

Some Notes on the Founding of Ithaca High School, 1873-1894¹

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From Academy to High School

On June 11, 1875, the Ithaca Academy conducted its final commencement exercises “in the presence of a large audience, composed of patrons of the institution and friends of the students.”¹ After a piano performance and prayer, students recited a number of essays. Principal Wesley C. Ginn then handed diplomas to the eight graduates and commented on each of their accomplishments. As the principal finished, the reporter for the *Ithaca Journal* “could not help thinking of the many fine classes of students he [Ginn] had graduated since having charge of the Academy . . . Whether he will remain in charge of the institution when it is converted into a high school is as yet uncertain, but if he does not, wherever he may go, our people will wish him success.”² The *Ithaca Democrat* also offered a flattering account of the final commencement exercises and praised Ginn and the academy teachers for their efforts. Unlike the *Ithaca Journal*, however, it lamented the demise of the academy: “The Ithaca Academy is now a thing of the past, and in its place we are to have a higher school, with no better literary advantages, but an increased taxation to support it. It will however gratify some of ‘the friends of education in Ithaca’ who are hungry for a position under, or in it.”³

The transition of Ithaca Academy into Ithaca High School in the fall of 1875 was part of a larger, contested effort to consolidate governance of all the town's district schools under a single board of education. Seeking to bolster the strategic significance of Ithaca in a changing economy, leading local businessmen promoted the idea that the town's new identity as the home of Cornell University required that the local schools be consolidated and improved. Although their initial effort to reorganize local schools failed at the polls, proponents soon succeeded in effecting their plan by seeking a special charter directly from the state legislature. This new charter in turn gave the reformers the authority to assume control of the academy and establish a public high school. By circumventing local voters to achieve their goals, however, proponents of the new school system initiated an extended debate over the control of schooling and the meaning of higher education in Ithaca. As the leading proponents of a unified, graded system acquired the power to effect their plans in 1874, the subject of public schooling moved to the center of party politics in Ithaca, much as it was simultaneously doing in national politics.⁴

In the spring of 1873, leading local businessmen had initiated an effort to establish a unified graded school system in Ithaca. Arguing that such a system would provide greater opportunity for all children to advance even to the university, these men also suggested that it “annihilate[d] caste and aristocracy among our youth.”⁵ At several public meetings in April and May, they put forth a resolution “[t]hat the interests of the people of Ithaca require that the public schools of the village be organized as a system of graded schools embracing primary schools, an intermediate school and the academy.”⁶

¹ This narrative draws from a fuller account in Sevan G. Terzian & Nancy Beadie, “‘Let the People Remember It’: Academies and the Rise of Public High Schools, 1865-1890,” in Eds. Nancy Beadie & Kim Tolley, *Chartered Schools: Two Hundred Years of Independent Academies in the United States, 1727-1925* (New York: RoutledgeFalmer, 2002).

This effort to reorganize the Ithaca schools and establish a public high school was part of a new wave of boosterism not unlike the one that led to the original organization of Ithaca Academy in the 1820s. As railroads rather than canals became the dominant means of transporting goods, Ithaca stood to lose its strategic importance, as the hilly landscape that surrounded Ithaca hindered the construction of rail lines. Recognizing both the challenges and the opportunities represented by a changing postbellum economy, leading businessmen and politicians launched a second wave of boosterism in the 1860s. The most prominent aspect of these efforts was the founding of Cornell University in 1865, but Ezra Cornell and others also invested in other booster projects. In addition to securing the state land grant for Ithaca, for example, Cornell founded a public library in 1863 and invested several million dollars in local railroads. The latter investment led to Cornell's financial ruin in the financial panic of 1873, however, and a loss of local confidence in Ithaca's future as a great commercial metropolis.⁷ By the mid-1870s, a number of prominent Ithacans had begun to adopt a new vision of Ithaca as a prominent educational center.⁸ The rapidly growing reputation of Cornell University, which enrolled its first students in 1868, fueled such aspirations.⁹

One of the leaders in articulating the new vision of Ithaca's future was Edward Esty. An avowed Republican, Esty represented Tompkins County in the New York State Assembly in 1858 and subsequently served in the state senate. Esty also came from a family of considerable wealth. He inherited a large tannery in Ithaca that was subsequently destroyed by a massive fire in 1871. He also served on the board of Ithaca Academy.¹⁰ Esty frequently justified various educational initiatives by characterizing the Ithaca community as a place of learning and arguing that it behooved Ithacans to follow the example of the university on East Hill. In Esty's mind, the public schools in Ithaca needed to complement the growing prestige of Cornell University through a closely supervised system with improved physical facilities and full local support. He warned his fellow residents that apathy towards educational growth would render them "unworthy of those who have the honor of a University town in their keeping."¹¹

