

A HISTORY OF SECONDARY EDUCATION
IN INDIANA 1920-1930

by
McKinley Hagemeyer

Contributions of the Graduate School
Indiana State Teachers College
Number 291

Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree
in Education

1936

INDIANA STATE
TEACHERS COLLEGE

ACKNOWLEDGMENTS

The writer wishes to acknowledge his sincere appreciation of the valuable assistance and counsel given by his committee consisting of: Dr. O. G. Jamison, Chairman; Dr. J. R. Shannon; and Professor E. E. Ramsey. This student is especially indebted to Dr. O. G. Jamison whose Doctor's Dissertation, "The Development of Secondary Education in Indiana Prior to 1910," made this study possible.

M. H.

TABLE OF CONTENTS

CHAPTER	PAGE
ACKNOWLEDGMENTS	ii
LIST OF TABLES	vii
I. INTRODUCTION	1
The problem of this study	1
Purpose of the study	1
Scope and limitations of the study	2
Need of the study	2
Definition of terms	2
Organization of study	3
Related works and investigations	3
Method of this study	4
Sources of data	4
II. HOUSING THE SECONDARY SCHOOL PROGRAM	8
Buildings	8
Consolidation	14
Transfers	16
Transportation	17
III. THE SECONDARY TEACHER	20
Training for service	21
Certification	25
Salaries, Tenure, and pension	29

CHAPTER	PAGE
	iv
Teachers' salaries	30
Tenure	32
Pensions	33
Training in service.	36
The township institute	36
County institute	37
State teachers' associations	38
Extension work	39
IV. THE SECONDARY CURRICULUM	40
Courses and textbooks.	40
Courses.	40
Textbooks.	43
The library.	45
The laboratory	47
The preparatory and non-preparatory aims	49
The North Central Association of Col- leges and Secondary Schools.	53
Extra-curricular activities.	55
The home room.	58
The student council.	58
The school publications.	58
The school clubs	58
The high school assembly	59
Dramatics in the school.	59

CHAPTER	PAGE
Guidance	59
Vocational education	63
V. FINANCING THE SCHOOLS.	67
Sources of revenue other than taxation .	67
The permanent school funds	67
Federal aid.	71
Taxation	73
Local taxation	73
State taxation	76
State relief	79
Cost of education.	82
VI. TRENDS IN SECONDARY EDUCATION.	86
The secondary school population.	86
Equalization of cost and opportunities .	90
Inspection and accrediting	92
VII. SUMMARY AND CONCLUSION	98
Suggested topics for more detailed study	101
BIBLIOGRAPHY	102
Primary sources.	102
Departmental reports	102
Bulletins issued by the State	
Department	103
Laws of the General Assembly	
of Indiana	103

CHAPTER

PAGE

School Laws of Indiana	104
Educational surveys.	104
The Educator Journal and The Indiana Teacher.	104
Research in institutions of higher learning	105
Annual Reports of the Teachers' Retirement Fund.	105
Secondary sources.	105

LIST OF TABLES

TABLE	PAGE
I. Revised State Relief High School Salary Schedule.	31
II. Summary of Permanent School Fund.	70
III. Condition of School Funds	70
IV. School Tax Rates and Assessed Valuations in Indiana School Townships 1924.	74
V. Summary of State Relief Funds in Indiana.	77
VI. Gross Cost of Education in Indiana, 1920-1930	84
VII. Growth of Secondary Education in Indiana	88

CHAPTER I

INTRODUCTION

The problem of this study. Social life is essentially a set of relationships. From choice and necessity men live in groups, and their efforts to satisfy their wishes bring them into contact and conflict with others acting to satisfy similar or divergent wishes. To aid him in attaining his wishes, man has organized and established social institutions. These institutions of primary character are the home, the church, and the school. Recent history shows a rapid decline in the status of the home. History also reveals that the church has lost a great part of its influence and prestige. To assume that which has been lost by the other two is the duty of the secondary school.

It is interesting indeed to trace the development of this great socializing institution, the secondary school. Through its expanding curriculum and aims, it is truly assuming the duties delegated to it. Its influences are felt by a vast majority of the people. A history of the secondary schools will, mirror-like, reflect the history of the people.

Purpose of the study. The purpose of this study

is to prepare a history of the development of secondary education in Indiana through the period 1920-1930.

Scope and limitations of the study. Professor Olis G. Jamison has prepared a history of the development of secondary education in Indiana to 1910. The period between 1910 and 1920 is being developed by Dora G. Prichard. This investigation covers the period from 1920 to 1930.

Need of the study. Progress in any line of endeavor depends upon a clear understanding of those factors and influences that have aided its development. A history of the past should simplify the solution of the problems of the present.

No complete history of a people can be written until the history of their social institutions has been recorded. A written history of secondary education in Indiana up to 1910 has been completed, and the period from 1910 to 1920 is in the process of being developed. The development of the period from 1920 to 1930 completes another rung in the educational ladder of the state.

Definition of terms:

1. Secondary. This term is used to include those years of study commonly designated by the grades seven to twelve, inclusive.

2. High school. Throughout this study, this term

is used synonymously with secondary school.

3. Laws of Indiana. This term refers to the acts passed by the General Assemblies of Indiana.

Organization of study. This study is evolved from an organized plan of treatment of the following points: housing the secondary program; the secondary teacher; the secondary curriculum; financing the schools; and trends in secondary education.

Related works and investigations. There are but two studies directly related to this investigation:

1. Jamison. For his doctor's dissertation at Leland Stanford Junior University in 1935, Professor Jamison made a study of the development of secondary education in Indiana prior to 1910. This investigation presented a clearly defined picture of the influences and forces responsible for the evolution of the public high school system in Indiana. Professor Jamison's book proved invaluable in the preparation of this study. It formed the basis for this investigation.

2. Malan. An investigation of the centralization of state control of education in Indiana was made by Professor Malan for his doctor's dissertation at Indiana University in 1930. This study was concerned chiefly with the compilation of laws and court decisions.

Method of this study. The historical method of research was used in this study. For the most part, the primary sources of data were studied; however, if the primary sources proved to be inadequate, secondary sources were investigated. Only such material as seemed to constitute a valid evidence was used throughout.

Sources of data.

1. Primary sources. The principal primary sources of data were: (a) The reports of the Superintendent of Public Instruction; (b) Bulletins issued by the State Department of Public Instruction; (c) The School Laws of Indiana; (d) Educational Surveys; (e) The Educator Journal, the title of which was later changed to The Indiana Teacher.

The reports of the Superintendents of Public Instruction were the most valuable of the primary sources used in this study. The law required that at each session of the General Assembly, on or before the fifteenth day of January, the superintendent should present a biennial report of his administration of the system of public instruction. The reports were given biennially up to 1917; from then on the reports were annual. The more concise annual reports were published in the Indiana year books.

The law also required that the superintendent file a report of his labors, the condition of the school fund, a financial report of the schools, and a comparative study

of the preceding year. It also stated that he must report any plans that he might have matured for the betterment of the schools.

The writer found these reports exceedingly valuable; the chief objection was that they failed in some cases to distinguish between secondary and elementary education. This was particularly true in the financial reports.

Beginning with the annual reports, there was a constant tendency to become more and more statistical, and plans for the betterment of education appeared in numerous bulletins issued by the departments.

Another helpful primary source was the editions of the Indiana school laws, compiled under the direction of the various state superintendents. The first compilation which directly concerned this study was made in 1922 by Benjamin J. Burris, the next compilation the work of Roy P. Wisheart appeared in 1927, and the third, published in 1932, was that of George C. Cole.

Four surveys made during this period proved to be very useful in developing this study.

The first, made by the Indiana Educational Commission, was reported in 1923. The duties of the commission were: (1) to investigate the entire educational system of the state with a view of standardizing, unifying, and

correlating the various policies and agencies of such system in order that they be in harmony with the educational requirements of the state; (2) to suggest changes where they were needed.

The second survey, made by the Indiana Rural Education Survey Committee, was reported in 1926. The purpose of this survey was purely informational. The report called attention to the outstanding merits of the rural system and to its shortcomings.

The third survey, made by the Joint and Consolidated Schools Survey Commission, was reported in 1931. The duty of this commission was to investigate conditions and propose legislation whereby any two corporations could unite and form a consolidated district.

The fourth was a survey of the problems of state aid for public schools. The commission studied the present system of school finance and proposed a plan whereby the state school funds could be distributed upon the basis of educational need.

The Educator Journal, the title of which changed in May, 1924, to the Indiana Teacher, contained much useful information. This publication was the official organ of the Indiana State Teachers' Association and contained the best educational thought of the day.

2. Secondary sources. The principal secondary

sources were:

- a. Histories of Indiana
- b. Reports of local surveys
- c. Researches made in stitutions of higher learning concerning secondary education in Indiana
- d. State educational periodicals and newspapers
- e. General textbooks and references in the field of secondary education

CHAPTER II

HOUSING THE SECONDARY SCHOOL PROGRAM

In this chapter, the physical-well being of the pupil is the objective to be dealt with. The interdependent factors of the building, consolidation, transfers, and transportation are closely related and depend upon each other for support. Transfers and transportation lead to consolidation, while consolidation, to a large extent, determines the building.

Buildings. In recent years there have been many changes in secondary education in Indiana. The high school has entirely outgrown its academic limitations, and it has broadened its influence and its curricula. These changes have been accurately reflected in the design and construction of the buildings. That principle most conducive to best education has been the basis of construction for these buildings. The mental health, physical health, and safety of the child have been embodied in the new structures. Through the use of the auditorium and gymnasium, the school has become a community center. Provisions have been made for adult education. The new school building has conformed to the

new philosophy of education, that education should not only be a preparation for earning a livelihood but also for enjoying life.

In the school year 1920 to 1921, Indiana spent \$7,527,000 on permanent school improvements. What amount was spent wisely is unknown. In 1923 the Survey of Public Education reported the following recommendation.

To guard against excessive expenditures on school houses and against school houses where they are not needed, and to guarantee that all new structures meet reasonable school house requirements, the State Board of Health which looks after the sanitary and hygienic features of the school buildings, and the State Board of Accounts which scrutinizes the business aspect should be supplemented by a division of school house planning, in the State Department with final authority to pass on school house plans.¹

In August, 1923, the State Superintendent established, within the Department of Public Instruction, a division of school house planning. For lack of support by the state legislature, this division functioned only for one year. During its short life it prepared a pamphlet offering suggestions on school house planning. Some of the suggestions offered became the standards embodied in the new buildings.²

¹ Public Education in Indiana, Report of the Indiana Educational Commission, 1923, p. 97.

² Suggestions on School House Planning, Department of Public Instruction, pp. 1-24.

The general characteristic of the building should be pleasing in design and proportions. The building should be planned upon the principle of expansibility, flexibility, and efficiency. Each dollar spent should have its worth expressed in the educational hygienic, structural architectural features of the building.³

To improve the quality of instruction offered by the schools, the State Board of Public Instruction devised a system of standards by which the schools were rated. To be accredited or commissioned, the school must receive a certain rating. Along with other agencies, the school plant was taken into consideration. The type of building, adequacy, fireproofness, heating, ventilation, lighting, fire protection, seating of pupils, tinting of walls, floors, blackboards, cloakrooms, and furnishings⁴ were the basic factors upon which the plant was rated.

The State Board of Health likewise wielded a powerful influence in the construction of school buildings:

The State Board of Health shall have supervision of the health and life of the citizens of the state and possess all powers necessary to fulfill the duties prescribed in the statute and to bring action in the courts for the enforcement of health rules. They shall have power . . . to regulate and prescribe the character and location of plumbing, drainage, water

3

Suggestions on School House Planning, Department of Public Instruction, p. 17.

4

Indiana High School Standards, State Department Division of Inspection, 1924, 1926, 1931.

supply, disposal of sewage, lighting, heating and ventilation, and all sanitary features of all public buildings and institutions⁵

Acting upon this authority, the State Board of Health issued the following instructions regulating the construction of school houses:

A. Sites

1. Good drainage
2. Not less than five hundred feet from railroad or livery stable except with consent of State Department of Public Instruction and Secretary of the State Board of Health
3. Not less than five hundred feet from a barn used for breeding purposes, or any noise making industry or unhealthful conditions
4. Good dry walks to school house, out houses, and playgrounds

B. Buildings

1. Impervious material or brick above the ground line
2. Each pupil provided with at least two hundred twenty-five cubic feet of air space
3. Walls and ceiling tinted in natural color

C. Lighting and Seating

1. Light from one side only
2. Glass area not less than one sixth of floor space

3. Windows not less than four feet from floor to at least one foot from ceiling

4. Adjustable shades of natural color

5. Twenty per cent of seats adjustable and placed so light falls over left shoulder except for left handed pupils

D. Blackboards and Cloakrooms

1. Preferably slate

2. Color dead black

3. Cloakrooms lighted, warmed, ventilated

4. Sanitary lockers may be provided

E. Water Supply and Drinking Arrangements

1. Pure water supply from sources approved by health authorities

2. Proper drinking cups

3. Water buckets and tin drinking cups forbidden

4. Sanitary drinking fountains should be provided

5. Drains for waste water

F. Heating and Ventilation

1. Heating and ventilating systems required

2. Fresh air taken from outside of building and diffused without draught

3. Foul air flues with capacity of 1800 cubic feet per hour for each 225 feet of school room space

4. Seventy degrees Fahrenheit

5. Not less than forty per cent humidity

6. Air for artificial ventilation from outside of building

G. Waterclosets and Outhouses

1. Must be sanitary
2. Stalls for each hopper
3. Sanitary outhouses may be used
4. Outhouses must have shields
5. Urinals must have proper drainage⁶

These rules, combined with the rules of the State Fire Marshall, became a powerful weapon in the hands of the State Department of Public Instruction.

