1929

Development of Secondary Education in Indianapolis

Gertrude Mescall

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DEVELOPMENT OF SECONDARY EDUCATION
IN INDIANAPOLIS

BY

GERTRUDE LESCALL

A DISSERTATION SUBMITTED TO THE GRADUATE
COMMITTEE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS.
DEPARTMENT OF EDUCATION

BUTLER UNIVERSITY
1929
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II.</td>
<td>Salient Features of the Growth of American Secondary Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>A. Latin Grammar School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. First Public High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Comprehensive High School</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>Some Outstanding Legal Decisions and Reports Which are Reflections of the Times</td>
<td>21</td>
</tr>
<tr>
<td>IV.</td>
<td>Secondary Education in Indianapolis to the End of the Second Period, 1835-1860</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>A. Indianapolis High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. St. John's Academy</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>Secondary Education in Indianapolis to the End of the Third Period, 1860-1910</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>A. Shortridge High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Manual Training High School</td>
<td></td>
</tr>
<tr>
<td>VI.</td>
<td>Development of Secondary Education in Indianapolis during the Fourth Period (1910-1929)</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>A. Shortridge High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Manual Training High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Arsenal Technical Schools</td>
<td></td>
</tr>
</tbody>
</table>
VII. Summary - Status of Secondary Education in Indianapolis . . . . . . . . . . 84
   A. Past - Seventy-five Years Ago (1853)
   B. Present - Today (1929)
   C. Future - Trends of Tomorrow

VIII. Bibliography . . . . . . . . . . . . . 87
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Establishment of High Schools in the United States before 1875</td>
<td>16</td>
</tr>
<tr>
<td>II. Growth of Secondary School Attendance in the United States since 1890</td>
<td>17</td>
</tr>
<tr>
<td>III. Enrollment in High Schools (1915-1927)</td>
<td>18</td>
</tr>
<tr>
<td>IV. Course of Study - Indianapolis High School</td>
<td>31</td>
</tr>
<tr>
<td>V. Course of Study - Shortridge High School College Preparatory - Scientific Course</td>
<td>45</td>
</tr>
<tr>
<td>VI. Course of Study - Shortridge High School College Preparatory - Classical Course</td>
<td>45</td>
</tr>
<tr>
<td>VII. Course of Study - Shortridge High School Business Course</td>
<td>48</td>
</tr>
<tr>
<td>VIII. Course of Study - Manual Training High School</td>
<td>56</td>
</tr>
<tr>
<td>IX. Course of Study - Shortridge High School September, 1928</td>
<td>64</td>
</tr>
<tr>
<td>X. Total Enrollment for High Schools of Indianapolis - June, 1921 - June, 1928</td>
<td>81</td>
</tr>
</tbody>
</table>
FOREWORD

This dissertation is the outgrowth of a study in a class in secondary education interested in the development of secondary education in such countries as Germany, England, France, and the United States. After the problem was viewed from this broad angle, it seemed that a study of secondary education as related to Indianapolis would be interesting. This dissertation will go back to the time when the secondary school was regarded as a "fitting school" for college will show the steady progress for seventy-five years, and will culminate with a discussion of the cosmopolitan high school. The so-called cosmopolitan high school is an effort to concentrate, under one roof, instruction in all lines which may under any conditions be required for the preparation of secondary school pupils for life. The history of the secondary school is the history of the gradual accumulation of wisdom and of the gradual perfection of organization. The American secondary school of today is an educational device which is at once efficient and sufficiently flexible to provide for the training of the more or less unsettled youth of every American community. Indianapolis is interested in secondary education and
recognizes that the only way to perfect the American secondary school is by pushing forward along the lines which have been determined by the unique character of the needs, interests, and purposes of the youth of today.
ACKNOWLEDGEMENT

The writer wishes to acknowledge her indebtedness to all who contributed in any way to the preparation of this dissertation. Especial mention is due Dr. W. L. Richardson for his careful supervision of the work, suggestions, and advice.
DEVELOPMENT OF SECONDARY EDUCATION IN INDIANAPOLIS

CHAPTER I

INTRODUCTION

Secondary education is the organized effort of society through its schools to aid the normal processes of growth and to produce desirable changes in attitudes, ideals, and behavior of boys and girls during the periods of early and middle adolescence. It is customary to consider the maximum period for receiving education from six to about twenty-five years; the period from twelve to eighteen is the suitable period to term the period of secondary education, the center of any educational system. In other words the secondary school is concerned primarily with boys and girls in their teens.
From a study of secondary education in several European countries and the United States, it is evident that there was a time when secondary education was not sought after for social, commercial, or industrial success. It is a well-known fact that the American high schools of today are accessible to pupils from all levels of society. Everywhere in the modern world there is an eager desire on the part of boys and girls, reinforced by their parents for a share in the advantages of higher education. The German merchant class desires an education higher than that which is provided in the Volkschule. The French minister feels the pressure from the common people. England hears the voices of many who are now excluded from her secondary schools asking even in the name of charity for a privilege universally desired. In America the trend is toward universal secondary education, which is, in a peculiar sense, a reflection of the social and economic condition of the country. No other country has ever attempted on such a scale as the United States to raise the level of communal and individual undertaking by supplying universal

higher education.  

Milo H. Stuart, principal of the Arsenal Technical Schools of Indianapolis, says,

"Fresh winds of doctrine have come with new messages; new standards for the education of all of the people's children have been set up; compulsory school attendance for those of high school age has been established; the function of the high school has broadened from that of a mere preparatory school to that of an institution which is to serve the needs of all. Setting up mile stones of achievement has been the province and privilege of the secondary school within the last decade."

At times the Indianapolis school authorities have been overwhelmed by the multitude of pupils asking for admittance to different courses. The purpose of this dissertation is to show how Indianapolis organized a program of courses and developed a building schedule so that each student could find the curriculum that best suited his particular need. In order to accomplish the objective of this particular study, a brief survey of the development of secondary education in the United States will be given.

The Kalamazoo Case, one of the most important decisions

made by a court in the United States regarding secondary edu-
cation will be reviewed. Some of the outstanding state laws
and National Education Association proceedings that influenced
the thinking of the people and which were reflections of the
times with regard to secondary education as a state responsi-
bility will be mentioned. After this an effort will be made
to show the effects on Indianapolis of the outstanding move-
ments in secondary education and to trace the development of
the high school program in Indianapolis. Four secondary
schools will be studied namely, St. John's Academy, Shortridge
High School, Manual Training High School, and Arsenal Techni-
cal School.

The Problem Restated - With the foregoing in mind the
subject of this dissertation may be phrased as a problem
as follows: What ways and means has Indianapolis adopted
to meet the secondary school responsibility resulting from
the broadening of the educational function of the school
and from the changing of social and economic ideals?

Sources of Data - This study is based upon facts ob-
tained from three sources; The principals and older teach-
ers of the different high schools of Indianapolis are fam-
iliar with the growth of the high schools and have been
consulted; the reports of board meetings, yearly reports,
and statistical records in the school office were available
and have been examined; the last, and possibly most valuable
source, was material filed in the school libraries, newspaper clippings, magazine articles, etc., and from these much valuable material has been gleaned.

This study has been in progress for two years. All material from magazines, newspapers, and reports has been carefully studied and compared. No information was accepted without due scrutiny.
CHAPTER II

SALIENT FEATURES OF THE GROWTH OF
AMERICAN SECONDARY EDUCATION

Elmer Ellsworth Brown in his book entitled "The Rise of Our Middle Schools" divides secondary education into three periods. The first period, which was characterized by the rise of the Latin grammar school, extended from the establishment of the first secondary schools in the second quarter of the seventeenth century to the close of the American Revolutionary War. The second, from the beginning of the nation to the Civil War, had as its outstanding institution the academy, patterned in part after the academies of England. From the Civil War to our own time, or during the third period, the public high school was the foremost educational achievement.¹ Monroe and Weber make the following statement:

"Developments since the publication of Brown's book in 1908 justified the recognition of a fourth period, the modern comprehensive high school period. The beginning of this period can be traced to the Report of the Committee of Ten in 1893, but changes in educational practice were relatively slight until 1910; consequently the fourth period extends from 1910 to the present time."

For convenience these four divisions will be used in this discussion of secondary education. The American colonists revealed a number of attitudes toward secondary education. In the South where climatic conditions were favorable to the development of a great plantation system, and society was patterned on an aristocratic basis, education was left largely to the home. The wealthy employed tutors; the poor grew up illiterate. Universal, free, public education was unknown in the southern states until the middle of the nineteenth century. In New England, on the other hand, where the community was held together by unanimity of religious belief, and the community rather than the plantation prevailed, education became a matter of public concern. The larger communities were required to establish schools. In some of the colonies, especially New Jersey and Maryland, education was left largely to the church, and when the public finally took action, relative to education, they did so on the hypothesis that pro-

viding schools was an effective form of poor relief. 3

Of these three attitudes toward education the New En­
gland attitude is that most generally found today. Hence the
history of secondary education in the United States may be
thought of as a record of the development and spread of the
New England point of view.

