

A HISTORY OF BORDEN INSTITUTE

by
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INTRODUCTION

A. Problem

1. To determine the contribution of Borden Institute to the field of public education.
2. To locate and collect available sources of information on the history of Borden Institute.
3. To study, select and arrange all data in ~~its~~^{their} chronological order.
4. To give it coherence and unity.

B. Method

1. Many persons who had been connected with the school were interviewed.
2. Source materials such as the college quarterly, college bulletins, the minutes of the board of trustees, the personal correspondence of Mr. Borden and the files of newspapers were selected.
3. The material was arranged in chronological order.
4. Vital source material, as it appears in the sources, was incorporated.
5. Articles from individuals who are well informed in this particular field were secured.

I. WILLIAM W. BORDEN THE MAN

Carlyle has stated that the history of the world is the biography of great men. If this definition be true, the history of Borden Institute is largely embodied in the life and spirit of its founder, William W. Borden. True, other men made valuable contributions but to none of these is the debt so great as to this remarkable personality. Not often in the history of an institution, do we see its success depend so entirely upon the soul, mind, and finances of one man.

It should be remembered that it was he who first conceived Borden Institute. His clear and purposeful mind planned and organized this school in every detail; and his generous nature almost wholly constructed the buildings, and furnished the operating expenses. A proper understanding of his life and character is essential to the understanding and appreciation of this unique institution.

Mr. Borden was born in New Providence, (changed to the present name of Borden in 1896) Indiana, on April 18, 1823. His parents were New England Quakers of strict persuasion. His father died within two years, and from this time until he was a young man Mr. Borden was left to the fostering care of his widowed mother. When he became a man he described her in the following words: "She was a woman of broad views and energetic habits. What was more remarkable for that day she was well read, and thoroughly conversant with the politics of the time."¹

¹Borden Museum Catalogue, 1901, p. 21.

Mr. Borden received his early education in a log cabin which served as a school house for his native village. At the age of nine he was sent to Salem, Indiana, to become a pupil in the Washington County Seminary, then under the management of the famous John I. Morrison. This was one of the foremost schools in the state at this time.² The association and impressions gained here had a lasting influence on the life of Mr. Borden. After spending three years in company with his brother, John, at the Salem school, they both entered the State University at Bloomington. Mr. Borden, however was destined to be a farmer, so after a short stay at Bloomington, he returned home to conduct his mother's farm. His brother, John, however finished his course in Indiana and was subsequently graduated from the Harvard law school.

In the year of 1862 a Dr. Reid of Salem, Indiana made a visit to New Providence.³ He was intensely interested in the study of fossils. In a conversation with Mr. Borden the subject of fossils was discussed, and the doctor gave Mr. Borden some Actinocrinidae fossils which had been found at Paynter's hill in Washington county, Indiana. The doctor fully explained these fossils to Mr. Borden, and seeing that he was much interested, advised him to read Dana's Geology. This was the beginning of Mr. Borden's career as a geologist. He became a thor-

2

Boone, R. G. A History of Education in Indiana, p. 53-55.

3

Borden Museum Catalogue, 1901, p. 27.

Annals, 1901, p. 27.

ough student of this science. A few years later Professor Bradley, a collector for Yale came into the neighborhood of New Providence, and Mr. Borden became his guide. He received many valuable hints and suggestions from Bradley.

In 1873 Mr. Borden received the appointment of assistant state geologist of Indiana,⁴ and during the next two years made a geological survey of several counties in the southern part of the state.

In 1876 when the attention of the country was drawn to the mineral resources of Colorado, Marshall Field of Chicago became interested in forming a mining company.⁵ Mr. Borden's brother John was at this time one of the most successful lawyers of Chicago, and did all the legal work for Marshall Field. Through this connection Mr. Borden was selected as geologist for the new venture, and became one of the full fledged partners.

After two years of operation in Colorado, the venture proved very successful. Mr. Borden sold his holdings and returned to his farm at New Providence with a competence which enabled him to carry out certain ideas which he had long entertained. One of these was the establishment of a college in his village, in order that educational opportunities might be given to boys and girls of this section of Indiana. For a more extensive account of Mr. Borden's life see his personal reminiscences, Appendix A, page 24.

⁴Ibid., 1901, p. 28.

⁵Ibid., 1901, p. 28.

II. BORDEN INSTITUTE AS A FACTOR IN TEACHER TRAINING

A. THE BEGINNING

1. New Providence Normal as the Origin of Borden Institute.

Borden Institute seems to have materialized from the New Providence Normal which was established April 2, 1883.¹

J. G. Scott was the principal of this normal school and taught the following subjects: Latin, pedagogics, grammar, rhetoric, and literature. He was assisted by Jessie Morris, who was in charge of the primary work, and F. E. Andrews in charge of general history and metaphysics.

Mr. Borden gave valuable lectures in the field of natural science, and was also president of the board of trustees. The other officers of the board were as follows:²

- Vice President.....J. N. Charles. M. D.
- Treasurer.....J. A. Burns.
- Secretary.....B. F. Stalker. M. D.
-Samuel McKinley
- Executive Committee.....Herman Shoemaker
-W. T. McKinley

There was also a board of reference which bore the names of the following well known educators of that day.³

J. W. Holcombe, State Superintendent, Indianapolis, Ind.

¹ Second Annual Announcement New Providence Normal, 1884, p. 1.

² Ibid., 1884, p. 2.

³ Ibid., 1884, p. 2.

⁴ Ibid., 1884, p. 2.

N. J. Betzer.....Rantoul, Illinois.
 N. B. Mills.....Zuck, Ohio.
 John N. Payne.....Elizabethtown, Ky.
 J. T. Smith.....New Albany, Indiana.
 H. B. Brown.....Valparaiso, Indiana.

This school was typical of the type of normal schools which existed in that day. It was self governing in its character. Every student was placed on his own sense of honor and made responsible for his own conduct.

The curriculum consisted of a preparatory course of five twelve weeks terms, which accommodated almost any student who wished to enroll, and a teacher's course of five twelve weeks terms especially adapted to those preparing to teach in the common schools. For the complete course of study of the New Providence Normal School see Appendix B, page 59.

Mr. Borden's interest was greatly aroused in this school and he desired to raise it to the rank of a college. In order to have public sentiment with him in the undertaking he called a meeting of the leading citizens of the community. This meeting was in January 1884.⁴ Fifty-eight citizens were present and each made small pledges, to be paid in either money or labor. The total amount pledged by the citizens was \$642.50.⁵ To this amount Mr. Borden added \$4,000.00 at the beginning,⁶

⁴ Minutes of Board of Trustees of Borden Institute, 1884,

p. 1-2.

⁵ Ibid., 1884, p. 2.

⁶ Ibid., 1884, p. 2.

and several thousand more at later dates as it was needed. Actual work on the college building was begun immediately, and on September 6 of the same year the cornerstone was laid with elaborate ceremony.⁷ The building was completed and dedicated on July 4 of the following year.⁸

It was fitting that the name of this school should be that of its founder and benefactor, accordingly New Providence Normal became Borden Institute. No order for changing the name of the school occurs in the minutes of the Board of Trustees, but the dedicatory program used the term Borden Institute. When the institution was incorporated, Borden Institute was again used.

The board of trustees of the new school consisted of the same men who had served on the board of trustees of the normal. Thus Borden Institute sprang directly from a normal school.

2. Teacher Training as an Outstanding Phase of the School. F. M. Stalker, who had just graduated from Princeton University, was chosen as the first principal, later W. E. Lugenbeel and H. A. Buerk served as principals of the Institute respectively. Under the guidance of such men as these the school continued until 1905. The teacher training department was continually improved, and became so outstanding a department of the school, that Borden Institute was primarily known

⁷
Exercises at the Laying of the Cornerstone of Borden Institute, 1885, p. 1.

⁸
Ibid., 1884, p. 20.

as a normal school.

3. The Contribution of The Teacher Training Department to the Field of Education. It was in this department of the school that such men as Jesse H. Newlon, now director of the Lincoln School of Columbia University, Zenos Scott of Springfield, Massachusetts Schools, Will Weir, ex-president of Rollin College and Pacific University, R. E. Cavanaugh, director of the extension division of Indiana University, Egbert Miles of the faculty of Yale University, the late John L. Beyl of Depauw University and hundreds of other successful educators of the present day, had their first professional training in the field of education.

In describing Borden Institute, Dr. Jesse H. Newlon makes the following statement: "Here was a remarkable school in a most important period of our educational development. It was a creative institution of unusual distinction. Of all the schools I have known it is the school that I would have chosen for the most impressionable period of my life."⁹

Speaking of this type of school, President Linnaeus N. Hines of Indiana State Teachers College says, "We can speak only with respect concerning the men and women who did so much valiant work in those old independent normals in other days; we may stop and say a word of tribute to those old schools and the heroic people who conducted them."¹⁰

9

Statement of Jesse H. Newlon to writer, Nov. 9, 1929.

10

Statement of Linnaeus N. Hines to writer, Jan. 14, 1929.

President L. A. Pittenger of Ball State Teachers College comments on these schools with the following statement, "This movement enabled many poor boys and girls of 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."¹¹

In describing this type of school, Dr. James A. Woodburn, of Indiana University wrote the following paragraph in a book published during the latter part of the nineteenth century. "The establishment by private enterprise of good schools in answer to this demand has been an instrument in materially raising the educational standard of the common schools of the state. No one can despise the work which they have done and are still doing, and their representative graduates, filling positions of honor and responsibility, speak well for the intellectual and pedagogical training which these schools have to offer."¹²

The valuable service rendered the state by Borden Institute, in the field of teacher training, can well be appreciated by noting the statements of leaders in the field of public education on the subject of, The Value of the Independent Normal Schools to the Cause of the Common Schools in Indiana During the Latter Part of the Nineteenth Century. See Appendix D, page 63.

¹¹

Statement of L. A. Pittenger to writer, Nov. 10, 1929.

¹²

Woodburn, J. A. Higher Education in Indiana, p. 193.

B. OBJECTIVES

1. Education of Young People of Limited Means.

Mr. Borden's motive in founding the college was to give the young people of his native village a chance to continue their education after they had completed the public school. Being a man of wide experience, he realized better than any of his neighbors, the value of higher education.

Realizing that all students who would probably attend his college would come from homes of limited means, the object of economical living was carefully stressed from the very beginning. We learn from an examination of one of the college quarterlies¹ that board and room in the best private homes was furnished at \$3.00 per week. Board and room in the college dormitory was listed at \$2.75 per week. Unfurnished rooms for those students who wished to prepare their own meals could be had for fifteen cents per week. The tuition for the entire year was \$26.00. This general aim of economy was stressed throughout the entire history of the school. We find, by a careful examination of the college catalogues and other publications, frequent references to this aim. The following is a typical illustration. "The founder of this institution has kept steadily in mind the purpose, to give young people, in moderate circumstances, an opportunity to obtain a reliable education." Every effort has been made to reduce their expenses. The college is maintained at heavy expenses, which is cheer-

¹The Borden Quarterly, IV, p. 4.

fully borne in order that an efficient faculty and full laboratory equipment may be at the service of the students."²

2. A Liberal Arts College. Mr. Borden's early education, both in the Salem school and at Indiana University, had been almost entirely in the liberal arts. As a result he was convinced that a liberal education was the best preparation for the struggles of life.³ Consequently one of the general aims of the school was that of the liberal arts college. It intended to help the student find himself, to train young men and women for effective leadership, to fire them with enthusiasm and instill a group of noble ideals. It sought to give the student a well balanced mental training which would admit him to that company of men and women who have an acquaintance with that great body of culture which we have inherited from the past.

3. Higher Education for the Masses. The aim of higher education for the masses was considered of great importance in Borden Institute. In addition to the liberal arts, there was a practical or vocational objective. The courses of instruction were so organized as to prepare for a subsequent study of the professions; such as engineering, law, medicine, theology, commerce, and teaching. There were also courses in agriculture and surveying. It was the belief of the founder that a person was not completely educated unless he had mastered a useful occupation.

² Catalogue of Borden Institute, 1899, p. 3-4.

³ Catalogue of Borden Museum, 1901, p. 33.

4. Teacher Training. Mr. Borden was more vitally interested in the field of teacher training than in any other department of the school. He clearly realized that the surest way to elevate the general intelligence of the community was through the medium of better trained teachers. The training of teachers for the public schools was the outstanding objective of the school. We have noticed in the preceding section that Mr. Borden was vitally interested and really connected with the teacher training movement before he opened the college.

C. THE CURRICULA

1. General Characteristics. Closely related to the objectives of the college was the organization of the curricula. From the beginning the institution was strictly independent of outside control. Neither tradition nor authority laid down the rules as to what should be studied in this school.

With this absolute freedom the curriculum was evolved from within the school itself and not handed down from higher authority in the rigid form that was the style of that day. In all the periods of the development of the organization of the curricula, the fundamental idea seemed to be such as to encourage the "finding and sorting" process; in order that the pupil, through actual experience, might be lead to make a rational selection of his college work, and his occupation in the world of industry. The unusual success of the great majority of the Alumni seems to verify the correctness of this idea.

2. First Period in the Development of the Organization of the Curricula. During this first period the curriculum was purely of a teacher training nature. It was largely organized by Professor J. G. Scott, and has been reported in full in another section. See Appendix B, page 59.

3. Second Period in the Development of the Organization of the Curricula. Upon the coming of Professor F. M. Stalker, in 1886 the teacher training curriculum was reconstructed in general.¹ Instead of 10 terms of 12 weeks, as was the practice of the New Providence Normal School, the same subject matter was now covered in 6 terms of 12 weeks. The time devoted to drill or review in the common branches in the previous period, was now devoted to the mastery of additional subject matter as geology, general history, chemistry and trigonometry.

In this period two distinct additions were made to the curriculum which heretofore had been mainly devoted to teacher training. The college catalogue designates one of these; A One Year Classic Course.² It included Latin, algebra, history, and botany as the main subjects.

The second addition was designated as a Four Year Collegiate Course.³ It was largely classical in its content. There were four years of Latin, two years of Greek, two years of mathematics in addition to the Sciences, literature, and history.

² Ibid., 1886, p. 3.

³ Ibid., 1886, p. 3.

Ibid., p. 3.

A survey of this period shows that the student had three distinct choices. He might pursue a teacher training course, a one year academic course, or a four year collegiate course. The complete contents of this period are reprinted in Appendix E, page 78.

4. Third Period in the Development of the Organization of the Curricula. In the year of 1888 Professor W. E. Lugenbeel became principal of the school. He made additional changes in the organization of the curriculum.

The one year classic course of the previous period was abolished, and in its place was substituted A Practical Science Course.⁴ This comprised two years work, and consisted mainly of chemistry, zoology, and geology.

In the four year collegiate course of the previous period, French or German could now be substituted for Greek at the option of the student. The sciences also were given a much more important place.

During this period the subjects of psychology and methods of teaching were added to the teacher training department.

A course in surveying and one in business, each requiring a full year of study were added to the curricula during this period.⁵

A comparison of the second and third periods, reveals the fact that modern languages and sciences were more strongly

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Borden Quarterly, Vol. 2, p. 8.

⁵

Ibid., p. 8.

stressed in the third period than they had been in the second. There was less emphasis placed on the ancient languages and more on the modern, in the third period. The comparison also reveals that in the third period the students had five choices of curricula, as compared to three in the second period. The complete contents of this third period are contained in Appendix E, page 80.

5. Fourth Period in the Development of the Organization of the Curricula. The final period in the development of the organization of the curricula began in 1899. The reorganization which took place in this period was the work of Professor Buerk.

The four year collegiate course, which we have mentioned in the second and third periods, was reduced to a three year course.⁶ The practical science course and the surveying course of the third period were combined, and were listed in the catalogue of this final period as a Three Year Scientific Course.⁷

An entire year's work was added in the teacher training department.⁸ The subjects of philosophy, German, and advanced pedagogy were included in this extra year.

In this final period the elective system was extended to a greater degree of flexibility than had existed in any of the

⁶ Catalogue of Borden Institute, 1899, p. 5.

⁷ Ibid., 1899, p. 8.

⁸ Ibid., 1899, p. 14.

previous periods. In the second and third periods the student could choose between distinct and well defined courses of study, but after he had made this choice, he must with few exceptions, take prescribed subjects. In the fourth period he had elective subjects in each of the various courses of study. This offered the student a larger opportunity to make his undergraduate study truly pre-vocational. It was more democratic, as it increased the possibility of permitting each individual to take that combination of subjects which were best fitted to secure the fullest development of his abilities. For the complete content of this period see Appendix E, page 84.

D. EXTRA CURRICULAR ACTIVITIES

1. Relationship of Time Between Curricular and Extra Curricular Activities. The extra curricular activities of the Borden Institute student did not hold so large a place in his program as they do in the program of the modern college student. In that day the student's mind was almost entirely focused on the limited curriculum, and very little time and attention were given to secondary interests. In fact during that period in which Borden Institute existed, the prevailing practice in most colleges was to curb and discourage the increasing energy that was being exerted in extra curricular activities. However certain forms of outside activities were permitted at this school.

2. Literary Societies. During the history of Borden Institute, literary societies were the leading extra curricular

activity. Here the students found an outlet for their surplus energy, and at the same time received valuable training in public speaking. The literary societies were under the supervision of the faculty. Membership was open to all students of the college who desired to take part. Their field of work included recitations, essays, and orations. At the close of each school they gave a public program. See Appendix F, page 88 for an illustration.

3. Athletics. An examination of the college publications reveals that baseball and football were played at Borden Institute. The games were indulged in mostly for the sake of expression of the play instinct.

There were games played with teams from neighboring towns. We find a boast that the football team went through nine seasons undefeated.¹

4. Other Activities. Some of the students also took part in musical activities. At different times there were bands, glee clubs, and choruses. On some occasions public plays and musicals were given.² A complete description of student life is given in Appendix G, page ⁹⁰90.

E. METHODS OF INSTRUCTION

1. Freedom in the Selection of Method. Because of its independent income, and because it was unhampered by ecclesi-

¹ Catalogue of Borden Institute, 1899, p. 29.

² Printed Programs, 1892, 1897, 1893, Borden Museum.

astical and state officials, Borden Institute was left free to develop its own particular methods of instruction. The following description is set forth in an announcement of 1888: "It is not claimed that the instructors of Borden Institute have a monopoly of good methods, but that the system of instruction is practical, thorough, original, and in accord with the laws of mind development. The student is taught to rely upon himself, to investigate and to form his own opinions upon right foundations. In every subject the thing always precedes the term. All recitations are conducted in a manner to cultivate the students power of originality. The particular methods for every subject are based upon the objects to be attained. The students are trained to use books and apparatus until they become independent of the teacher."¹

2. Individual Instruction. In view of the fact that the student body of the college was always small in numbers, the method of instruction was practically individual in its character.² The limit on the size of the classes was twenty students. Whenever more than this number were enrolled in the same class different sections were formed on the basis of the pupils' abilities.

3. The Laboratory Method. The departments of chemistry and physics were each provided with their own laboratory. The chemical laboratory was equipped with lockers and tables so

¹ Annual Announcement of Borden Institute, 1888, p. 15.

