Development of the City School System of Indiana—1851-1880 (Concluded)

By Harold Littell, A.B., Logansport, Ind.

The Problem of Grading

Primarily the thing which differentiated a majority of the city or town systems of schools from the rural schools was that the former were graded while the latter were not. Although all advantages existed in grading pupils, and there was no argument against it, yet this system, in several places, had its struggle along with the other phases of educational development. People looked upon it as a fad; they would not hear to such a thing being instituted in their buildings. Another class considered it expensive. Where two or three teachers had previously handled eighty or ninety pupils without gradation, it would take six or eight teachers to handle the same number after they were classified. The first objection was easy to overcome. It was only a question of educating the people up to it. The second was a more diffcult problem, the solving of which took time. Many places desired graded schools long before they were able to finance them.

The nongraded school, which has been referred to several times, needs but a word of explanation. In such a school was usually, though not always, but one or perhaps two teachers. The rooms contained all classes of pupils, from the entering age of six, or even lower, to those who had passed twenty-one. There was no division line that marked one grade from another, the big boys and girls going into the class which suited their size and age. In some cases, the parent dictated the class to which his child should belong by sending the latter to school with a book and telling the teacher to let his child use it. This was done regardless of whether the child could master it or not. It was the way of promotion. The school situation presented a problem which the teacher had to work out the best he could with the mate-

rial he had to work with. As a rule very little was done. A child on leaving school at the end of the year did not know where he would belong the following year. A change of teachers might demote him or promote him, just as the teacher felt about the matter. If a teacher was sufficiently well educated to draw any line of distinction between his pupils on that basis, the subject considered first of all was "figuring." The power to use numbers was considered about all that was worth while among the patrons.

In schools of earlier origin, the instruction was given to each individual separately. Usually there were as many text books as pupils, if each was fortunate enough to own one. Spelling was given out to all the school at the same time, standing in a row, but the words were selected to suit the ability of the child.

Such schools were largely dominated by the influential patrons, whose children, as a rule, received most of the teacher's attention, and consequently progressed fairly well. The others had to get along the best way they could.

In Salem, in 1857, a school was organized under H. D. Wilson. This school was not graded, and there was no prospect of the inauguration of such a system. A majority of the people strongly oposed it. At Muncie, the same year, conditions were even worse. There were two public schools in the city, both failures, not on account of any fault of the teachers, but because all the children in the town, of every grade, were crowded into the small school houses, rendering it impossible for any teacher to effect an organization that would work to advantage.

As late as 1867, Crawfordsville, with two school buildings, had not yet instituted the graded system. It was during the fall of that year that the trustees decided to place their schools on that basis. In the same year, the following report came from Bluffton:

> "The schools of this place have never been graded, the citizens claiming the inestimable right to send to the school which they prefer. As a consequence of this there are as many separate schools as houses, namely, three."

In Rochester (1867) with two hundred and fifty pupils the schools had not yet been graded. It was during that year

that the trustees, examiners, and patrons, after a consultation, decided to introduce the system the following year. Logansport, in 1867, was another city which had as many separate schools as it had houses. Each was independent of the other, and no system of grading was maintained anywhere. Two years later (1869) the schools were all graded and put in a systematic form. Worthington, in 1870, had not yet been incorporated, hence a town school system had not been instituted. The citizens began a movement that year to incorporate, whereby they might be able to levy a local school tax and organize a graded school system. In the same year (1870) Washington still contented herself with ungraded schools. At that time there were three separate schools working individually and without any system. These drew on the public funds while they lasted, then for the remainder of the year were supported by a few patrons. Tipton made a start toward gradation in 1870. A movement was started all at once for the betterment of educational conditions in that place. Special taxation, a graded system of schools, uniform textbooks all over the city, and a new school building, all marked a change for the better. Lebanon, in 1872, had not yet perfected a graded system. Sullivan, in the same year, made provisions for gradation by building a fine school building. It had to do this in order to cope with its neighbors, Carlisle and Paxton, in the same county, where there were good graded schools. Danville (1872) had a very poor system of schools. There was no careful grading and no supervision. These latter usually went hand in hand. Up to 1874, Jeffersonville had a very imperfect system of grading in its schools. An attempt was made to separate the sexes, from the lowest grade up to the high school. In so doing two or three grades of boys, with two teachers, were in one room, and in another room were duplicated grades of girls. This worked very badly. In 1874 this custom was abolished, and new ones set up as follows: (1) All pupils were to be graded according to age and advancement, regardless of sex. (2) One grade to each room. (3) One teacher to a grade. Considerable opposition was manifested by the parents, especially in regard to the mixing of sexes, but they soon became perfectly satisfied with the new system. At

Winchester, in 1873, each teacher had from two to three grades. The superintendent, Mr. Ault, did his best to keep the work systematic, and was supported by an earnest corps of teachers. He laid out the month's work for each teacher, and required much oral work done in the primary grades.

It is seen that in some sections of the State graded schools were several years getting a start. Lack of funds, as has just been pointed out, was the principal reason. Yet, although this condition existed in many places, there were numerous cities and towns which got their schools graded in a very short time after their organization. Such cities had profited by the experience of the private, individual schools before the law gave them the power to establish public institutions. In such places, too, the superintendent was a man of experience and knew the advantages to be gained from a centralized, graded system of schools. In fact this was his business.

