Indiana History in the Public Schools:  
A Symposium

For more than a decade historians and educators have expressed concerns about the status of history in the public schools, often lamenting its apparent "decline." For some, part of the response has been to argue that state and community history offers large possibilities for invigorating the teaching of history generally. Many argue also that state history is exciting and important in and of itself—for teachers and students. In Indiana, where state history once thrived, such concerns led to a session on teaching Indiana history at the sixty-second Indiana History Conference, November 1, 1980. The two papers presented at the session are printed below, largely as they were delivered. The first is by Errol Wayne Stevens, a Ph.D.-trained historian on the staff of the Indiana Historical Society. The second is by Albert A. Hodge, a classroom teacher at Rushville Consolidated High School. Following the two papers are commentaries by Pamela J. Bennett, director, Indiana Historical Bureau; Jane Lowrie, Indiana State Department of Public Instruction; and C. Frederick Risinger, coordinator for school social studies, Indiana University, Bloomington.

Together these five people state the major problems and offer responses, perhaps solutions, to the common objective of improving and expanding the teaching of Indiana history. While they do not always share the same views, they agree that the challenges of teaching Indiana history should be the concern of all interested in public schools and in history.
Indiana History in the Junior High and Secondary School Curricula

Errol Wayne Stevens*

In 1912 members of the Terre Haute chapter of the Sons of the American Revolution conducted an investigation into the teaching of Indiana history in the public schools. They were distressed to learn that the Indiana Department of Public Instruction had no systematic program in state history. The extent to which the subject was taught at all depended on the enthusiasm and knowledge of the individual teacher. The reason for this neglect was not so much because of a lack of interest but because of a lack of materials. Herbert Briggs, one of the investigators from the Terre Haute SAR and a tireless promoter of Indiana history in the schools, observed that "an examination of the textbooks on United States history used in the schools of the state as far back as 1860 shows that in each book an average of about six words were given to the state." The absence of Indiana history from the curriculum disturbed not only Briggs and his compatriots but also others who regarded a knowledge of state history an essential element in the training of a loyal citizenry. Ben F. Stuart of Delphi put it this way: "What our State needs and must have to exist, is an honest, patriotic and loyal citizenship. To attain this standard, the citizens must have a knowledge of the history of the State. This knowledge is just as essential to patriotism as a knowledge of the Bible is to Christianity, and you can not [sic] teach patriotism without teaching history any more than you can teach Christianity without teaching the Bible." At the 1924 Indiana History Conference Mrs. Isadore Wilson emphasized the morally uplifting aspects of state history: "'tis the moral effect that is most wholesome. Wise and becoming is it for every age to be reminded alike of its debt to the foregoing generation and of its responsibility to the next. The one

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thought saves it from the selfishness of pride, the other from the selfishness of disappointment." 

It was the celebration of Indiana's 100th anniversary in 1916 that gave the first big boost to state and local history in the schools. In 1915 the General Assembly established the Indiana Historical Commission, which was responsible for planning and carrying out the centennial activities. The commission, along with other friends of Indiana history, took several steps to do something about the lack of materials. In 1916 the county centennial chairmen of the commission persuaded the Indiana State Board of Education to approve an Indiana history supplement to the regular American history textbook. The Educational Committee of the commission worked with the Department of Public Instruction to prepare an outline for a course of study in Indiana history for grades one through eight. The department published this outline in the Uniform Course of Study for the Elementary Schools for the 1916-1917 school year. As an aid to teachers the History Section of the Indiana State Teachers' Association sponsored a volume entitled Readings in Indiana History, published by Indiana University and distributed at reasonable cost. In recognition of the importance of state history in the centennial year, the superintendent of public instruction required all township and city institutes in the 1915-1916 school year to deal with some phase of Indiana history. 

All of this activity did much to encourage the teaching of Indiana history, but much remained to be done. In 1916 the historical commission reported that "an interest in Indiana and her history has been awakened in all our educational institu-

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8 Woodburn, "Indiana Historical Commission and Plans for the Centennial," 342; Committee of the History Section of the Indiana State Teachers' Association, ed., Readings in Indiana History (Bloomington, Ind., 1914).
9 Tipton Times, July 26, 1915, in Indiana Historical Commission, "Newspaper Clippings, April 1915-Jan. 1916" (Indiana Division, Indiana State Library, Indianapolis).
tions," but the report also noted that it "would be idle to claim that such study was nearly universal."\textsuperscript{10} Referring to the new Indiana supplement to the American history textbook, Briggs noted that some "teachers heard of the chapter, a few made use of it. It was a good start and broke through a hundred years of lethargy and inactivity. But as a statewide system it was an incident rather than an integral and coherent part of the state school machinery."\textsuperscript{11}

In 1919 the Society of Indiana Pioneers called a special conference of all state agencies interested in the study of Indiana history. This was the first annual Indiana History Conference. The meeting reopened the question of the status of Indiana history in the schools by authorizing the president of the Society of Indiana Pioneers to name a committee to approach the State Board of Education concerning the teaching of the subject.\textsuperscript{12} The committee made five recommendations to the board, which, after some study, adopted all of them at its regular meeting on February 13, 1920. First, the board agreed to divide the time devoted to history at the eighth grade level between United States history, Indiana history, and local history. A study of the state government was to be included in the course on Indiana history. Second, the board ordered the superintendent of public instruction to distribute to the schools a list of questions on Indiana history. These questions were to test the students' knowledge of Indiana history and to provide a basis for promotion to the upper grades. All diplomas granted graduates from the common schools were to have space allotted for credits in the study of state history. Third, the board agreed to continue the special supplement on Indiana history when the American history textbook came up for adoption in 1921.\textsuperscript{13}

\textsuperscript{10} "Report of the Indiana Historical Commission," 16.
\textsuperscript{12} The organizations represented at the first Indiana State History Conference were the Society of Indiana Pioneers, Indiana Historical Society, Indiana Historical Commission, Indiana State Library, Indiana Conservation Commission, and Indiana Library Association. "Proceedings of the State History Conference, Indianapolis, Dec. 10-11, 1919," Indiana Historical Commission, \textit{Bulletin No. 11} (May, 1920), 5. The committee named to approach the board included Professor James A. Woodburn of Indiana University, Professor Thomas F. Moran of Purdue University, Virginia Tutt of the South Bend Public Library, Kate Milner Rabb of Indianapolis, and Herbert Briggs. "Proceedings of the Second Annual State History Conference, Indianapolis, Dec. 10-11, 1920," Indiana Historical Commission, \textit{Bulletin No. 13} (May, 1921), 32.
\textsuperscript{13} In 1921 the board replaced Dunn's chapter with a new one prepared by Professors Woodburn and Moran. "Proceedings of the Eighth Annual Indiana History Conference, Dec. 10-11, 1926," \textit{Indiana History Bulletin}, IV, extra no. 2 (April, 1927), 13; James Albert Woodburn and Thomas Francis Moran, \textit{Elemen...
Fourth, the board directed the superintendent of public instruction to prepare and distribute to teachers an outline of the Indiana history supplement.\textsuperscript{14} Fifth, the board recognized the creation of an advisory committee on state and local history appointed by the president of the Society of Indiana Pioneers. Its "sole purpose and function" was to "persuade city and town superintendents, county superintendents of schools, township trustees, and teachers, and other persons to co-operate in an effort to develop State and Local History."\textsuperscript{15}