² Borden Quarterly, Vol. I, p. 1.

that each student was provided with separate apparatus and reagents. The physical laboratory was provided with apparatus necessary for the illustration of physical and mechanical laws. It contained electrical appliances, cells, batteries, vacuum tubes, stereoptics, aneroids, balances, spectrosopes, gravity apparatus, microscopes, and many other articles.³

4. The Library. The library was considered the center in the organization of instruction, and there was always a close relation between it and the classroom. A survey of the books used as basic texts reveals that the students had access to the best books available. All texts were chosen by members of the faculty in their respective fields.

F. BUILDINGS AND EQUIPMENT

1. The Main Building. The main college building was located on a beautiful hill overlooking the village of New Providence. It was excelled by few buildings in that region in finish, furnishings, and beauty. It was built of brick, two stories above the basement, and was finished from foundation to roof in native cherry, oak, ash, maple, and sycamore. The basement was finished in concrete and contained laboratories and supply rooms. The next floor contained class rooms. The library was also located on this floor and contained several thousand volumes of standard works. The library was also a

³ Catalogue of Borden Institute, 1899, p. 9.

depository of government records.

From this story a massive stairway led to the next floor where the main auditorium was located. This room was finished in good taste and had a seating capacity of five hundred.

Towering above this was the observatory from which one had a commanding view of the surrounding territory.

2. The Dormitory. Soon after the construction of the main building, Mr. Borden built a large dormitory. It was a comfortable building containing about 25 rooms. It was well built, conveniently arranged, and tasteful in appearance. It added much to the comfort of the students.

3. The Museum. For many years Mr. Borden had contemplated a separate building for the library and geological collection. He realized that to preserve his collection, he must have a separate building of some kind, and he spared neither pains nor expense to this end. He erected a substantial fireproof building on the site of his parents' home, retaining within it the original family hearth. The building is a handsome structure of stone and brick. It is equipped with steel doors and window guards, and has the safety of a bank vault.

This Museum contained a large mass of material. Mr. Borden had been a collector of interesting and rare specimens during the early part of his life. After founding the school he traveled extensively in foreign countries and for many years he continued this work of collecting books, fossils, and various other articles. Among these was a copy of the famous Second Edition of Shakespeare printed in 1832, also a complete set of the Audobon books, one of only two sets in

the state at that time.

By the year 1898 he had completed an extensive geological collection.¹ The addition of the Green collection which numbered one thousand Crinoids made his collection of Crinoids alone number over three thousand, the largest in the state. (After Mr. Borden's death, in 1906, this collection of Crinoids was presented to the Field Museum of Chicago where it remains intact, and is known as the Borden Collection).²

Mr. Borden closed the college for an entire year in order that the principal, H. A. Buerk, might be available to assist in cataloguing and classifying the material.

Buerk, worked a year and classified the specimens under the following heads:

Palaeontology

Minerals

Marine Shells

Archaeology

Curios

Today, within the walls of the Borden Museum may be seen all the original collection except the Crinoids. It is one of the most valuable and rare collections in the state of Indiana.

Since the closing of Borden Institute in 1905, Mrs. Robb, the widow of Professor Borden, has donated the use of the

¹ Borden Museum Catalogue, 1901, p. 35-122.

² Field Museum Catalogue.

buildings and equipment to Wood Township for the use of a high school. This has meant the saving of thousands of dollars to the taxpayers. Finally on the occasion of the high school commencement in 1929, she presented this valuable property to the township.

The high school maintained here is known as the Wm. W. Borden High School and is a living memorial to the generous spirits of two individuals who have meant so much to the young people of the community.

G. 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.

We find them to-day in all parts of our country, from California to New York, from the Canadian border to the Gulf. Some reside in foreign countries. Everywhere we find them living lives of usefulness. Their successes are general; their failures few.

The majority of the alumni have entered the professions of education, law and medicine. The remaining are engaged in every useful employment.

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

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

In the medical world we find them as successful doctors 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 is worthy of our respect and esteem. For a complete list of the alumni see Appendix I, page 129.

H. CONCLUSIONS

In conclusion we may state that there was an unselfish ideal back of the founding of Borden Institute. It was founded in the spirit of service. Love for his fellow men and a desire to be of service to their children were the motives which caused Mr. Borden to invest his money in such an institution. We may safely assume that many successful men and women owe their careers to the benevolence of William W. Borden.

A careful survey of the alumni discloses the fact that the state of Indiana is under a great obligation to this institution for the training of many of its present teachers. The survey 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 higher institutions of learning.

Being located in an isolated section of the state, in a region that was not conveniently served by any other educational institution, it is almost impossible to estimate the value

of this school to the cause of educational opportunity in southern Indiana. To hundreds of boys and girls, from homes of modest means, this school gave the only opportunity for an education that they could ever expect.

The development of the organization of the curricula verifies the conclusion that this school, throughout its entire existence, made an honest effort to be of the highest possible service to the student body. The data in regard to the curricula clearly demonstrate that there was a wide range of choices for a school of this size and for this particular period.

The analysis of student activities indicates that an atmosphere of earnestness, and industry permeated the school. Practically every student had a well defined purpose in mind when he entered the school. They were sincere and serious and tried to profit by the work which they pursued in the school.

The examination of the methods of instruction show that they were typical of that period, and were on a par with those used in other schools of this type.

The buildings were of ample size, and the equipment of sufficient nature to meet the needs of the school fairly well at that time. That the museum was unusual is attested by the fact, that at the present time there is scarcely a day in the year when visitors do not pass through its doors.

If in the last analysis we can determine the value of Borden Institute to the state of Indiana, by the services of its sons and daughters, we may safely conclude that it deserves a favorable rank in the history of education in southern Indiana.

III. APPENDIX

A. PERSONAL REMINISCENCES OF WILLIAM W. BORDEN

My New England ancestors were of the strict Quaker persuasion, and attended zealously the yearly Quaker meetings, to which assembled representatives from all the New England States.

My father, John Borden, Jr., was born in Portsmouth, Rhode Island towards the close of the last century. Having been taught blacksmithing by his father he next acquired considerable proficiency in the manufacture of spinning machinery under the skillful direction of Lowel, at Waltham, Massachusetts.

At the early age of twenty-four years, he contracted to install the spinning machinery in a new mill at Troy, afterwards called Falls River, Massachusetts. For two years he, assisted by his brothers, was engaged in this task. The mill is still in operation under the management of a rich and thriving company.

By the development of this and kindred industries, he soon acquired a competency; but his mind irresistibly turned toward the great undeveloped West. In 1816, he set out for the West. His journal contains many interesting accounts of his long journey.

Having entered from the Government several tracts of land in section three, town one south, range five east, he set out to locate on his purchase in Wood Township, Clark County, Indiana. Here he platted a small village of a few blocks, the lines of which ran parallel, and at right-angles to Silver Creek. This village, he named New Providence, in honor of the

most important city of his native state. His activity displayed itself, in blacksmithing, wherein he was ably assisted by Joseph Cook, whom he had brought from Rhode Island, in farming and sheep raising, in the management of an inn, and in mercantile pursuits, during which he established stores at New Providence and Salem, Indiana.

Among the earliest settlers were John Wood, after whom the township was named, Henry Dow, James Braman, William Packwood, Samuel Hallett, John, James, and Thomas McKinley.

H. S. Handy, an uncle, edited the "Annotator," a Jackson newspaper, in Salem. He received a government appointment to improve the harbor at Chicago, Illinois.

My father was married twice. His first wife was Comfort Hicks, of Tiverton, Rhode Island. His second wife was Lydia Bellows of Groton, Connecticut, whom he married in May, 1822. She was among the early pioneers, and was inured to the hardships of an early settler's life.

My father died November 7, 1824, and my widowed mother administered his estate, settled his multifarious engagements, and for many years managed the farm and conducted the inn.

I was born in New Providence August 18, 1823, and my brother, John, now of Chicago, April 23, 1825. For our mother's fostering care and training, we owe her memory deep reverence.

I have erected this museum upon the scene of our parents' early struggles, in commemoration of their many virtues.

The following reminiscences may serve to interest the youth

of the present in the scenes of those early days.

In the midst of a secluded valley of the Silver Hills lies the little village of Borden. These beautiful hills derived their name perhaps from the vague rumor of early voyages that told of metals abundant in their rocky bosoms. Old writers often mention the existence of great banks of copperas and iron ore, and foretell a great future when these hills, which they supposed to extend to the Great Lakes, should be thoroughly explored.

It was even rumored that the Indian tribes had access to vast bodies of silver ore, which they mined and carried along paths and trails indicated by marked trees to the British traders in Canada.

A century has not passed away since the earliest settlers penetrated the dense forest and canebrakes of this lonely valley, and built their humble cabins of logs. The blows of the ax aroused the wolves and panthers of the forest; their rude clearing was the forerunner of the farm lands of the present.

The forests of this valley were composed of sugar tree, sycamore or button wood, black walnut, poplar, beech, hackberry and elm, but the hillsides were glorious with their burden of white, red, and black oak, hickory and chestnut. It was a great task to clear away this dense growth. The trees were girdled; chopping bees, log rollings ensued; perseverance at length won the fight; and the land began to bear its burden of wheat, corn, and grass.

The chestnut oak, which loves a rocky soil and high eleva-

tion, furnished the tanbark of the early tanner. The bark peelers invaded the so-called Congress Land and stripped these valuable trees of their bark and recklessly depleted the forests. Then the white oaks fell a prey to the stave-maker, for port was now staple, the pork barrel a necessity.

In those early days, all cultivated land was carefully fenced. The best of timber, chestnut, cherry, walnut, and poplar were used for the ten-foot rails. Before half a century had passed, one-half the timber, and that the best, had been used for this purpose.

Before the settler entered this land from the Government, a large body of squatters from the East and South occupied the choice lands, but they had done little in removing the timber, before the rightful owners took possession and began the difficult task of improving their farms.

Then the undergrowth recurs to my mind. In the valleys and on the foothills were the papaw, the spice, and the leatherwood. The fruit of both varieties of the papaw offered a rich repast to man and beast, but the early settler needed pea sticks for his garden, so the papaw fell a victim, and is now virtually extinct.

The hills had a heavy undergrowth of young hickory that furnished hoop poles for the cooper. These were a staple article of export. A humorous expression is recalled, "From Posey County, loaded with hoop poles and pumpkins and a few nips. Can you give me a chew of tobaccer?"

The persimmon is indigenous to the clay soils of Southern Indiana, and now in its cultivated varieties brings a substantial return for the toil of the Hoosier farmer. The service and huckleberry were common, the wild grape abundant.

The habits and mode of life of the early settlers were very primitive. In contrasting these with modern conveniences, their descendants now wonder how they could possibly have lived. But game was plentiful. Vast flocks of wild pigeons found feeding grounds in the vicinity. Deer, bear, turkey and other game were to be had by a day's hunting. This meat later gave place to pork from mast-fed hogs which ran at large in the oak forests of the neighborhood. Small patches of corn furnished meal for the ever present corndodger, Johnny cake and mush.

Coffee, tea, and other luxuries were comparatively unknown and therefore uncared for, or too costly and therefore unattainable.

In fact one of these ancient families, when it purchased its pound of coffee, boiled the green coffee, without previous roasting, in the family tea kettle.

In those easy days, the farmer had no ambition for a great farm and great crops of cereals; such development in life he had not attained. Strange to say, in that primitive society, there were class prejudices. The emigrant from New England considered his southern brother shiftless; the emigrant from the South held his Yankee brother in contempt as a close fisted money idolator.

Where did the people get their money? The greater part of trade was a simple barter, in which valuations were quoted in terms of the Spanish milled dollar. "Land office Money" meant silver and gold coin. Two, three, four, six bits and cut money, or sharp shins, were the common coin of the people. The sharp shin or cut money was made by cutting a Spanish milled dollar or other coin into four or more pieces. Specimens of this cut money may be seen in the Museum cabinets.

Hunting was more a profession than amusement. Hunters were called long and short hunters. The former made long trips into the wilderness while engaged extensively in trapping and fur hunting, and often absented themselves from home for months. They were equipped with the long American rifle, bullet pouch, powder-horn, hunting knife, and a universal tool for repairing them. Such weapons and tools are likewise in the Museum. On the contrary, the short hunter never made these long journeys, for hunting was not his sole pursuit. The guns were all flint locks. If the fizzle steel against which the flint would strike sparks would become foul no sparks would be emitted; it was then cleaned by licking with the tongue. In place of the old saying, "Try, try again," we said, "Lick your fizzle and try again."

Deer visited the salt springs or "licks," which oozed from the base of the hills near my early home. Here the hunter lay in wait for the evening visit of the thirsty creatures to the springs.

Flocks of wild turkeys found ample food in the chestnuts and other nuts, which covered the ground in the fall. I may mention here, that chestnuts were so abundant that they were exported as an article of trade.

The turkeys were captured in a trap constructed of poles in the form of a pen some three or four feet high. A trench in the earth beneath a bottom log gave the turkeys entrance to the pen, corn scattered in this opening being a sufficient inducement to them to enter. Once inside they seldom sought to retire by the path they entered.

Wild pigeons were also objects of sport. Their immense numbers and curious habits were never failing sources of interest and delight.

As early as September small flocks heralded the coming of the hosts. They flew low and seemed to be scouting parties for the great flocks that began to arrive in October and continued to arrive during the winter; the movements of their wings sounded like the roar of the storms in the forest; their bodies darkened the heavens.

Their roosting places occupied many square miles in every direction. They were even destructive to forest growths. I have seen great branches of poplars broken by their weight. Young hickories eight to ten inches in diameter were bent by their weight. After a great rain, I counted thirty trees upon a space of two acres, uprooted by their living weight. Audubon, the ornithologist, conjectured that the diminution of wild

pigeons would keep pace with the diminution of our forest, and he was right.

Their food was mostly beech mast, though acorns and berries formed a part. They were extremely voracious for I have found as many as seventy-five or a hundred beech nuts, in the crop of a single bird.

I remember one hunt in their roosting place which John McKinley and I made, during which from two o'clock until daylight we secured six hundred birds. These we afterwards sold at forty cents per dozen.

There we stood at sunrise on the hills, overlooking our native home and saw this gigantic host move down the valley, like a dark river, toward its feeding ground, and return, in detached squadrons, from four o'clock until midnight to their roosts.

As early as March, they would take their flight to the North, but for weeks, a severe cold snap would send them south to our valley.

Shooting matches in which the prize was a quarter of beef were prevalent amusement and pitching dollars was an every day amusement.

Log rolling, and, later, corn husking, Saturday afternoon horse racing and swapping, training days for the militia, musters and battalion drills, were the great social events. I need not add that Hoosier cake and whisky were a constant accompaniment of all these sports. The decanter stood on the side board of every home, as a mark of hospitality, a refusal

to partake thereof being quite a breach of etiquette.

Some of my most pleasant memories are connected with these drills. The private soldiers in home spun citizen dress, with weapons of various design and in all stages of decay, marched to the "hayfoot, strawfoot," commands of officers clad in the faded uniforms of the past generation. Yet these soldiers were men of true valor and when I name among the officers, Cols. Dunbar, Carr, and Simonson, you hear the names of gentlemen and patriots.

P. Lzzard Ward commanded the battalion cavalry. His language was quite unmilitary; for the command, "About, wheel," he would shout, "Turn yourselves round"; and sundry other commands equally grotesque were used.

The husking bees were held in the afternoon or night. The rewards were a hearty supper of Hoosier delicacies or a pull at the jug of whisky. As the contesting sides contested for the mastery, the husking song cheered and amused. Jonathan Beggarly was the singer, in my young days, and well I remember his songs.

Quilting parties were social events in the lives of the Hoosier girls of seventy years ago. Upon such an occasion, two girls obtained permission of my mother to view their images in a large mirror, which in those simple days was a great novelty. It was a pleasing sight to see those strapping Hoosier girls beholding their healthy faces for the first time; the treat amply repaid them for a four mile walk.

The old circuit rider was likewise a prominent feature of those days. I recall the time in my boyhood when I was sent to the neighboring families to announce the arrival of the preacher, and that services would be held in the afternoon and at early candle light. My trips were not trifles, for I had to notify families which dwelt as much as a mile from my home.

The school advantages were likewise restricted. Public schools were unknown. A subscription school, if circumstances favored, was formed each year for the fall and winter, as children were not spared from the labors of the farm during spring and summer. Such schools were not graded, nor were their text books uniform. The schoolmaster was paid a certain sum for each scholar, and "boarded around"; i. e. received free entertainment from week to week among the patrons of the school.

The first school I attended was held in a log cabin, constructed in the shape of a triangle. The fire place occupied the middle of the base of said triangle and the door was in the apex. The floors and seats were of puncheons. A writing desk, consisting of a board resting on pins driven into the logs, was arranged near the window, and there only was writing to be allowed.

We treated the master as he is now treated. We locked him out occasionally, and forced him to treat. For example, a treat I well remember was two bushels of small red apples, which were poured in a heap on the school room floor by Mr. Custer, the teacher, and for which there was a great struggle. I emerged

from among the legs of the larger scholars with my pockets stuffed with spoils. There were no candy presents, and even at Christmas time, our stockings suspended in the old fashioned chimney received something more substantial than candy.

In mathematics, we studied Pike's Arithmetic, and it was the acme then to reach and master "the single rule of three." There was always some advanced scholar proposing some difficult problem to either the master or the other scholars.

Spelling was perhaps our most cherished and most important study. To the query, "Where are you spelling?" would come the reply, "I am to Baker." This cabalistic expression referred to a list of easy words in Webster's Elementary speller, the beginning of dissyllabic words. We learned likewise to read from this book, and there are indelibly stamped on my mind, such stories as, "The Boy in the Apple Tree," "The Milkmaid," "The Fox and Brambles," "The Partial Judge." The testament was also used as a reader. A grammar class was a rarity, but when such did exist, the text book was Kirkham's Grammar.

At home I found additional material for reading. Peter Parley's series, "Monitor," Almanacs, nursery rhymes, such as, "Babes in the Wood," "Death and Burial of Cock Robin," "Book of Beasts," "Jack Sprat," "Cries of London," "London Jingles and Country Tales," "Jack the Giant-Killer," "Cinderella and her Glass Slipper," "Dame Trot and her Cat," "Mother Hubbard and her Dog," "Tom Thumb," "Dick Whittington, Lord Mayor of London," each illustrated by wood cuts of very rude form. I learned

more under my mother's supervision, than at school.

Finally I learned much that was to be learned in the village school and with my younger brother, at nine years of age, was shipped off to Salem to become students in the Washington County Seminary, then under the management of the famous John I. Morrison. By referring to the receipts for my tuition and board which I have framed and placed in the Museum, you will 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.

Here we were practiced more systematically in penmanship, and under threats of the rod soon acquired a good hand. The master sharpened our quill pens for us, and we often wondered what future generations would do for pens, when the school children increased in numbers.

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

Three incidents of this period are indelibly impressed on my mind. The first was the cholera plague. This disease had been brought from Havre, France, to New York and Cuba by German emigrants. It then reached New Orleans, and by way of the Mississippi and Ohio penetrated Pennsylvania. The disease was very fatal, for the physicians did not understand its nature nor its treatment. A healthy person would be seized with the disease and in twenty-four hours afterwards be a corpse. Many

were supposed to have died of fright. Salem lost nearly one hundred of her citizens, among whom were several of my school boy friends. Among them was Barton Parks, a boy universally liked and esteemed. Merrill Weir, a chum of mine, was withdrawn from school, to assist his father to make coffins for the dead.

The second incident was the meteoric showers, which fell in November, 1833. This phenomenon was supposed by the superstitious to be connected in some way with the cholera I have described.