At Evansville, as early as 1856, the schools were graded closely. The chain of gradation extended from the primary to the high school. At that time the schools were classified into four grades, high school, grammar, intermediate, and primary. By 1860, with the erection of a large building, the system was still further extended. Lafayette, in 1856, had a similar system of gradation, the primary, secondary, intermediate, and grammar departments constituting their complete cycle at that time. Richmond, under the superintendency of J. Hurty, had, by 1856, a good graded system of schools, although the buildings were crowded. As early as that date the school board hired no teacher who had not had some professional training. The schools were all classified and graded, and a careful system of discipline and instruction was maintained.

By 1857 the schools of Indianapolis had assumed a place among the best in the State. The grading was as perfect as the time would permit, and the course of study laid down in each department was pursued to the letter. Superintendent George B. Stone devoted almost his entire time to the matter of supervising his teachers. The people were proud of their graded system. There were five departments, primary, secondary, intermediate, grammar, and high school. Shelbyville, in 1859, had a unique system of gradation in its

schools. Superintendent W. T. Hatch gave out the following statement in February of that year:

"Our Grammar School has just closed its first session for 1858-59. We have had on our register over 400 pupils in the English department, which consists of seven grades, and about 50 pupils in the German department under a native German teacher. Over 50, also, of our English pupils have been studying German. Our school is in a more flourishing condition now than ever before."

By 1862, Muncie, under the leadership of Superintendent Richards, had its schools systematically graded. The State superintendent at that time reported the schools among the best arranged in the State. Fort Wayne, in 1866, had 2,050 pupils enrolled in its schools. They were classified under the head of primary, secondary, intermediate, grammar, and high school. The following table taken from the city superintendent's report for December, 1865, will give an idea of the systematic arrangement of grades maintained:

Schools	Number Enrolled	Average Daily Attendance	Number of Seats
West Division—			
Grammar	83	63	92
Intermediate	92	70	92
Senior Secondary	80	69	58
Junior Secondary	99	68	54
Senior Primary	94	65	54
Junior Primary	105	88	54
Boys' Primary	134	94	72
Girls' Primary	111	80	72
East Division—			
Grammar	39	34	60
Intermediate	54	36	72
Senior Secondary	75	50	72
Junior Secondary	103	76	60
Boys' Primary	116	88	66
Girls' Primary	102	73	71

Another table from the same school gives one further evidence that they kept relatively close watch over the subjects themselves. Numbers engaged in the various studies were reported as follows:

Reading	1580	Geography	809
Spelling	1426	Grammar	158
Writing	1426	Drawing	16
Arithmetic	917	Composition	587

Declamations, 1747 (included High School).

Attica, in 1872, had developed a system of gradation. The children of the first and second primary grades had their work so arranged that they were kept in school but three hours daily. This is quite in harmony with the plan of today, 1912. Elkhart, in 1871, had a very good system of organized schools. The grades below the high school were divided into two classes of four grades each. Grammar, A, B, C, and D; primary, A, B, C, and D. The system of grading at Cambridge City in 1874 marked another deviation from those already given. The course of study for the schools of this city comprised nine grades, exclusive of a three-year course in the high school. This was a year more than the other cities allotted to grade work.

In order to get an idea of what the cities did in developing their systems, the following table is given for 1871. The data is for the month of September of that year:

Name	Number Enrolled	No. Days School	Average No. Belonging	Average Daily Attendance	Per cent. of Attendance	Number Cases of Tardiness	Number Neither Tardy Nor Absent
Indianapolis	5359*	18	4874	4691	92.2	613	2751
Muncie	652	--	585	510	88.7	---	127
Richmond	1554	18½	1391	1315	94.	170	599
Seymour	464	20	408	376	92.	116	119
Wabash	555	18	480	453	94.3	12	244
Attica	400	17	337	306	91.	18	109
Evansville	3577	20	3453	2320	96.1	716	1974
Lawrenceburg	575	18	496	473	95.2	21	394
Elkhart	599	20	517	491	95.	41	214
Franklin	604	20	546	531	96.4	35	358
Noblesville	370	10	361	349	97.	49	275
Princeton	445	17	401	377	94.	297	100
Edinburg	412	--	396	389	98.2	52	251
Frankfort	369	20	353	319	91.	171	109

*Includes high school pupils.

In conclusion, it is seen that the matter of organizing a graded school was not an easy matter, for the following reasons:

(1) The people had to be educated up to it.

(2) The graded system was more expensive than the ungraded system.

(3) It required a skillful superintendent to make grading worth while.

(4) Grading was not uniform.

Yet the system was begun and well worked out in some places. It was the graded system that paved the way for the success of a more advanced school, which is discussed in the following chapter. This was the high school.

THE HIGH SCHOOL

After the adoption of the graded systems in the town and city schools, the next step was the high school. In some places the latter was organized along with the graded elementary school, so that the two went hand in hand. In other localities the high school had to come later.

The questions naturally arise, why did the people want the high school at that time? What was its function? Did it serve its purpose? The answer to the first question can best be answered by a statement from the report of the board of trustees of the Lafayette public schools in 1856:

> "The trustees hope that the public spirit and parental affection of our citizens will ere long demand the establishment of a high school endowed with every faculty for an advanced or collegiate education, so that the children of our city may be kept under the influence of good examples and just restraints of home until prepared to take their parts in the active duties of life. What should be, can be done, and when accomplished no one would desire to return to the old paths."

Had this ambition been realized the high school would have become the "People's College" in reality and not in name only.

