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UNIVERSITY OF LOUISVILLE

THE HISTORY OF THE LOUISVILLE
PUBLIC ELEMENTARY SCHOOLS
1829-1860

A Dissertation

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master of Arts

Department of Education

by

Helen Borgman

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PUBLIC ELEMENTARY SCHOOLS
1829-1860

APPROVED BY A READING COMMITTEE COMPOSED OF THE
FOLLOWING MEMBERS:

NAME OF DIRECTOR: _____

DATE: August 8 1942

**THE HISTORY OF THE LOUISVILLE
PUBLIC ELEMENTARY SCHOOLS
1829-1860**

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INTRODUCTION

INTRODUCTION

The Louisville system of public education is carried on through a series of units designed to provide articulated growth for children from the kindergarten to the university. The first division of this system of education is popularly called elementary education. As I am a teacher in this first cycle of the education system, I am interested in its history.

The dynamic nature of the elementary school organization and administration of Louisville, Kentucky, is in itself most fascinating and revealing and should serve as a challenge to every professional worker associated with the common schools. As one traces the elementary school from its beginnings in 1829, one finds that educational aims and purposes are constantly being modified to meet service demands.

A tracing of the history of the public elementary schools of Louisville, Kentucky, from their commencement to 1860, aside from the real interest to me, presents an enduring monument of our city's educational growth mingled with its beneficence and patriotism. No writer can adequately portray the influence of such an institution upon the fortune of our republic.

In this thesis, I shall endeavor to present the

history of the common schools of Louisville from 1829 to 1860. This study is intended to be no more than an historical sketch of public elementary education in Louisville. In it, I have attempted to direct attention to some of the forces that have encouraged educational growth in Louisville. An effort has been made to present the material as correctly as possible.

I acknowledge the helpful suggestions which have come from the investigations and the writings of professional workers of education and from the elementary school principals and teachers who have contributed directly or indirectly. It would be an act of gross ingratitude to overlook the courtesies of the librarians who have so graciously helped in collecting and compiling these materials.

Particular appreciation is expressed to J. J. Oppenheimer, Dean of the Liberal Arts College of the University of Louisville, under whom this work was done.

The members of the Board of Education of the City of Louisville have been most kind in allowing the use of the Minutes of the Board of Trustees from 1834 to 1860.

CHAPTER I

A BRIEF DESCRIPTION OF LOUISVILLE KENTUCKY 1829-1860

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Education is a public undertaking. Public money is invested in schools. The success of a public school system depends upon the citizens who govern the area over which the system extends. Intelligent and efficient citizens will accept the obligation of their schools. Direct or indirect public control of educational work reflects the existing conditions in a community. The first American public schools were simple in their management. Sparse settlement of the country made organized control of public education impossible. As settlements grew, public education became necessary. In studying any one public school system, it is well to know the history of the community.

Louisville, Kentucky's chief city, is located in the north central part of the State. The city is bounded on the north and west by the Ohio River. The city limits extend in the east into highlands where residential subdivisions have arisen. The southern end of the city is marked by Iroquois Park. In this southern section, we find Burnt Knob, the elevation above sea level being 750 feet. From this conical hill can be seen the entire city

scene.

After General George Rogers Clark had conquered the Illinois country and overcome the Indian dangers, he moved on in July, 1778, from Corn Island at the Falls of the Ohio. He left behind a number of families to care for the protection of the stores he could not take on his expedition. These families are the ones who are really credited with the building and establishing of a fort on the mainland. This fort was sufficiently complete in December, 1778, to be inhabited. The islanders were determined to spend their first Christmas in the fort. The fort, planned by Richard Chenowith, was a parallelogram two hundred feet long by one hundred feet wide and contained eight single story double log cabins on each of the two long sides and four on each of the two short sides. At each corner was a block house two stories high and twenty-four feet square. The inner court was used as a muster ground, a storage place, and a corral for cattle and horses. As nearly as can be verified, the following is an accurate list¹ of the first families of the fort which was erected in 1778 at twelfth and the Ohio River.

1. Johnson, Stoddard, Memorial History of Louisville, American Biographical Publishing Co., Chicago, 1896, Vol. I, pp. 39-40.

James Patton, his wife Mary and their three daughters, Martha, Peggy, and Mary.

Richard Chenowith, his wife Margaret and their four children, Mildred, Jane, James, and Thomas.

John McManness, his wife Mary and their three children, John, George, and James.

James Graham and his wife Mary.

William Faith, his wife Elizabeth and their son John.

John Tewell, his wife Mary and their three children, Ann, Winnie, and Jessie.

Jacob Reager, his wife Elizabeth, and their three children, Sarah, Mariah, and Henry.

Edward Worthington, his wife Mary and his son Charles.

John Donne, his wife Martha, their son John, and their colored servant, Cato Watts.

Isaac Kimbley and his children Joseph, David, James, and Ann.

Neal Dougherty

Samuel Perkins

John Sinclair

Robert Travis

After a year of peaceful living, the inhabitants of the fort and island decided to build houses outside of the fort. Lots were disposed by chance in 1779 and early settlers began to move to houses outside the fort.

In 1780 Kentucky County, which had been in Fin-castle County, Virginia, until 1776, was divided into

Jefferson, Fayette, and Lincoln counties. By May of 1780, Louisville had been made a town by a charter granted by the Legislature of Virginia. The name Louisville was selected in honor of Louis XVI of France who had given help to the settlers in America during the Revolutionary War.

Fort Nelson was built in 1782 at Seventh Street and the shore of the river. This fort was considered a strong fortification in the West. After peace was declared in 1783, immigration increased rapidly. Louisville grew from forests of oak, hickory, walnut hackberry, buckeye, gum, and sycamore interspersed with numerous ponds, to a thriving town.

Louisville became the port where river boats met and exchanged cargoes for up and down river transportation. The pioneer growth and commercial enlargement of Louisville were centered around its shore line. Louisville's tobacco trade began in 1783 with the erection of a tobacco warehouse in Shippingport. Col. John Campbell succeeded in getting the Virginia Legislature to establish an inspection station there. Surrounding settlers began to bring their tobacco to this station. Further evidence of growing business was shown when Evan Williams began the manufacture of whiskey in 1783. He built a small distillery on the

corner of Fifth and Water streets.

The Farmers' Library was the newspaper published in Louisville in 1803 by Samuel Vail. This paper was crowded out in 1808 by the Gazette which in turn was succeeded in 1810 by The Western Courier.

There was in Louisville at the gates of the Twelfth Street Fort, a pioneer chapel built at the beginning of the nineteenth century. This simple structure of logs was used by all denominations until 1808 when a Methodist Episcopal church was built.

Louisville's transshipping port brought wealth to the city. Log houses were replaced by a new style of architecture. John Gwathmey from Virginia built what is now known as the "Grayson House" in 1810. The brick for this house, erected at 432 South Sixth Street, was brought down the river by keelboat. The exterior walls measured seventeen inches. This house withstood the earthquake of 1811. There were seventeen rooms and a large center hall.

Early Louisville enjoyed entertainment. There was a barn theater existing in Louisville between 1808 and 1817. The City Theater was completed in 1818. In addition to theaters, there were airy and spacious gardens where people were provided with music, dancing, public speaking and refreshments. Amusements such as

horse racing, foot racing, wrestling, target shooting, gander pulling, and rough and tumble fighting could be witnessed. Naturally, due especially to the river travel, there were coffee houses and taverns.

In October of 1811, the Louisville citizens were startled by the first steamboat which approached their port. This boat was Robert Fulton's New Orleans. Finding the Falls of the Ohio impassable, the boat remained at Louisville until December. At this time, the river had risen enough to warrant safe passage over the Falls.

The Falls of the Ohio were a real hindrance to river traffic. Mrs. Frances Trollope wrote on her visit to Louisville in 1829:

The Falls of the Ohio are about a mile below Louisville and produce a rapid too sudden for boats to pass, except in rainy season. The passengers are obliged to get out below them and travel by land to Louisville, where they find other vessels to receive them for the remainder of the voyage. We were spared this inconvenience by the water being too high for the rapids to be much felt, and it will soon be altogether removed by the Louisville Canal coming into operation, which will permit the steamboats to continue their progress from below the falls of the town.²

The canal was built during the years 1826-31 by slave labor. This canal increased and expedited river

2. Domestic Manners of the Americans, London: Whittaker Treacher and Company, 1832, p. 48.

transportation.

By 1828 there were 10,000 people living in Louisville, and during that year the city received its first charter. The village government was superseded by a mayor and board of aldermen elected by voters. It was under the direction of the first mayor and board of aldermen that public schools were established.³

Owing to the fact that the Ohio River was used as a main artery of commerce between the middle Atlantic coast and the river-ocean port of New Orleans, Louisville built hotels to rival the accommodations of the floating palaces of the early nineteenth century. The most outstanding of these city hotels was The Galt House. The Galt House was known for its fine southern cooking for more than seventy-five years.

Louisville suffered a severe blow in 1837 from the financial panic that swept the United States. Banks of Louisville and Kentucky suspended specie payment on April 19, 1837. Ben Casseday records this event as follows:

The last few years had been years of such unexampled prosperity; confidence had become so thoroughly established, credit and luxury so courted, that, when the unexpected reverse came,

³. A Collection of Acts of Virginia and Kentucky Legislatures Relative to the City of Louisville, Prentice and Weissinger, 1839, p. 57.

the blow was indeed terrible. On the 19th of April, the banks of Louisville and of Kentucky suspended specie payment by a resolution of the citizens so authorizing them. Previous to this the banks all over the country had stopped; another awful commercial crisis had arrived, and one which Louisville felt far more severely than she had felt the former. Instead of passing lightly over her as before, the full force of the blow was felt throughout the whole community. House after house, which had easily rode out the former storm, now sunk beneath the waves of adversity, until it seemed as if none would be left to tell the sad story. A settled gloom hung over the whole mercantile community. Main Street was like an avenue in some deserted city. Whole rows of houses were tenantless, and expectation was upon the tiptoe every day to see who would be the next to close. Each feared the other; all confidence was gone; mercantile transactions were at an end; and everything, before so radiant with the springtime of hope and of promise was changed to the sad autumn hues of a fruitless year.⁴

In spite of the panic, the city continued to grow. The Louisville Medical Institute, the first unit of the University of Louisville, was organized and opened in 1837. In 1838 The Collegiate Institute of Louisville was organized. Finally after much debate and controversy, the University of Louisville was chartered in 1846 with an Academic Department that was to absorb the Louisville College. Even though the Academic Department was chartered in 1846, this division of the University did not materialize for a number of decades.

⁴ Cassedy, Ben, History of Louisville, Louisville: Hull and Company, 1882, pp. 194-195.

In the year 1842, the legislature established a fund for building an institution for the blind. The first building to be used for instruction of the blind was destroyed by fire. After several makeshifts had been tried, The Kentucky School for the Blind was erected in 1855. The American Printing House for the Blind, established in 1858, is the largest Braille publishing house in the world.

The pre-Civil War period was a period of great growth for Louisville. Now at the outbreak of the war we find Louisville a frontier city with sixty miles of paved streets, a population of 68,030, a waterworks under construction, a horse-car transportation system, seven chartered banks, and five private banking houses.

The preceding paragraphs picture the growth of the city of Louisville from its settlement to 1860. Naturally, panics, floods, and wars cause stagnation in the progress of city institutions. Education being a very important public undertaking grows parallel with civic growth. In the following chapters, it will be interesting to note the birth and youth of Louisville public elementary schools; just as in this chapter we have recorded the birth and youth of a city.

CHAPTER II

STATE BACKGROUND AND LEGISLATIVE INFLUENCES ON THE DEVELOPMENT OF PUBLIC EDUCATION IN LOUISVILLE

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STATE BACKGROUND AND LEGISLATIVE INFLUENCES ON THE DEVELOPMENT OF PUBLIC EDUCATION IN LOUISVILLE

The nation, the state, and the city have a function in our institutions. Therefore if there is to be a thorough understanding of the Louisville public elementary school system, there should be a discussion of legislative influences on the development of public education in Louisville. Early education for the masses seemed to be an ideal rather than an immediate need. The Constitution of the United States established no federal agency for the control of education. Because of this omission, the state became the unit of educational administration.

For a long time, the dominant idea was that the state should give its attention only to training in public affairs and skilled professions. Education for the masses was regarded with indifference. The first two constitutions of Kentucky made no provision for a public school system. Messages of several governors, speeches of some citizens, and notices in the public press began to show opinions in matters of education. We can well imagine what these early press notices, messages and speeches must have contained. Intelligent

men living, during the early years in Kentucky, could foresee that planned education would instill good habits and principles. I presume that many wise and just men felt exactly this way. Some state governors vigorously urged school legislation. War with Great Britain caused attention in the first of the nineteenth century to be distracted from public education.

The Honorable John Adair became Governor of Kentucky in June of 1820. As a result of his messages, the Legislature passed an act establishing a Literary Fund.⁵ This act provided for a committee to investigate and to report common education findings, county courts to district counties, and tax commissioners to take census of children. The Literary Fund also made provision that several literary institution debts be paid.