Thus by 1920 a pattern had been established that would remain unchanged to the present time. When the subject has been taught at all, Indiana history has normally been part of the junior high school curriculum—either at the seventh or eighth grade level, but most commonly at the eighth. The rationale for this was that since most students did not continue through high school in 1920, the eighth grade was the best (and last) opportunity to teach them the subject.\textsuperscript{16}

One should not assume that students received a great deal of instruction in Indiana history simply because the State Board of Education made the subject part of the eighth grade curriculum. It should be noted that the board did not specify how much time was to be spent on Indiana history. Although the Digest of State Courses of Study recommended that a semester be devoted to Indiana history and civics, a school could spend a day, a week, or a semester on the subject and still meet the board's directive.\textsuperscript{17} The board did demand some proficiency in Indiana history by making some knowledge of the subject a condition of graduation from the common schools, but graduation from grade eight was soon to be a thing of the past in

\textsuperscript{14} "Proceedings of the Seventh Annual Indiana History Conference, Indianapolis, Dec. 11-12, 1925," Indiana History Bulletin, III, extra no. 2 (March, 1926), 54. The outline was distributed as Section III of the Indiana State Teachers' Institute bulletin in August, 1925. Indiana, State Department of Public Instruction, Teacher Training in Indiana Teachers' Institutes, 1925-26 (Education Bulletin No. 76; Indianapolis, 1925).

\textsuperscript{15} "Proceedings of the State History Conference, 1920," pp. 32-34; "Minutes of the State Board of Education, Jan. 16, 1920" (Archives Division, Indiana Commission on Public Records, Indianapolis). These instructions went out to teachers in the 1922-1923 teachers institute bulletin. Indiana, State Department of Public Instruction, The Township and City Institute in Indiana, 1922-23: Manual of Institute Discussion Topics and Extension Courses for Credit (Education Bulletin No. 58, Teacher Training Series No. 7; Indianapolis, 1922).


\textsuperscript{17} Indiana, State Department of Public Instruction, Program of Studies and Digest of State Courses of Study for Indiana Schools, Grades Kindergarten to Twelve (supplement to Bulletin 100; Indianapolis, 1930), 35.
Indiana. As more and more students went on to high school and as the junior high school system expanded, an eighth grade diploma became a meaningless formality. The *Administrative Handbook for Indiana High Schools* for the year 1928 makes no mention of graduation from grade eight.\(^{18}\) All that we can conclude, therefore, is that by the early 1920s Indiana eighth grade students were getting some instruction in state history. Exactly how much depended on the school and the teacher.

I should mention here that during the 1920s and 1930s the state legislature passed two laws that assured that at least some Indiana history—in very incomplete form—would be taught in both the junior high and secondary schools. In 1925 the General Assembly required that all schools, in grades six through twelve, "provide instruction in the constitutions of Indiana and of the United States." Ten years later it mandated all high schools to provide a required study of "the historical, political, civic, sociological, economic and philosophical aspects of the constitutions of Indiana and of the United States." Both of these laws are on the books today. Of course, teaching about the state constitution does not require much history, but the laws do provide an entering wedge, or at least an excuse, for some instruction in Indiana history.\(^{19}\)

From the 1920s to the present it is possible to trace the emphasis that the State Department of Public Instruction has placed on the teaching of Indiana history through the various outlines of courses that the department has published. Again, I must point out that these outlines are merely recommendations to the schools as to what a course might contain. In practice there has been considerable variation in the amount of time that a school may devote to the subject; therefore, the outlines suggest more what the DPI wanted to see taught rather than what actually was taught. Nevertheless, I think that we can assume that a large percentage of schools followed the guidelines—if for no other reason than that it is the easiest thing to do.

Throughout the 1920s the State Department of Public Instruction continued to recommend that the second semester of the eighth grade be devoted to "Indiana History and the state and federal constitutions."\(^{20}\) In 1933 the department issued a

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\(^{18}\) Indiana, State Department of Public Instruction, *Administrative Handbook for Indiana High Schools* (Bulletin No. 100, 1928; Indianapolis, 1929).

\(^{19}\) *Burns Indiana Statues Annotated*, Code Edition, Title 20, Article 10, pp. 9, 12.

\(^{20}\) Indiana, State Department of Public Instruction, *Program of Studies* (1930), 35.
revised social studies curriculum. Under the new scheme Indiana history was still taught at the eighth grade, but the time to be spent on the subject was much reduced. The eighth grade American history course was divided into fourteen units, each of which focused on some aspect of social, economic, or political history. Indiana history was one of these units, the title of which adequately describes its theme: "How Indiana Has Influenced and Is Reflecting American Life." The unit drew inordinately on the state's early period for illustrations and examples. It included material on the Old Northwest, pioneer life, geography, transportation, urbanization, and Indiana's war achievements.\textsuperscript{21}

In 1946 the State Department of Public Instruction announced a second revision of the social studies curriculum.\textsuperscript{22} The authors of the new program, the General Committee on Social Studies, believed that several important developments in American society had made revision of the curriculum necessary. "Society is dynamic," the report observed, "\textit{ergo}-the school curriculum, which reflects the aspirations and highest ideals of society, cannot be static." The report listed the most important societal changes as industrialization, urbanization, changes in family life, changes in attitudes toward race and religion, the increase in school enrollments, and "the force of recent events"—an obvious reference to America's role in World War II.\textsuperscript{23}

How did state and local history fit into the new program? The committee accepted the principle that children's consciousness expanded outward from their immediate surroundings—home, school, neighborhood—to the larger world—community, state, nation, world. The course of study was designed to reinforce this natural progression. Local and state history, therefore, was concentrated—much as it is today—in the earlier grades, but the authors of the program were careful to emphasize that the study of local and state history should not be "limited to the first three or four grades." Local examples were to be utilized whenever possible to illustrate national and world trends. "There is no terminus for the study of Indiana," the authors of the program stressed. "The history, the resources

\textsuperscript{21} Indiana, State Department of Public Instruction, \textit{Tentative Course of Study in Social Studies for Secondary Schools in Indiana, Grades 7-12} (Bulletin No. 100B-3; Indianapolis, 1933), 5-7, 9-13, 73-79.

