



1935

Training and Requirements of Indianapolis Teachers 1821-1935

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TRAINING AND REQUIREMENTS

INDIANAPOLIS TEACHERS

1821-1935

TRAINING AND REQUIREMENTS
OF
INDIANAPOLIS TEACHERS
1821-1935

BY
S. M. BANTA

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

SCHOOL OF EDUCATION

PURDUE UNIVERSITY

1935

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A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
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FOREWARD

Training as used in this dissertation means preparation through any activity on the part of a teacher which makes good teaching possible; by requirements are meant those credentials demanded by law. The former is always dynamic, but the latter may stop when the letter of the law has been fulfilled.

This dissertation endeavors to show the changes that have taken place in teachers and in teaching in Indianapolis since the days of its first schoolhouse. Much research has been necessary to obtain required information. Personal interest has given impetus to this research, however, and every accessible known source has been investigated.

F.M.B.

Indianapolis, June 1935.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
FOREWARD	iv
TABLE OF CONTENTS	v
 Chapter	
I.-- EARLY TEACHERS 1821-1847	1
The First Schoolhouse	1
First Indianapolis Teacher, Joseph C. Reed	2
Pioneer Teachers	3
No Teacher Organization	5
Teachers' Pay	6
Subjects Taught	6
James Blake	7
Mr. & Mrs. Lawrence	10
No Free Schools	10
Ebenezer Sharpe	12
Samuel Merrill	12
Thomas D. Gregg	14
Patrick H. Jameson	14
 II.-- IMPROVEMENT OF THE COMMON SCHOOL 1846-1863	 19
Indiana Refused to Have "Pauper" Schools	19
Efforts of Interested Citizens for Better Schools	19
Recognition of City as a School Unit	22
Organization Making Free Schools Possible	23
First Indianapolis School Board Meeting	25
Women Teachers	26
Journal of Eleven-year-old Boy	27
Calvin Fletcher	28
Rules Drafted by Mr. Fletcher	29
Schools Open	30
Mr. Silas T. Bowen, First Superintendent	31
Mr. George B. Stone Appointed Superintendent	33
Schools Closed	33
The Dark Age	34
 III.-- TEACHER TRAINING 1833-1922	 37
Early Professional Training	37
Western Association	38
Eastern Association	39

Chapter III (continued)	Page
Baptist Association	40
Inadequate Training Facilities	40
First Opportunities for Training	41
Agitation for State Normal	41
Mr. A.C. Shortridge	42
Legislation Changed with Regard to School Board Elections	43
Training Teachers of Greatest Importance	44
Planning the Indianapolis Normal	45
Opening the School	46
The First Principal	47
A Unique School	47
A Description of the Early Days	50
Temporary Closing of the Normal School	50
Reopening of the Normal School	51
Requirements for Entrance.	51
Board Under No Obligation.	52
Management	52
Accomplishments	54
Developments from 1909-1921	54
Reorganization of 1921	55
Colored Students	57
Last Year of the Indianapolis Normal	58
Closing the School	59
Provision for Second Year Students	62
 IV.-- SUPERVISION OF INSTRUCTION 1855-1935	 65
Superintendent Needs Assistance	65
Miss Nebraska Cropsey.	66
Special Teachers of Music.	67
Special Teachers of German	68
Supervision of Natural Science Teaching	68
Need of More Supervision	69
Additional Supervisors Appointed	71
System of Supervision.	72
Formal Tests	73
Visit of Dr. Rice.	76
Tourist Parties of Teachers	78
Number of Supervisors Increased	79
District Superintendents	79
Building Principals Made Responsible for Supervision.	80
Supervision of Special Subjects	80
 V.-- LICENSING OF TEACHERS 1824-1923	 82
License Law of 1824	82
Law of 1837	83

Chapter V (continued)	Page
Indianapolis Requirements 1852-1867	84
Requirements after Opening of Indianapolis	
Normal School	85
Manual of 1911	90
 VI.-- ADDITIONAL REQUIREMENTS AND RESOURCES FOR	
TEACHER TRAINING 1923-1935	92
Teachers License Law of 1923	92
Scholarship Funds.	97
Supervision of Teachers New to Service	100
Salary Schedule of 1927	101
The Year 1934-1935	103
 VII.-- SUMMARY AND CONCLUSION	106
APPENDIX	108
BIBLIOGRAPHY	111

Conclusion

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1821-1935

CHAPTER I

EARLY TEACHERS
1821-1847

Introduction.-- The report of the commission of ten men who had been appointed to choose a site for the State Capital of Indiana was received by Governor Jennings who gave it to the General Assembly. The Legislature ratified the selection and on the same day, January 6, 1821, appointed another commission to survey the town.¹ These men from the East laid off the town with the "circle" as the center, wide streets, and radiating avenues similar to the plat of the national capital. Planning for this city in a mere wilderness took courage and vision.

The First Schoolhouse.-- During that first "pestilent summer of 1821" the first schoolhouse in Indianapolis was built. There seems to be no doubt that it was a log cabin on the point where Kentucky Avenue and Illinois Street now meet.² A pupil of that school thus described it:

¹ Logan Esarey, A History of Indiana From Its Exploration to 1850. Vol.I. Indianapolis. B.F. Bowen & Co. 1918. p. 271.

² Logan Esarey, op.cit. Vol.III. p. 45.
B. R. Sulgrove, History of Indianapolis and Marion County. Philadelphia. L.H.Evarts & Co. 1884. p. 417.

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The first schoolhouse was a cabin with rough hewn floor and benches and a slab fastened to the wall to write on; a log was sawed out of the wall and sticks put in to paste paper on and the paper was greased to make it light so we were pretty well fixed. We used to have singing school of evenings and prayer-meeting and on Saturday and Sunday the sheep used to occupy the school-room in our absence. And how do you suppose they got in? Well they got in the chimney. I suppose you think the chimney was not very high. It was about 4 feet high and 6 feet wide so you see we could have a good fire.³

On June 20, 1822, a meeting was held at the schoolhouse to make arrangements for a permanent school. The names of the trustees appointed are not given, but probably they were James M. Ray, James Blake, and Calvin Fletcher. The first educational board of Indianapolis may have been one of these men, two of them, or all three of them.

In 1824 the school was moved to the Presbyterian Church because of better facilities and the more desirable location. The first schoolhouse disappears from history then, and it is not known whether it was torn down at that time or used as a pottery shop, which in turn was used as the State Bank.⁴

First Indianapolis Teacher, Joseph C. Reed.--- The first teacher appeared in Indianapolis in the early autumn of the year 1821 almost a year after the selection of the site for the capital.

³

Logan, Esarey, A History of Indiana, Vol.III. p. 45.

⁴

B. R. Sulgrove, History of Indianapolis and Marion County, p. 417.

With a very limited number of poor pupils, the income arising from this enterprise was not encouraging; the school was soon given up; and the teacher entered more fruitful fields of endeavor. This first teacher was Joseph C. Reed who was also the first county recorder. He had arrived in the spring and taught only a few weeks, a single quarter, probably. When next heard of, September 26, 1822, he was at the first session of the circuit court, foreman of the grand jury and returned twenty-two indictments. On March 22, 1823, he was present at the meeting where building plans for the Presbyterian Church were adopted and the Sabbath School was organized. We do not know what part he took in this meeting, because his name is mentioned only in the list of those who were present. His name disappears from the records and one may suppose that he left the community. Possibly he was followed by others although there is no authentic record to assure one of it, because at that time there seems to have been little or no interest in education. At that particular time there was enough to do to get something to eat and to keep the stomach healthy enough to hold it.

Pioneer Teachers.-- What kind of teachers were these unknown

⁵
W. R. Holloway, Indianapolis. Indianapolis Journal Print 1870. p.163.

⁶
B. R. Sulgrove, History of Indianapolis and Marion County. p.417.

⁷
Ignatius Brown, Logan's History of Indianapolis from 1818. Logan & Co. Logan's Indianapolis Directory 1868. p.10.

⁸
Centennial Memorial First Presbyterian Church Indianapolis, Indiana. Wm. Mitchell Printing Co. Greenfield, Ind. 1925. Original Manuscript opposite p.302.

⁹
B. R. Sulgrove, A History of Indianapolis and Marion County. p.417

followers of Joseph C. Reed? Inasmuch as there is no record, conclusions may be drawn only from knowledge of teachers elsewhere in the state at this time.

Many pioneer teachers were adventurers who sought while waiting for an opening for business, temporary employment during the winter. Some were wandering travelers, semi-vagrants, of questionable character and meagre education. While there was one here and there who was well qualified for the work, the great majority, it must be admitted, were not. So loud were the complaints of the inefficiency of the school teachers throughout the state that rumors reached the ears of Governor Noble, who in 1833 called attention of the General Assembly to the need of a seminary for the special training of Indiana teachers.

Teachers came from the eastern and southern sections of the United States as well as England, Ireland, and Scotland. Every teacher was left to his own way of doing things in the school room, because each had learned his way in the place from which he had come. He must, however, do one thing--keep order. There were many ingenious ways and one record devotes four pages to various kinds of punishment meted out by these early teachers. Here one finds an early example of pupil participation. A master learned that before he arrived that morning two boys had fought. Three boys, accepted by the accused, were named to

try the case. The teacher sat as judge and prosecutor and saw that the evidence was properly introduced. The jury, even though one was a brother of one of the accused, returned a verdict of "Guilty", the punishment to be "five good licks apiece".¹¹

A picture of the early days would be incomplete without an allusion to the efforts of the old masters to teach good manners. There was much bowing and curtsy^{ing} in the early days. The boys raised their caps and the girls made a curtsy upon entering the room each morning. When a visitor entered, the children rose; the boys bowed while the girls curtsied. Some of the teachers upon entering in the morning, bowed to their "scholars" thus teaching them by example.¹²

No Teacher Organization.-- In 1816 the lawyers of the state began to collect the state law library at the capital and soon had something like a state bar association. Shortly after the first preachers came into the state they had formed all the churches, even those of different denominations, into a statewide association. About 1816 the physicians began to meet and discuss their work. By 1825 the General Assembly by law established a State Medical Society with boards in every district. Delegates met every year at the capital to make rules for the education and practice of doctors. The Indiana Sabbath School, the Indiana Temperance Society, the Indiana Colonization Society, and

11

David D. Banta, History of Johnson County, Indiana. Chicago. Brant and Fuller. 1886. pp.373-76.

12

Ibid. p.379.

even the farmers were organized by 1835. Among all these state organizations it would seem that a state school system should have found a place.

Teachers' Pay.-- There were a number of reasons why the schools could not be developed into a system. The greatest difficulty, however, was in the pay offered teachers. A great number of teachers were preachers or others who looked upon teaching as a kind of charity. From 1816 to 1850 the schools became poorer and poorer, and the pay of teachers was less than that paid workmen on the canals. One teacher received one dollar per pupil during the winter of 1826-27 and from this he paid his board which was one dollar per month. ¹³ One writer mentions the pay of teachers as given in "fat-flitch, cord-wood, eggs, and butter", and elsewhere as including "pork, corn, tow-linen, and leather". In 1842 one James Eastridge was engaged to teach in Orange County for a term of "three months for \$36.50 to be paid \$25. in state scrip, \$2. Illinois money, and \$9.50 in currency". ¹⁴ These instances are selected not because they were exceptions, but because they were common. It may be assumed that such prevailing conditions held for Indianapolis as well.

Subjects Taught.-- Since the state was wholly agricultural, all other interests were of minor importance. The old time expression,

13

David D. Banta. History of Johnson County, Indiana. p.367.

14

G. Richard Boone, A History of Education in Indiana. New York. D. Appleton & Co. 1892. p.25.

"readin', writin', and arithmaetic" expresses with fair accuracy the education thought necessary for farmers' sons and daughters. Because reading was the cornerstone,¹⁵ it was of foremost importance. Children were taught to read so that they could read the Bible. One of the first preachers was caught in the very act of reading Shakespeare to his wife. Such an offense was so reprehensible that he was looked on with suspicion by the elders and not long after, was impeached for heresy and compelled to quit his charge.¹⁶ Second to reading was the art of writing because business and social intercourse depended on letter writing. Each child, it was hoped, would acquire a good plain round hand. Itinerant teachers taught writing as an accomplishment, so that in every community one could find an expert penman. Arithmetic was thought necessary to enable the farmer to calculate whatever problems arose in his commercial intercourse with the world. Grammatical language did very well for the ladies, but was rather detrimental to men.¹⁷ Lawyers and ministers might, if they wished, acquire a smattering of it, but "talking proper" gave no prestige to the everyday farmer.

James Blake.-- In 1823 the Union Sunday School began operations in Caleb Scudder's cabinet shop and there James Blake taught the alpha-

15

Logan Esarey, A History of Indiana. Vol.II. p.681.

16

Indiana Historical Publications. Vol.IV. No.4. p.330.

17

Logan Esarey, loc.cit. p.681.

bet and spelling to some of the young pupils just as in any primary
¹⁸ school. Seventy per cent of the children in Indianapolis attended
 Sabbath School and the scarcity of good opportunities for common
 school education made it needful to begin with the rudiments with the
 younger "scholars".¹⁹ Several citizens still living in 1870 recalled
 having received their first knowledge of letters from the instruction
 of Mr. Blake. Mr. J.H.B. Nowland, author of Early Reminiscences in a
 letter says: "I was assigned to the class of the late James Blake who
 taught me the alphabet as well as to spell and read".²⁰ Dr. Isaac Coe,
 the first graduate physician and surgeon to practice in Indianapolis,
 was chairman of the Presbyterian Board of Trustees. He and Mr. Blake
²¹ were known as "educational cranks", because of their firm conviction
 that every child should be able to read.

The first mention of James Blake is made in the account of the
 "pestilent summer of 1821" when moldy corn caused much sickness. He em-
 ployed his days gathering new corn, grating it on a horseradish grater,
 and feeding the sick. He was indeed a welcome visitor with his porridge
 made from freshly ground corn. He was physically very strong and un-
 afraid. When necessary he could quell a disturbance of ruffians single-
²² handed. His ginseng trade necessitated many dangerous journeys to

¹⁸
 p.417. B.R.Sulgrove, A History of Indianapolis and Marion County.

¹⁹
 W.R.Holloway, Indianapolis. p.163.

²⁰
Centennial Memorial First Presbyterian Church. p.238.

²¹
 Ibid. p.122.