The committee, appointed in October of 1821, was composed of Lieutenant-Governor William T. Barry, David White Jr., William P. Reper, David R. Murray, J. R. Witherspoon, and John Pope. These men were to collect information concerning existing school systems and to digest the data in terms of the educational needs of Kentucky. The report of these commissioners to the Legislature is a most important document in the history

5. Kentucky Senate Journal, 1921, pp. 7-23.

of the public schools. The commissioners, men of ability, divided their work into two parts. The first job was to make a close study of the status of education in Kentucky. The second job was to investigate the status of education in other states. Each commissioner was given a district in Kentucky to study. A "domestic circular" was distributed to reputable citizens in many neighborhoods in the State of Kentucky.⁶ As you may imagine, the replies to these questionnaires were few and unscientific. Therefore little was done in studying them. A "foreign circular" was sent to outstanding men in other states.⁷ This plan was more successful as replies were obtained from such men as: John Adams, Thomas Jefferson, James Madison, and William Johnson.⁸ The committee gave the following reason for studying the educational status of other states.

We wish to avoid if possible the evils attending upon a bad beginning and to secure to ourselves and our children the advantages of a good system from the commencement of our labors.⁹

6. Kendall, Russell and Meriweather, Kentucky Session Laws, 1821, p. 32.

7. Ibid., p. 32.

8. Ibid., p. 9.

9. Ibid., p. 30.

The report of the committee made in November, 1822, met with general approval, but no legislation was promoted to advance free schools. The State was not very well off financially at this time and the apathy may be attributed to lack of funds.

In 1828 a large public movement led chiefly by Rev. Benjamin O. Peers was inaugurated to advance sentiment in favor of free schools. Although Governor Desha and Governor Metcalfe urged the General Assembly to take steps to forward the system as suggested in the legislative report, many less democratic citizens opposed it. Some free school aid was obtained in 1830[?] when Kentucky received from Congress \$1,433,177 as her share of the proceeds of the sale of public lands. In 1837 the Legislature set aside \$850,000 of this money for the founding and sustaining of a general system of public schools.¹⁰

Reports of committees to the Legislature continued. Many men urged the establishment of a system of public education. However, previous to 1837, reports and debates on education characterized the educational legislative endeavor. The people were

10. Johnson, Stoddard, Memorial History of Louisville, Chicago: American Biographical Publishing Company, 1896, Vol. I, p. 231.

more interested in other political questions. Without a doubt, people of this period considered education a private concern.

In 1838 Governor James Clark secured the passage of an act which empowered the establishment of common schools in Kentucky. The law simply established the right of common schools to be opened to rich and poor alike, to retain the district tax idea, and to be allotted the interest of the State School Fund. The people were never enthusiastic about this law. Numerous public men were bitterly opposed to it and the finances of Kentucky were terribly deranged by the hard times and panics.¹¹ It was also in 1838 that the first state superintendent¹² of schools was appointed. He was Rev. Joseph J. Bullock.¹³ From this time forward, we can follow the development of the public schools through the reports of the superintendents. In reviewing the administrations, we shall find that there are three stages of development. The first stage was the period of adoption and organization; the second stage was the

11. Wilson, Samuel, History of Kentucky, Louisville: The Clarke Publishing Company, 1928, p. 273.

12. State superintendents listed in Appendix 6.

13. Hamlett, Barksdale, History of Education in Kentucky, Kentucky Department of Education Bulletin, Vol. 7, July, 1914, No. 4, p. 15.

period of the perfection of the financial system; the third stage was the period of administration and school machinery.

One outstanding early superintendent in our State was Robert J. Breckinridge. Breckinridge in March of 1850 succeeded in having the School Fund considered a responsibility of the State. The \$850,000 set aside in 1837 for school needs had not been used for that purpose. The new legislation provided that the interest of the School Fund was payable out of the Sinking Fund and was one of the first charges against the State revenues. Many recorders credit the year 1850 as the one in which the public school system of Kentucky was first regularly established. In 1853 when Breckinridge retired, some system of free schools was in operation in every county, although no formal State school system was in operation until much later.

Educational pioneers did not have an easy time. The acts of legislation passed during Mr. Breckinridge's administration were not brought about easily. The ensuing regulations for payment of the interest of the School Fund were a result of heated discussions between State officials and the school superintendent.

Whereas doubts are entertained in regard to the liability of the Sinking Fund for the payment of the principal and interest of the School Fund;

Therefore be it enacted by the General Assembly of the Commonwealth of Kentucky, That the Sinking Fund is liable to the payment of the principal and the interest of the common school fund, and the Commissioners of the Sinking Fund are hereby directed to pay, as heretofore, the interest on the School Fund out of any moneys in their hands belonging to said Sinking Fund in execution of an act to provide for the payment and investment of the interest of the bonds of the State of Kentucky held by the Board of Education, March 1, 1851.¹⁴

Further legislation in which the status of the School Fund is fixed and the position of state superintendent is made elective by the people can be read in this quotation:

Sec. I - The capital of the fund called and known as the Common School Fund, consisted of \$1,225,768.42, for which bonds have been executed by the State to the Board of Education, and \$73,500 of stock in the Bank of Kentucky, and the sum of \$51,223.29 balance of interest on the School Fund for the year 1848 unexpended, together with any sum which may be hereafter raised in the State for taxation, or otherwise, for the purpose of sustaining a system of Common Schools. The interest and dividends of said funds, together with any sum which may be produced for that purpose by taxation, or otherwise, may be appropriated in aid of Common Schools, but for no other purpose. The General Assembly shall invest said \$51,223.29 in some safe and profitable manner, and any portion of the interest and dividend of said school fund or other money or property raised for school purposes which may not be needed in sustaining common schools shall be invested in like manner. The General Assembly shall make provision by law for the payment of the interest of said school fund: Provided that each county shall be entitled to its proportion of the income of said fund, and

14. Acts of the Legislature of the Commonwealth of Kentucky, Chapter 468, p. 48.

if not called for for common school purposes, it shall be reinvested from time to time for the benefit of such county.

Sec. 2 - A Superintendent of Public Instruction shall be elected by the qualified voters of the Commonwealth at the same time the Governor is elected, who shall hold his office for four years, and his duties and salary shall be prescribed and fixed by law. June 11, 1850¹⁵

Just as in the case of some other institutions, the public school was created largely by conflicts. The reforms resulting from these conflicts helped to prepare the way for education as a major concern of the populace. Educational conventions were called in many states to organize teachers and other friends of education. The newspapers and journals of the day were solicited to give publicity. Educational surveys were made. Every means was used to spread educational propaganda.

Large sums of money were needed and taxation was a stubborn obstacle. Philanthropy rendered useful educational service while taxation for education was slowly making its way. National land grants also stimulated interest in schools. Mismanagement of school funds was practiced in most states. Taxation grew slowly under permissive state laws for school taxes. An act of

¹⁵. Constitution of Commonwealth of Kentucky, 1850, Article XI.

February 5, 1856 provided an additional property tax for school purposes. This tax was five cents on each \$100.00 of taxable property in the State. Although state taxation for schools is of utmost importance, local taxation is the chief source of public school support.

Most likely one of the greatest obstacles met by pioneer educators was the existing theories of education. One group maintained that education should begin at the top. Pioneers of the East and pioneers of wealth held to this idea. In short, they employed tutors or sent their children to private schools for elementary training and wanted the state to provide a liberal education of a higher degree. A second group held that the state should provide a common school training for all people and later should add higher branches of training. Consequently, there developed clashes which hindered common school progress. Under such conditions, school plans could not flourish. Many changes had to be made before a democratic school system could be established. Nevertheless, if the committee men and county commissioners had been strong enough to push their plans to completion, the evolution of education would have been faster. These early investigators were, in my

opinion, the key men in education in the states. Energetic, intelligent, persistent leaders should have been able to sell education rapidly to the public.

This brief review of early legislation concerning education in Kentucky shows how a stage was set for the beginning of public elementary schools in the city of Louisville. Louisville, a city, will fall in the local administrative units: the county, the town, the township, and the district. Each local unit needs to delegate and to enforce educational powers in the local district. The decentralization of power tends to protect the schools from undesirable domination. Coordinated responsibility helps to maintain neutral political policies. The city of Louisville, through the early state discussions and reports, became anxious to set up a system of public education. Kentucky followed the policy of issuing special laws or charters to cities desiring to set up school systems. These charters were revised from time to time as the need arose. The Acts of 1837-38¹⁶ provided that Louisville, so long as she maintained public schools by taxation, would be entitled to her portion of the school fund.

16. Kentucky Session Acts 1837-38, Chapter 898, p. 283.

This money was to be paid to the mayor and council of Louisville when the school clerk or agent should make his report. The city of Louisville would receive a school fund in proportion to the number of children of school age. In this way, the city of Louisville could develop in its own way but apply to the General Assembly of the State of Kentucky for such special legislation as needed. The State legislation of 1850-1851, concerning education, fixed the distribution of the school fund. Such a fixation of the State fund would help to insure the portion of the fund to be received by Louisville. As Louisville's education system was organized under special laws or charters, it should be treated as a distinct unit in the next chapter.

CHAPTER III

THE ESTABLISHMENT OF PUBLIC EDUCATION IN LOUISVILLE AND ITS ADMINISTRATIVE CONTROLS 1829-1860

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THE ESTABLISHMENT OF PUBLIC EDUCATION IN LOUISVILLE AND ITS ADMINISTRATIVE CONTROLS 1829-1860

Louisville was established as a town in 1780 the same year in which Kentucky territory was divided into three counties (Lincoln, Fayette and Jefferson). As in the State early education was for the "few" rather than the "many."

The building of Louisville schools has made an interesting pattern along with the growth of the city. The pattern really started with the very first school house built in Louisville. Next to the Twelfth Street Church, on lot No. 90, originally owned by Colonel William Linn, a log school house with board roof and puncheon floor was finished in 1783. A teacher for the school had already been secured in the person of George Leech, an Englishman of fine culture, who had been educated for the Episcopal ministry and who reached Louisville in the summer of 1782. He was a finished scholar and a man of high character and superior talents. The school was opened by Mr. Leech early in 1783 with all the benches filled with sons and daughters of the best people of Louisville. It was a high class school, in which the classics were taught as well as English studies. Among its pupils were Nathaniel Pope and Henry Dodge who afterward occupied high places in the nation. Mr. Leech, himself, afterwards became a judge in the North West Territory by the appointment of Governor Harrison, so that the first school of Louisville supplied its full share of fame to the annals of the town.¹⁷

In spite of the fact that Louisville had a school

¹⁷ Johnson, Stoddard, Memorial History of Louisville, Chicago: American Biographical Publishing Company, 1896, Vol. I, p. 52.

house as early as 1783,¹⁸ the actual public schools did not begin until 1829. After the State Legislature report on education of 1822, many educational meetings were held in Lexington, Frankfort, and Louisville. In 1828 Louisville decided to move toward the establishment of a system of common schools.

As has been stated in Chapter II, Kentucky legalized city public education through charters and acts. The first charters of the towns did not as a rule carry a provision for education. As the need for public education was apparent earlier in towns than in the rural parts of the state, it is not unusual that Louisville's charter of 1828 did carry a provision for public education. The charter granted the city of Louisville February 1828¹⁹ gave her the authority to establish one or more free schools. At the close of the eleventh section of the charter of 1828, section three, may be found:

The mayor and councilmen shall have the power and authority to establish one or more free schools in each ward of the city and may receive donations

18. The period of elementary school history between 1783 and 1829 will not be recorded. This thesis is concerned with the development of public elementary schools which began in 1829.

19. Enacted by the General Assembly of the Commonwealth of Kentucky in 1828.

of real and personal estate to erect the necessary building and to provide the necessary revenue for their maintenance and may supplement the funds from time to time by a tax on the ward where such school or schools shall be established.²⁰

John C. Bucklin, the first mayor of Louisville, called the attention of the council²¹ to the educational provision in the charter. Mayor Bucklin urged that some specific plan for the opening of free schools be adopted. The direct result of this recommendation was the passing of an ordinance, April 24, 1829. This ordinance may be found in the minutes of the City Council in the handwriting of the first city clerk. The text of the ordinance²² is given here:

Be it ordained by the mayor and councilmen of the city of Louisville that a public free school shall be, and same is, hereby established in said city under the following rules and regulations:

First: That said school shall be conducted upon the monitorial²³ system of education.

Second: No tuition fees shall be charged in said school. It shall be conducted exclusively at the expense of the city.

20. A Collection of Acts of Virginia and Kentucky Legislatures Relative to the City of Louisville, Prentice and Weissinger (afterwards Courier-Journal Job Printing Company), 1839, p. 57.

21. Council named in Appendix 1.

22. First City Ordinance, April 24, 1829.
Recorded at City Hall.

23. Monitorial system explained in Appendix 2.

Third: All white children from 6 to 14 years of age, whose parents or guardians reside within the charter limits of the city, shall be entitled to admission into said school and shall enjoy the advantage thereof.

Fourth: A board of trustees to consist of six members shall be annually elected by the mayor and board of councilmen, one of whom shall be elected chairman. They have the general superintendence, care, and direction of said schools and shall be responsible to the mayor and board of councilmen for the faithful discharge of their duties. They shall visit the schools at least once in every three months and report the condition thereof to the mayor and board of councilmen, particularly as to the order of the school and the deportment of the teachers and scholars. Any two of them shall have the power to admit children into said school and they shall have the power to pass all needful by-laws and rules for the good government of said school, not contrary to the laws or ordinances of the city.

