A History of the Indianapolis Elementary Schools 1821-1900

Norma Deluse
A HISTORY OF THE INDIANAPOLIS ELEMENTARY SCHOOLS
1821 - 1900

BY
NORMA DELUSE

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FOREWORD

This dissertation presents a partial history of Indianapolis elementary schools during the years 1821 - 1900. Research has particularly been directed to three phases of the history, first, chronological development, second, administrative organization, and third, legislative acts which directly affected Indianapolis schools. Other phases of the subject, not treated in this thesis are detailed research of finance, buildings and grounds, personnel, salaries, methods, and curriculum.

The elementary schools from 1821 to 1853 taught reading, writing, and arithmetic, and from 1853 to 1900 the first eight grades, as a system, were established. During the period from 1821 to 1900 there occurred a gradual development of our present school systems. Emphasis has been placed on tracing the development of the public school system, yet all private and religious institutions of elementary caliber have not been neglected. The year 1900 marked a new era in school development. After that year in Indianapolis more comprehensive laws were enacted and a new administrative organization was launched.

Every available source of material has been investigated and effort has been made to verify all points by reference to the original records.

Indianapolis, June 1933

Norma Deluse
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Introduction. - On a cold winter day January 6, 1821, the Indiana Legislature in session at Corydon selected a centrally located site for the new State Capital. The inhabitants, approximately fifteen families of the tiny hamlet that occupied the chosen location were delighted when they heard the news.

All of the settlers were ambitious and energetic, some few had vision. During the following summer which was one of pestilence they voluntarily cleared a small plot of ground and erected thereon a log cabin twenty feet square. At one end there was an eight foot fireplace while at the opposite end greased paper covered the single window. The uncomfortable benches were roughly hewn from saplings. In that cabin
the settlers held their meetings and on the Sabbath it was used as a "house of worship". It is interesting to note that the location was at the junction of what is now Kentucky Avenue and Washington Street one of the busiest corners in the State. Therein the first Indianapolis school was conducted.

Joseph Reed's School. - In the early fall of 1821 Mr. Joseph C. Reed undertook the task of establishing a pay school. He had hopes of obtaining additional pupils from the families of land speculators who came to the community in October 1821 but the boom which had been expected did not materialize. The settlement was not located on a direct line of travel and its only attraction lay in the fact that it was the intended State Capitol and that the surrounding country seemed fairly level and fertile. Mr. Reed held classes irregularly as the hardships of winter in this new frontier settlement left little opportunity for the children to attend with any degree of regularity. In April 1822 Mr. Reed was elected county recorder and upon assuming his duties he left the school. The land speculators and their families soon moved to more alluring places. In the village remained sturdy home loving people.

2. Jacob Piatt Dunn, Greater Indianapolis, Chicago: The Lewis Publishing Co., 1910, p. 36.
5. Jacob Piatt Dunn, Greater Indianapolis, p. 85.
whose first desire was to obtain the necessities of life-food, clothing, and shelter, and whose second desire was to keep the doctrine of the Master in mind and in heart, and to give his teachings to their children. The wholesome early citizens of Indianapolis fostered ideals of education in the face of numerous obstacles.

The First Sabbath School. - The principal educational influences between 1822 - 1834 were the Sunday Schools and the day schools which were an expansion of the Sabbath Schools. An early mention of a Sabbath School is to be found in a diary of Mrs. Calvin Fletcher dated June 16, 1822. Dr. Isaac Cee, who was known not only for his splendid educational interest but also for his unstinted use of cherry-size calomel pills, taught a Bible class. Preserved records state that this was the second class organized in the city.

Sabbath School Union. - Not until April 26, 1823, was the Sabbath School Union organized and its sessions were held in Caleb Scudder's cabinet shop located on a plot of ground along West Washington Street, opposite the present State House. The school was opened to all denominations and non-church members.

References:
2. B. R. Sulgrove, History of Indianapolis and Marion County, P.417.
who wished to attend for at that time there was no church in
the village. Classes were discontinued during the severe win­
ter months of 1823 but were renewed on April 24, 1824, and
were continuous thereafter. The meeting place was in the first
church that of the Presbyterian's. Mr. James H. Ray was the
first superintendent and Mr. James M. Blake was the most ac­
tive teacher. Many citizens including Matthias R. Nowland,
tavern keeper extraordinary, learned their A, B, C's under
Mr. Blake's tutelage at the Sabbath School Union. As it was
organized to offer religious instruction all procedure was
solemn and dignified. The hymns were sung slowly and deliber­
ately. In case a pupil failed to give strict obedience dis­
missal was immediate. Four classeses were held, each with
a purpose as follows:

1. For direct study of the Scriptures
2. For the memorizing of hymns and catechism
3. For those pupils who could not spell in two
   or more syllables
4. For those pupils who had to learn the alphabet
   and monosyllables.

