more remarkable from the lack of external pressure.

The Bulletin reveals the following information: ²

All the advantages offered by the best normal schools can be obtained at this institution, as the school is liberally supported, its opportunities are independent of large numbers. All the facilities money can procure may be enjoyed by a small attendance as well as by a great number of students. The bane of many schools, unwieldy classes, is not in this institution.

2. THE BORDEN QUARTERLY, Vol. I, No. II, p. 1.
Borden, Indiana, January 1883.

Borden, Indiana, 1883.

Being independent of its income, the school can employ as many teachers as needed, and by this means, the classes can be kept within proper limits.

The spirit of the learning process is set forth in the following quotation taken from an early college bulletin: ³

"In the hurry of this age, the tendency is to do work in a slipshod manner, and from this many evils show themselves in every vocation and every department of business; if there is one place, above all others, where work should be well done, it is in the school room. Education does not consist of storing the mind with facts; the mind is not a receptacle into which we may pour facts for a brief season and fit it for the active duties of life. Education is a growth and the faculties of the mind must be trained each in its proper time and in the proper manner. The education that simply leaves the boy or girl a theorist will not answer today. The man of today, must be able to do.

It is the intention to make Borden Institute thorough and practical in every department, and we guarantee as much mental training as can be obtained in the same length of time as in any institution in the country."

From these excerpts and others which we find in the school's publications, the methods of instruction may be summed up in the following statements.

1. Both sexes were admitted.
2. Small classes were insisted upon so that as

3. BORDEN INSTITUTE BULLETIN, p. 2.
Borden, Indiana, 1886.

much individual instruction could be given as possible.

3. The study of English was made of first importance.
4. Instruction in the classics was thorough and accurate.

CHAPTER VII

5. The sciences were taught by the laboratory method.

6. The system of instruction was practical, original, thorough and in accord with the laws of mind development.

7. The student was taught to rely upon himself, to investigate, to form his own opinions upon right foundations.

8. Sufficient time was given to each branch to master it.

9. The recitations were enthusiastic and were conducted in a manner to cultivate the student's power of originality.

10. The motive to be obtained in every recitation was to develop the greatest possible amount of mental power, and at the same time fix useful information.

an athletic field was considered as selecting a site for the institution. It might seem to some, however, to those selecting the site of the school, for it was such a quiet, well-sequestered, beautiful location that it was an ideal for the development CHAPTER VII and love for nature.

BUILDINGS AND GROUNDS

Description of the Building:

The location of the building, which was dedicated during the ceremonies previously described, was on a terrace of the hill immediately to the north of the town of New Providence, later named Borden in honor of Professor Borden.

Deep, abrupt ravines cut the terrace laterally, and there between two of these deep ravines, Borden Institute was located. Foot-bridges across the ravines led to the beautiful wooded slopes beyond, while within a few feet of the entrance to the building was an abrupt descent of twenty or thirty feet to the valley in which the town is located. To the rear of the building, the beautiful wooded hill continues to rise until a height of several hundred feet is attained. It is very evident that no thought of a modern campus, with its tennis courts, baseball diamonds

Borden Institute Catalogue, 1899-1900, p. 23.
New Providence (Notes) 70 Institute, 1893.

and athletic field was considered in selecting a site for the institution. Credit must be given, however, to those selecting the site of the school, for it was such a quiet, cool, sequestered, back-to-nature location that it was an aid to the development of character and love for nature.

"The college building is now heated by steam. Description of the Building: 3

"The college building is built of brick, entirely fire proof, two stories besides the basement. It contains five rooms besides two in the basement. It is one of the finest in the state. In size, it is excelled by others, but in finish, furnishing and beauty, it has no superior. It is finished from foundation to roof in yellow pine, native cherry, oak, ash, maple and sycamore. The basement is finished in hard cement and supplies room for the laboratory. The ground or first floor contains three large rooms and a magnificent hallway. All the appointments of these rooms are of the finest character. The library is located in one of them. The others are supplied with every convenience for recitations. Every nook and corner contains some work of art of rare specimen. Wherever the eye may rest is some rare educational force. The hallway is exquisite in all its appointments and beautified in every manner. A broad stairway leads to the second story. Here is a fine chapel room with a seating capacity of five hundred, supplied with chairs. It is truly a noble room finished in perfect taste. Opening

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3. Borden Institute Catalogue, 1888-1889, p. 23.
New Providence (Borden) Indiana, 1881. p. 2.

New Providence (Borden) Institute, 1881.

from this room, is that occupied by the cabinet and museum. Like all the others, it is a model of beauty. Towering above the roof and commanding a view of extreme loveliness, is the observatory."

In another Quarterly is this statement:⁴

"The college building is now heated by steam. Every part of the edifice is as comfortable and cozy as a private mansion. The next improvement will be the introduction of electric lights. All the rooms, the chapel, the laboratory and the surrounding walks will be lighted by electricity."

The Dormitory.

The women's dormitory, a two and one-half story frame structure, was erected soon after the completion of the college. It was conveniently located and with well ventilated and nicely furnished rooms, it provided the students with home-like environment at a very reasonable cost, thereby making it possible for a greater number of young people to receive the advantages of college training.

4. The Borden Quarterly, Vol. II, No. 3, p. 2.
New Providence (Borden) Indiana, 1890.

The science case contained the standard works in the various sciences.

In the QUARTERLY is this item:

The library is under many obligations to Senator Tamm for large invoices of books. He is a sincere friend of the institution. THE LIBRARY has his good will in a most practical manner.

The value of a well selected library of reference books along with a carefully selected list of books in the fields of literature, art, philosophy, science, education, history, and biography is invaluable to the doing of satisfactory college work. This fact was fully considered in equipping Borden Institute with a library, although the number of books was not so large as that of many schools, yet the books were selected with special care so that the library was more serviceable than many libraries much larger. All the leading writers of English and American literature were represented, many by their complete works. At the beginning, the library of history contained more than five hundred volumes; literature about one thousand volumes; science and other departments five hundred volumes.

THE BORDEN QUARTERLY, Vol. III, No. 1, p. 4.
Borden, Indiana, February, 1921.

The science case contained the standard works in the various sciences.

In the QUARTERLY¹ is this item:

"The library is under many obligations to Senator Turpie for large invoices of most acceptable books. He is a sincere friend of the institution, and demonstrates his good will in a most practical manner."