For the first few years of its existence the high school course was directed toward the training of teachers. To do this a normal course was instituted and work along that line given, as will be shown later. From this one would judge that the age of the average high school pupil was much higher than today (1912). This was true.

Richmond started her public high school in 1856, amidst embarrassments of every kind, the chief of which was in not knowing just what to do. The high school at that time was composed of young men and women, many of whom had attended academies and colleges previously. The normal class

was composed of fifty-six pupils, many of whom had taught during the summer. These students were taught matters pertaining to practical teaching. The whole enrollment for the high school was 124. This was rather large when compared with Indianapolis for the same year. The latter had a high school enrollment of 98, but their high school system was placed on a firm basis from the very beginning. Hence what it lacked in quantity it made up in quality. The Supreme Court decision of 1857 completely disorganized the Indianapolis high school, which was progressing nicely under Principal W. T. Webster. There being no financial support, Mr. Webster left the State. It was not until 1864, when W. A. Bell, formerly of the second ward grammar school of the city, was elected principal, that this phase of educational work was offered in Indianapolis. Yet Mr. Bell took up the work as systematically as Mr. Webster had left it. The entrance examinations to the high school were made effective, and in so doing the standard of the school was kept up.

It is interesting to note that as early as 1875 some cities were alive to present day situations and tried then to correct the existing evils. For example, in Indianapolis, during that year it was found that less than fifty per cent of those entering high school continued until the third year. To correct this evil a two year course was organized. The purpose was to fit the pupil for future life work as well as they possibly could. This two year course was as follows:

FIRST YEAR: Algebra, Arithmetic (reviewed), English, Geography (reviewed), General History, Free Hand Drawing, Morals, Elocution and Music.

SECOND YEAR: Plane Geometry, Commercial Arithmetic, Physical Geography, Natural Philosophy, General History, Bookkeeping, Mechanical Drawing, Zoology, and lectures on Commercial Law.

Evansville, by 1856, had its high school organized under B. P. Snow, a graduate of Bowdoin college. During the year 1855-1856 fifty-one pupils were admitted into the high school. It had an average attendance of 40. Ten years later (1866) the high school was large in numbers, and the course broad, requiring four years for its completion. The course of study offered at that time included among other subjects, algebra, geometry, trigonometry, surveying, Latin through Cicero's

orations, Greek through the reader, chemistry and mental and moral philosophy. In 1868 Evansville completed a new high school building at a cost of $45,000. The high schools of this city progressed steadily.

In 1860 Anderson had a high school, organized under I. N. Terwilliger as principal. Mr. Terwilliger was a master of his profession, being especially adapted to the teaching of elocution and mental arithmetic. He had also under his care a promising normal class. This was a sort of a semi-private institution, however, and did not last. It was several years after this before Anderson had a substantial public system.

Madison, from the beginning of 1852, had a good high school, but in trying to be economical as well as educational it starved out its high school work, and by 1857 offered no work above the grammar grade. This, coupled with the "Decision of '57", made a reorganization impossible for several years. All cities suffered the loss of their high schools during this period. They did well to keep a semblance of the grades going. It was not until the early and middle 60's that the high school in general began to take firm root and work on a permanent basis. The following will give an idea of how the school situation was looked upon by the people:

> "We are justly proud of our new high school building and are gratified to be able to chronicle this element of advancement in the material interest of our schools. Though Madison has not, within the last few years, moved as vigorously as some other cities in the State, it deserves credit for early vigor. It moved vigorously when it was not so popular to be vigorous. It opened its public school in 1852, immediately after the adoption of the new constitution providing for the present system. Under the able superintendency of Charles Barnes, it, for several years, has stood among the first cities in the State, in point of buildings and general efficiency."

Laporte, in 1867, with a population of 8,000, had developed a high school. That year the city had under construction a $50,000 high school building, which was one of the finest in the State. To insure a greater degree of success in their schools, all applicants to teach in them were required to pass a special examination independent of the regular State examinations.

Peru, in 1869, had a well organized high school under the

direction of Superintendent D. Eckley Hunter. The important phase of their high school work at that time was the "normal class," whose members were preparing themselves to teach. At that time there were thirteen ladies and four gentlemen taking this work.

Lawrenceburg, in 1869, maintained a high school course which covered a period of three years. At that time there were enrolled in this department 42 boys and 41 girls. Three years later, 1872, four girls and one boy constituted the first class to graduate from this high school. The occasion of their graduation was one of great interest. The same year five young ladies were graduated from the high school of Greensburg. The schools here had been developed under Superintendent C. W. Harvey, to a stage where they compared favorably with the best at that time.

The practice of co-education was not carried out in all the high schools of the State. This caused an added expense, for in such places two separate schools were maintained, one for the boys and another for the girls. Knightstown, although only a small place, had the double system in 1872. The State superintendent in commenting upon the situation at the time, said that it was decidedly "old fogy" and with proper supervision these schools could be brought together with mutual benefit and with half the cost.

New Albany, too, maintained separate high schools for girls and boys. In 1874 there were enrolled in the female high school 110 pupils; in the male high school 76. Seventeen girls and two boys graduated that year. The reason that only two boys graduated was that the junior class was graduated the year before from a three year course. There were 40 girls and 22 boys admitted to the high schools upon examination at the close of the term. The average age of those admitted was 14½ years.

Jeffersonville, the sister city to New Albany, had worked up a good system of schools by 1875. At that time there were twenty-four teachers in its schools, besides the superintendent. There were two German and three colored teachers. There were eight grades below the high school, and a four year course in that. In 1875, sixty-three were enrolled in the high school. Latin and German were required, with Greek elective.