Fifth: The said board of trustees shall annually elect a principal teacher for the said school, and from time to time they shall elect as many assistant teachers as may be necessary. The principal teacher shall be responsible for the government and good order of the school and shall report the conditions thereof to the chairman of the said board at least once in each month. The teachers shall pay particular attention to the morals, decency and good conduct of the scholars. The principal teacher shall be entitled to receive an annual salary for his services of \$750²⁴, payable quarterly and the assistant shall be entitled to receive a salary of \$400 per annum, payable in like manner, providing however that no assistant teacher to said school shall be elected except by consent of the mayor and board of councilmen.

Sixth: The board of trustees may receive donations in money or property for the purpose of

24. Comparative cost of living in 1829 may be found in Appendix 3.

establishing a separate school in each or any ward in the city and shall report from time to time to the mayor and board of councilmen the amount and character of such donations.

Seventh: The teachers and trustees elected under provisions of this ordinance shall be removable from the office at the pleasure of the mayor and board of councilmen, and the salary allowed to such teachers shall cease upon removal. Vacancies in the board of trustees shall be filled by council.

Eighth: There shall be annually appointed by the mayor and board of councilmen a committee of three members of said board whose duty it shall be to procure the necessary books, stationery, and apparatus for the purpose of said school and they shall report the amount thereof quarterly to said board, providing however that no appropriation of a sum exceeding \$50.00 shall be made without the express consent of the mayor and the board of councilmen.

.
At the meeting of the mayor and the board of councilmen on May 26, 1829, the ordinance was amended to admit children from 6 to 16 years of age instead of 6 to 14 years of age as originally provided. At that time also the selection of a school site was authorized.

The first building designated by the city for a free public school is described in the following sentences.

It was opened in the upper story of the Old Baptist Church on the southwest corner of 5th and Green with Mann Butler, the historian, as principal and Edward Baker assistant. The school began with 250 pupils.²⁵

²⁵ Durrett, Reuben T., Centenary of Louisville, Filson Club Publication No. 8, John Morten and Company, 1893, p. 104.

According to the fourth section of the Ordinance of 1829, school trustees were to be appointed by the mayor and board of councilmen. The first trustees selected were: James Guthrie, John P. Harrison, William Sale, James Vonstreet, Fortunatus Crosby, Jr. and Samuel Dickinson.²⁶

A school free from tuition did not exist long in Louisville. When the new school building was completed the next year at the cost of \$10,000,²⁷ it was found necessary to charge a small tuition fee. The tuition was one dollar per quarter in the primary and one dollar and a half in the other departments. Sometimes the trustees²⁸ would allow capable children to attend without paying a fee if their parents were unable to do so. In this new school, Mann Butler was principal teacher in the grammar department. Rev. Daniel C. Banks was principal of the female department and Alexander Ewell was principal of the primary department.

In 1830 the General Assembly enacted a law²⁹

26. Johnson, Stoddard, Memorial History of Louisville, Chicago: American Biographical Publishing Company, 1896, Vol. I, p. 234.

27. Description in Appendix 4.

28. Trustees listed in Appendix 5.

29. Kentucky Session Acts, 1829-30, Chapter CCCLXXX, p. 260.

which set apart escheated lands within the City of Louisville, together with all fines and penalties inflicted before the Jefferson circuit court, for the use and benefit of the public schools thereof. The funds obtained under this act were to be used in the purchase of lots and the erection of buildings.

Authorities on early Kentucky and Louisville history lament the fact that the first five years of school progress in Louisville were not carefully recorded. Mr. George W. Anderson says:

I have looked in vain for the records of the proceedings of the Board (1829) or any successive years' Board, including a period little short of five years. Meetings of the Board were unquestionably held regularly or irregularly during that long time and reports made of the condition of the school. The condition of the school, by the fourth section of the ordinance³⁰ which we have presented above, was to be reported by the Board to the mayor and councilmen once every quarter. I regret exceedingly this gap, and particularly so as it occurs at the most eventful period of the history of Public Schools . . . a gap exists in the history of the Public Schools so far as the records of proceedings are concerned of the Board of Trustees from election of first Board of Trustees in April 24, 1829 to March 14, 1834 inclusive.³¹

Further evidence that schools were in existence

30. Supra, p. 24.

31. Annual Report of Board of Trustees of the University and Public Schools to the Mayor and General Council, Louisville: Munger, Settle and Company, Printers, 1859-1860.

since 1829 can be found in the minutes of the Board of Trustees. For instance in the minutes of May 31, 1834 can be found:

Resolved. That Messers Tannehill, Goodwin, and Harrison be a committee from this Board to advertise for Teachers well qualified to conduct the several departments of the city school upon the monitorial plan. And that said committee notify the public that the several departments of the school will reopen on the first Monday in September being the commencement of the fifth year of the school.³²

From March 14, 1834 records were very well kept. The minutes of all the meetings were carefully recorded. In these minutes, the reports of committees give information of progress or decline or whatever mutations in the rules and regulations of the schools have taken place. The reports are written in nervous, careful, faithful penmanship, and show unflagging interest in the school.

As early as 1834 a need for night classes in elementary and grammar work was felt.

Ordered that the night school opens on the first Monday in November next and continues for four months under the superintendence of the principals of the City School and that said school be held in basement of the School House and regulated in accordance to the ordinance of the City Council making provision for such a school.³³

³². Minutes of Board of Trustees, May 31, 1834.

³³. Ibid., October 22, 1834.

In February 1835, twenty nine adult students were reported to be studying reading, writing and arithmetic in the night schools.

By October of 1835, the School House on Fifth and Walnut was becoming crowded, and the following resolution was passed by the Board of Trustees.

Resolved. That Mr. S. S. Goodwin, Mr. T. Joyes, Mr. Sam Dickinson be a committee to have the two new school houses fitted up upon the plan for monitorial instruction and report the expense to the Board.³⁴

These two schools, known as the upper and lower ward or 1st and 5th ward, were opened November 26, 1836.

On January 14, 1836, we find recorded the first districts for specific schools.

Resolved. That all children living between 1st and 8th Streets shall enter one of the departments of the Center School House on corner of Walnut and 5th Streets. All above First Street to the Eastern limits of the city shall enter one of the departments of school house in first ward and all below 8th Street to the Western limits of the city shall enter one of the departments of the School House in the 5th ward.³⁵

In March of 1836 the enrollment of these three schools totaled six hundred and fifty four scholars.

The Mayor and General Council changed the old style of Board of Trustees of the City Schools and

34. Ibid., October 21, 1835.

35. Ibid., January 14, 1836.

elected, in July 1837, a new Board under the title of The Board of Visitors and Examiners of the City Schools. This body consisted of twenty three members. Mr. S. S. Goodwin of the old Board was retained. He was a real leader in the success of the permanent establishment of public schools. Only five members of the new Board were necessary to form a quorum. This Board had no regular time of meeting. Between July 31, 1837 and July 30, 1838 only three meetings were held. The reader will note that this was the first Board elected after the panic of April 1837. It is possible that the visitors and examiners were busy with their individual business transactions. The city officials were busy with financial adjustments and may have discouraged any action on the part of the school directors. The public was certainly not school-minded.

The first mention of the term superintendent was found in the minutes in the following quotation. "The superintendent shall fix the limits from which each school shall receive pupils."³⁶ However this was a mere synonym for president, or chairman of Board of Trustees. There seems to be a variance in the actual

36. Minutes of the Board of Visitors and Examiners of the City Schools, October 12, 1839.

recording of the date at which a superintendent of city schools was established in Louisville. Arthur B. Moehlman credits Louisville with having a superintendent in 1837. Ellwood P. Cubberly³⁷ prints a table prepared by William T. Harris, while United States Commissioner of Education, which gives 1837 as the date of the first superintendent's appointment in Louisville. Edgar W. Knight discusses first city superintendencies in the following manner.

Providence, Rhode Island, probably furnishes the earliest example of a full-time professional superintendent of city schools in the United States. In 1836 Cambridge, Massachusetts, engaged at a salary of \$250 a year, a man who bore the title of superintendent, but his functions were probably similar to those of the usual New England school-visitors, who also have been known locally as superintendents. Buffalo, as already noted, appointed a superintendent in 1837. Louisville, Lexington, and Maysville in Kentucky each had an 'agent of the public schools' in 1838. . . . The agents of these Kentucky cities may have performed some of the duties of the superintendency, although that office did not fully develop even in Louisville until much later.³⁸

Mr. Moehlman says:

The progress of the city superintendent was slow and laborious. Many of the local incumbents were not even educators. Partisan and spoil

³⁷. Cubberly, Ellwood P., Public School Administration, Boston: Houghton, Mifflin and Company, 1929, p. 75.

³⁸. Knight, Edgar, Education in the United States, Boston: Ginn and Company, 1941, p. 304.

politics frequently played a part in their appointment and their tenure.³⁹

The first men to hold the superintendencies in the city of Louisville merely served as school clerks. These clerks, agents, or superintendents were not trained professional men. The chief school officer in Louisville had clerical and fiscal duties. As education in Louisville became more involved, the trustees could not manage the schools alone. A person was needed to make school management a full time job. Professional city superintendencies were slow to develop in Louisville as they were in other cities.

The title of agent was given to the man, from outside the Board members, who was appointed to oversee the work of the Louisville public schools. The economic depression of 1837 may have pointed out the need of such a person. A person was appointed who could devote his time almost exclusively to the schools. According to the minutes, an agent was appointed in Louisville in 1839. As has been stated, Professor Knight says that an agent was appointed in Louisville in 1838. In discussing the appointment of

³⁹. Meehlman, Arthur B., School Administration, Boston: Houghton, Mifflin and Company, 1940, p. 242.

the agent, Professor Knight may have recalled that the Kentucky Session Acts of 1837-1838 asked that reports be made by agents of the Louisville, Lexington and Maysville public schools. Mr. F. Crosby was the first agent of the Louisville Public Schools. He was appointed December 2, 1839. His duties are best described by the actual words of the minutes.

The duties prescribed to the agent under the new organization of the system were taken into consideration, and it appearing that he is required to visit the whole of the school at least once a week which will require him to visit two or three schools every day for five days in the week with the other duties prescribed by the 7th Section of the School Ordinance his whole time must of necessity be occupied, for which an adequate compensation should be given him, the Board is therefore of the opinion that it be recommended to the Mayor and Board of Councilmen that a salary of at least eight hundred dollars be allowed the Agent.⁴⁰

The number of children attending public schools in Louisville by 1842 is a further evidence that the problem of school administration was a full time job. As long as there were only a few schools, their management was not necessarily too burdensome for a board to handle without the aid of an agent. The following table shows school enrollment of 1842.

40. Minutes of the Board of Visitors and Examiners of City Schools, September 11, 1840.

TABLE I

LOUISVILLE PUBLIC SCHOOLS OF 1842⁴¹

Locational Name of School	Enrollment	
1. Primary School on Fifth Street	98 boys and girls	
2. Hancock Street School		
Boys' Department	90 boys	
Girls' Department		45 girls
3. Milford School	60 boys and girls	
4. German School on Second Street	40 boys and girls	
5. Bullitt Street School	58 boys and girls	
6. Grayson Street School		
Boys' Department	100 boys	
Girls' Department		35 girls
7. Grammar School on Jefferson		
Boys' Department	80 boys	
Girls' Department		58 girls
Primary School on Jefferson		
Girls' Department		70 girls
8. Center School, Walnut at Fifth		
Grammar Department, Boys	105 boys	
Girls		45 girls
Primary Department, Boys	65 boys	
Girls		65 girls
9. Primary School at Shippingport	45 boys and girls	
10. Portland Avenue School	41 boys and girls	

41. Minutes of Board of Visitors and Examiners
of City Schools, June, 1842.

In 1843 the city charter⁴² was amended. This amended charter made a more liberal provision for Louisville free schools. That portion of the charter which pertained to education ran as follows:

. . . That for a more permanent establishment of a system of free schools in the city of Louisville, the Mayor and Council may annually levy a tax not to exceed twenty cents on the hundred dollars, on the city assessment of real estate and slaves, collected as other taxes, and paid into the city treasury, there to be placed to the credit of the School Fund, to be applicable to the support of the free schools of the city of Louisville, in such manner and under such regulations as the Mayor and Council shall direct by ordinance, which levy shall be made in like manner as levies are now made, and shall be designated specially on each individual tax list, as a school tax and shall constitute the entire fund for the support of the free schools of the city of Louisville, derivable from taxation on city property.⁴³

The reader will note that this amendment made the tax collected apply to the city as a whole and not just to the ward in which the property was located.

The year 1851 was a busy one for the public schools of Louisville. A new charter was approved on March 24. The article relating to schools is as follows.

42. Louisville Charter of 1828.

43. Kentucky Session Acts, 1842-43, Chapter 250, p. 218.

Article X⁴⁴

Section 1. At the first election for city officers under this Charter there shall be elected by the qualified voters in each ward of said city, two persons, qualified as hereinbefore provided as trustees of the University and Public Schools of Louisville, and the persons so elected shall constitute and be styled the Board of Trustees of the University and Public Schools of Louisville, and the Board of Trustees first elected shall within three months after their election cause the trustees from each ward to be divided by lot into two classes and the members of the first class shall vacate their office at the end of one year from the day of their general election, and annually thereafter there shall be elected by the qualified voters in each ward one qualified person as Trustee of the University and Public Schools of Louisville who shall hold his office for two years and no longer.