²²
 John H.B.Nowland, Early Reminiscences. p.61.

the East.²³ He was first in many things: He brought the first steam
 engine to Indiana;²⁴ he had the first frame and plastered house in
 Indianapolis; he brought the first piano and the first pleasure carriage
 to Indianapolis;²⁵ and he had the first private library. James Blake
 was indeed a public-spirited man. Realizing the importance of boundary
 streets, he represented their importance to Commissioner Harrison who
 subsequently added to the plat, North, South, East, and West Streets.²⁶
 The famous Fourth of July parades were directed by him for thirty
 years beginning with 1829.²⁷

Although he was identified with many public enterprises, he also
 engaged in many personal business adventures. He had at one time a
 large and famous tavern;²⁸ he was active in a steam milling company;²⁹
 he was appointed commissioner in 1831 to supervise the work and to pre-
 pare generally for active operations in building the State House; and
 he was president of an Insurance company organized in 1837.³⁰ However,

²³ Centennial Memorial First Presbyterian Church. p.251.

²⁴ W.R.Holloway, Indianapolis. p.33.

²⁵ Logan's History of Indianapolis. p.7.

²⁶ W.R.Holloway, op.cit. p.13.

²⁷ Ibid. p.38.

²⁸ Ibid. p.23.

²⁹ Ibid. p.32.

³⁰ Logan's, op.cit. p.37.

he is remembered particularly today because he taught little children to read and not because of these numerous enterprises.

Mr. and Mrs. Lawrence.-- Mr. Rice B. Lawrence and his wife, Mrs. Ann Lawrence, followed Joseph C. Reed as teachers in the first school-house. They had come originally from New York State, but had taught previously to coming to Indianapolis in Troy, Ohio. Their ideas concerning education had been brought with them from the East. ³¹ These teachers were certified to be qualified instructors in reading, writing, arithmetic, grammar, and geography, and in addition Mrs. Lawrence was to teach needle-work. They continued in the first school-house until the completion of the First Presbyterian Church in 1824 when they moved to that more convenient building in which they conducted their school for about four years. ³²

No Free Schools.-- For thirty-three years after the founding of the town, the schools were all private or denominational. ³³ Though the house was in such cases furnished by the community or by money from school lands, the cost of tuition was met by private means. Nowhere were the schools free as in the present-day sense, either in Indiana or in other states. Although called public, they were still

31

Jacob Piatt Dunn, Greater Indianapolis, The History of the Industries, the Institutions, and the People of a City of Homes. Chicago. The Lewis Publishing Co. 1910. p.91.

32

B.R.Sulgrove, A History of Indianapolis and Marion County. p.417.

33

W.R.Holloway, Indianapolis. p.163.

supported by direct payment or fees³⁴ or by barter. So much reading³⁵ and writing was given for a coon-skin, more for a deer-skin.

The state funds for educational purposes in Indiana as in most of the western states were for many years under the exclusive control of the Presbyterians.³⁶ An interesting sidelight on the relation between secular and religious education in the early history of the First Presbyterian Church of Indianapolis is gained from an advertisement in the Indianapolis Gazette of November 21, 1826:

The trustees of the school attached to the Presbyterian meeting house give notice to the public that Ebenezer Sharpe, late principal of the Paris Academy, Paris, Kentucky, has taken charge of the school, and this day, with two assistants, commenced its instruction and is expected to continue its permanent teacher.

The prices of tuition are:

	Per Quarter
For Spelling and Reading	\$ 2.00
Writing and Arithmetic	2.50
Geography, History and English Grammar	3.00
Mathematics, Philosophy, and the Languages	4.00

For those scholars who attend less than a quarter, or unsteadily, paying only for the time they attend, an advance of 20 per cent will be charged. And to defray the expenses of fuel and other conveniences for the school, 25 cents a quarter will be required for the first two quarters of the year, commencing in November and 12 $\frac{1}{2}$ cents a quarter for the last two.

Isaac Coe, President
James Blake, Secretary
Indianapolis November 6, 1826. 37

³⁴G. Richard Boone, A History of Education in Indiana. p.22.

³⁵Logan Esarey, A History of Indiana. Vol.III. p.47.

³⁶Jacob Piatt Dunn, Greater Indianapolis. p.127.

³⁷Centennial Memorial First Presbyterian Church. p.25.

Ebenezer Sharpe.-- In the autumn of 1826, Mr. Ebenezer Sharpe came with his family, from Paris, Kentucky at the invitation of the trustees of the Presbyterian church and in November of that year established a school. Mr. Sharpe at once took a position as a notable citizen and a teacher of rare ability and worth. He was a man of culture and accomplishments. By his excellent qualifications as a teacher he gave tone to popular education in the minds of the public. His pupils said of him: "Never was there a better teacher. The school hours are all happiness". The master, mild and genial in manner, believing more in moral suasion than the rod to gain the respect and obedience of his pupils, was a man of fine classical education and peculiarly adapted by nature and disposition for his profession. He was ever diligent at his books and studied often far into the night. No one under his teaching ever heard a cross or sarcastic word. He opened the school each morning with scripture and prayer and daily gave moral and religious instruction to his pupils. About 1830 he took his school to a frame house on the corner of Meridian and Ohio Streets where he continued it until his death in 1835.

Samuel Merrill.-- Samuel Merrill, a native of Vermont, is mentioned for the first time in the early accounts as a representative from Switzerland County to the legislature. After much controversy

³⁸ W.R.Holloway, Indianapolis. p.163.

³⁹ Centennial Memorial First Presbyterian Church. p.408.

concerning a name for Indianapolis, he seconded a motion made by
 Judge Sullivan to give the town its present name.⁴⁰ He later settled
 at Vevay where he practiced law during the winter of 1822-1823. Elected
 Treasurer of State he held office until 1834⁴¹ and came to Indianapolis
 when the capital was removed from Corydon.

In the spring of 1825 the population consisted of not more than
 500 people, but after the removal of the capital and the legislature
 to Indianapolis, there was a large influx of population. The number
 of children had increased considerably and no one was found willing or
 able to instruct them. The necessity becoming urgent, Samuel Merrill,
 probably the best educated man in Indianapolis, at the solicitation of
 the citizens, undertook to relieve the educational stress. He taught
 school in a log house on the south side of Maryland Street, west of
 Meridian Street, which was at that time the church of the Methodists.
 There was great need for the school and it did good work.⁴² In 1825
 he became editor of the Indiana Journal and later was elected president
 of the State Bank of Indiana. In 1850 he established the publishing

⁴⁰

W.R.Holloway, Indianapolis. p.10.

⁴¹

John H.B.Nowland, Early Reminiscences of Indianapolis.
 Indianapolis. Sentinel Book and Job Printing House. 1870. p.184.

⁴²

B. R.Sulgrove, A History of Indianapolis and Marion County.
 p.417. W.R.Holloway, op.cit. p.163.

house with which the family name has since been identified.⁴³ He was a resident of the city thirty years. No person enjoyed the confidence and respect of the citizens more, because he maintained in rare combination the sternest ideas of justice with the most beautiful simplicity of manner.

Thomas D. Gregg.-- About 1830 Mr. Thomas D. Gregg opened an excellent school in an old carpenter shop on the northwest corner of Delaware and Market Streets⁴⁴ and in 1836 he took charge of the Seminary. He not only devoted his whole life to teaching, but left a fund still used for the training of teachers.⁴⁵ This bequest was placed in trust after he died in Virginia, the condition of the gift being that the value of the land of which it consisted be safely invested and the income⁴⁶ applied to aid the city schools.

Patrick H. Jameson.-- The district schools were intermittent at first, the pupils meeting in rented rooms for short sessions. In 1842 Alexander Jameson, brother of the Reverend Love Jameson became teacher of the South School District. He made the common arrangement, which was to accept what public funds were available and get the balance of his pay from tuition fees. His school prospered so well that he could not attend to all his pupils and sent for his nineteen-year-old brother,

⁴³

Centennial Memorial First Presbyterian Church. p.414.

⁴⁴

B.R.Sulgrove, A History of Indianapolis and Marion County.
p. 418.

⁴⁵

⁴⁶ Logan Esarey, A History of Indiana. Vol.III. p.46.

B.R.Sulgrove, op.cit. p.433.

Patrick H., to come from the farm near Madison and help him. Patrick was paid ten dollars a month and board for his help.

As a boy, this assistant, later the venerable Dr. Patrick H. Jameson, was delicate but rather precocious. Early in his teens he had acquired the ordinary so-called English education. Partly by the aid of a private instructor, but mostly by his own efforts he then learned the greater part of what was contained in the prevailing text books of algebra, plane geometry, mechanics, physics, popular astronomy, and mental philosophy and also acquired a limited acquaintance with the Greek and Latin languages. He had begun reading medicine some time before his brother sent for him.

The school was held in the old Campbellite church on the south side of Kentucky Avenue just above Georgia Street. There were no desks, boards being fastened to the backs of the seats to serve as desks. Here he taught one year and then decided to organize a school of his own in the northwest district which had none.

In the spring of 1844 he submitted the matter to the trustees, one of whom proposed that they build a schoolhouse by calling a school meeting and levying a tax. The law was looked into and it was found that by giving three weeks notice this could be done. Notices put up in the public places attracted very little attention, and on the appoint-

⁴⁷

Jacob Piatt Dunn, Greater Indianapolis. p.123.

⁴⁸

George S. Cottman, Indiana Scrapbook Collection. Vol.IV.

p.6.

ed day only about twenty voters appeared. These few organized and levied a tax of six hundred dollars of which one hundred dollars was for a lot and the remainder for the house. This was certified to the auditor and put on the tax duplicate, but when tax paying time came a number of people refused to pay. The treasurer refused to receive any of their taxes unless they paid the school tax. The matter drifted along until the legislature met, at which time a resolution for another election was adopted. Notice of this was given and at the ensuing election about two hundred votes were cast. The school tax won by just one vote.

The schoolhouse was then built on the east side of West Street south of Michigan Street. Patrick Jameson, of course, was the teacher, and as there was not money enough to furnish desks, he himself built them. About one hundred dollars of public money was available for each district and the balance was made up by subscription for which he circulated a petition. The basis was three dollars a pupil for thirteen weeks of five days each. Exact account of the attendance was kept on blanks furnished by the county auditor and the subscribers were credited for actual attendance although it need not be by the same pupil. At the end of the term the accounts were checked and the balances due were collected. As public funds were used, anybody who desired could come to school, no matter whether there had been any subscription for him or not, and Mr. Jameson had a number of pupils who paid nothing. He furnished the fuel, cut the wood, swept the room, made the fires, and conducted the school just as he thought best.

⁴⁹George S. Cottman, Indiana Scrapbook Collection. Vol.IV. p.6.

He had "scholars" all the way from "a - b - c's" up to nearly as far as he could teach, but his worst trouble was with the "a - b - c's". He worked out a plan for putting the letters on the black board, and having his "abecedarians" as he called them, stand in front of it for ten or fifteen minutes, for four or five times a day, while he pointed out the letters and they repeated the names; and in that way made some progress.

There was a variety of books and little or no attempt at grading or classification of pupils. Each was advanced in his work according to his progress. Some few were taught algebra and geometry, but there were very few requests for anything above the common branches. Mr. Jameson also taught music which was most unusual in those days. He had a good voice and taught the songs by rote. When the pupils had learned the song, they joined in with him as he sang. He taught them some fifty songs from a well-known book, The Odeon, published by Mason and Webb.

Patrick Jameson taught from 1843-1847 in this first common school erected in the city by tax funds. He gave up teaching for medicine and engaged in active professional work as a doctor for more than
50
fifty years.

Summary.-- In the midst of all the more urgent claims upon their
" " time during that pestilent summer of 1821, the Indianapolis pioneers

had the courage and foresight to build a schoolhouse. For twenty-six years following, they made definite efforts toward elementary education. The teachers were from various parts of the country and taught for different reasons. The first teacher, Joseph C. Reed, who was the first county recorder, taught only a few weeks, and his immediate followers in the first schoolhouse are unknown and unrecorded. The Union Sunday School made definite contributions to learning, because children had to be taught to read so that they could take part. The famous James Blake taught many young children to read and spell. The Presbyterians were early entrusted with the meagre state funds for schools. Mr. Rice B. Lawrence and his wife, Mrs. Ann Lawrence, who had been trained in the East taught in the first schoolhouse until better quarters were provided by the Presbyterians in their new church. They remained several years and were followed by Ebenezer Sharpe a greatly beloved teacher who had come from Kentucky. Samuel Merrill, a native of Vermont, was the best educated man in Indianapolis in his time, and when the population increased rapidly because of the removal of the capital from Corydon, he was pressed into service as a teacher. Thomas D. Gregg from Virginia taught for a few years and has left a lasting monument to his memory in the fund for scholarships. Patrick H. Jameson a most scholarly and resourceful teacher induced the citizens to build a schoolhouse for him. He taught there for several years and then took up the profession of medicine for which he was preparing when asked to teach. Teachers of this time were as varied in methods and preparation as they were in background.

CHAPTER II

IMPROVEMENT OF THE COMMON SCHOOL 1846-1863

Indiana Refused to Have "Pauper" Schools.-- As early as 1821, the Assembly refused to have "pauper" or "charity" schools even though many states to the east, west, north, and south had them. It was the only way some saw to make elementary education both free and universal. Indiana, however, refused to place such a stigma on those citizens who could not afford to send their children to private schools.¹

Efforts of Interested Citizens for Better Schools.-- Private day schools of good reputation were established as soon as the necessity arose. There was, however, no approach toward a system of free schools until the winter of 1846-1847.² Caleb Mills was responsible for this agitation and in fact after 1843 until the time of his death, October 17, 1879, the influence of Caleb Mills's views may be traced in almost every important legislative act concerning education in the state. In 1846 he wrote his first message to the legislature and every year for five successive years at the opening of the legis-

¹ G. Richard Boone, A History of Education in Indiana. p.24.

² Ibid. p.94.

lature about December, a message relative to educational conditions was placed on the desk of each legislator. It was not known at first who wrote these very enlightening communications. In the first one was this very startling statement: "The state of common education is truly alarming. Only about one child in eight between five and fifteen years is able to read...competent teachers are few."³

There was no great desire to sustain the schools, because only a few of the people had enjoyed the advantages of a liberal education and limited instruction in the most elementary branches satisfied their desire for learning. As a consequence, before the first generation of pioneers had lived out its time, many thousands of native adults could neither read nor write.⁴

The causes of the inefficiency of the Indiana policy, Caleb Mills designated as: (1) want of competent teachers (2) need of suitable texts (3) lack of community interests in education (4) want of adequate funds.⁵ He based his conclusions on a detailed study he had made of the systems of Connecticut, Massachusetts, New York, Ohio, and Michigan.

The General Assembly of 1846 by joint resolution recommended a state Common School Convention to be held by the friends of education

³
G.Richard Boone, A History of Education in Indiana. p.87.