In another issue of the QUARTERLY² is this statement:

"It is worthy to note that Borden Institute Library has the finest collection of works upon American history in the state. Professor Borden has searched the bookstores of New York and Boston, and has succeeded in securing a library of historical works almost priceless to the student of American institutions. He also purchased three hundred volumes of scientific and literary works recently in New York. Among them are thirty volumes of the International Scientific Series, complete works of James, Howells, Cable, Poe, Eggleston, Emerson, Herbert Spencer and other modern writers."

In addition to this splendid library of reference and standard works, the founder of the Institute had made a specialty of purchasing many rare old books from all parts of the world, some of them almost priceless. This library contained an authentic copy of the noted Second Edition of Shakespeare, the only copy west of the Alleghenies, which

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1. THE BORDEN QUARTERLY, Vol. III, No. 1, p. 4.
Borden, Indiana, February, 1891.
 2. THE BORDEN QUARTERLY, Vol. I, No. 1, p.5.
Borden, Indiana, October, 1888.

he purchased in Birmingham, England. Here is an article from the QUARTERLY; ³

"What is so delightful as a rare old book: It exhales an odor of past generations and speaks to the reader a various language. Its very appearance suggests thoughts too deep for utterance. To the man or woman not initiated into the mysteries attached to a collection of old volumes, the attraction they have for a collector is incomprehensible; but to the lover of rare and old books, this feeling is one of the strongest that can control his actions. Neither can anyone become acquainted with a really fine collection of old books without being influenced in some measure by this attraction."

The following are among the rare old books of the Borden Institute Library: Doway Bible, printed in 1605, is an interesting volume; works of Junius in his own handwriting is one of the finest specimen of this rare work; A Bible printed in 1587 is a valuable part of this unique collection, brought to this country in the MAYFLOWER; The MEMOIRS OF ALEXANDER CAMPBELL in two volumes; a volume of sermons by INCREASE MATHER entitled, THE MYSTERY OF CHRIST OPENED AND APPLIED, published in Boston in 1686; A volume by DR. COTTON MATHER, STUDENT AND PREACHER, published in 1789, in both Latin and Greek.

3. THE BORDEN QUARTERLY, Vol. No. 1, p. 6. THE WAR IN Borden, Indiana, October, 1888.

In the field of history, we find mentioned, A HISTORY OF WESTERN TERRITORY OF NORTH AMERICA, published in London, 1773. This work is in four parts as follows: FILSON'S THE DISCOVERY, SETTLEMENT AND PRESENT STATE OF KENTUCKY, 1784; Boone's THE ADVENTURES OF COL. DANIEL BOONE, formerly a hunter; Hutchin's; A HISTORICAL NARRATIVE AND TOPOGRAPHICAL DESCRIPTION OF LOUISIANA AND WEST FLORIDA; HISTORY OF THE AMERICAN REVOLUTION, published in 1781; HISTORY OF THE PURITANS, printed 1784, gives a quaint account of that devoted people. A most interesting section contains a full set of the rare old NEW ENGLAND ALMANACS, the first publications printed in this country. One of them contained an announcement of Harvard College, stating its advantages, naming its faculty of four instructors, and giving the course of instruction, which was very meager. Nearly any high school of today (1890) offers a far more extensive course. WRITINGS OF WASHINGTON, in twelve volumes; MEMOIRS OF OLIVER CROMWELL; MADISON'S PAPERS in three volumes; ELLIOTT'S DEBATES ON FEDERAL CONSTITUTION in five volumes; Latrobe's THE RAMBLER IN NORTH AMERICA, two volumes, 1836; HISTORICAL REVIEW OF NORTH AMERICA, printed in Dublin, 1738; A GEOGRAPHICAL AND HISTORICAL GRAMMAR, printed 1758; Imalay's KENTUCKY printed in Dublin, 1793; HISTORY OF THE WAR IN

AMERICA AND HER COLONIES, 1779 contained many wonderful copper plate engravings; INVASIONS OF GERMANY WITH ALL THE CIVIL WARS, 1638; FORTY ETCHINGS IN NORTH AMERICA, 1827; by Captain Basil Hall, issued in Edinburg, very beautiful; WORKS OF BENJAMIN FRANKLIN, two volumes, London, containing an autograph letter of William Temple Franklin, Grandson of Dr. Franklin, dated 1793; Anderson's IMPORTANCE OF BRITISH AMERICA; HISTORY OF BOSTON, 1825, by Caleb Snow; LINE OF COTTON MATHER, 1744.

In Literature, we find, John Locke's works in three volumes, printed, 1750; the following editions of Burns:

Edinburgh Edition, two volumes, 1792.

Liverpool Edition, four volumes, 1800.

Belfast Edition, two volumes, 1803.

Edinburgh Edition, 1805.

A miscellaneous list contains: Wright's OPTICS, printed at an early date, yet illustrated with beautifully colored plates, is a most valuable work showing the progress of optics at that date. Perhaps one of the most peculiar volumes in this valuable collection is one entitled a COMPARATIVE ESTIMATE OF THE MINERAL AND MOSAICAL GEOLOGIES, printed almost at the birth of geological science; Kitchen's

GENERAL ATLAS DESCRIBING THE WHOLE WORLD, printed in London 1797, is a volume of great interest. A careful perusal of this sumptuous work give a remarkably vivid impression of the world's progress. A RESTITUTION OF DECAYED INTELLIGENCE, is a very curious old volume, full of information; Sandy's PSALMS OF DAVID, with music, printed in London, 1676; ILLUSTRATED OVID has 226 beautiful engravings, printed at Augsburg, very old; DOCTOR SYNTAX, in French, with wonderful engravings; A MANUSCRIPT of 1636 on the Constitution of England.

Perhaps the most remarkable and, from a money point of view, the most valuable set of books in this treasure house is the AUDUBON BOOKS, in four volumes. Each volume is forty inches long, thirty inches wide and four inches in thickness. This is one of the few copies in existence. In recent years, the owner had been offered fabulous prices for this set of books, but so far, no amount of money has induced her to sell them. The set of books contains the life size illustration of every bird indigenous to America, painted by the hand of an artist in the beauty and coloring of the bird's graceful and original plumage.

...collection as he had done... and necessary to provide
a place for the permanent housing and display of this vast
collection of a life time. Therefore, the building was be-
gan in 1900.

CHAPTER IX

The building was THE MUSEUM... foundation of lime-
stone with a super-I. The Building... with limestone trim-

The last of the group of buildings comprising Borden
Institute was the museum, erected on the site of the old
Borden home, as a memorial to the Professor's parents.
Since he desired to preserve as much of the old home as
possible, the architectural plans were drawn to conform to
this idea. It was really more than a memorial, for again
it exemplified the constructive force in the life of William
W. Borden. Another motive, in erecting the museum, was to
preserve old utensils, Indian relics, implements of various
kinds, rare books, antiques, records, and deeds of the pic-
neers.