Section 2. The control and management of the University of Louisville, and of the High School for Females, and of the Public Schools of Louisville, and of the property and funds belonging thereto, and which may accrue in any way to them, and for their establishment, management and maintenance under the provisions of this charter or otherwise, shall be vested in said Board of Trustees, subject to the provisions of this charter and ordinances passed by the General Council in relation thereto.

Section 3. The said Board of Trustees shall, before entering upon the duties of their offices, make oath or affirmation before some judicial officer of the Commonwealth faithfully to discharge the duties enjoined upon them by this charter and the ordinances of the General Council of said city.

Section 4. The said Board of Trustees shall have power to make by-laws, not in conflict with this charter or the city ordinances, for carrying out the duties of their office, and to determine

their own rules of proceeding; but a majority of the whole Board shall be necessary to form a quorum for the transaction of business; and they shall meet at least once a month and oftener if necessary for the transaction of business, and no appropriation of money shall be made by said Board without the concurrence of a majority of the members elect in office. And said Board shall keep a correct record of all their proceedings in a book provided for the purpose, which shall be at all times open to the inspection of citizens, of the Mayor, and of any member of the General Council.

Section 5. The said Board of Trustees shall elect a President and the Professors of the University of Louisville, the teachers of the High School for Females, and of the Public Schools of Louisville; regulate and fix the salaries of such President, Professors, and Teachers; and dismiss or suspend any teacher for misconduct or neglect of duty; prescribe the branches of education to be taught in the Academical Department of said University, in the High School for Females, and in the Public Schools of Louisville; prescribe the necessary qualifications for, and the mode of examination of pupils applying for admission to the said Academical Department and High School for Females and the number of pupils annually to be admitted to each; and they shall also fix the bounds of districts for each Public School within which the children shall be entitled to admission to said school and shall provide class books for children attending the Public Schools whose parents are unable to purchase them. It is provided however, that all free white children over six years of age within each district shall have equal rights of admission to the schools of that district; and that no catechism or other form of religious belief shall be taught or inculcated in, nor shall any class book be used or adopted for said schools which reflects upon any religious denominations; nor shall any of said schools be so conducted as to interfere with the religious beliefs of parents or of pupils. And it is also provided, That the first two years after the opening for the reception of pupils of said Academical Department, of said University and of said High School for Females,

all children of prescribed age and of qualifications shall have equal rights of admission to, and the enjoyment of such education as said Academical Department or said High School can confer; but after said two years no pupil shall be admitted to said Academical Department or High School who has not attended at least one scholastic year in one or more of the Public Schools of Louisville except that all orphan children raised and educated at either of the Orphan Asylums of said city, or in any other charitable institution now or hereafter established in said city, of the prescribed age and proficiency in learning, shall be entitled to the rights of admission to said Academical Department or said High School, and to the benefits of such education as may be conferred there. And it is further provided, That no fees shall be prescribed for said Academical Department of said University in said High Schools for Females or in said Public Schools of Louisville.

Section 6. The said Board of Trustees shall elect a principal Secretary who shall be School Agent and attend all meetings of said Board of Trustees or prescribed by ordinances and who shall receive for his services an annual salary of not less than \$500 to be fixed by ordinance payable quarterly.

Section 7. The said Board of Trustees shall, at the end of each scholastic year and at other times if required by the General Council make out and report to said Council a written or printed statement in such a form as may be prescribed by said Council showing the number of students in each Department of the University of Louisville, in the High School for Females, and in each of the Public Schools of Louisville, and the condition and amount of property and funds belonging thereto and such other information as the General Council may from time to time require.

Section 8. It shall be the duty of the General Council first elected under this charter to establish or create by ordinance a sufficient fund, and appropriate the same for the erection, establishment and maintenance of said University of Louisville and Public Schools of Louisville, under

the control and management of the Board of Trustees hereinbefore provided for, and the said Trustees shall, in the building provided therefor on the University Square in said city establish and maintain the Academical Department of said University of Louisville and cause to be erected in each ward of said city a School House or School Houses of uniform suitable and convenient construction, for the instruction of all qualified children applying for admission thereto, and with separate apartments for teaching male and female children. And in the year eighteen hundred and fifty two, the General Council shall cause to be erected a suitable building or buildings centrally located and establish and maintain therein a High School for Females wherein the female children of the prescribed age and qualifications as hereinbefore provided shall be admitted and receive instruction in such branches of education as the said Board of Trustees may prescribe taught therein.

Section 9. For the purpose of raising money for the maintenance of the University of Louisville, the High School for Females and the Public Schools of Louisville as above provided for, the General Council of said city shall, in the year eighteen hundred and fifty one, and annually thereafter cause to be levied and collected a tax of not less than twelve dollars and a half cents or more than twenty five cents on each one hundred dollars worth of property assessed for taxation within the city limits, as provided for in Article 4, 6th Sections, 1 and 2 of the charter; and for the same purposes and no other, shall be appropriated the sums which may be received from year to year as the portion of the said city School Fund of this Commonwealth and all fees and forfeitures collected in the City Court of Louisville for the use of the said University and Public Schools of Louisville as hereinbefore provided; and so much as may arise from real, personal, or mixed property in the city of Louisville which from alienage defect of heirs or failure of kindred capable in law to take the same, shall escheat to the Commonwealth of Kentucky, and which is hereby declared vested in the said Board of Trustees for the use and benefit of the University and Public Schools of Louisville and the said city by the Mayor thereof, or such

officer as the General Council may appoint for that purpose, shall enter upon and take possession of any and all such property or in its corporate name sue for and recover the same or any chose of action right, or credit of such decedent and reduce the entire estate into possession as aforesaid without office found. And the said Council shall furnish to said Board of Trustees an adequate amount of money, credit, or property, to enable the said Board of Trustees to build or procure such School House or School Houses in each ward as hereinbefore provided for, and this amount of money credit or property shall be in addition to the amount hereinbefore provided for, for the use and benefit of said University and High School for Females and said Public Schools.

Section 10. Should the provision hereinbefore made for raising means for the establishment and maintenance of said University and High School for Females and said Public Schools as hereinbefore provided for, be insufficient, it shall be the duty of the General Council first elected under this charter to pledge the credit of the said city for any sum or sums of money not exceeding seventy five thousand dollars, to carry into effect the educational system herein provided for; and the amount of money raised under this section shall be repaid out of the surplus that from time to time may exist in moneys raised by taxation, or otherwise accruing to the use and support of said University and Public Schools of Louisville.

Section 11. It shall be the duty of the Board of Trustees upon the completion of the assessment of property for taxation annually to ascertain the sum likely to accrue from taxation for the use of said University and Public Schools for the current fiscal year and also to ascertain and estimate as correctly as may be the whole amount of means applicable to educational purposes for the current fiscal year, and said Board of Trustees shall not expend or contract for the payment of a larger sum than the estimated amount to be received for the year. Provided, however, That this section shall not be constructed as to prevent said Board of Trustees from receiving and expending any sum that may come to them by gift or devise, or by any law of the Commonwealth or ordinances of the city passed hereafter.

Section 12. The said Board of Trustees shall have power to examine, or cause to be examined by competent persons, all applicants for the office of teacher in the High School for Females, and the Public Schools of Louisville.

Section 13. No portion of the property or funds held or raised for the University and Public Schools of Louisville shall ever be applied to the support of any school or schools which is or are not entirely under the control and management in every particular as the Public Schools of Louisville are of the said Board of Trustees of the University and Public Schools of Louisville.

Section 14. The said Board of Trustees and their successors in office, as provided for herein, shall take and hold the possession of all property and funds are set apart, for the use of said University and High School for Females, and the Public Schools of Louisville for educational purposes in said city but the University Square and all the property of the University of Louisville shall be held to the uses and purposes set forth in the deed of donation made by the Mayor and Council of said city to the President and Trustees of the Medical Institute of Louisville and in accordance with the resolutions adopted by the people of said city in mass meeting at the Radical Methodist Church on the 20th of October 1837.

In section one of the Charter of 1851, the new title of the school board is given as, Board of Trustees of the University and Public Schools of Louisville. This is an unusual form as changes made from time to time, in the government of the University of Louisville should have placed it under a separate board. In the months preceding the adoption of the Charter of 1851, the University waged a battle for its rights. In March of 1850, the mayor and city council

dispatched a resolution to the Trustees of the University asking about the Academic Department. The Trustees explained that they did not have enough money to make such an institution function and asked that an endowment be established. According to the report in A Centennial History of the University of Louisville:

The council was not moved favorably by this suggestion and, instead of complying with it, proposed to turn the Academic Department over to the city school system, which was already supported by taxes. This meant further legislation. The city officials therefore, petitioned the State Legislature for a new city charter, which would include a provision for the establishment of a general school board to be elected by popular vote, and to be officially designated 'The Trustees of the University of Louisville, the Female High School and the Public Schools of Louisville.' This indeed was an unusual move and the University resented it most bitterly. The Trustees sent their president, James Guthrie, to Frankfort to present the case of the University before the legislature and to prevent the passage, if possible, of that section of the proposed charter which subverted the existing rights and privileges of the University. Guthrie failed to block the passage of the bill and the charter was granted in 1851 as the city had requested. There was some question, however, as to the constitutionality of the section pertaining to the University. The legislature, therefore, made a provision in the charter that prohibited the execution of transfer until its constitutionality had been passed upon by the courts. The case was bitterly fought. The University appointed counsel to defend its rights as an independent institution. Eventually in 1854, the courts decided in favor of the University. The Academic Department had been saved once again, but, as before it was saved

without adequate financial support to operate it.⁴⁵

The Board, having read carefully the new Charter and learned what it was able to do according to law, began to take inventory of existing school conditions. In May of 1851, a committee appointed for the purpose reported on existing disadvantages in organization of city schools and suggested:

There shall be in each ward of the city of Louisville one school established, which school shall be kept in a building of suitable size for convenience, ventilation, and comfort necessary to render the school interesting and attractive. This school shall be divided into male and female divisions and each division shall consist of three departments, primary, secondary, and grammar departments. The school shall be under the care of two principals, male and female, who shall have the oversight of the several departments and shall have such assistance as the number of scholars may demand. Pupils may be admitted to the primary department at the age, boys of six, and girls of five years. From this department, they shall progress to the secondary department whenever qualified, the qualification to be determined by the principal teacher and the existing committee. In like manner, they shall be transferred when qualified to the grammar department and in this department they can remain until prepared to enter the boys, the academical department and the girls, the Female High School.⁴⁶

By 1852 we find the school enrollment has jumped

⁴⁵ Kentucky Writers' Project, A Centennial of the University of Louisville, Louisville: Standard Printing Company, 1939, pp. 17, 18.

⁴⁶ Minutes of the Board of Trustees of the University and Public Schools of Louisville, May 5, 1851.

to 4,303. The number of teachers employed during this year totalled fifty-seven. There were twenty-five male and thirty-two female teachers. In 1852, the principals were required for the first time to send monthly reports to the Board.

Table II will give the reader an idea of the cost of maintaining schools in 1858. The total cost for running all schools in 1858 amounted to \$63,307.32.

Improvement in school organization was made in 1860 through new rules decided upon by the Board. These new rules provided for: the grading and classification of pupils in proper manner, uniformity of all city schools, appointment of a principal in each building, physical well being of children, and head of Board must visit schools. Mr. George W. Anderson states in his report:

The deliberation of the Board during past year for the furtherance of the prosperity of the Schools, resulted in the adoption of measures from which much good may be reasonably expected. The new Rules and Regulations adopted for the better government of the Ward Schools, and which are to go into operation at the beginning of the ensuing school year, place the immediate supervision of these Schools where it should always have been and makes each a responsible head for all the departments of a building. This regulation and other regulations in accordance with it all contemplating the complete order of the Schools and a diligent and faithful discharge of duties by the teachers are promising of most happy results.

TABLE II

COST OF RUNNING FIRST WARD SCHOOL
SEPTEMBER 1857 - JUNE 1858⁴⁷

<hr/>		
One Teacher's Salary		\$ 850.00
One Teacher's Salary		550.00
Two Teachers' Salaries	\$650 each	1300.00
One Teacher's Salary		500.00
Three Teachers' Salaries	400 each	1200.00
Seven Teachers' Salaries	325 each	2275.00
One Teacher's Salary	From March 16	110.00
One German Teacher's Salary		650.00
One Janitor's Salary		300.00
		<hr/>
		\$7735.00
1857		
Sept. 4	1 Doz. Brooms	\$ 3.00
8	2 Class Books	2.00
21	1½ Quires Paper	1.37
Oct. 2	Bill Buckets	8.25
9	Insurance	61.00
21	C. Godfrey's Bill Painting	10.00
21	Hiram Jones Bill Repair	5.50
21	Jesse K. Long Bill Repair	9.31
26	Female High School Desks	145.00
26	Fuel	174.00
28	1 Doz. Brooms	3.00
Dec. 7	C. Godfrey Bill Glazing	9.20
1858		
Jan. 7	1 Doz. Brooms	3.00
Feb. 6	2 Globes, \$14 each	28.00
11	Younce and Son Bill Stove	235.95
Mar. 2	1 Doz. Brooms, 1 Class Book	4.00
April 5	Repairing shovel	.80
7	1 Class Book	1.00
20	1 Doz. Brooms, 3 Class Books	5.50
May 1	Story and Company Bill	1.50
June 7	Books Furnished Pupils	24.50
	A.M. Faris Bill Carpentry	8.00
		<hr/>
		744.46
		<hr/>
		\$8479.46
<hr/>		

47. Pupils entered 1227; average 1047; remaining 867; cost per pupil as per average \$8.10. Report of Board of Trustees of University and Public Schools of Louisville to the Mayor and General Council, June 1858, Louisville: Munger Settle and Company, Printers.