As in many other areas of the country where consolidated, graded schools were proposed, however, many Ithaca residents did not support such a plan.¹² In the spring of 1873 a majority of residents voted against the proposed measures, a development that caused Esty to feel "a tinge of pain and shame for my native village."¹³ It even surprised the editors of the local Democratic newspaper, who were generally leery of public expenditures, and who expressed their disappointment: "We concede the wisdom and good judgement in making haste slowly, but when men throw themselves under the wheels of progress to stop an improvement so much needed as we need more and better schools, they must not be surprised if they get squeezed."¹⁴

The proponents of a public school system were not daunted for long, however, as they initiated another campaign in the following spring. At a public meeting held at Library Hall on the evening of March 3, 1874, advocates of a graded system introduced more arguments in favor of their plan. They argued that the founding of Cornell University had transformed Ithaca into a "cosmopolitan" community. Ithacans had become "citizens of the world," and that "all eyes. . .[were]. . .turned towards us."¹⁵ Ithacans needed to cultivate a reputation for their town as a great educational center, much in the way that Pittsburgh had made its name in iron production, and Lynn, Massachusetts, in shoes. Advocates of the new system also attacked the academy. They

labeled it as financially dependent upon fluctuating student enrollments and superfluous to a graded system, as a public high school would ostensibly be sufficient for preparing students who aspired to enter college. Instead of putting these propositions to the voters, this time, however, Esty and his cohorts presented a resolution that appealed to the state legislature to pass a special act to create a public school system in Ithaca. The majority of those in attendance approved the measure.¹⁶

Not all local residents found these proceedings to have been appropriate, however. In particular, a group of Ithacans suggested that the full contents of the resolution to appeal to the state legislature had not been revealed at the meeting of March 3. They suspected the motives of Esty and his cohorts and objected that the inaugural members of the board of education had been appointed secretly. As a result, some local residents distributed a petition to block the request to the state legislature. These opponents were careful to add, however, that they did not object to the creation of a graded system of public schools. But they demanded to have a voice in the creation of the board of education: to retain their "unquestionable right."¹⁷ Nonetheless, these protests did not thwart the state legislature. On April 4, 1874, it voted favor of a law that created the Ithaca Board of Education and appointed 12 members with Edward Esty as its first president.

This development did not silence the voices of protest. In the fall of 1874, the editors of the *Ithaca Democrat* voiced their objections to the methods used to create the board of education and to the levying of taxes to support this new public enterprise. They decried the tax burden brought about by the establishment of the public high school, and they did not see what academic advantages the high school had over the academy. Although they had favored the creation of a graded school system in the spring of 1874, they accused local and state Republican leaders of creating the public high school without popular support. To make matters worse, the editors lamented that all but one member of the newly appointed board of education was a Republican. They also accused the board of education of belonging to a radical Republican group ("The Ring") that did not have the best interests of local residents in mind: "Can the people long afford such an expensive luxury as a Radical Board of Education, forced upon them by a Radical Legislature and put through by our Radical members in Albany last winter? LET THE PEOPLE REMEMBER IT, AND PROTEST AT THE BALLOT BOX IN NOVEMBER."¹⁸

Editors of the *Ithaca Democrat* in Ithaca especially resented the levying of taxes to support the new school system: "Taxes have become thicker under the reign of our Radical Board of Education than grasshoppers out west, and just as destructive [sic] to the prosperity of the town."¹⁹ A letter to the editor in the following week indicated that some citizens were wary of these developments as well: "No one is opposed to spending all the *necessary* money for the cause of education, but bread is as essential to manhood as learning. . .[and]. . .taxes at this time, when the town is already supporting three railroads, should be made as light as possible."²⁰ Another letter suggested that the creation of the local board of education by act of the state legislature was undemocratic: "If the present Board of Education had been created by the votes of the electors of this village we should look at it in a different light."²¹ The strategy of lobbying the state legislature for a law to establish a system of grade schools constituted a significant end-run around local voters.

The advocates of a graded school system in Ithaca may have resorted to this measure because they feared that their resolution would be defeated as it had been a year earlier.