From boyhood, Professor Borden had been a collector
of rare specimens of every description with which he came in
contact. Immediately after completion of the museum, began the
removal of the geological... 79...
and other materials... to the new building.

contact. Years of travel and labor had accumulated such a collection as is seldom seen. It was necessary to provide a place for the permanent housing and safety of this vast collection of a life time. Therefore, the building was begun in 1900.

The building was constructed on a foundation of limestone with a superstructure of brick with limestone trimmings. It contained a large basement in which was a heating plant and store rooms where many of the specimens of fossils were kept. The first floor was devoted exclusively to the display of innumerable specimens, in showcases, bookcases, on tables and on the walls. A stairway led from the first floor to a spacious balcony which was literally filled with specimens from various fields of endeavor. At the rear of the new building and adjoining it was a part of the old homestead, built in 1819 of brick made on the premises. This was retained including the original hearth and fireplace. The museum was an ornate and handsome structure, equipped with steel doors and window guards, thus making it as secure as a bank vault.

Immediately after completion of the museum, began the removal of the geological specimens, curios, rare old books and other material of like nature to the new and commodious

home. Professor Harry A. Buerk, Principal of Borden Institute devoted about a year's time assisting in the classifying and cataloguing of this material. Professor Buerk classified the material under the following heads:

Palaeontology
 Minerals
 Marine Shells
 Archaeology
 Curiosities

Today, within the walls of the Borden Museum may be seen one of the rarest and most valuable collections in the state of Indiana.

Indian relics such as spears, javelins, arrowheads, flint daggers, pieces of arrowhead, and many a profusion of the most interesting articles that it is difficult to name. The numerous articles such as ancient pottery, stone hammers, axes and other implements and culinary utensils exhibited here, were taken from the houses of the Cliff-dwellers of New Mexico and Arizona.

In another section, in brackets - will be seen a collection. Here are old guns, flint lock pistols, powder

II. The Borden Museum Collection

Relative to the Borden Museum, The Clark County Tribune, in part, says:¹

Although a private museum, it contains specimens that are magnets of interest, attracting to Borden from the great universities, distinguished men of science who sit hours in awed and rapt wonder, gazing upon the formations, so marvelous in their types. Curators have been sent to investigate and examine the collection, the fame of which has reached across the continent and interested men of science everywhere. Amazement that there is extant a collection of specimens of such significance is expressed by assayers who have visited the museum.

First to attract attention, upon entering the museum, are Indian relics such as spears, javelins, arrowheads, flint daggers, stones for crushing grain, ornaments and such a profusion of the most interesting articles that it is difficult to move on. The numerous articles such as ancient pottery, stone hammers, bone and slate ornaments, shells and culinary utensils exhibited nearby were taken from the mounds of the Cliff-dwellers of New Mexico and Arizona.

In another section, is exhibited a collection of war relics. Here are old guns, flint lock pistols, powder

1. The Clark County Tribune, October 29, 1925, Jeffersonville, Indiana.

horns, carbine rifles from the battlefields of Antietam, Harper's Ferry, Chicamaugua and Missionary Ridge. But the most interesting, from an historical point of view is the flag, now a crumbling mass, enclosed in a glass jar to stop disintegration, which once floated over Fort Sumter. In regard to this flag, THE QUARTERLY says: ²

Professor Borden has recently obtained the flag that floated over Fort Sumter during the memorable engagements of April the eleventh to the thirteenth, eighteen hundred sixty-one. The history of the emblem, in his possession, is so complete as to leave no doubt as to its authenticity. It is indeed a treasure and will soon occupy a prominent position in the museum of Borden Institute.

Here one may see pieces of Phoenecian ware, Aztec pottery and bits of rare old china sitting side by side. Curios also form one of the most extensive exhibits in the museum and represent articles of varying character from a piece of the cable of the battleship MAINE to the rattles of a Mohammedan priest and mementos of Martin Luther. A document on "very fine vellum" is sure to attract attention, because of its date, 1562. Nearby is a large meat platter which saw service for many years in the home of President Andrew

2. THE BORDEN QUARTERLY, Vol. II, No. 3, p. 2.
Borden, Indiana, November, 1890.

Resubli: Borden Museum,
Borden, Indiana, 1893.

Jackson. The shot-pouch of Daniel Boone, the famous hunter, is here.

A section is devoted to old newspapers and periodicals, yellowed with age. One is a copy of the PHILADELPHIA LEDGER, 1773; another, THE BOSTON CHRONICLE, dated 1770; frames containing receipts, tax bills, notes, memoranda and certificates. There are framed bills commemorating the Whig party; a print of Henry Clay as he appeared in the days of his presidential aspirations; a handbill gives one an idea of travel. It reads as follows:³

TO THE PUBLIC

A SPLENDID LINE OF COACHES

from
LOUISVILLE via HAMBURG, PROVIDENCE, SALEM
and
MIDDLETOWN TO ORLEANS---54 miles.

This bus leaves Louisville every Monday, Wednesday and Friday at 4 A. M. and arrives at Orleans, same day at 6 P. M. Leaves Orleans every Tuesday, Thursday and Saturday at 4 A. M. and arrives at Louisville, same day at 6 P. M.

Best harness and coaches. Good and well-trained horses. Careful and skillful drivers. Best rates from Falls Cities to Indianapolis or any part of interior of state, May 26, 1835.

(NOTE THE DATE)

This illustrates the mode of travel and the character

3. Handbill Borden Museum, Borden, Indiana, 1835.

The geological collection of the equipment almost a century ago. This coach line did not operate during the winter months on account of the roads becoming impassible. Today (1932), over the same route, rough as it is, the trip from Orleans to Louisville can be made easily in two hours. The above notice is representative of many interesting papers and documents on file in the museum.

In the field of Natural History, are numerous fine specimens, many of which were unearthed at Big Bone Lick, Kentucky and collected by Dr. C. C. Graham from whom Professor Borden secured them and placed them in the museum. The bones of the head of a mastodon occupy a conspicuous place.