The early high school did much to foster interest and bring the people in touch with the school situation.

Franklin, in 1873, had a high school lecture course for the benefit of the library fund. The following lecturers were engaged: Robert Collyer, H. A. Ford, W. H. Milburn, Mrs. Mary Livermore, Daniel Hough, Hon. William Parsons, Thomas Nast, and E. B. Fairfield. It was a success in every way. Franklin demanded the best of teachers. Out of a corps of nine teachers in their system, four were graduates of the Oswego Normal School, three were graduates of the Indiana State Normal School, and the other two had attended normal schools but had not graduated. This city had one of the best school buildings in the State.

Lawrenceburg, in 1875, had a course of lectures during the term at the rate of two each month. They were very successful. The first three lectures paid for the whole list, ten in number. This insured success to the enterprise and showed what could be done when the proper effort was made. The pupils of this high school during the same year gave a public concert which was quite creditable. Under the direction of Superintendent R. G. Boone, a course of lectures was given at Frankfort in 1876, for the purpose of raising money with which to purchase a reference library for the school. New Castle graduated her first class from high school in 1875. One feature of this school was the completeness of the course of study. Mrs. Lois G. Hufford, the principal, held her pupils to a four year course, with Latin and Greek as electives.

Another feature which existed in the early high school was the training school. It compared very favorably with the "cadet" system employed in some of our cities today (1912).

Logansport had such a system in 1875. At that time Miss Fannie C. Kimber was principal and teacher of methods. Miss Ella Miller was critic teacher. Both were graduates of the Oswego Normal School. Eight pupil teachers were admitted. There were four practice rooms. One-half of the class took methods, while the other half taught under the critic teacher. These pupil teachers received no salary. It was economical for the city as well as advantageous. The amount paid the principal and critic amounted to the same as the salary of the four regular teachers would have been. This allowed them a princi-

pal, in the person of the teacher of methods, without extra compensation.

By 1874, the high schools of several places had assumed a respectful place in the State system. Most of them had begun to graduate classes at this time. The following table may give an idea as to what the schools were doing:

City	Graduates Male	Graduates Female	Number in the High School	Principal	Superintendent
Shelbyville	1	4	30	T. Harrison, C. Jenkins, Asst.	W. A. Boles
New Albany	2	17	--	----------	----------
Franklin	None		62	Mrs. E. W. Thompson	E. W. Thompson
Jeffersonville	1	5	82	----------	O. H. Smith
Fort Wayne	2	3	70	----------	J. H. Smart
Greensburg	2	9	56	----------	C. W. Harvey
Logansport	-	2	--	----------	----------
Vincennes	2	13	110	R. A. Townsend	T. J. Charleton
Lafayette	3	5	78	----------	----------
Terre Haute	3	6	81	----------	W. H. Wiley
Wabash	Total, 6		45	----------	D. W. Thomas
Evansville	4	5	93	J. A. Leller	A. M. Gow
Princeton	2	4	39	----------	D. E. Hunter
Kokomo	None		54	----------	Sheridan Cox
Huntington	None		28	----------	----------
Indianapolis	2	7	375	----------	----------
Richmond	2	4	69	Mrs. J. G. Holcombe	----------
Seymour	Total, 5		--	----------	----------

In summing up this chapter, one notices likenesses and differences in the various high schools. Most of them at the close had the four year course. In the early period the training of teachers predominated in practically all these schools. The difference existing was the way in which the schools went about it. Some gave practice work, others merely gave the theory. In the beginning also, several places took almost anyone they could get into their high school, age being the principal entrance requirement. Others, like Indianapolis, had a very strict examination, hence their number of students was below that of Terre Haute and Richmond for several years. Among other interesting facts to be noted is the fullness of the curricula. This had its cause and its effect. The next

chapter on the "Curriculum" will deal with this phase more extensively.

THE CURRICULUM

What shall we teach and how? has always been a question confronting school men from the very beginning of educational institutions. It is a question which school men thought they had solved in the early times. Yet it has changed from year to year with advancing civilization, until the thing which was so fundamental then is only a minor part in the educative process today (1912). As one traces the curriculum in Indiana schools from 1856 up till 1880, he notices this change. The question then arises, what caused such a change? Was it the influence of eastern schools? Was it due to social pressure? Or, was it the development of the teacher?

As far as the early elementary schools were concerned, there is no question but that the subjects taught were influenced by all three of the above. As has been pointed out, many of our early teachers were imported from Ohio, Massachusetts, and elsewhere. They taught what was taught in their States, since they dominated their own systems.

Again, many of the inhabitants of that time (1852-1860) were born and reared in the East. Their ideas were brought with them as to what should be taught their pupils. It was not an uncommon saying in those days for a parent to tell his boy "What was good enough for me is good enough for you."

The three R's—reading, writing, and arithmetic—formed the backbone of the graded systems. Arithmetic was considered the most fundamental subject taught. To be able to "figure" was considered worth much in the early days. Each edition of the *Indiana School Journal* for several years after its foundation in 1856, gave from two to six pages discussing and working out certain problems in this subject. Historically, the next subject which received the most attention from the educators, was spelling. There had been method after method devised for the correct teaching of this subject, but none would work. In 1856 the Phonic method of spelling was brought before the teachers of the State and discussed from all angles. In that year the Indiana State Teachers' Associa-

tion passed a resolution favoring this method and recommended its adoption in the schools of the State. All schools did not adopt it, however, at that time, and it was some years before they did. Muncie, for example, did not consider it before 1864. Strange to say, the teaching of reading did not take any systematic form until a much later date. It was thought, at that time, to be easy to teach, hence no method was needed.