The Sabbath School Union was the only Sunday School until the

2. B. R. Sulgrove, History of Indianapolis and Marion
3. Biographical Record of Prominent and Representative Men
   of Indianapolis and Vicinity. Chicago: J.H.Beers & Co.,
4. Jacob Platt Dunn, Greater Indianapolis, P.87. (Information
   concerning text books and curriculum.)
year 1828 at which time the Methodists formed a separate Sabbath School. Much credit must be given those early Presbyterians who worked diligently and faithfully. An article in the Indianapolis News of June 28, 1879 states that the Presbyterians had the best schools from 1822 to 1839.

The Presbyterian Day School. - The year 1824 is a memorable one in the history of education in Indianapolis for the first successful day school was started at that time. The Presbyterian Board of Trustees, which included those two energetic educational enthusiasts, Dr. Isaac Coe, chairman, and James Blake, Secretary, realized that a church had to be built. Subscriptions were taken in May 1823 and plans were made to purchase a lot and to construct a church. The total cost was approximately $1200 which was considered quite an expenditure. Work was started on a frame building which provided a school room to be used on week days as well as on Sundays. The church was located on a site along the west side of Pennsylvania Street between Washington and Market streets.

March 11, 1824 the Board of Trustees announced that the day school would be opened the first Monday of April and that classes would be taught by Mr. Rice B. and Mrs. Ann Lawrence who were certified as qualified instructors in "reading, writing, arithmetic, English, grammar, and geography."

1. Jacob Piatt Dunn, Greater Indianapolis. P. 38.
In addition Mrs. Lawrence taught needlework. The tuition was $2.00 a quarter per pupil. The trustees, aware that even such a small charge would be burdensome to some families, offered six free scholarships and proposed to give one scholar his tuition for ringing the school bell and for building the fire each morning, one hour before opening.

Mr. and Mrs. Lawrence came from New York State originally but had been employed at Troy, Ohio. They brought with them the educational ideas of the East.

The first quarter of the school term ended and the second quarter was to start on July 26. Unfortunately Mr. Lawrence fell ill and died on July 31. Mrs. Lawrence carried on alone bravely. She opened the second term on August 9, and the third term on November 15. The latter was the last advertised quarter but there is evidence that she continued to teach until 1825. There seem to be no records as to what became of the day school during the interim before the Indianapolis Academy was established. Although the day school waned, the Sunday school grew.

The moving of the Capital from Corydon to Indianapolis was delayed four years until 1825. Many of the newcomers brought here by that event found city lots too expensive and consequently moved to nearby farms. The isolation of the town from lines of travel both on land and water was directly responsible for the slow development. A census taken by Sunday

1. Jacob Piatt Dunn, Greater Indianapolis, P.91.
School visitors in April 1824 showed an increased population in three years from fifteen families to one hundred families. The census taken in February 1826 showed a total of 720 souls, 209 of whom were children of school age.

The Indianapolis Academy. - Trustees of the Presbyterian Church had visions and were not easily discouraged. They announced the opening of The Indianapolis Academy on November 7, 1826. A fine classical scholar Ebenezer Sharpe from Transylvania University, Lexington, Kentucky and formerly of Bourbon Academy at Paris, Kentucky was to be the teacher. He brought with him as his assistants, his daughter Isabelle and his son Thomas H. who later became a highly esteemed citizen. This day school was opened to all who could pay the following fees:

1. Spelling and Reading .................................. $2.00 per quarter
2. Writing and Arithmetic .................................. 2.50 per quarter
3. Geography, English, grammar, mathematics, the languages, and philosophy .................................. 3.00 per quarter

Money was not plentiful so Mr. Sharpe, as well as other teachers, accepted 'coon skins and other pelts in payment of tuition fees.

1. Jacob Piatt Dunn, Greater Indianapolis. P.73.
4. Ibid. P.1082.
5. Jacob Piatt Dunn, Greater Indianapolis.P.92.
About 1830 the Indianapolis Academy was moved to a frame building located at Ohio and Meridian streets and continued to be the principal school in Indianapolis until after the death of Mr. Sharpe which occurred in 1835.