The archaeological collection was rare and composed of a large variety of articles. This collection possibly surpassed all others of its kind in the state, since it embraced the collections of Professor Borden, Dr. S. H. Harrod, Dr. James Knapp and the unique collection of mound pottery from parts of Illinois and Missouri; various articles such as papyrus rolls, vessels of pewter, vases from Pompeii, idols, terra cotta from the castle of Heidelberg, a piece of marble from the cathedral in which John Calvin preached; beads from Egyptian mummies; a very old copy of the Koran, penwork, and a Spanish hunting knife.

The geological collection surpasses all the others.

After the death of Professor Borden, Mrs. Borden was
 Professor Borden was first of all a geologist. He says: ⁴

left as custodian of the collection in the cabinets

"My first collection bears date of
 of Borden 1844. It contains the few inexpen- of responsi-
 sive things I was able to collect
 bility wh at that time. I added to this mynd acting in the
 own finds, especially silver and
 spirit of other minerals collected at offered to the Field
 Museum of Leadville in 1878 and 1879, until
 the year 1886, at which time, I investigate the
 bought the Dr. Knapp collection of interests
 Silurian and Devonian fossils and placed out.
 Indian relics. In 1887, Dr. S. H. Borden was
 Harrod, Canton, Indiana, passed
 away. He, likewise, for years had
 accepted been a collector. Living near
 Spurgeon's and Paynter's Hills, Borden was
 to Chicago places rich in fossils of the St. Louis group, he became possessed
 of the finest crinoidea these places could afford. Carefully,
 INDIANA, almost lovingly, the Doctor ar-
 ranged and labeled these speci-

mens, I bought just prior to his geological speci-
 death. He donated the rest to me, that they might be preserved from
 disintegration and destruction. serve a greater

value, than In 1889, I secured the Dr. worthwhile for the
 Lavette collection of fresh water shells, a collection which was the geological formations
 life work of the collector.

During the present year, I
 purchased of G. K. Greene, New
 Albany, over one thousand crinoids,
 many of which have never been describ-
 ed in any publication. The addition
 of these brings the number of my
 crinoids to three thousand, and
 renders it easily the best in the
 state."

4. Borden Museum Catalogue, p. 32
 Borden, Indiana, 1901.

After the death of Professor Borden, Mrs. Borden was left as custodian of this priceless treasure in the cabinets of Borden Museum. Laboring under the weight of responsibility which its guardianship engendered, and acting in the spirit of her deceased husband, it was offered to the Field Museum of Chicago. A curator was sent to investigate its merits. The investigation was the source of pleasant surprise for the curator, and the offer of Mrs. Borden was accepted and the most valuable asset of the museum was taken to Chicago and placed in the Field Museum where it will be known as, "THE WILLIAM W. BORDEN GEOLOGICAL COLLECTION OF INDIANA, A NUCLEUS FOR ALL OTHERS THAT WILL FOLLOW".

Although the most valuable part of the geological specimens has been taken to Chicago where it will serve a greater service, there yet remains, much that is worthwhile for the person who is interested in the study of geological formations,

trained alumni, in special cases of merit. The reputation and prestige of the institution depends largely upon the successful graduates in the professional and industrial world.

The average Indiana high commencement season at Purdue Institute was full of interest and enthusiasm. The first commencement of the institution was held June the thirtieth, eighteen hundred and eighty-two.

CHAPTER X
COMMENCEMENT TIME

The commencement season in any school, whether it be an elementary or high school, college or university, is an interesting period in the lives of those participating.

The number of participants is larger than one might think upon first reflection. The pupils or students who are to receive diplomas are most vitally concerned for they have spent years in study preparatory to the commencement as the first great goal. Very closely associated and related to the students are the parents who have gone the "second mile" in many instances, to make it possible for their children to reach the coveted goal. The institutions themselves are intensely interested in an effort to procure the best students available who in due course of time will become

trained alumni, in special lines of work. The success and prestige of the institution is based largely upon the successful graduates in the professional and industrial world. The records indicate that commencement season at Borden Institute was full of interest and enthusiasm. The first commencement of the institution was held June the thirteenth, eighteen hundred eighty-nine. The QUARTERLY had the following to say relative to commencement; ¹

“Preparations for commencement, June 13th are now being completed. A very enjoyable time is anticipated. On Wednesday, June the 12th will be the literary exercises of the term's rhetoric class. Four gentlemen will deliver orations; namely, Charles Bright, Martinsburg, Indiana; Charles Brady, Memphis, Indiana; Thomas Van Hook, New Providence, Indiana; Samuel L. Scott, Scottsville, Indiana. On Thursday, the closing recitations, the examinations and the annual picnic will be held. On Thursday evening will be held the graduating exercises of the Scientific class The Degree of Bachelor of Science will be conferred.”

Each graduate delivered an oration. The theme of the oration of Thomas Hallet, New Providence, Indiana, was "LITERARY INSPIRATION, while John L. Beyl, Memphis, Indiana delivered an oration on, "THE EFFECTS OF LITERATURE IN HISTORY". Following the above orations, General Jasper

1. THE BORDEN QUARTERLY, Vol. II, No. VIII, p.3.
Borden, Indiana, June 1889.

Packard, one of Indiana's most gifted orators, delivered the annual address entitled "THE MAKING OF GOOD CITIZENS". In a few well chosen words, Professor Borden conferred the degree of Bachelor of Science upon the gentlemen completing the scientific course. Another interesting feature of the commencement was the splendid music furnished by the orchestra of the college. The songs by the school, quartets, and a special number by Professor Whitesides' little daughter were fully appreciated.

The following people finished the teacher's course and received their diplomas upon the record of class work and examinations without public exercises: Miss Minnie Turley, Orleans, Indiana; Charles McBright, Martinsburg, Indiana; J. A. Turley, English, Indiana; J. W. Elliott, Orleans; Indiana; Samuel L. Scott; Scottsville, Indiana; Fred A. Beyl, Memphis, Indiana; Oscar J. Terrell, Blue River, Indiana; Thomas Van Hook, New Providence, Indiana; Walter D. Baker, New Providence.

The commencement exercises closed a most successful year of the school. In his final remarks, Professor Iugenbeel, the principal, assured the patrons that the next year gave promise of a still larger attendance.

Each succeeding year, a class of young men and women

were graduated from the college. The attention of the entire town and the surrounding community, as well as that of friends and relatives of the graduates, were attracted by the programs. The commencements were different from those of today as shown by a copy of the following program: ²

COLLEGE COMMENCEMENT

PROGRAM

Afternoon--Beginning at 2 o'clock.