Township trustees and school boards of school buildings which have been condemned by the State Board of Health or by the State Fire Marshal are hereby warned that the State Board of Education will not reissue a commission or accreditation to any of these schools until the necessary steps have been taken to provide a school building which is approved by the State Board of Health as sanitary, by the State Fire Marshal as safe and by the State Board of Education as adequate to accomodate such commissioned high school.⁷

Thus it is evident that the forces which made the school buildings of this period different from the district school of a century ago were the State Department of Public Instruction, the State Board of Health, and the State Fire

6

George A. Spencer, School Laws Enacted by the General Assembly of 1925, pp. 61-62.

7

Indiana High School Standards, Prepared by the Division of Inspection of the State Department of Public Instruction, 1926, p. 11.

Marshal. The State Department of Public Instruction determined the adequacy and adaptability of the building; the State Board of Health provided for the hygienic and sanitary conditions; while the State Fire Marshal was responsible for the child's safety.

Consolidation. Consolidation is the product of good roads, motor transportation, and a shift in population. The need of consolidation was not felt in the early years of the schools. The migration of the rural population to the towns and cities created the need, while good roads and motor transportation made consolidation possible.

During the period under observation, consolidation, while it chiefly concerned the elementary school, had a marked influence upon the secondary schools of the state. This period marked the disappearance of many of the one-room rural schools, and the establishment of the township consolidated grade and high schools. While consolidation did not increase secondary enrollment materially, it permitted a reorganization of the school and naturally led to an expansion of the curriculum.

In the early history of the high school, many townships established two, three, and four-year schools within their boundaries. The joining of these schools into one central four-year high school was made possible by consolidation.

By state law it became permissible for two townships or corporations to maintain a joint high school. The result was that several townships that did not have enough secondary pupils to permit a separate school joined with each other, or with a town or city system, into one joint or consolidated system.

Consolidation of the small high schools greatly reduced the per capita cost of education, insured better instruction, and made possible a broader curriculum. The survey of 1923 revealed these facts concerning the small high school:

The small high schools are the ones that are causing high per capita costs. The costs of instruction in high schools enrolling fifty pupils or less is \$125.81 per pupil. Indiana has 436 of these schools, while the per capita cost of the schools enrolling over 100 is only \$62.01. Many of the small high schools are indispensable if the pupil is to have the advantage of a high school education. On the other hand there are many that can be dealt with through transportation and consolidation.⁸

The writer believes there are many advantages to be derived from consolidating small high schools, but that this consolidation will come only after the county has been made the unit of school organization. Under the township unit of school organization, each township has a right to its

8

"Report of Superintendent of Public Instruction," Indiana Year Book, 1923, pp. 223-224.

own high school or high schools, but by enlarging this unit to include the county, one large central high school could probably serve an entire county.

Transfers. In 1919 a law was passed which held distance as the determining factor upon which a transfer was issued.⁹ In 1921 a similar law was passed. "Whenever any child residing in this state, can be better accommodated in the public schools, or a high school of another corporation of this state . . . the trustee must issue a transfer."¹⁰ The law of 1921 was similar in the respect that a shorter distance offered better accommodations. The law differed from that of 1919 because distance could be measured; while it would be up to the trustee to decide which school offered better accommodations.

The law that affected Indiana schools the most was the one which offered transfers to special classes:

In the event that there are not enough children of any one special type in any one school corporation to warrant the establishment and organization of a special class or special classes in the schools of such school

9

Indiana Acts, 1919, p. 140.

10

Ibid., 1921, p. 743.

corporation, such children may be transferred to a school corporation in the school of which such special classes have been organized.¹¹

Many small schools could offer only a limited curriculum. The vocational subjects were usually slighted or not offered at all. However, if a pupil elected such a course, the provisions of the above law made it mandatory for the trustee to transfer him to a school offering the desired work. It was truly an attempt of the state to establish a uniform system of education.

Transportation. The legislature of 1921 made provisions for the transportation of high school pupils, providing a trustee saw fit. The power was purely permissive. The law in part read:

In all school corporations where a school has been abandoned within the past twenty years or may hereafter be abandoned, the school trustee shall provide and maintain means of transportation for all pupils who live a greater distance than one and one half miles from the school to which they are assigned. The trustee may provide means of transportation for any pupil in the school district or school corporation if in their judgment conditions warrant the same. The school trustees are hereby empowered at their discretion to transport high school pupils.¹²

While it was not made mandatory for trustees to transport

¹¹ Indiana Acts, 1927, p. 600.

¹² Ibid., 1921, p. 253.

high school pupils, these officials, as a rule, have provided such an arrangement. Transportation of high school pupils has been conducive to better work. It has increased the secondary school enrollment and has tended to solidify a community.

The result of transportation has been that children arrive at the school room dry and warm ready to begin the day's work at their best. It has tended to stimulate community interests. It has tended to break down isolation and to develop the larger group solidarity tending toward centralization and thus developing a community of common understanding.¹³

The state has safeguarded the children transported by requiring that all drivers be eighteen years of age or over, of good moral character, and experienced in the driving of automobiles, or in the handling of teams, depending on which is used. A driver has not been permitted to sublet his contract except in the case of unavoidable absence, and then only to substitutes who met the approval of the trustee.¹⁴

The state further provided for the comfort of the pupil through rules and regulations of the State Department

13

Clement T. Malan, Indiana School Law and Supreme Court Decisions (Terre Haute, Indiana: Indiana State Teachers College Press, 1931), p. 249.

14

Indiana Acts, 1917, pp. 131-132.

of Public Instruction by requiring that school busses meet certain standards and that the school routes be no longer than a certain length in minutes.

Thus the state, through the various agencies, has been following the philosophy that physical comfort leads to a healthy mental life.

CHAPTER III

THE SECONDARY TEACHER

In dealing with the teacher, the period under observation revealed the passing of control from local units, township, and county, to that of the state. These trends were noticeable throughout the history of the development of secondary education in Indiana,¹ but in no ten years have so many concrete examples been noted as in the period, 1920 to 1930. In the year 1921 the state assumed complete supervision of the training schools. The year 1923 marked the passing of the examination system of certification. Under the new system certification was based upon credentials of training and experience, with the state designating the kind and amount of training. This period marked the passing of the township institute to a county meeting of teachers. The minimum salary law was passed, the teachers' retirement act and the tenure law became state wide.

1

Olis G. Jamison, The Development of Secondary Education in Indiana Prior to 1910, A Doctor's Dissertation submitted to Leland Stanford Junior University, 1935, pp. 181-193.

I. TRAINING FOR SERVICE

The year 1920 marked the beginning of a new epoch in the training schools of the state. During the year an advisory committee was appointed which was to classify the various training schools, lay down principles of curriculum construction, and formulate standards. The training schools were classified as follows:

1. Standard colleges, maintaining schools of education.
2. Standard normal schools
3. Normal departments in non-standard colleges
4. City normal schools
5. Special normal schools²

The above classification was the first step of the state to raise the standard of instruction. In order to be classified as one of the above the following standards were to be met:

1. Teachers and teaching
 - a. Number, there must be eight full time teachers
 - b. Teaching hours, not more than twenty, sixteen desirable
 - c. Preparation, the instructor must be a graduate

2

"Report of the Superintendent of Public Instruction,"
Indiana Yearbook, 1920, p. 606.

of a standard normal school, college or university, and having done graduate work

d. Quality of teaching, it must be satisfactory to the state teachers' training board

2. Financial resources

a. Endowment, one year from September 1, 1920 it must have a productive endowment beyond \$500,000

b. Income, a fixed income independent of all student fees, of not less than \$25,000

3. Entrance requirement

a. Graduation from a commissioned high school or other secondary school of equal rank

4. Requirement for graduation

a. Academic year, not less than 36 weeks

b. Class and laboratory period, a class period of 50 minutes with two periods for laboratory

c. Hours a week, sixteen

d. Extra work, as the faculty may direct

e. Resident work, at least one year must be completed to secure a certificate of graduation

5. Equipment

a. Laboratories, adequate to meet the requirement of the board

b. Library, 8,000 volumes exclusive of public documents

c. Reports and records, the college must make an annual statistical report to the State Department. Student records must be properly kept.

6. Department of Education, well organized department offering at least enough courses to equal one fifth of the total required for graduation. Facilities for observing good teaching and for practice teaching must

be provided.³

A study of the above standards revealed many encouraging facts. The state colleges and universities were to set the pace while the privately endowed institutions were to follow. The standards indicated state supervision. An amendment to the Vesey law withdrew from the training board the powers of prescribing standards in accrediting higher institutions of learning and vested this power in the general assembly.⁴ A higher type of work could be expected since the institutions were directly under the supervision of the state. State supervision ushered in a uniform system of teacher training. It insured equivalent, if not, equal curricula. These standards prepared the way for the certification law of 1923.

Thirty-five⁵ institutions could meet the enumerated standards and upon them fell the work of preparing the

3

Indiana Yearbook, 1920, op. cit., p. 610.

4

"Report of Superintendent of Public Instruction," Indiana Yearbook, 1921, p. 62.

5

This number increased to 36, but near the close of the period under observation four withdrew from the normal field leaving 32. "Report of Superintendent of Public Instruction," Indiana Yearbook, 1930.

teachers to meet the demands of the new law. Under this law a prospective secondary teacher was to know what course he wished to follow and was to adhere to this course, a plan which was unnecessary under the "blanket" license law. The training board established a system of majors and minors in certification which helped the student considerably. A major for certification consisted of twenty semester hours credit and a minor was ten hours in a related subject;⁶ for example, a history major could be combined with a minor in economics, political science, or social studies, and a certificate issued in the field of each major and each related minor.

Another feature of the new law was that it required a prospective teacher to take, as part of his work, a course in methods in line with his majors. This course was followed by a course in practice teaching. In this course, opportunity was provided the candidate to observe model teaching and then teach under the observance of a critic teacher. The training schools indeed became laboratory schools.

The quantity as well as the quality of the training

⁶ "Report of Superintendent of Public Instruction," Indiana Yearbook, 1923, p. 229.

of the secondary teacher was far from satisfactory under the old system of training and licensing. The survey of 1923 showed that of the 2,866 regular high school teachers, 1,781 had four years of training above high school, 333 had three years, 439 had two years, 279 had only one year or less, and 37 did not state the amount of training.⁷ The outstanding fact was that 25 per cent had had only two years or less of college work. While there were no statistics available the writer believes that conditions were far better in 1930, and that with the elimination of the second-grade license in 1929, it will not be long until the secondary teachers will all be at least college graduates.

II. CERTIFICATION

In 1920 Indiana had two systems of licensing teachers; those issued on examination, by state and county superintendents, and those based upon credentials.⁸ By 1923 Indiana had become fully committed

⁷ "Public Education in Indiana," A Report of the Indiana Educational Commission (New York: General Education Board, 1923), p. 38.

⁸ After 1915 county superintendents could no longer issue high school license. "Report of Superintendent of Public Instruction," Indiana Yearbook, 1916.

to a plan of complete state control of the certification of teachers. Indiana had passed from a method based on examination to a more scientific method based upon the amount of professional training and successful experience:

The licensing of all superintendents, supervisors, principals, teachers, and all other regular school employees shall hereafter be vested in the State Board of Education.

The State Board of Education shall issue all licenses provided for in this act and that may be issued under this act through its executive officer, the State Superintendent of Public Instruction.

After December 1, 1923, all licenses for superintendents, assistant superintendents, supervisors, principals, and teachers shall be issued and renewed only on the basis of credentials, showing the amount and kind of work actually completed in accredited or approved institutions.⁹

Under this law first and second-grade licenses were issued. The first-grade license was valid for five years renewable thereafter for life upon the presentation of evidence of successful experience and professional spirit. The first-grade license was valid for teaching the subjects for which it was issued in any junior or senior high school. The second-grade license was valid for two years and renewable thereafter for one year periods

9

Indiana Acts, 1923, p. 36.

upon additional school preparation. The first-grade license was issued upon the completion of a four year course following some definite line of curricula. The second grade was issued upon the completion of a three year course following some specific line of work. The second-grade license was issued only as an emergency to prevent a shortage of teachers until a sufficient number of first-grade licenses could be issued.