The Methodist Sunday School. - In 1825 a small group of Methodists conducted meetings in a house on the south side of Maryland Street west of Meridian Street. They were probably encouraged by newcomers who came to the Capital. Samuel Merrill, a cultured and educated gentleman, Treasurer of the State who was personally responsible for moving the Capital, irregularly taught classes. Rev. George Bush and Mrs. Bush acted as volunteer teachers but it was not until 1828 that the Methodists formed a regular Sunday School.

Thomas D. Gregg School. - Thomas D. Gregg in the year 1830 started a day school in an old carpenter shop which stood on the northwest corner of Delaware and Market streets where he taught for six years. In December 1847 he donated a fund to the city of Indianapolis for the benefit of the teachers. This fund is in existence to-day and is known as the Gregg Fund. Our present Public School No. 15 has been named The Thomas Gregg School in honor of this early educator.

The Baptist School. - In 1832 at the old Baptist Church southwest corner of Meridian and Maryland streets, Miss Clara

1. Jacob Piatt Dunn, Biography. P. 1037.
Ellick began a school and taught for two years. A small frame house was erected in 1834 on the west end of the church lot and this structure became the Baptist School Building. In 1835 Miss Ellick married a Methodist minister and Miss Laura Kise succeeded her as teacher.

The following interesting anecdote is told about Lew Wallace who was a student at the school. A bell-tower of open frame work was placed against the east end of the building. Mischievous boys often were tempted to climb the frame work and jerk the bell clapper like a fire alarm. One night two boys, young Lew and a companion, stealthily scaled the tower and proceeded to tie a long cord to the clapper. They stretched it across the street and across the intervening lots to the home of one of the boys. From a bedroom window they kept a lively alarm going as long and as frequently as they desired. Naturally the lads were highly amused at the consternation of the neighbors who seemed unable to solve the mystery.

Private Schools Before 1832. - A few private schools were started. On December 29, 1823 John E. Baker opened a school at his home to teach architectural draughting and drawing.

Major Sullinger on January 13, 1824 opened a military school for the instruction of militia officers and men.

1. E. R. Sulgrove, History of Indianapolis and Marion County. P. 418.
2. Jacob Piatt Dunn, Greater Indianapolis. P.122.
October 1, 1827 J. H. Ralston began a series of lectures on grammar. He pledged himself to enable his pupils, no matter how unacquainted with the subject, to advance so far that with four hours study a day for twenty-four days, each one would be able to parse common language. The tuition for all this was $3.00. Mr. Ralston was unable to fulfill his pledge and the school failed.

The first outstanding school for girls was established in 1830. It was Mrs. Tichenor's Indianapolis Female School. Her curriculum was "spelling, reading, writing, English grammar, geography with the use of maps, astronomy, and needlework." This young ladies school did not become a fixed institution.

The Marion County Seminary. - Until 1832 there were no practical efforts made toward establishing a public school in Indianapolis. At the general election in August of that year Samuel Merrill, John S. Hall and William Gladden were elected trustees of the Marion County Seminary. These gentlemen reported to the County Commissioners on January 8, 1833 that they had received from Dr. Livingston Dunlop who had been trustee of the funds, the sum of $475.75, and that in addition they had collected $46.50.

By an act of the Legislature, January 26, 1832 the

1. Jacob Piatt Dunn, Greater Indianapolis. P. 121.
2. Ibid. P. 128.
4. Jacob Piatt Dunn, Greater Indianapolis. P.121.
Agent of the State was authorized to lease to the trustees of the Marion County Seminary, University Square No. 25 for a period of thirty years. Permission to erect a school building on either the southeast or southwest corner was granted.

Twenty-one months later on November 4, 1833 the trustees reported to the County Commissioners that they had leased the square and were planning to construct a building, and asked for approval of their action. Approval was given. On January 7, 1834 Messrs. Merrill, Hall, and Gladden reported that total receipts amounted to $1,353.21 of which amount $632.00 had been raised by public subscription. From this fund $738.44 had been paid out on the school building which was located on the southwest corner of University Square No. 25.

The County Seminary, when completed in 1834, was a two-story frame structure about one hundred feet in length, measuring from east to west. Each story had five windows on the north and south sides. In the west end of the building the philosophical apparatus of the institution was housed. It seems that the chief instruments of this high-powered department consisted of an air pump and a nondescript electrical machine.

Mr. Ebenezer Dumont, member of the talented Vevay family, who later became a Colonel and then a General of the

2. B. R. Sulgrove, History of Indianapolis and Marion County. P. 418.
Army, was placed in charge of the Seminary. He was succeeded in January 1835 by Mr. W. J. Hill who held the post for about fifteen months. In rapid succession Mr. Thomas D. Gregg, Mr. William Sullivan and the Rev. Wm. Holliday, respectively, were in charge.