.....Borden Orchestra
.....Rev., L. W. Timbrell

Contest by assigned topics--THE HOUSE WAGON

.....James Ferguson, Campbellburg, Indiana;
.....Charles Schenck, Newby, Indiana; L.
.....Max Taylor, Clayville, Indiana; J. H.
.....Perrin, Henryville, Indiana.

Twenty-five dollars in gold, offered by the Hon.
John K. Stetgenburg, New Albany, Indiana.

Contest in Composition

.....America Whitehead
Violin Solo
.....Fidella Baker, Borden, Indiana
Influence of Literature on the Refinement
of a Nation.

2. Printed Program of Borden Institute, June 10, 1892.
Borden Museum, Borden, Indiana.

BORDEN INSTITUTE

June 10, 1892

COLLEGE COMMENCEMENT

--and--

LITERARY CONTEST

---PROGRAMME---

Music... Afternoon--Beginning at 2 o'clock... Borden Orchestra

Music.....Borden Orchestra

Invocation..... Rev. I. B. Timberlake

Contest by Assigned Topic--THE MODEL FARMER

Contestants---James Teagarden, Campbellsburg, Indiana; Charles Schleicher, Borden, Indiana; L. Max Trabue, Claysville, Indiana; J. H. Perrin, Henryville, Indiana.

Award---Twenty-five dollars in gold, offered by the Hon. John H. Stotsenburg, New Albany, Indiana.

Contest in Composition

Music..... America Whitesides Violin Solo

Essay..... Fidella Baker, Borden, Indiana Influence of Literature on the Refinement of a Nation.

- Essay.....Albert Aldinger, Borden, Indiana
The Mound Builders
- Essay..... Lillie Medlock, Salem, Indiana
The Mission of Flowers
- Essay..... Wm. D. Bartle, Bartle, Indiana
Church Unity
- Essay..... Daisy Miller, Borden, Indiana
Woman's Place, and What She Can Do.

Awards---For the best essay, fifteen dollars in gold; for next best essay, ten dollars in gold. Offered by Professor W. W. Borden.

Conferring Diplomas.....Prof. Borden President of Board

Music..... Borden Orchestra

NIGHT---Beginning at 7:30 o'clock

Music..... Borden Orchestra

Invocation..... Rev. Dr. Cloakey

CONTEST IN ORATORY

Oration.....Sanford Murphy, Lesta, Indiana
Napoleon

Oration.....James, Hawes, Memphis, Indiana
Is the Patriotism of our Country Declining?

Oration..... Charles Brooks, Salem, Indiana
The Man Giant; the Man Mite.

Oration..... Emmet Taylor, Marengo, Indiana
A Storm at Sea.

Award---For best oration, fifteen dollars; for next best ten dollars; offered by William Borden, Chicago.

CONTEST IN DECLAMATION

Music..... Borden, Orchestra

Declamation..... Homer Stalker, Borden, Indiana
The Pyramids Not All Egyptian.

- Declamation.....Belle Teagarden, Campbellsburg, Indiana
 The Italian Poet
 Declamation..... Homer Baker, Salttilloville, Indiana
 Death Bed of Arnold
 Declamation..... Elba Ransom, Borden, Indiana
 The Vision of the Past
 Declamation..... Chris Reising, Greenville, Indiana
 The Unknown Speaker
 Declamation..... Isalene Stalker, Borden, Indiana
 Kate Shelley
 Declamation.....Anna Overton, Martinsburg, Indiana
 Cherished Letters
 Declamation..... Harvey Parr, Salem, Indiana
 Intemperance
 Award---A gold badge, suitably engraved, offered
 by the Rev. I. B. Timberlake, New Albany
 Awarding Prizes
 Music.....Borden Orchestra
 Judges.....Miss Mary Cardwell, Rev. Dr.
 Cloakey and Hon. E. G. Henry.

The commencement program consisted of two sessions; one, in the afternoon at two o'clock; the second, in the evening at seven-thirty o'clock. As no distinguished speaker gave a class address, the students participated freely and almost exclusively; therefore, this seems to have been a public exhibition of extra-curricular activities. Each activity received a substantial award.

Another activity which was observed at the close of the school year was the students' banquet. The following program was rendered: Discal*, The class colors were, Apple Green and Pink.

S T U D E N T S ' B A N Q U E T

AT THE

COLLEGE GROVE, FRIDAY EVENING, JUNE 18, 1897.

Baccalaureate Address..... Hon. Evan B. Stotsenburg

---REFRESHMENTS---

TOASTS

Our Guests..... Prof. W. W. Borden

Undergraduates..... Prof. W. D. Chambers

Our Graduates..... Prof. H. A. Buerk

The Faculty..... Prof. B. F. Zimmerman

General Hand Shaking

CLASS ORGANIZATIONS

The records show that some of the classes, at least, were organized, that is, had class officers and conducted their meetings in a business manner. The class of 1902 had the following officers:

Charles A. Martin, President,

Miss Georgia Bellows, Secretary,

Miss Isabella Coombs, Treasurer.

In addition to the class officers, the class had for its motto, "Qui Docet Discit". The class colors were, Apple Green and Pink.

CHAPTER XI

I. THE CLOSING OF BORDEN INSTITUTE

The career of Borden Institute ended with the close of the commencement exercises in June, 1903. There may have been a number of reasons for the closing of the college, but a paper in a nearby town contained the following article which tells of the closing: ¹

"It is announced that Professor W. W. Borden will permanently close Borden College owing to the presence of saloons in the little Clark County town. Borden's very existence has, to a great extent, depended upon the liberality of the venerable millionaire whose name the town bears. Professor Borden was instrumental in giving the little town, not only one of the best colleges in southern Indiana, but the finest museum of geological collections in the state. Besides the town owes its water and electric lighting systems to his energy and generosity. Now, the college is to be closed and permanently closed. Professor Borden has always opposed the saloon. For years, Borden was the 'driest town' in Clark County and Professor

1. The Clark County Citizen, Vol. II, No. 28. Charlestown, Indiana, January 23, 1903.

Borden, to a great extent was responsible for its prohibition liquor traffic.

Little by little the liquor men got a footing. Professor Borden will not permit the college to run in the town where the saloon exists, and so chooses to close it permanently. It is claimed that the college has always been operated at a loss, but Professor Borden cared nothing for that, for he is very wealthy. In fact, the maintenance of the school, even at a loss, was to him a source of pleasure. But he will not tolerate the saloon and the college in the same town and the town of Borden will be the loser in the end."

CHAPTER XII

THE ALUMNI

The term "alumni" in this discussion is used to denote those persons who completed one or more of the various curricula offered by the Institute.