German received more attention at this time than English. Some cities maintained both an English and a German department in their schools. One can readily see that this was due to the early German settlements, the inhabitants of which could not speak any other language. Shelbyville, in 1859, had a German department in her schools, with a native German teacher at the head. Fifty pupils were enrolled in this department. Many in the English department also took German.

Nevertheless the larger schools began to enrich their course of study for the grades. Terre Haute by 1865 gave the following courses below the high school:

(The figures show the number of pupils taking each subject.)

Orthography (includes high school)	2420
Reading	2349
Mental Arithmetic	1105
Written Arithmetic	813
Penmanship	1059
Geography	945
English Grammar	314
United States History	51
Analysis	38
Vocal Music	2420
German for Children	123
Composition and Declamation	70

With the exception of manual training, one sees a close resemblance between the two last courses above given and those given in the same cities today (1912). It all goes to prove that the elementary phase of education had been fairly well worked out by this time. Mental arithmetic, a few years later, was considered useless and dropped. It was, however, revived, and now holds an important place in the teaching of numbers. The elementary schools of the State varied widely, however. The advantages of the larger cities were lacking in

the smaller, where the grade teaching consisted mainly in the teaching of Reading, Spelling, Writing, Arithmetic, Geography, and United States History.

One finds the high school in the same position, the size of the school determining to a large extent its course of study. As we have seen above, many of the early high schools had what they termed the "normal class." This was influenced as you may see, by social pressure. In Richmond a third of the pupils constituted this normal class. In other cities it has been shown that there were many pursuing this line of work. But there was another phase of the high school curriculum which is of more interest to us still, since it was the beginning of what we term a high school today.

The subjects taught in the normal courses at Richmond were the common branches, viz: Arithmetic, Reading, Spelling, etc., with some of the theories of teaching at that time. Much stress was laid upon Elocution, Writing and Rhetoric. These schools compared favorably with our summer normals found in every locality, before the high school requirement was enacted by the legislature. Much of the training was to prepare the pupil to make a license rather than to increase his professional strength.

The subjects taught in the early high schools were many. There is distinctly an imitation of the eastern schools, copied by the old academies, seminaries, and at last taken over by the public high school. The following list taken from the report of the superintendent of the Fort Wayne schools (1865) will give an idea of what constituted the high school course of study at that time, together with the number of pupils taking each subject:

Number enrolled in high school	74
Physical Geography	40
Algebra	33
Latin: Lessons, Caesar, Virgil, Cicero	30
Philosophy	18
Drawing	16
German	10
Greek: Lessons, Testament, Anabasis	6
Chemistry	6
French	4
Composition	587[1]
Declamation	1747[1]

[1] Includes grade pupils.

A table from the same school the year following adds Rhetoric, Geometry, Trigonometry, and Instrumental Music.

Terre Haute, in 1865, accordingto her superintendent's report, gave the following for the high school:

Rhetoric	13	General History	9
Algebra	65	French	5
Geometry	3	German	27
Trigonometry	3	Latin	23
Bookkeeping	7	Greek	3
Physiology	14	Normal Class	9
Physical Geography	15		

In 1869, W. A. Bell, principal of the high school at Indianapolis, worked out a course of study, setting forth his reasons for so doing. Mr. Bell said:

"A course of study is not a matter of little consequence. A real advancement, the actual mental growth of the pupil, depends not a little upon the character of his studies and the order of their succession.

The great problems now to be solved by educators are: (1) How does mind grow? What is the natural order of the development of the faculties? (2) What are the studies best adapted to this development and how shall they be presented? The second proposition involves necessarily a course of study. The following course for high schools has been arrived at with difficulty, and it is not entirely satisfactory. It is, however, the result of some years experience, much thought, and close study, and the examination and comparison of the courses of many of the best high schools in the country.

FIRST YEAR

First Term	Second Term	Third Term
(1) Algebra	(1) Same	(1) Same
(2) Latin, German, or the Science of Common Things	(2) Same	(2) Same
(3) Aids to Composition	(3) English Grammar	(3) Same
(4) Reading and Spelling	(4) Same	(4) Same

SECOND YEAR

First Term	Second Term	Third Term
(1) Arithmetic	(1) Same	(1) Geometry
(2) Latin, German, or Analysis of English Words	(2) Same	(2) Latin, German, or Bookkeeping
(3) History	(3) Same	(3) Natural History
(4) Reading and Spelling	(4) Same	(4) Reading and Spelling

THIRD YEAR

First Term	Second Term	Third Term
(1) Geometry	(1) Trigonometry	(1) English Grammar
(2) Physiology	(2) Same	(2) Latin, German, or Universal History
(3) Latin, German, or Universal History	(3) Same	(3) Botany
(4) Natural Philosophy	(4) Same	(4) Physical Geography

FOURTH YEAR

First Term	Second Term	Third Term
(1) Physical Geography	(1) Astronomy	(1) Moral Philosophy
(2) Botany	(2) Latin, French, or Chemistry	(2) Latin, French, or Geology
(3) Chemistry	(3) Rhetoric	(3) Chemistry
(4) Latin, French, or Constitution of the United States	(4) ----------	(4) English Literature

In addition weekly exercises in Composition, Declamations, etc., should be required throughout the entire course.