The first secondary school in America was the Boston
Latin School established in 1635. It was established by the
town, and fees were charged for its support. Its aim was to
prepare boys for college; its curriculum, like the Latin
grammar schools of England was exclusively Latin and Greek. 4

The general Court of Massachusetts specified in 1647 that
grammar schools must be established in towns having "one
hundred families or householders" and that "the master should
be able to instruct youth so far as they may be fitted for the
university". The dominance of the college preparatory function
continued paramount. It may thus be seen that the early idea
of secondary education was the college preparatory function
and this was uppermost in public thought for many decades. In
1782 John Adams wrote:

"Every town containing sixty families
is obliged under penalty to maintain constantly

a school and a schoolmaster, who shall teach his scholars reading, writing, arithmetic, and rudiments of the Greek and Latin languages. All the children of the inhabitants, rich as well as poor, have a right to go to these schools. In these schools are formed the candidates for admission as students into colleges at Cambridge, New Haven, Princeton, and Dartmouth."5

Although the fact received little attention, in a number of secondary schools Latin was not taught or at least was not the principal subject of instruction, and in these an attempt was made to prepare the students for business or other vocational activities. These schools were designated as "English Schools" and were far more popular than the "Latin Grammar Schools" of which the Boston Latin School was the prototype.6

Emit D. Grizzell in his book, "The Origin and Development of the High School in New England before 1865" says the following:

"From the beginning and throughout the colonial period, the public grammar school was everywhere (in New England) except in Connecticut, a town school. It was a public school in so far as it was subject to public control and was required by act of the colonial legislature. On the other hand, it did not receive public support to the extent that the public school of today is supported by public funds".7


Latin grammar schools were especially for the education of boys, but girls were admitted now and then at "separate hours" to receive instruction in spelling, reading, writing, arithmetic, and "the principles of Christian religion". The more advanced studies were not open to girls until late in the eighteenth century; however there were scattered throughout the colonies many private schools in which girls might receive instruction in any subject for which there was a demand. As a matter of fact, throughout the eighteenth century girls were demanding and receiving instruction in subjects not offered to them in town schools.  

The main characteristics of the grammar schools which provided American secondary education during the first period were as follows:

1. Establishment by towns under the colonial law.
2. Domination by the spirit of the colleges.
3. Dominance of the religious spirit.
4. Importance of Latin and Greek in the curriculum.
5. No consideration of the desires and needs of the people at large.

It is interesting to note the extent to which the grammar school is a reflection of the times. A new conception of the high school has broadened its function from that of a mere pre-

paratory school for college to that of an institution which is to serve the educational needs of all. Universal education of all boys and girls through the secondary school period is now generally accepted by the American people. Formerly only a few were considered.

After the Latin grammar school, the academy formed the next type of secondary school, the institution which developed and flourished during the period following the Revolution. Benjamin Franklin proposed one at Philadelphia as early as 1743, but the Philadelphia Academy was not established until 1751. It included three schools, namely the Latin, English, and Mathematical, each with a separate "master" as the principal teacher in the early schools was originally called.

The academies came into existence at a time when the elementary schools were not a division of the state systems of education, and, as a consequence, some of them were little more than advanced elementary schools. Many of the academies offered two courses of study, classical and English, while a few of the most outstanding maintained, in addition, a "normal" or "teacher training" department. An interesting fact in the evolution of the typical school of the so-called second period was that in the latter half of the nineteenth century, when

the high school was making rapid advancement, most of the academies which did not merge into free public high schools became distinguished as "filling" schools for eastern universities. The early academies were instrumental in blazing the trail for a scheme of secondary education which would include all classes. Moreover these same schools, by appealing to the wants and needs of the people, struck a popular chord. They were attended by a more mature class of young people than was found in the grammar schools.

The particular characteristics of the American academies were the following:

1. Protest against the narrow classical training of the grammar schools.

2. Aim, substantial secondary education of all young people.

3. Private organization and management.

4. Support by private funds.

5. Broadly religious tendencies.

6. Admittance of both boys and girls.

It is evident that the academies represented a progressive step in the development of the secondary school. They were animated by a broader, freer, more truly American

12. Ibid., p. 23.
spirit than the grammar schools, a spirit more in accord with the developing American democracy.

After the academy, the public high school formed the next type of secondary school. The first public high school in the United States was founded in Boston in 1821. Only three years were necessary to convince the people of Boston of the value of a free, non-classical school which enabled the youth of the city who did not want to enter college to continue their education without the cost attached to an academy education. The school was established under the name of "English Classical School", but in 1824 the name appeared as "English High School". The public free high school grew, slowly at first, but with startling rapidity after its usefulness was tested and recognized.13

In spite of the recognition of the practical purposes of the early high school, the college preparatory function finally became dominant. Moreover the decline of the academy and the rise of the high school resulted in an increasing number of candidates for college admission; hence it was inevitable that the high school should endeavor to offer subjects required for college entrance. The relation of the high school to the college was defined as the high school

---

and college grew closer together. As the high school became the dominant type of secondary school, a much larger proportion of its graduates desired to enter college and naturally the authorities of both institutions began to give attention to the articulation of the high school with the college. It was only gradually that the high school became an institution offering four years of work superimposed upon that of the elementary school.

It is interesting to note that the comprehensive, modern high school is a product of many influences which may be grouped under two main heads. First in importance was the fact that it was an institution of the people at large; it was close to their social and intellectual life; it was controlled by them; and it was dependent upon them for support. Second from the standpoint of relative importance was the fact that its original aim of serving only those who did not want to enter college was too narrow to be maintained, and, as the free high school of all the people, it had to become a stepping stone to college as well as to the duties of practical life. It was not long

before the first high schools introduced into their programs a college preparatory course besides the more general and practical training courses. By a process of evolution, the high school has taken over the functions originally performed by both the grammar school and academy; that is, its courses are so organized as to prepare either for college or life.15

A struggle was required to secure general public approval for secondary education supported by the people's funds, but during the second quarter of the nineteenth century the trend was distinctly in the direction of free tax-supported high schools. Progress toward the universalization of educational opportunities on a secondary level was relatively slow until after 1800. The number of secondary schools and the percentage of the population attending them increased slowly until about 1875.16 Table I gives data indicating the growth of the high school movement in the whole country by decades up to 1860.


<table>
<thead>
<tr>
<th></th>
<th>Before 1820</th>
<th>1820-30</th>
<th>1831-40</th>
<th>1841-50</th>
<th>1851-60</th>
<th>Total</th>
</tr>
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<tbody>
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<td>6</td>
<td>26</td>
<td>41</td>
<td>78</td>
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<td>5</td>
<td>2</td>
<td>14</td>
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<td>3</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Connecticut</td>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>8</td>
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<td>Rhode Island</td>
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<td>0</td>
<td>3</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>9</td>
<td>22</td>
<td>41</td>
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<tr>
<td>New Jersey</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
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<td>0</td>
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<td>4</td>
<td>12</td>
<td>17</td>
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<td>Indiana</td>
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<td>Michigan</td>
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<td>0</td>
<td>12</td>
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<td>0</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>All Others</td>
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<td>1</td>
<td>5</td>
<td>13</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>9</strong></td>
<td><strong>26</strong></td>
<td><strong>90</strong></td>
<td><strong>183</strong></td>
<td><strong>321</strong></td>
</tr>
</tbody>
</table>

Table I shows, so far as it is possible to rely on these figures as representing the trend of the high school movement, that about one-half of the schools, which laid claim to the title of high school in 1860, were to be found in Massachusetts, New York, and Ohio.

In another study made by Dexter, he gives 108 high schools as being established during the decade, 1850-1859, and 177 in the following decade. According to his figures there were 349 high schools in the United States in 1870.

Following this date they were established more rapidly:
1870-1879, 479 high schools; 1880-1889, 829 high schools;
1890-1899, 1,320 high schools. The period of rapid growth
began about 1875, but the maximum rate of increase was not
reached until after 1900.

During the period from 1890 to 1924, the population of
the United States increased 69 per cent, but during the same
period the high school attendance increased 984 per cent.
Table II\(^1\) shows some essential facts.

### TABLE II

**GROWTH OF SECONDARY SCHOOL ATTENDANCE IN**

**THE UNITED STATES SINCE 1890.**\(^1\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
<th>High School Attendance</th>
<th>Per cent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>62,622,250</td>
<td>202,963</td>
<td>0.32</td>
</tr>
<tr>
<td>1900</td>
<td>75,997,687</td>
<td>519,251</td>
<td>0.68</td>
</tr>
<tr>
<td>1910</td>
<td>91,922,266</td>
<td>915,081</td>
<td>1.00</td>
</tr>
<tr>
<td>1920</td>
<td>105,716,930</td>
<td>1,887,155</td>
<td>1.78</td>
</tr>
<tr>
<td>1924</td>
<td>112,076,811</td>
<td>2,538,361</td>
<td>2.26</td>
</tr>
</tbody>
</table>

In 1890 only 0.32 per cent of the total population at­
tended a high school, but by 1920 the number of pupils in

---

\(^1\) Phillips, Frank M. - "Statistics of State School Sys­
attendance had increased to 1.76 per cent of the population and by 1924 the increase equalled 2.26 per cent of the population.

Frank M. Phillips made a study of the high school enrollment problem. He gives some significant results of this study in Table III.20

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>1,561,556</td>
</tr>
<tr>
<td>1916</td>
<td>1,710,072</td>
</tr>
<tr>
<td>1918</td>
<td>1,933,821</td>
</tr>
<tr>
<td>1920</td>
<td>2,189,389</td>
</tr>
<tr>
<td>1922</td>
<td>2,873,009</td>
</tr>
<tr>
<td>1924</td>
<td>3,389,878</td>
</tr>
<tr>
<td>1925</td>
<td>3,650,903</td>
</tr>
<tr>
<td>1926</td>
<td>4,000,000</td>
</tr>
<tr>
<td>1927</td>
<td>4,300,000</td>
</tr>
</tbody>
</table>

In a review Phillips comments on the situation: "The public high school enrollment does not as yet (1927) show any signs of slowing up in the rapid increase it has been

making for the past years. The increase in high school enrollment in 1925 over 1924 was 261,025, and this was greater than the average annual increase from 1922 to 1924, and more than 52,000 greater than the annual increase for the past ten years. 21

In spite of much opposition and lack of financial support, the first public high schools, not only survived, but also developed into the most unique of institutions, the comprehensive high school, the outstanding type of secondary school of the fourth period. The so-called fourth period (1910-1929) will be designated as the "Comprehensive High School Period." The Report of the Committee of Ten, in 1893, really marked the beginning of this last period; nevertheless it is customary to take 1910 as the date for the beginning of this fourth period because changes in educational practice were relatively slight until 1910.