The majority of the alumni have entered the profession of education, law and medicine. The remaining are engaged in every useful employment. Everywhere we find them living useful lives.

In the field of education, we find them occupying all positions in the public school system even to the highest places in our great universities.

In law and government, we see them in our state legislatures, in Congress and as judges.

In the medical world, they are found as successful physicians and dentists.

If the worth of Borden Institute can be measured by the quality of manhood and womanhood it developed in this great body of men and women who received their training here, it deserves a prominent recognition.

The following are the alumni:

- Battle, W. D.
- Abbott, A.
- Bartlett, Pearl
- Adams, Maud
- Batt, Leah
- Akers, Albert
- Baynes, Clotis
- Aldinger, Albert
- Baynes, Edith
- Aldinger, Julia
- Baynes, Ortis
- Aldinger, Louise
- Bell, Berthe
- Aldinger, Marie
- Bell, Sanford
- Aldinger, Mary
- Bellows, Georgia
- Allen, Mollie
- Bellows, Guy
- Allhands, Frank
- Bellows, Harry
- Allhands, John
- Bental, Phil
- Alpha, Pearl
- Bayl, Anne
- Armstrong, D. G.
- Bayl, Fred
- Atkins, Donn
- Bayl, O. K.
- Baird, Cora
- Bayl, Marjor
- Beird, Orva
- Bayl, Oliver
- Barrall, Claude

- Borden, Emma
- Bower, Jennie
- Baker, Ethel
- Bowers, Henry
- Baker, Fidella
- Bowers, Sadie
- Baker, Frank
- Brady, Charles
- Baker, Hammond
- Branham, Calvin
- Baker, Homer
- Bright, Anelia
- Baker, James
- Bright, Charles
- Baker, Lillian
- Bright, Court
- Baker, Mahala
- Bright, William
- Baker, Martha
- Bright, C. A.
- Baker, Nellie
- Brock, John
- Baker, Noah
- Brock, Lafayette
- Baker, Walter
- Brock, Noble
- Ballentine, Cora
- Brock, James
- Ballentyne, Stella
- Brock, Charles
- Banks, Alva
- Brock, Samuel
- Banks, Nellie
- Brown, Albert
- Blackman, Charles

Barrall, John	Blankenbaker, Omer
Bartle, Bertha	Bollinger, Albert
Bartle, Charles A.	Boatman, James
Bartle, Edith	Bonsett, Henry
Bartle, Edward	Borden, Emma
Bartle, W. D.	Bower, Jennie
Bartlett, Pearl	Bowers, Henry
Batt, Leah	Bowers, Sadie
Baynes, Cletis	Brady, Charles
Baynes, Edith	Branaman, Calvin
Baynes, Ortis	Bright, Amelia
Bell, Bertha	Bright, Charles
Bell, Sanford	Bright, Court
Bellows, Georgia	Bright, William
Bellows, Guy	Bright, C. A.
Bellows, Harry	Brock, John
Beutal, Phil	Brock, Lafayette
Beyl, Anna	Brock, Noble
Beyl, Fred	Brock, Thomas
Beyl, G. M.	Brooks, Charles
Beyl, Marion	Brooks, Samuel
Beyl, Oliver	Brown, Albert
	Cooley, Charles

Brown, A. M.	Carlyle, Evan
Brown, Florence	Carnzy, Hallie
Brown, Oma	Carpenter, C. P.
Brown, Sanford	Carpenter, E. P.
Brown, Walter	Carter, Bruce
Bruner, Clarence	Carter, Clayton
Budd, Clarence	Cauble, Elmo
Buerk, Jacob E.	Cauble, Thomas
Buerk, J. Herman	Cauble, William
Buley, Homer	Cavanaugh, Emmett
Bundy, Ada	Chastain, C. P.
Bundy, E. O.	Clark, Clyde
Burns, Florence	Clegg, Anna
Burns, Lois	Clegg, Archie
Burns, Lulie	Clegg, Matthew
Butts, Herbert	Cline, Florence
Butts, Ollie	Close, Louis
Byrne, Basil	Close, Thomas
Callahan, Fred	Colglazier, Otis
Calloway, Curtis	Collins, J. M.
Calloway, Eva	Collins, Lamar
Carlyle, Erie	Collins, Olive
Carlyle, Earl	Cooley, Charles

Cooley, John	Davis, Nora
Coombs, Clara	Davis, James
Coombs, Ernest	Davis, Sherman
Coombs, Isabella	Davis, Tina
Cosnet, Oliver	Day, Benjamin
Courtney, Sydney	Demundrum, Ora
Courtney, S. D.	Dermit, Obed
Coverst, John W.	Dickey, Ed.
Cravens, Frank	Dickson, Albert
Cravens, George	Dietrich, Fred
Cravens, Harry	Dietrich, Will
Craydon, O.	Dodge, Ernest
Crim, Jesse	Dodge, Frank
Crone, Charles	Dodge, Joe
Crone, Oliver	Dodge, Sydney
Crowe, Eugene	Dow, Grace
Cummings, James	Durbin, Augusta
Cummings, Jennie	Dunbar, Horace
Curnick, Edward	Elliott, Asbury
Davis, Ada	Elliott, Raleigh
Davis, Annie	Elrod, Alice
Davis, Charles	Elrod, Bruce
Davis, Homer	Elrod, Carl

Gator, Alice	Gray, Alva
Getterer, Frederick	Gray, Claude
Getterer, John	Gray, Edith
Genner, Mary	Gray, William
George, Addie	Gray, Zilpah
George, Benton	Greene, Louis
Gibson, Emmett	Gudgel, Jesse
Gibson, John	Guernsey, Anna
Gillispie, Mollie	Guernsey, Pearl
Gilmore, Harrie	Haddox, Iva
Giltmer, Wilmer	Gaddox, Leila
Goebel, George	Haddox, Nettie
Gorman, Blanche	Hall, C. A.
Goss, Agnes	Hall, Clara
Goss, Ethel	Hall, James
Goss, Nellie	Hall, John
Goss, Virgil	Hallett, Thomas
Graebe, Bertha	Hamilton, Earl
Graves, John	Hamilton, Hugeline
Graves, Mabel	Hamilton, Katie
Graves, Ollie	Hauger, Carus
Graves, Oscar	Hauger, Cassius
Gray, Albert	Hanger, Maude