Evansville, in 1866, had a very extensive course requiring four years for its completion. Among the subjects taught were Algebra, Geometry, Trigonometry, Surveying, Latin through Cicero's Orations, Greek through the Reader, Chemistry, and Mental and Moral Arithmetic.

To meet the demands of the times (the social pressure element), Indianapolis in 1875 followed Chicago's plan and adopted a two year course in her high school. This was done because more than fifty per cent quit school before reaching the third year of high school. This course consisted of the following:

FIRST YEAR: Algebra, Arithmetic (reviewed), English, Geography (reviewed), General History, Free Hand Drawing, Morals, Elocution, and Music.

SECOND YEAR: Plane Geometry, Commercial Arithmetic, Physical Geography, Natural Philosophy, General History, Bookkeeping, Mechanical Drawing, Zoology, and lectures on Commercial Law.

Since our early high schools were very much like the eastern schools, one is not surprised to find Greek and Latin, as well as French and German, all in the course of study. All the larger schools—Indianapolis, Fort Wayne, Terre Haute,

Evansville, New Albany—had these. Such schools were the offshoots of the original "classical" institutions of learning. The teaching of science was poorly done in the early schools. As the course of study will show, they tried to give a little of all the sciences instead of one or two in a thorough manner. Notwithstanding this, Evansville and Fort Wayne both had installed in their schools very good apparatus for teaching physics and beginning chemistry. They were exceptions. As the languages took such an important place in the course, English took a lower place. English, at first, was taught by the mechanical method, rather than by any method looking toward appreciation. Moral philosophy was taught at first in the high school, but later was deferred until the pupil had entered a college.

In many ways the early course was a good one, and compared favorably with ours of today. As stated above, the poor teaching of English and the fragmentary presentation of the sciences were a detriment to the early course. While the high schools have always been designated as the "people's colleges," the main factor in making up their curricula was not the people. It was pure imitation of the older schools in which university and college requirements dominated the course. Strange to say, the old time-worn paths are still followed today (1912). Schools have tried to meet the needs of the people, as Indianapolis tried it in her two-year course, but soon they found themselves back in the classical atmosphere. Usually those who attended the high school in the earlier period were those who were better off financially than the average elementary school pupil. They were sent to school for one thing. There was but one aim in view. It was culture. This phase of education has always dominated the course of study in the high school.

Summarizing the influences which affected the growth of the curriculum, it is found that the greatest factor was the influence of the eastern schools. Teachers from the eastern section of the country brought to the early schools of Indiana the ideas which they had learned in the East.

Financial conditions of communities conditioned to a large extent what was taught. This was especially true of the high school. As the school grew, the course of study grew. Social

pressure was effective in another way, viz: the determination of certain courses for special purposes. This was shown very well in the case of the two-year course at Indianapolis.

It is very difficult to show just where the influence of the teacher leaves off and that of the community begins. They have always been very closely connected.

Professional Training of Teachers

Another factor which entered into city supervision was the matter of professional training of teachers. The complexity of the graded systems, together with the ever-increasing curriculum, made it necessary that the teacher as well as the supervisor have more than a mere knowledge of the subject-matter. The question during the early period was how and where should this training be given. At that time Indiana possessed no State normal school. But it was at this early period that a need for one was felt, especially by city superintendents. It was during the infancy of Indiana's school system that these school officials began a movement whereby professional instruction might be given those who wished to teach, by means of State aid. Until that time came, when the legislature saw fit to establish such an institution, each corporation had to provide in the best way it could for the training of teachers.

Since many of our early teachers, especially the superintendents, high school principals, and the high school teachers in general, were imported, this problem was partially solved in this respect. Almost all of them had training in the normal schools of Massachusetts, New York and Ohio, the States from which they usually came.

But, as stated above, graded teaching became more difficult. The teacher could no longer systematize her six or eight classes of students as she wished. It was necessary that her work fit in with the work of the teacher a grade above or a grade below her own. It was a question of making a whole out of many, instead of having a whole in itself, as in the case where the single teacher had all grades under her care.

The problems of the graded school presented themselves in great numbers. It was the matter of overcoming these problems with which the trained superintendent had to deal.

Teachers had to be trained some way, somehow. It was, then, with the earliest graded system that the idea of professional training of teachers came. It was at this time that the superintendent took upon himself the duty of training his own teachers. This was conducted in many ways. It was during this period also that memorial after memorial was presented to each succeeding legislature for the establishment of a State institution whereby grade teachers might be trained at the cost of the State; and this pressure upon our law-making body did not cease until the work was accomplished by an act for the establishment of a State Normal School, December 20, 1865. The object of such a school was "the preparation of teachers for teaching in the common schools of Indiana."

As early as 1856 Richmond had established a normal department in her high school, where students were regularly taught matters pertaining to practical teaching. This work was largely done by Superintendent Josiah Hurty. Mr. Hurty was from Ohio, and was one of the originators of the Ohio State Teachers' Association. This fact of training teachers was made more imperative by an order of the school board that none but professionally trained teachers should be engaged in the city schools of Richmond.

Normal training classes were conducted in other cities also, with the same purpose in mind. Terre Haute, Evansville, Indianapolis and other places offered this instruction to those who cared to become teachers. This work was conducted in some cities long after the establishment of a normal school at Terre Haute, and still exists in some cities today (1912).