\textsuperscript{22} Indiana, State Department of Public Instruction, \textit{A Social Studies Program for Indiana} (Bulletin No. 183; Indianapolis, 1946).

\textsuperscript{23} \textit{Ibid.}, 3-5.
and industry, the cultural life of the state of Indiana are inextricably interwoven with those of other areas, and the nation, and the world community. Attention should be directed to this fact at every opportunity. The new program demoted Indiana history from grade eight to grade seven. One of the objectives of the seventh grade American history course was to "gain an understanding of the important role that the state of Indiana has played, and is still playing, in the history and economy of our nation." The new course of study also recommended that Indiana history be offered as a one-semester elective at grades eleven or twelve.

During the late 1940s and early 1950s Indiana history was clearly on the wane. The 1954 Digest of Courses of Study barely mentioned the subject at all. In that year the Schools Committee of the Indiana Historical Society became concerned enough to try to do something about the decline. The committee sponsored the preparation of teaching units, put together packets of material on Indiana history, and made them available to school libraries and history teachers. It also lobbied for legislation requiring that Indiana history be taught in the secondary schools—an effort which came to nothing. In an attempt to determine just how widely the subject was taught, the committee sent approximately one thousand questionnaires to the state's public and private schools. Eighty-five percent of the 348 forms returned reported at least some instruction in Indiana history. The subject was most commonly taught at the eighth grade level. Probably the most revealing finding was that the subject was more popular in the smaller rural schools than in the larger urban ones. State history apparently had the greatest appeal in those schools that had the most traditional curricula and that were least susceptible to new trends in the social studies.

In 1960 State Superintendent of Public Instruction William E. Wilson appointed a committee to recommend yet another revision in the social studies. This revision was approved by the

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24 Ibid., 16.
25 Ibid., 24; Indiana, State Department of Public Instruction, Digest of Courses of Study for Secondary Schools of Indiana (Bulletin No. 210; Indianapolis, 1949), 71, 91.
26 Indiana, State Department of Public Instruction, Digest of Courses of Study for Secondary Schools of Indiana (Bulletin No. 217; Indianapolis, 1954).
Commission on General Education in 1965. A new course in "Area Studies of the Non-West" was instituted at grade seven. The State Department of Public Instruction recommended that Indiana history be integrated into the American history course to be offered at grade eight. The Commission on General Education also approved Indiana history as an elective on the secondary level.

At about the same time other efforts were underway to improve the teaching of Indiana history. In 1961 Superintendent Wilson, himself an Indiana history buff, issued a *Handbook on Indiana History* to assist teachers in preparing courses. At its 1964 convention the Indiana Junior Historical Society passed the first in a series of resolutions calling for legislation that would make Indiana history a required subject in the secondary schools. In 1967 such a bill passed the Indiana House of Representatives but died in the Senate education committee.

There have been no major revisions of the social studies curriculum since 1965, although course offerings have been modified in response to changing needs. Increasing emphasis has been placed on the racial and ethnic diversity of America and on the importance of a global perspective in an increasingly shrinking world. These changes have not favored the teaching of Indiana history. Until 1979 the list of approved electives for the social studies included numerous interdisciplinary courses in Asian studies, African studies, current problems, and ethnic studies, but nothing in Indiana history. (The Indiana history elective approved in 1965 was apparently dropped sometime shortly afterward.) There is no question that the teaching of Indiana history has been on the wane since the late 1960s. One explanation for this decline is that the subject has been crowded out of the curriculum by interdisciplinary offerings. A second and probably more pertinent explanation is

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that the lack of adequate materials has made it extremely difficult for teachers to offer a decent course in the subject.\(^{31}\)

A bright spot on the horizon is the new course in Indiana studies which the Commission on General Education approved in 1979. This course is a secondary-level elective described as an "integrated program comparing and contrasting the nation's development with that of Indiana" in the areas of "politics, economics, and history." It utilizes history "as a basis for understanding current policies and practices to aid the student in examining local government in action, follow state legislative procedures and be motivated to participate in political action as a concerned citizen."\(^{32}\) The State Department of Public Instruction designed the course to meet the requirements of the 1935 state law that mandated a study of the state and federal constitutions covering the "historical, political, civic, sociological, economic and philosophical aspects of the subjects."\(^{33}\) How such a course might operate in practice depends on how the State Department of Public Instruction and the individual teacher interpret the law. If the course focuses on government and the processes of government, it may well leave out much that is essential for an understanding of how Indiana has developed. Because of this uncertainty, I feel that the course should not be viewed as a substitute for a traditional course in Indiana history, but as a supplement.

Should we be satisfied with the place of Indiana history in the schools today? To answer this question properly one must view the subject within the context of the social studies program in general. Since World War II the social studies have increasingly emphasized the importance of a world view in understanding American society. The State Department of Public Instruction's social studies curriculum development guide stresses that American culture must be understood "within the context of a treatment of other cultures, societies and nations, for the reality is the growing interdependence between the United States and all other nations."\(^{34}\) I think that this is a healthy trend, but I submit that there is a tension between this global perspective and the study of local history.\(^{35}\)


\(^{32}\) Memorandum, John A. Harrold, director, Division of Curriculum on General Education. August 24, 1979, photocopy in possession of the author; see also Viewpoints, extra number (November 19, 1977).


Some champions of local history have gone so far as to condemn the study of the history of other countries. Ben F. Stuart said in 1922 that the study of Indiana history was superior to "a life study of all the debauched and corrupt monarchs and rotten monarchies of the old world. Hence I would eliminate much of the latter and substitute the former."  

But most have rejected this untenable position and have argued instead that while the study of other cultures was important, the study of state and local history was essential. In 1916 the report of the Indiana Historical Commission noted that whatever "an individual's knowledge of the world and in history in general, his education and culture cannot in any wise be called complete unless he knows his own State and immediate community, the past out of which they have developed, and the present which so vitally affects him and his neighbors."  

More recently, Donald F. Carmony recognized the "need for increased study of other countries" but emphasized that "both children and adults need increased knowledge and understanding of the history of their own state and country. Persons who lack such information and understanding are inadequately informed citizens of their state and country, no matter how informed they may be about other areas of the world."  