Having thereby succeeded in consolidating local schools into a graded system, leaders of the system went on to organize a district high school. Section 20 of the state act of 1874 granted the newly formed board of education in Ithaca the right to organize an academy or high school, and Section 22 allowed the academy trustees the power to transfer their school to the board. In the 1874-1875 school year, Ithaca Academy continued to operate outside the purview of the board of education and the newly formed graded schools. On March 16, 1875, however, the trustees of the academy decided that they would transfer their school to the board: “the time has arrived when the system of graded schools adopted needs for its completion the organization of such high school or academy.”²² It did not make sense to the trustees for the board of education to create its own institution of secondary education that would compete with the academy. As a result, they reasoned that “the transfer contemplated. . . would save the District a large expenditure and harmonize into one complete system the educational interests of the Village.”²³ The conditional leasing of the academy building, with the exception of the library, to the board of education for five years at a dollar per year was made official at a trustee meeting on October 6, 1875. The resolution stipulated that “none but academic pupils shall be taught upon the premises” and that students who did not reside in Ithaca should have to pay tuition to attend.²⁴

All of this seems simple enough. But these changes furthered the suspicions and criticisms of the editors of the *Ithaca Democrat*. The editors could not understand why the academy should cease to operate and give way to a publicly funded high school: “we do not yet see what good is to accrue in making a self-sustaining institution a burden on the people, as will be the result of changing the Academy into a Graded School. . . The only benefit will be to the Board of Education which thereby increases its power for evil.”²⁵ Specifically, the editors opposed the implementation of the projected six to eight thousand dollar rise in local taxes: “We predict that the taxpayers of this corporation will understand the meaning of a ‘high school’ before another year rolls round.”²⁶ The editors also resented the plight of Principal Ginn of the academy and urged at least that the board of education hire him as superintendent of the year-old school system.²⁷ Their wish was not granted, and despite some local objections, Ithaca High School assumed the facilities of the Ithaca Academy in the fall of 1875.

The push to establish a system of public schools with a high school as its crown was part of a larger effort to enhance the economic growth of the Village of Ithaca from the Civil War through the 1880s by building more railroads and founding new industries such as the Ithaca Calendar Clock company and Ithaca Gun Works. This second wave of economic growth in Ithaca rekindled visions of a bustling commercial and transportation center. Unlike the boom of the 1820s and 1830s, however, this growth was accompanied by the creation of Cornell University. Its founding fueled the arguments of local public school advocates—even if Ithaca might not realize its industrial aspirations, it could build a reputation as a first-class educational center. Such a development would perhaps bolster the local economy as well. However, the political maneuverings of Republican boosters of Ithaca High School aroused the suspicions of some residents and the editors of the Democratic newspaper. What benefits would a high school provide that the existing academy did not? Why was additional public taxation necessary if the academy

had been doing such a fine job? In the 1870s, the advocates of the high school did not answer these questions in a way that satisfied their critics.

Curricular Initiatives and Continued Scrutiny

For five decades, Ithaca Academy had enrolled thousands of students and garnered the respect of the local community. The curriculum of the academy was sufficiently varied throughout its history to accommodate the various needs and interests of students. This flexibility contributed to the school's popularity. Indeed, hundreds of local residents attended public speaking competitions and commencement ceremonies each year. In a public speech in 1873, however, Cornell University President Andrew Dickson White made some disparaging remarks about the district schools in Ithaca. This criticism may have sparked the local movement to establish a unified system of graded schools. And in their quest to create a board of education, the founders of the school system in Ithaca quickly viewed the academy as an institution ripe for acquisition to serve as a liaison between the elementary and grammar schools on the one hand, and the university on the other.

The curriculum and mission of Ithaca High School eventually resembled those of the academy, but in its earliest years, I.H.S. placed an almost exclusive emphasis on advanced academic subjects. This orientation elicited the disapproval of skeptics who did not believe in taxing the public for advanced courses that served a fraction of the adolescent population. According to this view, the academy had constituted a better alternative, as individual students, not the entire community, paid for the privilege of taking advanced subjects. In addition, a number of local residents resented the sneaky maneuverings of Esty and his cohorts to establish the system of graded schools in 1874. Thus, the transition from academy to high school in 1875 was characterized by conflict in the community, and Ithaca's first superintendent of public schools, Luther Clark Foster, faced a barrage of criticism. Ithaca High School occupied a precarious position in the town's educational landscape in the late 1870s.