Although the school was owned by the County the school master was appointed by the trustees, thus accounting for the rapid succession of changes. In the summer of 1843 James S. Kemper took charge and he continued as Superintendent until the spring of 1845 when Benjamin C. Lang was appointed to succeed him. Mr. Lang held the position until 1853 at which time the free school system absorbed the Seminary. The old building was converted into a high school and in the summer of 1860 it was torn down.

The students formed an organization called the Old Seminary Boys which continued enthusiastically for many years. The favorite sport or game of the boys was shinny which was similar to hockey. At first wooden balls were used but these were dangerous and rubber balls replaced them. This school was for boys only as co-education above the primary grade was frowned upon. Many leading citizens were educated in that school. At the southwest corner of University Park there is a small marker indicating the site of the County Seminary.

Private Schools after 1832. - The idea of education for girls was an innovation supported by progressive citizens. Girls had

the opportunity of Church schools, a few private institutions, and later, when the district schools were opened they were admitted. Miss Hooker’s Female School was started in September 1834. In addition to the subjects taught in Mrs. Tichenor’s school, Miss Hooker offered composition, history, natural philosophy, drawing, and painting. This school was limited to 30 pupils.

George H. Quigg also in September 1834 opened a night school which may be considered the pioneer commercial school. He offered penmanship, the art of penmaking, arithmetic, and bookkeeping. Besides, he conducted a day school. Mr. Quigg announced for his evening school that apprentice boys would be taught at half and orphans gratis.

The first school with methods suitable for very young children was Miss Sargent’s. She opened her primary school in the damp disagreeable basement of the Governor’s Mansion on the Circle now Monument Place. Her method included use of the object lesson, use of pictures and illustrations, and use of the singing lesson style for recitations. The latter method was popularized in the forties by Mr. Tibbets in teaching geography and was used as late as the sixties in the Misses McFarland’s School.

Gilman Marston, who later became a Congressman from the State of New Hampshire, taught a school in rooms opposite the Browning Hotel on Washington Street. Marston’s

1. Journal, October 17, 1834.
3. Jacob Piatt Dunn, Greater Indianapolis, P.122.
School was quite successful and a rival of the Marion County Seminary during its existence, 1837-1840. Grading of the schools at that time was not clearly differentiated. Although Marston's School was called the Indianapolis High School the studies ranged from the primary grade to preparation for college.

Miss Eliza Richmond assisted Mr. Marston with the primary work. Later she started her own school, popularly known as Sister Richmond's. For many years it was located on New York Street between Alabama and New Jersey streets. She was a prominent Methodist and most of her patrons were of the same faith.

Rev. Wm. Holliday is thought to have taught at the northeast corner of Pennsylvania and New York streets before teaching at the Seminary. He taught until 1850, first in a log cabin at the northeast corner of Delaware and Vermont streets, then in the basement of the Associate Reformed Presbyterian Church which stood on the north side of Ohio street midway between Pennsylvania and Delaware streets, then at his residence on North Pennsylvania Street opposite University Square. Rev. Holliday was a scholar and his schools were well patronized.

On June 22, 1835, Dr. Drapier opened his Inductive School

2. Jacob Piatt Dunn, Greater Indianapolis. P. 127.
in a classroom north of the Methodist Church. It was intended for higher education. On July 27, 1835, M. Butterfield opened his Fundamental School just a few doors west of the Seminary. He intended to impart a critical knowledge of fundamental branches of science. E. M. Travis on October 19, 1835 opened his own new school house in the eastern part of Indianapolis on Market Street.

Joseph Cicero Worrall, one of the best known though not highly respected teachers of his day, established the Worrall's Select Academy in 1836. This school was located on Delaware Street opposite the Market House probably in the same building which Thomas Quigg used. This school which was co-educational included higher education in its curriculum. Mr. Worrall occasionally startled the community with his high-flown and somewhat bizarre circulars which were described by his contemporaries as pragmatical bombast.

Mrs. Anna C. Boggs wrote, "No simplified work for us! At eight years of age I was in the large dictionary spelling class where we were compelled daily to commit a column of words with their definitions, and woe be unto us if we did not have our lessons." Mr. Worrall was known for the use of his ferule which he applied with vigor.