Despite the tension between them, global studies and local studies are not mutually exclusive, but complementary. We need to show students how events in distant parts of the globe can have a direct impact on how we live in Indiana. We also need to show them how our own historical experience has conditioned our responses to these larger events. The challenge, therefore, is to find the proper balance between global and local studies so that they reinforce one another.

A second trend in the social studies is the realization that the United States is a pluralistic society, not only in terms of the ethnic and racial backgrounds of individual Americans but in terms of values. The new social studies recognizes that conflict and diversity are normal parts of American society. This has not been the case with state and local history as traditionally taught or written. Indiana history has been the domain of the white Anglo-Saxon Protestant, and its subject matter has been drawn primarily from the frontier period of our state when its population was, in fact, nearly homogeneous. Until recently, very little attention has been given to blacks and

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38 *Handbook on Indiana History*, p. v.
other ethnic groups. In the same way, there has been no recognition that different groups of Hoosiers have followed different value systems. Those who championed local history at the beginning of the century knew what they believed in and saw local history as a means of teaching important moral lessons. They emphasized the qualities which they thought they saw in the early frontiersmen—courage, resourcefulness, individualism, devotion to the family, and belief in Protestant Christianity.

Teachers of local history must recognize that America is a diverse society and rise above the provincialism that has characterized the subject. The study of racial, ethnic, and religious minorities must be integrated into state and local history. Teachers should also realize that Indiana history did not end with the Civil War. In correcting this image of America as a homogeneous society, we should be careful to avoid creating the illusion of a fragmented society. We do not want to trade courses full of WASP trivia for courses full of ethnic trivia. There is the danger of opening new horizons of provincialism. Local history must show how these disparate elements of our society have come together to make a nation.

State and local history's greatest value comes when it shows how local events fit into the whole. Local history is a kind of "case study" of the larger forces that are at work in American society. One commentator advocated the study of Indiana in these words: "It is as though some great eye had scanned American history and had plucked a sampling from each era and episode, placed it in a neat little bundle, and called it 'Indiana History.' To open that bundle is to plug the water melon [sic] of American history; its [sic] like tasting the cake, or sampling the wine."39 In other words, local history helps us find the universal in the specific.

The study of state and local history can also make concrete what might otherwise seem hopelessly abstract to the student. The Uniform Course of Study for the Elementary Schools, 1914-15 puts it this way: "The study of local history is important . . . because such study helps to make all history real."40 We can think of state history as a kind of laboratory course. In every community there are physical legacies from the past that can be used to illustrate larger historical topics. The question is whether or not teachers have enough knowledge, or energy, to make use of them.

40 Indiana, State Department of Public Instruction, Uniform Course of Study for the Elementary Schools of Indiana, 1914-15 (Indianapolis, 1914), 150.
How should state history fit into the curriculum? First, it should be integrated wherever appropriate into other course offerings to illustrate local manifestations of larger trends. I refer not only to the traditional American history courses but to other disciplines such as economics, sociology, and government. Second, as a separate course Indiana history should be taught after the students have a firm grounding in American history. The proper place for such a course, therefore, is in the senior high school, not in the eighth grade. Students must understand the larger forces at work in the world before they can appreciate their impact on the state or their communities. Otherwise, courses in local history are reduced to exercises in trivia.

We do not need any great changes in the curriculum to accomplish these goals. I would like to see a secondary-level elective in Indiana history added to the social studies program; in the meantime we can make do with the new course in Indiana studies. The real obstacle that we must overcome is the lack of good Indiana history materials for both teachers and students. As Herbert Briggs pointed out in 1919, teachers "are willing to teach those things that are available but few persons in the public schools have an opportunity to spend several hours in organizing facts." We cannot ask teachers to integrate state history into their courses and teach a new one in Indiana studies unless they have the means to do it. The challenge before us today is the production of new textbooks and supplementary materials in Indiana history.

What We Need for Indiana History

Albert A. Hodge*

As a high school social studies teacher and department chairman, I have found the resurgent interest in the teaching of state and local history in the past few years interesting and encouraging. Having grown up in New Harmony and having had an eighth grade Indiana history class there, I did not

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realize until I had been teaching for several years how little most students, and more significantly most teachers, know about Hoosier heritage and history. Perhaps I was naive about the status of state history education twenty years ago. As I reflect on it, DePauw University, my alma mater, did not offer Indiana history, and I picked up a class one summer at Vincennes University. By the way, it was at that Vincennes class that I met Robert W. Montgomery, then director of the Indiana Junior Historical Society, an event which had considerable ramifications. But I suppose that is another story.

This paper is an outgrowth of a presupposition that having the opportunity to learn about one’s local and state history is a desirable opportunity for junior high and high school students. I am keenly aware that the curricula of most high schools are so extensive that many college-preparatory students do not have time in their schedules for classes they would like to take. In the recent past in preparing for this paper, I have had discussions with some outstanding authorities in the field of Indiana history who see a need for making a class in Indiana history a requirement for graduation in our state. My contention is that an elective offering is preferable to a required course. My reasoning is that social studies requirements in Indiana are already extensive; so I am assuming that if state history were required, it would be at the expense of a currently required social studies class. I also believe, after fifteen years of teaching, that forcing students to be in classes they do not want to take is usually counterproductive, isolated contradictory examples notwithstanding. I believe in the old cliche about leading a horse to water. It has also been my experience that if a class is well taught by an enthusiastic teacher who is conscious of keeping the course meaningful to the students and “selling” students on the worth of the class, then enrollment will be stable or growing. When we have had classes fail in our department at Rushville High School, it has been the outgrowth of dull teaching or failure to establish relevance. I do think that it would be much more productive to work toward the restoration of a full semester of Indiana history at the eighth grade level.

As you know, state history is now presented at the fourth grade level. While I am not an elementary teacher, I have been invited on several occasions to speak to fourth grade classes. I honestly question if any teacher can present several of the most significant topics in Indiana history at a meaningful level to fourth graders. If you doubt my judgment on this, I challenge you to go talk about utopian socialism, the millennium, and
celibate communal living at Harmonie and New Harmony in a fourth grade classroom.

There are several schools that do still present at least a six-to-nine-week unit on Indiana history at the junior high level. One of the major points of this paper is to assert that before the Indiana State Department of Public Instruction or the Indiana General Assembly is pushed to restore a significant junior high state history requirement or to establish a high school course, attention and money must be given to the development of a text and audiovisual materials as well as to the training of teachers for Indiana history.