The third incident was the great squirrel migration which occurred in 1834. From some unknown cause, great numbers of these animals moved southward. They were so fat that they were unable to climb smooth barked trees, and it was inferred they fed on the seventeen year locusts, which matured at that time. They were plentiful and the strange migratory instinct rendered them so insensible to danger, that they were slain in great numbers with clubs. Later in the season many were found to contain flesh worms. The bodies of these were emaciated.

Our last winter in Salem was very cold. My brother and I bought a pair of country made rocker skates, for which we were to pay thirty-seven and one half cents, in a word, three bits. Of this sum, we paid one bit in cash, and our promise at six weeks for the deferred payment for two bits was given. It was my first commercial transaction.

After three years at the Seminary, I went to the University at Bloomington. The trip was a stage journey of two days. The

Orchard brothers conducted the stage and also a hotel at which I boarded. My trunk was packed with home made clothing, in fact, blue jeans, tow linen shirts, a supply of home made dip candles, and a bundle of goose quills for pens. We had no perfumes, colognes nor pomatum for the hair.

Here I finished my school education, but such an education is but a small item in comparison with the great fund which comes from many years of life and observation.

It might interest the young people of to-day to learn how a log cabin was constructed and equipped. The house was built of round logs notched at the ends. To carry up a corner meant to make properly the notches and corresponding saddles in the ends of the logs as they were lifted into position. Finally the top course was placed, and the ridge poles laid thereon. Large slabs split from straight grained logs, and called puncheons, were laid loosely on the sills, as flooring. Poles were used as supports for a loft. Clap boards, rived from blocks of oak formed the roof.

The chimney was made of sticks laid together as the logs in the house, and coated with carefully tempered clay, inside and out. Entrance for the fire place was a large opening made through the logs of one side of the cabin. Upon the four corners of the stack were usually placed four large balls of clay for a combined ornament and weight for the top course of sticks.

Then the openings between consecutive logs of the house were first filled with chips and slabs, known as "shinking,"

and the openings yet remaining were closed by well tempered clay, a process called "daubing."

The door was locked by means of a latch which was operated by a string attached to the latch and passed through an opening in the door above the latch to the outside. If the latch string was drawn inside, it was impossible to gain admittance from without. An hospitable expression in those days was, "The latch string's out." This expression meant, you were at liberty to draw the latch, and enter, in a word, be welcome. In fact such was the cry of the Whigs when their favorite champion, William H. Harrison, was the candidate for president during the "Log cabin, Hardcider, Latchstring Campaign."

Admittance to the loft was gained by means of a ladder, within or without the house.

The furniture was of a most primitive kind. Rough tables, chairs and beds were roughly knocked together. Pots and kettles were suspended from poles or cranes in the open fire place. Dutch ovens were used in bread baking while corn dodgers and biscuits were baked in skilletts.

Pumpkins, onions and herbs were suspended from the loft poles. Several long rifles were suspended over the fire place or door. Gaunt hounds were to be seen in many cabins.

A Bible and perhaps an almanac were the sole literature of the family.

An old poem by a Hoosier poet, John Finley, author of the "Hoosier Nest," perfectly depicts such an interior, where

The emigrant is soon located--
 In Hoosier life initiated--
 Erects a cabin in the woods
 Wherein he stows his household goods,
 At first round logs and then clapboard roof,
 With puncheon floor, quite carpet proof,
 And paper windows oiled and neat,
 His edifice is then complete.
 When four clay balls, in form of plummet
 Adorn his wooden chimney summit;
 Ensconced in this let those who can
 Find out a truly happier man.
 The little youngsters rise around him;
 Each with an ax or wheel in hand,
 And instinct to subdue the land.

I was destined to be a farmer. At a very early age I toiled in the fields. Farming at that early day was different from the modes in vogue to-day. Improved farm implements and new methods, have revolutionized this occupation. I ploughed with a wooden mould-board plow, cut the grain with sickle and cradle, and the hay with a hand scythe, which I sharpened on a rifle. You naturally ask, "What is a rifle?" It was a board covered with tallow upon which I had sifted sharp sand.

The grain was beaten from the heads by flails, or trodden out by horses. The threshing floor once common to every farm is now no more. A level spot was selected, freed from its turf and leveled. Upon it were arranged the bundles of grain with heads projecting. Over these bundles, and against the direction of the heads, were ridden four or six horses, in sets of two. The spreading straw was replaced by those lower in the heap, until the grain had all been removed. The straw was then removed, and the grain collected at the center of the floor. Floor after floor was so treated until the crop was threshed. Then the

and gradually moved along to the building, and then to the

grain was winnowed of its chaff by a current of air, caused by the swinging of a sheet in the hands of experts, or by a fanning mill.

To obtain flour was a rarity in those days. Our grain was ground in a water mill, or a stump mill, the latter being placed on a stump or post, and operated by horse power. Often I have carried grain as far as Carr's Mill on Silver Creek or the Tarascon Mill on the Ohio.

The breeds of cattle, hogs, sheep and horses were unimproved, nor was proper care or attention given to such stock as we had. The hogs ran free in the range, and were frequently fattened upon the mast which fell from the trees of the forest.

We gave very little preparation to the virgin soil, as compared to the careful preparation which the modern farmer gives to his land. Commercial fertilizers were unknown, but the barn-yard manure was utilized by some. Grain was sown broadcast and corn dropped by hand, for the drill was unknown. Though we considered the yield large, it would not compare with the yield under modern methods.

The fruits were less in variety, but better in quality, for the insect pests were kept in subjection by the crowds of birds, which rendered the woods vocal with song.

The canning of fruit was not yet introduced. Dried fruit, apple butter and preserves were all in general use. Many were the devices for making apple butter, but the favorite plan was to boil a barrel of cider, then stew eight bushels of apples and gradually work them into the boiling cider. Now the

flavoring juices of fruits are preserved in cans and mingled with stewed apples, as the needs of the household demand.

Our very domestic life was different. The women and girls spent the greater portion of their time in spinning the rolls into yarn and flax into thread, dyeing it to suit the taste, weaving it into jeans, linsey woolsey or linen, as the case might be, and finally making the cloth into garments for the entire family. Indigo, logwood chips, cochineal, bark of walnuts, and black oak and peach tree leaves furnished the dyes. For a favorite dye of my mother I refer you to the framed manuscripts in the Museum. Cotton goods were costly, and the ladies, from notions of economy, used but six yards of goods for a dress. Flax was produced, and the linen made therefrom was used for shirts; the tow linen for coarse garments.

Our food was exceedingly simple. When a child, my grandmother made johnny cakes for me, and baked them on a board before an open fire. Potatoes were roasted in the hot coals. Mush and milk was the standard dish. The children stood around the table to partake of it, as some say, because chairs were few or as grandmother would say, because it strengthened their legs. Cheese likewise was much in demand. My grandmother was an expert cheese maker. A very common menu for the day was a breakfast of johnny cake and cheese, a boiled dinner of pickled pork and cabbage, and a supper of mush and milk.

How fondly my thoughts dwell on the old-fashioned johnny cake, a name corrupted from the word "journey." This name is

suggestive of the rapidity with which it could be prepared by a traveler. Fresh sweet corn meal was sifted, then scalded with boiling water. A pinch of salt was added. The mass was next placed upon a board prepared for the purpose, then exposed to the heat which radiated from under the forestick of the glowing fire in the open fireplace. As soon as one side was browned the cake was turned and the underside exposed to the heat.

It may be that youth and out-door life gave zest for this simple food, but however it may be, nothing now can compare with the humble fare of my childhood.

Children of my time were not as carefully shielded from the inclemencies of the seasons as those of the present. I slept upon the straw bed in an attic, whose unplastered walls let in frost and snow. Upon the roof the winter rains played a dismal tune. Traveling was very much restricted, in fact, at certain seasons, practically impossible. Yet the road which passed through my native village was a highway along which crowds of immigrants passed to seek homes in the West. The fall was the season chosen for emigration. Another route lay through Flower's Gap. An early mail route lay by the way of Vienna from Madison to Corydon.

My father had established an inn in 1822 for the accommodation of transient guests. For years the sign, "Entertainment, by John Borden," stood near the road in front of the old homestead, which has been replaced by the museum erected on its site.

Unfortunately he died at the early age of thirty-eight years. My mother managed the inn for thirty years after his death, and by indefatigable attention to the comfort of her guests, rendered the inn very popular. But the toil was too severe, and her health was ruined. She was a woman of broad views and energetic habits. What was more remarkable for that day, she was well read, and thoroughly conversant with the politics of the time. She numbered among her friends many of the statesmen of her day. She died on June 2, 1851, aged fifty-four years.

Among my father's associates the most eccentric was Henry Dow, Senior. The captain was a shrewd Connecticut Yankee; yet he was possessed of the superstitions and strange theories of a denison of Plainfield, Connecticut. His entire appearance was a happy illustration of Brother Jonathan. He was a tall, rawboned, long visaged personage, clad in a roundabout jacket, buckskin trousers and straps. The captain to use his own language, was a "man of larnin," and he had a great confidence in a mysterious mineral rod, which in his own or his wife, Mercy's, hands would disclose treasures buried in the earth. In fact, the rumors of treasures buried in the Silver Hills induced the doughty captain to risk his life in the wilderness. Like that of his neighbors, his food was of the simplest nature. I once breakfasted at his home. The sole viands set before me were brown bread and milk.

The worthy captain whiled away many a long winter evening
their long and anxious days.

by the glowing logs of the old homestead with tales which held my infant mind spell-bound; how, for instance, he had searched for Captain Kidd's buried treasures back there in old Connecticut; and how he unearthed a great chest of the buried treasure, which spirits removed before he could appropriate it. The captain's neighbors claimed he had dug up his entire yard in his search for gold.

In defense of his mineral rod, the captain would relate, that in order to test its powers in the hands of his wife, Mercy, some silver was hidden, "and Mercy came near finding it."

None the less, like many of his countrymen, he was a mechanical genius. When the country became settled, he erected a carding machine, which converted the washed and prepared wool into rolls ready for the spinning wheel which every family possessed. This machine was such a necessity that it was patronized by all the farmers within a radius of many miles. This device was operated by a treadmill actuated by horses, just as the first ferry boat on the Ohio at Jeffersonville was propelled.

There were several peculiar customs connected with the operation of this carding machine. The captain received his pay in cash or toll, making suitable allowance to all who furnished their own grease.

Still later he erected the first saw mill, a rude structure, upon a branch, which enters Silver Creek at Borden from the South. Here whenever a freshet occurred, the settlers hauled their logs and assisted in converting them into lumber. This

stream is now called the Sawmill Branch.

Another eccentricity was Peleg Prentise. As a Vermont schoolmaster he had acquired a superior education, but he had drifted West, and had become a squatter. As I remember him, he was dwelling in a cabin of the humblest kind, situated in a long ravine, since called Prentise Hollow, near the village. Around him was growing up a large family. With hardly enough to feed this numerous brood, he was yet able to rear it to be a body of good citizens, inured to toil, and accustomed to labor.

Peleg was the proud possessor of a yoke of oxen in the manage of which he took great pride. He alone could drive them. He had a series of commands and exhortations, which they seemed to understand. These commands were delivered in the form of a monologue, in which he would repeat the refrain, "You shan't have any corn out of the new basket if you don't come along." I once tried to manage this yoke, but even the inducement of sheaf oats, carried in front were of no avail.

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

Many incidents of this period of my life recur to me, but none which appeals so strongly, as the return of the fugitive slaves. We were on the direct line of the Underground Railroad. Escaping negroes were often seen stealing through the woods on either side of our valley, making for the station in an ad-

joining country. Frequently the slave hunters, who found it a lucrative pursuit, would rest at our inn, while the handcuffed slaves in the last verge of wretchedness or destitution shared the entertainment with their white guardians.

In 1832 a stage line was organized to operate between New Albany and Orleans. The horses were changed at Hamburg, New Providence, Salem, Livonia and Orleans. The covered wagon, provided with two seats for passengers and a seat for the driver, and drawn by two horses provided ample accommodation for the traveling public, and transportation for the United States mail. It was a day of excitement when the first stage arrived, with the driver blowing a horn most vigorously.

The stage wagon was succeeded by the Concord coach, supported upon thorough braces of leather, and drawn by four horses. The trip from New Albany to Orleans required a day, the return being made the ensuing day. The stage was put on in the spring as soon as the roads became passable, and discontinued in the fall. During the winter, the mail was carried on horseback. Once, during a very cold spell, the mail-carrier arrived here many hours late completely overcome by drink and the cold. We nursed him for three weeks. Then he was taken back to Kentucky still in a dilapidated condition.

The printed advertisement of the early stage may be seen in the Museum.

In 1835 the Salem and Ohio Turnpike Company was organized. It made several spasmodic but futile efforts to improve the

highway. The company did not confine itself to the turnpike, but established a mill, company store and a savings institution at Salem. My mother subscribed for ten shares of the company stock. Her certificate was signed by B. B. Booth, father of Newton Booth, afterwards governor of California.

We now approach the era of internal improvements and wild cat money, the period when states plunged into undertakings for which their funds were inadequate and the times and conditions of the country did not demand. In 1830, lands granted by the United States were sold, and the proceeds used for internal improvements. The Wabash and Erie Canal was the first beneficiary of this fund. Then it was that our state established the State Grade, which it hoped would become a great highway. The road was surveyed. It did not conform closely to the old turnpike road. After a considerable amount of work upon this broad grade, the state abandoned the task.

In 1848 the New Albany and Salem Railroad was organized with James Brooks as President, and George Lyman as secretary and treasurer. The company began work upon its road bed, following very closely the old State Grade.

The mode of construction may interest you. First, mud-sills were placed in position. Upon these cross ties were pinned. Upon these stringers were spiked the iron strap rails, which had been purchased and brought from England by way of New Orleans, at a total cost of sixty dollars per ton. These rails had a fashion of curling up at the ends, and would at times thrust themselves through the flooring of approaching

cars, and from this habit they were called snake-heads. The switches were operated by a short frog, so uncertain in its action that the engine usually left the track.

The rolling stock was equally primitive. The engine, of light weight, was fired with wood. Eighteen miles per hour was the very best she could do. A water tank was located here. One man, with an ordinary hand pump, supplied the water consumed by the traffic of the infant road.

For an entire year, the traffic of this road was conducted without the aid of the telegraph. Finally several severe accidents forced the company to adopt this safeguard.

The following were the first trainmen of the road: John Brown and Blaine Marshall, first and second conductors, respectively; Mike Girbrick, James Wilson and John Donaldson, first, second and third engineers.

It might interest you if I should describe some of the prominent men I saw and admired when a boy. John I. Morrison, the head of the Salem Seminary, was a tall, graceful dark-eyed man. He was a Pennsylvanian by birth, but came west at an early age. He was a ripe scholar and successful educator. Young men from distant points flocked to this school. He educated many men who afterwards achieved fame and fortune; men like Newton Booth and Thomas Rodman.

Martin G. Clark, likewise of Salem, a relative of George Rogers Clark, was an Indian commissioner or agent, an occupation which suited his wild and restless disposition. He dressed in Indian costume; consequently he was an object of great interest to us youth.

Judge Park, another prominent individual of Salem, was an intimate friend of General William H. Harrison. The general was a distinguished visitor in Salem upon several occasions.

Thomas Rodman was a fellow student. His home was at New Philadelphia. He was a good scholar. After leaving the Seminary he entered the Naval Academy. He became famous in after years as the inventor of the Rodman gun.

Newton Booth, son of B. B. Booth, was likewise a classmate. My brother and I often spent our Saturdays at his home. Whenever an oration was to be delivered, Newton Booth was called upon. He went to California at an early day, became governor of the state, and afterwards represented her in the Senate.

Dr. Hay was a prominent citizen of Salem during my school days there, and I have often seen little John Hay, his three year old son, who has become famous since as poet and statesman.

John Carr was a member of Congress from our district. When a boy I went to his farm with my ox team to get a load of apples. I found him barefoot, clad in blue jeans, coatless, hatless. Yet he was a man of intelligence and integrity. People were not so "dressy" in those good old days.

Prof. John Campbell was a classmate of mine in Salem, where his father conducted a cotton spinning factory. Later he became a member of the faculty of Wabash College. It is claimed for him that he was the original suggestor of the Centennial Exposition, and though this honor has been claimed for others, it is probable, he is entitled to it. He was the general secretary of the Centennial. He has since become identified with the

Geodetic Survey.

The honorable Dick Johnson, of Kentucky, candidate for the vice presidency, passed through our village many years ago, and spent the night in the inn kept by my mother. He had been in Salem, as guest of the people. The political effusion, "Rumpy Dumpy, Colonel Johnson killed Tecumseh," referred to the hero's conduct at the battle of the Thames.

Before retiring to rest he asked, as was his wont, for something to read. I gave him a volume of Rillin's Ancient History. A neighbor, Irvin Wright, requesting permission, slept in the same room with Johnson. I asked him next day how Johnson acted. He said, he went to bed like an ordinary mortal. The colonel wore the yellow vest made famous by the newspaper and political pamphlets of the day, as worn on the day of the battle.

David G. Bright was the receiver of the Land Office at Jeffersonville, Indiana. His room was filled with chains, javelins, spears, etc.; in fact, it was an armory. He was afraid of robbery. Frequently I was his guest. His dreams must have been startling for he would often awaken with a yell, seize a spear, and brandish it frantically.

I now approach a period in my life which was fraught with an incident that has affected and modified my entire subsequent life. I have often been asked how I first became interested in rocks. My answer is this. In 1862, Dr. Reid, of Salem, made a professional visit to New Providence. He was interested in fossils, and gave me some *Actionocrinidae* fossils, which he had found at Paynter's Hill in Washington County. He explained to

me the structure of the creatures, and what the term "fossil" meant. Seeing that I was much interested, he advised me to buy Dana's Geology. War prices prevailed then, so I paid six dollars for the book. As soon as my day's work was completed, I devoted myself to its perusal. I had no instructor, and soon became involved in a labyrinth of theories and scientific terms.

With what I could glean from the pages of this book, I began field work, and studied the rocks and formations.

Soon after, Professor Bradley, a collector for Yale College, came to our neighborhood. I became his guide, and in our researches I received many valuable hints and suggestions.

My greatest difficulty was to understand the true significance of geological horizons. Having mastered this at length, I could proceed with more confidence.

Prof. Cox, the State Geologist, appointed me one of his assistants in 1873. And in that and the two succeeding years, I made a geological reconnaissance of Clark and Floyd, Jefferson and Scott, Ripley and Jennings counties. This was made the basis of my report, which appears in the Geological Reports for those years.

In 1876, the attention of the country was drawn again to the mineral resources of Colorado. The headwaters of the South Platte and Arkansas Rivers which had furnished gold for many years to the placer miner, had finally been abandoned. The gold miner moved away and prosperous mining towns in Buckskin and California Gulches were given over to desolation. But at the time I have mentioned, minerals, over which the gold miners

had been treading for years, were more critically examined, and found to be rich in silver. Railroads had begun to penetrate the mountain gorges and bring these waste places into communication with the outer world.

My nephew was already located in Leadville as the expert assayer for Leither of Chicago. He had secured an interest in a mine by grub staking the prospector, George Fryor, and asked my brother John, to take an interest in some abandoned claims which Fryor, "Chicken Bill" and my nephew had attempted to develop.