The phenomenal growth in high school attendance described in the preceding pages was due largely to parallel changes in the social and economic aspects of national life. The Federal Government interested in the conservation not alone of natural resources but of human resources encouraged legal enactments relating to child labor, compulsory attendance, etc. The challenge to know more, to do more, and to be more was felt on every hand. Hence there was a demand for education.

Mr. Milo Stuart, principal of the Arsenal Technical Schools, Indianapolis, writes:

"The public school had no choice but to meet the interests, the abilities, and the economic necessities of its every individual student, be he dull, normal, or brilliant, and irrespective of his social position, wealth, creed, or race. The old cry of 'Kick him out' as a solution for the problem of the troublesome boy has been silenced by "Keep him in." This must be the verdict for the sufficiently normal if future society is to be spared an unduly institutionalized population."22

The purpose of this chapter has been to give a brief resume of the four distinct periods of development through which the American high school passed. The first period was characterized by the Latin grammar school, the second by the academy, the third by the first public high school, and the fourth by the comprehensive high school. During this time the idea of secondary education underwent pronounced changes.

CHAPTER III

SOME OUTSTANDING LEGAL DECISIONS AND REPORTS WHICH ARE REFLECTIONS OF THE TIMES

The purpose of this chapter is to mention a few important secondary education legal decisions, to review some of the outstanding speeches made before the N.E.A. regarding secondary education, to consider the status of secondary education in Indiana as a state responsibility, and to name actions taken in regard to secondary education by city school board of Indianapolis.

The early high schools were community enterprises, but in many instances they were supported entirely by means of general property tax. Frequently tuition was charged. In some cases funds were raised by popular subscription. A few high schools inherited endowments. However the trend during the second quarter of the 19th century was clearly in the direction of free, tax-supported high schools.¹

As we look back over a century or more embracing the history of the high school, the progress appears to have been so rapid that it is easy to lose sight of the many important battles that had to be fought along the line of march.\(^2\)

The question as to the authority of local boards to establish high schools without express statutory provision for such schools was finally decided in the affirmative by the supreme court of Michigan in the case of Charles E. Stuart et al. vs. School District No. 1 of the Village of Kalamazoo community, known as the Kalamazoo High School Case. Elmer E. Brown says,

"Inasmuch as the case established the precedent for similar cases in other states, while setting the question at rest for the state of Michigan, it is of great importance in the annals of our secondary education. The opinion of the court was prepared by the eminent jurist, Thomas M. Cooley. The right of a school board to employ a superintendent of schools was involved, in the case, and this also was affirmed by the court. The decision in this case illustrates admirably the strong tendency toward a complete system of schools, largely supported by taxation, and under public control."\(^3\)

The decision in the Kalamazoo Case appears to have established the legal right of a school district to levy a general property tax for the establishment and support of a high school. However the legal right to levy such a tax does not make the

establishment of a high school mandatory. Neither did it prohibit a tuition charge. Hence many communities did not provide a free tax-supported high school until much later. Progress toward the universalization of educational opportunities on a secondary level was slow until about 1900.4

One of the most notable decisions following the finding of the Michigan court was that of the supreme court of Illinois in the case of H. W. Powell et al vs. the Board of Education which virtually established the position of the high school in the public school system of that state.5

One of the first state systems of secondary education to be organized after the Civil War was that of Indiana. This, however, was an "accrediting" arrangement, the administration of which was turned over to state authorities. In July, 1873 the board of trustees of Indiana University adopted a resolution to the effect that a certificate from "certain high schools" should entitle the bearer to admission to the freshman class of that institution. In August of the same year the state board of education adopted plans under which high schools which were worthy of such recognition should be commissioned. These schools rest in statutory provision authorizing local school authorities to provide for the teaching, not only of elementary

branches, but also of "such other branches of learning as the advancement of pupils may require". The interest in secondary education that has grown up under this system has extended to all sections of the state. Indiana has a compulsory attendance law. It stipulates that "unless otherwise provided every child between the ages of seven and sixteen years shall attend a public school etc., etc."  

The Constitution of the United States does not mention education, and the Tenth Amendment ratified in 1791 provides that powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people. The Federal government, however, exercises an indirect control over certain phases of secondary education by granting subsidies when certain conditions are met. The Smith-Lever Act of May 8, 1914 provided Federal aid to the states for the diffusion among the people of useful and practical information on subjects relating to agriculture and home economics. In January 1914 Congress passed an act authorizing the President to appoint a commission of nine members "to consider the subject of national aid for vocational education." The Smith-Hughes Act of 1917 was based on the recommendation of this commission. Recently there has

been much agitation for a constitutional amendment that would permit more child labor legislation. 8

Moreover the reports before the N.E.A. have been representative of the trends in secondary education. Two of these reports will be mentioned. The work of the Committee of Ten in 1893 centered largely around the question, "What topics, or parts, of the several subjects may reasonably be covered during the four years of the high school?" The members of this committee approached the task from the point of view of the subject matter specialist. They stated that they would have the high school planned "for that small proportion of all the children in the country who show themselves able to profit by an education prolonged to the eighteenth year etc." 9 This position is in sharp contrast to that expressed by the Committee on the Reorganization of Secondary Education in 1918. This last named committee advocated "such reorganization that secondary education may be defined as applying to all pupils of approximately twelve to eighteen years of age." 10 Other statements indicate that the members of this commission were thinking in terms of "all the children of all the people". These facts indicate that in

8. Monroe and Webster, op. cit. p. 46.
1918 this group of leading thinkers about secondary education had rejected the concept of the purpose of the high school held by the Committee of Ten in 1893. This principle which represented a revolutionary change in thinking about secondary education has been accepted at least in theory by many communities.

The legal decisions in regard to secondary education influenced the actions of the Indianapolis school board as is shown in the case of the Indianapolis High School, now known as Shortridge High School. In 1853 the school board established a public high school, but the board disbanded it in 1858 because a majority of the people did not see the need for secondary education. In 1863 the trend of opinion in regard to the need for public, tax-supported high schools changed and a second attempt was made. The following are a few of the important actions of the city school boards:

1. In 1872 purchase of land at corner of Pennsylvania and North Streets for Shortridge High School.

2. In 1891 purchase of land at Merrill Street and Madison Avenue for Industrial Training School.

3. In 1912 establishment of Arsenal Technical High School.

4. In 1933 purchase of land at Thirty-fourth and Meridian Streets.


Moreover the State Compulsory Education Law of 1921, requiring all children to attend school until sixteen years of age, increased the enrollment and changed the general morale of Indianapolis high schools. The social service department first known as the truancy department became a necessary part of the high schools. This department was in existence as early as 1897 and worked principally with the elementary school, but after 1921 the work of the social service department was extended to the high schools. At present the city board provides for seventeen nurses and sixteen visitors. Children, whose parents cannot provide for their educational needs, are assisted by this department. The school board has authorized the social service department to supply these children with books, school lunches, car fare, and, in some worthy cases, scholarships. These are only a very few of the actions of the Indianapolis school board which reflect the trend of the times.
Chapter II of this dissertation discusses the development of secondary education in the United States. Four distinct periods are emphasized. The first of these, extending from 1635 to the close of the American Revolutionary War, was characterized by the Latin grammar school. The second, from the beginning of the nation to the Civil War, was dominated by the academy.

Since it is the purpose of this study to trace the development of secondary education in Indianapolis and to show the relation between secondary education in Indianapolis and the national secondary education movements, it is essential to note that nothing was inaugurated or accomplished in Indianapolis during this first period. This was due, of course, to the historical development of this particular section of the country. "Little was known about Indiana
until 1702 when a party of French Canadians descended the Wabash River and established several posts on this river. It was not until 1816 that Indiana was admitted as a sovereign member of the United States. The first attempts to establish secondary schools in Indianapolis were made during the second period. Two noteworthy movements belong to this second period, namely the founding of the first public high school known as the Indianapolis High School and the establishment of the St. John's Academy.

A. Indianapolis High School

1. Historical Sketch to 1860.

The first public high school in the city of Indianapolis which was designated as the Indianapolis High School was opened in 1853 with Mr. E. P. Cole as principal. In 1855 he was succeeded by Mr. George B. Stone, under whose administration the school was very successful; but unfortunately a decision of Judge Perkins, adverse to the maintenance of a high school, closed its doors in 1858. This decision was the expression of the generally narrow attitude concerning public secondary education at that time. For the rest of this

period and even until 1864, Indianapolis had no public high school.

In regard to free tax-supported high schools, Indianapolis reflected the general sentiment of the nation. "Many citizens maintained that a community was under no obligation to provide free secondary education. They insisted that since education beyond the rudiments was professional or pre-professional in purpose, those who desired to have their children continue their schooling beyond the elementary school should pay for the privilege."

Mr. E. P. Cubberly summarized the general sentiment of the people as follows:

"Men would discuss the high salaries paid to the accomplished teachers which secondary schools demanded, and they would ask, 'To what purpose this waste?' Demagogues, keen-scented as wolves, would sniff the prey and ask, 'What do we want with a high school to teach rich men's children? It is a shame to tax a poor man to pay $1,800 to teach the children to make X's and pot hooks and to gabble 'parlez-vous'."