Before turning to training and materials per se, we should consider another point. In the past twenty years while the teaching of state and local history has been declining in the classroom, there has been a concomitant mushrooming of interest in extracurricular activities through the History Day competitions and the Indiana Junior Historical Society. Currently, these activities are being directed through the Indiana Historical Bureau as a part of its responsibility to support education in Indiana history. It seems that now we are considering how we can reestablish Indiana history in the classroom with the same verve and success it enjoys outside the classroom. The motto of the Indiana Junior Historical Society is "History Is Fun." I would submit that with a well-structured set of materials and with well-trained, enthusiastic teachers, an elective high school class in Indiana history can and should be fun.

At Rushville High School we instituted an elective one-semester class in Indiana history eight or nine years ago. The class is open to any student, freshman through senior, but is aimed for average to below-average students. If you have been wondering about that, our thinking was that most college-preparatory kids were not looking for more alternatives while our offerings for noncollege kids were very thin. It is interesting to note that most students who take Indiana history are not people who belong to our history club. It was our intention to obtain junior high level texts to use in this class. We quickly learned that no such books were available. Even Hubert H. Hawkins, then director of the Indiana Historical Bureau, was unable to find us a set of texts. We could not even get a set of used books. In the interim, Hawkins supplied a variety of materials published by the bureau and a classroom set of readings in Indiana history. Finally we bought a set of William E. Wilson's Indiana: A History from the Indiana University Press (Bloomington, 1966). The book was never intended as a text and is not satisfactory for classroom use. Our program has
endured from the first through the efforts of the teachers who have taught it.

As alluded to earlier, one of the most basic needs for a worthwhile statewide program of teaching Indiana history at the secondary level is the training of teachers. At one time Indiana colleges and universities were forced to offer a class in Indiana history because teachers must have had the class to get a certificate to teach history here. Today many of the private colleges and universities no longer offer a state history class. Before much can be done in the public school classrooms, we must return to training history teachers in Indiana history. Very few Hoosier history teachers under the age of forty have any background in state history from their college training. In turn, one might then consider the need for an updated college level text beyond John D. Barnhart and Donald F. Carmony, *Indiana: From Frontier to Industrial Commonwealth* (New York, 1954). But that is another topic, I suppose.

Of more immediate concern to this paper is the crying need for text materials at both the high school and junior high levels. Beyond Carmony's *Brief History of Indiana* (64 pages) from the Indiana Historical Bureau or *Here Is Your Indiana Government* published periodically by the Indiana State Chamber of Commerce, I am not aware of any textbook for Indiana history still in print for use above the fourth grade. It seems very unlikely that any commercial publisher of textbooks will prepare an Indiana history text. By the standards of modern publishing we constitute far too small a market to be profitable. Thus, some Hoosier agency, the Historical Society, the Historical Bureau, the Indiana Committee for the Humanities, the Indiana Council for the Social Studies, or one of the state universities will almost certainly need to subsidize the publication.

Last year a grant was given by the Lilly Endowment to the Indiana Council for the Social Studies to begin work on a new text. Under the leadership of C. Fred Risinger, coordinator for school social studies, Indiana University, Bloomington, a committee of real-live classroom teachers was selected from around the state to work for several weeks in Bloomington on the initial draft of a new text in Indiana studies. Their approach varies from the traditional history book in a couple of significant ways. First, there is an emphasis on political and governmental information. The intent here is an intertwining of history and information about current state government. In other words, this new book might serve as a history text and as a substitute for the Chamber of Commerce's *Here Is Your Indi-
ana Government. This governmental emphasis was, at least in part, a reaction to a bill from the General Assembly a few years ago supporting an elective, high school class in Indiana studies.

A second unique characteristic of the ICSS project is the inclusion of many student activities, built into the text. As Risinger pointed out when he presented a sample of the project to the Rushville social studies teachers, the format is intended to keep students active participants in the learning process, a point where many history and government texts fail.

A third feature of this new effort, which we liked in the sample we saw, was a first-person fictionalized account through the eyes of a young person. These segments, I understand, would appear throughout the text for different time periods. It is hoped that these first-person accounts can arouse the same sort of student interest as actual oral history accounts do of recent historical events. Another feature which we liked is that much attention is given to recent events and to profiles of famous Hoosiers, but these same features will make it necessary to update the text every few years. Nothing turns kids off more than working with outdated material, even in history.

While I have read only a fragmentary sample of this new Indiana studies material, I found it interesting to read and clearly a step in the right direction. I am certain that purists in Indiana history will find fault with the political-governmental emphasis, and they will have a valid point. I am sure that Risinger and the teachers who worked on the project would agree that this is not a perfect, definitive text. But as a classroom teacher, I would be quick to point out that this material has to be better than what we have now since we have nothing now. I would strongly recommend to the Committee for the Social Studies that both the Indiana Historical Society and the Indiana Historical Bureau be given a full text of the work and asked for their input before a final edition is locked in. It would be sad indeed if such a well-intentioned project failed to utilize the resources and expertise of any and all groups concerned with improving the teaching of our Hoosier history. I would also counsel both the society and the bureau to be as positive and supportive as possible in cooperating with Risinger's group since its work is at the very least a good starting point. At this point, when those of us out in the classrooms have no text material to work with, we do not want to see groups with a similarly honest desire to meet our need competing instead of cooperating. I am hopeful that we will be able to use the material on a trial run in our Rushville High School Indiana
history class in 1981. At any rate, it is safe to say that all the groups are aware of the need for a new text and want to see the need met.

Another suggestion discussed by those of us on the long-range planning and development committee of the Indiana Historical Society is a one-volume condensation or summation of the society's multivolume history of the state. Obviously the first major obstacle to overcome with that idea is for the remaining two volumes in the original project to be completed. A one-volume compilation would be excellent for better high school students and for the much needed college-level classes, but in my opinion it should not be set up as a text book per se, with review questions at the end of each chapter and rigidly outlined structure.

A third concept for a publication that I think would be a boon in teaching state and local history would be a book of reprints of selected articles from the Indiana Magazine of History. I propose that such a book should be set up to follow chronological teaching units and be part of an overall package with review material, tests, and activities program. It might be that this volume of reprints could serve as "outside reading" to accompany the text from the Committee for the Social Studies to balance its governmental emphasis, making a well-rounded set and partially relieving the historical purists' doubts about the "Indiana studies" approach. It seems to me that a committee made up of Indiana Historical Society staff members along with someone from the Indiana Historical Bureau and classroom teachers could select, edit, and tie together such a set of articles from the Indiana Magazine of History in a relatively short time. Certainly this approach would be more expedient than an entirely original work for classroom use.