It was at this time my brother said, "if you can distinguish between granite and limestone, we want you with us." Well, I thought I could do that, so I went out.

I arrived in Colorado early in July, 1878. I traveled by stage from Manitou through South Park to Leadville.

Leadville had been located by Stevens and Leiter upon a placer claim. The houses were of slabs and logs, the streets obstructed with stumps.

After prospecting for six weeks, I suffered so much from the high altitude, ten thousand feet and more, that I made arrangements to return home.

After having made arrangements to come East, I decided later to remain during the fall, and superintend the sinking of shafts upon the Carboniferous and Chrysolite claims. We struck mineral in both.

At this time, I became a partner in the partnership of Borden, Tabor and Company. Marshall Field, of Chicago, was the

monied man of the organization.

After two years of mining in Colorado, we sold our interests and I returned to my farm with a competency, which would enable me to carry out certain ideas for the advancement of learning and the benefit of my fellow man, which I had for some time entertained. Unlike many of my less fortunate brethren, I rode out to Leadville, and rode back again. Some rode out and walked back.

I might have related to you numerous incidents connected with the rough life in a mining town, of the methods of prospecting, of grub-staking, of claim-jumpers, and pitched battles between the law abiding miners and the reckless ruffians who infest all mining communities, but space and time forbid.

I have not been a recluse, but have traveled extensively in this country and in Europe, to study this great country of ours, and compare it with others, to revel in its natural scenery, and improve my mind by contemplating the great works which man has performed.

In 1844, I undertook a second trip to the home of my ancestors in Connecticut and Rhode Island. From Louisville, I traveled by boat to Wheeling, Virginia. Never before had my young eyes beheld such scenery as the opening vistas along the beautiful river brought to my view. The Alleghanies, from Wheeling to Cumberland, were slowly and laboriously crossed by stage. From Cumberland, Md., to Washington and Baltimore the journey was made more rapidly and in comfort by railroad.

In Washington I wandered into the rotunda in the Capitol, where in a room adjoining, Professor S. B. Morse had placed his lately invented telegraphic instrument for the information of members of Congress. When the Professor saw me, a stranger, peering in at the door, he invited me in and good naturedly sent my name by telegraph to Baltimore and it was returned. The printed slip, with telegraphic signals impressed and bearing my name written with his own hand, is now in the Museum.

At Baltimore I attended the Whig Convention, where I saw many of the great statesmen of the day. After an interesting journey to Philadelphia, I reached New York, by way of the Camden and Amboy Railroad, one of the first railroads in the country. By stage I passed through Connecticut stopping at New Haven to examine the Silliman collection of minerals. Thence by boat to Norwich, thence to Pouquetonick, near the birth place of my mother. After visiting this hallowed spot I finally reached Providence, R. I. A short trip down the bay brought me to Portsmouth on the island of Rhode Island.

Since that time I have made long journeys to the Pacific and Atlantic Coasts, through Canada, to Alaska, and to Europe.

In all these journeys, I have secured objects for my cabinets, which I thought would interest and instruct.

Having brought together a large assemblage of fossils, minerals, curios, rare books and manuscripts, the question arose, "What shall I do with them?" "As years pass by, this collection will become more valuable; how can it be preserved?"

Then my thoughts turned to my ancestors, to my parents who

penetrated the wilderness, and wrought with sterling manhood and womanhood, for the future of their descendants, and I said, "No more fitting memorial of their worth can be made, than to erect upon the site of their early struggles a museum into which these things can be placed, and where may be gathered old furniture, utensils, books, etc. as a memento of how they lived and what they thought."

The building, which the Museum replaces, was a substantial two story brick erected in 1819. The brick were made near the spot, masons and carpenters were imported, and its walls slowly rose, window glass, each pane, 7 x 9, was brought from Pittsburg. The pine lumber was rafted down the Ohio, and the remainder sawed out with a whip-saw, at a charge of \$1.25 per hundred.

Such a building was a novelty in its day. Early settlers came from a distance, and from the neighboring hills, gazed upon it as a wonder.

I have always been a collector. When a mere child, I developed the habit of saving things. Thus, at an early date, I would collect the "gluts," or wooden wedges, thrown aside by the rail splitter, when his work was done.

Ancient newspapers, old fashioned furniture and utensils, the tools of by-gone generations, Indian relics, fossils, minerals and curios were carefully preserved.

As soon as I could afford the expenditure, I bought extensively. I will briefly name some of the purchases.

My first collection bears the date of 1844. It contains the few inexpensive things I was able to collect to that time.

I added to this my own finds, especially silver and other minerals collected at Leadville in 1878 and 1879, until the year 1886, at which time, I bought the Dr. Knapp collection of Silurian and Devonian fossils and Indian relics.

Dr. Knapp, a Louisville physician, had spent the leisure months of thirty years, in collecting relics, corals and crinoids from the Ohio Falls and Beargrass Creek, Kentucky. This collection, carefully arranged and labeled, was kept intact until the doctor's death, when it was purchased and added to my cabinets.

In 1887, Dr. S. H. Harrod, of Canton, Indiana passed away. He likewise for years had been a collector. Living near Spurgeon's and Paynter's hills, places rich in fossils of the St. Louis group, he became possessed of the finest crinoids these places could afford.

Carefully, almost lovingly, the doctor arranged and labelled these specimens. Many of these specimens, I bought just prior to his death; he donated the rest to me, that they might be preserved from disintegration and destruction.

In 1889, I secured the Dr. Lavette collection of fresh water shells, a collection which was the life work of the collector.

When the numerous bones of prehistoric animals, unearthed at Big Bone Lick, Kentucky, began to attract attention of scientists, Dr. C. C. Graham collected a large cabinet of these remains, which later I purchased and placed in the Museum.

In 1897, I purchased a fine collection of ancient pottery and culinary utensils, once used by the cliff dwellers of Arizona and New Mexico.

In 1898, Mr. G. L. Barnes, a resident of Chattanooga, Tennessee opened negotiations with me for the sale of his wonderful collection of mound-builders' remains. As a United States internal revenue agent, he had traveled through the wild districts of Tennessee. During the leisure hours of these years, he had slowly collected the articles referred to in his correspondence. The collection was finally secured, and can be seen in the Museum cabinets. The shell and bone work are unsurpassed in diversity of forms, and uniqueness of design.

During the present year I purchased of Mr. G. K. Green, of New Albany, over one thousand crinoids, many of which have ^{never} been described 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.

.....

If a lesson can be drawn from my long life it is this: That all prosperity must rest upon an economical use of time and resources; that energy and perseverance long continued will eventually overcome all obstacles; that a poor boy or girl possessed of energy, honesty and frugality will be sure to win a way in life; that the farmer who looks not into the future, as he holds the handles of his plow, may succeed within his own environment, but will never break

down its walls nor be of service to his fellowman.¹

¹Borden Museum Catalogue, 1901, p. 7-34.

B. COURSE OF STUDY OF NEW PROVIDENCE NORMAL¹

PREPARATORY COURSE

Terms	Mathematics	Science	Language	Literature	Misc. Drills	
1. 12 Week	Arithmetic	Geo. and Map Drawing	Eng. Grammar	Reading	Letter Writing	Penman- ship
2. 12 Week	Arithmetic and Algebra	Geo. and Map Drawing	Eng. Grammar	Vocal Culture	Compo- sition	Debat- ing
3. 12 Week	Algebra	Phy- siology	Analysis	Bio- graphy	Compo- sition	Theory and Practice
4. 12 Week	Algebra	Zoology	Rhetoric	History U. S.	Compo- sition	Theory and Practice
5. 12 Week	Review	Review	Review	Review	Review	Theory

TEACHERS' COURSE

1. 12 Week	Arithmetic	Phy. Geo.	Grammar and Analysis	Ortho- graphy	Drills	Debating
2. 12 Week	Algebra	Physio- logy	Rhetoric	History U. S.	Drills	Debating
3. 12 Week	Algebra	Zoology	Rhetoric	History U. S.	Drills	Debating
4. 12 Week	Algebra	Natural Philos- ophy	Rhetoric	History U. S.	Drills	Debating
5. 12 Week	Review	Botany	Review	Review	Drills	Debating

¹ Second Annual Announce New Providence Normal, 1884, p. 7.

C. LIST OF CONTRIBUTORS TO THE BUILDING FUND¹

Wm. W. Borden.....	\$4,000.00
H. Shoemaker.....	50.00
J. A. Burns.....	50.00
W. T. McKinley.....	25.00
John T. Littell.....	10.00
William McKinley.....	25.00
J. D. Baker.....	25.00
Mrs. A. C. Harris.....	12.00
G. W. Miller.....	25.00
J. N. Charles.....	25.00
Mrs. M. Miller.....	5.00
Samuel McKinley.....	25.00
F. P. Rockey.....	10.00
James Fordyce.....	25.00
H. D. Dow.....	100.00
B. F. Stalker.....	10.00
Thomas Bell, Sr.....	10.00
F. M. Brock.....	5.00
Ed. McKinley.....	5.00
Charles McKinley.....	1.00
John McWilliams.....	20.00
Jesse Packwood.....	2.00

¹
Report of Board of Trustees, of Borden Institute, 1884.

B. F. Roerk.....	\$ 10.00
William Whitson.....	4.00
James B. Goss.....	5.00
Samuel W. Burns.....	5.00
A. T. Standeford.....	5.00
H. W. Baker.....	2.00
Gabe McKinley.....	1.00
John McKinley, Sr.....	5.00
Robert Dillon.....	5.00
J. K. Vance.....	10.00
J. W. Vance.....	2.00
Goodrich Taylor.....	5.00
Geo. W. Thompson.....	3.00
Chas. McIntyn.....	2.00
O. Bierly.....	2.00
M. N. McKinley.....	5.00
E. J. Porter.....	5.00
John McKinley.....	5.00
Catherine Schlischer.....	2.00
Albert Littell.....	3.00
F. N. Vance.....	3.00
John Weisendener.....	2.00
T. R. Goss.....	10.00
Jesse McKinley.....	5.00
Isaac Porter.....	10.00
Albert McKinley.....	2.00
Johnny Herle.....	2.00

Ernest Schleischer.....	\$ 2.00
David Gray.....	2.50
Thomas McKinley.....	2.00
Dan Callahan.....	2.00
T. S. Ransom.....	25.00
J. G. Scott.....	3.00
J. M. Hallet.....	10.00
E. S. Hallet.....	1.00
R. L. Martin.....	10.00

In February, 1891, Mr. Borden refunded almost all the money which the citizens had donated.

He received a receipt from each on the following form:²

New Providence, Ind., Feb. 27, 1891

Received of WM. W. BORDEN,

the sum of _____ Dollars

in full for all the rights, title and interests, if any, I have in the buildings and contents of Borden Institute at New Providence, Indiana, my only rights if any, arise under a subscription to assist in its erection.

² Receipt Book, Borden Museum.

D. THE VALUE OF THE INDEPENDENT NORMAL SCHOOL TO THE CAUSE
OF EDUCATION IN INDIANA DURING THE LATTER PART OF THE
NINETEENTH CENTURY. (A SYMPOSIUM)

I. By President Linnaeus N. Hines, Indiana State Teachers College¹

The title of this paper covers a class of schools that made an important contribution to the development of education in the State of Indiana. Teacher training a half century or more ago had little or no standing in the colleges of this State. It was thoroughly believed by all regular college faculties that the only thing necessary to prepare a teacher for his work was to fill his head with many facts. No other training was necessary. The candidate was wasting his time if he studied anything about methods or paid any attention to the development of his ideas concerning school discipline, management, theories, etc. Such was the view of the average college teacher. This view prevails more or less among college and university faculties even to this day.

Normal schools of an earlier time in Indiana may be roughly divided into two classes. The first of these classes included a group of schools that were more or less permanent in character, and that offered instruction all the year around. Some of these institutions not only gave the students teacher training, but they also offered work in other lines. These institutions had

¹Article submitted to writer by Linnaeus N. Hines,

January 14, 1930.

a certain dignity and worth, and are to be remembered for their worthy contributions toward development of a race of splendid teachers in the commonwealth.

Another class of normal schools included the short-term summer organizations that for many years were held in the county seats of Indiana. For a generation or more it was customary in many or all of the Indiana counties for the leading school officials to organize summer normals. The terms of these were usually five or six weeks in length, and instruction was devoted to reviews of the common branches and to discussions of the best school methods. These normals were especially useful in the days when no professional training was required of any candidates for teaching. In those days the prospective teacher had only to prepare himself for written examinations in charge of the county superintendent at the county seat. It mattered not whether the candidate had even been in high school or college. He could even be entirely self-educated and still pass the teachers' examinations to secure licenses, obtain positions, and be an honored member of the profession. It may be that some writers on the topic of this paper would not include the old-time short-term local normals, but they did a good work, and are to be remembered for their contributions to teacher preparation. They vanished from Indiana more than a quarter of a century ago when the law was passed that prohibited county superintendents from having any part in organizing or conducting such a school.

The need for the training of teachers received early recognition in Indiana. As far back as 1830 the poor preparation of teachers was a subject of comment. It is noted not only that the teachers lacked preparation, but also that there was practically no means whereby they could receive the little training that they needed. Professor Caleb Mills, of honored memory in the development of education in Indiana, warned parents against "placing their (the children's) intellects and hearts under the instruction of those whose incompetency is as notorious as the paltry and contemptible sum they demand for their services." Governor Noble, in 1833, made a recommendation in his Message to the Legislature that "seminaries be fitted to instruct and prepare teachers." The general result of the agitation for means for getting teachers ready for their business was that some of the seminaries undertook to offer teacher training. The Indiana Teachers' Seminary was incorporated at Madison. Other seminaries contributed their work in the way of offering courses for teachers. The New Harmony Community School and the Washington County Seminary were open during the early years of Indiana, and prepared teachers for all the southern part of the State. The seminaries in Delaware, Henry, and other counties showed by their records that many young people enrolled in courses especially designed for teachers. Seminaries at Centerville, Hanover, Cambridge City, Vincennes, Logansport, LaGrange, and other places had an honorable part in furnishing early means for getting teachers ready for their calling.

It may be objected that including the early seminaries under the general head of independent normal schools may be making the topic include more territory than should be given to it. These seminaries, however, are not to be ignored in the consideration of the general subject of developing adequate means of preparing teachers.

Coming strictly to the closest interpretation of the topic, we have the general group of normal schools that will be thought of first when the subject of this paper is mentioned. These schools had their great model in the Holbrook National Normal School at Lebanon, Ohio. All these schools were privately owned and had their financial sustenance from the fees of students. Sometimes, as noted by R. G. Boone, individual normals received aid from individual localities in which they were placed. This aid, however, was usually far below the amount of income needed to keep the schools operating.

Professor Boone published a list of Independent Normal Schools in Indiana. This list was as follows:

1. Northern Indiana Normal,
Valparaiso, 1873
2. Central Indiana Normal School,
Ladoga, 1876
3. Central Normal College and Commercial Institute,
Danville, 1876
4. Indiana Normal College,
Covington, 1885
5. Southern Indiana Normal College,
Mitchell, 1880

6. Borden Institute,
Borden, 1884
7. Tri-State Normal College,
Angola, 1885
8. Southern Indiana Normal College,
Princeton, 1888
9. Marion Normal College,
Marion, 1889
10. Academic and Musical Institute,
Rushville, 1890
11. Ridgeville College and Indiana Normal School,
Ridgeville, 1867
12. Normal and Classical Institute,
Muncie, 1891
13. Indiana Normal University,
Evansville, 1890
14. Normal School and Business Institute,
Columbus, 1889
15. Hope Normal School,
Hope

There are possibly a few others that were established later than the date of the publication of Boone's "History of Education in Indiana." An independent normal school was established at Rochester, Indiana, and possibly a few other attempts were made in a private way to maintain teacher training institutions of college grade.

The courses in these independent normal schools were devised to fit the desires as well as the needs of the students. There were not only courses for the training of teachers, but there were courses in music, oratory, surveying, commerce, engineering, bookkeeping, shorthand, elocution, drawing, fine arts, Latin,

Greek, and other subjects. Valparaiso offered work in law and medicine.

A few of these institutions still survive in one form or another. The North Central Normal is now Valparaiso University, and is operated by a branch of the Lutheran Church. The Central Indiana Normal at Ladoga was moved to Danville, and combined with the Central Normal College. The Tri-State College is now an engineering school, after many years of training teachers. The Marion Normal College has been succeeded by Marion College. The only one of these schools surviving and doing much of the same type of work as it did many years ago is the school at Danville. It, in its improved form, meets conditions of modern life and all the rules and laws in regard to teacher training in Indiana.

These old schools, as one authority suggests, were truly independent. They had no laws to follow in regard to teacher training, and so each one went its own way, meeting conditions of its time the best it could. Dr. R. G. Boone summed up in a series of statements the chief characteristics of this type of training school. The quotation, from Dr. Boone, is as follows:

1. "Among these marks may be noted the continuance of instruction throughout the year; making the advantages of the school available to a greater number, and especially to teachers and others employed for a portion of the year.

2. "The terms are made short (but eight to ten weeks), and classes in all the elementary, and certain higher branches, much in demand, are organized, each term, or at various times in the year--adjusting the work to the students of unequal attainment.

3. "In this way the length of a full course may be reduced to three years, and the subjects be all gone over.

4. "Again, in theory, an emphasis is put upon the so-called practical subjects, the arts and applied sciences. What students intend to do after leaving school shall determine their work in school.

5. "The selection of this work is left to the preference of the learner. From the time when the elementary subjects are finished, large, almost unrestricted, options are accorded to all students.

6. "This large individual freedom in the choice of subjects is perhaps but part of a more fundamental trait of these schools, which eschew all prescription and restraint in matters of deportment as well as instruction. Government is reduced to a minimum. Regulations are few. Adaptation to the conventionalities is individual and from choice, or not at all.

7. "Finally, in a reduction of expenses, another claim is made to distinction by these schools--the total expenses for a year of fifty weeks varying from \$100 to \$175 per student."

We can speak only with respect concerning the men and women who did so much valiant work in those old independent normals in other days. In the course of this paper we have classified under our title the county normals and the seminaries that trained teachers in so far as they trained teachers for the schools, and the other institutions that tried to promote the welfare of schools of Indiana. In these modern days the training of teachers is a highly specialized and regulated business. The needs of modern education cannot be met through trained teachers in any other way. However, we may stop and say a word of tribute to those old schools and the heroic people who conducted them.

II. By James A. Woodburn, Professor of History,

Indiana University

The value of the independent normals to the cause of the common schools in Indiana during the latter quarter of the

nineteenth century can scarcely be measured. The growth in the independent normal schools of the State, especially in their collegiate departments, and the influence which these institutions have exerted upon the educational life of the State call for recognition.

Under the old constitution and in the early years of the new, the "normal school" existed for temporary periods and at various places. They were, professedly, schools for the training of teachers.