⁴
Ibid. p.87.

⁵
Ibid. p.93.

at Indianapolis May 25-28 inclusive. This convention was attended by a large number of influential men presided over by Governor Whitcomb and Chief Justice Blackford. Ovid Butler, Caleb Mills, and others were on the resolutions committee whose long discussion reached every detail of the schools.⁶ Various plans of organization were discussed. Caleb Mills gave his famous statement of statistics on illiteracy which report resulted in the appointment of a committee to draw up the school law of the following year. Throughout the four-day discussion there was only one subject before the convention: how to improve the common schools. It was while this agitation was going on that the remarkable series of papers summing up the substance of the discussion was prepared by Caleb Mills and published in the Indianapolis Journal.

During this legislature of 1846-1847 the first city charter for Indianapolis was introduced into the General Assembly. It would have been passed but for the section about free schools which was the first attempt that was made to establish a system of free schools for Indianapolis.⁷

The message of the following year listed additional requirements of the schools: (1) convenient and safe houses and furnishings (2) sufficient pay to attract teachers (3) well-trained teachers (4) uni-

⁶ Logan Esarey, A History of Indiana. Vol.II. p.683.

⁷ B.R. Sulgrove, A History of Indianapolis and Marion County. p. 423.

formity of text books (5) efficient supervision by state and county. These requirements were listed at a time when in our state there were no school houses outside of cities, few real teachers, wages rarely over a dollar a day, and no coöperation between schools. A state system of free elementary education was the ideal which not only legislators but every citizen must somehow be brought to understand and approve. A whole generation continued to labor for this realization. In the meantime the committee was cultivating a school sentiment among the members of the legislature by bringing leading educators to the capital where they lectured in the Assembly Room. Finally on February 9, 1852 the committee reported the bill which became the famous Law of 1852, the foundation of the old Indiana common or district school. The district school had been previously developed and hundreds of them were at that moment in successful operation. It is the merit of this law that it organized them into a state institution and thus began that steady state support and supervision which in time gave Indiana a real state system of education. Those who framed the school law of 1852 hoped to see a schoolhouse in every neighborhood.

Recognition of City as a School Unit.-- The city as a school

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G. Richard Boone, A History of Education in Indiana. p.99.

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Logan Esarey, A History of Indiana. Vol.II. p.691.

10

Ibid. p.697.

unit was first recognized in 1852. With minor exceptions, the city schools were governed by the school laws of the state, but these general school laws which had been developed almost entirely to meet the needs of the rural schools, were not well adapted to the organization of complex city school systems. Under the Law of 1852 cities now had legislation in the form of a separate statute entitled: "An Act to authorize the establishment of free public schools in the incorporated cities and towns of the State of Indiana."

Organization Making Free Schools Possible.-- This took effect immediately upon its passage but came at the same time as the introduction of the first general system of street improvements in Indianapolis. The state funds for that reason yielded barely enough to maintain schools for a single quarter, and left teachers and pupils to provide for themselves for the remainder of the year. For a period of six years the records show payments, made by the city treasurer, for lots and buildings but none for teachers' salaries. It was hoped that a local addition might be made which would enable the schools to be kept open all or the greater part of the year. To this end a provision was made in the new charter authorizing a vote at the election of city officers upon the question whether a tax should be levied for school purposes. To the credit of the citizens it was decided almost unani-

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- 11 Public Education in Indiana Report of the Indiana Education Survey Commission, General Education Board. 61 Broadway. N.Y. 1923
p.151.
- 12 G. Richard Boone, A History of Education in Indiana. P.164.
- 13 W.R.Holloway, Indianapolis. p.86.

mously in the affirmative. Out of five hundred votes cast for city officers, four hundred six votes were cast for and twenty-eight against free schools.¹⁴

The tax having been assessed and a provision thus made for a complete and permanent system of free education, steps were taken at once to apply the provision effectively. Donations of lots for homes and also money for tuition were asked to eke out the inadequate supply of both state and city fund. The city council in the winter of 1852 passed a vote of thanks to Thomas D. Gregg for a donation of one hundred dollars.¹⁵

Luckily, real estate was cheap and lots were obtained for all of the wards. Of course, provision had first to be made for the erection of houses and until that was done the ward schools were merely state district schools under city supervision. The city tax however, came in, slowly at first, but rapidly enough by 1852 to have completed in all the wards small brick houses, of one or two rooms each, but so adjusted as to allow for future enlargement. No money being left for tuition beyond the provision of the state fund, it was paid by fees. In other words, the state provision was merely divided among the wards and maintained in that form until the city provision had become sufficient to permit the inauguration of a system of city free schools.¹⁶

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Jacob Piatt Dunn, Greater Indianapolis. p.270.

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W.R.Holloway, Indianapolis. p.86.

16

Ibid. p.86.

Free schools were opened for two months. Nine years after these initiatory steps were taken, free schools for the full year were actually established.¹⁷

First Indianapolis School Board Meeting.-- The Law of 1852 stipulated that schools should be free and under the immediate control of three trustees in each township. Graded schools were legalized and cities and towns empowered to form themselves into independent school corporations.¹⁸ Calvin Fletcher, H.P.Coburn, and H.F.West were elected the first board of trustees of the common schools by the city council of Indianapolis, January 10, 1853.¹⁹ Trustees were elected in this way from 1853 until 1861 and served for one year.²⁰

Their first meeting was not held until March 18, 1853, the minutes of which are carefully preserved. Part of the routine was to select teachers.

The trustees employed the following named teachers for the present quarter: (sic.)

1st Ward	Mr. Elliot, Principal
	Miss Gibbs
2nd Ward	Mr. Shellebarger
3rd Ward	Miss Higgins
	Miss Kensal
4th Ward	Miss Hobart
5th Ward	Miss Jameson
6th Ward	Miss Sarah Kinder
7th Ward	Miss Dean
	Miss Morrison

¹⁷W.R.Holloway, Indianapolis. p.164.

¹⁸G.Richard Boone, A History of Education in Indiana. p.145.

¹⁹Minutes of the Board of School Commissioners. Vol.A. p.1.
B.R.Sulgrove, A History of Indianapolis and Marion County.
P.423.

²⁰W.R.Holloway, op.cit., p.172.

The above teachers are to receive \$2.25 per scholar, that is the Principal, and the assistants are to receive such compensation as may be agreed upon between the Principal and themselves. The above amount of tuition to be paid by the parents or guardians of pupils attending school.²¹

Women Teachers.-- This list of ten contains the names of only two men. Along with the agitation for free schools came the desire to have the schools controlled with less violence. A resolution was offered to the legislature as early as 1846 for a committee to inquire into the expediency of permitting women teachers to be employed in the public schools provided they passed as good examinations as the men. Caleb Mills strongly urged the employment of women as teachers for the primary classes, a thing unknown at that early day in Indiana.²²
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Women were beginning to teach by 1852 and many trustees and superintendents were appreciating their capabilities as teachers. It was hoped by a judicious selection and by training in teachers' institutes that the reign of brute force in the school room might be brought to an end.

The time is come when the old system of tyranny with all abuses of cuffing, shaking, hair pulling, ear snapping, flogging and whipping should be abjured, discarded, wholly abolished in our schools, in which are trained reasoning and moral beings and instead thereof there should be substituted the discipline of moral suasion, of love, of honor, of appeal to the moral sense

²¹Minutes of the Board of School Commissioners. Vol.A. p.1.

²²Jacob Piatt Dunn, Greater Indianapolis. p.269.

²³G.Richard Boone, A History of Education in Indiana. p.142.

and the conscience and to the sense of self-respect.²⁴

The lack of women teachers for our schools led to efforts in 1853 to put into practice an emigration scheme to supply the deficiency, or rather it induced an application for help from Governor Blaine of New Hampshire, who had for some time been conducting such a scheme. In June he sent on a small supply of teachers who were distributed through the state. Of course they were soon married off and the result, however beneficial in the end, left the schools little better off.²⁵

Journal of Eleven-year-old-Boy.-- Ebenezer Sharpe, whose father was Thomas Sharpe and whose grandfather was Ebenezer Sharpe, the teacher, has left for interested students a valuable record of the early schools of Indianapolis. When a boy of about eleven he kept a diary from August 11, 1851 to September 22, 1853. He was in school at this time and experienced the change in teaching methods. A few entries from his daily journal tell the story.

p.30 whipping me almost all the time whether I have my lessons or not...and maybe not get dinner and whipped besides, this I can hardly stand.

p.31 tomorrow (Saturday) is a blessed day to me and also the next one.

p.34 Quiser has stopped teaching the one who made me lose so many dinners and gave me so many whippings.

p.65 Our teacher Miss Williams is indeed a very good and pleasant teacher.

p.66 I never loved a teacher better than Miss Williams, she is so kind so amiable I cannot keep from liking her...5 for good behavior ...I like Miss Williams very much. I do not believe there could be found a better teacher.

p.68 We are trying for the examinations to enter grammar school.

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Logan Esarey, A History of Indiana. Vol.II. p.701.

25

W.R.Holloway, Indianapolis. p.88.

To please our dear teacher is now our greatest theme and if we succeed in this, then all will go along happily.²⁶

This revealing record has been most carefully preserved at the State Library. Miss Delia I. Williams, Ebenezer's "good and pleasant teacher", was appointed a teacher in the Indianapolis Schools at the July 1853 board meeting. Her salary was \$62.50 a quarter.²⁷

Calvin Fletcher.-- At the second meeting of the trustees held April 20, 1853, Mr. Fletcher was appointed to draft rules for the government of the schools and report to the trustees at their next meeting.²⁸ He was well qualified to do this because he had taught school in Ohio; had reached Indianapolis in the fall of 1821; and was the first lawyer who practiced his profession in Indianapolis. His sterling honesty and strict attention to business soon gained for him a large and lucrative practice. Because he commanded unqualified confidence he was appointed the first prosecuting attorney. Mr. Fletcher had a prominent part in the town's advancement, laboring unceasingly with his friends, Ovid Butler and Caleb Mills, for the establishment of free schools.²⁹ He had been a member of the legislative committee that laid before the General Assembly in 1847 an elaborate report con-

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Journal Ebenezer Sharpe. Original Manuscript Written from Aug. 11, 1851 to Sept. 22, 1853.

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Minutes of the Board of School Commissioners. Vol. A. (No. p. no.)

28

Ibid. p. 4.

29

Jacob Piatt Dunn, Greater Indianapolis. p. 645.

taining not only a detailed description of educational conditions as they were but pointing out the failures and suggesting remedies. This was one of the best reports available for the study of the school situation at that time and undoubtedly formed a basis for legislative action during that period.

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Rules Drafted by Mr. Fletcher.-- In May, the rules were presented and adopted by the trustees. They form the basis of the code in force in the schools at the present day. Those which directly affected teachers are here given:

1. No one shall be employed as a teacher or instructor in the public schools until such person shall after careful consideration by the legal authority receive a satisfactory certificate as to qualifications and produce to the Trustees satisfactory testimonials of good moral character.
2. The term of office of all teachers shall be at the pleasure of the board employing them and superior qualifications as to moral character, literary attainments, industry, and practical skill shall be specially regarded in their appointments and continuance.
3. All the teachers are entitled to the respect and obedience of their pupils; but the principal teacher shall have precedence of the assistant teacher in the regulation and direction of the studies and business of the schools.
4. The several teachers shall record the names and ages of all pupils taught in their respective schools noting the daily attendance of each and the periods of suspension and departure and furnish a copy of such record to the Trustees at the end of each quarter.
5. Teachers shall at all times exercise a firm and vigilant but prudent discipline; inflicting punishment only for the purpose of securing obedience and governing as far as practicable by persuasive and gentle measures.
6. The hours of tuition and study between the 22nd of March and the 22d of September shall be from eight o'clock A.M. until 11 $\frac{1}{2}$ o'clock and from two to five o'clock P.M. and the remainder of the year from one till four o'clock P.M. Teachers shall be punctual in attendance to the Schools fifteen minutes previous to the above named hours.
13. It shall be the duty of every teacher to give at least four

weeks written notice to the Trustees of intention to resign.
 14. It shall be the duty of the teachers to exercise a constant vigilance with regard to furniture and premises under their care that they may sustain no unnecessary injury. It shall be their duty in case if any such is not speedily repaired or remuneration made therefor to give immediate notice to the Trustees of the injury and by whom caused. Their special attention is also required to the cleanliness, ventilation, and temperature of the school rooms and the cleanliness and comfort of their pupils.

17. It shall be at all times the duty of the instructors to exercise as far as practicable a general supervision over the conduct of their pupils both in and out of school; and to inculcate upon them on all proper occasions the principles of morality and virtue.

20. Teachers' Meetings on the last Saturday of each month instead of the morning exercises on said day are summarily recommended.³¹

These rules were added to in November, 1854, giving more detailed instructions:

1. Teachers shall be responsible for the organization of schools with classes once the arrangement of the studies shall be made by the principals of the respective schools-- the same to be subject to the approval of the Board of Trustees.

2. The principals of the several schools shall be held responsible for the discipline in their respective schools and it shall be their duty to report to the Board of Trustees any case of neglect or apparent incompetence or failure on the part of any teacher to perform his or her duties in a faithful and satisfactory manner.³²

Schools Open.-- On Monday the 28th of April, 1853, Indianapolis free schools were really opened for a quarter. In July of that year four teachers were added to the original ten. Of these fourteen only four were men.³³ The average wages paid men teachers was \$23.01 per

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Minutes of the Board of School Commissioners. Vol.A. p.5.

³²

Ibid. p.31.

³³

Ibid. p.4.

month while the average for women was \$15.62 per month.³⁴

In the movement for public schools the great bugbear was taxation. Tax payers of 1848 had just gone through a nightmare of spending money on canals and it was not easy to persuade them to trust their government again. The system of free schools had scarcely been completed when in 1854 citizens of Putnam county appealed to the courts and the Supreme Court decided that collection of a local tax for school purposes was unconstitutional. Half-finished houses were abandoned and half-finished terms of school were dismissed. The same court the same year also decided that the congressional allowance could not be divided equally among the children of the state. This left many townships where school lands had been poor, without any money at all. These decisions staggered but did not destroy friends of education. The assembly of 1855 did the best it could to patch up the system and in addition gave towns and cities power to levy local taxes and build school houses. The Supreme Court promptly declared this law unconstitutional. By this time, however, desire for schools was so strong that court decisions were quietly ignored.³⁵

Mr. Silas T. Bowen, First Superintendent.-- In September, 1855 Silas T. Bowen, at that time a member of Stewart and Bowen, book sellers, was appointed superintendent. Mr. Bowen came from Albany, New York, where he had been graduated from the Albany Normal School which at that

³⁴ Logan Esarey, A History of Indiana. Vol.II. p.706.