The State Board of Education may, at its discretion and on proper notice, cease to issue any license of a grade lower than the first grade provided for in this act.¹⁰

The second-grade license became history when on November 1, 1929, the state board declared that thereafter no second grade elementary - or high-school license should be issued. This decree, however, did not apply to the renewal of second-grade licenses then in effect.¹¹ The period of six years, 1923 to 1929, revealed that no shortage in teachers would exist; hence the second-grade license was discontinued.

10

Indiana Acts, 1923, p. 36.

11

Clement T. Malan, Indiana School Law and Supreme Court Decisions (Terre Haute, Indiana: Teachers College Press, 1931), p. 170.

There were seven different kinds of secondary licenses issued under the old laws. These were: (1) life state by examination; (2) Indiana State Normal diploma; (3) life high school under the Vesey law; (4) provisional high school under the Vesey law; (5) high school by examination; and (7) life and provisional special. The law required that all licenses valid on December 1, 1923 should be turned in and exchanged. In all, including elementary and secondary, there were 26,500 licenses issued in exchange. The state had made the wholesale transition and all were well satisfied with the change. ¹²

The Survey of Public Education in Indiana said this concerning the examination system of certification:

A system of licensing based upon examination with length and character of training a minor factor is not in accord with present conditions, present ideas of education, or present standards.

Under an examination system there is little relation between the kind of license granted and the actual training of the candidate.

The examination system fails to hold before prospective teachers any objective standards of preparation for the kind of school work they expect to do, and leaves the public in ignorance of the actual preparation needed for a given kind of work.

12

"Report of Superintendent of Public Instruction,"
Indiana Yearbook, 1924, pp. 737-738.

The examination system promotes and even encourages intellectual stagnation.¹³

With the passing of the certification by examinations the above objections passed and the inauguration of the new system furnished a splendid illustration of the removal of powers from the local units to the state. It set up an ideal of granting licenses to applicants whose general education, professional success, and high personal character stamped them as desirable members of the teaching profession.

III. SALARIES, TENURE, AND PENSION

To attract material worthy of the teaching profession, the profession must guarantee a return in salary that will not only provide the necessities of life but also permit some of the luxuries that add zest and sweetness to living. The salary should be sufficient for the teacher to spend his summer vacations in rest, travel, or professional study, and not to be forced into any gainful occupations. A teacher should be guaranteed a tenure. Neither he nor the profession should be made into a political football. It is only good business to protect the

13

"Public Education in Indiana," A Report of the Indiana Educational Commission (New York: General Education Board, 1923), p. 57.

teacher in old age by a sound pension system.

Teachers' salaries. Indiana has had a graduated minimum wage law since 1907. The law of that year recognized two factors; experience, and training. The law, however, lumped all engaged in the profession, whether elementary or high school teachers, supervisors, or superintendents, into three classes, A, B, and C, and made experience the determining factor in classification. The minimum wage guarantee was so low that it had little effect on the salaries of any other than beginners. The minimum guarantee was \$450 for a nine-month's school year, and the highest grade for the most experienced teacher was \$630. These minimums have been raised from time to time. The law of 1920 specified a flat minimum of \$800 for all beginners, and \$1170 for the most experienced with the highest grade.¹⁴

A survey of the minimum wage law revealed the fact that little had been done to reward training; nevertheless, the principle back of the wage law was sound, and developed into the state aid salary schedule given in Table I, page 31. This schedule was in operation at the close of the period

14

"Public Education in Indiana," A Report of the Indiana Educational Commission (New York: General Education Board, 1923), pp. 51-59.

TABLE I
REVISED STATE RELIEF HIGH SCHOOL SALARY SCHEDULE*

Weeks of Training	YEARS OF EXPERIENCE								
	None	1	2	3	4	5	6	7	8
72	960	1000	1040	1080					
78	980	1020	1060	1100					
84	1000	1040	1080	1120					
90	1020	1060	1100	1140	1180				
96	1040	1080	1120	1160	1200				
102	1060	1100	1140	1180	1220				
108	1080	1120	1160	1200	1240	1280	1320		
114	1100	1140	1180	1220	1260	1300	1340		
120	1120	1160	1200	1240	1280	1320	1360		
126	1140	1180	1220	1260	1300	1340	1380		
132	1160	1200	1240	1280	1320	1360	1400		
138	1180	1220	1260	1300	1340	1380	1420		
A.B. or B.S.	1200	1240	1280	1320	1360	1400	1440	1480	
150	1220	1260	1300	1340	1380	1420	1460	1500	
156	1240	1280	1320	1360	1400	1440	1480	1520	
162	1260	1300	1340	1380	1420	1460	1500	1540	
168	1280	1320	1360	1400	1440	1480	1520	1560	
174	1300	1340	1380	1420	1460	1500	1540	1580	
A.M. or M.S.	1320	1360	1400	1440	1480	1520	1560	1600	1640
ADDITIONAL ALLOWANCE FOR ADMINISTRATIVE POSITIONS									
				No De- gree		A.B.	A.M. or M.S.		
Principal or Superintendent				1.00	1.50	2.00			
High School Principal 6 Teachers				.75	1.00	1.25			
Elementary Principal				.50	.75	1.00			

*Clement T. Malan, Indiana School Law and Supreme Court Decisions (Terre Haute, Indiana: Teachers College Press, 1931), p. 329.

under observation. This schedule had the same power as a statutory law in all state relief corporations. It was an expression of a desire that the state felt was just and showed the amount it would be willing to help pay in those corporations where relief was needed.

A study of Table I shows that the schedule was based upon the principle of training and experience. It allowed \$20 for each six weeks of professional training and \$40 for each year of experience. The maximum was reached with the Master of Arts degree and eight years of experience. It shows a possible advancement in salary from \$960 to \$1960 for some administrative positions or a gain of 104 per cent. Such a salary schedule should be an inducement to further preparation and should serve as a power to hold teachers in the profession.

Tenure. Indiana teachers long suffered under the strain of uncertain tenure. A teacher's tenure rested solely with the trustee or school boards. Removal and dismissal were determined by local authorities for any and no cause whatsoever. The teacher's tenure was insured only for the duration of his contract which was usually one year. To alleviate this condition, many city schools devised tenure systems of their own. In 1927 the Indiana legislature passed the State Teachers' Tenure Law. The law in part said:

That any person who has served or who shall serve under contract as a teacher in any school corporation in the State of Indiana for five or more successive years and who shall hereafter enter into a teacher's contract for further service with such corporation, shall thereupon become a permanent teacher of such school corporation Upon the expiration of any contract between such school corporation and a permanent teacher, such contract shall be deemed to continue in effect for an indefinite period and shall be known as an indefinite contract¹⁵

This law was in operation in 1930. The writer, however, feels prone to discuss it since it fell into disrepute in the period beyond this observation.

Pensions. The following quotation states clearly the major principle of any pension law:

The state of Indiana has suffered economically due to its failure to have a teachers' pension law in the past. The waste is of four types; (1) those teachers who cannot do a good piece of work anymore due to age, (2) large turnover, (3) failure to attract enough people of the highest character and ability, (4) failure to retain trained and experienced teachers.¹⁶

Indiana recognized this principle in 1915 and passed an act creating a teacher's pension fund.

There shall be and is hereby created, a fund to be known and designated as the Indiana Teachers' Retirement Fund, to be used and applied in the payment of annuities to persons engaged in teaching or in the supervision of teaching in the public schools of the state after stated

15

Indiana Acts, 1927, p. 256.

16

Clement T. Malan, op cit., p. 152.

periods of service or for such other causes and under such conditions as are herein set forth.¹⁷

This act allowed local teachers' organizations to have pension systems of their own. In 1921 the law became state wide in scope and also mandatory. All teachers as defined in the following act were to become members of the state pension system.

All teachers as herein defined, who are employed to teach in the public schools of the state and whose services in such schools begin after June 30, 1921, and who are employed in those units described by this act, having before the passage of said act of 1915 a local pension system.

Those teachers who entered service in such schools of the state before the passage of this amending statute but who were not members of the state pension system, and who before September 1, 1922 shall elect to receive membership in this system by payment of arrearages under the conditions set forth by this act.¹⁸

Membership in the fund was regulated in three different ways as set forth in the above act. All members of local pension units were automatically made members. All teachers who rendered teaching service for the first time, after August 31, 1921, automatically became members. Teachers who had service before September 1, 1921 had until midnight

17

Indiana Acts, 1915, p. 58.

18

Indiana Acts, 1921, p. 757.

19
 August 31, 1922 to elect or reject membership.

On August 1, 1921, there were 2,850 teachers who were members of forty-seven local pension systems of the state. The year ending September 1, 1930 showed that there were 18,427 members of the state system.²⁰

The law provided that teachers should pay such assessments as might be necessary to provide not less than three-sevenths of an annuity of \$700 per year to teachers of sixty years of age and to those who had served forty years. The state was to pay the remainder, provide the funds for any disability payments, and meet all expenses of administration.²¹

If a teacher desired to quit the profession, withdrawals were provided for according to the law. After one

19

The opportunity to elect membership has been opened on several different occasions and is at present open. An applicant may become a member by merely stating his intentions and by paying his arrearages in cash or in installments of \$200 with 4 per cent interest on deferred payments. Or, arrearages may be adjusted by the payment of \$200 and the remainder be left as a lien against the annuity which in the end reduces the otherwise available annuity. "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1925, p. 95.

20

"Report of the State Teachers Retirement Fund," Indiana Yearbook, 1925, p. 92.

21

Ibid., 1930, p. 189.

year of service, 25 per cent of the contributions paid into the fund was to be returned and each succeeding year the per cent refunded was to be increased until, at the end of the tenth year, the refund was to be for all contributions plus 4 per cent interest, compounded annually.²²

IV. TRAINING IN SERVICE

The chief agencies for training teachers in service were the township and county institutes, the state associations, and extension work.

The township institute. The township institute had its origin in 1875 and served its purpose well for some years. By 1923 it had, however, degenerated to such an extent that it offered very little for the teacher. Attendance, which was compulsory, was usually perfunctory. Programs were purely formal exercises, and interest was at a low ebb.²³ The institute lived until 1929 when the regular township institute law of 1875 and those of later dates were repealed and a law known as "County Teachers Meetings" was passed. The law in part read:

22

"Report of the State Teachers Retirement Fund," Indiana Yearbook, 1930, p. 93.

23

"Report of State Superintendent of Public Instruction," Indiana Yearbook, 1923, p. 722.

The county superintendent of schools of each county in this state is hereby authorized to call meetings once each month during the school year of the teachers of the county under his supervision for the purpose of organization, instructions, interchange of ideas, college and normal extension work, or any other purpose which, in the judgment of the county superintendent, will be useful for the advancement of the best interest of the schools of the county.²⁴

These meetings became optional and some counties made little use of them, but the law reflected the spirit of progress inasmuch as it offered greater solidification, unification, and supervision of the schools by the county.

County institute. The old county institute, like the township institute, served its purpose and 1929 marked its passing.

There shall be held in each county in this state, in each year, for not less than one nor more than three successive days, a teachers' institute. It shall be the duty of the county superintendent to determine how many days such institute shall be held each year within the limits prescribed by this act.²⁵

In the old five-day county institute, all the teachers of a particular county assembled and listened to the same lectures. Some of these lectures were cultural; however, more were for professional growth. In the latter case, it seems

24

Indiana Acts, 1929, p. 602.

25

Ibid., p. 602.

strange that the county institute lived as long as it did, 1865 to 1929, with the social studies teacher and primary teacher alike listening to a lecture on "Women in Industry," or the mathematics teacher and Latin teacher listening to a lecture on phonetics. The county institute of today is usually a day or two in length and is held solely for the purpose of organization.

State teachers' associations. In 1911 a law was passed granting teachers the privilege of attending state teachers' associations with pay.

That the school board of any city or town and the trustee of any township, may adjourn the schools of such city, town or township in order to allow teachers to attend sessions of schools, or institutes of agricultural instructions held in the county, and the meetings of any teachers' associations, and to visit model schools under the directions of the school boards or trustees and shall pay such teachers a wage for the time spent equal to the per diem of such teacher: Provided, that not more than three days shall be allowed in one year.²⁶

The purpose of the state teachers' associations as a method for improving the teachers in service has far excelled the county and township institute. General meetings have been held for the purpose of administration and formulating resolutions to foster teaching as a profession. The rest of the time has been taken up with sectional meetings.

Here a teacher of any particular subject or grade has been able to go to a meeting which suited his professional interests.

Extension work. Extension work has been an outgrowth of an effort to reorganize the township institute with an idea of making it a more effective agency for training teachers in service.