The schools of the country districts and villages were then not numerous or lucrative enough to create a body of professional teachers in such numbers as would make the support of first-class normal schools possible. The graduates of the colleges who had devoted themselves to teaching were in the seminaries or academies. As the free-school system grew in favor, the increase of teachers--or those offering themselves as such--was rapid and constant. The demand arose in the State Association of Teachers and in smaller educational assemblies, for a normal school designed for the special preparation of teachers. The state answered the demand in 1865 by establishment of the State Normal School at Terre Haute. Ten or fifteen years later, there was a demand still unsatisfied. The number of applicants for positions in the schools had largely increased. Many of these were grossly incompetent; some were rejected; some were accepted for lack of men and women who were better prepared and who were willing

to accept the meager emoluments offered in the common schools for those who had spent many years in preparation. There has always been an ignorant class of people in western communities who imagine any able-bodied person however narrow his intelligence, competent to "hold school." Among such a class the requirement of a test of intelligence and capacity seemed an imposition upon equal privileges. It has not been long ago since men applied for positions at the teacher's desk in Indiana who thought that the "metropolis of Illinois was corn, wheat, and rye," and that Shakespeare and Virgil were American poets. It has been the business of the schools and laws to make it morally impossible for such ignoramuses to present themselves in a body of teachers. To that end the schools must be supplied with efficient material. Teachers had to be provided for and taught.

There arose a general demand in the State for a school with good teachers which could offer to mature minds in a brief period of time careful drill and instruction in the elements of arithmetic, geography, grammar and the other common-school branches of study.

Many young men and women, of good sense and intellect and with pedagogical ability, aspired to teach in the common schools, who had not time nor money--perhaps not the disposition--to undergo in preparation, what seemed to them the long course of the curriculum in college or in the classical normal school. They had only a few years, in many instances only a few months, to spend in school, and in that time they

wished to study, not what some fixed and prescribed course dictated for examination but those things which they wished to teach and in which they felt themselves deficient. They would have a school where they might come for any period of time and at any time of the year, study what subjects they pleased and begin where they chose. They were seeking training as teachers, and instruction in the common-school branches.

The establishment by private enterprise of good schools in answer to this demand has been an instrument in materially raising the educational standard of the common schools of the state. No one can despise the work which they have done and are still doing, and their representative graduates, filling positions of honor and responsibility, speak well for the intellectual and pedagogical training which these schools have to offer.²

III. By C. W. Boucher, Supt. of Valparaiso Schools³

Educators who have come upon the arena in the past quarter of a century have no conceivable idea of what the private independent normal school did in setting the pace for many of the reforms that came about in the preparation of the teacher. Thousands of young men and women received their training at no expense to the state in these schools. Many of them were preparing for the elementary work but a large number of them

²

Woodburn, J. A. Higher Education in Indiana, p. 193.

³

Article submitted to writer by C. W. Boucher, January 10, 1930.

became not only principals of high schools but superintendents as well.

True, many of these later went to the universities and state normals for a completion of their education but these men and women bear living testimony to the valuable work that they received in these private normals and the inspiration that they obtained while members of these great schools.

Alfred Holbrook, at Lebanon, Ohio, was the pioneer in this work. He was a scholar, a teacher, an author, and a man who lived a quarter of a century in advance of the age. He was the author of "Holbrook's Grammar of Normal Methods," and ran an experimental training school there in his institution back in the 60's. Later H. B. Brown, a man of remarkable ability and foresight, who saw the need of work of this nature, came upon the scene and built up a school that was a household word throughout the country. Other schools of a like character sprang up at Fostoria, Ohio; Ada, Ohio; Ladoga, Indiana; Danville, Indiana; Dixon, Illinois; Tri-State at Angora, Indiana and Marion Normal; and even out in Iowa and Nebraska similar schools were established. As a rule these institutions of learning were founded by men of strong personality, awake to the demands of the times and they did a work which never can be measured in dollars and cents.

It was these schools that created many of the reforms in the lines of teaching. It was they that originated the normal school. They are the ones that promulgated long days of service in which study and work were the dominating factors. They ran

a curriculum which embraced teachers' scientific and classical courses. These graduates perhaps did not have as much classical learning as those of today but they were able to compete as administrators in those days with the graduates of the best colleges of the country. Few of these schools are in existence at the present time owing to the fact that many of the state normals and universities received a quickening from the pace set by these private schools and adopted more practical and up-to-date methods of procedure.

When it is remembered that the buildings and equipment as well as the expenses for running these schools were owned and maintained wholly by these private individuals without a cent's expense to the state, it becomes all the more remarkable and worthy of merited appreciation. These normal schools made it possible for many a boy and girl to get an education who otherwise would have been deprived of the opportunity, because they could not meet the exacting demands for entrance requirements and the expense for living and tuition demanded by the colleges and universities. In fact, Valparaiso Normal School, by low rates and by splendid work offered, earned the sobriquet of "The poor man's Harvard."

Too much praise can not be meted out to these torch bearers, these pioneers in education in the advancement of teachers' training work in Indiana. It is to be feared that the services of these educators never were fully appreciated, for when it came to establishing a pension fund, it was decreed by the powers that be that not a single year of their valiant service

rendered in the private work was acknowledged. In short, they had to start anew, even though they had given twenty years of their best life and service to the cause.

IV. By President L. A. Pittenger, Ball State Teachers College⁴

The independent normal came into being at a time when the people were desiring 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 had at the expense of the public. 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 attendance era dawned.

This movement enabled many poor boys and girls of the less favored districts, where no high school 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 offered was not systematically organized and many times poorly taught, 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.

The increasing complexities of our civilization, the consequent demands made on education, and the increased costs of

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Article submitted to writer by L. A. Pittenger, November 10, 1929.

education, all operated against the limited resources of the independent normal. Its prospective students were provided with educational facilities in their own communities at the expense of their fathers and mothers. This local opportunity now possesses laboratories, libraries and general equipment far better than an independent organization depending wholly on tuition can possibly afford. The student found, on going from an up-to-date local high school, to one of these poorly equipped independent organizations, an inferior equipment and a poorly paid faculty. In this situation lay the germ of dissolution.

Some were wholly eliminated, others were absorbed by church organizations and, in rare instances, the state has taken over the plants and established state supported institutions.

V. Superintendent Elbert E. Day, Muncie, Indiana⁵

It appeals to me that there has been no one factor contributing more to the advancement of the public schools of Indiana than has the private normal school. In the first place many schools were needed for the training of teachers. It was necessary that these schools be located conveniently through the different parts of the state. For the state to maintain all these schools was manifestly impossible. The private normal school grew up in localities where there was a need for this training. The very fact that it existed was evidence that

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Article submitted to writer by Elbert E. Day, Dec. 26, 1929.

there was a need for this work in that community. Another very important thing that these schools did was to furnish an education more or less advanced at a very low cost.

Thousands of young men and women were able to get an advanced education because these schools provided not only schooling at a low cost of tuition but usually also made it possible for the student to obtain board and room at a minimum cost.

A list of educators who obtained their early training in Indiana as well as a list of men and women successful in their profession would disclose the fact that not so many years ago Indiana would have been greatly handicapped in its attempt to furnish education to its citizens if the private normal schools had not been doing an excellent work.

E. THE CURRICULA OF BORDEN INSTITUTE

1. THE PERIOD OF 1886-1888¹

TEACHERS' COURSE

First Year

Terms

Fall.....Arithmetic. Geography. Grammar. Reading. Penmanship.

Winter....Arithmetic. Physical Geography. Grammar. Analysis.
U. S. History. Didactics.

Spring....Algebra. U. S. History, and Constitution. Physiology.
Physics. Didactics.

Second Year

Terms

Fall.....Algebra. Geology. Rhetoric. General History.
Literature.

Winter....Geometry. Zoology. Chemistry. Literature. Drill.

Spring....Trigonometry. Botany. Mental Science. Literature.

CLASSIC COURSE

Academic--One Year

Terms

Fall.....Latin-Jone's First Lessons. Arithmetic.
Natural Philosophy.

Winter....Latin. Arithmetic. U. S. History.

Spring....Latin. Algebra. Botany or Physiology. Bible and
studies in Literature two hours a week through year.

¹Borden Institute Bulletin, 1886, p. 5-6.

COLLEGIATE--FOUR YEARS

Freshman Year

Terms

- Fall.....Latin-Caesar and Prose Composition. Algebra.
Greek-Grammar and Jones's Lessons.
- Winter.....Latin-Caesar. Greek. Algebra.
- Spring.....Latin-Cicero's Orations. Greek. Algebra.
History and Literature two hours a week through year.

Sophomore Year

Terms

- Fall.....Latin-Cicero's Orations. Greek-Anabasis and Prose
Composition. Geometry.
- Winter.....Latin-Virgil's Aeneid. Greek-Anabasis. Geometry.
- Spring.....Latin-Virgil's Aeneid. Greek-Anabasis. Rhetoric.
History and Literature two hours a week through year.

Junior Year

Terms

- Fall.....Latin-Callust. Greek-Lysias. Chemistry. Science of
Government.
- Winter.....Latin-Livy. Greek-Homer's Iliad. Geology. Literature.
- Spring.....Latin-Livy. Greek-Herodotus. Logic.

Senior Year

Terms

- Fall.....Latin-Horace. Astronomy. Psychology. Literature.
- Winter.....History. Zoology. Literature.
- Spring.....History. Political Economy. Ethics. Literature.
English Composition. Essays and Declamations
through Course.

2. THE PERIOD OF 1888-1899²

ACADEMIC COURSE

First Year

Fall Term-13 Weeks	Winter Term-13 Weeks	Spring Term-13 Weeks
Arithmetic,	Arithmetic,	Arithmetic,
English Grammar,	English Grammar,	Latin-Beginning,
Descriptive Geography,	Physical Geography,	Physiology,
U. S. History.	U. S. History.	Algebra-Beginning.

Penmanship and Reading may be taken at either of these terms.

Second Year

Fall Term	Winter Term	Spring Term
Higher Algebra,	Higher Algebra,	Geometry,
Latin-Les'ns and Gram.	Latin-Caesar,	Latin-Caesar,
Rhetoric,	English Literature,	Natural Philosophy,
Natural Philosophy.	Natural Philosophy.	Botany.

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Borden Quarterly. Vol. II. p. 8.

Penmanship and Reading may be taken at either of these terms.

Third Year

Fall Term	Winter Term	Spring Term
Geometry,	Trigonometry,	Surveying,
Latin-Vergil,	Latin-Vergil,	Latin-Cicero,
Greek-Beginning,	Greek-Xenophon,	Greek-Xenophon,
Chemistry-Lect.	Chemistry-Qual. Anal.	Zoology.

Fourth Year

Fall Term	Winter Term	Spring Term
Calculus,	General History,	Metallurgy-Assaying,
Greek-Homer,	Greek-Homer,	Political Economy,
German-Beginning,	German,	German,
Geology.	Geology.	Astronomy.

German or French may be substituted for Greek throughout the course.

TEACHERS' COURSE

First Year

Fall Term-13 Weeks	Winter Term-13 Weeks	Spring Term-13 Weeks
Arithmetic,	Arithmetic,	Algebra,
English Grammar,	English Grammar,	Physiology,
Geog. Descriptive,	Physical Geography,	Composition,
U. S. History.	U. S. History.	Psychology and Methods of Teaching.

Penmanship and Reading may be taken at either of these terms.

Second Year

Fall Term	Winter Term	Spring Term
Algebra-Higher,	Algebra-Higher,	Geometry,
Natural Philosophy,	Rhetoric,	Botany,
American Literature,	English Literature,	Psychology,
Latin or German.	Latin or German.	Latin or German.

PRACTICAL SCIENCE COURSE

First Year

Fall Term of Thirteen Weeks	Winter Term of Thirteen Weeks
1. Chemistry-Lectures upon In-organic with Experiments.	1. Chemistry-Qualitative Analysis in Inorganic.
2. Natural Philosophy.	2. Natural Philosophy.
3. Zoology.	3. Geology.
4. Metallurgy-Blow-pipe Analysis.	4. Metallurgy-Assaying.

Spring Term of Thirteen Weeks

1. Chemistry-Qualitative Analysis in Inorganic.
2. Economic Botany.
3. Mineralogy-Lectures upon Mineral and Crystals.
4. German-Beginning.

Second Year

Fall Term of Thirteen Weeks	Winter Term of Thirteen Weeks
1. Lectures upon Organic Chemistry.	1. Chemistry-Organic-Qualitative Analysis.
2. Chemistry-Quantitative.	2. Chemistry-Qualitative Analysis in Inorganic.
3. German.	3. German.
4. Elective.	4. Elective.

 Spring Term of Thirteen Weeks

1. Organic Chemistry-Quantitative Analysis.
2. German.
3. Elective.
4. Elective.

 Electives for Practical Science Course.

BUSINESS COURSE

First Term of Thirteen Weeks	Second Term of Thirteen Weeks
1. Bookkeeping and Actual Business.	1. Bookkeeping and Actual Business.
2. Higher Arithmetic.	2. Higher Arithmetic.
3. English Grammar.	3. Commercial Law.
4. German.	4. German.
5. Penmanship.	5. Penmanship.

SURVEYING COURSE

One Year

First Term of Thirteen Weeks	Second Term of Thirteen Weeks
1. Geometry.	1. Trigonometry.
2. Natural Philosophy.	2. Surveying-Plane.
3. German.	3. Natural Philosophy.
4. Mechanical Drawing.	4. German.

 Third Term of Thirteen Weeks

1. Railroad Surveying.
 2. German.
 3. Elective.
 4. Elective.
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3. THE PERIOD OF 1899-1905³

ACADEMIC COURSE--THREE YEARS

First Year

First Term-13 Weeks	Second Term-13 Weeks	Third Term-13 Weeks
Arithmetic, Theory.	Algebra, Higher.	Algebra, Higher.
History, American.	Chemistry, Element'y.	Chemistry, Analysis.
Latin, Lessons.	Latin, Caesar.	Latin, Vergil.
Philosophy.	Rhetoric.	Grammar.
Literature, Amer.	Geography, Physical.	Natural Philosophy.

3

Second Year

First Term	Second Term	Third Term
Geometry, Plane.	Geometry, Plane.	Geometry, Solid.
Natural Philosophy.	Natural Philosophy.	Botany.
Latin, Cicero.	Latin, Horace.	Greek, Lessons.
Geology.	Literature, English.	Rhetoric, Style.
Class Elective.	Class Elective.	Class Elective.

Third Year

First Term	Second Term	Third Term
Trigonometry.	Surveying.	Astronomy.
Latin, Terence.	Greek, Iliad.	Greek, Aeschylus.
Psychology.	Rhetoric, Composition.	History, General.
Greek, Xenophon.	German or French.	German or French.
Class Elective.	Class Elective.	Class Elective.

Each student selects a topic in line with his major subject.

SCIENTIFIC COURSE--THREE YEARS

First Year

First Term-13 Weeks	Second Term-13 Weeks	Third Term-13 Weeks
Arithmetic, Theory.	Algebra, Higher.	Algebra, Higher
Chemistry, General.	Chemistry, Qualitative Analysis.	Chemistry, Qualitative Analysis.
Literature, American	Rhetoric, Composition.	German.
Physiology.	Geography, Physical.	Drawing.
Latin, Lessons.	Latin, Caesar.	Latin, Vergil.

Second Year

First Term	Second Term	Third Term
Geometry, Plane.	Geometry, Plane.	Geometry, Solid.
Chemistry, Qualitative Analysis.	Chemistry, Qualitative Analysis.	Chemistry, Qualitative Analysis.
Natural Philosophy.	Natural Philosophy.	Botany, Theory and Analysis.
Pharmacy.	Geology.	Natural Philosophy.
German.	German.	German.

Third Year

First Term	Second Term	Third Term
Trigonometry.	Surveying.	Astronomy.
Chemistry, Organic.	Geometry, Analytical.	Calculus.
Geology.	Chemistry, Organic.	Zoology.
German or French.	German or French.	German or French.

ADVANCED TEACHERS' COURSE--ONE YEAR

First Term-13 Weeks	Second Term-13 Weeks	Third Term-13 Weeks
Arithmetic.	Algebra.	Algebra.
Philosophy.	Geometry.	Botany.
Latin or German.	Rhetoric.	Physiology.
Literature, American.	Latin or German.	Pedagogy.
History, American.		Grammar.

TEACHERS' COURSE--TWO YEAR

First Year

First Term	Second Term	Third Term
Arithmetic.	Arithmetic.	Arithmetic.
Grammar.	Rhetoric, Comp.	Grammar.
Geometry, Descriptive.	Geography, Physical.	Natural Philosophy.
History, American.	History, Constitution.	Psychology.
Physiology.	Physiology.	Algebra.

Second Year

First Term	Second Term	Third Term
Algebra.	Algebra.	Geology.
Latin, Lessons.	Latin, Caesar.	Latin, Vergil.
Literature, Amer.	Literature, English.	Botany.
Chemistry.	Methods.	Music, Vocal.
Physiology.	Rhetoric, Style.	Pedagogy.

COURSE IN BOOKKEEPING

First Term-13 Weeks	Second Term-13 Weeks	Third Term-13 Weeks
Bookkeeping.	Bookkeeping.	Bookkeeping.
Typewriting.	Typewriting.	Typewriting.
Arithmetic, Commercial	Arithmetic, Commercial	Arithmetic, Commercial
Law, Commercial.	Law, Commercial.	Law, Commercial.
Shorthand.	Shorthand.	Shorthand.

F. LITERARY PROGRAM¹

First Annual Entertainment

---- of ----

PHILOMATHIAN SOCIETY

In Chapel Hall

BORDEN INSTITUTE, NEW PROVIDENCE, IND.,

Friday, June 18, 1886,

7:30 P. M.

PROGRAMME

Music--Instrumental Duet.....Jolly Blacksmith
Mrs. F. G. Walker and Miss Emma Boardman

INVOCATION

Music.....My Native Isle
Mrs. J. E. Watkin and Mrs. E. J. Hewitt, Messrs.
Coffin and Axline

Oration.....The New South
Benton George

Recitation.....I'm Mustered Out
Isalene Stalker

Music--Solo.....Not for Gold
Mrs. J. E. Watkin

"ANDREW JACKSON."

Invective.....Snead Fordyce

Eulogy.....J. B. Mead

Music.....Moonlight Dance
Quartette

Oration.....Whitewash
C. L. Wade

Essay.....On the Fence
Minnie Schindler

Music--Solo.....A Merry Zingara
Mrs. F. G. Walker

Declamation.....How Ruby Played
Eugene T. Martin

Philomathian Journal.....Mollie Hutsell

Music--Trio.....Star of the Night
Mrs. Hewitt, Mrs. Watkin, Mrs. Walker

G. A CHAPTER OF REMINISCENCES

I. By Horace Dunbar

In the early 90's, a small boy in short pants, little Lord Fauntleroy collar, and flowing tie, walked up the hill to Borden Institute, and into two all too short years of marvelous experience and happiness. That was I. Professor Lugenbeal was principal of the college, and Professor Borden had added a weighty burden to his already innumerable difficulties by arranging for me to room with Professor Lugenbeal, constituting him my temporary guardian.

He had his hands full. Albert Aldinger and I composed the combination known as the "brainy but devilish twins." Albert had the brains and I supplied the balance of the reputation. I have only a faint recollection of the things that I learned in the early 90's, things that are of scholastic value, I mean, but I acquired considerable wisdom in other lines which has helped me considerably throughout my life.

My second entrance into Borden Institute was in 1894. Professor Harry Buerk was principal and, of course, drew me closely to him with steel hoops of love and respect. I have often thought of the splendid influence which Harry Buerk had upon the hundreds of boys and girls that passed through Borden Institute. Professor Borden, in making the college possible, and Professor Buerk in directing the activities of the institution, had a wider and a finer influence upon the lives

of more young people than have any men I have known in my experience.