³⁵ G.Richard Boone, A History of Education in Indiana. p.240.

time was the leading institution of its kind in the United States and where he had taught for a time. His real purpose in coming to Indianapolis was to take a place in the McLean Female Seminary where he taught for two or three years. Afterward he became junior member of the firm, Stewart and Bowen.³⁶

His contract with the board called for about one-third of his time in the discharge of his duties. It is clear, from the arduous labor he performed, that the schools got the best of this bargain.³⁷ Under the advice and direction of the Common Council of Three Trustees, Mr. Bowen exercised a supervision over the schools. He visited and spent at least one day a month in each ward school. On March 2, 1853, rules had been made by the Trustees and those which applied to teachers were:

1. He (the superintendent) shall ascertain the condition of the school, the standing and progress of pupils, make such suggestions both to teachers and pupils as he may deem expedient.
4. He shall meet the teachers of the ward schools on Saturday of each week and form them into a Normal class of instruction in the art of teaching and the best methods of organizing, classifying and governing schools.
7. He shall lay before the Trustees such plans for the examinations of the several schools as shall fairly exhibit the progress of pupils and merits of each teacher and shall attend and direct such examination.
8. He may require any and all teachers to report to him the conditions of their schools and it shall be their duty to attend all meetings which he may appoint.³⁸

This is the first record of Indianapolis teachers receiving definite help in the art of teaching.

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A.C. Shortridge Article, Indianapolis News. Mar. 21, 1908.

³⁷ W.R. Holloway, Indianapolis. p. 165.

³⁸ Minutes of the Board of School Commissioners. Vol. A. p. 34.

Mr. George B. Stone Appointed Superintendent.-- On March

2, 1856, Mr. George B. Stone who had come from New England was appointed superintendent. He was the first superintendent to give
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 all his time to the schools and they were conducted with vigor and success and fully and generously sustained by the public. The revenue, in great part derived from local taxation, was sufficient to
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 sustain them prosperously during the full school year. Schools were provided with good houses and promised to realize the expectations of the most sanguine. Citizens taxed themselves readily and heavily to support the system and took a just pride in its excellence and its benefits.

Schools Closed.-- During the preceding year a case came up to
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 the Supreme Court from Lafayette, where the system of local taxation in aid of the state fund existed, involving the question of the constitutionality of local taxes. This suit was substantially like that from Putnam County. The constitution required that the school tax should be "uniform". The point was made that if cities or townships were permitted, even by a general law, to add a tax to the fixed state tax, which other cities and townships did not choose to assume, there was no "uniformity", and therefore no conformity to the constitutional

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A.C. Shortridge, Article, Indianapolis News. Mar. 21, 1908.

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W.R. Holloway, Indianapolis. p.165.

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Logan Esarey, A History of Indiana. Vol. II. p.705.

requirement. The Supreme Court sustained the opinion in a decision made in January 1858 and closed the schools. An attempt was made by the Indianapolis citizens, at the request of the city council, to supply by individual subscriptions, the deficiency created by the loss of the city school tax, but it failed of any but a temporary effect. Some \$3,000 were subscribed to complete the current quarters but the subscription was found to be greatly inadequate as well as uncertain, and at the end of the quarter the schools were closed. The superintendent and many of the teachers sought other places where "uniformity" of taxation would be construed liberally when it could be done just as easily as otherwise. They emigrated to regions where schools were common and free to all.

The Dark Age.--- Then commenced the dark age of the public schools. This was a time when after a most promising beginning, the graded school system in Indianapolis was for a while completely disorganized. All local financial help was taken away. The school-houses were rented to such courageous teachers as were willing or able from scant patronage to pay a small pittance for their use. The State fund was only sufficient⁴² to keep the schools open one free quarter each year.

During the long vacation of the schools ending in 1860, school property was cared for and the School Board exercised some supervision over the private schools, which were kept in the rented school houses. The quarterly rental was from ten to thirty dollars a term, depending

on the size of the building. The rents, however, were generally
 43
 either excused or unpaid.

At the Board meeting December 7, 1858 the following entries
 were made:

Teachers of the several ward schools petitioned that
 either the rent on the school houses be reduced or should that
 not be possible that the collection be postponed until the ex-
 piration of the Free Quarter and that it may then be deducted
 from their wages.

Principal teachers in the several ward schools were
 requested to give the following report:

1. Average number of scholars taught during the last
 two quarters.
2. Amount of money collected each quarter for tui-
 tion and amount unpaid which may be collected.
3. Amount paid assistant. 44
4. Amount paid for repairs. 44

During this uncertain period, teachers undoubtedly showed
 courage in assuming the responsibility to keep open the schools.
 One teacher had just completed a free quarter in the third ward
 and in addition to giving her services without remuneration had
 incurred a debt of \$12.25 for a stove pipe and fixtures purchased
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 as per a bill rendered to the board. This bill was allowed.

Mr. James Green, appointed School Director at a salary of
 \$500 a year, gave half of his time to looking after and caring for

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W.R.Holloway, Indianapolis. p.166.

44

Minutes of the Board of School Commissioners. Vol.A. p.65.

45

Ibid. p.69.

school buildings during this dark age.⁴⁶

Summary.-- In 1821 the Indiana Assembly refused to have "pauper" or "charity" schools. Good private schools were established immediately and attended by those children whose parents could afford to pay. Caleb Mills worked in the interest of free schools as early as 1846. Out of eight different requirements for better schools listed in the messages of 1846-1847 and 1847-1848, four had to do with improvement of teachers.

The city as a school unit was first recognized in 1852 at which time steps were taken to establish free schools. At the first school board meeting in Indianapolis March 18, 1853, plans were inaugurated for opening the first free schools. At the next meeting April 20, 1853 plans were perfected and schools opened on April 28th. Under Mr. Silas T. Bowen, the first superintendent, teachers received definite help in teaching. Mr. George B. Stone appointed in 1856 gave his full time to the schools. The schools were closed, because of a Supreme Court decision making it impossible to levy local taxes. The superintendent and many teachers sought teaching positions elsewhere. School-houses were now rented to those teachers who had the courage to teach under such conditions. The School Board exercised some supervision over these privately conducted schools.

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W.R.Holloway, Indianapolis. p.166.

CHAPTER III

TEACHER TRAINING 1833-1922

Historical data concerning the early teachers of Indianapolis¹ is scarce and therefore very little information as to their qualifications or training is to be had. If however in addition to what is known about them, what is known about the teachers of the state is added, an opinion may be formed as to the intellectual capacities and educational attainments of early Indianapolis teachers. After 1867 information is abundant and authentic because most of the Indianapolis teachers were graduates of the normal school conducted by that city.

Early Professional Training.-- Professional training has been regarded from earliest time as a panacea of all educational difficulties² and Indiana made an early start in agitating for improvement of teachers. Always there were leaders who saw that this was the only constructive movement toward better schools. One of these was Caleb Mills whose dearest interest was normal schools. For them he made his most ardent plea.

Training teachers was first undertaken by Wabash College which

¹ B.R.Sulgrove, A History of Indianapolis and Marion County.
p.417.

² Logan Esarey, A History of Indiana. Vol.II. p.929.

was opened in December 1833 as an academy with Caleb Mills as the first president. There was a teachers' seminary in connection with it for a short time,³ but sufficient money was not available to carry on the work. Early in this same year Caleb Mills had written a letter in which he told of the necessity of having better-trained teachers.

Introductory to and in connection with the efforts to get free schools, we must furnish them with a higher order of intellectual culture than the present race of pedagogues.⁴

Another advocate of teacher training was the Reverend Alexander Campbell. In one of his addresses before the College of Professional Teachers in Cincinnati in 1837 he told of the obligation of a state toward education.

A state may be said to have done nothing for education unless it educates its teachers.⁵

Western Association.--- In 1830 there was organized in Cincinnati an association of public school teachers with the rather ponderous title, "Western Literary Institute and College of Professional Teachers". Among its members were such well-known teachers as W.H. McGuffey. A vice-president and board of directors for each state transacted all business for that local organization. In 1835 Indiana had such a board of directors and during the first few years, Indiana teachers took an active part in the annual meeting. A new society was organized called

³G. Richard Boone, A History of Education in Indiana. p.413.

⁴Ibid. p.95.

⁵Logan Esarey, A History of Indiana. Vol.II. p.930.

the "Cincinnati Society for the Promotion of Useful Knowledge" and its purpose was to improve the schools of the Mississippi Valley. In 1845 they sent an agent to Indianapolis to confer at a public meeting with members of that society. A committee of nine headed by Judge Isaac Blackford undertook the work of supplying better teachers to the schools of the state. A circular was sent to each district calling for information concerning school conditions and needs.

Eastern Association.-- In 1844 there was formed in the East, the "National Board of Education", with Governor Slade of New Hampshire as President. They had a Western Agency at Cincinnati managed by Miss Catherine E. Beecher, sister of Harriet Beecher Stowe. The organization collected companies of teachers semi-annually at Hartford, Connecticut, carried them through a six weeks' or two months' special training (a sort of normal school), and brought them by their agents to places already provided in the Northwest, Kentucky, and Tennessee. Within four years a hundred teachers had been sent out, nearly half of whom had found positions in Indiana.

Governor Slade visited Indianapolis in 1845, a meeting was held, and an organization effected. A committee consisting of the Honorable Isaac Blackford, James Blake, James P. Coburn, and Calvin Fletcher was

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Logan Esarey, A History of Indiana. Vol.II. p.682.

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G.Richard Boone, A History of Education in Indiana. p.438.

appointed to ascertain the extent and demand for teachers in Indiana and to cooperate with the general organization. This was an early form of the modern teachers' bureau that was greatly needed.

Baptist Association.-- The Western Baptist Educational Association, operating about the same period and also originating in the East did a similar work. This group sought "to promote schools and education generally in the valley of the Mississippi". They also distributed educational documents beside placing teachers.

Inadequate Training Facilities.-- The first normal school in the United States was established in Lexington, Massachusetts in 1839, but Indiana had none for many years. There were few capable teachers in the early schools and fewer yet trained for their vocation. The meagre opportunities afforded by existing colleges and schools in Indiana were not easily or generally available to teachers even though they wished to take advantage of them. The state was overrun by educational transients and incompetents.

Governor Noble was much concerned about this and in speaking to the legislature said:

The want of competent persons to instruct in our schools is a cause of complaint in many sections of

⁸ G. Richard Boone, A History of Education in Indiana. p.438

⁹ Ibid. p.438.

¹⁰ Ibid. p.36.

the state. And it is to be regretted that in employing transient persons from other states, combining but little qualification of moral character, the profession is not in the repute that it should be.¹¹

First Opportunities for Training.-- The original draft of the Law of 1849 provided

that in order to furnish the common schools of the state with efficient and well-qualified teachers, it shall be the duty of the General Assembly to establish in the State University a Normal School where students shall be admitted upon such conditions and instructed in such subjects as shall be prescribed by law.

The section was excluded from the law by a large majority. The oldest of the only four normal schools in the United States was at that time only ten years old, and it need not perhaps seem strange that law-makers and others high in authority saw little demand for trained teachers in Indiana.¹² The normal school which the University Trustees opened in 1852 was to fit teachers for the common schools of the state. It was connected with the preparatory department and besides a course of lectures on teaching and the management of schools, was little more than an opportunity for the review of the common branches. This however was perhaps the best opportunity offered in Indiana at that time¹³ for professional training.

Agitation for State Normal.-- Nothing worth while was done until

11

G. Richard Boone, A History of Education in Indiana. p.36.

12

Ibid. p.137.

13

Ibid. p.382.

December 1865 when the state provided by law for a State Normal.¹⁴ For ten years a group of interested men had besieged the legislature, but it was only when some of these men became members that the Normal School Bill was passed. The school was opened at Terre Haute January 6, 1870,¹⁵ three years after the opening of the Indianapolis Normal School by Mr. A.C. Shortridge.

Mr. A.C. Shortridge.-- On the Indianapolis board of education in 1863 were three men with a vision, who were concerned less with the material and more with the spiritual element in education. Their names were: Dr. Thomas B. Elliott, George Merritt, and W.H.L. Noble. In August 1863 they by resolution fixed the salary of the superintendent at one thousand dollars a year and defined at length his duties. Beyond buildings and equipment they were determined to have teachers, men and women, the impulse of whose minds and characters would inspire the pupils under them.¹⁶ They found such a leader in A.C. Shortridge, a native of Henry County, Indiana.

When about seventeen he had gone to school to A.R. Benton at Fairview, a small place on the line between the counties of Fayette and Rush and afterwards to a little college near Richmond. In 1861 when not quite twenty-seven years old he had come to Indianapolis to be prin-

14

Logan Esarey, A History of Indiana. Vol.III. p.241.

15

G.Richard Boone, A History of Education in Indiana. p.388.

16

Logan Esarey, op.cit. p.109.

cipal of the preparatory department of Northwestern Christian University, now Butler University. The week he was chosen superintendent of the Indianapolis Public Schools he was stricken with blindness. This continued for two weeks after which time his sight gradually returned.

Dr. Elliott importuned him to accept the superintendency of the city schools. The situation did not offer alluring attractions because there were in the entire city only twenty-two school rooms and literally everything in the way of modern equipment was lacking. The school trustees took arbitrary measures; they elected Mr. Shortridge without asking his consent and then left it to Dr. Elliott to do the persuading. He did this with such effect that Mr. Shortridge accepted and with him came the end of the "Dark Age".

Legislation Changed with Regard to School Board Elections.-- It was said of this man by those who knew the school situation of that day that he did not "improve" the schools, he created them out of nothing. From this time on there was progress in the Indianapolis Public Schools. New buildings were erected each year, and old ones rebuilt, which necessitated more teachers each year. They, however, were better paid than ever before.

Mr. Shortridge soon discovered that the board was hampered in

17

W.R.Holloway, Indianapolis. p.167.

18

Jacob Piatt Dunn, Greater Indianapolis. p.273.

19

Logan Esarey, A History of Indiana. Vol.III.p.109.

20

Ibid. p.109.

hiring teachers because they could only be employed after they had passed an examination by the county examiners. Mr. Shortridge thereupon devised a plan for independent school government. A board as large as the city council, to be elected by the people at a special election, was to have one member from each "school district". The members were to be free from political control and vested with fullest powers for levying taxes and the administration of the schools. This larger board was to have authority to examine and license at will all persons who might apply as teachers. The law was passed and operated for

21

eighteen years.