Under the new plan one half day is given to the study of professional improvement under the direction of representatives from some approved college. This is an effort to bring the institution of higher learning right to the learner. The above plan is being widely followed in the state and promises to become one of the most important steps taken for furthering teachers in service The first report of enrollment in these extension courses shows that it was given in 60 counties with a total enrollment of 6,419.²⁷

The writer believes extension work will show a decided decrease in enrollment in the years to follow. Extension work has been chiefly confined to the larger centers. Many teachers have used extension work to advance their grade of license from second to first grade. However, in a few years, all teachers will possess a first-grade license; hence this need of extension work will disappear. With the passing of the township institute, there has passed one of the original purposes of extension work, "To enliven the work of the township institute."

27

"Report of State Superintendent of Public Instruction," Indiana Yearbook, 1923, p. 864.

CHAPTER IV

THE SECONDARY CURRICULUM

The secondary curriculum changed decidedly during the period 1920 to 1930. Courses and textbooks were made uniform in all high schools of the state. Emphasis was placed upon the equipment of the libraries and upon the construction and equipment of laboratories. Standards of the North Central Association of Colleges and Secondary Schools became the aims of the State Department of Public Instruction. Extra-curricular activities and a guidance program was recognized by the State Department as an integral part of secondary schools. Much progress was made in vocational education. These trends reveal the passing of the era when the preparation for college was the chief function of the secondary school.

I. COURSES AND TEXTBOOKS

Courses. In 1907 an act was passed which provided that all non-commissioned high school courses of study should be uniform throughout the state. "The high school course in non-commissioned high schools shall be uniform throughout the state and shall follow a course to be established and amended

or altered from time to time, as occasion may arise,
by the State Board of Education."¹ The act was amended
in 1923 to include an enumeration of the high school sub-
jects that should be taught in all commissioned high
schools.

The following list of studies shall be taught in all
commissioned high schools throughout the state, together
with such additional studies as any local board of edu-
cation may elect to have taught in the high school: Pro-
vided, that such additions shall be subject to revision
of the State Board of Education. Mathematics: Commer-
cial arithmetic, algebra, geometry. History: United
States, ancient, medieval or modern. Geography: commer-
cial or physical. English: Composition, rhetoric.
Literature: English, American. Language (foreign):
Latin or any modern foreign language. Science: biology,
physics or chemistry. Civil Government: general and
state. Drawing. Music.²

The Public Educational Commission reporting in 1923
listed several adverse criticisms concerning the courses of-
fered in the Indiana high schools in 1920 to 1921.³ The fol-
lowing three were the most important: (1) Too many studies
were offered which resulted in poor work since the limited
teaching staff of a small high school could not cover the

1 Indiana Acts, 1907, p. 323.

2 Indiana Acts, 1923, p. 262.

3 "Public Education in Indiana," Report of the Indiana
Educational Survey Commission, 1923, pp. 105-106.

various fields adequately; (2) The general arrangement of the courses was objectionable; (3) The requirements were far from satisfactory and were survivals of earlier times when attendance at high school meant preparation for college.

The survey⁴ suggested that only such courses which met one of the following criteria should be allowed to remain in the curriculum: (1) subjects which dealt with the fundamental elements of the English language; (2) subjects which made definite and direct contributions toward citizenship and social efficiency; (3) subjects which dealt with materials of common need; and (4) subjects which contributed toward physical well-being.

Upon the above basis the commission recommended the following program of studies:

First year--English, civics, general science, physical education; second year--English, general history, physical education; third year--English, American history, physical education; fourth year--English, economics, government, physical education. There should be a reasonable offering of electives and where possible specialized curricula.⁵

These criticisms and suggestions have had a marked

⁴ "Public Education in Indiana," Report of the Indiana Educational Survey Commission, 1923, pp. 106-108.

⁵ Ibid., p. 106.

influence on the development of the secondary curriculum since 1920. There were two general revisions of the course of studies, one in 1923, the other in 1928. The tendency was to reduce the number of studies offered and to emphasize the more practical ones. This was possible because, although the law specified what subjects should be taught, the State Board of Education had much leeway due to the interpretation it placed upon the law.

The following quotation illustrates the thought of educators in Indiana and elsewhere who had charge of revising the secondary curriculum:

A school which started out definitely to meet the needs of modern adolescents, rather than see how much of the present chaff could be justified, would, I believe, eventuate with departments of work very different from those traditionally revered. There would not be English, mathematics, history, science, and the like. There would be main trunk lines of adolescent experience. I suggest a department of vocations, a department of leisure, a department of citizenship, and a department of philosophy.⁶

While the condition thus described will perhaps never be realized, there has been definite trend in that direction.

Textbooks. The question of the secondary textbook received little consideration before 1913 when a law was passed providing for the selection of uniform textbooks

6

Goodwin Watson, "The Future High School," Indiana Teacher, Vol. 75, May, 1931, p. 24.

to be used in the high schools. Single selections were to be made in all fields except science. In that field the State Board of Education was to select four books in each subject, and local authorities were to select one of these four. The law read as follows:

That the State Board of Education shall constitute a board of commissioners for the purpose of making a selection, or procuring the compilation for use in the high schools of the State of Indiana, of textbooks, as prescribed in this act.

Said board shall select single textbooks in the following subjects: algebra; geometry; commercial arithmetic; history, United States, ancient, medieval, and modern; civil government; physical geography; commercial geography; history of English literature; history of American literature; English composition and rhetoric; Latin, beginning Latin, Latin grammar, prose composition, Caesar, Cicero, Virgil; German, conversational method grammar and grammatical method grammar.

The board shall select four elective textbooks in each of the following subjects: botany; zoology; physics; chemistry; agriculture; and agricultural botany.

Said board may select single or elective textbooks in any additional subject not included in this section, which are taught in any high school, or any subject which may hereafter be included in the curriculum of any high school, whenever any high school shall determine to teach such subject and whenever such selection is made by said board, the textbook so selected shall be used in all high schools in the State of Indiana, teaching such subject.⁷

The act quoted has remained unchanged since its passage. It has insured a uniformity in the textbooks used

7

Indiana Acts, 1913, p. 115.

in the many high schools of the state.

The library. A study of the curriculum revealed that the library was indispensable to the secondary school as it was the laboratory for all the subjects of the curriculum. The State Board of Education emphasized the fact that a high school was not properly equipped if it did not have an adequate library of good reference books and general literature.

A well organized library used with understanding is one of the most important features of the school. If a student's reading knowledge is limited to his textbook; if he is denied the opportunity to know many books and follow natural interests in supplementing reading, one of the richest privileges of education is being withheld from him.⁸

The library provided this privilege which was, in a measure, a necessity. The library offered the opportunity to search out information in natural fields of interest, and provided reading for enjoyment as well as for study.

A study of the following standards,⁹ as demands of the State Board of Education, showed the status of the library during the period under observation.

⁸ State Department of Public Instruction, A List of Books for High School Libraries of Indiana, Bulletin No. 45, 1920, p. 3.

⁹ State Department of Public Instruction, Indiana High School Standards, Bulletin No. 44-B, 1926, pp. 12-13.

A. The Library

1. The library should be an integral part of the school and be housed in the school building.
2. It should be in or near the assembly room.
3. The reading room should provide facilities to accomodate at one full period from 10 to 15 per cent of the total enrollment of the school.

B. The Librarian

1. A full time librarian with special training in library science should be the ideal, but if the library is under the supervision of a regular teacher, which is necessary in small schools, the schedule should be so arranged that the teacher could have regular hours in the library.

C. Number of Books

1. A high school with two hundred or fewer pupils should have a working library of ten volumes per pupil.
2. Schools with enrollments from two hundred to five hundred pupils should have a library of two thousand to three thousand volumes.
3. From three thousand to eight thousand volumes should constitute a good working library for all schools with enrollments in excess of five hundred pupils.

D. Expenditures

1. Until standard C is reached, a minimum of \$1.75 per pupil should be appropriated for books alone.
2. Not less than \$20 per year should be appropriated for magazines in the smallest schools.
3. After minimum standards are reached, a minimum appropriation of seventy-five cents per year per pupil should be made for books and magazines.

E. Selection of Books

1. The distribution of books should be approximately as follows: reference and general work, 15 per cent; science, useful arts, and fine arts, 25 per cent; literature, 35 per cent; sociology and history, 25 per cent.

The laboratory. In the early history of secondary education, the building was first erected and the curriculum made to suit the building. Thus, as new courses appeared, some room was set aside and equipped to meet the demand of the subject. This was true of science. No thought was given for the construction of a science laboratory. The laboratory became a part of the classroom. The process was fitting the proposed laboratory to the room, and not constructing the room for the laboratory.

In the new secondary school buildings which were the products of this period, the process was the reverse. The greatest forethought was exercised in the construction of the building and plans were laid out in detail. The State Department of Public Instruction issued standards to guide in the construction of new buildings. The following standards were given in relation to the construction of laboratories:

A. The Size

The exact size depends upon local situations, but a laboratory for 20 to 24 pupils should have from 650 to 700 square feet of floor area.

B. Lighting

Attention should be given to the source and amount of natural light. The amount of glass area should be larger than for other rooms. A light ratio of 1:5 is not too high. If possible, the room should be located on the southeast corner of the building.

C. Seating Arrangement

The seating should be worked out carefully with reference to lighting.

D. Equipment

a. Sinks should be included in the equipment.

b. Outlets for electric lights should be determined with reference to the seating and the tables. The outlets should be directly over the center of the tables.

c. A special line to furnish current for a stereopticon should be installed. The outlet should be placed with special reference to the wall of the room upon which a projection may be most advantageously made.

d. Screens that are quickly and easily adjusted should be furnished to darken at least one room, of the battery of science rooms, to be used as a projection room.

e. Every laboratory should have a store room which may be a combination of store room and dark room.

f. Every laboratory should have built-in cases and the doors should be fitted with good locks. Some of these cases should have glass doors for display cases.

g. Tables should have an ample number of drawers to accommodate all the students in the laboratory in the course of a day. Tables should be carefully finished with filler and varnished, or, better still, they should have acid proof tops.

h. Blackboards should be installed in the front of the room just back of the demonstration desk.

i. The matter of educational policy and program for a school system should be carefully worked out before laboratories are built and equipped.¹⁰

II. THE PREPARATORY AND NON-PREPARATORY AIMS

For a long time the secondary schools assumed that the objects of education were the literary, knowledge of textbook subject matter, and academic discipline. By the beginning of this period, 1920-1930, it was a generally

10

Department of Public Instruction, Laboratory Construction, Equipment, and Exercises, 1925, pp. 8-11.

established fact that high schools would have to educate the pupil for life's numerous duties rather than to prepare all students to enter college.¹¹ In 1918 the State Board of Education put into effect an extremely liberal system of requirements for graduation from high school. "The new requirements are so flexible in their operation as to permit a high degree of adaptation of the work of a high school to individual needs."¹² It was now possible for high schools to organize their courses with respect to the special interests and resources of a community. The new system also allowed such option as would best harmonize with the individual need of the pupil.

No longer is it necessary for a high school to be in good standing, to maintain a single stereotyped essentially college preparatory course of study, to the practical exclusion of specialized types of work. On the contrary the school is now in good standing, which, within reasonable limits, organizes and teaches well the course that especially fits its conditions.¹³

11

Olis G. Jamison, The Development of Secondary Education in Indiana Prior to 1910, A Doctor's Dissertation submitted to Leland Stanford Junior University, 1935, pp. 203-212.

12

State Department of Public Instruction, Manual With Course of Study for the High Schools, 1918, p. 14.

13

Ibid., p. 14.

A study for the requirements for graduation in 1920 revealed that, while these standards were flexible in regard to previous standards, they were very rigid in comparison with those of 1930. The standard for 1920¹⁴ was:

First year. Required; English, algebra, general science.

Elective; foreign language, home economics, manual training.

Second year. Required; English, geometry, early European history.

Elective; botany, zoology, foreign language.

Third year. Required; English, modern European history, applied mathematics or bookkeeping and business arithmetic.

Elective; agriculture, manual training, home economics.

14

"Public Education in Indiana," Report of the Indiana Educational Survey Commission, 1923, p. 105.

Fourth year. Required; English, physics, United States history and civics, hygiene first half, economics last half.

Elective; none.

In 1930 the State Board of Education recommended twelve different programs of studies, and the requirement for graduation was: ¹⁵ English (9, 10, and 11) three units; social studies (United States history, one unit, citizenship, one unit, an elective, one unit) three units; mathematics, elect any one unit as given in the program of studies; science, elect any one unit; health education, one unit. The total required work was nine units. The remainder of the sixteen units could be elected from the program of studies.

Another trend which revealed the triumph of the practical aim was the nature of the general revision of the secondary curriculum in 1928. The entire secondary course of studies was worked out on an activities basis governed by ¹⁶ the following principles:

15

State Department of Public Instruction, Administrative Hand Book for Indiana High Schools, Bulletin No. 100, 1928, pp. 24-25.