The Principal of each Ward School having the responsibility of the whole building thrown upon him must soon give evidence of his ability, or want of ability, for the office of Principal. He has every motive therefore to make manful exertions to sustain himself in his position and if he fails to do so, he cannot but see the necessity of resigning the position which he is unable to sustain with credit to himself and advantage to the School.⁴⁸

The facts that have been reproduced in this chapter show the results of the struggles between friends and enemies of public education in the city of Louisville. The school board had grown from a group of six appointed by the mayor and councilmen to a group of sixteen elected by the legal voters. The original board was dependent upon the feelings of the mayor and council. The later group of sixteen was given more power through charters and ordinances. The money available for school purposes was applied to the city as a whole instead of just the ward in which it was collected. During the period of 1829 to 1860, the work of the school system had increased to the point where a special agent was needed. The position of principal-teacher was replaced by that of principal. These various developments have created pertinent questions regarding the administration of

⁴⁸. Annual Report of Board of Trustees of the University and Public Schools of Louisville to Mayor and General Council, 1859-60, Louisville: Munger Settle and Company, Printers.

elementary education.

Administration alone cannot run a public school system. Material equipment and financial support necessary for instruction of pupils may be provided, but without proper organization the educational process cannot progress. The administrator should try to facilitate the work of instruction. In the following chapter, some aspects of early organization are examined.

CHAPTER IV

SOME ASPECTS OF THE INTERNAL ORGANIZATION OF THE LOUISVILLE PUBLIC ELEMENTARY SCHOOLS 1829-1860

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SOME ASPECTS OF THE INTERNAL ORGANIZATION OF THE LOUISVILLE PUBLIC ELEMENTARY SCHOOLS 1829-1860

The operation of a school system is a vital function. Without organization it would be impossible to supply anything but the most casual elementary education. The machinery essential to the management of children in schools of the early nineteenth century was not extensive. There was no necessity for these early schools in sparsely settled sections of our country to be elaborate. The first Louisville schools were very simple in their management. A complicated organization was not needed in a town so recently freed from Indian dangers.

Closely related to school operation were the textbooks. The textbooks largely decided the course of study and method. Books available for school use were not numerous. This may explain the few books used in the Louisville school of 1830. The following list of books used in the first city school will also show us what subjects were included in the course of study of 1830.⁴⁹

49. A Pamphlet Account of the Board of Education, Norwood and Palmer, 1830.

Boys' Books

The American First Class Book and National Reader
Walker's Dictionary Abridged (speller)
Kirkham's Last Edition (grammar)
Blair's Lectures Abridged (rhetoric)
Woodbridge or Worcester (social science)
Whelpley's Compendium of History (general history)
Colburn (arithmetic)

Girls' Books

Fowle's Spelling Book
Blair's Reading Exercises
Colburn's First Lesson and Sequel
Blair's Lectures Abridged and Simplified
Parley's First Lessons (geography)

All lessons were studied at school and pupils were not asked to carry books and slates to and from school.

The interval between school hours was to be given to rest and recreation.

There were three departments in the school: a primary for males on the first floor, a female department on the second floor, and a grammar department on the third floor. The primary department for males prepared the pupils in rudiments of reading, writing, arithmetic, and spelling. From the primary department, the boys progressed to the boys' grammar department on the third floor. In the grammar department, the pupils were given more comprehensive work in reading, writing, arithmetic, and spelling and to these subjects, general history and social science were added. The female

department on the second floor took in all branches of female class work. The girls were taught a simple geography in place of general history. The education of girls at this time was not as complete as that given to the boys, for the women of 1830 were not trained for much more than home duties. The teachers were in some cases women but as a rule women were concerned only with simple household tasks. The women were picked from the female students who showed special aptitude.

The teacher in the schools is the guide of the children and is the axis of the problem of public education. In the Louisville school of 1830, there was one principal teacher who received \$700 a year and taught in the grammar department. Another principal teacher in the primary department was paid \$600. The necessary assistants were appointed to help each of these principal teachers. The teachers of 1830 were required to teach according to the monitorial method of teaching. As early as 1834, there were controversies about the correct procedures of teaching. The following letters,⁵⁰ written by Mann Butler to the Mayor of Louisville and

50. Minutes of the Board of Trustees of City Schools, June 27, 1834.

to the Board of Trustees, are able examples of such disagreements.

June 27, 1834

To The Honorable Mayor of Louisville,

Sir:

The city government having thought fit to employ a misgovernment of the city school without any exception or formal enquiry and the Trustees having advertised for suitable teachers, as they allege by direction of the Municipal authority, I feel bound in courtesy to it and justice to a professional character of 28 years standing to resign my situation in the city school, as I do now to the city council whenever a successor may be appointed.

My departure has always been monitorial to the extent of those duties which cannot be performed by myself claiming as I do superiority to any monitor, and professing to do the city and its children more service than any monitor or unfinished scholar could do. These efforts in conformity with the ordinance of 1830 are conformable to all the instructions of the Trustees and the Public Reports of the Trustees, and to the committee of the council for the last five years, have been misinterpreted into an effort to escape from my duty.

To exert myself and bring every aid of experience into the service of the city schools instead of committing the task of instruction to the boys who came to the institution, has been stigmatized as a departure from duty. On those terms no teacher who is worthy of the public trust will or ought to serve two masters of such opposing dispositions and irreconcilable views. In the interim, I have the honor to remain

Respectfully,

(Mann Butler)

To The Board,

The trustees are apprized that I only hold the situation they have honored me with for the past five years till they think proper to fill it. If however they wish me to continue until the end of the session, notwithstanding the strange groundless interference of the city council, I am willing to do so. I shall expect however, as condition of this service, that the acceptance of my resignation be postponed until the end of the vacation in August, as has uniformly been the privilege of those who have faithfully worked through the previous year.

Very respectfully,

(Mann Butler)

The monitorial system⁵¹ was abandoned finally, six years after Mr. Butler's letters.

In 1834 we find that the Board felt that scholarship should be rewarded.

Resolved that Mr. Tannehill and Mr. Goodwin be a committee to visit the several departments of the city schools and ascertain what number of medals will be required: and they attend having said made.⁵²

After the examination, silver medals were delivered to the following pupils as a reward for their diligence and good behavior: In the Grammar Department--Alex Drake, Will Pettett, George Kaye, Robert New, Joseph Schwing, R. Drake, and Benj Reed. In the Female Department--Rebecca Morton, Elizabeth Ellison, Nancy Crandall, Sarah Pritchard, Elizabeth Knight, Mary Schwing, and Sophia Colman. In the Primary Department--

⁵¹. Monitorial system explained in Appendix 2.

⁵². Minutes of the Board of Trustees of the City Schools, July 10, 1834.

Will Bradley, W. P. Owen, W. Pettircer, William
 Twyman, George Wilkes, A. Dunlap, and Lee
 Athye.⁵³

Skilled supervision is necessary to school efficiency. Early educators were subject to visits by board members. In Louisville, trustees saw that teaching needed to be adequately supervised and that the function of teaching needed chief attention. When a new school board was organized in 1837, a group of men was appointed to visit and examine the schools. The committee was in addition to the visitation committee which consisted in each ward of that ward's trustees. The following resolution shows the organization.

Resolved: That a committee of four members of the board shall be appointed for the Center School and two committees of three members each for each of the other schools.

Resolved: That committee shall serve twelve months commencing with the first day of October next.

Resolved: That on any application for the place of teacher, the examination shall be made at a stated or called meeting of the Board and that no certificate shall be given to a candidate for the office of teacher except by a vote at such meeting of the board.⁵⁴

53. Minutes of Board of Trustees of City Schools,
June 31, 1834.

54. Minutes of the Board of Visitors and Examiners
of City Schools, July 31, 1837.

This early examination group was not very comprehensive. For example read the following report:

W. Buck, Chairman of the Upper School Committee, reported that he visited the Upper School but once, and that was about the time of the present quarter commencement. As far as a judgment could be formed, the teachers were doing their duty. He did not examine any of the classes. His other duties had prevented him from visiting them again. He hoped to do his duty better for the ensuing month.

The Chairman of Center School was out of the city.

The Chairman of Lower School had visited and found nothing lacking.⁵⁵

Skilled supervision calls for adequate preparation. When the Board of Visitors and Examiners of the City Schools were called upon to visit, they had to take time from their individual business. These officials had no training even if they had had the time. Discipline was their main concern. This superficial method accomplished very little. The teacher, her methods of instruction, and the subjects taught should have had more careful consideration. However by 1838, the committee for school examination was working more carefully as their report shows.

The committee of the public examination appointed by the Board at the last meeting having performed the duty assigned them beg leave to

55. Minutes of Board of Visitors and Examiners of City Schools, October 28, 1837.

report:

That the City Schools as a whole presented a favorable aspect and evidence of having done much good and the promise of future usefulness.

The female department, under the Misses Rogers and Cutter, presented examples of teaching and discipline highly satisfactory to the committee and they would cheerfully recommend the present incumbents to the Board to be continued in their respective departments.

The grammar department, under Mr. Gazley, exhibited very satisfactory results of the last year's labor and of the indefatigable and able teaching and management of the present incumbent who has for many years sustained the character of that school to the entire satisfaction of the public and we would therefore recommend his continuance.

The primary department in the Center House has been but a short time under the present teacher, Mr. McBurnie, but it exhibited evidence of a spirit of improvement infused into it by its present head and we think his manner and conduct bid fair to bring the school under an excellent discipline and system of instruction. Your committee therefore recommend the continuance of Mr. McBurnie.

Your committee regret that they cannot speak so favorably of the boys' department in the Lower House under Mr. Hyde and in the Upper House under Mr. Toy. Mr. Hyde, with education sufficient, no doubt, lacks discipline and government and exhibited some obvious defects in teaching. Mr. Toy has education enough no doubt, but he lacks efficiency both in governing and teaching. Your committee therefore cannot advise their continuance should candidate offer whose qualifications should give promise of higher usefulness.⁵⁶

Even though these early supervisory efforts on

56. Minutes of Board of Visitors and Examiners of City Schools, July 30, 1838.

the part of the existing boards seem very unprofessional, they pointed out the need of inspection. The findings of the committees were not always given issue for I found Mr. Toy's name in the later lists of teachers. Nevertheless supervision of that sort may have had some value as a spur. No doubt, Mr. Toy was informed of his weakness and given a chance to improve. Of course, I do not overlook the fact that he may have had a friend on the school board who was a powerful politician. Although we have little use today for inspectorial methods, this first form of supervision served as a beginning for intelligent criticism.

Parental criticism of the public school methods is based mainly on what parents learn from their children. It is very difficult for parents, who have been out of touch with educational procedure since they attended school, to interpret the methods used with their children. The relationship of the parent and the public school of the early nineteenth century was very far removed. The parent, in most cases, was educated by a private tutor. Most mothers and fathers discuss with their children their interests and their activities. The parents frequently accept their children's reports as accurate. From misrepresented facts,

school systems are sometimes misjudged. Discipline is a constant source of debate. Parents of the early city school children had complaints for the board of trustees. As a result of an angry parent's charge that his child was injured, the Board passed this resolution:

Resolved: That in the case of the lad, Cummins, the Board of Visitors are of the opinion that the injury sustained by him was owing rather to accident than any evil intention or designed cruelty on the part of the master, yet the Board disapproves of any mode of punishment like that resorted to by the master in his case and hereby enjoin it on the teachers of the Public Schools to abstain from such modes in future.⁵⁷

Such cases as the one just related and the findings of the examiners in their visits to the schools led to the establishment of a set of rules for the Louisville public schools. The following rules were drawn up in 1846.

Rules of Schools

1. There shall be no loud studying, no whispering among the scholars during school hours.
2. Perfect order must be maintained in and around the school house at all times. The allowing boisterous playing and every kind of disorderly conduct must be strictly avoided in the yards around the school houses and in the streets in their vicinity; and it is confidently expected

57. Minutes of the Board of Visitors and Examiners of the City Schools, June 23, 1843.

that the scholars in going to and from school will behave with entire decorum.

3. The teachers must take especial care that the gates to the yards are locked and the doors of the building which they occupy are properly fastened and secured when left.

4. All out buildings must be kept clean and in decent order.

5. Teachers must have their fires made before eight o'clock in the morning during winter.

6. No pupil shall be admitted into a grade school unless qualified in all the studies required in the primary school--must be able to spell readily and correctly; able to read in Goodrich's Third Reader fluently and intelligently and be acquainted with punctuation, all the stops and marks with them used in reading. Must know the Roman numerals and common abbreviations, the multiplication table, the tables of weights and measures found in Colburn's Mental Arithmetic, together with square and solid measures. Must understand perfectly Colburn's Arithmetic through the tenth section, in practical arithmetic must thoroughly understand numeration, addition, subtraction, multiplication, and division; in geography must be perfectly familiar with Mitchell's or Olney's Geography in Part 1st through the questions upon the Map of the United States.⁵⁸

The enrollment in the public schools of Louisville by 1848 had reached a total of three thousand, three hundred forty-five⁵⁹ free⁶⁰ pupils.