The final item of concern I have on this topic of what we need if we are to do a creditable job of teaching Indiana history is that any printed material be accompanied by a coordinated package of supplementary materials. People who do not teach may not realize how important supplementary packages such as student activity projects, tests, vocabulary lists, and review summaries are or how often they make the difference in which text is selected for purchase. My thinking here is that even in fairly large schools Indiana history is not likely to be a full-time teaching assignment. In most cases a teacher is not going to have more than one or two sections of it a day out of five or six he is teaching. Thus, he cannot or will not give it an extensive amount of preparation time outside of class. Unless the teacher has a good background already, he is likely to rely
very heavily on the "package" to know something more than the students who have the text. It may well be that a publication of suggested student projects and activities could be compiled fairly easily from the activities and projects conducted over the years by the history clubs. Reports of these activities are submitted annually to the Indiana Junior Historical Society and are on file in their state office.

Of much greater value than any printed supplementary materials, however, would be the creation of a set of audiovisual materials to accompany any class in Indiana history. During the years I have taught, undoubtedly the greatest change in education has been the utilization by classroom teachers of video-taped television programs. My feeling is that a videotape does not have to be terribly good to show kids more than I can with a traditional lecture format. At its best a series of videotapes could do for Indiana what Alistaire Cooke's America series did for United States history. To be worthwhile such a series of tapes would have to be done professionally by a team of teachers, historians, and technicians. I most certainly am not espousing a set of recordings of someone else using a traditional lecture method. I intend the programs to show locations and artifacts a great majority of the time. You will notice that I have said videotapes, not movies. If you are not familiar with the current situation in audiovisual materials, let me assure you that the video cassette is easier to use, familiar now to almost all teachers, and most importantly, a great deal less expensive than sixteen millimeter films to produce. Movies have become terribly expensive even to rent for classroom use. There are a couple of acceptable alternatives to videotape which would be even less expensive. These would be automated sound filmstrips or slide-tape combinations.

Any number of local, amateur audiovisual productions in Indiana history have been produced by history clubs, county historical societies, and teachers over the years. While most of them are of a subject matter and quality which probably would limit them to local consumption, they would at least suggest many areas of interest for a professionally written and produced series. A few professionally made programs such as "The Guns of September" from Hook's Drugs on Indiana's role in the Civil War may be ready now to be incorporated into an overall program series. It might well be that the Indiana Historical Society should undertake the production of a series of sound filmstrips, videotapes, or slide-tape programs based on their own publications. These could be supplied to county or local historical societies as well as to schools; and I cannot imagine
anyone teaching Indiana history not wanting color-sound programs like The House of the Singing Winds, From Paddle Wheels to Propellers, Indiana Houses of the Nineteenth Century, Alloys and Automobiles, Indianapolis from Our Old Corner, or the Walam Olum to show to his students. And of course there could be programs on the diaries of Calvin Fletcher that would take a student's entire high school career to see.

In conclusion, as a history teacher and department chairman, I can attest to the dearth of both teachers and materials for state and local history above the fourth grade level. I am confident, based on the successes of History Day projects and the history clubs, that with good materials, presented enthusiastically by a well-trained teacher, student interest will be generated and be reflected in student enrollment in elective high school Hoosier history or Indiana studies classes. What remains to be seen is whether the Indiana Historical Society, the Indiana Council for the Social Studies, the Indiana Historical Bureau, and any other groups who recognize the legitimacy of the need can work together to produce meaningful changes in teacher training and in instructional materials.

How important is it that we reach the students in our schools with the story of their Hoosier heritage? How important is it that we reverse the commonly held adolescent view that Indiana is a place to move away from as quickly as you are old enough? How important is it that students recognize that we did not come to be what we are and to have what we have just by accident? Who cares enough to replace good intentions with action? Who cares?

Comment by Pamela J. Bennett*

Both Errol W. Stevens and Albert A. Hodge call for materials for teaching state and local history as a first step in getting Indiana history in the secondary school curriculum; Hodge issues a challenge to the Indiana Historical Society and the Indiana Historical Bureau to produce such materials. Since space has been limited, I will confine my comments to that challenge.

What seems obvious from Stevens's historical examination and from my own experience over the past few years is that one

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major problem regarding the lack of Indiana history at the secondary level is the inability of concerned individuals and groups to maintain constant and effective contact. There have been spurts of interest from one group or another at various times, but there has rarely been a concerted effort to cooperate, to initiate courses, to provide appropriate materials and guides for class use, to monitor the use of such materials, to respond to curriculum changes, or, in fact, to sustain efforts in any of these areas.

For example, Indiana history is now required on the fourth grade level. There is no required textbook; anything available is outdated. The Indiana Historical Bureau provides printed materials for class use which date from the 1940s and 1950s and which are barely adequate; teachers use these materials by the thousands, but how? A teaching kit has been developed with federal funds in Kokomo; it is apparently being used throughout the state with local modifications, but how many teachers do not know about it and what are its strengths and weaknesses? There are other teaching tools at the elementary level in various places; why can we not make these better known and available throughout the state? Some historical museums in the state have hundreds of school visitors; others have few or take no part in their local educational process. What actually makes the difference since size does not seem to be the determining factor? Can the successful museums help the others? Several museums in the United States have highly developed educational programs that could be used as models aside from what our own institutions could offer. What do teachers really want and need for teaching Indiana history, and what can be done to answer those needs rapidly from existing resources?

The situation at the elementary level is extremely relevant to efforts at the secondary level since the same situation exists on a smaller scale, perhaps because there is no required course. We would be foolish, however, to push once again for a required course in Indiana history—or even an elective—without proper planning, including a consistent and sustained program for more and better materials. The unit prepared in 1976 for both elementary and secondary study based on George Rogers Clark was very successful, but what has become of it and how are teachers using it without the impetus of the Bicentennial? The Indiana Historical Bureau still has in print Readings in Indiana History, and copies sell steadily. The bureau and other publishers have volumes that could be used for classroom study on the secondary level. Some teachers obviously do use these
volumes, but we do not know how and we do not have the guide materials to encourage such use. I agree with both speakers that the new Indiana studies course and materials are a good start; the materials have at least had input from major segments—if not all—of the appropriate constituent groups.