16

Wendell W. Wright, "Validating Activities," The Indiana Teacher, Vol. 74, September, 1929, pp. 20-21.

1. The activity must come within the realm of the pupil's vicarious experience.
2. The activity must lead to socially valuable outcomes.
3. The activity must lead to new, broadened, and more comprehensive knowledge, skills, attitudes, and opportunities.
4. The activity must be psychologically well placed.
5. The activity must align itself with the purpose of the pupil.

The facts enumerated in this discussion show that all the emphasis was placed upon the practical aim of secondary education. The college preparatory aim had been relegated to the background.

III. THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

The North Central Association of Colleges and Secondary Schools has been generally conceded to be the standardizing agency in the North Central States. It was organized in 1895 as a voluntary organization to develop more uniform standards among colleges and secondary schools, and to facilitate the entrance of high school graduates into colleges outside of their immediate neighborhood.

The object of the association shall be to establish closer relations between the secondary schools and the institutions of higher education within the North Central States and such territory as the association may recognize. The aims of the association are; first, to bring about a better acquaintance, a keener sympathy, and a heartier cooperation between the colleges and secondary schools of the territory; second, to consider common educational problems and to advise the best ways and means of solving them; and third, to promote the physical, intellectual, and moral well-being of students.¹⁷

In the early years of the Indiana secondary school, a graduate desiring to enter a college outside of the state had to pass an entrance examination. Later, colleges upon request sent a special representative to inspect the secondary school, and if it was approved, its graduates were entitled to enter the accredited college. Under the North Central Association standards were set up for both types of institutions so that colleges in the association could admit without examination the graduates of the secondary schools belonging to the association.

In 1926 Indiana had ninety-four schools as members
18
in the association. These schools had an enrollment of 54,062 or an enrollment equal to about one half of the total enrollment of the state. The association had a standard

17 H. G. Childs, "The North Central Association in 1926," The Indiana Teacher, Vol. 70, May, 1926, p. 20.

18 Ibid., p. 27.

requiring the secondary school to maintain a school term of thirty-six weeks. This standard kept many of the smaller high schools from joining the association.

There is no doubt but that the association has had much influence in improving the secondary schools of the state. In the first place, the association stimulated local pride which resulted in its schools having higher standards. Secondly, the standards of the association were usually higher than the standards set by the State Department; hence a goal for the State Department to strive for was set and the standards of all schools were raised.

IV. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities may be defined¹⁹ as those legitimate activities of the school not otherwise provided for. The Friday afternoon literary exercises, plays, and spelling matches represented the extra-curricular activities as the older school knew them. The activities were not particularly prominent and were largely ignored by the school. Few teachers manifested any interest in what took place outside the classroom.

19

Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Chicago: Houghton, Mifflin Co., 1931), p. 6.

Within the decade under observation, an entirely new interest in extra-curricular activities has been evoked in the schools. There were four common factors contributing to this change: the first might be listed as the increase in disciplinary problems brought to the school through the recent great popularization of secondary education; the second was an increase in leisure time brought to the youth as a result of increased wealth and the application of child labor laws; the third factor was the recognition by the school of the many new temptations to which youth was subjected; the fourth cause was that general speeding up which all evolutionary social changes experienced as a result of the world war.

The position which Indiana secondary schools took in relation to extra-curricular activities is illustrated by the following quotation:

Every high school should make adequate provisions for extra-curricular activities. Student activities are bound to exist. The adolescent youth demands activity. The student activities furnish the schools best opportunity to utilize spontaneous pupil interest. Efficient school management will provide for their administration, supervision, and stimulation. The reputation of the school is gained in many instances by the contact of the school with community through the student activities. The standing of a principal in a community is dependent largely upon the standards maintained in the extra-curricular activities as a responsibility which a principal must accept. The attempt to shirk this duty brings failure to the individual

and disaster to the school.²⁰

In administering the extra-curricular program the State Department of Public Instruction demanded that the following principles be kept in mind.²¹

1. Each activity should contribute to one or more of the general aims of secondary education.
2. Extra-curricular activities should have their foundation in the curricular and should help to motivate them.
3. An activities period should be included in the regular daily program of the school and the teachers should consider this work as a part of their regular assignment.
4. Only such activities as could be properly supervised and directed should be encouraged.
5. Each activity should be sponsored by a teacher interested in that activity.
6. The activity should be conducted on a democratic basis.

20

State Department of Public Instruction, Administrative Hand Book for Indiana, Bulletin No. 100, 1928, p. 62.

21

Ibid., p. 63.

Following is listed the activities, with a brief statement of aims and purposes, that the State Department of Public Instruction asked the secondary schools to sponsor:
22

1. The home room. The home room should be a school home for the pupils and offer opportunities for constructive character building and citizen training.

2. The student council. The student council should be the central co-ordinating agency in the extra-curricular program. It should offer an opportunity for pupils to gain the individual and social experience which would prepare them for citizenship in a democracy.

3. The school publications. School publications should promote the interest of the school and furnish the student opportunities for excellent training.

4. The school clubs. School clubs should be organized to satisfy the social instincts of the high school student. They should grow out of the regular class activities of the school and furnish opportunities for exploring,

developing, and widening the interests of the student.

5. The high school assembly. The high school assembly should offer wonderful possibilities for creating school spirit, developing social integration of the student body, and establishing high standards of comradeship, scholarship, and citizenship.

6. Dramatics in the school. The aim of dramatics should be to train students through participation and should bring parents and people of the community into closer contact with the school.

A study of the extra-curricular activities of the school illustrated most emphatically the nature of the expanding secondary curriculum. It is to be expected that many of the extra-curricular activities will become curricular within a few years.

V. GUIDANCE

When the primary function of the high school was to prepare for college, the curriculum included relatively few subjects. The student had little or no choice as all of the subjects were required, but with the demand that the high school prepare for life rather than primarily for college entrance, many new subjects were added to the

high school curriculum. No student could take all the subjects offered in a typical high school. As a rule, English and at least one or two other subjects were required, and the student was expected to elect, under certain restrictions, the additional subjects which he would pursue during his high school course. Guidance was instituted to aid the student in making his choice in courses and vocations.

The two phases of guidance which have concerned the schools are educational and vocational. The relation between these two is close. However, educational guidance is broader than vocational guidance and should precede it. The student should be guided in such a way as to be equipped to meet the moral and social duties and responsibilities of life as well as those concerned primarily with making a living. The purpose of vocational guidance is definitely to prepare the student for his future vocational activities.²³

Educational and vocational guidance as an organized program is comparatively young. It was mentioned for the first time in connection with Indiana secondary education

23

Walter S. Monroe, Educational Guidance in High Schools, Circular Number 43 (Urbana, Illinois: University of Illinois, 1924).

in 1923.

Boys and girls whose knowledge is simple and whose judgment has not been developed cannot know definitely by which course they can profit best and by what method they can study efficiently. The most important thing that the school has to do is get them in the proper place, start them in the right courses of study, and give them an aim which will hold their interest according to their particular qualities and abilities.²⁴

The above quotation clearly states the duty of educational guidance.

Vocational guidance has been concerned chiefly with social adjustment which is the true function of education. The need for vocational guidance arose from the complexity of modern industrial life. Children no longer followed the occupation of their parents; instead, each child faced a wide field of opportunities from which he could select his life's work.

A lack of successful adjustment in the individual's occupational life led to much unhappiness and dissatisfaction. This may have resulted from a misconception regarding the duties and responsibilities each worker was called upon to share. Vocational guidance has attempted to prepare boys and girls for a better understanding of these problems and to assist them in finding a satisfactory solution.

24

T. C. Horace, "Educational Guidance as a Phase of Equalizing Opportunities in a Democracy," The Educator Journal, Vol. 23, August, 1923, p. 579.

In general, the aims in vocational and educational guidance of the secondary schools of Indiana are the following:

1. To assist pupils, through the proper selection of school studies and extra-curricular activities, to obtain the fullest development possible according to the individual interests, capacities, and abilities of each.
2. To acquaint pupils with the many ways in which people can earn a living.
3. To acquaint them with methods of studying occupations so that they can make a more intelligent choice of a life work.
4. To prepare pupils with a better understanding of occupational problems.²⁵

The scope of the secondary guidance program in 1928 included: (1) A study of individual differences with an attempt to classify the student both with respect to school instructions and to related activities; (2) The organization of a teachers' advisory system; (3) The organization of courses in vocational information in the school curriculum; (4) An attempt to impress students concerning the value of an education and the encouragement of school attendance through scholarships, part time employment, and curricular adjustments;

(5) The organization of counseling service, and the stimulation of self guidance.²⁶

Thus the secondary schools were not only to instruct the youth but to guide him into paths that led to a nobler and fuller life.

VI. VOCATIONAL EDUCATION

The Indiana Vocational Education Law was enacted by the General Assembly of 1913. Indiana was one of the few states making provisions for vocational education before the Smith-Hughes Act was passed by the Federal Congress in 1917. When the Smith-Hughes Law was enacted in 1917, Indiana had high standards for vocational education already established in all sections of the state. Inasmuch as the provisions of the Smith-Hughes Act were fundamentally the same as those of the Indiana Vocational Law, it was not necessary to change the state plan in order to secure the benefits of the Federal Law.²⁷ It was, however, necessary to reorganize the program of studies in order

²⁶ State Department of Public Instruction, op. cit., p. 58.

²⁷ State Department of Public Instruction, Laws and Regulations Governing Vocational Education in Indiana, Bulletin, No. 90, 1927, p. 8.

to comply with Federal standards and high school graduation requirements.

The sponsors of the Federal law were educators who believed that a program of vocational education could not be carried on as a part of the secondary school system.²⁸ Since it was a coming tendency for Indiana to provide secondary education for all the youth, and even to compel them to accept a part of the high school course, it became evident that the state program of vocational education would have to be a part of the high school offering. This introduced the problem of reorganizing a vocational course which would comply with Federal standards and at the same time be an integral part of the high school course of study.

The new scheme provided the student, upon completion of the required work of a four-year course, a vocational certificate and also a high school diploma. The following were the required units for graduation as established by the State Department of Public Instruction:²⁹ English, three

²⁸ State Department of Public Instruction, op. cit., p. 7.

²⁹ Ibid., p. 7.

units; science, one unit; mathematics, one unit; and social studies, two units, with nine units as electives. Of the nine elective units, a maximum of five could be in one field where a specialized curriculum has been approved by the State Board of Education. Thus five units could be in shop work, which would allow the pupil to take one half day of shop work for two and one half years. The State Board of Education also permitted the remaining four elective units to be in a field of related subjects. Hence, by such an organization, the state and federal law conformed in every detail.

Vocational education in Indiana is an important integral unit of the program of public education. Individual difference, community needs, the upgrading of general civic intelligence, and vocational efficiency are among the principles underlying the organization, the administration, and the supervision.³⁰

The constant aim of vocational education has been to develop practical skill and to teach related technique in close correlation. The pupil has dealt concretely with materials and processes, yet approximately one half of his time has been spent in the study of closely correlated scientific and social subjects. The appeal has thus been made

through the greatest possible number of avenues. "Eventually it is believed this form of teaching will influence the whole form of secondary teaching in this way."³¹

To show the growth of vocational education it is interesting to note that in 1920³² there were seventy-eight schools offering approved work. This number was increased to one hundred eighty-five by 1930.³³ It represents an increase of more than 124 per cent during the period observed.

Vocational education has furnished one of the greatest opportunities by which a school can apply its guidance program.

31

"Report of Superintendent of Public Instruction,"
Indiana Yearbook, 1924, p. 688.

32

Ibid., 1920, p. 628.

33

Ibid., 1930, p. 1025.

CHAPTER V

FINANCING THE SCHOOLS

In financial reports the state superintendents failed to distinguish between the expenses of secondary and elementary education. The writer found it impossible to separate these data into those two fields; hence this chapter was prepared on financing the schools.

The sources of revenue from which the schools of Indiana have been financed can be divided into: (1) sources other than taxation; and (2) taxation. The sources other than taxation are the permanent school fund and federal aid. The source of taxation can be divided into local and state revenue. State revenue in turn can be divided upon the basis of its distribution, that given through the enumeration, and that given through state aid.

I. SOURCES OF REVENUE OTHER THAN TAXATION

The permanent school funds. Indiana has two separate permanent school funds; the congressional township, and the common school fund. The congressional township fund consists of money derived from the sale of the sixteenth section of every congressional township in accordance with the Northwest Territory Ordinance of 1787.

By constitutional provisions, the amount of the fund can never be diminished, and, by terms of the ordinance, that portion of the income belonging to each township must be spent solely for tuition of children residing in that township.¹

The common school fund was established in 1852 by a consolidation of several funds which have been created for the support of public education. These funds are:

1. United States revenue fund
2. The bank tax fund
3. The saline fund
4. The seminary fund
5. Sinking fund
6. Fines and forfeitures
7. Unclaimed fees
8. Unclaimed estates
9. Amounts of the hydrophobia funds in excess of \$3000.
10. Sale of swamp lands and State lands
11. Miscellaneous items, such as money found on dead bodies, and sale of automobiles confiscated in enforcing the prohibition law.²

¹ "Report of Superintendent of Public Instruction," Indiana Yearbook, 1930, pp. 987-988.