When it first opened its doors in the fall of 1875, Ithaca High School offered two courses of study; the classical and scientific programs lasted three years each. Both aimed to prepare students for admission into institutions of higher education, primarily Cornell University. The heavy emphasis on college preparation was not typical of most high schools of the late nineteenth century.²⁸ Foster praised this curricular orientation and claimed that it rivaled "that in the best academies and high schools, and. . .[was]. . . designed to prepare students for honorable admission to any course in the University."²⁹ At the same time, advocates of the new high school like Foster found themselves under the scrutiny of the local Democratic newspaper, which did not believe that public funds should be expended for the study of so-called "higher branches."³⁰ Such criticisms put Foster on the defensive. For instance, in a statement that seemed to contradict his conception of the high school as academically elite, the superintendent claimed that the high school curriculum focused primarily on the common branches of study. Foster also posited the dubious claim that advanced courses did not impose any financial burden on local taxpayers, because the State Board of Regents funded such studies from its literature fund. He pointed out that the tuition of non-residents and the state common school fund helped in covering school costs, but he did not mention that these sources did not fully pay for the high school.³¹ Foster even proclaimed that the high school

constituted a worthy venture if it were to rely exclusively on local taxes. He believed that it served a vital purpose in the community as a link between primary schooling and higher education.³²

The superintendent's arguments, however, did not convince the editors of the *Ithaca Democrat*. They opposed any educational expenditure that did not support the basic elementary subjects: "Music is said to have a charm to soothe the savage beast, but we doubt if \$600 worth of it, in these hard times, will have that effect upon the taxpayers of this corporation."³³ Indeed, an economic depression had begun to plague the United States and Europe in the 1870s, and the editors viewed courses like French, German, music and drawing to be "ornamental branches at public expense" that did not directly contribute to the prevention of crime or poverty.³⁴ They claimed to be defending the rights of the local poor who did not typically send their children to high school: "Taxing the poor to pay for singing masters and for educating in the 'higher branches' children of parents fully able to bear such expense for themselves, is all wrong."³⁵ Instead, public taxation and course offerings needed to be kept to a minimum.³⁶ Otherwise, according to the editors, local taxpayers would revolt against the "communistic" government.³⁷

These attacks clearly irritated members of the board of education. For example, in his annual report of 1878, President Esty identified "an element in this community hostile to the Board and its action" and accused it of libel: "facts are distorted and no opportunity is lost to throw distrust and odium upon the Board."³⁸ Esty and his peers became so exasperated by 1880, that they resolved to no longer patronize the *Ithaca Democrat*. Board members felt that the editor "by every means in his power has endeavored to cripple the efficiency of the Board, and destroy our system of public school instruction."³⁹ This resolution prompted over one hundred local residents to sign a petition urging the board to resume relations with the newspaper.⁴⁰ But board members refused. They resented the *Ithaca Democrat*, not only for criticizing their efforts, but for charging them with corruption: "It has taunted them with opprobrious epithets, charging that they were a 'ring board,' a 'school ring,' that 'ring rule,' controlled and that members of the board corruptly profited in contracts made by them."⁴¹ Thus, Foster, Esty, and members of the board of education, found themselves caught between their own desire to make the high school a bastion of advanced subjects and a route to higher education, and local pressures to have a public high school with a heavy emphasis on basic subjects. Ultimately, Foster and Esty felt sufficient pressure to characterize the high school as a practical institution. For example, in a response to the Democratic critics and their derision of the "higher education," the superintendent claimed that I.H.S. did not exclusively serve the college-bound: "It should be understood that many students in the High School are pursuing the ordinary English studies, formerly taught in the advanced classes of the Public School."⁴²

In its first year of operation (1875-1876), by contrast, the curriculum at Ithaca High School was limited to classical and scientific courses of study, and the number of institutions enrolled at the institution had declined significantly. Over time, however, the curriculum at the high school expanded again in size and purpose, and enrollment recovered. Already by 1879-1880, two new courses of study had been added to the curriculum: English and Latin-Scientific (See Table II). Two of the four majors, scientific and English, did not contain Latin or Greek as a requirement. The English course ended after the junior year and did not prepare students for college admission.