58. Minutes of the Board of Visitors and Examiners of the City Schools, September 18, 1846.

59. Ibid., June, 1848.

60. Ibid., October 18, 1847. (Report that schools were freed of tuition in 1840.)

Many of these pupils were loyal supporters of the schools. The interest of the children was caught by the parents. The papers of the time began to realize that school news would sell. School notices began to appear in the local papers consistently. The school officials realizing that public interest was growing began to publish dates of examinations. Parents and city members, who were interested, were invited to attend the testing of the schools. The following newspaper notice is typical.

City Schools - The Annual Examination of the City Schools will commence on Monday morning June 18 at 8 o'clock A.M. with the schools over the creek succeeded by the one on Main Street above the Woeland Garden. In the afternoon, the schools on Marshall and Hancock Streets will be examined.

Tuesday morning - The schools on Jefferson between Floyd and Preston Streets, and in the afternoon the schools on First Street between Walnut and Chestnut and at Pedee.

Wednesday morning - The schools between Main and Water Streets and one of the schools on Tenth Street.

Thursday morning - The remaining schools on Tenth Street, and in the afternoon the schools on the corner of Jefferson and Fourteenth Streets.

Friday morning - The schools on High Street and Shippingport.

Parents and all others who feel interested in the success of the schools are invited to attend.

On Saturday, June 23, at 8 o'clock A.M., the Board of Visitors and Examiners will meet at the

School House for the purpose of examining candidates for such vacancies as may exist in schools.

(Signed) G. J. Johnson, Agent⁶¹

Increased enrollment in the public schools brought with it representatives of many religious denominations. Religion is not a subject to include in a course of study of a public school system. In the years 1842 and 1843, a great deal of space was given to a discussion of Bible reading in the schools. Different versions of the Bible were authorized by different sects. The argument was over which version of the Bible was to be recognized. The minutes contain several letters from the Catholic Bishop at Bardstown and the replies of the existing school board. Clarifications in both cases were made with the resulting decision that certain scriptural reading be allowed.

Publicity and propaganda agencies not only aroused parents and trustees but teachers. Pioneer educational journals, newspapers, and public speeches began to urge educational expansion and refinement. Conventions reflected progressive educational sentiment. Conventions of one kind or another were held

61. Courier-Journal, June 18, 1849.

in almost every state in the United States. It is most interesting to learn that teachers' meetings were held as early as 1857 in Louisville. The following letter⁶² of E. A. Holyoke explains the proceedings.

July 6, 1858

The Teachers Convention:

Late in autumn of last year a call was made, through the leading journals of the State, for a Convention of Teachers to assemble at some central point to consider various plans for the advancement of Education throughout the State.

A gentleman who has devoted both time and means to this cause used his personal influence among the teachers of Louisville to induce them to take initiatory steps toward calling the convention. After several meetings and some discussion as to the mode and time of carrying out the project, it was finally decided to hold the Convention during the Christmas holidays; and the teachers of Louisville through their Committee of Arrangements issued the call to their brethren throughout the State.

This call set forth as the object of the meeting - 'The formation of a permanent Association of Teachers, and the discussion of several important topics connected with the experience of the Educator.' In response to the invitation, although the weather was peculiarly unfavorable to travel, a large number of the most experienced and prominent educators of the State were present, and the spirit which animated their meetings showed that all were filled with a determination that the three days for which they were convened should not pass without leaving a durable impression upon the educational prospect of the State.

62. Pamphlet - History of Proceedings of a Convention of Teachers Held in Louisville in 1857, Louisville: C. Settle, Printer, Louisville Free Public Library, Kentucky Room.

The Convention assembled at 2 o'clock P.M. on the 28 of December, 1857, when Professor E. A. Grant of Frankfort was called to preside over its deliberations. Two committees were then appointed, one to prepare business for the action of the Convention, and the other to draft a Constitution as the basis of a permanent organization. The evening was spent in listening to extempore addresses from the various gentlemen present in the place of the Lecture from the Hon. Henry Barnard who was prevented by severe illness from meeting with the Convention as had been arranged.

The session of the next day was very largely attended, many prominent teachers having arrived at a late hour on the day previous. The discussions were warm and animated, and many new ideas and good suggestions elicited from the varied experiences of those present. Near the close of the meeting, the Committee on Organization announced that they were prepared to report, and their report was received and laid over as the regular business of the following day. The evening was devoted to a Lecture by Rev. C. M. Mattoon, President of the Institution at College Hill near Cincinnati.

At the hour for assembling, on Wednesday morning the Convention was called to order, and after the regular business was finished the Constitution as drafted by the Committee on Organization was taken up, article by article, and after much discussion and various alterations and amendments was finally adopted. Thus was formed the Kentucky Association of Teachers which upon the adoption of the Constitution proceeded to the election of its officers with the following results.

President - Prof. E. A. Grant - Frankfort

Vice Presidents -

1. Prof. N. M. Crawford - Georgetown
2. Prof. W. H. Mitchell - Christianburg
3. Prof. C. N. Winston - Lexington
4. Prof. W. N. Harney - Lexington
5. Dr. S. Pettyman - Louisville
6. Dr. W. Waller - Shelby College
7. Dr. H. Moore - Louisville

- 8. J. M. Williams - Harrodsburg
- 9. G. E. Roberts - Louisville
- 10. Prof. J. S. Fall - Midway

Secretary - E. A. Holyoke - Louisville

Treasurer - J. T. Clarke - Louisville

After the appointment of various committees with instructions to report at the next meeting, the Association adjourned to meet at Lexington on the 6th of July, 1858.

E. A. Holyoke

Further evidence of thinking in terms of education is shown in the following quotations from the speech⁶³ of G. W. Morris. This speech was made at the commencement of the University of Louisville in 1859.

Education in the common acceptance of the term is defined to be that series of means by which the human understanding is gradually enlightened between infancy and the period when we consider ourselves qualified to take a part in active life. Ceasing to direct our views to the acquisition of new knowledge, or the formation of new habits, we are content to act upon the principles we have already acquired. . . . An education formed on this basis cannot be confined to six-sixteen but to from the cradle to the grave.

.
Nations have two natural sources of wealth: the one consisting in that of the soil; the other in that of the brain.

.
Say 'I will'; follow it up and there is nothing in reason you may not expect to accomplish. There is no magic, no miracle, no secret to him who is

63. Annual Report of Board of Trustees of University and Public Schools of Louisville to Mayor and General Council, Louisville: Munger Settle and Company, Printers, 1859.

brave in heart and determined in spirit.

Conventions and the resulting reports and public speeches pointing out educational aims helped to make the teachers practice self-analysis. The existing school board, after being subjected to progressive discussions, wanted to check the teachers and pupils. Pupil and teacher examinations in achievement were held early in the school development. Teachers questioned teaching results. E. A. Holyoke was uncertain about the spelling instruction in Louisville schools. Notice what he says in the following report⁶⁴ to the Board of Trustees.

I feel compelled to call the attention of the Board to the fact that among all those admitted to the High School upon their qualifications in Grammar, Arithmetic and Geography, the majority are deficient in Spelling and Defining. My whole experience in the High School where we receive our pupils from every quarter of the City, has convinced me that our school system is very deficient in this elementary education. Paper after paper, at the late examination of applicants, was found to contain the grossest mistakes in the spelling of familiar words. Thus the word 'nominative' was spelled 'nomitive,' 'predicate' 'preticate,' 'indicative' 'indigative,' besides various others where the spelling was equally bad. Indistinct articulation is the first cause of this, and spelling by ear, the second.

A copy of the examinations given as entrance

64. Annual Report of Board of Trustees of University and Public Schools of Louisville to Mayor and General Council, Louisville: Munger Settle and Company, Printers, 1859.

requirements to Louisville Female High School in 1859 may show you what the student of that year should have learned in her elementary work. The pupil was examined in grammar, geography, and arithmetic. The examinations⁶⁵ are copied here by subject.

Questions in Grammar

Directions: Parse all the italicised words and members, and letter your answers to correspond with the printed letters.

1. Two days (a) as many nights he slept,
Alone (b) unnoticed, and unwept.
2. For three long years (c) I bowed my pride,
A horse-boy (d) in his train to ride (e);
3. To be content (f) is his natural desire (g).
4. How calm (h) how beautiful come on
The silly (i) hours (j) when storms are gone.
5. What is the plural of wife? child? goose?
phenomenon?
6. Write the singular and plural possessive
cases of lady, child, man.
7. What is the subject of the infinitive mood?
8. What is the difference between a relative
and an interrogative pronoun?
9. When is the nominative used without a verb?

Questions in Geography

1. What two grand divisions of the earth in the
Western Hemisphere are connected by an isthmus?

65. Annual Report of Board of Trustees of
University and Public Schools of Louisville to Mayor
and General Council 1859-1860, Louisville: Munger,
Settle and Company, Printers.

2. What two are so connected in the Eastern Hemisphere? Name the isthmus in each.
3. What Cape is at the southern extremity of South America? Of Africa?
4. What are the principal islands in the Mediterranean Sea?
5. Between what countries is the Adriatic Sea?
6. Where are the Orkney Islands?
7. Mention some of the largest cities in the United States.
8. What mountains lie between Tennessee and North Carolina?
9. What three large lakes connected with each other, lie in the northern part of the United States?
10. What mountains separate Hindustan from Chinese Tartary?
11. Which is the largest inland sea in Asia? The smallest?
12. Through what bodies of water would you have to pass to go from Louisville to San Francisco, by way of New York? By way of New Orleans?

Questions in Arithmetic

1. What is the greatest common measure of the numbers 48, 24, 132, 144? Show how it is found.
2. Multiply the numbers $25\frac{1}{2}$ and $33\frac{1}{3}$ together without changing them to improper fractions first.
3. Reduce to a simple fraction $\frac{2\frac{1}{2} \times 3\frac{3}{4}}{2\frac{2}{5} \times 1\frac{1}{6}}$
4. Divide $1\frac{4}{5}$ by $\frac{6}{11}$, and multiply the quotient by $\frac{7}{8}$.
5. What are decimal factors?

6. Add decimally one and five-tenths, three hundred and forty-nine thousandths, and sixteen millionths.
7. At simple interest what is the amount of \$241.20 for 6 months and 20 days at 5 per cent?
8. What principal will in 1 yr. and 2 mos., at 6 per cent amount to \$642?
9. What is the discount of \$460, due 2 yrs. and 6 mos. hence, at 6 per cent?
10. By proportion find what 24 yds. of ribbon will cost, if 8 yds. cost 63 cents.
11. If 8 men in 12 days earn \$96, how much would 4 men earn in 6 days?
12. What is the square root of $\frac{64}{144}$? of $\frac{7}{8}$?
and of 470596?
13. What is a ratio?
14. What is a proportion?

The entrance examinations for male students were more comprehensive than those for the girls. The boys were tested in grammar, geography, history of United States, arithmetic, and algebra. If you will compare the following grammar examination for boys with the one for girls, you will notice the difference in content.

Questions in Grammar
(For Male Students)

1. Define a proper diphthong and an improper diphthong.

2. What is a primitive word, and what a derivative?
3. Name the different classes of nouns, define them, and give an example of each.
4. State the rule about forming the plural of the following irregular nouns: tooth, woman, penny, die.
5. When are horse and foot plural?
6. Decline man-servant.
7. Define the classes of adjectives and give some examples of each.
8. State the rule forming the comparative and superlative of adjectives and mention when the adverbs more and most are prefixed; give the comparative and superlative of the following adjectives; little, many, near, old, red.
9. State the rules using the pronouns who, which, what, and that.
10. What are transitive verbs and what intransitive? Form a sentence containing each.
11. When is a verb irregular and when regular?
12. Give the past and auxiliary perfect participle of the following verbs: go, smite, stay, lie, cleave, shoe, seethe.
13. State the difference in use between shall and will.
14. Define apposition and give an example.
15. Correct the following examples and give the rules: She looks beautifully. Either soldier in ranks could do it.
16. Analyze the sentences and parse the words in italics, in the following lines:

Yet oh when that wronged spirit of our race
Shall break as soon he must his long worn chains
And leap in freedom from his prison place,
Lord of his ancient hills and fruitful plains,
Let him not rise like those mad winds of air
To waste the loveliness that time could spare,
To fill the earth with woe, and blot her fair
Unconscious breast with blood from human veins.

These local high school entrance examinations would not compare very favorably with our modern tests in achievement and intelligence. These tests do not require much thought. Notice how the questions ask for factual answers. There are no "why," "how," or "prove" questions. These tests certainly show that the early idea of teaching was that facts, of the educator's selection, should be poured into the child's mind. One needs only to look at what an eighth grade child was required to know in 1860 to see how far the methods of teaching have progressed. Our modern pupil may not be able to give all the facts asked for in these examinations, but he would be better equipped to think. He could tell us why some of the states were larger than others beside just mentioning the names of the states. Memory training is important, but it will not do the student much good if he cannot think. The examinations served their purpose when used for it was the best method of testing available. Some form of testing is

necessary to learn levels of ability. These questions checked what was taught in 1860.

Along with the pupil examinations we might look at what was being done about the teachers' examinations. The report of a committee to investigate the teachers' examinations will clarify this subject.

Gentlemen:

The Board of Examiners to whom was submitted a report on the subject of examination made by the late Board would report that they have carefully considered the suggestions submitted to them and have come to the following conclusions.