Aldinger was gone when I came back the second time, but Hite Hiestand and Ortis Baynes and I formed a partnership and composed what was known as the "Tri-Gemini." My reputation must have improved very materially, for now I was called "Agnus Dei," which translated from the Latin means "Lamb of God." Hite and Ortis lived in the dormitory kept by Professor and Mrs. Buerk. They were on the third floor next to the Buerk attic. Professor Buerk kept his attic well stocked with beautiful apples and all kinds of corn throughout the winter, and the "Tri-Gemini," led by the "Lamb of God," would study their Latin and chemistry at night to the tune of crunching apples and in the savory odor of roasting field corn on the small stove around which we sat. Hite played a horn, a cornet. He got me a big bass tuba and was going to teach me to play so I could join the Martinsburg band. I never learned to blow a tune out of this bass horn, but I used to put the generous mouthpiece up to my lips and hum in it as loudly as I could, until the neighborhood was astounded at my aptitude and proficiency; but Hite never let me join the band. It was a tooting concern and not a singing band. Mrs. Buerk finally asked us to go far back into the knobs to practice our music; so we were not an entertaining couple, apparently.

The old-timers will remember the football and baseball which we used to play. If my recollection is right, I owned the first football that was ever kicked at Borden. It was a

big round black rubber ball, and we used to line up twenty or thirty on a side, according to the number which turned out to play, and we kicked that ball back and forth in the cow pasture south of town with a great deal of energy, if with small science. Professor Buerk eventually organized us as a football team along modern lines of play, and we had some very heavy men in the line. When playing against lighter teams, these big fellows would brace themselves and hold up the massed crowd so as not to hurt some of the weaker men of the opposing teams. Football to-day is all brain and muscle, but in the early days of Borden there was a great deal of heart displayed in it.

Borden at one time possessed one of the best amateur baseball teams that Indiana ever has seen. Med Porter in the box and Chub Akers as catcher made a combination that was unbeatable. With Hiestand, Homer and "Bode" Stalker, Bruce Elrod, Lake Hull and a few more of us on the team, loyally supported by the student body and citizens of Borden, we seldom met with defeat. Salem was our chief competitor, and the contests were bitter and long talked about afterwards.

I stayed at Borden until graduation, 1898, slipped away two or three weeks before commencement for Seattle and the Klondike. I had visions of great wealth and could not wait even those two or three weeks. But I received my diploma just the same.

I look back upon Professors Bartle and Murphy as two of the best teachers of Latin that a boy ever had. The secret of their success was drilling classes in Latin grammar. Of

course, there wasn't anything that Harry Buerk could not teach and teach splendidly. Science, languages, mathematics, philosophy, law--all their complexities melted into understanding under his skillful handling, and I have never ceased to marvel that his head could hold all the things that he knew.

In going about the world, I find men and women whose lives were revolutionized through the opportunities they enjoyed at Borden Institute. Some of these graduates occupy positions of high honor and responsibility throughout the whole length and breadth of the country.

Each spring my heart reaches back to the daisy-carpeted hillside upon which the old building presided so commandingly, and I long to hear the old voices and to see the many faces that once made life there so worth while. I would like to sit down in the middle of the old library and spend the balance of my years reading my way out.

I long for the old laboratory and all its smells and frank conversation. Miss Durbin never visited us there without singing "Little Feet Be Careful Where You Lead Me To," and it was at times a somewhat messy place for the girls. It was in this sacred room that I somehow found the inspiration that has made it possible to earn a living for the past thirty and more years.

A beautiful ideal was back of Borden Institute from the beginning. It never paid its way in hard cash; but in the development of fine manhood and womanhood it paid abundant dividends of gratification to Professor Borden, the founder,

and of happiness to the innumerable boys and girls who entered the busy world from its classrooms. It is the same ideal that has actuated Mrs. Robb in turning the property over to the township in later years, the ideal of service and love for humanity.

Professor Borden was years ahead of his time. Long before Roosevelt and Pinchot were heard of, he was an advocate of conservation of natural resources. He was a student of forestry and saw far enough ahead to ask many questions which our generation is trying to answer. He loved old books and collected them for their own sake a generation before collectors sought them for their speculative value.

Patient, kindly, gentle, and generous, Professor Borden influences countless hearts which were fortunate in once having had a living contact with him; and he will live throughout all time, even when his name and deeds are forgotten, through the splendid influence he exerted, which influence will not only continue but will increase and broaden as all good things do, even though they have no knowledge of their source.

II. By Jesse H. Newlon

I wish I could recreate the atmosphere of Borden Institute as I knew it, with the fine young men and women going there eager for knowledge. It was a pity that such an institution could not be maintained indefinitely.

I first met Professor H. A. Buerk when I registered as a student in Borden Institute in the spring of 1901. I was

immediately strongly attracted to him and no man has had a greater influence on my life.

The previous autumn I had entered the high school at Salem, Indiana, but as I was more mature than the average high school student, I wished to make more rapid progress, and it was for this reason primarily that I went to the Borden Institute. For a country boy it was a most fortunate decision. I was a student at Borden in the spring 1901 and again in the spring of 1902, after having taught a country school in Washington County the previous six months. I spent the entire year of 1902-03 at Borden, completing my course in June 1903, with the last class that graduated under the tutelage of Professor Buerk.

Borden Institute under the direction of Buerk was a most remarkable institution, a school that must rank among the truly great schools of this country. The student body was composed mainly of boys and girls from the farms and small towns of Southern Indiana. These youths were somewhat more mature than the high school students of to-day. Almost without exception they were animated by a seriousness of purpose, and were extremely industrious.

The soul of the school was in the master teacher, Harry A. Buerk. Son of a highly educated German liberal driven out of the Fatherland in the revolution of 1848. He was the heir to a rich European culture. At Indiana University and Harvard he had brilliant records, winning the highest honors. After college he studied law in the office of a president of the

United States, taught for a brief time, and then practiced law with assaying as an avocation, in New Albany. Then his love for teaching reasserted itself and he accepted an invitation to become the head of Borden Institute, bringing to his work most unusual qualities. Not the least of his assets as a teacher was his consuming love for youth, a spirit that manifested itself in many ways. Scores of men and women owe successful careers largely to his inspiration and encouragement. Many he assisted financially in a quiet way.

Professor Buerk brought to his work a rare scholarship, his knowledge seemed encyclopaedic, and one was constantly amazed at its range and accuracy. I remember well that he was an inspiring teacher of mathematics, of English, of Latin, of history and of the sciences. I always thought that chemistry was his favorite subject at Borden. Chemistry did not appeal to me, but the laboratory was a fascinating place for the endless stream of young men who studied there, many of whom have since achieved distinction in their chosen fields. He was an amazingly good teacher in an astounding range of subjects. His students received college credit at universities in practically every subject included in the Borden curriculum. I was given advanced standing in English and mathematics; others in such widely separated subjects as chemistry and Latin.

Professor Buerk's mind was a most remarkable one in the range of its interests, the accuracy of its knowledge, and its capacity for inspiring in youth the love of learning. I remember that when we took up the study of the Aeneid he began

by quoting from memory verbatim several pages. In those days he could quote Shakespeare by the act. He was a charming conversationalist and his intellectual interests and tastes were irresistible.

In college he had engaged in athletic sports, and he was an enthusiastic sportsman in the Borden days. He entered heartily into the coaching and managing of football and other athletic sports. He was, and is today, an ideal school master, a truly great teacher.

To the youth whose minds had a philosophic bend, Professor Buerk was an especial joy. He made a part of himself the teachings and the wisdom of philosophers of all the ages. Thoroughly modern and scientific in his point of view, he left an indelible impress on the thinking and outlook of boys and girls of intellectual taste. I owe an especial debt to him in this respect.

There is no better evidence of his amazing skill as a teacher than the fact that the student body of Borden Institute, composed as it was of boys and girls from homes rigidly orthodox in their religious beliefs, hidebound fundamentalists, as they could be called to-day, accepted his intellectual leadership without question. Evolution started no wars in Borden. Buerk was too great to be attacked by the small-caliber parsons of the evangelical churches of the community.

A fine lot of boys and girls attended Borden Institute in my day. It would be impossible to name all of them. Letha Hiestand, my wife, was a student there then, as was my sister

Sadie. Walter Mead, an attorney of Salem, Indiana, and one of the leading citizens of Southern Indiana, was there, as was my room-mate, now Professor E. J. Miles of Yale University, and my cousin, Dr. Wilmer H. Souder, now an eminent physicist and a member of the staff of the Bureau of Standards at Washington.

In many respects Borden was a unique school. Professor Buerk was at least twenty years ahead of his time in his pedagogic methods. Things proceeded very informally. Rules and regulations were conspicuous only by their absence. There were no study halls. Between classes students studied in various places around the building or in their rooms. There were no examinations. No final examinations were ever given, and I do not think that I took more than one or two examinations in the nearly two years I spent in Borden Institute, and certainly no examinations in Buerk's classes. Yet the learning was most thorough, more thorough than in any classroom in school or university where examinations are most rigid. A genuine love and enthusiasm for learning welled up under his teaching. External pressure and motivation were not needed. They would have seemed most incongruous.

I am glad that you are attempting a history of Borden Institute. This unusual school deserves a most intense study in regard to its methods, its student body and its influence, for certainly here was a rare scholar and teacher conducting a remarkable school in a most important period of our educational development. To most people the name of Buerk and of

Borden Institute are synonymous terms. It was a creative institution of unusual distinction. Of all the schools I have known it is the school that I would have chosen for the most impressionable period of my life. Like many another student, my personal gratitude to Professor Buerk is utterly beyond my power to express.

III. By Rev. W. D. Bartle

It was in a year of the later eighties when the Borden Institute was but a new institution, that one autumn day after the work on the farm was well in hand, a callow youth from the north, ten long miles distant, came over the hills into the new environment of the higher school privileges offered by the Institute. He was dressed in the homespun clothing common to the farmer folk of the time, save that he wore a snug fitting knit coat or "jersey" which opened at the neck and buttoned all the way down the front, giving a coat effect, for moderate weather and indoor wear and in more severe weather served as a jacket when supplemented by a heavier outside coat. This overcoat for the youth was home made of blue "water proof" cloth and provided protection from both rain and cold. Along with a few school books carried over from the grade school he was armed with a diploma from the common schools of his country. This he treasured and carried with due pride, for it had been secured, not with grades, promotions and graduation exercises, but by passing the examination offered by the county superintendent of schools for those who were recommended by their teacher for

examination and graduation.

For this youth it was a new life and an enlarged world he was entering and it was beset with strange and interesting experiences. He soon found a room and board in the genial home of Mr. and Mrs. Samuel McKinley and began to adapt himself to his new environment and get acquainted with the young folk in the home and village as well as those in the school. His first room mates were John W. Covert, from Otisco and Harry Gilmore, from near Jeffersonville, but this arrangement did not continue long, for after two weeks at the end of the term they secured another room and in their place came John Nicholson from the Pleasant Ridge neighborhood and John Parsons from Floyd Knobs. This youth was "ye scribe" and we cannot refrain from bearing testimony here of the warm friendships made among young and old out of these associations, and specially of how readily we of the student group were received by the citizens and business people of the town. Borden came to be to some of us almost a second home and we count among our very best friends to-day some of these good people who acquaintance and friendship we made in this our first experience away from home. We dare not begin to mention names, but of all those we have known covering the periods of our close contacts with Borden citizens we think of no outstanding exception to this kindly attitude and interest.

When we arrived at the school building, we found there a motley group of boys and girls not so different from our selves, except probably in most cases not quite so "raw" but all eager to conquer the world of knowledge, which most of us felt

we could do in a short time. The faculty consisted of three active teachers in addition to Professor Borden, the honored president and sometime lecturer. They were Professor Francis M. Stalker, principal, Miss Elvira Robinson, teacher of English and literature and Professor John G. Scott who led us in the intricacies of higher arithmetic and other interesting fields of information. The patient and kindly interest of these teachers shall ever be green in our memory. The social visits and talks of unfolding ambitions with Professor Scott in the rooms of the Students drew us very near to him and made us to know him as a friend as well as a teacher.

After fourteen weeks of these pleasant associations broken only by the week end trips home where we found sympathetic listeners always to the stories of our experiences and explorations into the field of knowledge, we returned to the work of the oncoming spring on the farm. The winter spent in the Borden Institute had brought us many valuable things, some of which are here enumerated: a bigger world, seen in an enlarged acquaintance and circle of friends; an increasing vision of our opportunities in life and our own place in the world; an insatiable thirst for knowledge as we began to realize the truth of Pope's lines, "A little learning is a dangerous thing, Drink deep, or taste not the Pierian Spring," and a license to teach in the common schools of our own country. All these were distinct assets we had acquired in these few short weeks of our first venture out in the school world.

Two years out as a public school teacher and the opening of

the school year in September found us again seeking the pleasures and opportunities offered as a student in Borden Institute. A complete change in the faculty and curriculum of the school had taken place, and we were in this time for the entire year's work in the scientific course. Prof. W. E. Lugenbeel was now at the helm and his associates were Prof. Ed. S. Hallett, born and reared near Borden, and Prof. W. E. Stipp, who had come down with Prof. Lugenbeel from the Normal School at Mitchell. Courses in Latin and the elementary sciences were offered where they had no place under the earlier regime. The student body had grown in numbers and definite purpose. The spirit of the school had become more collegiate and talk of graduates and graduation exercises were not unusual. The new dormitory now stood at the foot of the hill and students were getting a taste of college life not offered before. The weeks and months passed by with the swiftness attendant upon busy happy lives.

One beautiful sunshiny spring while a group of students were lingering about the dormitory front for a bit of after dinner gossip and fun as they were awaiting the class hour, Prof. Borden was seen walking up from town and by his side was a ruddy young man of fine bearing and curly red hair. He carried a sunshade which was rather unusual for a man in Borden and he was immediately put down by the group as one of Prof. Borden's friends from the city come out to look over the college. When the question went around as to his identity it was ventured by someone that he was probably the prospective new member of

the faculty for the coming year and a Harvard graduate. Instantly all were alert and with deepening interest mingled with curiosity we watched them pass on through the gate into the premises. Sure enough, it was, and we had there our first glimpse of Prof. Harry A. Buerk, who came the next year as a teacher and later assumed the principalship of the school which he conducted so successfully through the years following. He was always a friend to his students and ready to help them over the hard places so many of them encountered. To-day he counts these Borden students among his thousands of friends, and many men and women in the ranks of life, when his name is mentioned, proudly say, "Yes, he was my teacher and friend in Borden Institute."

The graduating class in the scientific course that year consisted of seven members, Chas. Bright, Jephtha Turley, Lula Burns, May Sunman, Bert Gutherie, Harry Eurey and the writer; and many problems did we wrestle out together. At the commencement time according to the custom, we each had to prepare and deliver an oration for the occasion. The chapel hall was filled with admiring friends and doting parents eager to hear every word and prepared to send up flowers and gifts as each finished his speech. It was our first experience and father was the only relative I had in the audience. Neither of us was aware of the custom of giving flowers and presents publicly. As one by one the speeches were finished, beautiful bouquets of flowers, and books were sent to the platform, but none came to us. We had been overlooked. It was a tense and

awkwardly embarrassing moment for all. As soon as the benediction had been said however, Professor Lugenbeel, who was on the platform with us, stepped to the piano and, taking therefrom one of the large table bouquets, handed it to us with a profusion of eulogy as he said, "Here, Bartle, this one is for you and it is the largest of them all." In a way the day had been saved, but to the credit of the management, the custom of sending flowers during the exercises was abolished.

Another period out teaching a country school then I returned to take the full course offered by the Institute. This time we found Professor Buerk guiding our destinies. To speak of the strolls along the railroad by twos and fours or larger groups, the climbs over the knobs surrounding the town, the hikes to Salt-peter Cave is to touch the cords of tender memories and set them vibrating, often with the sweet music of a lifetime. The sociables, promenades, student mixers and term end entertainments were not negligible. The coming of new students at the beginning of the terms and the farewells at commencement times were sometimes quite pathetic, but withal it was a happy, busy life and very much worthwhile to most of us. Occasionally a friendly raid on a near by watermelon patch or a snipe hunt with some new comer lent spice to the student life. But such bonds of friendship and common interests are not made every where, nor are they easily broken or forgotten. The students' deference and regard for Professor Borden were beautiful to see; notwithstanding many belated and neglected lessons received another "once over" while he told the stories of his travels

or lectured on his favorite subject of geology along the Great Divide or in the regions of the mines of Leadville, Colorado. The subject was too far away and beyond the most of us, for us to appreciate the lectures as we might, but we did not fail to appreciate deeply the benevolent spirit and kindly purpose in providing the school for us.

Students came and went in quick succession, some continuing longer while others remained but for a short period. Somewhere in the procession came Oscar Ratts, afterward state senator from Paoli. At the week end and before he had time to get acquainted and find for himself a place in the charmed circle he returned home, feeling indisposed. After a few days had passed and before his return an epidemic of measles broke out in the school. He had spread the germ of inoculation in the school, in his few days presence and gone home to take down with the disease. When it was learned who had scattered the infection many were the words of disapproval for his having brought the measles to the school and his name among the students became almost synonymous with the measles. After his return he even found it hard for a time to find a cordial welcome from those who had suffered. But persisting and not resenting the reception he at first received he made for himself an honored place in the school and among the students. Now to think of Oscar Ratts and Borden Institute is to think of the scourge of measles, but it is not with any feeling of resentment. He was only a victim of circumstances which he had strength and courage to overcome.

Fire and flood in turn brought their quota of interest and excitement to the school, for at least on two occasions, each of these raging elements invaded the homes and business places of the village and left their wreckage on every side. At such times the boys of the school rallied in volunteer salvage corps, giving every assistance and relief possible, while the girls looked on with unconcealed admiration of their deeds and heroism, and cheered them to greater efforts. Citizen and student worked side by side in these times of stress and could not be distinguished the one from the other in their efforts to save and subdue. Sympathy was the common bond and helpfulness the common attitude.

The spirit of the school was thoroughly and beautifully democratic, with but very little exception. Coming out of the ranks mostly of rural life the students had common interests and purpose in coming to the school. All were poor and needed to practice the economies incident to their station in life. No one was passed by or snubbed because his clothing was not of the latest pattern or because he had to cook his own food or keep his own room in order to continue in school. As to having money to spend on luxuries and frills, but few had it and no one needed it for there was no place to spend it in town. As a teacher in the institution for half of our residence there, we are sincere and happy in saying that pupils and teachers were bound together in such bonds of friendship as are not often seen, while they sought together by honest effort the common and worthy goal of culture, character and useful service to the world.

IV. By Georgia Bellows Wilson

The idea of Borden Institute was conceived in Professor Borden's mind because he loved the community. He believed in the ability of the young people, but realized that most of them lacked funds and opportunity for an education. He knew how handicapped they were going to be without it.

Before I can remember, the Institution was started. When I attended (1902-1906) it had a little less than one hundred pupils, from all parts of Southern Indiana. Professor Borden was the sole owner and power. He got the best teachers he could procure. At that time Professor Harry A. Buerk was the best of the teaching staff. He was a Harvard graduate and one of the best loved and ablest teachers of the time. Professor Borden paid all of the expenses, and any boy or girl could attend school for a small tuition, payable almost any time and almost any way. The tuition was only a speck towards the expenses of running the institution. Professor Borden's heart was there. Every single day he was at home, he spent the major part of the day in the school, getting a genuine pleasure out of the fact that the opportunity was being given to worthy boys and girls to learn something, so that they could earn more and live better.