As in the latter years of the academy, the number and proportion of students graduating from the high school remained small. The class of 1879 had 12 members: 4 graduated from the English course; 4 graduated from the scientific course; and 4 graduated from the classical course.⁴³ These numbers remained small through the mid-1880s. In 1884, for example, 17 seniors participated in the ninth annual commencement of I.H.S. in 1884. Of these only 2 majored in the classical course, while 11 pursued the English course of study. Two students graduated from the Latin scientific course and scientific course, respectively.⁴⁴ A survey of the subjects for Regents' Advanced Examinations in 1884 reveals that students studied fields ranging from algebra to bookkeeping; from history of Greece to geology.⁴⁵ Despite the presence of subjects in the classical tradition, Foster asserted that Ithaca High School primarily focused on the common school subjects. Indeed, the vast majority of graduates had not majored in the classical course of study. Even in a university town, the popularity of the English course dwarfed classical studies. With this fact in mind, perhaps, Foster responded to his local critics by saying: "These persons may rest assured that this High School building will be used mainly for instruction in the common school studies."⁴⁶

The superintendent also attempted to deflect local attacks by characterizing the high school as a vehicle for meritocracy, "offering to every child in the community the opportunity to prepare for. . .[Cornell University]. . .or to obtain a complete and thorough preparation for general business."⁴⁷ Rather than portraying I.H.S. as an elite bastion of privilege, Foster characterized the school as a democratic venue for social mobility. In this spirit, Esty praised the introduction of the commercial course in 1887 as an appropriate route for those students who did not wish to pursue classical subjects for entrance to Cornell.⁴⁸

Furthermore, Esty and Foster attempted to convince the local populace that the high school would establish Ithaca as a prominent educational community. For instance, Foster described the economic benefits of the local educational industry: "The prosperity of Ithaca depends largely upon her schools. Remove the University from yonder hill and a large part of the business of the place would at the same time disappear. Many houses would become tenantless, real estate would take a sudden fall in value, and many business men would be compelled to close up and leave."⁴⁹ Foster also cited the prominent number of non-resident students who attended Ithaca High School in hopes of gaining admission to Cornell. As such students were required to pay tuition to enroll at I.H.S., and as the New York State Board of Regents contributed some funds for secondary schools, both Foster and Esty argued that these fees essentially paid for the cost of the high school and "prevent[ed] our High school from being any burden upon our taxpayers."⁵⁰ Foster and Esty believed that the high school was worth supporting whether or not economic returns were likely, but they defended I.H.S. and the public school system as a whole by citing potential economic benefits for the entire community. Figure 1 depicts the ratio of non-resident students to the whole student body at I.H.S. for most years between 1878 and 1894. In 1878, for example, 42 percent of all I.H.S. students were non-residents. This rate hovered between 24 and 39 percent through the 1880s, an unusually high rate for public high schools in the United States. Finally, the superintendent suggested that a coherently graded school system, under the watchful eye of teachers and the board of education, would significantly reduce the occurrence of juvenile delinquency and encourage such children "to become good citizens, and at the

same time prevent a large part of the pauperism and crime which impose so vast a burden upon the community.” As before, Foster phrased his argument in economic terms: 'Prevention is better than cure,' and in the end far less costly."⁵¹

Amid this atmosphere of criticism and defense, the popularity of the high school in Ithaca far exceeded the expectations of its advocates. By the early 1880s, enrollments had reached a point where the old academy building could no longer accommodate the demand. Foster, Esty, and the rest of the board of education sought to replace the academy building with a new edifice that could handle current demands and even future growth. On November 9, 1883, hundreds of Ithacans attended a meeting on whether to vote in favor of constructing a new high school building. Local interest was so high that the meeting place needed to be moved to a larger venue, which still did not afford everyone a seat. The majority of those in attendance voted in favor of transferring the property from the academy trustees to the board of education, and \$50,000 was appropriated for the erection of a new building.⁵²

By the late 1880s, much of the criticism levied against the school administration in Ithaca had diminished significantly. Enrollments at I.H.S. continued to grow in such large numbers that the school administration asked the local citizens to approve of the construction of an annex to the recently built high school, and they approved.⁵³ Esty and Foster had weathered the storm of local criticism by insisting upon the importance of I.H.S. as a crucial link between the primary schools and the university. In addition, they phrased their efforts in economic terms in an attempt to appease local residents who did not necessarily believe in supporting advanced academic subjects with their tax dollars.