1. That it is best to combine both the oral and written method in all future examinations of applicants for teacher situations.
2. That in the opinion of this Board of Examiners, applicants should be examined for four different grades of position as teachers; and in the studies and according to the plan embraced in the following schedule.

Candidates for teacher situations, shall be required to pass a satisfactory examination in United States History, Mental and Written Arithmetic, Geography, English, Grammar, and Algebra: in which examination the questions and problems are to be taken from the text books in use in the schools at the time.

Also an oral examination of such a nature as the examiners may in their judgment deem best fitted to show whether the candidates possess the faculties requested to impart information to pupils and will be likely to exercise a proper influence upon them.

Also that after the next examination all applicants be examined in the rules and exercises prefixed to any or all of the Goodrich Readers edited by Professor Noble Butler, so long as they continue in use in the Public Schools.

3. That we consider it the best plan for this Board to make to the Board of Trustees a report after each examination of the relative acquirements and abilities of the successful candidates which report the Board of Trustees may adopt as the basis of their action in the election of teachers instead of certificates: and we would suggest that if any of the successful candidates derive a certificate it shall be issued by the secretary of the Board of Trustees.
4. We would recommend that no undergraduate of either High School be eligible to a situation as teacher in the Public Schools without being examined for the purpose by the Board of Examiners and that graduates of the High Schools be subject to oral examination only.
5. We would recommend that an examination be held on the last Friday and Saturday of the present month and another on the last Friday and Saturday of September next.

Also that regular examinations be held in February and June hereafter.

6. We would recommend that all certificates of unemployed teachers shall expire on the last Thursday of September, 1860. At which time a special examination shall be held for the benefit of those whose certificates expired as above.
7. All recommendations of the Board shall expire two years from the date of such recommendations, except in the case of those who have been teaching at least six months in the Public Schools in the grade for which they may have been recommended. All others shall

be subjected to an oral examination.

(Signed) E. A. Grant, Chairman
S. W. Barton
E. A. Holyoke
N. Butler
Geo. E. Roberts
M. O. Wade
William Watts⁶⁶

To the above recommendations was added:

The Oral examination shall consist of exercises in Reading and Defining; explanations of such parts of the written works as may be required and a series of questions on School Government which shall give the candidates an opportunity to express their views on such topics as the obligations of teachers, mental and moral qualities a teacher should possess, government of schools, incentive to study, modes pertaining to the unruly, best methods of teaching certain subjects and such other topics as Board may direct.⁶⁷

This chapter reports the way in which the early school machinery worked. To the modern educator the early methods of handling problems of pupils, classroom, teachers, personnel, and public relations, seem clumsy. The school of yesterday was a simple institution in which book learning constituted the necessary equipment for teaching. Basic principles were evolved as their needs arose. The improved methods of certification in use today trace their

66. Minutes of Board of Trustees of University and Public Schools of Louisville, June 4, 1860.

67. Ibid.

birth to the simple certificates issued in the early nineteenth century. It is true that these first certificates were mere pieces of paper issued by the school boards upon successful examination. The first examinations were not as valid as our standardized tests of today. Yet these tests helped to formulate specific objectives in the course of study. Complete mastery of school instruments could not be expected by the middle nineteenth century. The formative period of education grew through the trial method. As a new need became apparent, a new method was tried. These experiments paved the way of the public education highway in Louisville.

CHAPTER V

SUMMARY

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SUMMARY

This thesis has recorded the growth of the Louisville public elementary schools from 1829 to 1860. As some of the issues discussed were long, it would be a good idea to summarize the development.

In the preceding chapters, I noted that the Constitution of the United States established no federal agency for the control of education. Up to the time of the Civil War such assistance, as was given, was through the medium of endowing the states with public lands. On account of this failure to set up national organization, the state became the unit of educational administration.

In Kentucky, the period of discussion reports, and debate on education came to a close about 1837. In 1838 the legislature passed an act to establish common schools in Kentucky. For a number of years educators and politicians struggled to establish a permanent school fund. Robert J. Breckinridge, in March 1850, succeeded in having the school fund considered part of the state debt. The taxation for school purposes grew slowly under permissive state

laws. The legislature did authorize an additional ad valorem tax of three cents in 1856. By 1860 the foundation of the Kentucky system of education had been laid. There were many citizens who continued to oppose the development of it. However most of the counties were supporting the school system.

The public elementary schools were established in Louisville in 1829 by the mayor and councilmen through the authority given in the Louisville Charter of 1828. The old Baptist Church was the first building used for a public school in the city of Louisville. The school house, which was erected on Walnut at Fifth, was completed in 1830. From this date as the number of students increased, more schools were built.

The executive authority of the first public schools of Louisville was vested in a board of trustees elected annually by the mayor and board of councilmen. This particular administrative group functioned until 1837 at which time the name of the group was changed. From the year 1837 until the year 1851, the title of the school board was The Board of Visitors and Examiners of the City Schools. This board was also elected by the mayor and general council. At the election of city officials in 1851, qualified

voters elected two persons from each ward to serve as school trustees. The persons elected served as members of the Board of Trustees of the University and Public Schools of Louisville. The board of trustees was dependent upon the city council for funds with which to support the schools. Through the years the school system has gradually gained some freedom from control by the council. During the period before the Civil War, the mayor and council were practically ex officio members of the board of school trustees.

The president, secretary-treasurer, and committees of the board of trustees carried out the rules and regulations of the local school system. It was the duty of the board to prepare courses of study, determine methods, enforce discipline rules, and visit the schools. As this work became too complicated for them to follow as a board, the school agent was appointed. The first agent was appointed in Louisville in 1839. To this official were assigned clerical duties and administrative functions which sub committees had carried out previous to this time. From 1851 to 1857, a secretary of the board of trustees did the work of the agent. In 1858, a superintendent and in 1859 a superintendent and secretary were delegated the jobs of

the sub committees. Hence in place of the board president or chairman, an acting manager from outside their own number was appointed to take over clerical and administrative supervision.

In the first years of public elementary schools in Louisville, the methods of teaching were monitorial in style. The twenty years before the Civil War, the teachers used the question and answer method. The questions in the school books of the time, were used. The traditional procedure of having all children recite in turn upon an assigned portion of a textbook was based on the idea that a child's mind was an empty reservoir to be filled with certain fixed facts. The teachers who taught in the early schools were continually urged to use the most economical method. The teacher and principal-teacher were burdened with large classes and school responsibilities. The principal in charge of a school was not appointed in Louisville until 1860.

Problems constantly face the educator. Education grows through problems such as have been traced in this thesis. Principles and objectives have to be established. Adjustments must be made through study and experimentation. The situation has become more

complicated in the modern years. Education has come to include a long list of new activities. These new complexities create additional burdens in direction and control. The pioneer in education did not work harder than the modern educator. Education today still requires skill and continual study.

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APPENDIX

APPENDIX

1. Councilmen under John C. Bucklin in 1839

First ward---George W. Meriweather
Richard Hall

Second ward--James Harrison
John Warren

Third ward---James McGilly Cuddy
Daniel McAllister

Fourth ward--James C. Johnson
Frederick Turner

Fifth ward---John M. Talbott
Elisha Applegate

2. Description of Monitorial Method of Teaching

The monitorial method is usually credited to two Englishmen. Bell in 1791 was led to employ monitors because the masters of a school in Madras of which he was superintendent offered a passive resistance to his effort to introduce a certain method of teaching the alphabet. In 1797, after his return to England, Bell recorded his work in a book called Experiment. This book attracted very little attention. Lancaster began to excite public interest about 1801 when he employed monitors because his school had grown very large and he was unable to pay more teachers. There is no doubt that the idea occurred independently to him, but he does give credit to Bell for "helpful hints." Lancaster also wrote a book called Improvements. These two men, then, deserve the rewards or punishments due the inventors of the monitorial system.

The monitorial method uses superior students to teach other pupils. The master, or teacher, trains the more intelligent pupils who in turn at the proper time train classmates. The monitors work with groups numbering from one to twenty.

The monitorial system, short lived in most places, flourished throughout the British Empire

for some forty years. This method of teaching was cheap and comparatively effective. In old schools methods of teaching were individual; hence the children except for a few minutes when they were saying their lessons were idle. In a monitorial school divided into classes with an abundance of teachers of a sort, there was no idling.

The inherent defects of the monitorial system were great and obvious. Moreover it served to draw attention to special preparation for teachers. In the following paragraphs concerning the monitorial system (as discussed in the Courier-Journal, April 24, 1929), we read local opinions of this method.

"Failure of the monitorial system of education based on cheap instruction was recognized by the Board of Trustees of the Louisville Free Public Schools after the first few months, but at the same time tax payers were grumbling about the added burden of taxation for any form of free school.

"Finally the forces of public opinion which already had caused the Board of Councilmen to reject Dr. Mann Butler's \$150 bill for expenses to New York and other Eastern cities to study the new system led to Dr. Mann Butler's resignation. The council at a meeting June 5, 1829 authorized the newly appointed principal to make the trip and appropriated \$150 for the purpose.

"The board at a meeting September 11, the same year, refused to allow \$116.06 of Dr. Butler's claim. It was held that his salary was sufficient and afforded ample remuneration for the services rendered. Sam Dickinson, clerk of the council, was directed to charge that amount against Dr. Butler to be withheld from the first quarterly salary payment due him."

There is no explanation in the minutes why the City Council chose to repudiate the appropriation. It is clear, however, that there was no educator in Louisville who had seen the system in operation, whereby one teacher with three or four assistants was charged with the instruction of 1,000 children by monitorial or Lancasterian method.

Dr. Butler did not make a very enthusiastic report after his trip to the East. He merely announced that he was ready to put the plan in operation. Subsequent developments showed that he had very little faith in the system.

Dr. Butler, an experienced teacher of reputed ability, refused to sit back while his instructors and monitors muddled through the recitations. Because of this attitude he ran into difficulties with his board of trustees. But it took thirteen years for the public of Louisville to realize that teaching in the elementary grades is a skilled art, and it took many more years to convince the public that the more elementary the subject the greater the skill required."

3. Cost of Living in 1829*

Bacon	3 to 3½ cents per pound
Hemp	9 to 12 cents per pound
Feathers	20 to 25 cents per pound
Corn	14 to 16 cents per bushel
Potatoes	25 to 30 cents per bushel
Flour	\$3 to \$3.50 per barrel
Tallow	6 to 7 cents per pound
Coffee	19 to 20 cents per pound
Maple Sugar	8 to 9 cents per pound
New Orleans Sugar	10 to 12 cents per pound
Whiskey	New - 16 to 18 cents per gallon Old - 27 to 30 cents per gallon

* Taken from Herald-Post, April 24, 1929,
School Centennial.

4. Description of School Building Erected 1830*

"City School House and City School

J. C. Bucklin, Mayor and Chairman, ex officio

Trustees - J. W. Palmer, Henry Pirtle, Samuel
Dickenson, Dr. Middleton, Frances
Johnson, James Ferguson

Samuel Dickenson, Secretary and Treasurer

Mann Butler, Principal of the Grammar Department

Miss Catherine Ewell, Principal of the Female
Department

Miss E. Elliot, Assistant do.

Malbon Kenyon, Principal Primary Department

Thomas Alexander, Assistant do.

A. N. Smith, Teacher of Penmanship

This building was begun by the Mayor and Council in 1829, and finished as far as ordered, in the ensuing summer. It is situated at the south western intersection of Walnut and 5th streets, extending a length of 94 feet on the former by 43 feet on the latter. Though yet short of its plan, it affords a handsome front of four stuccoed columns, in the Roman Ionic order. This spacious and airy building, devoted to the most laudable purposes, which morality, learning, and liberty all combine to consecrate, reflects immortal honor on the benevolent policy of its founders. It is capable of accommodating 700 or 800 pupils in the three departments into which it is divided. . . . The plan of the building conforms to that of the High School in the city of New York, though not to compare with it in the splendor of its fittings up as few edifices of instruction ever will rival that institution, in the useful elegance of its literary decorations."

* Taken from Louisville Directory - 1832 - pp. 136-138.

5. Board of Louisville Schools, 1829-1860

The executive board of Louisville Public Schools up to 1860 functioned under three different names: Board of Trustees of the City Schools 1829-1837, Board of Visitors and Examiners of City Schools 1837-1851, and Board of Trustees of the University and Public Schools of Louisville 1851-1860. The last mentioned group administered a little longer than June 1860. However, June 1860 is the date at which this study is being concluded.

Several of the following lists may be incomplete due to the fact that the most accurate source was the minutes of the organization. It is perfectly possible, in the lists so indicated, that several members' names may be omitted. In the early school board, regular attendance of members was not required. Therefore an entire period may have passed with certain members never attending.

The names given as chairman may vary also, because I noticed in some minutes that if the duly elected chairman was not there, another member was appointed chairman. In the year 1837, there were three different chairman signatures in the minutes.

As has been indicated in the body of this study, the term of superintendent was synonymous with agent, president, or chairman of the board. In 1848, Silas Sisson was listed in the Louisville Directory as superintendent, but he signed his name as agent in the minutes.