1. Jacob Piatt Dunn, Greater Indianapolis. P. 126.
2. E. R. Sulgrove, History of Indianapolis and Marion County. P. 418.
February 17, 1838 gave a charter similar to that of the Marion County Seminary to the Trustees of the Presbyterian Church, James Blake, Isaac Coe, James M. Ray, et al. Again the Presbyterians were progressing in education. They attempted to solve the question of suitable education for girls. In answer to this they opened the Indianapolis Female Institute on June 14, 1837 under the capable instructors, Misses Mary J. and Harriett Axtell of Courtlandville, New York. The Institute's sessions were first held in the second story of what was known as the Sanders' Building on Washington Street near Meridian. Later it was moved to a frame building adjoining the Presbyterian Church on Pennsylvania Street. Private boarding privileges were connected with that school. The school attained a fine reputation for its excellency and was continued until 1849 when the eldest Miss Axtell's health failed. The Indianapolis Female Institute was for the girls what the Seminary was for the boys.

During an interval of three years there was no Presbyterian girls' school. Rev. C. G. McLean in 1852 opened a day and boarding school in a three story building at the southwest corner of New York and Meridian Streets. This was called the Indiana Female Seminary but commonly known as McLean's Seminary. The first catalogue gives a record of 151 pupils. In the preparatory department day pupils paid $4.00 a quarter while in the senior department $8.00 a quarter was paid with

numerous other expenses for extras, such as drawing, painting, piano, harp and guitar lessons. Dr. McLean continued directing this school until his death in 1860. He was succeeded by his son-in-law Charles N. Todd and Rev. Charles Sturdevant who served until 1865.

The Episcopalian Schools. - The Episcopalians were also interested in furnishing girls an opportunity for education; thus in 1839, Mrs. Britton, wife of the Rector of Christ Church, established a school on Pennsylvania Street north of Michigan. Later it was moved to the west side of Pennsylvania between Market and Washington streets and in the fall of 1843 it was removed to a frame building across the alley north of the church on the site of the present Board of Trade building. On January 5, 1844, this school was chartered by the Legislature as the St. Mary's Seminary. The wardens and vestrymen of the Christ Church were the directors of the school. Rev. Samuel Johnson, successor of Rev. Britton as Rector of Christ Church, and his wife took charge of the school. It continued successfully for five years until 1849.

Later the Episcopalians had a girls school called St. Anne's at Pennsylvania and St. Joseph streets under the supervision of Rev. J. B. Clarke.

1. Jacob Piatt Dunn, Greater Indianapolis. P. 129.
2. Laws of Indiana, 1844, Chapter 35 = P. 62.
4. Jacob Piatt Dunn, Greater Indianapolis. P. 129.
A District School. - At the first municipal organization in 1832 the town was divided into six districts. Each district had the right to elect one trustee who represented his constituents. As most of the trustees were illiterate they did not enthusiastically sponsor schools.

In 1842 Alexander Jameson, brother of Rev. Love Jameson, became a teacher in a school south of Washington Street. The trustees of the south district, James Sulgrove, Nathan B. Palmer, and Isaac Rall made a lawful arrangement with Jameson that he was to receive the small amount of public funds available and obtain the balance from tuitions. There may have been other district schools but no records of the same have been preserved.

Summary. - During the first twenty-three years of frontier time the pioneers exercised definite efforts toward elementary education. The first school was conducted in the log cabin of Joseph Reed, followed by the efforts of Sunday school movements led by the Presbyterians. The Sunday schools and their day schools were a part of the elementary system because, there, the fundamentals were taught to pioneer children. As Indianapolis was only a small unincorporated town until 1832 the first effort to provide a school building came from the County in establishing the Marion County Seminary. Upon obtaining a school charter from the Legislature and after leasing the ground, the first public funds were used in building a

1. Jacob Piatt Dunn, Greater Indianapolis. P.112.
2. Ibid. P.123.
school house but that was not a free school as the patrons had to pay tuition. Numerous private schools were established.

The outstanding educational developments of the period were:

1. Schools were private or church endeavors.
2. Schools had no central organization.
3. All schools were tuitional.

The primary causes were:

1. Indianapolis was a slow developing frontier town.
2. There was no municipal government until 1832.
3. The meager population limited the educational program.
4. The State Constitution provided mostly idealistic measures for education. The practical laws afforded little pecuniary support for education.
5. A religious interest was the first bond of community organization. The members primarily wished their children to be able to read the Bible and because of the lack of day schools they developed schools in connection with their churches.
Private schools continued to flourish during this period because the public schools were in the stages of early development. Through the progressiveness of a few leaders laws were passed to provide common schools free and open to all.