² Ibid., 1925, p. 933.

These two funds are held by the counties as a trust under the management of the county auditor. The auditor is permitted to lend this money on freehold security to any applicant at the rate of 6 per cent interest per annum. The county is held liable for the interest on the money in its care, and in the event some of the money is not invested, the county must stand good for this loss.³

Table II, page 70, shows the amount of the congressional township fund, the common school fund, and the total of the two. It will be noticed that the total permanent fund is a growing fund having increased \$6,307,539.43 in the period under consideration.

Table III, page 70, shows the condition of the permanent fund. The total of uninvested funds, for the nine years in which data were available, was \$3,754,105.74. At 6 per cent interest per annum, this represented a yearly loss of \$25,027.37 to the cause of education in Indiana, except through a required double taxation in such cases. These figures are only on the amount of the uninvested fund. There was no way of learning what was lost on the fund listed as uninvested. In many cases the principal as well as the interest was lost.

3

"Report of Superintendent of Public Instruction,"
Indiana Yearbook, 1925, pp. 934-35.

TABLE II*
SUMMARY OF PERMANENT SCHOOL FUND

Year	Congressional Township Fund	Common School Fund	Total of Both Funds
1920	2,485,725.92	10,226,927.57	12,712,653.49
1923	2,491,677.56	11,461,605.66	13,953,283.22
1924	2,341,392.25	12,455,966.97	14,917,597.50
1925	2,495,769.43	13,078,860.01	15,574,629.44
1926	2,492,309.54	13,927,699.85	16,420,009.39
1927	2,495,670.28	14,644,661.06	17,140,331.34
1928	2,492,349.66	15,356,629.51	17,848,979.01
1929	2,493,221.33	15,957,712.38	18,450,933.71
1930	2,492,884.86	16,527,308.06	19,020,192.92

TABLE III*
CONDITION OF SCHOOL FUNDS

Year	Safely Invested	Not Safely Invested	Not Invested
1920	12,265,647.96	21,727.06	425,278.47
1923	13,513,821.42	34,043.02	405,418.78
1924	14,242,695.57	186,858.51	488,043.41
1925	15,145,192.60	40,251.99	389,184.92
1926	15,802,886.14	27,275.22	589,848.03
1927	16,597,393.24	85,159.84	457,778.26
1928	17,272,217.56	112,493.75	464,267.70
1929	17,964,910.56	157,277.28	328,745.47
1930	18,666,382.00	148,370.22	205,440.70

*Table II and III were prepared from the "Reports of the Superintendents of Public Instruction," Indiana Yearbooks, 1920 to 1930, inclusive. There was no report of these funds for 1922 and 1923.

When this fund was first created, it was the purpose of its creators to use this fund as a convenient form of credit. By convenient was meant that the fund was to be available to the small borrowers in each county of the state. The management of this fund by ninety-two different auditors of the state according to the Superintendent of Public Instruction accounted for the great loss.

Without question if the fund were managed by some central agency as one great fund, the greater part of the loss could be avoided. We recommend that the legislature transfer these funds to some central agency where they can be safely loaned and eliminate this waste due to poor management of our permanent school fund.⁴

This fund is still under the management of the county auditors.

Federal aid. In 1914 Congress appointed a commission to investigate the need of federal aid for vocational education. The commission reported in favor of federal support of vocational education in the form of appropriations to the states. Upon its recommendation the Smith-Hughes Act⁵ was passed in 1917.

4

"Report of Superintendent of Public Instruction," Indiana Yearbook, 1925, p. 934.

5

Charles A. Prosser, and Charles R. Allen, Vocational Education in a Democracy (New York: The Century Company, 1926), p. 427.

The Smith-Hughes Act provides for the promotion of such education in agriculture, and the trades and industries; to provide for co-operation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.⁶

It provided for annual appropriations, increased yearly by stated increments until a maximum of \$7,000,000 was reached. The maximum was reached in 1926.

In order for a state to be eligible for federal aid, the law imposed three conditions: first, the state must formally accept the offer, by agreeing to do its share to make the work a success; second, a dollar of state funds must be appropriated for every dollar of federal funds received; third, state plans must be approved by federal officials, and the state and federal money alike must be spent under federal supervision.⁷

As the Indiana vocational law of 1913 was in harmony with the Smith-Hughes Act, the state was eligible for aid. In 1920 Indiana received \$91,802.31 in federal funds for support of agriculture, home economics, and the trades and

6

Z. M. Smith, Laws and Regulations Governing Vocational Education in Indiana (State Department Printing, 1927),

7

Julia E. Johnson, Federal Aid to Education (New York: The Wilson Company, 1933), p. 213.

industries.⁸ By 1930 the federal grant had grown to
⁹ \$208,759.79. Money raised by the Smith-Hughes Act
 has been distributed to the various states upon the
 basis of population.

II. TAXATION

Local taxation. Indiana has two systems of taxation for school purposes, local (that of city, town, and township), and state. In 1867 a law was passed permitting school corporations to raise a local tax to extend the number of days of schooling beyond that which the amount furnished by the state common school fund could purchase.
 The local units collected far more taxes than the state.¹⁰

Table IV, page 74, tells the story of local taxation. The table shows that in 1924 one school township had a tax levy, for tuition and special tax, of from three to eight cents. The valuation of this township was \$3,800,000. Although the legal rate was \$1.50, seventy-five cents in the

⁸ "Report of Superintendent of Public Instruction," Indiana Yearbook, 1920, p. 80.

⁹ Ibid., 1930, p. 1022.

¹⁰ Indiana Rural Educational Survey of 1926, page 59, showed that the total amount derived from state funds was only eight per cent of the total expense items of the schools.

TABLE IV*

SCHOOL TAX RATES AND ASSESSED VALUATIONS
IN INDIANA SCHOOL TOWNSHIPS 1924

Sum of Tuition and Special School Tax Rates in Cents Per \$100	Number of School Townships Levying This Rate	Total Assessed Valuation of School Township Levying This Rate	Sum of Tuition and Special School Tax Rates in Cents Per \$100	Number of School Townships Levying This Rate	Total Assessed Valuation of School Township Levying This Rate
.030 to .0799	1	3,800,000	.830 to .8799	44	112,600,000
.080 - .1299	1	2,400,000	.880 - .9299	45	102,400,000
.130 - .1799	4	14,400,000	.930 - .9799	23	51,700,000
.180 - .2299	9	35,600,000	.980 - 1.0299	89	137,200,000
.230 - .2799	15	57,000,000	1.030 - 1.0799	38	69,600,000
.280 - .3299	15	56,000,000	1.080 - 1.1299	49	83,400,000
.330 - .3799	32	131,200,000	1.130 - 1.1799	26	52,800,000
.380 - .4299	42	159,600,000	1.180 - 1.2399	33	36,200,000
.430 - .4799	36	134,600,000	1.230 - 1.2799	20	29,000,000
.480 - .5299	59	201,400,000	1.280 - 1.3299	17	37,400,000
.530 - .5799	57	181,400,000	1.330 - 1.3799	10	12,800,000
.580 - .6299	62	223,200,000	1.380 - 1.4299	11	21,000,000
.630 - .6799	65	227,600,000	1.430 - 1.4799	9	20,200,000
.680 - .7299	67	200,400,000	1.480 - 1.5299	17	19,200,000
.730 - .7799	51	182,800,000	1.530 - 1.5799	1	200,000
.780 - .8299	66	210,100,000	1.580 - 1.6299	2	2,800,000

*Report of the Indiana Rural Education Survey Committee, 1926, p. 97.

special and seventy-five cents in tuition, there were three townships that had in excess of this rate. The table shows a varying tax rate from less than eight cents to more than \$1.58. It shows, also, that the local tax load in some townships was twenty times as great as it was in others.

There were several reasons for the variation in the local tax rates of these townships. Some were financing a building program, others desired superior facilities and employed teachers who commanded higher salaries, and a few were satisfied with the minimum essentials only. If such a township were poor, it raised only the dollar rate and received the entire balance from state relief. If such a corporation were wealthy, it enjoyed a low tax rate.¹¹

Local taxation has stimulated educational progress. Unless the locality had some financial margin above that which was required to meet the demands of the state, neither local freedom nor local initiative could be exercised in educational affairs. The general level of education in the state could approach the ideal program only to the extent that the local communities were willing and able to provide

11

Report of Indiana Rural Survey Committee, 1926,
p. 98.

education beyond the low level which the state demanded. If this condition did not exist, the efforts of the state to promote educational progress would be ineffective in a large proportion of the communities and a minimum type of education would prevail.¹²

State taxation. The major portion of the state common school fund has been derived from a state tax levy for school purposes. This levy was 5.2 cents in 1920, 5.6 cents in 1921, and seven cents in the years 1922 to 1930 inclusive.¹³ The total collected on these rates has been divided into two parts. The one part has been distributed to all school corporations on the basis of enumeration. The other part has gone into a state relief fund. In 1920 to 1921, the state relief fund was 8.2 per cent of the total fund. For the years 1922 to 1929 inclusive, the fund was 30 per cent, and in 1929 it was 45 per cent.¹⁴

That portion set aside for state relief was held as a deficiency fund; while the law governing the distribution of the other part required that the apportionment be made

¹² Report of the Committee for a Survey of the Problem of State Aid for Public Education, Indiana, 1931, p. 8.

¹³ See Table V of this study, page 77.

¹⁴ See Table V of this study, page 77.

TABLE V*

SUMMARY OF STATE RELIEF FUNDS IN INDIANA

Year	Number of Corporations	State School Tax Levy	State School Tax Collected	Per Cent Available for State Aid	Amount Available for Distribution	Amount Distributed	Requirements
1920-1921	165	5.2¢	3,156,390.98	8.2	458,824.06	384,851.66	50¢-6mo.:60¢-7mo.:75¢-H.S.
1921-1922	125	5.6	3,453,484.37	8.2	483,185.71	362,480.37	50¢-6mo.:60¢-7mo.:75¢-H.S.
1922-1923	122	7	4,148,597.62	30	1,244,579.28	387,783.47	Sum of Levies \$1.00, 25¢Poll
1923-1924	135	7	3,898,401.74	30	1,169,520.52	576,232.59	Sum of Levies \$1.00, 25¢Poll
1924-1925	162	7	3,944,485.35	30	1,183,345.60	882,944.36	Sum of Levies \$1.00, 25¢Poll
1925-1926	181	7	3,928,409.60	30	1,178,522.87	1,063,516.02	Sum of Levies \$1.00, 25¢Poll
1926-1927	197	7	3,907,796.56	30	1,172,338.96	1,150,929.40	Sum of Levies \$1.00, 25¢Poll
1927-1928	218	7	3,874,024.22	30	1,162,207.27	1,164,335.00	Sum of Levies \$1.00, 25¢Poll
1928-1929	236	7	3,803,301.41	30	1,150,204.94	1,109,848.99	Sum of Levies \$1.00, 25¢Poll
1929-1930	252	7	3,752,673.45	45	1,714,946.03	1,585,274.34	Sum of Levies \$1.20, 25¢Poll

*"Report of Superintendent of Public Instruction," Indiana Yearbook, 1930.

upon the basis of enumeration. "The cost of maintaining such schools shall be apportioned between the cities or towns and townships in the territory outside such city or town in proportion to the number of children of school age enumerated in each corporation."¹⁵ After each corporation had reported to the county auditor the number of school pupils enumerated, the auditor compiled the report for his county and sent it to the State Superintendent of Public Instruction. A total of the enumerations for the state had been made and this total became the divisor in determining the apportionment; that is, the total amount available for apportionment was divided by the total number of enumerated children. Each county then received in money the product of this amount per child times the number of enumerated children in the county. This amount was usually a very inconsiderable part of the per pupil cost of education.¹⁶

In summing up, the basis of this apportionment had for its criterion of education need, the number of children between the ages of six and twenty-one. There was no attempt

15

Indiana Acts, 1927, p. 282.

16

The Report of the Indiana Rural Survey Committee, 1926, showed the semi-annual apportionment for January 1, 1926 was \$3.29 per enumerated child.

to distribute money on the criterion of such local educational needs as transportation, density of population, different cost of various school grades, or the varying amount of assessed valuation back of each enumerated child.

State relief. State relief had its origin in 1905, growing out of the inability of the poorer school corporations to meet the minimum standards of education. It was based upon the constitutional principle that it shall be the duty of the General Assembly to provide by law for a general and uniform system of common schools. The fact that some communities had more productive soil, a better geographical location, and several public utilities and railway trunk lines within their boundaries did not make them independent of the less fortunate communities.¹⁷

Indiana first recognized this duty in 1905 by passing a law providing for reimbursements for tuition purposes only. This law was an outgrowth of several inconsistent laws previously passed.¹⁸ The law of 1905 was amended in 1921

17

"Report of Superintendent of Public Instruction," Indiana Yearbook, 1925, p. 937.