I remember him so well. He was a kind and smiling man, interested in almost everything, with a fund of knowledge gained from a wealth of experience in many parts of the world. Education and the bettering of conditions for the people of Borden was the ambition he lived for and the thing he devoted his time, his

knowledge and his funds toward. I have a special reason to remember him kindly, for he was always helpful to me when I was a student and a struggling young teacher as well.

As you probably know, some of the young men and women, who got their first taste of education there are to be found in the highest places, in the educational and business world. Some of them probably could not have attained any measure of success without the help and generous opportunity offered by Professor Borden in his school there.

Looking back on it, it was a very happy period of my life that I spent attending Borden Institute. There was a wholesome and helpful atmosphere about the Institution and on occasions there were gay and festive times, especially at commencement. There was a daily chapel exercise where everybody met, and Professor Borden presided. Mrs. Borden who is now Mrs. Robb often attended these exercises. She was beautiful and she often came with arms full of roses to be distributed to the students. Since Professor Borden's death Mrs. Robb has had an earnest desire for the work begun by Professor Borden to be carried on.

V. Albert Aldinger

My first recollection of Borden Institute was the building construction in the year 1884; to my boyish imagination, this looked like a very large project. A few years later, when my sister, Mary, and I secured the job of janitoring this building, it did not diminish in size, but actually seemed to grow larger. The building was heated by large stoves that burned cord wood

two feet long. It was astonishing how much wood these stoves would consume. One cold morning very early--long before daylight--one of these stoves collapsed and the burning wood rolled out over the floor. Mary and I rushed down to the basement where, due to Professor Borden's keen foresight, were placed a dozen large pails filled with water for just such accidents, and we were able to put out the fire without any further help.

Some years later, a low pressure steam heating system was installed and I felt very much elated at being promoted to look after this new improvement.

Down around the furnace in the basement was a sort of gathering place for the boys, and if anything happened that was out of order or routine about the school, it was assumed the devilry was hatched down there.

There was a convenient exit at the rear of the basement, and many times when Professor Lugenbeel's footsteps were heard coming down the stairs, there would be a hasty exodus of boys out the rear door. One time the professor, who was fleet of foot, overtook two of the boys over in a hollow beyond the picnic grounds and brought them back by the ears.

If my memory serves me right, one of the two unfortunate ones to be caught was Horace Dunbar. Horace is now Chief Liaison Officer between the universities out on our western coast, the California fruit growers, and the manufacturers of soil enrichment. It was my responsibility to look after him and his work, and probably, before that, some student of his who had been caught

Professor Lugengeel was a strict disciplinarian and knew his boys, but was greatly respected by the entire student body. On Friday afternoons, when he came into his class room all "spruced up," we knew he was going to run up to Mitchell, drawn, it was rumored, by a feminine attraction.

After Professor Lugengeel left, Professor H. A. Buerk came to Borden to take charge of the Institute, and well do I remember the day when Mrs. Buerk arrived from New Albany and I was privileged to carry young Jacob on my back down to their new home. Jacob is now in charge of a large and successful construction company at Vancouver, B. C. Professor Buerk was then a young man, keen, alert and had all the attributes that endeared him to young people. His experiences and tales of university life at Harvard were profoundly interesting to all of us. His interest in athletics, his taking part always in football or coaching, built up an attachment or understanding with his boys that will be a lasting memorial to him who has given his whole life to help encourage and create worthy ambition in young men and women.

The chapel exercises that were a rigid part of the curriculum, all alumni will agree, were a splendid thing. The talks so often given by Professor Borden were filled with interest, as well as being instructive. His stereoptican lectures enlivened by his travels abroad, as well as by his knowledge of his own country, made his talks always a delight and joy.

It was my especially good fortune to know Professor Borden, probably, better than most students; for I saw him not only as

the doner of our privileges, but could observe him in that intimate way in which an employee sees his employer when he has "summered and wintered" with him through a number of years. Too much respect, admiration and thankfulness cannot be given his blessed memory for the advantages he made possible to the students of Borden Institute, when he conceived, built and administered this institution of learning. His thought was not of personal glory, or self-aggradizement, but purely a love for young people and their welfare.

And to Mrs. Geo. Robb, for carrying and fulfilling his ideals, will the students of Borden Institute be grateful and cherish a sweet rememberance of her help and graciousness.

The one outstanding thing that impresses the older alumni must be the personal contact we were privileged to enjoy with our teachers at Borden Institute. When in a class of students numbering, say, no more than a half dozen, you are called on four or five times each recitation, you can absorb, imbibe or somehow get the very kernel of the lesson and acquire the enthusiasm of the teacher in addition. Well can I recall our higher mathematics class under Professor Buerk, only four of us--Zimmerman, Murphy, Gardner and me, wrestling with theories, equations and formulas. We not only got mathematics, but philosophy as well.

If only our present universities were able to have more real teachers, and smaller classes.

The Chemical Laboratory that was one of Professor Buerk's chief developments early in his Institute career, was a wonderful place of interest to the advanced students. Here was a

practical illustration that the Professor gave in all his work; namely, acquire and know, thoroughly, the fundamentals of a science or any branch of knowledge, and the student has something to build on for the rest of his life. No greater truth has been better demonstrated or given greater clarity by a teacher than the necessity of a clear understanding of fundamentals, which will give you a key to unlock boundless knowledge, if diligent effort is made in further study.

Professor Buerk will never know how directly he fired us with imagination and determination to make good in our special vocations. His influence on the young men and women of Borden Institute is inestimable and will furnish a lasting monument to unselfish devotion in their behalf.

The fellowship and friendship made among the alumni are the bright and cheerful spots at a school where everyone has an intimate acquaintance with the other. No high hat fraternities, clicks or divisions among the students is possible and a spirit of esteem and understanding was common to all of us.

VI. By Wilmer Souder

I am indeed pleased to hear that a history of Borden Institute is to be written. It is most embarrassing, however, to find that of all those who have attended this school not one has seen fit to do this piece of work which, if done by one of the students, could be regarded as an expression of appreciation. Since all of us have failed to interest ourselves in this work there is no option left but an admission of our thoughtlessness

and a hearty approval of your noble work.

The most striking incident of the school appears to have been the generosity of the Borden family. When I paid my tuition in 1902 I felt that I was paying for my part of the courses. A bit of reflection in later years, however, showed the tuition to represent a very small part of the expenses of Borden Institute. The question which I now ask is: "Why should this family become interested in the boys and girls of the hills and hollows of Southern Indiana?" For some reason they did manifest a substantial interest in our welfare. Perhaps it was the same interest in humanity which is now causing one of our greatest manufacturers to plan a similar use for his fortune; namely, the education of the needy youth of America.

I have never heard of instructors of the type we had there. It was always a pleasure and desire with them to assist the students. The names of Buerk, Hall, and Giltner can never be erased from the memory of anyone who had the opportunity of studying under their guidance.

President Borden's talks were given freely as his contribution to our training. A valuable bit of his philosophy I have found very useful. When confronted by what appeared to be contradictory statements of facts he invariably replied: "That is a question for debate." Thus he showed his tolerance for the views of others, a most excellent trait. The world seems to hold many problems on which the vote is not unanimous for the affirmative.

The one assuming incident which remains clearly in my memory relates to a problem in identification.

The supply of grain alcohol in the chemistry laboratory seemed to disappear too rapidly. There were four students in the course. We agreed to use another bottle for our work and leave the regular supply untouched. The supply disappeared as before. We explained our findings to Prof. Buerk but could not get his approval of our plan to catch the culprit. After a visit to Dr. Stalker's office and a conference on the possibilities of poisoning from croton oil we decided to use $2\frac{1}{2}$ drops (just under the fatal dose). The medicated alcohol disappeared during the day. We held our breath, but no information was available until two days later when one of the grade students came up the hill with unsteady step and deathly white countenance. Professor Buerk innocently (?) interrogated him regarding his illness and received the following reply:

"I have had a terrible bowel complaint. I think I ate some poisoned lettuce."

So far as I know the name of the student and the connection with the disappearance of the alcohol was never divulged. I have forgotten his name but not the details of this piece of detective work.

I have carried through many cases of identification for the government, some of them involving hundreds of thousands of dollars, some of them positively identifying murderers, some showing crude forgeries and fraudulent documents. There is a thrill which comes when the evidence conclusively indicates the

guilt of the party; a thrill which is beyond description. This experience happening in Borden College in 1902 gave me the first thrill of this type and undoubtedly furnished the stimulus later to match science against mystery and wait for results.

Usually some "Questions for Debate" clear as the laboratory methods begin to work. All of this is a short method for saying the practical experiences at Borden College were worth while.

VII. By Sanford Murphy

I have been asked to indulge in some reminiscences relative to Borden Institute. So many things come flooding back at the mention of that name that it is difficult to know what to write down. I knew that school well from 1893 to about 1899, and at a time in life when impressions are made to stay. To me, a boy from the farm, the school building itself seemed palatial, and its setting in that little green valley surrounded by the wooded hills made a picture that will ever remain vivid in my memory. Since those days I have attended some other institutions of learning, but when I recall memories of my school days always the picture of Borden Institute, with its many interesting and helpful personalities comes foremost.

No one can think of Borden Institute without seeing in the middle of the picture a large red-headed figure with a face that beamed with a love for learning for learning's sake, and still a greater love for the crude specimens of boys and girls, who come to him seeking fuller lives. Take him, H. A. Buerk, all in all, there was a man! For the quantity of pure and unselfish love

that went from him to that bunch of students, or for the love inspired in them for him and for the learning and life that he stood for, he was in a class by himself. In my humble opinion, I never met a teacher at Indiana University or at Chicago University that was equal to Professor Buerk. As I see it, what facts a student learns in school are not as important as the attitudes he gains there. When Buerk taught you a subject, he not only taught you the facts pertaining to that subject but he instilled into you a love for the subject itself that carried you far along the pathway after your association with your beloved teacher has ceased. Many a boy that went to Borden Institute has said in later life that no man, save his own father, has so influenced his life, has so helped him form his character, as has Professor Buerk.

Perhaps the figure that appears next is W. W. Borden. There was a character! I can see him yet when he came pottering around the building to see about something that needed doing, or taking a look at some beloved specimen among his collections. Who doesn't remember his lectures? Like so many strong characters he had his prejudices. I can hear him yet lay it into Professor Buerk's idol, Thomas Jefferson. But, I remember him as a kind man with peculiar characteristics. I will never forget my experience of getting him to raise my salary as janitor. As I look back now I realize he was paying at first more than I was worth, but I didn't see it then. At least I wanted twenty-five dollars more than I got the year before. I took dear Professor Buerk into my confidence and he promised to

present my side of the case to President Borden. Mr. Buerk told me afterwards that Mr. Borden weighed the matter thoroughly in his mind before he gave him an answer. Finally, Mr. Borden said, "Well, Sanford is a pretty good boy. He doesn't wear out many brooms. Tell him I will stand the raise." Bless his soul, though one of those remarks may have been a questionable compliment.

There is another incident connected with Mr. Borden I think of often. We used to use his cow pasture for our baseball field, but it was necessary to ask him for the use of it each spring. Several times I was a member of the committee to ask him. We knew what he would say and what the result would be; still it must be gone through with. We would go over to his house and spring the question on him. His reaction would run about thus: "Oh, I don't know. I let you have it last year. You dug and tramped my grass out. You broke my fence down. You left my gate open and let my cows out." Of course, we promised to be careful. He let us have it. We knew he was going to all the time.

I am almost afraid to mention names of students for there is no place to end. Yet I am going to risk it. There was W. D. Bartle who now graces the pulpit at the Park Christian Church, New Albany, Indiana; Frank Gardner, who has represented for several terms the Third Congressional District of Indiana; Thomas Van Hook and his brother, James, who both did well in life; B. F. Zimmerman, later a surgeon of mark; J. H. Perrin,

another successful doctor, now; Will Enteman, a distinguished mathematics teacher in New Jersey; Emmett Taylor, a school man of character, and Grant Sturdevant, who perhaps shortened his days trying to care for too many sick. There were the Stalker boys, Bodine and Homer; one is gone, the other has success in life. Others were Albert Aldinger, who has later become one of Canada's great Western Provinces builders, and Horace Dunbar, who had done fine work in several lines; but one cannot name those who ought to be named. I have mentioned none of the girls. I feel that is too delicate a matter. I could not do justice to the subjects, and I do not care to mat it.

But take Borden Institute as I knew it--teachers and students as well--it was an Eden. I am grateful to the fates for permitting me to spend so many happy days in its environs.

VIII. By Harry Buerk

A kindred interest in the natural sciences brought Professor Borden and me together many years ago.

Though I was a practicing lawyer, many samples of ores and mineral deposits were coming to my desk. He and I discussed them with great interest; he dwelt upon the geological phase, I upon the metal content. Largely because of this mutual interest, Professor Borden invited me to teach science in the Borden Institute, and help him in the museum.

I recall most vividly my emotions as I came to Borden to view the scene of my future activity. Admiration for the museum

and laboratories was mingled with a feeling of diffidence, for I had had no training in the great art of teaching.

Dr. Lugenbeel, the principal, was a great help to me, and with his encouragement and suggestions, the first year passed successfully. At the beginning of the second year Dr. Lugenbeel accepted the presidency, in a college recently founded at Effingham, Illinois. I was offered the chair of chemistry in the same college. Dr. Lugenbeel accepted, but at Professor Borden's request I remained and became principal of the school.

I revere the memory of Professor Borden, and I am grateful to him and his wife, for their kindness to me and their aid and encouragement in my efforts to render the school an efficient instrument for education.

The students were, with few exceptions, sons and daughters of farmers of this vicinity. This produced a student body very uniform in texture; its members actuated by the same ambitions, with the same economical ideas, code of morals and ideals. This enabled us to try out new theories, as advanced by the leaders of education in our country, and we discarded whatever was found unsuitable, and preserved that which suited our educational needs and conditions. In fact, a number of such theories were tried out at Borden, and with considerable success, before they were known to the educational world.

The school was a private enterprise, and adopted its own curricula, and texts and equipment suitable to its needs. The student life and activities were centered in the school, as the town contained no places of amusement, and the citizens found

their amusement and intellectual food in the activities of the school. Frequently a group of ambitious students would ask for a class in Greek, in Higher Mathematics, in Advanced Science. They were never refused; the class was organized.

A quarter of a century has passed since I left Borden, but its memories are bright, and the friendships I made during the years of my service are strong and will last, I hope, as long as life shall endure.

I write this with intense feeling of regard and reverence for the man who gave me my first chance, and an entrance into the profession in which I have been happy.

IX. By Francis M. Stalker

The village of Borden lay in the valley on either side of which rose ranges of hills which stretched away to the knobs on the Ohio River. About two hundred fifty people of the substantial middle class dwelt in modest homes, which they owned. Agriculture was the chief industry of the valley, but in the village the blacksmith, the carpenter, the cooper, and other laborers met the needs of the people. The bicycle had not become common and the automobile had not appeared. The L. N. A. and C. Railway which some one described as the longest, awkwardest, and crookedest road in the country, with a penitentiary at each end and four colleges on the line ran through the valley.

There were drug stores, and dry goods and grocery stores and a hotel. There must have been there or close at hand, another institution, since outlawed, for in my memory there still

dwells a most distressing picture of the death of a man from delirium tremors.

Then there was the fine old school doctor who ministered to the people night and day and whose professional ethics had not been commercialized.

There were two church buildings, one belonging to the Baptists, to whom students from the Louisville Seminary preached occasionally, and the other a union institution occupied by Methodists, circuit riders, and wandering evangelists who came that way. The older generations were fundamentalists of the strictest type.

The old Borden homestead in the village was preserved and kept in good repair, and the Borden estate which extended down the valley and over the hills was under the supervision of skilled agriculturists and dairymen. Mr. and Mrs. Borden lived in New Albany.

Such was the village in the valley when in the Spring of '86 I went there to teach in Borden Institute. The miracle of life was at the height of its glory. Never anywhere else have I seen nature more prodigal with her beauty.

But the Bordens were the life of the village. Mr. and Mrs. Borden had not yet built their beautiful home on the hill by the Institute but came frequently from New Albany to help and encourage us. But recently married, Mrs. Stalker and I were making our first home in a cottage between the railroad and the Institute. We had gone to New Albany to buy our furniture and no robins were ever prouder of their nest. The Bordens made us

feel that they were interested in our happiness and success.

The "Professor," as Mr. Borden was called, had grown up in the village and loved it. Its welfare was always uppermost in his mind. Indeed I should say that his desire to do something for the children of the community was his supreme motive in building the Institute. He was really an authority on geology, and his success in his chosen field made him feel that he could suggest a larger life for these children. So the building of a school for this immediate purpose, and the establishment of a permanent home for his collection of minerals, fossils, and relics became his dominant interests and occupied his leisure moments.

So far as this writer knew the Professor had no intention of establishing an endowed school which he knew was the only kind of an institution that could be permanent. At this time the wave of enthusiasm in founding private schools which had set in in the '70's in Indiana had reached its crest and there were already many dead alma maters. In the absence, then, of any policy looking towards an endowed permanent school I considered it my business to carry on according to Mr. Borden's wishes. This I did to the best of my ability.

The building was substantial, architecturally correct, and beautiful. It was a model in its day. Indeed it was a splendid example of the thoroughness with which Mr. Borden always did things. It was ample in size for its purpose and the rooms were admirably arranged. Throughout, it was finished in solid southern Indiana cherry which is much more beautiful than

mahogany. It was as handsome as a palace car. The furniture was in keeping with the finish. The whole structure was a great source of satisfaction and pride to all of us. Never in all the subsequent years of my teaching experience has it been my privilege and good fortune to work in such handsome quarters. I may remark, too, that in keeping with the theory that if beautiful conditions are provided for children they will take pride in keeping them so, the beauty of the building was preserved.

The school opened with Mr. Borden, Mr. John G. Scott, Miss Eva Robinson, and myself as teachers. The Professor came out frequently and talked to the school out of the abundance of his wide experience in the business world and life. Mr. Scott, who for some years had taught in the village carried subjects in the upper grades. Miss Robinson, an exceptional woman and teacher, who came from Granville, Ohio, had the younger children in geography, history and English. Doubtless those who were so fortunate as to have her as a teacher remember to this day how she vitalized her subjects. Her methods were many years ahead of that day. The writer taught Latin and any subject left.

There were three types of classes of pupils who attended the school. First, there were the boys and girls of the community who came to us the entire year. Second, young men and women who taught in rural schools came in the spring term to strengthen their grade for teacher's license. At this time license to teach in Indiana was granted upon examination. Third, a more or less miscellaneous and irregular group that

came for college preparation or for general culture. All in all they were pupils and students with whom it was a pleasure to work. If there was any problem of discipline it has long been forgotten.

Probably the most unusual feature of the school was the library. Mr. Borden sent Miss Robinson to Boston where she selected hundreds of the very best books. One of my most delightful memories is of the joy with which we unpacked those books, and the eagerness with which the pupils read them.

After all these years, and a lifetime of hard work in other schools, I have found it a distinct pleasure to live again in memory the happy days spent in the village of Borden, and I extend a hearty greeting to my friends of that far off time.

H. CORRESPONDENCE RELATIVE TO THE KNAPP COLLECTION

NEW YORK STATE MUSEUM OF NATURAL HISTORY

Albany, New York

February 5th., 1885.