Taking into consideration the traveling facilities at that time, one can well judge the number who could or would go away from home to take professional work. City superintendents, after they had worked so hard getting an institution established, could not get their teachers to attend it. Teachers were not yet able to cope with the new duties which their far-sighted supervisors had planned for them to do. The fact was plain that the teachers had to be educated up to this standard as well as the citizens to the graded schools.

In 1866 the school trustees of Indianapolis established at

that place a training school for teachers, planned after the Oswego system. This was carried forward for a while and later dropped. In 1871, however, the board of school commissioners directed the superintendent to reorganize the training school for teachers in connection with the public schools of the city. It was a great step in the matter of training better teachers for the schools.

In 1871 the Indianapolis school board also had the superintendent organize a Saturday Teachers' Institute, to be held on each alternate Saturday during the year. The object was to afford teachers all possible facilities to fit themselves for their work, and to assist them in the preparation of obtaining the higher grades of certificates which would be required after that year. The board appropriated $300.00 to pay competent instructors for this institute work. As early as 1873, Indianapolis had two supervising principals, two lady superintendents of primary schools, a Writing teacher, and a teacher of Elocution, all of whom were directly associated in the training of the grade teachers. To keep the standard high and insure the best possible work from each teacher, the following resolution was adopted this year:

> "That those teachers in the public schools who are required to teach Arithmetic, Grammar, Physiology, Geography, and History, together with the higher branches, shall not be permitted to use text-books during recitations in these several branches. The teacher may, however, be allowed to prepare an abstract of the lesson, if desired, to be used during the exercises."

In 1873 E. H. Butler, superintendent of the Lawrenceburg schools, laid out a regular course of study for his teachers at their semi-monthly meetings. It was as follows: "An exhaustive treatise of intellectual science. A course of oral instruction, embracing language lessons, object lessons, natural history and physics." The above was their regular work. They also had to make special preparation for each recitation. In addition they were compelled to formulate lessons on "home geography," including maps of their own city, county and State. Teachers were required to learn and teach the townships in the county; the counties, county seats, etc., in the State. They were also required to learn methods of teaching the common school branches. All this goes to show

the professional work done in the cities themselves. The teachers were really trained after they were in the service.

Logansport, on the other hand, maintained a critic school, both for practice teaching and instruction in the theoretical part of the work. Two competent instructors, graduates of the Oswego Normal School, conducted this work. Here the students were taken out of high school and taught matters pertaining to practical teaching. Eight pupils a year were taken, four teaching and four taking theory. This was a movement ahead of its time.

Some cities did not seem to take the matter of professional training of teachers very seriously. As a rule their schools showed a lack of harmony.

For this reason, Vincennes in 1870 had a very poorly organized system. Three of their teachers at that time were licensed and employed without a legal examination. The school in no way met any requirements or standards set by other schools at that time. Very few of the smaller corporations required any professional training.

Much of this good work was done under the direction of men who had been trained in other States. Superintendent Hurty of Richmond came from Ohio, where he had been engaged in school work. In 1869 Union City secured the services of Professor E. Tucker, formerly of Liber College. Leavenworth, in 1866, secured the services of Mr. Odell from New Hampshire, who conducted a prosperous school at that place. Seymour, the same year, secured Mr. Taylor, from Ohio. Indianapolis had W. T. Webster, of Maine, as principal of her high school in 1858. Aurora in 1870 secured the services of Edward Clark as her superintendent. Mr. Clark came from Ohio, where he had been for several years a successful teacher in the Lebanon Normal School. Evansville secured as her first high school principal B. P. Snow, a graduate of Bowdoin College.

The influence of such men as these was very marked, since they brought into the new system of schools the ideas which had been worked out in older systems of the East.

Another scheme which the early superintendent worked out was the professional skill gained by teachers in visiting good schools. In 1870 Superintendent A. C. Shortridge, of

Indianapolis, with eight or ten of his teachers, visited the St. Louis schools. Six or eight other teachers visited the Cincinnati schools at the same time. In 1872 Superintendent H. H. Boyce did still better by taking all his teachers to Cincinnati for observation, where they spent a week visiting the Cincinnati schools. This same year (1872), Superintendent J. J. Miles, of Wabash, visited the Indianapolis schools with several of his teachers. It was such work as this that inspired many teachers with the desire for more training. Some cities were fortunate in having their teachers attend normal schools. Franklin, for example, had, out of a corps of nine teachers, seven who were graduates of normal schools, and the other two had been in attendance but had not graduated.

From this it is seen that professional training of teachers was not looked upon as something unnecessary. From the earliest period it was deemed a necessity. The transition from the old single-room building to the new many-roomed structure, put the ordinary teacher in a new teaching world. No longer did the single teacher rule over all he surveyed. He was only a part in a machine. The future of the system depended upon how well he fitted into this complex mechanism. New methods were employed, new ideals set forth. It was the one who succeeded in working out these methods and ideals that served as a factor in making the city school system of Indiana a success.

The Centralizing Tendency

Throughout this discussion of the early city schools of Indiana, among the other facts to be taken into consideration is the tendency toward centralized organization. This organization had its beginning in the single building itself. Afterwards, an organization was effected in the city or town by a centralization of power in the hands of a superintendent. The third step was the gradual growth toward centralization of all the city schools into a State unit. It might be well to state here that State organization has never yet been fully worked out (1912).