18

Olis G. Jamison, The Development of Secondary Education in Indiana Prior to 1910, A Doctor's Dissertation Submitted to Leland Stanford Junior University, 1935, pp. 248-249.

providing reimbursement for tuition, transportation,
fuel, janitor service, supplies, and reference books.¹⁹

The legislature of 1925 added to this list, equipment
and repairs.²⁰ In 1927 the law was amended placing the
entire responsibility with the state superintendent, who
was to make a thorough investigation of all statements
submitted with claims for approval, before granting re-
lief funds.

The following is a list of the essential items of
the law and the requirements of the State Board of Edu-
cation that were to be met in order to secure relief:

A corporation must have a deficit on August 1, for
the school year for which the relief is asked.

The sum of the tuition and special school levies
must be a maximum of one dollar.

The corporation must have a poll levy of twenty-
five cents, either in special or in tuition, on each
taxable poll for school purposes.²¹

The high school in the corporation must be classified.

The corporation must maintain an eight-month school
term.

19
Indiana Acts, 1921, pp. 204-205.

20
Ibid., 1925, pp. 502-503.

21
See Table V of this study, page 77.

Permission must be granted for the opening of sub-standard schools.

Full time teachers should teach at least thirty periods per week.

One hundred pupil hours per day should be considered a minimum load.

A principal or superintendent should teach at least four periods per day.

Claims must be approved by the County Board of Education.

The purchase of equipment must be approved by the State Board of Education on the recommendation of the County Board of Education.

Repairs on buildings must be limited to \$50 per room per year.²²

For over twenty years the legislature has constantly authorized material increase in state relief expenditures, but has not made provision for additional funds. Table V, page 77, shows that it raised the amount of funds for state relief from 8.2 per cent in 1920 to 1921 to 30 per cent in 1922. However, a deficit still existed and no provisions were made to take care of it until 1929. In that year the legislature enacted an amendment giving the state relief fund 45 per cent of the seven cent tuition levy. During the school year 1929 to 1930 all claims were paid

22

"Report of State Superintendent of Public Instruction," Indiana Yearbook, 1925, p. 974.

23
in full.

State relief was an attempt of the state to equalize school taxation.²⁴ This in turn led to an equalization of educational opportunity by offering a basic educational program and the means of attaining such a program.

III. COST OF EDUCATION

Of all money raised in Indiana by public taxation in 1920 to 1921, thirty-eight per cent was allocated to the support of public education. Since thirty-eight dollars out of every one hundred dollars raised by public taxation was devoted to public education, there is evidence of the impressively high place popular education held in Indiana. In 1920 to 1921, of the north central states, only Iowa with 45 per cent, Ohio with 42 per cent, and Illinois with 38 per cent equalled or excelled Indiana in the proportion of all public taxes allotted to the public schools.²⁵

23
"Report of the Superintendent of Public Instruction," Indiana Yearbook, 1930, p. 989.

24
Report of the Committee for a Survey of the Problem of State Aid for Public Schools, Indiana, 1929, p. 8.

25
"Public Education in Indiana," Report of the Indiana Educational Survey Commission, 1923, p. 172.

On the basis of the amount raised per inhabitant, Indiana ranked fifth. Indiana in 1921 to 1922 raised for public schools through taxation, \$14.76 per inhabitant. Only two of the north central states raised less. Illinois raised \$13.27 and Wisconsin \$13.43. If Indiana had wished to take the same rank on the per capita basis as she held on the proportion of all taxes allotted to the public schools, it would have been necessary to increase the amount collected by 8 per cent. Indiana had been liberal in the proportion of all taxes allotted to the public schools but had not supported its public schools as generously as had most of the north central states.²⁶

Table VI, page 84, gives a clear picture of the mounting cost of education in Indiana. The gross cost increased 124 per cent during the period under observation. This increase can partly be explained that, due to the relative value of the dollar, higher salaries were paid to teachers. During the war little was attempted in the way of school building construction; hence, with a building program on, and an attempt to pay off old indebtedness, the gross cost mounted rapidly.

TABLE VI*

GROSS COST OF EDUCATION IN INDIANA
1920-1930

Year	Gross Cost ^a	Current Cost ^b
1919-1920	35,714,749.93	
1920-1921	54,133,432.63	43,242,444.00
1921-1922	58,391,193.95	
1922-1923	62,850,681.11	
1923-1924	64,696,230.43	
1924-1925	70,597,020.43	
1925-1926	69,723,979.39	49,488,230.62
1926-1927	73,272,467.93	51,995,329.95
1927-1928	71,988,317.70	57,254,624.22
1928-1929	76,488,480.01	54,214,118.68
1929-1930	78,378,702.16	54,882,591.62

*This table was prepared from the "Reports of the Superintendents of Public Instruction," Indiana Yearbooks, 1920 to 1930 inclusive.

^aGross Cost includes cost of: (1) administration; (2) supervision; (3) instruction; (4) operation; (5) transportation; (6) fixed charges; (7) auxiliary activities; (8) maintenance; (9) capital outlay; (10) debt payment; (11) transfer; (12) tuition; (13) miscellaneous outlays.

^bCurrent Cost includes only the first nine of the above items enumerated under Gross Cost. It represents a more accurate statement of the actual cost of education; however, figures were not available for all the years under observation.

With the passing of the compulsory attendance law, there was a rapid increase in school population. High school enrollment increased 55.95 per cent and elementary enrollment 14.91 per cent in the period 1921 to 1924. As secondary school costs have been nearly double elementary costs, the high school greatly increased the cost of education. The increase in daily attendance was 21.05 per cent which affected school cost materially. Transportation facilities were extended and the increase in the school term of approximately 12.5 per cent, increased the operating cost approximately 8.75 per cent.²⁷

The mounting cost of education in Indiana is an example of the willingness of the people in the state to finance a system of education second to none in the Union.

CHAPTER VI

TRENDS IN SECONDARY EDUCATION

The most significant developments in secondary education during the period observed were the increase in the secondary school population, and the attempt of the state at equalization of cost and educational opportunities.

I. THE SECONDARY SCHOOL POPULATION

In 1920 to 1921 Indiana ranked among the first five states which led the country in the number of inhabitants receiving some kind of high school education in proportion to the total population.¹ In 1917 Indiana stood fourth among the states as to the number of high school pupils per one thousand population. Its ratio of 23.1 high school pupils per one thousand of the total population was exceeded only by California with 27, Kansas with 26.5, and Iowa with 24.9. Indiana's ratio² exceeded that of 15.6 for the country as a whole.

¹ "Public Education in Indiana," Report of the Indiana Educational Commission, 1923, p. 198.

² Ibid., p. 199.

In order to bring the benefits of secondary education to so large a proportion of its total population, Indiana has established an unusual number of small high schools. Of its 857 high schools in 1930, 70 per cent enrolled 140 pupils or less.³ With respect to size, based upon enrollment, the schools are distributed approximately as follows:

Ten per cent of the schools enroll 45 pupils or less in grades 9-12 and 2 per cent of the high school pupils are enrolled in schools of this group.

Thirty-three and one-third per cent of the high schools enroll 70 pupils or less in grades 9-12 and 12 per cent of the high school pupils are enrolled in schools of this group.

Fifty per cent of the high schools enroll 90 pupils or less in grades 9-12 and 20 per cent of the high school pupils are enrolled in schools of this group.

Seventy per cent of the high schools enroll 140 pupils or less in grades 9-12 and 35 per cent of the high school pupils are enrolled in this group.⁴

Table VII, page 88, shows the growth in secondary school population in Indiana, revealing that secondary school attendance increased 64.86 per cent in the period observed. It is easy to see that this remarkable growth emphasized the importance of the secondary schools.

3

"Report of Superintendent of Public Instruction,"
Indiana Yearbook, 1930, p. 931.

4

Ibid., p. 931.

TABLE VII*
GROWTH OF SECONDARY EDUCATION IN INDIANA

	1873	1900	1910	1920	1930 ^a
Number of High Schools	78	717	730	820	857
Number of Commissioned High Schools	15	156	355	631	857
Number of Pupils Enrolled	5,000	19,450	43,236	83,072	137,552
Number of Graduates From Commissioned High Schools		2,815	6,159	11,458	22,990

*State Department of Public Instruction, Administrative Handbook for Indiana High Schools, Bulletin No. 100, 1928, p. 7.

^aThe figures for 1930 were compiled from the "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1930, pp. 923, 24, 25, 26, 49, 50.

The rapid increase in the secondary school population meant that a much larger proportion of the citizenry of Indiana was receiving some amount of secondary education. It meant that the average level of trained intelligence had been raised considerably in the period 1920 to 1921. It also meant that this larger secondary school population constituted a far more dissimilar body in capacities, economic and social status, and educational needs than the secondary school population of preceding periods. It placed additional demands upon the secondary school. As Cotton said:

The problem of the high school is to give every child a chance to be all it is possible to be in life. It is to make it possible for every boy and girl of professional aptitude to find a place in those callings that will stimulate the longest activity. It is to make it possible for every boy or girl to develop any aptitude or liking for any scientific pursuit. It is to provide, finally, for every child a chance to develop skill in some direction, sufficient at least to enable him to support a family. To solve this problem two great phases of education must be recognized as legitimate ends-- professional and vocational. The common division of cultural and industrial is false; both phases must be cultural⁵

Indiana high schools have made much progress toward meeting the demands of the enlarged and diversified secondary population, but more must be done.

5

Fassett A. Cotton, Education in Indiana (Bluffton, Indiana: The Progress Publishing Company, 1934), p. 407.

II. EQUALIZATION OF COST AND OPPORTUNITIES

Equalization of education is an obligation of the state. There are two interpretations which might be placed upon this principle:

First, in the ideal school system the equalization of educational opportunity would mean the type of an educational offering best suited to the individual child. Second, the equalization of educational opportunity means, also, the same educational offering for all--a basic educational program or the means of attaining a basic educational program.⁶

In the opinion of the commission, the second interpretation is that toward which the state is striving.⁷

Hence, in this discussion, the writer assumed that equality of educational opportunity meant that every individual pupil of the secondary school should have an equal chance with every other pupil to develop his talents and enlarge his life. A study of the secondary school system of 1920 showed that many inequalities existed. However, during the period under observation, the tendency was toward equalization of opportunities.

The educational policies of any community has depended largely upon its wealth. Inequality in wealth has therefore

⁶ Report of the Commission for a Survey of the Problem of State Aid for Public Schools, In Indiana, 1931, p. 7.

⁷ Ibid., p. 8.

meant an inequality in educational opportunities.

The extreme variation in amounts of taxable wealth behind each enumerated child in Indiana is startling. One township representing the minimum has \$630; another representing the maximum has \$30,000. If the former township taxed itself at the highest rate allowed by the state, it would obtain enough money to buy educational opportunity for the first three grades only. In the latter township the returns from the maximum rate would easily purchase such educational opportunities for all grades, high school, and college.⁸

The per capita cost of education per child in the grades in Indiana as reported for the school year 1923 to 1924 varied from \$27 in one school corporation to \$149 in another. In the high school the variation was from \$40 to \$169.⁹

Such variations indicated a gross inequality of educational opportunity, since finance furnished the means to obtain a basic educational program. However, through the state Deficiency Fund Act, there was a tendency toward equalization of means. By provisions of this act, schools that could not meet minimum standards as required by the State Board of Education shared in the distribution of this fund. Yet there was still a decided gap in the standards of the

8

Department of Public Instruction, Equality of Educational Opportunity, Bulletin No. 82, 1926, p. 5.

9

Ibid., p. 6.

small schools and those of the larger systems. If the county were made the unit for school taxation instead of the township, conditions would improve. However, perfect equality cannot be obtained until the state has been made the unit of school taxation.

Since ideal conditions could not be realized under the state's present system of organization and the existing methods of financing, it has become necessary to begin with a low level of education and progress toward the ideal. Indiana has done a great deal and progressed as rapidly as conditions would permit. Such provisions as licensing of teachers, a uniform system of teachers' training, establishing a minimum school term, compulsory education laws, salary schedules, uniform courses of study, school inspection, state adoption of textbooks, transfer and transportation laws, and vocational training laws have been the state's attempt at equalization of educational opportunities.

Practically all of the above measures became laws or were definitely established during the period observed. Hence, the period 1920 to 1930 might justly be called a period of equalization of educational opportunities.