Even though the Indianapolis High School was in operation from 1853 to 1858 only, the following course of study was formulated by the original faculty:

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### TABLE IV

#### COURSE OF STUDY - INDIANAPOLIS HIGH SCHOOL

1858

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>9B</td>
<td>9A</td>
<td>10B</td>
<td>10A</td>
</tr>
<tr>
<td>Latin I</td>
<td>Latin II</td>
<td>Caesar I</td>
<td>Caesar II</td>
</tr>
<tr>
<td>German I</td>
<td>German II</td>
<td>German III</td>
<td>German IV</td>
</tr>
<tr>
<td>Greek I</td>
<td>Greek II</td>
<td>French I</td>
<td>French II</td>
</tr>
<tr>
<td>Stenog. I</td>
<td>Stenog. II</td>
<td>Bkkg. I</td>
<td>Bkkg. II</td>
</tr>
</tbody>
</table>

2. Course of Study - Indianapolis High School.

It is instructive to observe just what the pupils in this school studied. The course of study in the Indianapolis High

5. Courses of Study for the Indianapolis High School - Reference files of Shortridge High School Library, Indianapolis, Ind., 1858.
School (Table IV) provided in English for five lessons a week for four years. In addition, all seniors were required to register for senior themes. This class met three times every week. The English work was prescribed. The course in Latin extended through four years and covered the maximum requirements for college entrance. A two-year course in French and a two and one-half year course in Greek were offered. A two-year course in physics was scheduled; and one year of this science was the minimum requirement for graduation. The chemistry, biology, and elementary science were recommended highly but not absolutely required. This freedom in choice of subject matter, even though on a very small scale, represents the first step in the development of the elective system, followed so extensively in secondary schools of today.

The history department offered a three and one-half year course, covering the fields of Ancient, Medieval, Modern, European, English, and American History. Civil government, a course dealing with the political ideals, development, and organization of the national governmental machinery, was another required subject. Freshmen were urged to elect this subject during the freshman year. The first public high school of Indianapolis showed an interest in art and music. When drawing was considered a fad in many places, this particular subject was given a definite place in the course of
study and credits were granted the same as for other elective subjects. The music work was limited to classes in chorus study.

The growing demand for the subjects, which afforded a direct preparation for business life, so far as such knowledge may be acquired theoretically, was met by courses in stenography, bookkeeping, and commercial law.

A study of the "Course of Study – Indianapolis High School" justified at least three conclusions: The influence of the old classical curriculum of earlier times was seen with preparation for college a vital objective; in order to accomplish this purpose the prescribed subjects numbered many more than the electives; as a last point, the attempt, at this early date, to introduce the commercial subjects showed an effort to make the high school serve pupils who would not enter institutions of higher learning, colleges, and universities.

3. Results

The Indianapolis High School now known as Shortridge High School, represented the first attempt to establish a free tax-supported high school in Indianapolis; (2) the failure of this undertaking in 1858 showed that the public was not willing to finance such schools; (3) the curriculum
showed the influence of old classical ideals; (4) the high school was college preparatory primarily, but the introduction of commercial subjects and the inauguration of the elective system showed a broadening of the function of the high school.

B. The St. John's Academy.6

1. Historical Sketch

The St. John's Academy was the first academy in Indianapolis. The Sisters of Providence opened school in a building at Georgia Street and Capitol Avenue in 1859. Seven branches grew from this academy, namely St. Agnes, St. Joseph, Holy Cross, St. Patrick, St. Antony, St. Philip Neri, and St. Catherine. From the beginning the academy gained a wide reputation, and it averaged an attendance of three hundred and fifty students.

The school was opened Monday, September 5, 1859, five days after the arrival of the first group of sisters. The sisters performed herculean labors in order to prepare the school rooms for occupancy, but the classes opened on time. The first school building, the one at Georgia Street and Capitol Avenue, continued in use until 1872 at which time

the present academy on West Maryland Street was opened.

With the early days were linked dark memories. Before the close of the second year, the turbulent period of the Civil War was at hand. At first thought it would seem that the school had an ill-timed foundation; its site so near the railway station might appear unfavorable.

About the middle of April 1861, Indianapolis was made the headquarters for eight thousand volunteers who responded to Governor Morton's call. The state of excitement can be imagined better than described. The sisters, in addition to teaching their pupils, took charge of many soldiers.

Part of the academy was used as a hospital, the rest as a school. In spite of many hardships and much hard work, the sisters not only cared for the wounded soldiers but also kept school every day. They never considered the opening ill-timed.

After the war, the school continued in a crowded condition until the present building on West Maryland Street was completed in 1872. This building accommodated seventy-five resident pupils and a day school of three hundred. The school was supported by private funds and was denominational in character, Roman Catholic.

2. Course of Study - St. John's Academy.
The course of study for this first academy contained two principal divisions:

a. **College Preparatory Course.**

- Required English ----------- 3 units
- Latin ---------------------- 4 units
- Modern Languages --------- 2 units
- Ancient History ----------- 1 unit
- Science ------------------- 1 unit
- Christian Doctrine -------- 2½ units
- Electives ----------------- 2½ units

b. **General Course.**

- English --------------------- 4 units
- Mathematics ---------------- 2 units
- History --------------------- 2 units
- Science --------------------- 1 unit
- Foreign Language ---------- 2 units
- Christian Doctrine ------- 3 units
- Electives ------------------ 2 units

It is interesting to note just what the pupils studied in this first academy of Indianapolis. Sixteen units were required for graduation, each unit consisting of a course carried through a year for four or five forty-minute
periods weekly. Naturally the college preparatory course was scheduled, but this course was simply one course among two or three others. The college preparatory objective did not control the academy as it had the grammar schools. Additional courses in commercial studies, art, music and fancy work (sewing) were listed. One of the purposes of the academy was to offer subjects of a distinct use in industrial and business life. Consequently courses in stenography, penmanship and spelling, and the fundamentals of bookkeeping were introduced. It is a well-known fact that religious training was not overlooked in the academies. Therefore the pupils were required to attend religious services in the church every morning. After this service the pupils returned to the class rooms and received definite instruction in christian doctrine. Training in the skillful use of the hands was not forgotten. So courses in sewing, art, and music were popular. Each pupil was provided with a piece of linen cloth, called a sampler, and on this piece of cloth he spent many a weary hour practicing various stitches. The music classes were well taught; systematic training involving the piano, voice, violin, and harp were prominent. The art studio was attractively equipped, and classes in drawing, design, water color, oil and china painting were taught. Only the wealthiest could profit by this work for the tuition fee was
high. These above trends were the most important of the early academy.

3. Results

After a study of the early activities followed in the St. John's Academy, the following characteristics are most pronounced: (1) The St. John's Academy represented the first successful attempt to establish secondary schools in Indianapolis; (2) the academy helped to blaze the trail for practical secondary education for all children, regardless of life objective; (3) the school aimed to meet the needs and desires of the people; (4) the college preparatory function, even though prominent, was not dominant.

Summary - The purpose of this chapter was to show:

1. That the city of Indianapolis showed an interest in secondary education as early as 1853.

2. That the first efforts to found a free public high school failed.

3. That the curriculum showed the influence of the old classical ideal but, in addition, there was an earnest effort made to serve all of the children instead of a chosen few.

4. That the Indianapolis High School and the St. John's Academy were the first secondary schools in Indianapolis.
5. That nothing was accomplished during the first period, (1635-1776).

6. That the first secondary schools were established during the second period. 10
CHAPTER V

SECONDARY EDUCATION IN INDIANAPOLIS IN THE
THIRD PERIOD, 1860 - 1910.

Chapter IV deals with the status of secondary education in Indianapolis to the end of the second period, 1835-1860. Two bold ventures belonged to the first two periods, namely the establishment and subsequent failure of the first public high school and the establishment and following development of the St. John's Academy. This chapter will consider the condition of secondary education in Indianapolis during the third period, 1860-1910.

A. Shortridge High School


Indianapolis had no high school for six years, between 1858 and 1864, because the people would not continue to provide funds for the Indianapolis High School, the first

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High school of the city for which public support had been asked. In 1863 a new superintendent of the city schools was chosen. Abraham C. Shortridge was the new leader, and he soon changed the trend of opinion. In a year he had effectively reorganized the institution which was again designated as the Indianapolis High School. The old First Ward Building, located where the Nancy Hart Candy Store now stands, housed the new school for a time with Mr. William A. Bell as principal. From that time to the present, 1864-1929, a continuous organization has been maintained, despite frequent changes of location. From 1867 to 1872 the classes of the reorganized high school were conducted in the old Second Presbyterian Church on the corner of the Circle and Market Street. In addition the second floor of what is now Public School No. 8 was used. Students from the south side of Indianapolis formed the student body. This grew in enrollment until it was finally designated as High School No. 2. A permanent site was secured in 1872 by the purchase of land at the corner of Pennsylvania and Michigan Streets, upon which ground stood the building formerly occupied by the Baptist Female Seminary.

It was in these formative years while the school was still in temporary quarters that the great teaching staff was assembled. Dr. David Starr Jordan taught for a short
time, and Dr. Alembert Brayton came from the University of Chicago to be Dr. Jordan's successor. Miss Charity Dye, Miss Roda Selleck, and Mr. George Hufford came to the Indianapolis High School and helped to make the institution famous. Later, in the new buildings, the "Four Immortals," Miss Laura Donnan, Mr. Eugene Mueller, Mrs. Angeline P. Carey, and Miss Amelia Platter, were instructors until retired in June, 1928.

The high school classes were taught in the Baptist Female Seminary Building until April, 1884, when the old building which had been declared unsafe was torn down, and in its stead a new one was erected on the same site. During the time that the building was being constructed, the classes were taught in the basements of the Roberts Park and Meridian Street Methodist Churches. The new two story, twenty-four room structure which later became known as the "Old Building" was completed in March, 1885, but the steady increase in attendance, together with the expansion necessitated by demand for better facilities for the teaching of certain subjects, made more room imperative. As a consequence, in 1897 new quarters were provided for the chemical laboratory by enlarging and equipping for that purpose a small house standing on an adjoining lot to the north of the school building. This afforded temporary relief for the overcrowded condition of the high school and

removed to a desirable distance, the disagreeable odors, which were the necessary accompaniment of a chemical laboratory. At this time, 1897, the name, Indianapolis High School, was changed to Shortridge High School in honor of Mr. A. C. Shortridge who re-organized the high school in 1864 and ably superintended the city schools from 1863 to 1874. Thus were recognized and rewarded the foresight and enterprise of this progressive thinker and advocate of secondary education.