Board of Trustees of City Schools 1829-1830

James Guthrie
John P. Harrison
Fortunatus Crosby Jr.
William Sale
James Vonstreet
Samuel Dickinson

Board of Trustees of City Schools 1830-1831

Garnett Duncan
Fortunatus Crosby Jr.
Jacob Rheinhard
J. P. Declary

James W. Palmer
Samuel Dickinson

Board of Trustees of City Schools 1831-1832

J. W. Palmer
Henry Pirtle
Samuel Dickinson, Secretary and Treasurer
Dr. Middleton
Francis Johnston
James Ferguson

Board of Trustees of City Schools 1832-1833
(Incomplete list)

Dr. J. Middleton
Samuel Dickinson

Board of Trustees of City Schools 1833-1834

Wilkins Tannehill - Chairman
S. S. Goodwin
Dr. J. Middleton
John P. Harrison
Thomas Anderson
Samuel Dickinson - Secretary and Treasurer

Board of Trustees of City Schools 1834-1835

S. S. Goodwin - Chairman
Wilkins Tannehill
John P. Harrison
William Smith
Isaac Stewart
Samuel Dickinson - Secretary and Treasurer

Board of Trustees of City Schools 1835-1836

S. S. Goodwin - Chairman
Thomas Joyes
J. Y. Dashiell
Isaac Stewart
Coleman Daniel
H. Marshall
Ira Vail
G. J. Johnston
Abijah Boyless
Samuel Dickinson - Secretary and Treasurer

Board of Trustees of City Schools 1836-1837

S. S. Goodwin - Chairman
 Thomas Joyes
 Isaac Stewart
 Ira Vail
 Abijah Boyless
 G. J. Johnston
 Coleman Daniel
 Samuel Gwathmey
 Dr. Miller
 H. Marshall
 Samuel Dickinson - Secretary and Treasurer

Board of Visitors and Examiners of City Schools
1837-1838 (Appointed by Mayor and General Council,
 July 31, 1837. At this date also appeared a
 secretary who was not on Board.)

Samuel Dickinson - Secretary

Rev. B. O. Peers
 Rev. W. L. Breckinridge
 Rev. J. A. Reynolds
 Rev. W. C. Buck
 Rev. B. F. Crouch
 Rev. I. F. Clarke
 Rev. W. Jackson
 Rev. G. B. Elley
 Rev. W. Holman
 Rev. George W. Brush
 Rev. Thomas Joyes
 Dr. Jarvis
 Dr. Vail
 Dr. Bell
 Dr. Elston
 Dr. Rogers
 Frances Goddard
 S. S. Goodwin
 J. J. Dozier
 Wilkins Tannehill
 Henry Pirtle
 G. Dunnean
 J. A. Rosseau

Board of Visitors and Examiners of City Schools
1838-1839

Samuel Dickinson - Secretary
 (Resigned, May 27, 1839)

Wilkins Tannehill - Chairman
 Francis Goddard
 J. A. Rosseau
 J. J. Dozier
 S. S. Goodwin
 H. Pirtle
 G. Duncan
 Rev. W. L. Breekinridge
 Rev. J. A. Reynolds
 Rev. J. F. Clarke
 Rev. Geo. B. Elley
 Rev. B. F. Crouch
 Rev. W. C. Buck
 Rev. W. Jackson
 Rev. Thomas Joyes
 Rev. G. W. Brush
 Rev. W. Holman
 Dr. T. S. Bell
 Dr. A. P. Elston
 Dr. Lewis Rogers
 Dr. Ira Vail
 Dr. Ed Jarvis
 Dr. J. Hall

Board of Visitors and Examiners of City Schools
1839-1840

Fortunatus Crosby Jr. - Agent
 (Appointed, December 2, 1839)

S. S. Goodwin - Chairman
 William Jackson
 Edward Humphrey
 Thos. Ralston
 J. F. Clarke
 S. S. Nicholas
 Samuel Dickinson
 F. E. Goddard
 Ed. Jarvis
 Garnett Duncan
 Thomas Joyes
 H. A. Griswold
 J. H. Harney

Board of Visitors and Examiners of City Schools
1840-1841

Fortunatus Crosby Jr. - Agent

S. S. Goodwin - Chairman
 S. S. Nicholas
 F. E. Griswold
 Ed. Jarvis
 J. H. Harney
 Samuel Dickinson
 J. E. Clarke
 E. P. Humphrey
 William Jackson
 Thomas Ralston
 Robert McGill
 Jno. Finlay

Board of Visitors and Examiners of City Schools
1841-1842

Fortunatus Crosby Jr. - Agent

S. S. Goodwin - Chairman
 S. S. Nicholas
 F. E. Goddard
 H. A. Griswold
 Ed. Jarvis
 J. H. Harney
 Samuel Dickinson
 B. F. Hall
 E. P. Humphrey
 W. Jackson
 Jno. Finlay
 W. Willard
 Thomas Joyes
 W. Holman

Board of Visitors and Examiners of City Schools
1842-1843

Fortunatus Crosby - Agent

S. S. Goodwin - Chairman
 W. Cochran
 Curren Pope
 Samuel Richardson
 W. Nock
 James Speed

J. W. Bright
 Thomas Joyes
 G. Page
 James Pickett
 J. Baldwin
 Dr. Roberts
 Charles Ripley

Board of Visitors and Examiners of City Schools
1843-1844

Fortunatus Crosby - Agent

S. S. Goodwin - Chairman
 S. S. Nicholas
 J. Baldwin
 H. A. Griswold
 F. E. Goddard
 J. H. Harney
 J. Hulme
 S. Dickinson
 E. P. Humphrey
 J. H. Heywood
 T. S. Malcolm
 Rev. Larkin
 G. W. Brush

Board of Visitors and Examiners of City Schools
1844-1845

Fortunatus Crosby - Agent

S. S. Goodwin - Chairman
 J. H. Harney
 J. Hulme
 S. Dickinson
 T. S. Malcolm
 E. McGinnis
 J. H. Heywood
 S. S. Nicholas
 E. P. Humphrey
 H. A. Griswold
 James Speed
 Thos. Joyes

Board of Visitors and Examiners of City Schools
1845-1846

Fortunatus Crosby - Agent

S. S. Goodwin - Chairman
S. S. Nicholas
J. H. Harney
E. McGinnis
H. A. Griswold
T. S. Malcolm
S. S. Bucklin
J. H. Heywood
J. R. Butler
J. Craik

Board of Visitors and Examiners of City Schools
1846-1847

Silas Sisson - Agent

S. S. Goodwin - Chairman
S. S. Nicholas
J. R. Butler
H. Pirtle
J. Speed
J. H. Harney
E. McGinnis
J. H. Heywood
Thos. Joyes
S. S. Bucklin
J. Craik
F. E. Griswold

Board of Visitors and Examiners of City Schools
1847-1848

Silas Sisson - Agent

S. S. Goodwin - Chairman
S. S. Nicholas
J. H. Heywood
A. D. Sears
H. Pirtle
E. P. Humphrey
Thos. Joyes
F. E. Griswold
James Speed
S. S. Bucklin
J. R. Butler
F. Crosby
Mr. Beach

Board of Visitors and Examiners of City Schools
1848-1849

Silas Sisson - Agent

J. H. Heywood - Chairman
S. S. Nicholas
E. McGinnis
E. P. Humphrey
A. D. Sears
F. E. Griswold
J. R. Butler
F. Crosby
H. Pirtle
Mr. Gallagher
James Speed
Mr. Beach

Board of Visitors and Examiners of City Schools
1849-1850

G. E. Johnston - Agent

J. H. Heywood - Chairman
S. S. Nicholas
A. D. Sears
Mr. Beach
F. Crosby
Mr. Gallagher
Sam Forwood
H. Pirtle
J. R. Butler
J. Speed
B. Ballard
Thos. Joyes
J. C. Talbot
Alex Larue
Thos. Shreve
E. S. Worthington

Board of Trustees of the University and Public
Schools of Louisville 1850-1851 (incomplete list)

1st Ward	William Burton A. W. Harris
2nd Ward	J. R. Butler J. R. Hamilton
3rd Ward	W. H. Shrader
4th Ward	J. H. Harney - President E. W. Schon
5th Ward	W. Preston Geo. W. Morris
6th Ward	F. P. Hughes John Sargent
7th Ward	J. H. Heywood
8th Ward	Geo. Thompson O. L. Leonard

Board of Trustees of the University and Public
Schools of Louisville 1851-1852 (incomplete list)

1st Ward	William Burton A. W. Harris
2nd Ward	J. R. Hamilton
3rd Ward	W. H. Shrader
4th Ward	J. H. Harney - President E. W. Schon
5th Ward	Geo. W. Morris W. Preston
6th Ward	F. P. Hughes John Sargent

7th Ward J. Heywood
--- Hobson

8th Ward Geo. Thompson
O. L. Leonard

Board of Trustees of the University and Public
Schools of Louisville 1852-1853 (Incomplete list)

James McBurnie - Secretary

1st Ward A. W. Harris
--- Elliott

2nd Ward J. R. Hamilton
M. W. Redd

3rd Ward W. H. Shrader

4th Ward E. W. Schon
J. H. Harney - President

5th Ward L. Seay
W. Preston

6th Ward F. P. Hughes
--- Thum

7th Ward J. H. Heywood
--- Hobson

8th Ward Geo. Thompson
O. L. Leonard

Board of Trustees of the University and Public
Schools of Louisville 1853-1854

James McBurnie - Secretary

1st Ward Dr. J. A. Krack
John C. Beeman

2nd Ward J. R. Hamilton
M. W. Redd

3rd Ward William R. Shrader
V. Overall

4th Ward E. W. Sehon
 J. H. Harney - Vice President

5th Ward Leonard Seay
 George W. Morris

6th Ward T. P. Hughes
 William Hawsee

7th Ward J. W. Heywood - President
 William Hill

8th Ward Dr. O. L. Leonard
 E. Needham

Board of Trustees of the University and Public
Schools of Louisville 1854-1855

John P. Smith - Secretary

1st Ward John Downing
 J. A. Krack

2nd Ward Geo. H. Tingley
 James R. Hamilton

3rd Ward John M. Robinson
 V. Overall

4th Ward A. S. Newton
 John H. Harney - Vice President

5th Ward Leonard Seay
 G. W. Morris

6th Ward John N. McMichael
 Thomas P. Hughes

7th Ward John H. Heywood - President
 William Hill

8th Ward John M. Houston
 M. Aikin

Board of Trustees of the University and Public
Schools of Louisville 1855-1856

John Smith - Secretary

1st Ward	J. Downing J. A. Krack
2nd Ward	George H. Tingley Sam Caswell
3rd Ward	John M. Robinson Alex S. Woodruff
4th Ward	A. S. Newton John Q. De Garmo
5th Ward	Leonard Seay Charles Ripley
6th Ward	John N. McMichael Wm. S. Pilcher
7th Ward	John H. Heywood - President G. W. Anderson
8th Ward	John M. Houston S. D. Choate

Board of Trustees of the University and Public
Schools of Louisville 1856-1857

John Smith - Secretary

1st Ward	E. D. Weatherford Robert H. Snyder
2nd Ward	John F. King W. Cross
3rd Ward	A. S. Woodruff James M. Buchanan
4th Ward	Rufus Somerby Joseph N. Glover
5th Ward	Ed S. Worthington D. D. Thomson - Vice President

6th Ward Joseph Clement
 E. D. Standiford

7th Ward Geo. W. Anderson - President
 Mandeville Thum

8th Ward E. D. Stewart
 F. F. Avery

Board of Trustees of the University and Public
Schools of Louisville 1857-1858

John Smith - Secretary

1st Ward John Lyons
 Dr. E. D. Weatherford

2nd Ward Henry Russell
 John King

3rd Ward Henry L. Pope
 A. S. Woodruff

4th Ward Nathaniel Wolfe
 John Milton - Vice President

5th Ward Dr. D. D. Thomson - President
 Hamilton Pope

6th Ward J. H. Morton Morris
 Joseph Clement

7th Ward W. F. Bullock
 Edwin Morris

8th Ward B. F. Avery
 E. D. Stewart

Board of Trustees of the University and Public
Schools of Louisville 1858-1859

G. W. Anderson - Superintendent

1st Ward Alexander Gilmore
 John G. Lyons

2nd Ward W. H. Watts
 Henry Russell

3rd Ward	Benjamin O. Davis William Duerson
4th Ward	John Milton - Vice President Nathaniel Wolfe
5th Ward	Sim Watkins Dr. D. D. Thomson
6th Ward	James Marshall John H. Morton Morris
7th Ward	Geo. W. Morris - President William F. Bullock
8th Ward	Dr. U. C. Sherrill C. D. Pennebaker

Board of Trustees of the University and Public
Schools of Louisville 1859-1860

G. W. Anderson-Superintendent

J. P. Gheen-Secretary

1st Ward	M. O. Wade Alexander Gilmore
2nd Ward	Dr. W. E. Gilpin William Watt
3rd Ward	Geo. E. Roberts Benjamin Davis
4th Ward	Nathaniel Wolfe John Milton
5th Ward	Samuel Matlack Sim Watkins
6th Ward	Joseph Clements James Marshall
7th Ward	James Kennedy Geo. W. Morris - President
8th Ward	C. D. Pennebaker - Vice President J. W. Earick

6. State Superintendents of Education

1838-1839	Rev. Joseph James Bullock D.D.
1839-1840	Rev. Hubbard Hinde Kavanaugh
1840-1842	Right Rev. Benjamin Bosworth Smith
1842-1843	George W. Brush
1843-1847	Ryland Thompson Dillard
1847-1851	Rev. Robert Jefferson Breckinridge
1853-1859	Rev. John Daniel Mathews D.D.
1859-1863	Hon. Robert Richardson