Hanka, Lawrence	Hickman, Seymour
Harbison, Pearl	Hiestand, Ben
Harbolt, Allen	Hiestand, Hite
Harbolt, Curtis	Hiestand, Letha
Hardy, William	Hinds, Geo. W.
Harmon, George	Hinds, William
Harris, John	Hollis, Arthur
Harrod, C. F.	Hollowell, Eva
Harrod, Fern	Homberger, John
Harrod, Nora	Hon. Edmond L.
Hartley, Charles	Hottell, Clara
Hartman, Otto	Hough, Vincent
Hartman, W. F.	Howell, Oliver
Hawes, Emma	Huckleberry, John
Hawes, Pauline	Huffstetter, Carl
Haworth, Otis	Hull, Lake
Hazelwood, Fred	Humphrey, James
Hazelwood, Varner	Humphrey, Laura
Heines, Della	Huncilman, Bert
Herbst, Albert	Huncilman, Mart
Herron, Hugh	Hunsucker, Clara
Herron, Lula	Hunt, Jacob
Heywood, Thomas	Hunt, Marian

Hunter, Emma	Jordan, Clem
Hurst, Willard	Keas, Stanley
Huston, Claude	Kelly, Bert
Huston, Frank	Kelso, J. E.
Huston, Maude	Kendal, Harry
Huston, Prince	Kimburger, Albert
Hutsell, Mollie	King, Jennie
Jack, Charles	King, Rosa
Jackson, Daisy	Kittle, S. E.
Jackson, Dempsey	Knoxville, Miller
Jackson, E. S.	Knowles, H. E.
Jackson, Alberta	La Duke, David
Jacobi, J.	Lambert, Flora
Jeffries, Grace	Leach, Arthur
Jenkins, Angeline	Leach, Claudia
Johantgen, Virgil	Leach, Nora
Johnson, Augusta	Leach, L.
Johnson, Belle	Lear, Dora
Johnson, Bell	Lemmon, Maggie
Johnson, Charles	Lidikay, May
Johnson, Noble	Littell, Ada
Jones, Albert	Littell, Arthur G.
Jones, Ruby	Littell, Eva

Littell, George	Martin, Ora
Littell, John M.	Martin, John L.
Littell, Nettie	Martin, Pearl
Lockhart, Essie	Martin, Ray
Long, Ed.	Martin, Fay
Long, Maggie	Martin, Theodore J.
Lucas, James	Martin, Tilford
Luck, Mamie	Masterson, Thomas R.
Lutz, Ada	Matthews, Newal
Mabry, A. R.	Matthews, Oscar
Main, John	Matthews, Thomas
Main, William	May, Clarence
Malone, Jesse	May, Retta
Martin, Adelia	May, Thomas
Martin, Charles	Mayden, Curtis
Martin, Charles H.	Mayfield, Joe
Martin, Daisy	Mayfield, Otis
Martin, Delbert	Mayfield, Pearl
Martin, Earl L.	McAfee, Ellsworth
Martin, Eugene	McAfee, Robert
Martin, George	McBride, Claude
Martin, Lois	McCartney, Ethel
Martin, Lucille	McClelland, Joe

McCormick, Dossia	McKinley, Hattie
McCary, Lily	McKinley, Ira
McCoskey, Jno.	Mckinley, Isa
McCoy, Dora	McKinley, Jacob
McCoy, Elbert	McKinley, James
McCullough, A. E.	McKinley, Jesse
McCullough, Clara	McKinley, Julia
McCullough, Elmer	McKinley, Lilian
McCullough, Frank	McKinley, Lily
McCullough, Mabel	McKinley, Mabel
McHenry, Lola	McKinley, Mae
McIntyre, James	McKinley, Mollie
McKinley, Albert	McKinley, Sim
McKinley, Archie	McKinley, Thomas
McKinley, Bertha	McKinley, Tolmer
McKinley, Charles	McKinley, Willie
McKinley, Claude	McNaughton, John
McKinley, Clyde	McWilliams, Leota
McKinley, Cordie	McWilliams, Mattie
McKinley, Edward	Mead, Albert
McKinley, Eph	Mead, Florence
McKinley, Everett	Mead, J. B.
McKinley, Fannie	Mead, Mary

Mead, Oscar	Moore, Daisy
Mead, Walter R.	Morris, Alonzo
Medlock, Clarence	Morris, Arthur G.
Middleton, Hazel	Morris, Azro
Miles, Egbert R.	Morris, Cora
Miller, Arthur	Morris, Frank
Miller, Charles	Morris, Pearl
Miller, Claudia	Mosier, Lena
Miller, Daisy	Mount, Albert
Miller, Effie	Mount, Edward
Miller, Harry	Mount, Will
Miller, Lena	Murphy, Homer
Miller, Ora	Murphy, Hugh
Miller, Ralph	Murphy, J. B.
Miller, Roscoe	Murphy, Mattie
Miller, Violet	Murphy, Mollie
Miner, Lawrence	Murphy, Sanford R.
Miner, Sadie	Nale, Otto
Mitchell, John	Neuner, Harry
Mitchell, Kate	Neville, Lee
Mitchell, Mae	Newlon, Jesse H.
Money, Eva	Newlon, Richard
Montgomery, Harry	Newlong, Sadie

Nicholson, J. B.	Pernet, John
Nickles, Mat	Perrin, Deck
Noles, Eva	Perrin, George
Norman, Walter	Perrin, J. H.
Norris, Stella	Perry, Cornelius
Ogle, E. E.	Pheasant, A. S.
Olmstead, Pearl	Pierard, Lydia
Overton, Anna	Piers, Arthur
Overton, Maude	Piers, Daisy
Overton, R. J.	Piers, Hubert
Packwood, Anna	Piers, Pearl
Packwood, Bertha	Plowman, M. V.
Packwood, Claude	Poindexter, Bertha F.
Packwood, Ivan	Poindexter, Frank
Packwood, Omer	Poindexter, Mamie
Pangburn, Carrie	Pollock, Anna
Pangburn, Charles	Pollock, George
Pangburn, Edward	Pollock, Florence
Parr, Harvey	Pollock, Grace
Parsons, John	Pollock, Herbert
Passwater, Gertrude	Pollock, John
Payne, John	Porter, Addie
Payne, Maude	Porter, Albert