It was in the summer of 1901 that a two-story addition of eight rooms, later designated as the "Annex", was built upon the land at the east of the main building. In this new building provision was made for the art department by fitting up two rooms for the art classes. These rooms, artistically finished and equipped with excellent models, were real studios.

The school continued to grow at a most unexpected rate, and another effort was made in 1904 to relieve the overcrowded condition. The frame building near North Street was wrecked, and there was erected a three story thirty-six room edifice which was expected to relieve the over-taxed capacity of the school for all time. Within twenty years, however, the halls were again congested, and the top floor of Benjamin Harrison School, one block north, was utilized for the in-

coming freshmen classes. For the next twenty-five years Shortridge High School consisted of the "Old Building", the "Annex", and the "New Building", which were located on North Pennsylvania Street between Michigan and North Streets. This completes the historical account of this particular high school for the third period, 1860-1910.

2. Course of Study - Shortridge High School.

From its inception the Shortridge High School reflected the national attitude toward secondary education. In the first high schools of the nation, the college preparatory aim was a vital objective; consequently it was most natural that the Shortridge High School Course of Study showed the same trend. In Indianapolis, as well as elsewhere, there was a tacit underlying assumption that the courses which constituted the best preparation for college formed the most adequate foundation for successful practical life. Tables V and VI list the courses which students with college aspirations should follow:

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### TABLE V

**COURSE OF STUDY - SHORTRIDGE HIGH SCHOOL**

**1900**

**COLLEGE PREPARATORY - SCIENTIFIC COURSE**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I-II</td>
<td>English III-IV</td>
<td>English V-VI</td>
<td>English VII-VIII</td>
</tr>
<tr>
<td>Math. I-II</td>
<td>Math. III-IV</td>
<td>History III-IV</td>
<td>History V-VI</td>
</tr>
<tr>
<td>Latin I-II</td>
<td>Caesar I-II</td>
<td>Math. V</td>
<td>Math. VI</td>
</tr>
<tr>
<td>Physiol. I-II</td>
<td>Drawing I-II</td>
<td>Drawing III-IV</td>
<td>Physics</td>
</tr>
<tr>
<td>History I-II</td>
<td>Botany I-II</td>
<td>Physiology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Harmony I-II</td>
<td>Zoology I-II</td>
<td>Chemistry I-II</td>
<td>Adv. Grammar</td>
</tr>
<tr>
<td>Music I-II</td>
<td>Harmony III-IV</td>
<td>Physics I-II</td>
<td>Electives</td>
</tr>
</tbody>
</table>

### TABLE VI

**COURSE OF STUDY - SHORTRIDGE HIGH SCHOOL**

**COLLEGE PREPARATORY - CLASSICAL COURSE**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I-II</td>
<td>English III-IV</td>
<td>English V-VI</td>
<td>English VII-VIII</td>
</tr>
<tr>
<td>Latin I-II</td>
<td>Caesar I-II</td>
<td>History I-II</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>French I-II</td>
<td>French III-IV</td>
<td>French V-VI</td>
<td>History V-VI</td>
</tr>
<tr>
<td>Physiol.</td>
<td>Botany I-II</td>
<td>Chemistry I-II</td>
<td>Chemistry III-IV</td>
</tr>
<tr>
<td>Music</td>
<td>Zoology I-II</td>
<td>Physics I-II</td>
<td>Physics III-IV</td>
</tr>
</tbody>
</table>

The following quotation from "The Circular of Information" showed the importance of the college preparatory function in the first public high school of Indianapolis:

"It is urged that all pupils preparing for college should, at the outset, choose the particular college and meet the requirements of that institution. Colleges require fifteen or more units for entrance. A unit is a full year, or two of our credits, hence college preparation requires thirty or thirty-two of our credits. The following courses carried successfully will usually admit the student to any college: four years of English, one year of history, two and one-half to three years of mathematics, four years of Latin or a modern language, with three years of a second language, and one year of science or, as an equivalent, one year of a third language selected from Latin, French, Spanish, or Greek. The certificate privilege for college entrance was extended to Shortridge High School by many of the leading colleges and universities of the country."

The college preparatory aim took precedence over all other objectives. The required courses were so many that the student had virtually no choice; elective courses were not for the high school student of the third period (1860-1910).

As time advanced the desire to serve the boys and girls who had college aspirations was tempered by another purpose. The great numbers of students who did not want to prepare for college must be given every opportunity and stimulus to reach

the highest possible attainment. About 1888 commercial subjects were introduced. The following quotation from Lyon6 shows the popularity and need for business subjects:

"Commercial subjects were taught in early colonial times, but it was not until after 1900 that they became prominent in the high school curricula. From 1893-1915 the number of commercial subjects increased 1,700 percent."

Indianapolis tried to keep step with this national trend; consequently the following course as shown in Table VII was necessary:

Note - Indianapolis made an effort to introduce the commercial subjects as early as 1856 - See "Course of Study - Indianapolis High School". The undertaking was a failure. See Chapter IV of this study.

### TABLE VII

**COURSE OF STUDY - SHORTRIDGE HIGH SCHOOL**

**1900**

**BUSINESS COURSE**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I-II</td>
<td>English III-IV</td>
<td>English V-VI</td>
<td>Chemistry I-II</td>
</tr>
<tr>
<td>History I-II</td>
<td>Stenog. I-II</td>
<td>Stenog. III-IV</td>
<td>Bkkg. III-IV</td>
</tr>
<tr>
<td>Music</td>
<td>Type I-II</td>
<td>Type III-IV</td>
<td>History V-VI</td>
</tr>
<tr>
<td>Phys. Training</td>
<td>Stenog. I-II</td>
<td>Civics I-II</td>
<td>Com'l. Law I</td>
</tr>
<tr>
<td></td>
<td>Type I-II</td>
<td>Com'l. Geog.</td>
<td>Com'l. Law II</td>
</tr>
<tr>
<td></td>
<td>Physiol. I-II</td>
<td>Adv. Grammar</td>
<td>Type I-II</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Office Training</td>
<td>Spanish III-IV</td>
<td></td>
</tr>
<tr>
<td>Phys. Training</td>
<td>Spanish I-II</td>
<td>Bus. Organiz.</td>
<td></td>
</tr>
</tbody>
</table>

After the introduction of business courses, pupils who planned to enter business life were given an excellent opportunity to prepare themselves for their chosen line of work. Since it was an accepted fact that commercial students needed a general education as well as special training, it was the purpose of the business course to emphasize both of these needs; consequently the course was so organized that the first two years were given almost completely to the study of academic subjects, and the last two years were given to the

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8. See footnote, p. 45.
study of commercial courses. Table VII gives the suggested plan and sequence for this particular type of work. Pupils who wished to prepare for general office work were advised to study bookkeeping, penmanship and spelling, commercial arithmetic, business organization, and commercial law. Those who wanted to prepare for secretaryships were required to study stenography, stenotypy, typewriting, office training, penmanship and spelling, advanced grammar, commercial English, commercial geography, history, civics, and commercial law.

3. Results

During the third period (1860–1910), Indianapolis made progress in the field of secondary education. The reorganization and the subsequent successful development of Shortridge High School were assured. Since it was the first free tax-supported high school in Indianapolis, the success of this undertaking demonstrated that the people at large were beginning to appreciate the value of secondary schools. The college preparatory aim was always foremost, but about 1888 an interest in students other than future college matriculants was beginning to assert itself in the provision for commercial students. Nevertheless, the emphasis on the academic phase of secondary education remained one of the funda-
mental characteristics of early secondary education in Indianapolis. There was practically no provision for the development of such qualities as initiative or relative values because the courses were prescribed and the electives were few indeed.

During this third period (1860-1910), a second high school, namely the Industrial Training High School was founded. In order to appreciate the need for this high school, the importance of manual training as a new form of education must be realized.

About 1876 a manual training exhibit, sponsored by the Russian government, was held at the Philadelphia Centennial Exposition. Educators from some parts of the United States and other countries attended this demonstration and questioned manual training as a valuable form of educational activity. Soon afterwards, in 1880, the St. Louis Manual Training High School was founded, thus giving expression to this new form of education. This interest in manual training was one of the many steps in the process of differentiation which began in the secondary schools. Since life itself had become more specialized, and new professions and industries were fostered and supported, wider preparation, with more attention to individual needs, must be available. Naturally the schools were called upon to meet
this responsibility; consequently the secondary schools were compelled to offer, in place of the former uniform curriculum, several parallel curricula. The change from a general and inclusive type of life to one that was specialized and exclusive and the growth of city populations were responsible for the introduction of manual training into the schools. 9

Then again the associated psychologists, who proved that correlation of manual training and other subjects not only related and classified knowledge but also supplied added interest and insight for other branches of the curriculum, were responsible for a certain amount of interest in manual training. Maris M. Proffit said, "There is a growing conviction that manual training can make decided and direct contribution to the school program and constitute the best agency for realizing some phases of the generally accepted aims of secondary education". 10

B. Industrial Training High School

1. Historical Sketch to 1910.

As an outgrowth of this new interest in manual training and the increased school population at the Indianapolis High School, the Indianapolis Board of School Commissioners decided that a new high school, the essential features of which should be courses in manual training, should be built. In 1890 an experiment dealing with the introduction of classes in woodworking was tried in the Indianapolis High School. The success of these classes led teachers and school officials to understand better the need for more adequate courses in manual training; consequently the citizens who endorsed the new high school movement united in asking the General Assembly of the State to permit the Indianapolis School Board to levy a tax for the maintenance of an industrial secondary school. In 1891 Otto Stechen succeeded in getting a bill through the legislature; hence the establishment of the new high school was assured.\textsuperscript{11}

Immediately after the passage of the bill which favored the erection of the proposed high school, the Board of School Commissioners bought the tract bounded by Merrill Street and Madison Avenue and awarded the contract for the building of the new school. The building was completed and ready for occupancy in February, 1895. Five hundred and twenty-six

\textsuperscript{11} Hyman and Gottman, "Centennial History of Indiana", Hollenbeck Press, Indianapolis, Indiana, 1915, p. 50.
students, including two hundred and seventy-eight boys and two hundred and forty-eight girls, composed the first student body. Twenty-two teachers were employed to care for the large student body. Students from old high school No. 2 (See Historical Development of Indianapolis High School) were transferred to the new high school.