The First District School Building. - The first record of a movement to create a district school is attributed to Patrick H. Jameson who decided to organize a school in the northwest district. In the spring of 1844 he arranged a meeting with the trustees, Ezekiel Boyd, Carly Boatwright and Benjamin McClure. Boyd was the only one who had any education. They discussed the proposal and Boatwright urged the prompt building of a school house. In order to do this the trustees called a meeting of the citizens. The law of 1841 provided that this could be done by giving three weeks notice. Boyd in a beautiful script wrote out the notices and Jameson posted them in public places. These notices attracted little attention. Only twenty voters appeared on the appointed day. They decided to levy a tax of six

2. Jacob Piatt Dunn, Greater Indianapolis. P. 123.
hundred dollars of which one hundred dollars was for a lot and five hundred dollars for a building. The action was certified by the auditor and the assessment placed on the tax duplicate. When tax-paying time came a number of people 1 vehemently refused to pay the school tax and the treasurer in turn refused to receive taxes unless the school tax was included. An account of that time reads, "The matter drifted along until the legislature met, and some of the influential people of the district induced the body to adopt a resolution for another election. Notice of this was given and we had one of the warmest elections ever known in Indianapolis. People were almost fighting-mad. About two hundred votes were cast, and the school tax won by just one vote."

The new district school house was built on the east side of West Street south of Michigan. Mr. P. H. Jameson the first instructor of this new school was a progressive and resourceful teacher. There not being sufficient public funds with which to purchase desks he built them himself. Approximately one hundred dollars of public money was available for this district. He secured additional sums by subscriptions. Tuition was on the basis of three dollars a pupil for a period of thirteen weeks of five days each. The subscribers were credited for their full subscription which was applicable as tuition for one or more children of the family. At the

1. Indiana Laws 1848-49, p. 76.
2. Jacob Piatt Dunn, Greater Indianapolis, p. 124.
close of the term the accounts were balanced, the amounts due were collected, and detailed accounts were given to the County Auditor. As public funds had been used for the building any one who desired could come to the school whether or not they were able to pay. The teacher furnished the fuel, cut the wood, swept the room and managed the school according to his own ideas.

Levi Reynolds, a brother of Governor Whitcomb's Adjutant General, tried without success to obtain Mr. Jameson's school. When his efforts were thwarted he rented a room in the northeast district and started a school.

General Outlook.—A few progressive citizens desired public education and they proceeded to eradicate old sectarian prejudices and traditions and to mold public sentiment. Each church proclaimed its own denomination and vehemently objected to the non-sectarian schools unless controlled by its own denomination. A common belief had to be crystallized to the effect that one of the government's functions was to provide means for supplying free education. In 1844 Governor James Whitcomb urged common school education. School sentiment gradually increased until steps were taken for the adoption of a definite plan.

Caleb Mills aroused public opinion for a free common

school system to be maintained from State funds, when he published in the State Journal a remarkable series of addresses to the Legislature in 1846. The articles were signed "One of the People" and came to be known as "Read, Circulate, and Discuss" pamphlet. He maintained that the only way to secure good schools was to pay for them. Mills boldly pointed to the large number of children who were deprived of an education which should be the birthright of all without distinction of rank or color. Caleb Mills was educated at Dartmouth and consequently brought with him progressive principles of education.

City Charter. - In the transition of Indianapolis from a town to a city a program for schools was launched. The first City Charter was prepared and introduced into the General Assembly by the Hon. Oliver H. Smith during the legislature's Session of the Winter of 1846-47. This provided for the organization of a non-secular school system open to all and free from the taint of charity and pauperism. The Charter might have been granted without opposition had not a prominent member, Mr. S. V. B. Noel, then editor and owner of an Indianapolis paper, The Journal, presented an amendment, Section 29, which

5. Journal, April 6, 1847.
provided that the City Council should be instructed to divide
the City into wards or school districts, to erect a building
for each ward or district, to appoint teachers, and further
to levy a tax not exceeding one eighth of one percent of
assessments for school purposes. This was met with vigorous
and stubborn opposition by several well-known members. The
amendment was in imminent danger until a prudent member moved
to still further amend by providing that no tax be levied
unless so ordered by a vote of the majority of the citizens
at the ensuing April election. The charter with the amend­
ment relative to taxes for free schools, was accepted.

Free Schools Supported by Taxes.- At the election in April
1848"the schools free for all and supported by taxes" became
the outstanding issue. Two influential citizens Mr. S.V.
B. Noel, author of the amendment to the Charter for free schools
supported by taxes, and Judge Blackford, both openly made "free
schools supported by public funds" their slogan for the cam­
paign. After a bitter contest they won by an overwhelming ma­
ajority. The outcome of this election laid the cornerstone for
the public school system.

Our First Common Schools. - The city was immediately re­
divided from six districts to seven.