Training Teachers of Greatest Importance.-- Of first concern was the improvement of the teaching force. Knowing that "it is the teacher that makes the school", Mr. Shortridge left the building proposition to the school board and devoted himself to procuring and training the best teachers possible. In those days teaching was the sole lucrative profession for women because commercial enterprises by offering fancy office salaries had not begun to outbid the schools. He knew that women would accept far less money than men and for that reason men on the teaching force were dropped. There was one exception, William L. Bell, who was placed in 1864 at the head of the first high school.

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Many questions of importance were up for settlement, but always

21

Logan Esarey, A History of Indiana. Vol.III. p.110.

22

Ibid. p.109.

present in the minds of the school authorities was the question of providing more capable and better qualified teachers. Money was scarce, the salaries were low, and good teachers could not be brought from other cities and towns for the compensation Indianapolis could afford to pay them. Teachers in the schools were of excellent character and ability, always ready for a faithful discharge of duty, but probably no one of them had ever received any special normal school training. How to provide a continuous supply to take places made vacant by resignations was a problem.²³ One authority makes this statement about teachers at this time, "The average professional life, in this most useful vocation is less than ten years, few die,²⁴ but nearly all resign."

Another problem was how to fill new positions opened up by increased attendance of children. Even as late as 1868, a year after the Indianapolis Normal School was opened, Mr. Shortridge tried "for two weeks without result to find efficient and competent teachers to fill two vacancies".²⁵ The number of teachers in Indianapolis increased from sixty-eight in 1868 to one hundred three in 1871.²⁶

Planning the Indianapolis Normal.-- Mr. Shortridge visited a number of cities and carefully noted the work that was being done in

23

A.C.Shortridge Articles, Indianapolis News. Apr.4, 1908.

24

W.R.Holloway, Indianapolis. p.166.

25

Minutes of Board of School Commissioners. Vol.A.p.34.

26

W.R.Holloway, op.cit. p.169.

their normal schools. He considered the results of these schools unsatisfactory, because the nature of the instruction was too much like that given in the newly-organized high school of Indianapolis and therefore was not of a character to meet the needs of the situation. There was in them too little of the theory and almost nothing of the practice that would give the learner clearly defined ideas of school organization, management, and instruction.

In June 1866, Mr. Shortridge was given permission by the Board of School Commissioners to visit the Normal School at Oswego, New York. He was authorized to make provision for the organization of a similar training school in connection with the public schools of our city provided such a training school could be organized without any increase in the expenses of the public schools.

Opening the School.-- Early in 1867 plans were made but it was not until March that the school was opened in the newly-constructed Fourth Ward building at Blackford and Michigan Streets where six rooms were set apart for the use of the Normal students. The object of the school was to furnish persons desiring situations as teachers in the Indianapolis Public Schools with the requisite instruction and training that would fit them to perform successfully their duties in any primary or intermediate grade. The results accomplished by the culture and discipline of this school were most satisfactory.

27

A.C.Shortridge, Articles in Indianapolis News. Apr. 4, 1908.

28

Minutes of the Board of School Commissioners. Vol.A. p.82.

29

W.R.Holloway, Indianapolis. p.169.

The First Principal.-- Miss Amanda P. Funnele, a woman of great ability and rare accomplishments was found to take the principalship. She was a graduate and for a time a teacher in the Oswego, New York, Normal School which was at that time one of the foremost schools of its kind in the United States. Miss Funnele was authorized in December 1866 by the Board of School Commissioners to remain at Oswego subject to call. While waiting until the new building was ready, she was to acquire greater proficiency in language instruction and other branches.

A Unique School.-- The new Indianapolis Normal School was an experiment. No school exactly of its kind could be found anywhere. There were at this time only eight city training schools in the country. The plan of organization was a simple one and to put it into execution was not at all difficult. The school was organized on the plan of an equal division of time between the theory and practice of teaching. It had, therefore, two departments, the one of instruction, the other of practice. Miss Funnele together with Mr. Shortridge set so high a standard that for years no school in the country ranked higher.

Twelve young women, of good education and apparently possessing

30

Minutes of the Board of School Commissioners. Vol. A. p. 292.

31

A. C. Shortridge, Articles in Indianapolis News. Apr. 4, 1908.

32

Ellsworth Lowry, Pamphlet, Indianapolis Normal School.

Issued 1922.

33

A. C. Shortridge, op. cit.

34

Ellsworth Lowry, op. cit.

characteristics that one would like in a good teacher, were chosen to form the first class. About three hundred children were to be taught by these pupil-teachers. The children formed the material on which the young teachers were taught their first lessons in the practical side of their new education. Six of the pupil-teachers were in charge of the schools of practice, while the other six were in another section of the same building receiving instruction from the principal, Miss Funnele. Those teachers in charge of the schools of practice were expected to conduct the recitations and proceed as though they were regular teachers.

Within three years sixty-four persons or fifty-seven per cent of the teachers in the city schools had received a diploma from the Indianapolis Normal School. By that time applicants had to be at least eighteen years old, of good moral character, of good health, and with an education equivalent to that given by the high school. Graduates of the high school might, however, be subject to competitive examinations by the principal of the Normal School.

There were then, as when the school was organized, two departments. In the theory department instruction in methods of teaching and school management was given, while in the practical department the pupil-teacher under direction of a competent critic, put into practice the theories of school work learned in the theory department.

Each pupil-teacher was required to remain in each department twenty weeks, filling without pay the place of a regular teacher during her stay in the practice schools. Her instruction paid for her services. 36

Very shortly however, the young teachers were compensated.

The following order of the Board of School Commissioners was unanimously passed in December 1868:

First, that any person who may graduate at the Indianapolis Training School shall have preference for any position as teacher in the schools other things being equal; each graduation shall be considered equivalent to one year's practical experience in estimating the salary.

Second, that the graduates of 1868 shall be entitled to benefits of the foregoing order after Friday January 29, 1869.³⁷

By 1869 the school had definitely proved its worth. In the report of 1869, the Superintendent says:

The good influence of our Training School has permeated every part of our school system. Not a single one of the five thousand pupils, from the senior class of the High School, to the lowest primary grade, has failed to receive, directly or indirectly, some of the benefits of its organization. Twelve young ladies graduated the first year, fourteen the second, eleven the third, and ten the fourth; making a total of forty-seven, all of whom at once became teachers in the public schools; thus securing earnest, cultivated, and thoroughly competent teachers, for the most part brought up by our own firesides and in our own homes, and educated in our common schools.³⁸

36

B.R.Sulgrove, A History of Indianapolis and Marion County.
p.433.

37

Minutes of Board of School Commissioners. Vol.A. p.371.

38

W.R.Holloway, Indianapolis. p.169.

A Description of the Early Days.-- Just as soon as results could be seen, there were many visitors. One of the first has left a valuable record, because it is the best available description of the early days of the Training School.

The Rev. Dr. Mayo, Unitarian clergyman, in an address to the Hamilton county, Ohio teachers said: "Last Monday it was my privilege to spend half a day in the examination of what is doubtless the most complete training school in the Western States. In the upper room of a well-constructed school house I found a quiet self-possessed young woman standing before a group of half a dozen girls in familiar conversation on their forenoon's work as teachers of the 500 children in the rooms below. Their conversation ranged through the whole life of childhood striving to analyze its faculties, comprehend its wants, and get into perfect sympathy with its inward life. Each of the girls told her experience with her class as earnestly as if she knelt at the confessional under the eye of a criticism as decided as it was sympathetic and kind. Below I saw the working half of the class of pupil teachers conducting the various exercises of instruction.

Through these rooms move three critic teachers noting everything, advising, preparing to report in due time to the quiet little lady above. In one room a charming model school was permanently kept by an expert young woman. One man with the title of superintendent was responsible for the order of the little community and assisted in the teaching of the older classes. I looked with delight too deep for expression on the beautiful spectacle of a school where 500 children are taught by these 20 girls who themselves are learning the finest art of modern life. I marked the deep enthusiasm, the blended firmness, self-possession and gentleness, the sweet spirit of cooperation with which they went about their duty. I saw in their faces that they felt they had chosen the better part, were living for a purpose, and not troubled overmuch about their position in American Society."³⁹

Temporary Closing of Normal School.-- Because of a lack of suitable room for the purpose, the school was temporarily closed in

1870.⁴⁰ Miss Funnele went to Terre Haute where she was in charge of geography and primary methods on the first faculty of the State Normal.⁴¹

Reopening of Normal School.-- On September 29, 1873 Miss Florinda E. Williams of Burlington, Vermont was secured as principal.⁴² There is no record of any other closing of the training school even for a short while until the final dissolution of the school in July,⁴³ 1922.

Requirements for Entrance.-- All known of the qualifications of the first group was that the applicants were of "good education and apparently possessing the characteristics that one would like in a good teacher."⁴⁴ Three years later the applicant had to be "at least eighteen years old, of good moral character, of good health, and with an education equivalent to that given by the high school."⁴⁵ By 1898 graduation from the Indianapolis High School or one of equal rank was required as a condition for admission.

As early as 1870 the graduates of the high school might have to take a competitive examination, but by 1898 competitive examinations

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W.R.Holloway, Indianapolis. p.169.

41

G.Richard Boone, A History of Education in Indiana. p.389.

42

Minutes of Board of School Commissioners. Vol.B. p.295.

43

Ibid. p.302.

44

A.C.Shortridge, Article Indianapolis News. Apr. 4, 1908.

45

Minutes of Board of School Commissioners. Vol.J. p.394.

were the rule. Applicants were examined in United States history, grammar, arithmetic, reading, geography, orthography, and English composition.⁴⁶ The following year music, drawing, and general history had been added. This practice prevailed until 1921.

Very early, experienced teachers wished to profit by the training and in the list of entrants of the February class of 1873 attention was drawn to the names of several such teachers.⁴⁷ Two young men were listed in the graduating class of June 1883.⁴⁸

Board Under No Obligation.-- Because a misunderstanding existed as to the obligation of the Board of School Commissioners in regard to the school, the board issued a statement to clarify this in 1886.

The Training School is not a part of the school system to which all pupils have the right to enter. The school is maintained by the Board as the best means all things considered of securing competent and well-trained teachers for the schools. Tuition is free and text-books are loaned to pupils during the year of study and for the five months of practice. The young teachers are paid \$30 per month. After graduation they are usually employed in the schools, not because the Board is under obligation to employ them, but because they are needed in the schools. There is no legal obligation to give employment to any graduate of the training school.⁴⁹

Management.-- When the Indianapolis Normal School was first

46

Minutes of Board of School Commissioners. Vol.E. p.347.

47

Ibid. p.347.

48

Ibid. Vol.E. p.173.

49

Ibid. Vol.F. p.162.

organized, there was an equal division of time between the two departments of theory and practice. The pupil-teacher was required to remain in each department twenty weeks. By 1878 this equal division of time had been changed so that the students did not change every twenty weeks but had just two periods of equal length, one of theory and one of practice.⁵⁰ From September to February there was instruction in methods of teaching by study, recitation, and criticism while from February to the close of school the student-teacher became a practical teacher in the public schools under the special instruction and criticism of a critic teacher.

In 1885 at the time Miss Mary E. Nicholson became principal, the curriculum for the period of theory was:

Psychology, one recitation per day for...20 weeks
 Arithmetic and Methods in Primary
 Numbers, 10 weeks each.....20 weeks
 Rhetoric, Practical Composition,
 and Language.....20 weeks
 Botany (elementary) 8, School Economy, 12.20 weeks
 Geography, 12; Lessons on Place, 4; Object
 Lessons, 4.....20 weeks
 Methods in Primary Reading and Spelling,
 10; Form, 6; Moral Instruction, 4.....20 weeks
 Music, Drawing, and Penmanship, one lesson
 per week.⁵¹

About 1890 the Normal course was extended to cover two years--one year of study of professional and academic subjects and one year of practice teaching. At the end of this second year, successful candidates

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Minutes of Board of School Commissioners. Vol.C. p.529.

51

B.R.Sulgrove, A History of Indianapolis and Marion County.
 p.433.

were given a diploma. This practice held until the reorganization of
 52
 the Normal School in 1921.

Accomplishments.-- Writing in 1908 a series of articles on the Indianapolis Schools, former Superintendent A.C.Shortridge paid a high tribute to the standards and accomplishments brought about by the Normal School.

Of the nine hundred ninety young women who have already completed the training school course of study practically all of them have been employed in the schools and it is safe to say nine hundred were residents of Indianapolis and it may also be said that three-fourths of them would never have taught a day in this city but for this special training. This, of course, satisfied an oft repeated demand that people of Indianapolis should be allowed to teach their own children which was the opinion of many good citizens. These women entered the schools as teachers and were fitted to do a large share of the best work done in the schools. Last year there were three hundred twenty of them in the schools of which twelve are in the list of supervising principals, eight are directors of practice. It is not putting it too strongly to say this quiet school so seldom mentioned in the newspapers and about which so little is known by the public has brought more good than any other single agency and for more than forty years has formed a great right arm of the school system. But for its influence and that of two or three other helpful agencies of which I shall speak hereafter the school system of Indianapolis would have been very much like the schools in any of a thousand other cities--no better.⁵³

Developments from 1909-1921.-- Mr. E.R.Ray, a supervising principal, directed the school upon the retirement in 1909 of Miss
 54
 Nicholson. The following year, Miss Marion Lee Webster was relieved

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Ellsworth Lowry, Indianapolis Normal School.

53

A.C.Shortridge, Articles in Indianapolis News. April 4, 1908.

54

Directory of Indianapolis Public Schools. 1909-1910.

of her duties as a supervising principal and made principal of the Normal School. Miss Webster taught school hygiene, methods, and geography. Mr. Ray who was then assistant superintendent of schools had charge of classes in psychology and history of education. Once a week the head of the departments of nature study, music, handwriting, physical education, manual training, sewing, and art, in the Indianapolis Public Schools taught the Normal students in their respective subjects. The only demonstration work was in physical education and then only after the class had a thorough understanding of the lesson observed. For the first year of training the prospective teachers were given the solid foundation of knowledge necessary in order to teach children. The first five months of the second year were spent under direct supervision of a director of practice at which time actual teaching was done. The practice teaching of the second five months was done in another building. If at the end of that time, the principal of the building, the supervising principal, the principal of the Normal School, and the director of practice pronounced the candidate a success, she was granted a diploma from the Indianapolis Normal School. This practice prevailed until the reorganization of 1921.