III. INSPECTION AND ACCREDITING

Perhaps the division of the State Department of Public Instruction which did most to promote equalization of educational

opportunity was the Division of Inspection. A law was passed in 1913 which provided for a high school inspector.¹⁰ This law was amended in 1921 to read as follows:

The State Superintendent of Public Instruction, with the approval of the State Board of Education, shall appoint, within thirty days after this act takes effect, a suitable person to inspect elementary and high schools, and may appoint not to exceed one additional assistant to inspect elementary and high schools, if in the judgment of the majority of the State Board of Education, the circumstances and needs of the schools warrant the services of more than one inspector, who shall work under the direction of the State Superintendent of Public Instruction and the State Board of Education. The person or persons so appointed shall visit and inspect all public elementary and high schools in the state and confer with private and parochial school authorities and advise with them for the purpose of improving and standardizing the work of these schools and for the purpose of coordinating the work of the teachers and others charged with the responsibility of these schools. The person or persons so appointed shall make a report as to the conditions of all such schools inspected, at least once a year, to the State Board of Education who may authorize certificates of classification to be issued to such public schools as shall have met the requirements and recommendations of the State Board of Education.¹¹

The General Assembly of 1925 amended the Deficiency Fund Law by increasing the number of items to receive state

10

Olis G. Jamison, The Development of Secondary Education in Indiana Prior to 1910, A Doctor's Dissertation Submitted to Leland Stanford Junior University, 1935, pp. 197-198.

11

Indiana Acts, 1921, p. 512.

aid. It also provided that the State Board of Education could withdraw annually a sum of money for the administration of the act.¹² The State Board of Education acting upon this authority appointed a State Aid Auditor who had charge of auditing all state aid claims and, thus, implied a careful inspection of the claims so aided.

The duty of handling the state aid funds fell upon the Inspection Division of the State Department of Public Instruction. The staff of the Inspection Division consisted of an inspector, an assistant inspector, a state aid auditor, an executive secretary, and a clerk.¹³

The title of this division might indicate that the entire time of the members was spent in inspecting schools and taking care of the problems resulting from these inspections. However, the demands upon the Department of Public Instruction for particular services have been so heavy that this division has been assigned many other duties. Among them have been the following

12

Indiana Acts, 1925, p. 502.

13

"Report of Superintendent of Public Instruction,"
Indiana Yearbook, 1925, p. 905.

responsibilities:

1. The preparation of courses of study for the elementary and high schools of the state
2. The granting of permission to high schools for specialized curricula
3. The printing and distribution of the semi-annual examination questions
4. The preparation and distribution of the state school directory
5. The consideration of applications and the granting of permission for the continuation of sub-standard schools
6. The examination, approval or rejection, and listing for approval supplementary readers and library books for elementary and high schools
7. The administration of the high school equivalency examination including the preparation and mailing of questions, receipt and grading of manuscripts, and preparation of proper records for distribution
8. The evaluation of credits of students entering the normal schools from non-accredited high schools

9. The distribution of state relief funds, an exceedingly important duty requiring the time of one person for five or six months

When one realizes that the above duties have been added to the regular task of inspecting and accrediting the eight hundred odd high schools and the numerous elementary schools of the state, one appreciates the magnitude of the duties of the Inspection Division of the State Department of Public Instruction.

The Division of Inspection has arranged for all the state supervision received by the high schools of Indiana. Regardless of all its numerous tasks, the Division has never slighted the duty of inspection and accrediting. The writer believes that this Division has done more to place the secondary schools of Indiana on the high plane they now occupy than any other division in the State Department of Public Instruction. Through the standards established for accrediting the schools, it particularly raised the standards of the small schools of the state.

The writer noticed from reading the various reports of the State Superintendents of Public Instruction that the inspectors were all men of vision and high ideals. They set their aims and worked untiringly toward the realization

of them. Through their inspection tours they came in contact with "education in the rough." They observed the needs and made recommendations and suggestions either to the State Board of Education or directly to the legislature. They have been responsible for a great majority of the measures that have helped Indiana achieve at least partial equalization of educational opportunities. 15.

CHAPTER VII

SUMMARY AND CONCLUSION

In this investigation the writer has evolved, by carefully noting the trends, the history of secondary education in Indiana through the period 1920 to 1930. This period was one of decided educational progress. The state established a uniform system of training and certification of teachers. It established a minimum salary and by the teachers' retirement act protected the teachers in disability and provided for them in old age. The state also enumerated the qualifications of school administrators and supervisors, and set the minimum qualifications and salaries of the county school superintendents.

Through the Division of Inspection, equal educational opportunities were offered due to the fact that no school could fall below the minimum standards offered in the matter of graduation, curricula offered, textbooks, and the quality of buildings. All this was a part of the earnest effort of the state to have school supervision.

The activities of the period revealed that the state was fast becoming a state of high school graduates. Indiana not only provided secondary education but compelled its youth to accept at least a part of it. The Division

of Attendance was directly responsible in no small way for the increase of more than 64.86 per cent in the secondary population of this period. With this increase in secondary school population, new problems were given the school and new demands were placed upon it. The problems were met by the school in recognizing extra-curricular activities and sponsoring a guidance program. The new demands were satisfied by expanding the scope of the curriculum and enlarging the aim of education. Vocational education was reorganized to comply with federal and state laws and to fit in as a regular high school course.

The physical well being of the pupil was cared for through the construction of new buildings and the remodeling of the old ones to meet existing standards. Laws and regulations of the State Fire Marshal and the State Board of Health protected the pupil's safety and health. Through the transportation law, he was provided with a comfortable conveyance to and from school.

In an effort to offer better opportunities, transfer laws were passed and consolidation was begun. Emphasis was placed upon the construction of gymnasiums and laboratories and upon the equipment of libraries.

In its financial program, the state possessed a dual system. The major part of the state school fund was distributed to all school corporations, while the minor part

LIBRARY OF THE
STATE OF TEXAS
DALLAS

was distributed to those who needed additional funds. The attempt at equalization of education opportunities in the state was evidenced by the Deficiency Fund Law which furnished the means of maintaining basic school standards.

This investigation revealed that Indiana's secondary school system ranked high among the school systems of the state of the Union. This high ranking was due largely to the several General Assemblies and their willingness to establish laws pertaining to the welfare of the secondary school. The State Department of Public Instruction, through the State Superintendent, the State Board of Education, and the various divisions of the State Department should receive for their part in bringing about the high rank Indiana holds honorable mention. It was through their wisdom and guidance that the secondary schools received nourishment. No small amount of credit is due the institutions of higher learning and the educators of the state. Last but not least, credit is due the citizens of the state, who demanded this ranking on the ground that nothing was too good for their children's education and who made this ranking possible by being willing to pay the cost.

To conclude, Indiana has the making of one of the best systems of secondary schools in the Union. Much

progress has been made; however, there is room for more. The conditions are hopeful; the resources of the state are unlimited; its forces are united; secondary education will surely go forward.

I. SUGGESTED TOPICS FOR MORE DETAILED STUDY

The writer feels that the following topics have not been fully treated in this observation and suggests them for a more detailed study.

1. The development of high school curricula
2. The unwise dabbling of the General Assembly in its legislation respecting the offering of specific subjects
3. An account of the progress made in physical education
4. The extra-curriculum development of music
5. The attempts at county unit legislation
6. The historical development of the various educational organizations

The above topics were not treated in detail in this study since many had their origin in the decade prior to this study. Then too, their merits and demerits could not be accurately judged from an observation of the ten years covered in this study.

BIBLIOGRAPHY

I. PRIMARY SOURCES

A. Departmental Reports

Burris, Benjamin J., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1921. Pp. 57-130.

Burris, Benjamin J., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1922. Pp. 862-943.

Burris, Benjamin J., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1923. Pp. 282-369.

Burris, Benjamin J., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1924. Pp. 685-770.

Hines, L. N., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1920. Pp. 603-659.

Sherwood, Henry Noble, "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1925. Pp. 905-1027.

Sherwood, Henry Noble, "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1926. Pp. 711-855.

Wisehart, Roy P., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1927. Pp. 823-937.

Wisehart, Roy P., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1928. Pp. 762-881.

Wisehart, Roy P., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1929. Pp. 537-658.

Wisehart, Roy P., "Report of the Superintendent of Public Instruction," Indiana Yearbook, 1930. Pp. 919-1050.

B. Bulletins Issued by the State Department

A List of Books for High School Libraries of Indiana,
Bulletin No. 45, 1920, State Department of Public
Instruction. Pp. 1-7.

Administrative Handbook for Indiana High Schools,
Bulletin No. 100-J, 1928, State Department of
Public Instruction. Pp. 1-101.

Equality of Educational Opportunity, Bulletin No. 82,
1926, State Department of Public Instruction.
Pp. 3-10.

Extra-Curricular Activities for Indiana High Schools,
Bulletin No. 100, 1928, State Department of Public
Instruction. Pp. 62-67.

Indiana High School Standards, Bulletin No. 44-B, 1926,
State Department of Public Instruction. Pp. 1-52.

Laws and Regulations Governing Vocational Education
in Indiana, Bulletin No. 90, 1927, State Department
of Public Instruction, Pp. 5-149.

Laws and Procedure in Schoolhouse Construction, 1926,
State Department of Public Instruction. Pp. 20-22.

Manual With Course of Study for the High Schools, Bulletin
No. 35, 1918, State Department of Public Instruction.
P. 1336.

Suggestions in Schoolhouse Planning, 1924, State Department
of Public Instruction. Pp. 6-18.

C. Laws of the General Assembly of Indiana

Acts of Indiana, 1913

Acts of Indiana, 1917

Acts of Indiana, 1921

Acts of Indiana, 1925

Acts of Indiana, 1927

Acts of Indiana, 1929

D. Schools Laws of Indiana

- 1917 Edition, Compiled by Horace Ellis
1922 Edition, Compiled by Benjamin Burris
1927 Edition, Compiled by Roy Wisehart
1932 Edition, Compiled by George C. Cole

E. Educational Surveys

Public Education in Indiana, Report of the Indiana Educational Commission, 1923. Pp. 3-303.

Report of the Indiana Rural Survey Committee, Indiana Rural Education Committee, 1926. Pp. 1-128.

Report of the Committee for a Survey of the Problem of State Aid for Public Schools; State of Indiana, 1931. Pp. 5-17.

Report of the Joint and Consolidated Schools Survey Commission, 1931. Pp. 1-80.

F. The Educator Journal and

The Indiana Teacher

Childs, H. G., "The North Central Association of Colleges and Secondary Schools in 1927," Indiana Teacher, Vol. 70, May, 1927. Pp. 20-23.

Horace, T. C., "Educational Guidance as a Phase of Equalizing Opportunities in a Democracy," Educator Journal, Vol. 23, August, 1923. Pp. 573-580.

Watson, Goodwin, "The Future High Schools," Indiana Teacher, Vol. 74, May, 1931. P. 24.

Wright, Wendell W., "Validating Activities," Indiana Teacher, Vol. 75, September, 1929. Pp. 20-21.

Rittinger, John W., "The Work of the High School Inspector," Indiana Teacher, Vol., 72, January, 1927.
Pp. 7-10.

G. Research in Institutions of Higher Learning

Jamison, Olis G. The Development of Secondary Education in Indiana Prior to 1910. A Doctor's Dissertation, Leland Stanford Junior University, 1935. Pp. 1-289.

Malan, Clement Timothy. A Legal Study of the Centralization of State Control of Education in Indiana, as Revealed by Constitutional Provisions, Legislative Enactments, and Supreme and Appellate Court Decisions. A Doctor's Thesis, Indiana University, Bloomington, Indiana, 1930. Pp. 9-83.

H. Annual Reports of the Teachers'

Retirement Fund

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1923. Pp. 559-561.

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1924. Pp. 373-377.

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1925. Pp. 92-96.

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1926. Pp. 1113-1116.

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1928. Pp. 381-387.

"Report of the Indiana State Teachers' Retirement Fund," Indiana Yearbook, 1930. Pp. 186-191.

II. SECONDARY SOURCES

Carr, William G. County Unit of School Administration.
New York: The H. W. Wilson Company, 1931. Pp. 1-144.

- Cotton, F. A. Education in Indiana. Bluffton, Indiana: The Progress Publishing Company, 1934. Pp. 178-407.
- Fretwell, Elbert K. Extra-Curricular Activities in Secondary Schools. Chicago: Houghton Mifflin Co., 1931. Pp. 3-17.
- Johnson, Julia E. Federal Aid to Education. New York: The H. W. Wilson Company, 1933. Pp. 89-117.
- Koos, Leonard V. Trends in American Secondary Education. Cambridge: The Harvard University Press, 1926. Pp. 1-56.
- Malan, Clement T. Indiana School Law and Supreme Court Decisions. Terre Haute, Indiana: Teachers College Press, 1931. Pp. 10-435.
- Monroe, Walter S. Educational Guidance in High Schools. Urbana, Illinois: Bureau of Educational Research, College of Education, University of Illinois, 1930. Pp. 3-13.
- Prosser, Charles A., and Allen, Charles R. Vocational Education in a Democracy. New York: The Century Company, 1925. Pp. 427-433.