2. A. C. Shortridge, News Article, March 14, 1908.
Districts north of Washington Street were:
1. East of Alabama Street
2. Alabama to Meridian Street
3. Meridian to Mississippi Street which is now Senate Avenue
4. Senate Avenue to White River

Districts south of Washington Street were:
5. All west of Illinois Street
6. Illinois to Delaware Street
7. All east of Delaware

Under the law an attempt was made to purchase seven lots. The taxable property of 6,000 people, at that time the population of Indianapolis, was negligible and twelve and one-half cents on a hundred dollars valuation produced meager revenue. By 1851 there were five one-story buildings in which two men and three women taught. Records show that no salaries were paid to the teachers. Their limited compensation was contributed by the patrons of the schools. These first free-schools had no prescribed courses of instruction, no general text books, and no co-operation among the teachers. For six years or up until 1853 the schools were managed by Trustees, one for each of the seven districts but without any central head or organization.

Caleb Mill's Influence. - After adoption of the Constitution of 1851 which liberally and wisely included specific and
manatory educational provisions, Prof. Caleb Mills submitted his sixth Address on Popular Education. His reforms were gradually adopted by the legislatures. Fortunately Indianapolis had foresighted trustees who incorporated the recommendations in the principles of the Indianapolis Public School System.

1. He urged sufficient public financial support.
2. He characterized somewhat in detail the graded system and its advantages.
3. He strongly urged the employment of women teachers for the primary classes, almost unknown in that day.
4. His most ardent plea was for normal schools in which teachers could be trained. Professor Shortridge was guided by his influence in 1867.

The First Local Tuition Taxes. In 1852 an important statute was enacted which gave cities and towns the authority to establish systems of free public schools for themselves. The statute extended right to levy and collect taxes for the support of schools. The right to local-tuition taxes which had been denied to townships was condeosed to the cities. With such financial aid to Indianapolis School System began to develop.

2. Ibid. P.141.
3. Ibid. P.142.
Three Trustees Appointed by City Council.— In 1853 during the first session of the General Assembly under the new State Constitution adopted in 1851, the old law of school management by Trustees was revised. Provisions were made by the City Council for the appointment of three school trustees whose duties it was to organize and manage the schools. Accordingly in January, 1853 the Council appointed Messrs. H. P. Coburn, Calvin Fletcher and Henry F. West.

The New Board.— At the first meeting Saturday evening, March 18, 1853 the new board appointed ten teachers and seven principals, one for each ward. Each was to receive $2.25 per scholar, to be paid by the parents or guardians. The teachers were to receive a compensation which they and the principal agreed upon. Soon afterwards a comprehensive code of rules and regulations prepared by Calvin Fletcher was adopted and used in governing the schools. One of the rules stipulated a graded system. The first common schools, free and open to rich as well as poor and without tuition, were opened April 25, 1853 and continued in session two months.

3. Minutes of the Board of School Commissioners, Record A, P. 5.
4. Ibid. P. 5. (Rules are given).
5. B. R. Sulgrove, History of Indianapolis and Marion County, P. 424. (gives date, April 25, 1853).
First Record of Payment of Teachers' Salaries.— On May 14, 1853 the first record was made of a payment of teachers' salaries, estimated at a total of $1,750. Before April there was an average attendance of three hundred forty pupils. By the first of May the attendance had increased to seven hundred, and over one thousand out of two thousand six hundred children in the city were enrolled. In August 1853 a graded system was adopted.

First Superintendent.— From 1853 to February 1855 schools were supervised by the trustees who gave generously of their time and efforts until it became somewhat of a burden. In February 1855 Mr. Silas T. Bowen was appointed by the Trustees as a part-time Superintendent with a salary of four hundred dollars per year which he earned twice over. Mr. Bowen came from the Albany Normal School, Albany, New York, the leading institution of its kind in the United States, where, after graduation he taught. His purpose for coming west was to teach in the McLean Female Seminary which he did for two or three years. Later he became a member of the firm of Stewart and Bowen book sellers. He was required to spend about one third of his time for school duties which were first, to visit and spend a day in each school every month,

1. Report of Public Schools Year Ending 1866. P. B.
second, to meet the teachers every Saturday for review of the work done, for instructions in teaching, and classification of the children. It is evident that the schools profited under his supervision.

**First Full-time Superintendent.** On March 2, 1856 the Board wisely appointed an excellent educator from the New England States, Mr. George B. Stone, as full-time Superintendent at a salary of one thousand dollars annually. Mr. Stone at once improved the school system and inspired the teaching corps with his zeal and energy. He made the system so thorough and popular that prejudices which had existed against the free public school died out. The school tax was being willingly paid and private schools were losing in attendance. With increasing revenue teachers were paid better salaries ranging from $2.00 to $4.00 per day, or yearly salaries of $300 to $600. The school term was lengthened.