Prof. W. W. Borden,

Dear Sir:

Prof. Collett has commended me to write to you for information in regard to the affair of my friend, Dr. James Knapp, of Louisville.

Mr. Green has written me something about the disposition of the collections of fossils which Dr. Knapp had accumulated and from his letter there seems some uncertainty as to the disposition he made of it. There are many excellent things in it, and it seems a pity that it should be wasted.

Mr. Green says it was prepared by Dr. Knapp to give it to Cornell University and to the American Museum in New York but that no will was made. Will you kindly give me some information about the affair? I wish very much to know about it.

Very truly yours,

James Hall¹

¹Private Correspondence of W. W. Borden, Borden Museum.

Unique specimens and of course,

NEW YORK STATE MUSEUM OF NATURAL HISTORY

Albany, New York

February 25, 1885.

Prof. W. W. Borden,

Dear Sir:

A letter from Prof. Collett received last night tells me that you have purchased the Knapp Collection. I am glad it is in good hands. Prof. Collett had, some time ago, suggested to me that I should write, asking you to buy the collection and put it into my hands for verification and labeling, giving me the use of it for my work. In his last letter he says he understands that you intend doing this--for which I shall feel very grateful.

You know that our state and state museum is publishing more than any other state institution upon Pataesaic fossils, and such a collection even for comparison would be very useful. I had once talked with Dr. Knapp about the purchase of his collection, but I could not then afford it. However had it been offered me for \$1000, I could not have resisted the temptation.

I did not write according to Prof. Collett's suggestion, fearing you would think me impertinent, but would be very thankful for the privilege of working over this collection. I have already drawings for more than 80 quarto plates ready for the lithographers. This collection would be a very important one for me in the preparation of that work as it contains many unique specimens among corals.

I was expecting a letter from you, as in your last letter you wrote that you were not fully informed as to the disposition of the collection.

I shall be glad to hear from you.

Very truly yours,

James Hall²

STATE OF INDIANA
DEPARTMENT OF GEOLOGY AND NATURAL HISTORY,
OFFICE OF JOHN COLLETT, STATE GEOLOGIST.

Indianapolis, Indiana

March 2, 1887.

Prof. W. W. Borden,

Dear Friend,

Greene tells me that you have the Knapp Collection safe at your house. It is a treasure worth more than you paid. I am glad I took the liberty of suggesting and "pitching in" to you to buy it.

Now to make it of its best value, as Knapp intended to do, it ought to be placed in Hall's hands to verify old labels, name and describe the best species, etc. Hall is now working on such Devonians and, Sil Jennings told me last summer, had nearly 80 plates done. Of course some are not correctly

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Private Correspondence of W. W. Borden, Borden Museum.

labelled yet today; others are new and his description of all new species would add \$1000.00 to the value of this collection. He would do his work in a reasonable time and as he did me, return the fossils to you.

Kentucky has been busy at work and probably will be years more in getting out this work; old fellows in the mean time will all be dead. I would like to see something done in our life time.

Don't make a mistake by waiting until all is up. Send Hall the rocks.

Collett³

³ Private correspondence of Wm. W. Borden, Borden Museum.

I. LIST OF ALUMNI¹

Abbott, A.	Baker, Noah
Adams, Maud	Baker, Walter
Akers, Albert	Baker, Guy
Aldinger, Julia	Ballentyne, Cora
Aldinger, Louise	Ballentyne, Stella
Aldinger, Marie	Banks, Alva
Aldinger, Mary	Banks, Nellie
Allen, Mollie	Barrall, Claude
Allhands, Frank	Barrall, John
Allhands, John	Bartle, Bertha
Alpha, Pearl	Bartle, Charles A.
Armstrong, D. G.	Bartle, Edith
Atkins, Donn	Bartle, Edward
Baird, Cora	Bartle, W. D.
Baird, Orva	Bartlett, Pearl
Baker, Ethel	Batt, Leah
Baker, Fidella	Baynes, Cletis
Baker, Frank	Baynes, Edith
Baker, Hammond	Bell, Bertha
Baker, Homer	Bell, Sanford
Baker, James	Bellows, Georgia
Baker, Lillian	Bellows, Guy
Baker, Mahala	Bellows, Harry
Baker, Martha	Beutal, Phil
Baker, Nellie	Beyl, Anna
Baker, Charles	

Beyl, Fred	Brooks, Samuel
Beyl, G. M.	Brown, Albert
Beyl, John	Brown, A. M.
Beyl, Marion	Brown, Florence
Beyl, Oliver	Brown, Oma
Blackman, Charles	Brown, Sanford
Blankenbaker, Omer	Brown, Walter
Bollinger, Albert	Bruner, Clarence
Boatman, James	Budd, Clarence
Bonsett, Henry	Buerk, Jacob E.
Borden, Emma	Buerk, Herman J.
Borders, A.	Buley, Homer
Bower, Jennie	Bundy, Ada
Bowers, Henry	Bundy, E. O.
Bowers, Sadie	Burns, Florence
Brady, Charles	Burns, Lois
Branaman, Calvin	Burns, Lulie
Bright, Amelia	Butts, Herbert
Bright, Charles	Butts, Ollie
Bright, Court	Byrne, Basil
Bright, William	Callahan, Fred
Bright, C. A.	Calloway, Curtis
Brock, John	Calloway, Eva
Brock, Lafayette	Carlyle, Erie
Brock, Noble	Carlyle, Earl
Brock, Thomas	Carlyle, Ivan
Brooks, Charles	Carnzy, Hallie

Carpenter, C. P.
Carpenter, E. P.
Carter, Bruce
Carter, Clayton
Carter, Clayton
Cauble, Elmo
Cauble, Thomas
Cauble, William
Cavanaugh, Emmett
Chastain, E. P.
Clark, Clyde
Clegg, Anna
Clegg, Archie
Clegg, Matthew
Cline, Florence
Close, Louis
Close, Thomas
Colglazier, Otis
Colglazier, Charles
Collins, J. M.
Collins, Lamar
Collins, Olive
Cooley, Charles
Cooley, John
Coombs, Clara
Coombs, Ernest
Coombs, Isa
Coombs, Isabella

Cosnet, Oliver
Courtner, Sidney
Courtney, S. D.
Coverst, John W.
Cravens, Frank
Cravens, George
Cravens, Harry
Craydon, O.
Crim, Jesse
Crone, Charles
Crone, Oliver
Crowe, Eugene
Cummings, James
Cummings, Jennie
Curnick, Edward
Davis, Ada
Davis, Annie
Davis, Charles
Davis, Homer
Davis, Nora
Davis, James
Davis, Sherman
Davis, Tina
Day, Benjiman
Demundrum, Ora
Dermint, Obed
Dickey, Ed
Dickson, Albert

Dietrich, Christina

Dietrich, Fred

Dietrich, Will

Dodge, Ernest

Dodge, Frank

Dodge, Joe

Dodge, Sydney

Dow, Grace

Durbin, Augusta

Dunbar, Horace

Elliott, Asbury

Elliott, Raleigh

Elrod, Alice

Elrod, Bruce

Elrod, Carl

Elrod, Dennis

Elrod, Foster

Elrod, Martha

Elrod, Millie

Elrod, Sardina

Elrod, Stephen

Elwood, Thomas

Emery, Gordon

Engleman, W.

Enlow, Ella

Enlow, Grace

Enlow, J. T.

Enlow, Oscar

Enteman, W. F.

Enwright, Ella

Enwright, Mary

Estes, Mattie

Evans, Clara

Evans, William

Everhart, Rose

Farnsley, Cletis

Fawcett, Irvin

Feeler, Amos

Feeler, Mrs. Amos

Fein, Francis J.

Findley, Florence

Findley, James

Fisher, Arthur

Fisher, Emery

Fisher, Jessie

Fisher, Louie

Fisher, Walter

Fitzpatrick, Frank

Follick, James

Fordyce, Fred

Fordyce, Snead

Fordyce, Zilpah

Furnish, Emma

Gaddy, Homer

Gardner, Sallie

Gardner, Frank	Gray, Albert
Gardner, Nettie	Gray, Alva
Garriott, Cora	Gray, Claude
Garriott, Mrs. C. L.	Gray, Edith
Garriott, Eugene	Gray, William
Garriott, Sim	Gray, Zilpah
Gator, Alice	Greene, Louis
Getterer, Frederick	Gudgal, Jesse
Getterer, John	Guernsey, Anna
Genner, Mary	Guernsey, Pearl
George, Addie	Haddox, Iva
George, Benton	Haddox, Leila
Gibson, Emmett	Haddox, Nettie
Gibson, John	Hall, C. A.
Gillispie, Mollie	Hall, Clara
Gilmore, Harrie	Hall, James
Giltner, Wilmer	Hall, John
Goebel, George	Hallett, Thomas
Gorman, Blanche	Hamilton, Earl
Goss, Agnes	Hamilton, Hugeline
Goss, Ethel	Hamilton, Katie
Goss, Nettie	Hanger, Carus
Goss, Virgil	Hanger, Cassius
Graebe, Bertha	Hanger, Maud
Graves, John	Hanka, Lawrence
Graves, Mable	Harbison, Pearl
Graves, Ollie	Harbolt, Allen
Graves, Oscar	Harbolt, Curtis

Hardy, William	Homberger, John
Harmon, George	Hon, Edmond L.
Harris, John	Hottel, Clara
Harrod, C. F.	Hough, Vincent
Harrod, Fern	Howell, Oliver
Harrod, Nora	Huckelberry, John
Hartley, Charles	Huffstetter, Carl
Hartman, Otto	Hull, Lake
Hartman, W. F.	Humphrey, James
Hawes, Emma	Humphrey, Laura
Hawes, James	Huncilman, Bert
Hawes, Pauline	Huncilman, Mart
Haworth, Otis	Hunsucker, Clara
Hazelwood, Fred	Hunt, Jacob
Hazelwood, Varner	Hunt, Marian
Hemis, Della	Hunter, Emma
Herbst, Albert	Hurst, Willard
Herron, Hugh	Huston, Claude
Herron, Lula	Huston, Frank
Heywood, Thomas	Huston, Frank
Hickman, Seymour	Huston, Maude
Hiestand, Ben	Huston, Prince
Hiestand, Hite	Hutsell, Mollie
Hiestand, Letha	Jack, Charles
Hinds, George W.	Jackson, Daisy
Hinds, William	Jackson, Dempsey
Hollis, Arthur	Jackson, E. S.
Hollowell, Eva	Jackson, Alberta

Jacobi, J.	Lear, Dora
Jeffries, Grace	Lemmon, Maggie
Jenkins, Augeline	Lidikay, Masy
Johantgen, Virgil	Littell, Ada
Johnson, Augusta	Littell, Arthur G.
Johnson, Bell	Littell, Eva
Johnson, Bell	Littel, George
Johnson, Charles	Littel, John M.
Johnson, Noble	Littell, Nettie
Jones, Albert	Lockhart, Essie
Jones, Ruby	Long, Ed
Jordan, Clem	Long, Maggie
Keas, Stanley	Lucas, James
Kelly, Bert	Luck, Mamie
Kelso, J. E.	Lutz, Ada
Kendal, Harry	Mabry, A. R.
Kimburger, Albert	Main, John
King, Jennie	Main, William
King, Rosa	Malone, Jesse
Kittle, S. E.	Martin, Adelia
Knoville, Miller	Martin, Charles
Knowles, H. E.	Martin, Charles H.
La Duke, David	Martin, Daisy
Lambert, Flora	Martin, Delbert
Leach, Arthur	Martin, Earl L.
Leach, Claudia	Martin, Eugene
Leach, Nora	Martin, George
Leach, L.	Martin, Lois

Martin, Lucille	McCoy, Dora
Martin, Ora	McCoy, Elbert
Martin, John L.	McCullough, A. E.
Martin, Pearl	McCullough, Clara
Martin, Ray	McCullough, Elmer
Martin, Fay	McCullough, Frank
Martin, Theodore J.	McCullough, Mable
Martin, Tilford	McHenry, Lola
Masterson, Thomas R.	McIntyre, James
Matthews, Nreval	McKinley, Albert
Matthews, Oscar	McKinley, Archie
Matthews, Thomas	McKinley, Bertha
May, Clarence	McKinley, Charles
May, Retta	McKinley, Claude
May, Thomas	McKinley, Clyde
Mayden, Curtis	McKinley, Cordie
Mayfield, Joe	McKinley, Edward
Mayfield, Otis	McKinley, Eph
Mayfield, Pearl	McKinley, Everett
McAfee, Ellsworth	McKinley, Fannie
McAfee, Robert	McKinley, Hattie
McBride, Claude	McKinley, Ira
McCartney, Ethel	McKinley, Isa
McClelland, Joe	McKinley, Jacob
McCormick, Dossia	McKinley, James
McCary, Lily	McKinley, Jesse
McCoskey, John	McKinley, Julia

McKinley, Lilian	Miller, Lina
McKinley, Lily	Miller, Ora
McKinley, Mable	Miller, Ralph
McKinley, Mae	Miller, Roscoe
McKinley, Mollie	Miller, Violet
McKinley, Sim	Miner, Lawrence
McKinley, Thomas	Miner, Sadie
McKinley, Tolmer	Mitchell, John
McKinley, Willie	Mitchell, Kate
McNaughton, John	Mitchell, Mae
McWilliams, Lata	Money, Eva
McWilliams, Mattie	Montgomery, Harry
Mead, Albert	Moore, Daisy
Mead, Florence	Morris, Alonzo
Mead, J. B.	Morris, Arthur G.
Mead, Mary	Morris, Azro
Mead, Oscar	Morris, Cora
Mead, Walter R.	Morris, Frank
Medlock, Clarence	Morris, Pearl
Middleton, Hazel	Mosier, Lena
Miles, Egbert R.	Mount, Albert
Miller, Arthur	Mount, Charles
Miller, Charles	Mount, Edward
Miller, Claudia	Mount, Will
Miller, Daisy	Murphy, Homer
Miller, Effie	Murphy, Hugh
Miller, Harry	Murphy, J. B.

Murphy, Mattie	Pangburn, Edward
Murphy, Mollie	Parr, Harvey
Murphy, Sanford R.	Parsons, John
Nale, Otto	Passwater, Gertrude
Neuner, Harry	Payne, John
Neville, Lee	Payne, Maude
Newlon, Jesse H.	Pernet, John
Newlon, Richard	Perrin, Deck
Newlon, Sadie	Perrin, George
Nicholson, J. B.	Perrin, J. H.
Nickles, Mat	Perry, Cornelius
Noles, Eva	Phesant, A. S.
Norman, Walter	Pierard, Lydia
Norris, Edgar	Piers, Arthur
Norris, Stella	Piers, Daisy
Ogle, E. E.	Piers, Hubert
Olmstead, Pearl	Piers, Pearl
Overton, Anna	Plowman, M. V.
Overton, Maude	Poindexter, Bertha F.
Overton, R. J.	Poindexter, Frank
Packwood, Anna	Poindexter, Mamie
Packwood, Bertha	Pollock, Anna
Packwood, Claude	Pollock, George
Packwood, Ivan	Pollock, Florence
Packwood, Omer	Pollock, Grace
Pangburn, Carrie	Pollock, Herbert
Pangburn, Charles	Pollock, John

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

Ryan, John	Seng, Linda
Sample, Mary	Shake, S. J.
Song, Anna	Shanks, Edna
Schafer, H. G.	Shanks, Emerson
Schafer, Leste	Shanks, Noble
Schardein, Fannie	Shanks, Warder
Schindler, Minnie	Sheets, Sadie
Schleicher, Charles	Sheets, Stella
Schleicher, Edwin	Shelton, C. E.
Schleicher, Lily	Shelton, George
Schleicher, Will	Shelton, Roy
Schmidt, Frank	Sheppard, Fred
Schmidt, Louis	Sheppard, Lula
Schmidt, Joe	Sherrill, S. C.
Schmidt, Walter	Shoemaker, Jesse
Schreiber, Bertie	Shoemaker, John
Schuler, Mayme	Shoemaker, Lula
Schull, Will	Shoemaker, Myrtle
Scott, Ed.	Sholtz, Ed.
Scott, Florence	Short, Kenneth
Scott, Glen	Simonton, Myra
Scott, Ida	Slaughter, Nellie
Scott, Idella	Smedley, Clarence
Scott, Joe	Smith, Daisy
Scott, Ottis	Smith, John
Scott, Samuel L.	Smith, Ora
Scott, Zenos	Snodgrass, Wilson

Sohn, Harry	Tash, Raymond
Souder, George Eldon	Tatlock, Ernest
Souder, Wilmer	Tatlock, Hershall
South, Sam	Taylor, Belle
Spurgeon, Norris	Taylor, Ben
Stalker, Bodine	Taylor, Dillie
Stalker, E. E.	Taylor, Emmett
Stalker, Homer	Taylor, Hershall
Stalker, Isalene	Taylor, John
Stalker, J. Moton	Taylor, Minnie
Standiford, Nellie	Taylor, Otto
Standiford, J. I.	Taylor, Wilbur
Stevens, Warda	Teagarden, Belle
Stith, Sherman	Teagarden, James
Stiverney, Frank	Temple, Henry
Stone, Lewis H.	Terrell, Millard
Stoner, Barney	Terrell, O. J.
Stoner, Joe	Terrell, Oscar
Stoner, Thomas	Thomas, Austin
Stoner, Warren	Thomas, Ernest
Strain, Robert	Thomas, Maude
Stratton, Lewis	Thomas, Otheo
Sturdevant, Grant	Thompson, George
Sunman, May	Thompson, James
Taflinger, Jacob	Thompson, Jessie
Taggart, Harriet	Todd, Alonzo
Taggart, Martha	Todd, Carl

Todd, Homer	Wade, C. L.
Todd, James	Wade, Ernest
Toombs, Maggie	Wade, Noble
Toombs, Mildred	Wagner, James
Townshend, Nora	Walker, Edward
Townshend, C.	Walters, Eliza
Trabue, Max	Walters, Nannie
Trueblood, Clinton	Walton, Bertha
Trueblood, Edward	Warman, Alvah
Trueblood, Noble	Warman, Clara
Turley, Cora	Warman, Fred
Turley, George	Warman, Hettie
Turley, Minnie	Warman, John
Turner, Bertha	Warman, Sadie
Turner, Carl	Watson, Bert
Utrecht, Louis	Weir, Roland
Vance, Knoefel	Weir, Will
Vance, Laura	Whalen, Claud
Van Cleve, I.	White, Ella
Vandever, S. L.	Whitesides, America
Van Hook, James M.	Whitlach, Bina
Van Hook, Nina	Whitlach, Florence
Van Hook, Thomas	Whitson, Emma
Vest, Garfield	Williams, Samuel
Voyles, Bessie	Wilson, Charles
Voyles, Sallie	Wilson, Del
Voyles, Willie	Winslow, Althea

Winslow, Brady
Wiseman, Effie
Wiseman, Grace
Wolf, C. P.
Wolf, Emma
Wolfe, Maurice
Wolff, Cecil
Wood, Elsie
Wood, Lenard

Wood, Wilbur
Woods, Emma
Worrall, W. W.
Wright, Alora
Wright, Grace
Wyatt, Edna
Zimmerman, B. F.
Zimmerman, Hayes
Zink, Addie

J. BIBLIOGRAPHY

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