Porter, Belle	Reising, Chris
Porter , C. R.	Reyman, Edna
Porter, E. D.	Reynolds, Isa
Porter, Frank	Richards, George
Porter, Herbert	Richards, Sherman
Pounds, Thomas	Richards, Mrs. Sherman
Prather, John	Richardson, Charles
Priest, F. L.	Richardson, Edith
Purlee, Ernest	Richardson, Otto
Radamacher, W. J.	Richardson, Pearl
Radcliff, Dan	Riggle, Pearl
Rady, Ellen	Riggle, Olive
Rady, Tina	Risser, John
Ransom, Elba	Roberts, Will
Ratts, Edmund	Robertson, Mabel
Ratts, Oscar	Robertson, Tunny
Ratts, Sallie	Rodman, Edgar
Ratts, Vida	Rodman, Ernest
Ray, Ezra	Rodman, Ivy
Ray, Warren	Roerk, Emma
Raymond, Helen	Roerk, Frank
Reisart, William	Roerk, Henry
Reising, Andrew	Roerk, Minnie

Sherrill, S. C.	Stalker, J. Morton
Shoemaker, Jesse	Standiford, Nellie
Shoemaker, John	Standiford, J. C.
Shoemaker, Lula	Stevens, Warda
Shoemaker, Myrtle	Stith, Sherman
Sholtz, Ed	Stiverney, Frank
Short, Kenneth	Stone, Louis H.
Simonton, Myra	Stoner, Barney
Slaughter, Nellie	Stoner, Joe
Smedley, Clarence	Stoner, Thomas
Smith, Daisy	Stoner, Warren
Smith, John	Strain, Robert
Smith, Ora	Stratton, Lewis
Snodgrass, Wilson	Sturdevant, Grant
Sohn, Harry	Sunman, May
Souder, Geo. Eldon	Taflinger, Jacob
Souder, Wilmer	Taggart, Harriett
South, Sam	Taggart, Martha
Spurgeon, Norris	Tash, Raymond
Stalker, Bodine	Tatlock, Ernest
Stalker, E. E.	Tatlock, Herschell
Stalker, Homer	Taylor, Belle
Stalker, Isalene	Taylor, Ben

Taylor, Dillie	Todd, James
Taylor, Emmett	Toombs, Maggie
Taylor, Hershall	Toombs, Mildred
Taylor, John	Townshend, Nora
Taylor, Minnie	Townshend, C.
Taylor, Otto	Trabue, Max
Taylor, Wilbur	Trueblood, Clinton
Teagarden, Belle	Trueblood, Edward
Teagarden, James	Trueblood, Noble
Temple, Henry	Turley, Cora
Terrell, Millard	Turley, George
Terrell, O. J.	Turley, Minnie
Terrell, Oscar	Turner, Bertha
Thomas, Austin	Turner, Carl
Thomas, Ernest	Utrecht, Louis
Thomas, Maude	Vance, Knoefel
Thomas, Otheo	Vance, Laura
Thompson, George	VanCleve, I.
Thompson, James	VanDeever, S. L.
Thompson, Jessie	VanHook, James M.
Todd, Alonzo	VanHook, Nina
Todd, Carl	VanHook, Thomas
Todd, Homer	Vest, Garfield

Voyles, Bessie	Whitlatch, Florence
Voyles, Sallie	Whitson, Emma
Voyles, Willie	Williams, Samuel
Wade, C. L.	Wilson, Charles
Wade, Ernest	Wilson, Del
Wade, Noble	Winslow, Althea
Wagner, James	Winslow, Fred
Walker, Edward	Winslow, Brady
Walters, Eliza	Wiseman, Effie
Walters, Nannie	Wiseman, Grace
Walton, Bertha	Wolf, C. P.
Warman, Alvah	Wolfe, Emma
Warman, Clara	Wolfe, Maurice
Warman, Fred	Wolff, Cecil
Warman, Hettie	Wood, Elsie
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Warman, Sadie	Wood, Wilbur
Watson, Bert	Woods, Emma
Weir, Roland	Worrall, W. W.
Weir, Will	Wright, Alora
Whalen, Claud	Wright, Grace
White, Ella	Wyatt, Edna
Whitesides, America	Zimmerman, B. F.
Whitlatch, Bina	Zimmerman, Hayes

Zink, Addie

CHAPTER XIII

THE SUMMARY OR CONCLUSION

From this study it may be seen that the educational movement in Indiana was deeply rooted in the Ordinance of 1787; that the Constitution of 1816 made provision for education at public expense, but due to physical, political and social conditions in the first half of the nineteenth century, progress, in educational affairs was seriously handicapped; that for many years a large percentage of the people believed the educational burdens rested upon the churches; that the breath of life, to existing laws and the formation of educational provisions of the Constitution of 1851, came through the influence and untiring labors of prominent educators who came to Indiana from the East; and finally, that county seminaries and independent or private normal schools came to the rescue by providing a plan for teacher training.

The material contained in the foregoing pages warrants the following specific conclusions:

1. The independent normal including Borden Institute came into being at a time when the people desired more education than that contemplated by the Constitution in its definition of a common school education and before the tax-

payers were convinced that further education should be maintained at public expense. The movement was prompted by a real need, served a very useful purpose at the time, and began to wane as the tremendous high school and college era dawned.

2. Borden Institute enabled many poor boys and girls of the less favored districts, where no high schools had been established to secure a training equivalent to that presented in the high schools of the larger and wealthier centers. Judged by modern standards of education, the work was not always systematically organized, but the dynamic desire and energy of the students coupled with the teachers' insistence on well-grounded fundamentals compensated in many ways for deficiencies in organization. This institution, like the others of its class, trained young men and women at no expense to the state. True, many of these later went to the universities and state normal for a completion of their education, but these men and women bear living testimony to the valuable work that they received at Borden Institute and the inspiration they obtained while members of it.

3. The school was not handicapped financially, hence improvements were constantly being made, new methods of

heating and lighting were added, modern apparatus and equipment purchased, and the faculty increased as the attendance demanded. Frequently, the curriculum was revised and extended until finally, a full four year's college course was maintained, for the completion of which the Bachelor's Degree was conferred. To better serve the community, and more fully prepare students for the college courses, a complete high school course was added.

4. In its day, Borden Institute was probably better equipped for the teaching of the sciences, especially geology, than any other similar institution in the state due to the large and varied collection of the finest of specimens. The museum, a private property which is seldom open to the public contains an enormous amount of material which is invaluable from an historical view point.

5. Copies of the various programs presented indicate the great interest manifested by the townspeople and the people of the surrounding country in this educational enterprise.

6. Finally, judging from the reason for closing Borden Institute and the long, active and philanthropic life, the high tributes of respect paid the founder, it is not assuming too much to conclude that humanity grows through such lives as his.

CHAPTER XIV

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