One could go on forever about what has not been done, but that does not solve any problems. Rather, I would like to suggest some possibilities in line with Stevens's and Hodge's observations, with my beliefs, with what is happening here and elsewhere, and with reality. I think first that we must recognize the detrimental potential of a too narrow focus and of the reciprocal prejudices that exist at all levels, especially among the groups that must cooperate if successful teaching of Indiana history is to be achieved. Rather than say Indiana history belongs or does not belong at a certain grade level, provide the incentives and the means to integrate it more effectively at all levels and in various ways. The Mid-South Humanities project successfully relies on English teachers, for example, as well as history teachers; other subject areas provide excellent opportunities; and the arts and libraries have the best cultural lobbies in legislative bodies. Anyone who has seen the Little Hoosier Historians at work or talked with some of our elementary teachers must admit that elementary students can indeed learn something substantial about Indiana history and can convey that knowledge often in sophisticated ways. In fact, they may even want to enlarge that knowledge as they proceed through higher grades; the success of the Indiana Junior Historical Society and the much newer History Day programs prove that such interest exists among both students and teachers. Indiana's vast historical and cultural resources offer the potential for activity in many disciplines and subject areas at all stages of the educational process. Indiana history can best be served by a coordinated effort that uses resources most economically and provides a wide range of opportunity for students and teachers in and out of the classroom. This opinion seems to be widespread.

Regardless of whether the requested educational director for the Indiana Historical Bureau is funded in the state's coming biennium budget, the bureau will move to help facilitate such cooperation. We need to know what resources exist and how they are used and to spread the word. We need to make resources that do exist more useful by encouraging and disseminating appropriate guides and supplemental teaching materials. Concurrently, we need to work on resources specifically designed for class use that are adaptable enough to meet the
needs of teachers and students at various grade levels and under a variety of local curriculum restraints. Presumably such resources would combine all kinds of teaching materials—from a basic textual approach to the most sophisticated audiovisual productions. In addition, a forum for the exchange of information and ideas would seem to be desirable if interested groups want it and would sustain it.

"We" in the preceding paragraph refers to more than this state agency; the bureau alone cannot meet these needs because it does not have the requisite expertise, although it has some desirable elements to offer. Such accomplishments will not be fully realized unless and until the cooperation of interested parties is achieved in a united program that draws upon the strengths of all involved. The Indiana State Department of Public Instruction, school teachers, academic historians, and representatives of local cultural organizations, for example, should be part of any general planning group. To facilitate the exchange of information and ideas the bureau is willing to begin production of a publication that has Indiana cultural education as its major focus. It could be inexpensively produced in-house and marketed to the appropriate audiences at little cost. The bureau will serve as the local sponsor for a Mid-South Humanities workshop on July 7-8, 1982, in Indianapolis; Mid-South provides techniques and methods in using local cultural resources in the classroom and can lay a firm foundation for extended methods training for teaching local history in Indiana.

To answer the challenges of Hodge and Stevens the bureau does care, and the bureau is moving in various directions—albeit cautiously—to fulfill better its legislative mandate to encourage the study of Indiana history. Given the fiscal restraints we all face, however, unless we join forces in a meaningful way, we are still talking—or writing—merely to hear ourselves talk. The latter situation may deceive us into thinking that we have tried, but it does not get the job done. The real challenge is to all of us—let’s get the job done.

Comment by C. Frederick Risinger*

The papers by Albert A. Hodge and Errol Wayne Stevens make a strong case for reemphasizing Indiana history in the

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secondary curriculum. Certainly, readers of the Indiana Magazine of History require little persuasion on this issue. Neither do most secondary social studies teachers and department heads. Most students enrolled in the few Indiana high schools that offer a state history course enjoy it and encourage other students to take it. And, the curriculum division of the Indiana State Department of Public Instruction has cleared the way for a high school elective course in "Indiana studies." So, what's the problem? Why do only an estimated one to two percent of Indiana high schools offer a course that tells students about the sometimes wacky, frequently proud, but always interesting story of the Hoosier state? The problem has three dimensions—space within the curriculum, appropriate materials, and relevance to student and societal needs. Let's examine each of these dimensions.

It's absolutely true that there is little or no chance for another required social studies course at either the junior high or senior high levels. With declining enrollments and inflation-ravaged budgets, it's a struggle to maintain current curriculum standards. More importantly, pressures caused by increased numbers of working students, early graduates, and related cutbacks of daily school schedules are devastating the elective curriculum. Art, music, and foreign language programs are suffering the most, but advanced courses in math, science, and industrial arts are also being hit. Clearly, another required course (or for that matter, even a new elective) adds to this dilemma. While I firmly believe that Indiana history should be an integral part of every Hoosier's education, I'm reluctant to argue that he or she should eliminate a foreign language—or art—or physics—or calculus in order to know about "Blue Jeans" Williams or the reforms of Governor Paul V. McNutt.

Is this "curriculum space" dilemma an insoluble problem? Probably not, but there will be continuing tension caused by competing demands of more useful and necessary courses than existing space or time in the school curriculum. Perhaps the best approach is to offer an Indiana studies elective to attract interested students and "upgrade" the Indiana-specific content of required courses such as eighth and eleventh grade United States history and twelfth grade government.

Both Hodge and Stevens discussed the lack of effective instructional materials for teaching secondary-level Indiana history. I agree that this is a problem, but it's much more easily solved. Many teachers are using the outstanding materials available from the Indiana Junior Historical Society.
Others use the George Rogers Clark project or excerpts from Donald F. Carmony’s *Brief History of Indiana*, published by the Indiana Historical Bureau. For high school classes these materials can be combined with articles from the *Indiana Magazine of History* to create an interesting, dynamic set of readings. County historical societies frequently publish pamphlets focusing on local topics and issues.

But most teachers simply don’t have the time or resources to develop an integrated program based on such disparate resources. This is especially true when the Indiana history course is an elective and represents only one fifth of a typical teacher’s planning responsibility. The new Indiana studies textbook, mentioned by Hodge, can meet many of these needs. But before I discuss it further, let’s look at the third dimension of the problem.

What should students learn about their Hoosier heritage? Certainly they should know the major historical events of the pioneer and early statehood periods. They should learn about Abraham Lincoln’s boyhood and Indiana’s role in the Civil War and Wendell Willkie, too. But traditional Indiana history is not enough. In recent years the concept of history has expanded far beyond what most of us remember from our school days. Today’s historians view the past through lenses of economics, sociology, political science, and many other disciplines. Social history examines the day-to-day lives of average citizens—what they ate, how they worshipped, what they did for entertainment. What was it like to be a fifteen-year-old girl during the Indiana pioneer period? What decisions did an eighteen-year-old Madison boy have to make in 1861?

Moreover, what should we teach about Indiana government? All students are required to take a one-semester course in United States government, usually during the twelfth grade. Very few students learn about Indiana government. Most assume that the governor and the president are “sorta the same” and that the state legislature works like the United States Congress. To some extent this is true, but knowledge about state government is essential for effective citizenship. About 80 percent of the laws that govern our daily lives are state and local legislation. Therefore, it is just as important for Hoosier students to understand Indiana lobbying laws or property tax limitations as it is for them to know about the congressional committee system.