Dedicatory exercises were held in May, 1895. Among the speakers for this important occasion were such men as: Mr. David M. Gauss, Superintendent of the Schools; Mr. John P. Frenzel, President of the Board of School Commissioners; Dr. L. C. Wandenhall and Mr. Otto Stechen, prominent citizens who were vitally interested in secondary education. The school was known first as the Industrial Training School, later as the Manual Training High School, and finally as the Emmerich Manual Training High School, so called in memory of Mr. Charles E. Emmerich, who was the first principal of the school and who put his best efforts and entire thought into molding the school into an institution of learning that would compare favorably with the best schools of the United States.

The second high school of Indianapolis was a success from its first organization, due no doubt to the hard work

and earnest efforts of both students and teachers. Mr. George E. Fellows of the University of Chicago said, after visiting the school in 1896, "My own impression is that here in the Industrial Training School is established the proper relation between an industrial and secondary school. A visitor is apt to speak most about the things that he can see, of laboratories, of machines and equipment, but he should not overlook the fact that this school has a corps of strong teachers in history, mathematics, language, and literature, who conduct a complete high school course. Manual training is here not a fad, but it is here so combined with other training as to put into practice the best educational theories of the present day."

Perhaps it is worth noting that Mr. Emmerich was never satisfied with the name, Industrial Training School, because he believed that it classified the school as one in which training for the trades was the chief objective. Some thought of the school as a penal institution. As a consequence, he was instrumental in having it changed to Manual Training High School. He interpreted M. T. H. S. as follows: M stands for manliness, T for truth, H for honor, and S for sincerity. Only five years were required to make the school

an actual progressive organization. The enriched curricu-

lum, including manual training courses was in operation,

and organizations, developing from the literary artistic,

musical and athletic interests of the pupils, were func-

tioning. The students, faculty, citizens, and Mr. Emmer-

ich, all working together, gave the school a firm founda-

tion from which developed the E.M.T.H.S. of the fourth

period, 1910-1929.

The program of studies for Industrial Training School

was unique. For the first time in Indianapolis industrial

arts, including woodworking and domestic science, were in-

cluded in the first schedule. Table VIII which follows

gives the subjects studied in 1895-1896.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

**TABLE VIII**

**INDUSTRIAL TRAINING SCHOOL**

**PROGRAM OF STUDIES**

**SEPT. 1895 - FEB. 1896.**

The course of study for the Manual Training High School showed at least three interesting trends.

First, technical and industrial education of various types, with emphasis on the vocational subjects, were included for the first time in Indianapolis in a program of studies. Manual Training High School was the very first high school in Indianapolis and among the first in the United States to introduce the manual training subjects. The following subjects were included under the head of Manual Training: Woodworking, forging, foundry, machine fitting, freehand drawing, mechanical drawing, cooking, and sewing. In close connection with this trend was the importance placed upon business courses; pupils who did not expect to enter college, but who wished to secure business employment immediately upon graduation were advised to center upon the stenographic-clerical, bookkeeping-clerical, or general salesmanship work. All credits earned in the commercial department counted toward graduation.

Second, the college preparatory function was not eliminated, but it was not so dominant as in the Shortridge course. Pupils who planned to enter college were urged to choose the college which they would later attend, learn the requirements of the institution, and pursue the studies
required for admission. The old studies inherited from previous periods were still retained, but they yielded in prestige to science, history, and physical studies. The study of the present was in the foreground; the study of the past was primarily for scholarship or perspective.

Third, the elective field was greater as is demonstrated by the decrease in required subjects. (See Table VIII). All pupils were required to carry at least four units of work, two of which were required, namely, English and Mathematics. Three years of English with one year of senior themes, two years of mathematics, and one year of science were required for graduation; all other subjects were elective.

3. Results

During the third period, 1860-1910, Indianapolis made progress in the field of secondary education by the establishment of a second high school, Manual Training High School, and the introduction of manual training as a recognized and vital part of the course of studies. The high school was becoming more democratic as demonstrated by the provisions made for students other than prospective college matriculants.
CHAPTER VI

SECONDARY EDUCATION IN INDIANAPOLIS

DURING THE FOURTH PERIOD, 1910-1929.

Chapter II of this dissertation classifies the fourth period in the development of secondary education in the United States as the "Comprehensive High School Period, 1910-1929. It is pointed out that the beginning of the fourth period could be traced to the Report of the Committee of Ten in 1893, but that changes in educational practice were relatively slight until 1910. The interval from 1910 to 1929 will be designated, therefore, as the "Comprehensive High School Period."

Before discussing the secondary education situation in Indianapolis for this particular era, it will be illuminating to note the general national trend of secondary education. On July 6, 1910, the Department of Secondary Education of the National Education Association adopted a resolution recommending a liberalizing of college entrance requirements. This led to the appointment of the Com-
mittee of Nine on the Articulation of High School and College which reported at the meetings in July 1913.¹ From this committee sprang the Commission on Reorganization of Secondary Education which defined the relation of secondary education to other divisions of the educational system. The commission explicitly advocated that "the secondary school should admit all pupils who would derive greater benefit from the secondary school than from the elementary school" and that "secondary education may be defined as applying to all pupils of approximately twelve to eighteen years of age".² Other statements indicate that the commission was thinking in terms of "all the children of all the people".³ These statements certainly indicate that the leaders in the field of secondary education would have the high school program planned for all pupils of secondary school age. The trend since 1918 has been toward a more pronounced acceptance of these principles. Rapidly changing social conditions have altered the scope of work of all institutions of society to such an extent that the secondary school stands in a new but very significant relation to the community which it serves. Consequently, in

² Ibid., p. 17.
³ Ibid., p. 19.
this new era, 1910-1929, secondary administration is charged with the responsibility of organizing the program of courses within the high school so that each student who comes to high school may find the curriculum which best serves his own peculiar need. 4

Chapters IV and V show the influence of the national secondary movements upon the secondary education situation in Indianapolis during the first three periods. The purpose of Chapter VI is to follow the development of secondary education in Indianapolis from 1910 to 1929. The final steps in the development of Shortridge High School and Manual Training High School will be noted and the study of Arsenal Technical Schools, a typical comprehensive high school of Indianapolis, will be made.

A. Shortridge High School.

1. Historical Sketch to 1929.

After 1910 Shortridge High School enrollment increased so rapidly that the 2,000 mark was passed. The maximum number of students that could be accommodated was many less than 2,000; so earnest efforts were inaugurated to take care of the excessive numbers. The

daily schedule was lengthened and classes were taught in every possible available space. In 1923 the board of school commissioners knew that immediate steps must be taken in order to alleviate the over-crowding; therefore a high school building program, including a new Shortridge, was adopted. Land at the corner of Meridian and Thirty-fourth Streets was purchased and architect’s plans were approved. After much hard work and co-operation from all concerned, the new Shortridge was completed in November 1928. After the Thanksgiving vacation, pupils and teachers were at work in the new Shortridge at Meridian and Thirty-fourth Streets.

It is said that the new high school, constructed at a cost of more than $1,300,000, is one of the most modern secondary schools in the entire country. It is constructed so as to include the following: two gymnasiums with two sets of locker rooms and showers; theater or auditorium; conservatory and herbarium; art gallery, specially designed and constructed; echoless library; hospital; largest cafeteria in town; eighty-eight classrooms; laboratories and special rooms for cooking, sewing, art, music, choir, and band. Mr. A. F. Nalsman says, “A special feature is the amount of daylight in each room; it has more window space than any other
school in the country". It is so planned that 3,080 students can be housed from morning to night. However, one of the most unique features of this building is that it consists of three buildings, joined together but all individual units complete within themselves. So the year 1928 really marked the end of an era, the completion of fifty-six years that Shortridge spent in the building on North Pennsylvania Street, between Michigan and North Streets. Mr. George Buck, present principal of Shortridge High School is proud of what has been accomplished during this time, so he remarks, "Shortridge is jealous of her record, and we will not let down the bars when we move".

2. Course of Study - Shortridge High School.

It was demonstrated in Chapters IV and V that the Shortridge program of studies was largely academic or college preparatory; however the same program offered commercial subjects in an effort to serve those students who had no college ambition. A study of the 1928 program shows the same trends. The following quotation from the

last program of studies shows the importance of preparation for college:

"It is urged that all pupils preparing for college should, at the outset, choose the particular college for which preparation is to be made and fashion the course to meet the requirements of that institution. The following courses are required: four years of English, two years of history, three years of mathematics, four years of Latin or a modern language, three years of a second language, and two years of science." 7

Table IX which is a section of the 1928 program shows the development of the commercial subjects.

**TABLE IX**

**COURSE OF STUDY IN SHORTRIDGE HIGH SCHOOL**

**SEPTEMBER-1928.**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sh. I</td>
<td>Sh. II</td>
<td>Sh. III</td>
<td>Sh. IV</td>
</tr>
<tr>
<td>Type I</td>
<td>Type II</td>
<td>Type III</td>
<td>Type IV</td>
</tr>
<tr>
<td>Type</td>
<td>Only</td>
<td>Train.</td>
<td>Oper.</td>
</tr>
</tbody>
</table>

Credits:

- Collect.
- Sales.
- Com'l. Law
- Type Only
- Credits-
- Collect.

8. Ibid., p. 5.
At the present time, 1929, Shortridge does not offer a two-year commercial course, but commercial credits are counted toward graduation. It will be seen in Table IX that military training is a part of the program. This work was introduced during the time of the World War and has grown in importance. In general the Shortridge program is academic.