Reorganization of 1921.-- Mr. Ellsworth Lowry, district superintendent, was placed in charge of the school in September 1921. In Feb-

ruary he asked for a suitable building,⁵⁶ and in March made a report to the Board of School Commissioners stating that the school had not kept up to the needs of the time. A recommendation was made that it should either be abandoned or reorganized. The school was needed because Indianapolis was not adequately supplied with teachers and was therefore forced to train at least a part of the required number for the elementary grades. A plan was made that the school be reorganized so that it could meet the requirements of the State Training Board and its credits could be accepted by the state university and the standard colleges of Indiana.⁵⁷

The Committee on Instruction of the Indianapolis Board of School Commissioners made recommendations that a temporary building be found and that the faculty be enlarged. This was passed unanimously in March 1921.⁵⁸ The planned course was two years in length just as it had been but now part of the day was spent in theory and part in practice. At the end of two years a diploma was granted and the graduates went into the schools on the same basis that beginning teachers from any other school entered the system.⁵⁹ For two years after graduation students were required to teach on a provisional certificate. During that time they were to be carefully supervised. It was hoped that in this way

⁵⁶ Minutes of Board of School Commissioners. Vol.V. p.14.

⁵⁷ Ibid. p.65.

⁵⁸ Ibid. p.93.

⁵⁹ Normal School Bulletin, Vol.III. No.2. Mar.22,1921. P.8.

help and encouragement could be given to the most promising local teachers so that they could train for special supervision work and for directors of practice and critic teachers.

Students had to have a "B" average or better as a result of their high school work to be eligible for entrance. As always, the school was primarily for Indianapolis residents, but now provision was made for out-of-town students by charging them tuition which was returned to them if they remained in Indianapolis and became successful teachers. In 1921 there were three hundred extension students in addition to one hundred twelve full-time students.

The newly-organized normal school was in charge of Mr. Ellsworth Lowry, who was assisted by heads of the different departments and sixteen directors of practice, each with such special fields, as mathematics, primary hand-work, phonetics, primary methods, nature study, and story telling. School Number Two was used for training purposes for white teachers and School Number Ten was the demonstration school. Colored teachers had their training at the colored schools.

Colored Students.-- The colored population of Indianapolis grew steadily from Civil War time. Before 1860 those families who could

60

Ellsworth Lowry, Indianapolis Normal School.

61

Ibid.

62

Normal School Bulletin. Vol.III. No.2. p.8.

afford it, sent their children to private pay-schools conducted by members of their own race. Other colored children ran the streets. In 1869 children of the negro race were legally admitted to Indiana elementary schools and great preparations were made for teaching them when they entered the Indianapolis schools in the fall of that year. Buildings were repaired and rooms rented so that the hundreds of colored children could be accommodated. Superintendent Shortridge had found a few colored teachers who seemed to be qualified, but the teaching force was about equally divided between the two races. From 1869, colored pupils were admitted to all divisions of the Indianapolis Public Schools. There were usually two colored students in each class of the training school until the reorganization of 1921 when more were eligible.

School Number Twenty-six was used for colored teachers with their colored directors of practice. There were at this time--1921--twelve schools for children of the negro race with one hundred thirty-six teachers and principals. Many of these teachers had been trained in the Indianapolis Normal School.

Last Year of the Indianapolis Normal.-- The hundreds of extension and full-time students made it possible to have an organization very

63

H.M.Riley, A History of Negro Elementary Education in Indianapolis. p.292.

64

A.C.Shortridge, Articles in the Indianapolis News. Mar.21,1908.

65

Directory of Indianapolis Public Schools. 1920-1921.

helpful to Indianapolis teachers. There had been few changes in the curriculum of the normal school since the organization in 1867 by Mr. Shortridge. During the year 1921-1922, however, the school promoted extra-curricular activities which were helpful to prospective teachers, and provided opportunities for the observance of demonstration teaching for those in service. The school was greatly appreciated by experienced teachers that year and was visited so much by them that it was necessary to issue the following statement:

While the Normal School wishes to be as helpful as possible to all teachers in the city, it should not be a general visiting place. Much of the time of the Directors of Practice is engaged in directing student-teaching or participation work and they cannot teach for visitors. Students just beginning their work are much embarrassed by the presence of visitors so that it works a hardship both upon them and the children they are teaching. If when the teachers do visit they would go first to the principal's office she will assist them in finding whatever is helpful.⁶⁶

Closing the School.-- Some of the tax payers felt that when taxation was considered there was no justification for the Indianapolis Normal School. The city normal at Fort Wayne had just been closed and an appeal made by interested citizens to have it kept open had resulted in a ruling that no specific legislation had ever authorized a city to operate a normal school on school taxes.⁶⁷ The Fort Wayne schools operated under the general school laws while those of Indiana-

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Normal School Bulletin. Vol.III. No.2. p.65.

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Letter from Ellsworth Lowry. Mar.14,1935.

polis operated under a special statute for cities of the first
 class.⁶⁸

The Law of 1915 made it possible in the larger cities of Indiana to establish and maintain normal schools which were subject to the control of the State Training School Board. When approved by the board they were entitled to the privileges and rights of accredited schools.⁶⁹

Members of the Board of School Commissioners felt some doubt as to whether the attorney-general's opinion in the Fort Wayne case applied to Indianapolis, but to make sure they voted to call for an official opinion. It was found that no provision in the law expressly authorized such a branch or department although the law did make reference to a normal school for the city, by providing how text books should be chosen and how the appointment of a principal for a normal school should be made.⁷⁰

The attorney-general in his opinion said:

The course of study in common schools is prescribed by the statute and by the rules of the state board of education and does not include courses taught in normal training schools where teachers are trained. Such normal schools form no part of the public school system and in my opinion the board of school commissioners of Indianapolis cannot lawfully expend the public school revenues for the purpose of maintaining normal or teachers' training schools.⁷¹

This ruling made the Indianapolis School Commissioners per-

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Indianapolis News. June 14, 1922. p.21.

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Minutes of the Board of School Commissioners. Vol. R. p.185.

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Indianapolis News. loco.cit.p.21.

⁷¹

Ibid. p.21.

usually liable for any money spent for maintenance of the Indianapolis Normal School.

President Robert J. Aley was invited to talk with the Board of School Commissioners with regard to placing the school under the jurisdiction of Butler University.⁷² However, in June a committee consisting of the superintendent of schools, Mr. Ellis U. Graff, and the chairman of the Instruction Committee of the board was appointed to take such steps as might be necessary and report back to the board what had been done relative to abandoning the school.⁷³ Formal steps to abolish the school were taken by the board at their regular meeting June 27, 1922.⁷⁴ About the same time the board wanted to know what facilities Butler University would have for taking care of the training of elementary teachers for the coming year.⁷⁵

In July a special meeting was called to make distribution of the many supplies of the Indianapolis Normal.⁷⁶ The school had been in existence more than fifty years and this was the first time the power to expend money by the school city for the purpose of training teachers had been questioned. If any arrangement could have been made,⁷⁷ the Indianapolis Normal School would have been continued.

72

Minutes of Board of School Commissioners. Vol. W. p.21. p.113.

73

Ibid. p.267.

74

Indianapolis News. June 28, 1922. p.27.

75

Minutes of Board of School Commissioners. op.cit. p.289.

76

Ibid. pp.300-302.

77

Indianapolis News. June 16, 1922.

Provision for Second Year Students.-- Those students who had but one year of training were particularly anxious to complete their course and asked the board if some provision could be made for them. There were fifty-five whose work had been only half finished and Mr. Ellis U. Graff, the superintendent, felt that some arrangement should be made for them to complete their course. The attorney for the school city interviewed the attorney-general to find whether an arrangement could be made for continuing the normal school one more year. ⁷⁸ The attorney-general advised that he could see no reason for objection by his department provided the school city assumed no financial obligation.

The directors of practice signified their willingness to give the students their practice teaching at no extra expense to the board. School Number Two, just one block from old Shortridge High School, was used for this purpose. Courses were given after school at Shortridge High School for this limited group of students who had taken their first year of training in the normal school and required only one year ⁷⁹ to finish.

Courses given were as follows: Mr. Lowry, Psychology, Modern Poetry, Drama; Miss Anna Brockhausen, who had been a supervising principal, Methods in Teaching English; Mr. James E. Moore, who had been on the normal school faculty, Arithmetic Methods and History of Education; and Miss Floro Torrence, of the normal school faculty, Story Telling. These were con-

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Indianapolis News. June 14, 1922. p.21.

79

Minutes of Board of School Commissioners. Vol.W. p.397.

ducted in the same way as any other extension classes. The students took four of them, the choice depending on the grades taught, and for the instruction paid thirty dollars.

Summary.-- Indiana made an early **beginning in working for the** improvement of teachers. Training teachers was undertaken for the first time in Indiana by Wabash College which opened in 1833. Caleb Mills insisted that only by having better-trained teachers would it be possible to interest the public in better schools.

Various associations from out of the state undertook to train teachers and send them where they were needed.

The meagre opportunities afforded by existing colleges and schools in Indiana were not generally available to Indianapolis teachers.

Indiana University had a normal department in 1852 to **train teachers** to teach the common branches. The State Normal School was opened in Terre Haute in 1870, three years after the opening of the Indianapolis Normal.

Mr. A.C. Shortridge who was made superintendent of Indianapolis Schools in 1863, is said to have created the schools out of nothing. Because he felt that improvement of teachers was most important, he opened the Indianapolis Normal School in 1867. The school was most successful from the start and raised the standards of Indianapolis teachers. Indianapolis residents were trained for positions in Indianapolis Public Schools. Very few changes were made in the management of the school until 1921 when there was a complete reorganization. Teachers in service as well as in training were much interested. A

ruling of the attorney-general in 1922 made the Board of School Commissioners personally liable for any money spent in operating the Indianapolis Normal School and for that reason it was abolished in July 1922.

CHAPTER IV

SUPERVISION OF INSTRUCTION 1855-1935

The first record of supervision of Indianapolis teachers was during the regime of Silas T. Bowen, the first superintendent, who was appointed in 1855. Rules were formulated by the board at that time for the improvement of teaching. In 1860 the school director was instructed by the board to visit the schools frequently and examine classes with a view to their advancement. He was to preserve the graded system and "give such aid and cooperation to the teachers by his council as may tend to increase their usefulness and efficiency and promote harmony between them and the parents of their pupils."

Superintendent Needs Assistance.-- The school board annually elected the teachers, but all reports from them with regard to their duties or the condition of their schools were made to the principals, or directly to the superintendent. He was responsible for the efficient grading and successful working of the whole. When there were few schools, the superintendent alone could supervise instruction. Mr. Shortridge, however, was the first superintendent to have help and was assisted by two principals, one for schools north of Washing-

¹Minutes of Board of School Commissioners. Vol.A. p.97.

ton Street and one for schools south of Washington Street. Each department of vocal music, drawing, and writing also had a special teacher for all the schools. ¹ Soon a supervisor of instruction in the primary grades was added.

Miss Nebraska Cropsey.-- As early as 1866 it was plainly seen that the children of the primary schools were not getting the instruction they ought to have. To supply this want the trustees asked the superintendent to find if possible a suitable person to undertake this work. After searching for some time, the report was made to the Board that no person with the desired training could be found. After some further delay and consideration, it was decided to send one of the Indianapolis teachers to the Oswego Normal School in New York to make the special preparation needed. The expenses of this training were to be borne by the school board. In pursuance of this plan Miss Nebraska Cropsey, one of the most promising young teachers in Indianapolis, was asked to go to the Oswego Normal School to begin a mastery of the course of study in the lowest primary and ascend from grade to grade as rapidly as possible and when called for return to Indianapolis. ² All arrangements as to details of her instruction had been fully made.

The name of Miss Cropsey first appeared on the roll of teachers for 1862. ³ On May 3, 1867 she was relieved of her position as critic

¹ W.R.Holloway, Indianapolis. p.172.

² A.C.Shortridge, Article Indianapolis News. Mar.21.

³ W.R.Holloway, op.cit. p.166.

in the training school and appointed principal of the primary schools
of the city.⁵ She then took up the work of supervision of instruction
and general management of the primary schools. Her length of service
in the Indianapolis Public Schools was fifty-two years.⁶

Special Teachers of Music.-- The first record of attention to
special subjects is in November, 1854. At a board meeting Mr. Hubbard
was employed to give in the several schools twenty-four lessons of
one hour each in vocal music.⁷ By February 1866 vocal music was one
of the regular branches of education and was placed under the control
of Mr. George B. Loomis who continued in charge of music for several
years. Under his supervision all children were taught to sing and the
more advanced pupils to read music. The primary teachers were taught
by Mr. Loomis how to teach music and they in turn gave daily lessons
to their pupils. In grades above the primary the teaching was done en-
tirely by Mr. Loomis who gave to each school one or two half-hour lessons
each week, depending on the number of rooms in a building.⁸ One author-
ity tells us that friends of the schools were pleased with music educa-
tion, "The benefits of the instruction in vocal music during the last
five years, are abundantly recognized by all who are acquainted with the

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Minutes of Board School Commissioners. Vol.A. p.306.

6

The Bulletin, Indianapolis Schools. Vol.II. No.1. Dec.1920.p.25.

7

Minutes of Board School Commissioners. op.cit. p.30.

8

W.R.Holloway, Indianapolis. p.175.

progress of the schools."⁹

Special Teachers of German.--- German was introduced into the curriculum in 1868 and was taught by special teachers.¹⁰ Beginning with the second grade those pupils whose parents so wished had a lesson in German each day. Until the time of the World War this practice prevailed.

Special Teachers of Drawing, Music, Writing.--- Special teachers of drawing, music, and writing visited the different schools regularly by 1873 directing and as far as possible instructing both teachers and pupils. Because of the increase in numbers, a portion of the instruction in each of these subjects was given under the supervision of the special teacher by the teacher in charge of the school room.¹¹ Since 1873 these subjects have been taught almost wholly by the classroom teachers guided by the supervisor. This required additional training on the part of the teachers.

Supervision of Natural Science Teaching.--- On September 20, 1878, the board approved hiring a teacher for botany, zoölogy, and physics in the high school. He was also to supervise the teaching of natural science in the elementary schools.¹² Indianapolis schools

9

W. R. Holloway, Indianapolis. p. 175.

¹⁰Norma Deluse, A History of the Indianapolis Elementary Schools., 1821-1900. Unpublished master's dissertation, College of Education, Butler University, Indianapolis, 1933. p. 77.

¹¹Minutes of Board of School Commissioners. Vol. B. p. 216.

¹²

Ibid. Vol.D. p.65.

in this way made an early start toward helping the children become conscious of the world in which they live.