Just about a year ago, the Indiana Council for the Social Studies (ICCSS) approached officials at the Lilly Endowment with a project based on the perceived needs of students,
teachers, and future Indiana citizens. ICSS members include elementary and secondary teachers and college-level teacher trainers. The ICSS proposal identified many of the concerns articulated in Hodge's and Stevens's arguments. We argued that (1) there was a definite need for a secondary text on Indiana; (2) the text should be written by classroom teachers who know the abilities and interests of students; (3) the content should be based on traditional history but should be expanded to include social history, geography and economics, and especially the development and operation of state government. With Lilly Endowment support the textbook has reached the final development stage. Five classroom teachers—Lida Barker of Gary, Pam Gunkel of Brown County, Joe Krause of West Lafayette, and Harry Barger and Don Evans of Fort Wayne—spent five weeks researching and writing the text. Mary Jane Meeker, a specialist in Indiana history, and Jane Lowrie of the Indiana State Department of Public Instruction served as consultants. If all goes as scheduled, the book will be available for classroom use in the fall of 1981.

The new text combines recent historical interpretations with a lively writing style and classroom activities. It is designed to be used as a basic text for a semester-long elective course or to be integrated into a United States history or government class. The Lilly Endowment has demonstrated again its thoughtful, long-range encouragement for activities and projects designed to make Indiana a leader in educational, cultural, and social affairs.

The new Indiana studies textbook will not solve all the problems of teaching Indiana history in the schools, but it's one more example of the keen interest and pride that many Hoosiers have for their state. Combined with state and local historical society programs, the Indiana Historical Bureau and Indiana Junior Historical Society, dedicated teachers like Hodge in Rushville, and even commercial support such as Hook's Drug Stores and the Indiana Farm Bureau, Indiana history is a significant part of the daily lives of its citizens.

Comment by Jane Lowrie*

First, let it be said that from a point of view of sound educational practice, students, indeed children at home prior to

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school age, need ever-widening knowledge of the place in which they live in order to function effectively. Not just the "Where am I?" or "What is this?" type of factual knowledge, but answers to the "why" and "how" questions that bring meaning to the facts. This orientation of leading the student from self outward has strong implications for teaching about the home state at every grade level, thus establishing the relationships between whatever is being taught to where the student is. It suggests exploring the present and, historically, how we arrived at where we are and what we do. It implies more than Indiana history, but certainly not an absence of it. Geography, culture, government, the arts, and, of course, basic skills, all play a role in leading students to effective, responsible citizenship in their state and nation.

The educational view of widening horizons is commonly used in the nation's elementary schools. In Indiana's elementary schools there is much focus on various aspects of the local community. A majority of the state's elementary schools teach some Indiana history in the middle grades. The amount of time spent and what part of the history is taught varies from a few weeks' focus on the early settlers to a full year spanning the range of Indiana's history at the fourth grade. This is due to the long-standing view of the Indiana State Education Commission that specific curriculum decisions should, by and large, be left to the local district's discretion.

Stevens has done a great service to the future potential for Indiana history in our secondary schools by providing documentation of the long-term and growing interest of the public in this field of study. In searching out documentation, however, it is not always easy to read between the lines and perceive all the conditions that brought about past actions. In some respects it is like the meaning of the word "Hoosier." In the early 1800s other people's perceptions of those who lived in Indiana were quite different from today. Education was quite different, too. As the sheer volume of knowledge has increased, our perceptions of what ought to be taught, when and how much, have changed as well. Hoosiers were once perceived as backward, uneducated hillbillies. Today "Hoosiers" rank among the top ten states in the nation in international trade; hardly the conditions of one hundred years ago!

Periodically over the past one hundred years, as Stevens points out, various groups have made concerted efforts to promote the teaching of Indiana history in our schools. What he fails to note are some of the major reasons why the subject has not received consistent, widespread implementation.
As more and more students continued in school to complete high school, graduation requirements began to be formulated (such as a full year of American history at the secondary school level), still leaving specific course content up to the local schools. The textbook adoption process, with the accompanying category descriptions, has also influenced what courses are offered at the secondary level. In today's world college and university entrance requirements also influence what courses students take. There is certainly an abundance of knowledge on which to focus student attention. But still, if there are justifiable reasons for teaching Indiana history in high school, why is the practice not widespread?

One reason is a lack of interest on the part of commercial publishers to invest financial resources to produce textbooks, or any other compilation of materials, which focus exclusively on one state. With the escalating printing costs of the past ten years, those few publishers who did produce Indiana history texts have contacted the Indiana State Department of Public Instruction to state that they would no longer be doing so, even if the text was written and ready for publication, because they could no longer afford the financial loss. Another reason coupled with the first is a paucity of interest on the part of Indiana historians in writing for precollegiate students, accompanied by a lack of knowledge of how to write for them.

But if not commercial publishers, why has the state failed to print these materials consistently over time. The answer is simply a lack of appropriations to do so. There is a general lack of public support to invest tax monies to develop and publish Indiana history materials. This stems partly from the notion of "free" textbooks. There is, of course, no such thing as a "free" textbook. Someone has to pay for them. The issue of who and how is one of the great public debates which cannot be resolved here but, none the less, plays a critical role when it becomes time to provide Indiana history materials for classroom use.

There also seems to be a widely held belief that it takes little effort on the part of classroom teachers to search out their own materials and put together a course of study on Indiana history, thereby saving the money it would take to provide material for them. Indeed, nothing could be further from the truth. It takes an unbelievable amount of time and effort to create individually a course of study. Further, the availability of resources for such a project varies widely throughout the state. This approach thus creates problems of wide variation in what is taught of Indiana's history and in the quality of the material provided to the students.
Indiana's social studies teachers have demonstrated an interest in developing and publishing materials on Indiana's history. As Hodge points out, there is a cooperative effort underway to provide a textbook for the newly established Indiana studies course. In response to both Stevens and Hodge, yes, the Indiana studies course does address the study of the state's constitution, comparing it with that of our nation, but that is far from the scope of the project. The material is replete with political, economic, and cultural history and delightful anecdotes about people, art, and architecture during various time periods. The mechanism for a strong course at the secondary level is in place. The textbook is well on the way to completion of the writing phase, but there remains a strong challenge.

The challenge is this: who, among all of the groups who wish to see the high school students of Indiana learn more about their state, are willing to support the publication of material now being developed? What sources of money can be utilized to help the cooperating groups complete the project? The Indiana Council for the Social Studies membership (social studies teachers), the Indiana Historical Society, and the Indiana Historical Bureau all seem to want the same goal. To accomplish this, the answer lies with all who read these articles to support the effort to completion.