Taking the early school as an example of the first type, it is seen that organization was fairly well worked out. The

purpose of the school was merely to give a limited knowledge of the three R's. The teacher was the master of the situation in all respects, and depended upon no one for advice as to how the school should or should not be graded. If there was any problem or organization, it was the teacher's problem as an individual.

But the system of gradation came into prominence. With gradation came several teachers in the place of one or two. Instead of being a simple unit, as it formerly was, it now became a complex organization. It was this change to complexity which brought forth new problems to both teachers and patrons. Such towns as Salem, Bedford, Rockport and Anderson were unable to adjust themselves to this new movement, hence graded schools lagged.

With the employment of several teachers in one building, it became necessary for the whole school to be organized into a unit, instead of having each room a unit in itself. It was the situation here which necessitated the introduction of the principal. This official was designated as high school principal, or grade principal, depending upon the grade of work which was given. Here new duties arose. Each teacher was but a part of a highly centralized unit. It was necessary that this individual's work be in harmony with all the other units in the building. It was the principal who was the head of this organization, who kept the work in line. As the towns grew in size, the single building was not sufficient. Expense and distance both became factors of organization, especially the latter. Many cities of the early period attempted to meet the demands of the school population by erecting very large buildings which would serve the whole city. These structures varied in size from fourteen to twenty rooms. Vincennes, Logansport, Valparaiso, Madison and many other cities constructed such buildings in the early '70s, hoping to escape the complexity as well as the expense of running their schools in two or more separate buildings.

The growth of the cities in population and area demanded a change. The single structure no longer sufficed, and buildings had to be located in all parts of the city, to meet the demands of the times.

This change was not made in all cities at the same time.

As early as 1852, Indianapolis had several structures in use, and more being built. Evansville, at the early period of 1856, was conducting her schools in separate buildings, while some of the smaller cities, such as those named above, Logansport, Vincennes, etc., had the single school plant in operation. This condition existed as late as 1880.

The use of several buildings was another step in the tendency toward centralization. Not only was it necessary for one building to be a unit in itself, but it was now essential that each building be an organized part of the whole system. It was not an easy matter for such organization to be brought about. In an earlier chapter it was shown how, in several cities, each building worked along independently of the others. Different text-books were used, different methods of teaching, and, in fact, each individual building was a unit itself.

In Indianapolis we found in 1856 a well-organized system. By 1875 there was a superintendent, two assistant superintendents, three special supervisors, and principals at all buildings. Here the third step toward centralization had been effected nicely. Evansville also had her whole system organized, as did New Albany, Fort Wayne, and Terre Haute.

But there was another factor in centralization which had to be worked out with great care, on account of its great importance to the State as a whole. The matter of unifying the building and the group of buildings was very easy when compared with a State organization. It is well to state that such a centralization has not been worked out satisfactorily to the State school authorities (the State board of education) to this date (1912).

For several reasons State centralization has not been effective in all respects. First, the size of the State, embracing geographical conditions which were vastly different. The rich, level land of the north and central portion was far more valuable than the hilly land of the south. Second, the people of different sections of the State were of different characters, and demanded varied local institutions of different types, schools being among the others. The two foregoing factors, wealth and inherited traits of the people, made State centralization of schools a very difficult problem. Notwithstanding

these barriers, certain attempts were made to get the schools of the State working on some definite plan.

First was the organization of the State Teachers' Association, in 1854. While this covered the rural schools directly, city systems and their teachers were well represented. The methods and ways of teaching were discussed at length. The subject-matter to be taught in the schools was arranged and plans laid for unity in that line.

Perhaps the organization which stood nearest the city school system, and the one which did most to promote unity as far as it was concerned, was the City and Town Superintendents' Association, which was organized at Shelbyville, July 30, 1863. This organization was only the beginning of a permanent organization which was effected at Richmond December 29 of the same year. The following resolution was adopted at Shelbyville:

> "Resolved, That for the purpose of discussing from time to time the various subjects connected with the management of city and town schools, and for the further purpose of discussing questions of a scientific and literary character, we make a permanent organization of school superintendents for the State, to meet annually."

In 1873 another organization of the same kind and for the same purpose was organized at Seymour. The organization was known as the Convention of Public School Superintendents of Southern Indiana.

These organizations did much in standardizing certain parts of the school systems. In conjunction with the State Teachers Association, they worked out very definitely a common school course of study. But they each and all failed on the high school proposition. Since these schools were planned and carried on in different towns and cities, for different purposes, it was hard to bring about a compromise as to what should be taught. However, by general imitation, as well as by argument, the course was more definite in 1880 than it was in 1860. The requirements for entrance were practically the same all over the State, and the four-year course prevailed with but few exceptions.

The cities had much in their favor for centralization that the rural districts at that time could not hope to have. The principal factor was the length of term. Where the district

schools varied in length from two and one-half to ten months, the city schools only varied from eight to ten months. The majority had the latter length of term. This made unity all the more possible.

Another factor in State centralization was the State Board of Education. This body, when first organized in 1852, did very little toward organizing the school systems of the State. What little was done mostly concerned the non-urban schools, since the law gave the latter much power as to their own control. Later its power became of great importance.

In conclusion, it is seen that there have been three steps toward centralization, as follows:

(1) From the ungraded room to the graded building.
(2) From the single graded building to a number of buildings, all in a single system.
(3) From the city system to a State centralization of systems.

While it is difficult to pass from one to the other, the matter of unity was well accomplished until State centralization was attempted. The latter has only met with partial success, and its problems remain for the future educators of the State to solve.