Epilogue

By the time of Luther Clark Foster's death on February 13, 1894, the high school in Ithaca was well-established. I.H.S. and its creators had survived rabid criticism, particularly from a segment of the Democratic party. Booming enrollments in the 1880s led to the creation of new physical facilities as well. These developments help to illustrate the educational priorities of the advocates of the Ithaca public schools and the high school in particular. Foster and Esty viewed the high school as a link between the public schools and Cornell University. They argued that the high school would benefit the entire community, particularly in economic terms. The university, for its part, remained somewhat aloof, although it did accept numerous I.H.S. students for admission. Thus, many of the educational priorities of the early architects of the high school in Ithaca were realized. By the early 1890s, it had become clear that I.H.S. occupied a stable position in the local educational landscape.

Meanwhile, the Ithaca Academy had continued to exist as a corporate entity for over ten years after its conditional leasing of the academy building and property to the Ithaca Board of Education. At a meeting on January 4, 1876, trustee members resolved to donate the interest of the permanent fund (of \$11,000) of the academy to the Cornell Library Association. They also agreed to donate the library of the academy to the board of education.⁵⁴ In the following month, the trustees resolved to sell the academy's "chemical and philosophical apparatus," valued at \$161.08, for a nominal fee."⁵⁵ On January 25, 1884, the New York State Legislature passed an act that opened the way for the trustees of the Ithaca Academy to transfer their remaining funds and property "for the purpose of erecting a building or buildings thereon for school, literary and educational

purposes” and to dissolve as a corporate entity.⁵⁶ This allowed the board of education to construct a new school building to replace the old academy edifice. On January 8, 1886, the trustees of the Ithaca Academy met for the last time, transferred its remaining funds of \$11,000 to the Cornell Library Association, and ceased to exist except as a fond memory.

Endnotes

¹ “Academy Closing,” *Ithaca Journal*, 12 June 1875, p. 4.

² *Ibid.*

³ *Ithaca Democrat*, 17 June 1875, p. 3.

⁴ For a compelling account of the central importance of public schooling in party politics in the 1870s, see Ward McAfee, *Religion, Race and Reconstruction: the Public School in the Politics of the 1870s* (Albany: State University of New York, 1998). Interestingly enough, McAfee identifies the years 1873-4 as the turning point in Republican party strategy on this issue, precisely the point at which the issue came to a head in Ithaca.

⁵ *Ithaca Journal*, 25 February 1873, p. 4; “Our Schools,” *Ithaca Journal*, 26 February 1873, p. 4.

⁶ “Education in Ithaca,” *Ithaca Weekly Democrat*, 24 April 1873, p. 1.

⁷ *Ibid.*, 97 & Sachse, “Ithaca: An Overview,” 7.

⁸ Edward Esty, “Report of President Esty,” (Submitted to Board of Education, 5 October 1875), Ithaca Public School Archives, Danby, New York.

⁹ Dieckmann, *A Short History of Tompkins County*, 40-55 & 87-110; Edward Esty, “Report of President Esty,” (Submitted to Board of Education, 5 October 1875), Danby Archives, Danby, New York.

¹⁰ Esty went on to help establish the first fire department in Ithaca, and he also was one of the founders of the First National Bank in Ithaca and served as its vice president from 1883 until his death in 1890. Furthermore, the enterprising Esty founded and endowed the Ithaca Children's Home and served as president of the public library association and as trustee of both the Ladies' Benevolent Union and the city hospital. Upon his death in 1890, members of the Ithaca board of education mourned and referred to him as “a cultivated Christian gentleman of refined tastes. . . a generous benefactor of the needy. . . [and a]. . . far sighted leader among men, an earnest worker for the prosperity of his city.” “Board of Education Meeting Minutes,” 7 October 1890, Ithaca Public School Archives, Danby, New York; *The Twenty-Five Year Book of the Ithaca High School, 1876-1900* (Ithaca, N.Y.: Andrus & Church, 1900), 8-10; D. Morris Kurtz, *Ithaca and Its Resources* (Ithaca, N.Y.: Journal Association Book and Job Print, 1883), 100-102.

¹¹ *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending September 30th, 1878.*, (Ithaca, N.Y.: Journal Association Steam Job Print, 1878), 18.

¹² “Education in Ithaca,” *Ithaca Weekly Democrat*, 24 April 1873, p. 1.

¹³ “Vox Populi,” *Ithaca Journal*, 4 March 1874, p. 4.

¹⁴ *Ithaca Weekly Democrat*, 5 June 1873, p. 4.

¹⁵ “Vox Populi. Large and Enthusiastic School Meeting,” *Ithaca Journal*, 4 March 1874, p. 4.