Need of More Supervision.-- In 1878 Mr. George F. Brown, superintendent of schools, asked the board for more supervision of instruction. He reported that there were two hundred teachers in the schools who were teaching many different subjects in different grades to children from the ages of six to fourteen or sixteen. The work in each grade had to be done thoroughly so that it would properly supplement the work of the grade below, and prepare the pupil for the grade above. He said that because the work in the primary grade was so radically different from the work done in the upper grades, the steps of growth required different materials and different methods. No work done by any workers is so delicate and so complicated as that done by the teacher. He further stated that there is no employment where it is possible for a worker to waste more time and do such inefficient work without being detected by the parties interested, the public, as in school teaching.

Mr. Brown went on to say that if every teacher were a philosopher and a psychologist and a thorough master of every department of instruction which the child was expected to pass through, it would be possible for a system of schools to be conducted without supervision. Each teacher would, in that case, know just what work ought to be done in his grade to supplement the work of the grade below and prepare for the grade above. But without such full and complete knowledge on the part of the teachers, it was necessary that some one who did understand

the entire cycle test the work of each teacher to determine if it all fitted together. He said that men in business recognized the fact that they must either employ skilled workers for every part of their work or they must employ enough skilled workers to supervise and test and direct the labor of workers having less skill. Since the former was too expensive, they did the latter.

He continued by saying that more complicated and delicate than any other machinery is the body and mind of a child and yet not a few persons thought that any beginner without age, experience, knowledge of his work, or scholarship was able properly to teach this child without any assistance from others. It would be impossible to employ in the schools teachers who are philosophers, psychologists, and thoroughly acquainted with all the work in all the departments and schools. If this could be done, there would be no need for supervision, but it would take an immense sum of money to pay the salaries of such a corps of teachers. He requested that the board employ those familiar with all the work to be done so that they could teach each one of the workers how to do his specific work. It would then be possible to have each department of the work well done by persons who knew nothing of the work done in any department but his own.

Mr. Brown stated that one hundred of the teachers (just half) employed in the schools were less than twenty years old and teachers that young have neither age, experience, nor knowledge that enables them to determine how any specific subject should be taught. He said they needed the constant and watchful supervision of those who understood

the reasons which lie at the basis of their work and had ability to direct others in the proper way to do it. By such supervision it would be possible for a young and inexperienced teacher to be taught to do fairly good work without knowing very much more than the work of his own grade.

The superintendent declared that it was not possible for the two supervisors who then had charge of one hundred teachers each to give the criticism and supervision which the importance of the work demanded. Of course, school could be "kept" and the persons who never went into the schools nor paid much attention to the progress of their own children were a long time in finding out that the work done was not what it should be. If the teacher was pleasant and the school orderly and the children content and happy, a community endured for a long time outrageously poor teaching. He contended that it was the duty of the superintendent and the Board of School Commissioners to see that the people received full value for the money paid out even if they did not know good cloth from shoddy in educational values. He requested a supervisor for every twelve hundred to fifteen hundred children.¹³

Additional Supervisors Appointed.-- In May 1881 there was a suggestion that principals of some of the larger schools be employed as critic teachers and act as local supervisors of their schools under the direction of the general superintendent.¹⁴ This was favorably

¹³

Minutes of Board of School Commissioners. Vol.C. pp.590-592.

¹⁴

Ibid. Vol.D. p.423

acted upon and when the June appointments appeared, there were six
 supervising principals.¹⁵ Their duties were to be the same as those
 of a principal and a critic, and in addition they were to exercise
 supervision over the discipline, instruction, examinations and grada-
 tion of the pupils in their respective buildings, to be assigned them
 by the superintendent or his assistants.¹⁶

In December of the same year, eight supervising principals were
 placed in charge of buildings as principals and in addition thereto were
 to assist in the supervising of such other buildings in their districts
 as might be assigned to them for that purpose. Eight assistant princi-
 pals were appointed in buildings which had a supervising principal. At
 the same time a committee was appointed by the board to arrange all
 schools into districts for such supervision.¹⁷

System of Supervision.--- By 1882 there was an assistant super-
 intendent in charge of grades one to three and another in charge of
 grades four to eight.¹⁸ One supervising principal had four buildings,
 but the others each had three.¹⁹ In the June appointments for 1883-
 1884 there were eleven supervisors with two or three buildings each.²⁰
 In October 1883 the report of the committee on supervision stated

¹⁵ Minutes of Board of School Commissioners. Vol.D. p.425.

¹⁶ Ibid. p.474.

¹⁷ Ibid. p.520

¹⁸ Ibid. Vol.E. p.9.

¹⁹ Ibid. Vol.E. p.79.

²⁰ Ibid. Vol.E. p.172.

that compared with cities of equal size and school facilities, they believed that the system of supervision adopted for the Indianapolis Public Schools while not perfect was superior in many respects in securing practical results. The cost was less than in some cities of smaller school population. Each teacher was visited and the children examined. Student teachers in the supervising principal's room made it possible²¹ for the supervisor to do this visiting.

At the end of the school year in 1884 the following report was made:

The system of employing supervising principals begun as an experiment in the school year of 1881-82 having proved to be both successful and economical, its continuance and enlargement when the practical conditions of the Board shall justify it are recommended.²²

It was not until the appointments in June for the year 1888-1889 that seven supervisors were relieved of their work connected with the normal school so that they could devote their entire time to supervision.²³

Formal Tests.-- These tests were selected at random from a large collection ranging from 1881 to 1888. Besides the ones in the various subjects chosen, there were tests in physiology, punctuation, history²⁴ and reading for most grades. There were usually ten questions

²¹Minutes of Board of School Commissioners. Vol.E. p.239.

²²Ibid. p.345.

²³Ibid. Vol.F. p.446.

²⁴Indianapolis Public School Examination for Promotion. Scrap-book Collection. 2 Vols. 1881-1888.

but only a few from each test are given here.

Penmanship

2B-4A

Write upon a slip of foolscap paper bearing the name and grade of the pupil all the copies that have been practiced in the copy-books this quarter.

Write each copy once in order, beginning with the first.

(Then followed directions as to margins and spacing. Teachers were told that time could be taken before the examination to let the children practice on this work so as to be ready.)

Let the utmost care be exercised by pupils and teachers in the preparation and preservation of these specimens.

Animals

3B

1. Describe the tongue and claws of animals belonging to the cat family.
2. Give some habits of the lion.
3. What is the food of the squirrel? Describe its teeth.

Language

3A

1. Write sentences using the words lay, lain, laid, and lays.
2. Write sentences using the words taught, fallen, learns, and learned.

German

4A u 5B Grad (German print)
Uebersetzen

1. The large tree has but few apples. The wild bear is brown.
2. The little horse is not very strong.
3. Good children are diligent.

Drawing
 Grades 5A, 5B, 4A

1. Draw a pentagon and a hexagon. Find the lines of the figures. 10 minutes.
2. Draw a square. Draw its diagonals and diameters.
3. The teacher will give one-fourth of a design in a square on the board. The pupils will copy, complete, and finish. 15 minutes.
4. Open your book and copy the pitcher. Example VIII. p.6. 15 minutes.

Grammar 6B

1. When is a noun singular? plural?
2. Give three ways of forming plural nouns.
3. What is a side head? How punctuated?
4. What is an abbreviation? How punctuated?

Arithmetic 6A

1. Four men can do eight-ninths of a piece of work in a day. What part of the work can one man do in a day?
2. How much will one yard of muslin cost if 20 yards cost \$ $\frac{5}{4}$?

Music 6B

1. Name the signatures of the keys D, E, F, and G.
2. What is meant by the time value of a note?
3. What effect has a dot after a note or rest?
4. What movement word indicates a slow movement?

Geography 6A

1. State three reasons for believing that the earth is round.
2. Define the Tropic of Cancer; east longitude.
3. What is "the sea"? What is meant by climate?
4. Suppose the earth's axis were to become perpendicular to the plane of its orbit, how would the earth's seasons be changed?

Spelling

The examination consists of two parts. First a list of 40 words given below in marking for which 2 per cent is to be allowed for each correctly spelled word making 80 per cent for a perfect paper.

* Second an examination paper in some other subject written by the pupils of the grade. In case no word upon this paper is misspelled its orthography is to be marked 20 per cent. Two per cent is to be deducted from this for every word incorrectly spelled. If there are more than ten mistakes, this paper is to be marked 0.

4B-8B

(List of words followed for each grade)

5B--implicitly, ingeniously, eminence, knotting, malicious, Hercules, annoyances, structure, feud, foreign, fuming, palpable.....

* The examination paper for the 5B's was in geography.

Committees made up of supervisors had prepared the tests, which not only tested the pupils but the teacher as well. Grades were averaged for each class and city-wide comparisons made. Formal tests of this kind were given twice a year in all subjects until about 1915.

Visit of Dr. Rice.-- Early in the nineties an article by Dr. Rice in the Forum entitled "The Lock-step in the Public Schools" described the woodenness of popular education, the stifling of originality, and the cultivation of memory at the expense of the reasoning powers.

The article awakened enormous responses all over the country from parents who were dissatisfied with the teaching in the schools. Realizing that Dr. Rice had felt the public pulse to good effect, the editor of Forum sent him on a tour of observation through the United States as a basis for a series of articles on the public schools. In New York, Philadelphia, Baltimore, and Buffalo, the investigator found children benumbed with discipline, dull and unhappy under charge of impatient

teachers, themselves as untaught as the pupils.²⁵

In Indianapolis, which was the twenty-third city he visited, Dr. Rice found a different story to tell. Before visiting the schools of Indianapolis, his attention never had been called to their excellence. The first school that he saw was one to which he had been directed by the porter as being the most convenient to reach from his hotel.²⁶

He found understanding and sympathy and an abiding love of her profession on the part of the teacher. He noted the happy faces of the children, the windows in the school rooms, bright with flowers, and the general air of interest in the work. The children were taught to sing, to recite poems, to study flowers, to love animals, and were encouraged to observe facts and tell about them. Dr. Rice found the children enthusiastic over small discoveries of their own and eager to tell of them.

Now how was this accomplished? The answer was that Miss Nicholson taught the teachers in the normal school how to teach and Miss Cropsey as assistant superintendent gave them additional help after they finished their training in the normal school. For forty years this supervisory work over the primary schools was supplemental to the work done in the training school for teachers. Their working together in perfect harmony brought to the schools of Indianapolis what could not have been secured in any other way.²⁷ Supervising, Dr. Rice

²⁵ Logan Esarey, A History of Indiana. Vol.III. p.109.

²⁶ Jacob Piatt Dunn, Greater Indianapolis. p.280.

²⁷ Logan Esarey, op.cit. p.110.

discovered, was the secret of the good schools. Supervising, that is, with regard to quality of children's work and not quantity. Miss Cropsy's supervision was to discover how the teachers were doing their work. It thus came about that the Indianapolis system was a school for teachers as well as pupils. Like the boys and girls under them, teachers were made to grow.²⁸

Tourist Parties of Teachers Visit Indianapolis.-- This was the situation Dr. Rice found in Indianapolis, and in his article for the Forum he made good use of it as a foil for educational sins of other cities. It made a great sensation and the city became a Mecca for tourist parties of teachers from all over the country. Not only America was interested, but England sent a commission to look the matter up. South America through Signor Sarmiento, the Chilean minister to Washington and afterward president of the Argentine Republic, secured a group of teachers direct from Indianapolis to organize and supervise the schools in the Argentine Republic.²⁹

A special committee appointed for the care and entertainment of visiting teachers was given a vote of thanks at one time by the Board of School Commissioners for "their services, time, and money spent in entertaining thirty British Teachers during their Indianapolis visit."³⁰

²⁸ Logan Esarey, A History of Indiana. Vol.III. p.110.

²⁹ Ibid. p.111.

³⁰ Minutes of Board of School Commissioners. Vol.H. p.136.

Number of Supervisors Increased.-- By 1901 the number of general supervisors had increased to twelve, two of whom stayed at their home buildings all the time. The others had from three to five buildings for which they were responsible. From then on the number steadily increased, due to the growth of school population and a desire for closer supervision. For the year 1918-1919 there were twenty-one supervising principals. In 1921 Mr. Ellis U. Graff then superintendent said:

The Indianapolis Schools excel in organization. The second day saw lessons on the board; every child assigned to a permanent seat and working on a program.³³

District Superintendents.-- The general supervision of the Indianapolis Public Schools was greatly changed in 1920 when the city was divided into seven sections over which a district superintendent presided. More responsibility was placed upon the building principal, because the visits of the district superintendent who had so many buildings was not so frequent as had been the visits of the supervising principal who was responsible at the most for six buildings. This arrangement prevailed for the school years 1920-1921 and 1921-1922.

³¹

Directory of Indianapolis Schools 1901-1902.

³²

Ibid. 1918-1919.

³³

The Bulletin. Vol.III. No.2. Oct. 1921.

³⁴

Directory of Indianapolis Schools 1920-1921. 1921-1922.

Building Principals Made Responsible for Supervision.-- In June 1922 the Board of School Commissioners decided that for the betterment of the schools the building principal should be responsible for supervision of instruction in that building. Many of the buildings were placed in charge of former supervising principals, but many assistants were necessarily made principals with the added duty of responsibility for the supervision of instruction. This system prevails in 1935.

Supervision of Special Subjects.-- There was a consistent and steady growth in the importance attached to special subjects from the time of their beginning in 1854. For the school year 1931-1932 heads of departments were listed for the following: Military Science and Tactics, Art, Domestic Art (sewing), Domestic Science (cooking), Handwriting, Music, Physical Education, and Vocational Education and Manual Training. In each department there were assistants who supervised the teaching of either the regular classroom or special teacher of that subject. Physical Education was the largest department with ten members and Music was second with eight. Many of these assistants became regular classroom teachers the following year not because of any lessened degree of importance of special subjects but because the financial status of the school city made it necessary. The greatest number in any department in 1935 is four.

35

Indianapolis News. June 14. p.1.

36

Directory of Indianapolis Schools 1922-1923.

37

Ibid. 1931-1932.

Summary.-- Supervision of instruction began with the regime of Silas T. Bowen, the first superintendent. Mr. Shortridge was the first superintendent who felt the need of having assistants. Miss Cropsey was made primary supervisor, under his direction, and completed upon her retirement fifty-two years of service.

Mr. George P. Brown, superintendent in 1878, asked the board for more supervision. In 1881 six supervising principals were appointed. Formal tests were given pupils twice a year and through them teaching standards were raised.

Early in the nineties, Dr. Rice wrote a series of articles in the Forum which drew attention to the Indianapolis Public Schools. As a result Indianapolis became a Mecca for tourist parties of teachers from all over the country and abroad as well.

The number of supervising principals steadily increased from six in 1881 to twenty-one in 1918. In 1920 the city was divided into seven sections with a district superintendent in charge of each. The building principal was made responsible in 1922 for supervision of instruction.