B. Emmerich Manual Training High School

It was pointed out in the introduction to this chapter that one of the characteristics of the fourth period, 1910-1929, was increased enrollment in secondary schools. Emmerich Manual Training High School soon reached the maximum enrollment for its capacity. About 1924 another addition was necessary if the school was to continue to produce satisfactory results. All work inside the present building was to be completed by September, 1924 so that classwork would not be interrupted. The building plan included new art rooms, additional laboratories, improved science laboratories, shower room for the girls, additional class rooms, and a new boiler plant. "This complete plan for the development of E.M.T.H.S., cost the school city $437,485."9

Another representative phase of the development of

Manual is the athletics. From the beginning this school fostered wholesome healthful athletics. Long before an athletic association was formed or a gymnasium was built, the value of athletics was recognized. The directors of the Indianapolis Foundation watched the growth of athletics at Manual, and in 1927 they decided to purchase an athletic field from interest which had accrued on money from the Delavan Smith bequest. The ground is known as the Delavan Smith Memorial Field, a seven acre tract of land north of Pleasant Run Boulevard between Madison Avenue and Pennsylvania Street. The Foundation has constructed a track, baseball diamond, tennis courts, and a bathhouse on the field.10

"The Delavan Smith Memorial Field," says Mr. E.H.K. McComb, principal of Manual, "will round out the present facilities for physical and health education at E.M.T.H.S. in a very appropriate way. Certainly a playing field giving facilities for wholesome, health-giving, outdoor sport is a fine thought. Such a field will make a beautiful memorial for one interested in the education of boys and girls, for it is the investment in the health and happiness of many generations of high school youngsters."11


10. The Indianapolis News Editorial - June 20, 1928.
It was shown in Chapters IV and V that Manual Training High School offered a general high school course and definite training in manual training subjects and business or commercial pursuits. The course for 1928 shows that the original aims have been retained and developed. Manual training for the boys includes woodworking, forging, pattern-making, and machine shop. For the girls the following are listed: home nursing and management, food study, clothing, and millinery. A two-year commercial course, in which elementary business training is given is part of the regular schedule. This work, if successfully done, merits a diploma. The commercial students may register for the salesmanship courses. This type of work provides for certain periods of daily class instruction and for definite hours of work in selected stores or offices.12 Thus the school and the stores work together in close cooperation for the ultimate success of the high school student. It is instructive to note that Manual Training High School has followed the original plan and has developed a program of studies in which manual training is emphasized.

C. Arsenal Technical Schools.

1. Historical Sketch to 1929.

During the fourth period, 1910-1929, when education of

all of the children of high school age was universally accepted as a slogan, the Arsenal Technical School of Indianapolis was established. Early in the winter of 1912, the overcrowded conditions in Shortridge High School and Emmerich Manual Training High School demanded relief. The Board of School Commissioners did not own property adjacent to either school sufficiently large enough for the erection of an addition. Besides, an addition to one of the schools would not relieve the congestion in the other. It was out of the question to buy a site and launch a whole new high school in time to meet the emergency. The only feasible plan was to find a location where a sufficient number of beginning pupils of both schools might be accommodated. If they were given all the studies open to beginners at either school - the list is not large - they could at the end of the year transfer to the school of their choice, and continue their work without interruption. The arrangement would, at least, give breathing space in which to formulate a plan for permanent relief.

Indianapolis has, from the first, been committed to the policy of allowing eighth grade graduates free choice of high schools. How to cause an appreciable number of eighth grade graduates who otherwise would attend Shortridge or Manual, to choose to attend a temporary school was a puzzle.
It was evident that two conditions must be met to make the plan succeed. First, the management and faculty of the school must be such as to convince parents, from the outset, that the work done would be on a par with that of other high schools. Second, the location must be appealing enough in point of convenience to make pupils willing to forego being with a crowd at Manual or Shortridge. It is a fact that boys and girls of the adolescent age love a crowd. The first of these conditions could be met by making the new school an overflow of one of the others — under the same management, part of the faculty being transferred from such school, or working part of the time in one school, part of the time in the other school. The decision was made to organize an overflow of the Charles E. Emmerich Manual Training High School.

It remained to find the location. There was one site ideal from so many standpoints as to be in a class all by itself. This was the Arsenal Grounds, a tract of seventy-six acres lying between East Michigan, East Tenth, Oriental Streets, and Woodruff Place. The one material drawback was the fact that the title to its possession was involved in litigation; the grounds were in charge of a receiver pending the decision of the Supreme Court, and no lease could be obtained except such as might be terminated within a few days. To offset this, however, was the fact that it was the city of
Indianapolis which claimed the right to hold the grounds in trust for practical school purposes.

Along with the possibility of permanent tenure, there was the advantage which the location presented. This site occupied a position of central vantage. The graduates of Schools 3, 9, 15, 33, 54, 55, 57, and 58 lived nearer the Arsenal Grounds than either of the other schools. Moreover the pupils were divided between S.H.S. and E.M.T.H.S. in just the proportion that relief was needed. Out of the 219 who enrolled the first semester, 99 would have gone to S.H.S. and 120 to E.M.T.H.S. Manual was somewhat more crowded than Shortridge, so, geographically considered, the location was all that could be desired.

Second, as to beauty this seventy-acre tract had few, if any, equals in possession of a board of school commissioners in any of our cities. It was laid out by an expert landscape gardener of the U. S. Government, and it was cared for by the Ordinance Department of the U. S. from 1862 to 1903. Consequently it had assumed the beauty and dignity worthy of a university campus. It offered a freedom of outdoor life supposed to belong only to the country. There were many opportunities for the development of courses in agriculture and allied industries. In short, all the advantages which the ultimate full use of these grounds would bring to the boys
and girls of our city became just so many inducements to the School Board to enter into occupancy at once, so that, if the decision were favorable, a beginning would already be made.

Third, the emergency demanded buildings already erected. This location supplied these in the form of the three-story arsenal building and the accompanying artillery building, barracks, power house, barns, and the guard house. Of the eleven trade schools which the Winona Technical Institute had started on these grounds, it now operated but two. Taken altogether, in spite of the uncertain tenure, the Superintendent of Schools and the School Commissioners felt justified in announcing that a school for beginning high school students, under the same management as the E.M. T.H.S. would open on the Arsenal Grounds, September, 1912. Though Technical High School started as the branch of another school, it possessed from the outset a marked atmosphere of its own. There was a feeling that it really possessed a history reaching back to the time of the uncut forest.

The words found in the old record of purchase of the site, "a beautiful tract of woodland, one and one-half miles east of the city of Indianapolis", established a direct connection between the site of the Technical High School and the mystic time of long ago when "the forest primeval" was
the undisputed domain of the Red Man. The old trees carefully preserved by the government authorities are replete with suggestions of aboriginal America, of stirring events in the Northwest Territory, and of the important incidents in the settlement and development of Indiana.

Then came the abandonment of the site by the Federal Government and the firing of the last sunrise gun on April 3, 1913, which marked the transformation of these battlements of war to temples of peace. The buildings once devoted to the manufacture of instruments that symbolized hatred, strife, and destruction were now dedicated to good will, hearty cooperation, and the arts of peace. Thus these grounds are rich in the sacred memories of the past, in the expression of the activities of the present, and in the prophecies of the highest civilization which is to be.

Opportunity had been given, in May, 1912, to the SA graduates to change their choice from Manual or Shortridge to Technical; 219 pupils responded. The dependableness of those who made the choice may be estimated from the fact that of that number 183 were on hand after the lapse of the summer. There was a bit of the flavor of romance in that first gathering of the new school on September 12, 1912. The children came to the old Arsenal Building, many of them fresh from an unaccustomed walk through the woods. When they had entered the doorway under the square tower and
climbed the queer winding stairs by the old elevator, they found the second floor as yet much more suggestive of the storing of ammunition in army days than of the school which was to be. The thin wooden partitions scarcely hid the great thick walls; there were no desks, no tables, no books, no chairs, nor school paraphernalia of any kind in evidence. The students were told that school could not start for a few days, and in spite of the barren looking prospect not one wished to transfer or failed to appear on September 17. Too much cannot be said of the fine spirit of loyalty which from the first the faculty and student body inspired. Eight teachers began the work, now two hundred and fifty teachers carry on the work which they started.

At first it was not known whether this was really the beginning of a high school or merely a temporary relief measure. It became evident very early, however, that the changes in our population and the increased proportion of those desiring a high school education were conditions which might be depended upon, not only to keep up the crowding of Manual and Shortridge but to fill a third high school to overflowing, so that as each semester's work was completed by the class which had entered in 1912, the work of another semester was added.

The decision of the Supreme Court, which would remove the uncertainty of tenure, was delayed. It was expected
within the year 1912-1913, but it did not come until May, 1916. Every term thus far had been more or less interrupted by unavoidable delays. Under pressure of necessity the seventh term started on a sixteen period schedule continuing without interruption from 7:30 A. M. to 5:00 P. M. Even with this extended program, pupils were on a half day schedule.

In spite of many difficulties, the school grew from 183 in September, 1912, to 1,400 in June, 1916, and to 5,500 in June, 1928. It is interesting to note that 183 pupils enrolled the first term. At the end of the fourth year 122 pupils were graduated. A pioneer school which can graduate 66% of its students has made a record of notable achievement. The school was commissioned by the state of Indiana in 1915. In 1916 the North Central Association of Colleges and Secondary Schools honored Technical High School with membership in its organization.

The school authorities tried to keep in mind the motives of those who desired that the site should be dedicated to the industrial and civic development of Indianapolis. With a firm determination to be loyal to the trust which came as a part of this rich heritage, it was the aim, from the beginning of the task, to shape the policy of the school so as to stress the industrial and vocational phases of education.
To this end it was deemed wise to continue as far as possible the technical schools still remaining in operation from the regime of Winona Technical Institute. Much valuable equipment which had been installed was taken over and made the beginning for the organization of some practical shop courses for the new high school. In addition to the continuation of these schools, it was the intention to restore other schools that had suspended action. Moreover it was the plan to add from time to time as many new lines of vocational work as the study of Indianapolis industries made the need apparent.