¹⁶ *Ibid.*

¹⁷ Jeremy Smith, “The School Question,” *Ithaca Journal*, 12 March 1874, p. 4.

¹⁸ *Ithaca Democrat*, 17 September 1874, p. 2.

¹⁹ *Ibid.*, p. 3.

²⁰ “Letters From The People,” *Ithaca Democrat*, 24 September 1874, vol. 54, no. 39, p. 3.

²¹ “Taxpayers, Attention!,” *Ithaca Democrat*, 24 September 1874, p. 3

²² “Records Ithaca Academy,” 16, March 1875, Danby Archives, Danby, New York.

²³ *Ibid.*

²⁴ *Ibid.*, 6 October 1875.

²⁵ “The Ithaca Academy and the Board of Education,” *Ithaca Democrat*, 4 February 1875, p. 3.

²⁶ “The Board of Education What They Have Done And what they would like to do if they dared,” *Ithaca Democrat*, 10 June 1875, p. 3.

²⁷ *Ibid.*

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- ²⁸ L.C. Foster, "The Superintendent's Annual Report," [Ithaca Board of Education Meeting Minutes] 2 November 1875, Ithaca Public School Archives, Danby, New York.
- ²⁹ "Ithaca Board of Education Meeting Minutes", 2 November 1875, Ithaca Public School Archives, Danby, New York.
- ³⁰ *The Democrat*, 25 January 1877, vol. 58, no. 4, p. 2.
- ³¹ *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending Sept. 30, 1879* (Ithaca, N.Y.: Journal Association Book and Job Print, 1879), 24.
- ³² *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending September 20th, 1878* (Ithaca, N.Y.: Journal Association Steam Job Print, 1878), 27.
- ³³ "Finance Report Of The Board Of Education," *Ithaca Democrat*, 12 October 1876, vol. 57, no. 40, p. 3.
- ³⁴ "Common Sense Respecting Common Schools," *Ithaca Democrat*, 25 January 1877, vol. 58, no. 4, p. 2.
- ³⁵ "Which Shall It Be? Village Or City? The Pros and Cons.," *Ithaca Democrat*, 24 January 1878, vol. 59, no. 4, p. 3.
- ³⁶ "Common Sense Respecting Common Schools," p. 2.
- ³⁷ *Ibid.*
- ³⁸ *Annual Report 1878*, 17.
- ³⁹ "Ithaca Board of Education Meeting Minutes," 28 June 1880, Ithaca Public School Archives, Danby, New York.
- ⁴⁰ "Ithaca Board of Education Meeting Minutes", 6 July 1880, Ithaca Public School Archives, Danby, New York.
- ⁴¹ "Ithaca Board of Education Meeting Minutes", 7 September 1880, Ithaca Public School Archives, Danby, New York.
- ⁴² *Annual Report 1878*, 27-31; *Annual Report 1879*, 24.
- ⁴³ *Annual Report 1879*, 34.
- ⁴⁴ *Ibid.*, 27.
- ⁴⁵ *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending Sept. 30, 1884* (Ithaca, N.Y.: Andrus & Church, 1885), 24.
- ⁴⁶ *Ibid.*, 29.
- ⁴⁷ L.C. Foster, "Report of the Superintendent," (Submitted to Board of Education, 2 October, 1877), Danby Archives, Danby, New York.
- ⁴⁸ *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending Sept. 30, 1887* (Ithaca, N.Y.: Andrus & Church, 1887), 14-15.
- ⁴⁹ *Annual Report 1878*, 29.
- ⁵⁰ *Annual Report 1879*, 16.
- ⁵¹ *Ibid.* 20-21.
- ⁵² *Annual Report of the Board of Education of the Village of Ithaca, for the School Year Ending Sept. 30, 1884*. (Ithaca, N.Y.: Andrus & Church, 1885), 13.
- ⁵³ For instance, there were 207 students enrolled at IHS in 1878. This number grew to 237 in 1884 and ballooned to 368 in 1888.
- ⁵⁴ "Records Ithaca Academy," 4 January 1876, Ithaca Public School Archives, Danby, New York.
- ⁵⁵ *Ibid.*, 11 February 1876.
- ⁵⁶ *New York Senate and Assembly*, "AN ACT in relation to the election of trustees of 'The Ithaca Academy,' the transfer and disposition of its funds and property, and the dissolution of said corporation," 25 January 1884.