Special subjects have grown in importance from 1854. Heads of departments and their assistants now supervise the teaching of their subjects by regular classroom teachers and special teachers.

CHAPTER V

LICENSING TEACHERS 1824-1923

License Law of 1824.-- The school law of 1824 provided for three trustees in each township who in addition to their other duties were to examine teachers and grant licenses. This was the first Indiana law dealing with qualifications of teachers. Nominally, it was a forward step; practically, it was far from ideal. The examination covered the subjects of reading, writing, and arithmetic, with an occasional branch, like geography, if petitioned for by the patrons. The examiners were rarely school men though they were usually friendly to the schools, and for the most part, men already pre-occupied with business. For thirteen years the district trustees were the school examiners. While it was not uncommon to meet with trustees who could neither read nor write, it seldom if ever happened that one of the three, at least, did not make some claim to elementary book knowledge. The candidate's handwriting could be seen by all and in the early days a full round smooth-flowing hand was more than half the requirement for teaching. As to the rest, they talked with the candidate on various themes, judging of his general fitness for school teaching from what

¹
G. Richard Boone, A History of Education in Indiana. p.25.

he said. If they were not "book-learned", they were at least fair judges of men and could give an estimate of the applicant's general intelligence more or less satisfactory to themselves and one which nearly always had the merit of satisfying their constituency.² The test, was very simple, as a rule, while in many cases the license might be had for the asking. Teachers were not numerous and while the demands were not great, neither were employers exacting. In theory the need of some test of the qualification of intending teachers was recognized, but in practice little discrimination was made. Teachers having been duly examined "touching their qualifications and particularly as respects their knowledge of the English language, writing and arithmetic", and having satisfied the trustees that they would be "useful persons to be employed as teachers in said public schools", entered an "Article of Agreement" specifying what part of their wages should be in produce, when and where delivered, and what part should be paid in money, and what installments, and whether the teacher should be boarded among his employers. The efficiency of the system depended upon local interest and the enterprise of the various individuals.³

Law of 1837.-- In 1837 the law governing the certification of teachers was changed so that three county examiners were appointed by the Supreme Court whose representative was the circuit judge of each

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David D. Banta, History of Johnson County, Indiana. pp.362-363.

3

G.Richard Boone, A History of Education in Indiana. p.26.

county. The duty of the examiners was to certify the branches of learning each applicant was qualified to teach. This service which had before fallen to the district trustees might yet be performed by them with or without the cooperation of the examiners. The system, with modifications principally affecting the appointing power, continued up to 1852. It was unquestionably a step upward because there was recognition of the fact, that any movement toward bettering the schools must primarily regard the improvement of teachers. The growing sentiment in favor of schools made a demand for more teachers than could readily be found and to meet the requirements as to number, the test easily became lax.⁴ An attempt was made to secure men qualified to discharge the duty, but such men were not always found if we may judge by the report of one who made application for license.

The only question asked was: What is the product of 25 cents by 25 cents? How could I tell the product when such a problem could not be found in the book? The examiner thought it was $6\frac{1}{2}$ cents; but was not sure. I thought just as he did but this looked too small to both of us. We discussed its merits for an hour or more when he decided that he was sure I was qualified to teach school and a first-class certificate was given me.⁵

Indianapolis Requirements 1852-1867.-- Under the Law of 1852 cities and towns had legislation in the form of a separate statute, but

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G. Richard Boone, A History of Education in Indiana. p. 26.

5

D. D. Banta, History of Johnson County, Indiana. p. 363.

with minor exceptions the city schools were governed by the school laws of the state.

In 1853 the board of county commissioners might at its discretion appoint one or three school examiners. Teachers' licenses were to be of three, six, twelve, eighteen, or twenty-four month grades and the applicant was required to pass orthography, reading, writing, arithmetic, geography, and grammar.

In 1859 examinations for license were both oral and written. Stated public examinations were to be held not less than every three months. Each male applicant paid the examiners one dollar and each woman applicant paid fifty cents.

The school director was asked in 1860 to select "two suitable persons at the rate of two dollars a day compensation and engage them as examiners to attend the public examinations to be held at the close of the present term". The school director submitted a program for this public examination.

Requirements after Opening of Indianapolis Normal School.--

William A. Bell was appointed school examiner in 1867. A notice appeared in The Indianapolis Journal of that year that examinations of applicants for situations as teachers in city schools would be held at the First Ward Schoolhouse on Thursday, August 22 at two o'clock.

⁶ Logan Esarey, A History of Indiana. Vol.II. p.709.

⁷ Ibid. p.711.

⁸ Minutes of Board of School Commissioners. Vol.A. p.111.

⁹ Ibid. p.325.

There is evidence that teachers had to be reminded of these examinations because at a board meeting June 17, 1868 the superintendent was instructed to call attention of the teachers to the necessity under the law of passing examinations before the county
 10
 examiner. In December of that same year the following order was unanimously passed:

First, that any person who may graduate at the Indianapolis Training School shall have preference for any position as teacher in the schools other things being equal; graduation shall be considered equivalent to one year's practical experience in estimating the salary.

Second, that the graduates of 1868 shall be entitled to benefits of the foregoing order after Friday, January 29, 1869.¹¹

In June 1869, the board issued orders pertaining to examinations of applicants for positions as teachers and provided for graded certificates and also specified the studies constituting each grade. Two grades of certificates known respectively as "Principal's Certificate" and "Assistant's Certificate" were to be granted. After the close of the school year commencing September 1869 no person was to be employed as a principal in any of the public schools of the city who did not first procure a "Principal's Certificate". Only those who procured an "Assistant's Certificate" were to be employed as teachers.

The following qualifications required of candidates for Principal's Certificates were adopted:

10

Minutes of Board of School Commissioners. Vol.A. p.359.

11

Ibid. p.371.

I Satisfactory evidence of undoubted moral character.

II A high degree of proficiency in the theory and the practice of teaching.

III Scholarship

1. An accurate and comprehensive knowledge of the branches required by law.
2. Elementary algebra, geometry through the first three books and first principles of natural philosophy.
3. Physical geography and the first lessons in botany.
4. Elements of rhetoric, mental and moral science.
5. Constitution of the United States, Constitution of Indiana, and School Laws of Indiana.

For Assistants:

I Same as for Principals

II Same

III Scholarship

1. An accurate and comprehensive knowledge of the branches required by law and such incidental subjects as pertain to the principles and process of primary instruction in accordance with the most modern and improved methods.
2. Elements of rhetoric and botany.
3. Constitution of the United States, Constitution of Indiana, and School Laws of Indiana.¹²

Until 1923 these certificates continued to be issued with few changes in the method of securing them.

In 1871 Indianapolis was given a special system of schools in which there was specific authority given to the school board "to

12

Minutes of Board of School Commissioners. Vol.A. p.373.

employ and pay teachers and appoint superintendents". This board was made up of six members elected by popular vote.¹³ Mr. Shortridge said that there had always been a conflict with the county superintendent in the examination of teachers before the passage of this Law of 1871.¹⁴

A committee of four school commissioners was appointed in 1872 for the examination of teachers and for the first time there is mention in the records of a list of extra applicants. The superintendent reported that he had about sixty, most of whom had come well recommended.¹⁵

Teachers of special subjects were beginning to find it impossible to do all the teaching required. For that reason in 1873 it became necessary for the regular classroom teacher to assume this responsibility under supervision of the special teachers. Teachers were required from that time on to pass examinations in music, drawing, and writing.

Suggestions were made for a series of required lectures on mental science so that teachers more easily could prepare logically the work in their own minds before they approached the class. As a result of this instruction, teachers were to be able to teach without their text-books. The following recommendation was made:

Your committee recommends the adoption of the following rule:

That those teachers who are required to teach arithmetic, grammar, physical geography, and history

¹³ Logan Esarey, A History of Indiana. Vol.II. p.924.

¹⁴ Mrs. Christiana Winpenny's Scrap Book Article in Indianapolis Journal Schools of Early Days. A.C.Shortridge.

¹⁵ Minutes of Board School Commissioners. Vol.B. p.150.

together with the higher branches shall not be permitted to use text books during recitations in these several branches. They may however be allowed to prepare an extract of the chapter if desired to be used during the exercise.¹⁶

In 1875 teachers received their first contract and in the contract of the following year a clause was inserted making special mention that attendance at Saturday Institute was expected. These ten Saturday meetings were to be included in the same way as teaching days in the time for which teachers were paid.¹⁷

Certificates of qualifications were somewhat changed in 1880 when three grades of certificates were issued: (1) temporary (2) assistants and (3) principals. Anyone holding a diploma from the Indianapolis Normal School, Indiana State Normal, or of a normal school of equal rank was exempt from subjects indicated in the temporary certificate. Teachers who were graduates of colleges were exempt from examination in the subjects required for an assistant's license. A grade of at least seventy-five per cent was required on the examination.¹⁸

The same requirements were in effect in 1898 and at a Board meeting the following resolution was passed:

Be it resolved that all elections of persons upon the lists herewith appended are conditional upon the procurement of a valid license in the city of

¹⁶

Minutes of Board of School Commissioners. Vol.B. p.216.

¹⁷

Ibid. Vol.C. p.366.

¹⁸

Ibid. Vol.D. p.359.

Indianapolis to teach the particular work to which the person is assigned and in case the person so elected does not procure such a license before the first day of September 1898 such election shall no longer be binding upon this Board nor shall such person be employed in any other capacity than a substitute teacher. Copy to be sent to each teacher.¹⁹

Manual of 1911.-- Each teacher was sent in 1911 a manual explaining the Teachers License System. The salient points for elementary teachers were:

1. Teachers required to obtain certificates.
2. Educational preparation must be equivalent to graduates of high school, successful experience, or diploma from a Normal School.
3. Examinations held on the last Saturday in April and the first Saturday in September.
4. Applicant paid fee of one dollar.
5. Seven grades of certificates.
6. Temporary certificates issued.
7. Questions tested the candidate's practical knowledge rather than his technical knowledge of any text-book.
8. Grades of all papers certified in writing.
9. Successful experience in Indianapolis schools taken as a factor in determining candidate's qualifications.
10. College credits could be substituted in some cases for subjects listed when approved by the superintendent.

These rules were in effect until the Law of 1923 made complete

reorganization necessary.

Summary.--- The first Indiana statute dealing with qualifications of teachers was the Law of 1824. The Law of 1837 was a step upward because there was recognition of the fact that any movement toward bettering the schools must primarily regard improvement of teachers. The Law of 1852 made it possible for towns and cities to have special rules and regulations with regard to the examination of teachers. After the opening of the Indianapolis Normal School, such graduates were given preference, other things being equal, for any position as teacher in the Indianapolis Public Schools.

In 1869 the system of graded certificates was introduced in Indianapolis which made it possible for teachers in service to advance in qualifications. There were two grades of certificates, "Assistant's License" and "Principal's License".

Mr. Shortridge was responsible for the Law of 1871 which gave the school board the right to employ teachers. This did away with the conflict between city and county superintendent in the examination of teachers.

Regular classroom teachers were examined in music, drawing and writing beginning in 1873.

Certificates of qualification were changed to include a temporary certificate in 1880.

In 1911 a booklet explaining the license system was issued and sent to each teacher. These rules and regulations prevailed until the Law of 1923 was passed.

CHAPTER VI

ADDITIONAL REQUIREMENTS AND RESOURCES

FOR TEACHER TRAINING

1923-1935

Teacher's License Law of 1923.-- This is an "act vesting in the State Board of Education the licensing of all...regular public school employees"¹. Since December 1, 1923 all licenses have been issued and renewed only on the basis of credentials, showing the amount and kind of work actually completed in accredited or approved institutions. Since then no license has been issued to a beginning teacher unless a graduate of a commissioned high school (four-year course) or the equivalent and in order to have a first class license, ninety-six quarter hours or seventy-two semester hours of approved professional preparation are necessary.²

After December 1, 1923 all outstanding licenses had to be exchanged for those of the grades and kinds of validity and duration as the license might have that was offered for exchange. In lieu

¹ Charles M. Curry, Teachers' License Law of 1923 and Regulations of the State Board of Education. Educational Bulletin no.64. Issued by Benjamin J. Burris. Indianapolis, Indiana. May, 1923. p.7.

² Ibid. p.8.

of credit for the academic and professional preparation required for the given kind and grade of license sought in exchange, teachers were granted ten semester hours credit for each four years of successful teaching experience in the public schools of Indiana. When a license was offered for exchange there was submitted with it a complete record of the academic and professional preparation and the experience ³ of the applicant.

In a letter dated March 21, 1924 the attorney-general ruled that Indianapolis licenses in force December 1, 1923 were to be submitted to the State Superintendent of Public Instruction for exchange. ⁴ There had been some question because the Act of 1899 concerning government of schools in cities having one hundred thousand inhabitants or more did not provide for licensing teachers. It would therefore seem that teachers in common schools of the City of Indianapolis had been required to possess a county or state license. This was not true. In 1909 it was provided that the Board of School Commissioners in each city of the first class be empowered "To examine, by its superintendent or a person selected by him, all persons applying for positions as

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L.B.Job, Laws of Indiana Relating to the Public School System. Prepared under the Direction of Benjamin J. Burris, State Superintendent of Public Instruction. Indianapolis. Wm.B.Burford. 1923. p.36.
 George M.Cole, Teacher Training and Licensing in Indiana. Legal Provision Educational Bulletin. No.94. State of Indiana 1932. p.16.

4

Opinions of the Attorney-General for the Period from January 1, 1923 to January 1, 1925. Indianapolis. Burford 1925. p.618.

teachers in its schools and to issue to such of them as may be found to be qualified, a license to teach in the common schools of said city".⁵ Indianapolis teachers had their "Assistant's License" or "Principal's License" issued through their superintendent. These and other credentials of the Indianapolis teachers therefore were equated and licenses issued by the State Department of Instruction.

Standards of the Indianapolis Public Schools had always been such that teachers were interested in professional improvement. There were outstanding teachers with no normal school training, but who through extension and summer school courses had more than made up for that loss. In 1932* a compilation of years of training was made and it was found that out of one thousand three hundred eighty elementary teachers, four hundred seven had Bachelor Degrees, forty-five of whom were colored teachers. Eighty teachers had four years college work but no degrees. Statistics compiled in 1934* revealed the fact that out of three hundred twenty-five teachers in the seventh and eighth grades, two hundred twenty-eight had degrees. Many teachers had taken courses primarily to help them with classroom procedure, but had never even had them recorded nor received credit from the institution giving the course.

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Opinions of the Attorney-General for the Period from January 1, 1923 to January 1, 1925. Indianapolis. Burford 1925. p.618.

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See Table I, p. 95.