Since the opening of Technical High School in 1912, the enrollment has increased from 122 to more than 5,500 in 1928. In addition the geographical aspect of the question indicates the same increasing demands for the future. The school map of the city, which divides the school territory into quadrants shows that the northeast quadrant in which A.T.S. is located supplies approximately 50 per cent of the high school enrollment of the city. Besides the above facts, the most rapid expansion of the city's growth is toward the north and east.

With the demands of the future, assuming these extraordinary proportions, the best trained architects and the most expert landscape gardeners have been employed to transform
A.T.S. into one of the most noteworthy high school plants in the United States. For the sake of valuable historical tradition, the group of government buildings will be kept intact. New buildings will be added in such a way as to preserve the old quadrangle. On the east, between the barn and the residence, will be erected a large structure for the work of applied science, household arts, and drafting. On the north, near the center of the grounds, the main building will be located. The quadrangle inclosed by this group of buildings, old and new, will be developed to the highest degree of beauty by landscape artists. Immediately north of the quadrangle will be the athletic field. Much of the present wooded tract will be retained as a true representation of nature in an Indian forest. By this plan it is hoped that the wonderful heritage of seventy-six acres which has come so opportunely into the possession of the city, may be administered in such a manner as to realize the maximum benefit from its resources.

2. Course of Study - Arsenal Technical Schools - 1928.

The program of studies for Arsenal Technical Schools for the term 1928-1929 shows that two types of schools have developed simultaneously. They are as follows:
a. The Technical High School. This school offers a full four-year high school course accredited by colleges, universities, and all professional accrediting agencies and includes a wide range of pre-vocational and advanced technical courses for those pupils whose interests and abilities be in those fields. This four-year course is comprehensive in character but with emphasis on the technical phase of education.

b. The Fourteen Vocational Schools. These schools offer to those pupils of fixed occupational purpose and with limited time for school an opportunity to get two years of intensive training for one of the various occupations offered. Briefly these occupations include the following: Automobile Shop, Machine Shop, Sheet Metal, Foundry, Plumbing, Pattern Making, Cabinet Making, Carpentry, Wood and Metal Finishing, Electrical Shop, Agriculture, Home Economics, Printing, Drafting and Commercial Art. In case a pupil who has begun one of the vocational courses finds it possible to remain longer in school, credits earned in the vocational school may be applied toward fulfillment of requirements for graduation from the Technical High School.

The aim of the Arsenal Technical Schools is to provide such opportunities as may meet the particular educational needs of each pupil who enrolls. For some this means
preparation for college, either liberal arts or technical. For others it means such training as will prepare for useful and profitable service in industry or commerce after the student graduates from high school. And for many who cannot give sufficient time for the completion of the high school course of four years, it means definite and specific training for positions in industry. It is the duty of each pupil in consultation with his home to determine, as best he may, which of these three general forms of preparation most nearly meets his aims and purposes - viz:

1. Preparation for College.
2. High School Course.
3. Two-year Vocational Course.

After all these have received consideration, there is still a residue of those who have no plans, little ambition. Many of these children come because of the compulsory education law. The occupational civics course is open for this group. A study is made of the occupations of the city and later the occupations are classified into their great groups. The laboratory method is used, and many places are visited. The human, out-of-school air of this course interests the boy or girl not wishing the confinement of the classroom. By the end of the year he can make a more intelligent choice of studies. If he quits, he has a better grasp of wholesome
opportunities in his own city.

From the above account it is evident that the distinctive opportunities of Arsenal Technical Schools are many. The entire range of academic subjects plus a wide variety of technical subjects are offered. Every student who enters should be able to find the curriculum that will best serve his particular need. A.T.S. offers a program of courses that make possible 5,500 curricula, each adapted to 5,500 individual needs. In other words Arsenal Technical Schools are an educational center wherein a fellow finds himself, that is, A.T.S. give the pupil ample time in which to decide which craft or art he wishes to adopt as his life's work. Each of the distinct vocational schools, which conforms to the Smith-Hughes Act and the Indiana Vocational Law, devotes one-half of the daily program to shop instruction, the remainder to instruction in mechanical drawing, applied English, and applied mathematics.13

It is instructive to note that the Arsenal Technical Schools follow at least three basic principles, first, the formation of a life purpose, second, the planning of an individual curriculum which shall use every resource the school has to forward that purpose, third, the careful watching and directing of the child as he progresses along the way chosen. Arsenal Technical Schools may be classified as one of the

best examples of an outstanding comprehensive high school not only in Indianapolis but in the entire United States. The program of studies is fundamentally technical, but it permits a wide academic choice.\textsuperscript{14}

In order to trace the development of secondary education in Indianapolis, four schools designated as Shortridge High School, St. John's Academy, Emerson Manual Training High School, and Arsenal Technical School were studied. This study would not be complete without mention of the new high schools which have, on account of the increased school population, been established. The enrollment in the secondary schools of Indianapolis has increased with rapid strides.\textsuperscript{15} A study of Table X shows the truth of the above statement. The enrollment in this particular city has grown from 7,391 in 1921 to 11,688 in 1928.

\textsuperscript{14} Stuart, Milo H., - "The Organization of a Comprehensive High School". The Macmillan Company, New York, 1926, p. 52.
\textsuperscript{15} Bulletin of Indianapolis School Board, "The Indianapolis High Schools", February, 1924.
TABLE X

TOTAL ENROLLMENT FOR HIGH SCHOOLS OF
INDIANAPOLIS - JUNE 1921 - JUNE 1928.

<table>
<thead>
<tr>
<th>Date</th>
<th>Total</th>
<th>S.H.S.</th>
<th>E.M.T.H.S.</th>
<th>A.T.S.</th>
<th>B.R.H.S.</th>
<th>W.H.S.</th>
<th>C.A.H.S.</th>
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</thead>
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<td>2144</td>
<td>1685</td>
<td>3562</td>
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<td></td>
<td></td>
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<tr>
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<td>2025</td>
<td>1748</td>
<td>3956</td>
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<td></td>
<td></td>
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<tr>
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Due to the enthusiasm for secondary education, the Indianapolis board of school commissioners in December, 1923, adopted a plan for two new high schools - Washington High School at Sheffield Avenue and Washington Street and Crispus Attucks.
High School at West and Twelfth Streets. \(^{16}\) Although the Washington High School has been in operation for two years, the enrollment is now 1170, very close to 1200, the saturation number. Plans for the erection of a new building which will house the vocational department and gymnasium are being developed. \(^{17}\) The Crispus Attucks, the colored high school, has more pupils than can be housed comfortably. Negotiations for the purchase of land west of the present building are progressing. At the present time the two new high schools have reached the maximum enrollment. Another secondary school that should be listed is the Broad Ripple High School, a suburban high school serving the needs of its community. The present enrollment is 412, four times as many as the school was designed to accommodate. Mr. Ammerman, the principal, says, "The rapid expansion and growth of the portion of the city which this high school serves justifies immediate procedure in providing necessary relief. The present building is wholly inadequate". \(^{18}\)

**Summary**

It was the purpose of Chapter VI to show the following:

1. That the Shortridge High School program of studies is primarily academic.

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\(^{16}\) Bulletin of Indianapolis School Board, Feb., 1928, p. 5.  
\(^{17}\) The Indianapolis News, "Report of School Board Meeting", March, 1928.  
\(^{18}\) Ibid., p. 8.
(2). That manual training forms one of the most important studies at Manual Training High School at the present time.

(3). That the origin and growth of Arsenal Technical Schools are an outgrowth of crowded conditions at Shortridge and Manual.

(4). That Arsenal Technical Schools have made a special effort to satisfy individual desires with a program of studies that is most diversified.

(5). That Arsenal Technical Schools are an illustration of what may be done by a comprehensive secondary school to make the work attractive and profitable for every boy and girl of high school age regardless of their aims or circumstances.
CHAPTER VII

CONCLUSIONS

From this study it may be seen that the public high schools of Indianapolis began early; that they have followed in general the line of development of the American public school and have been influenced by most, if not all, of the significant movements in education; that they experienced a great influx of pupils after 1890; and finally that they are expanding to the movement for the reorganization of secondary education.

The material contained in the foregoing pages warrants the following specific conclusions:

1. The secondary schools of Indianapolis do not show as much clearly cut curricular differentiation as might be expected. Each course of study contains the traditional high school subjects, but each places emphasis upon certain curricula, which condition results in a kind of educational division of labor. A pupil can prepare himself for college in any one of the high schools, but, if he has no
college ambition or expectancy, he chooses the high school whose course of study most effectively meets his needs.

2. The St. John’s Academy contributed to public secondary education, or at least furthered a new conception of the aim and material of education for secondary students. This involved the following factors: provision should be made for students not preparing for college; new material should be added as educational needs of students involved demand; plans should be inaugurated for higher education of girls. The St. John’s Academy did not merge into the general school system but continued to hold its place in the educational needs of the city.

3. Shortridge High School offers a purely academic course, i.e. the subjects taught in the school are mainly college preparatory. No course in domestic art or shop work is given. The course includes classes in English, mathematics, history, Latin, Greek, French, Spanish, German, physiography, botany, zoology, art, physical training and music. Shortridge was the first high school established in Indianapolis, and it has been purely academic.

4. Manual Training High School was established a few years later than Shortridge. This school offers the same course as Shortridge, and, in addition, gives courses in shop and domestic art.

5. Arsenal Technical High School was at first a part of
Manual Training High School, but soon became so large that it formed the third high school of Indianapolis. This school offers all the courses included in the courses of study for Shortridge and Manual; also it offers courses of a purely vocational trend which fit pupils for the trades.
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