1853 - 8 weeks of free school
1854 - 11 "  " " "
1855 -22 "  " " "
1856 -30 "  " " "
1857 -39 "  " " "

The teaching corps was increased yearly and Mr. Stone's policy was to employ women who could be engaged at a more reasonable salary than the proverbial school master.

1851 - 5 teachers
1853 -10 "
1854 -19 "
1855 - 20 teachers
1856 - 28 "
1857 - 32 "

2. Ibid. P.9.
The average daily attendance of pupils increased yearly.

1853 - 304 pupils (April)
1856 - 1400 "
1857 - 1800 "

Forty-four percent of the children in the city were enrolled and seventy-three percent of these were in average daily attendance.

The school system, outside of the deficient accommodations, would have compared favorably with other western cities of like size. Indianapolis had seven shabby school houses, poorly lighted, heated, and ventilated. They could comfortably accommodate twelve hundred pupils instead of the eighteen hundred who were attending.

<table>
<thead>
<tr>
<th>Ward</th>
<th>Children of School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age - 5 to 21</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1,146</td>
<td>757</td>
</tr>
<tr>
<td>2</td>
<td>612</td>
<td>453</td>
</tr>
<tr>
<td>3</td>
<td>586</td>
<td>237</td>
</tr>
<tr>
<td>4</td>
<td>373</td>
<td>243</td>
</tr>
<tr>
<td>5</td>
<td>478</td>
<td>469</td>
</tr>
<tr>
<td>6</td>
<td>478</td>
<td>284</td>
</tr>
<tr>
<td>7</td>
<td>762</td>
<td>467</td>
</tr>
</tbody>
</table>

Summary: During the years 1844-1857 the public educational system was small but growing. The City Charter of Indianapolis fortunately escaped one pit-fall experienced by many eastern cities in providing a non-secular school system open to all and free from the taint of charity and pauperism. The amended Charter stipulated definite procedure and financial

1. Ignatius Brown, Logan's History of Indianapolis From 1816, P.50.
support for schools. The County Option Law of 1849 which provided definite State support for a school system was accepted, and by 1853 each of the seven districts had a public school. The schools with a graded system were conscientiously and successfully conducted and were completely and generously sustained by the public. The revenue in greater part obtained from local taxation was sufficient to operate the schools competently during the entire school year. A progressive system had been created and it should have paralleled the growth of population.

A Disastrous Court Decision. - As many forward movements experience difficulties, so did the public school movement encounter deplorable and discouraging resistance. If liberal taxation and wise counsel had prevailed the system would have proceeded. Just as the citizens were willing to pay taxes for free schools, Judge Perkins, in January 1858 found the law which made public education possible unconstitutional. The decision of the Supreme Court held that it was unconstitutional for cities and towns to levy and collect taxes for payment of tuition, which decision put an end, for the time being, to municipal support of free schools. The State's support was inadequate, hence the effect was disastrous for schools could not be maintained without funds. In spite of generous efforts on the part of a portion of the public, the free school graded system which had taken ten years to build was destroyed.

The Financial Problem. - Financial backing of the schools was the City's problem, even though there was only available

2. J. P. Dunn, Greater Indianapolis, p. 272.
the pittance of ten cents on the hundred dollars of all taxable property provided for by the Legislature. This yielded only two dollars and three cents for each child of school age. In 1857 the average cost per pupil based on the total enrollment was six dollars and thirty-seven cents. The school revenue decreased until June 1858 and the balance in the City Treasury was twenty-eight dollars and ninety-eight cents. The School Superintendent and many of the best teachers left the State. School buildings were rented for a nominal sum to those who were willing to occupy the premises. Thus the graded system was temporarily disorganized.

No Free Schools. — The State Fund was only sufficient to keep schools open one quarter or eleven weeks during 1858. In 1859 the schools were closed from April until February 1860.

A New School Director. — Mr. James Greene, an insurance man, was appointed School Director in 1858 and served until 1860. His salary was five hundred dollars for the school term and two hundred fifty dollars during vacation. Mr. Thomas J. Vater was employed to take care of school property much of which was vacant and vandalized.

1. A. C. Shortridge, News Article, March 14, 1908.
opened twenty-nine teachers were appointed at salaries ranging from fifty to one hundred dollars a quarter year or approximately from fifty cents to one dollar eighty cents per day.

Some of the pupils studied in private schools but the lack of system and effectiveness in private instruction was soon realized, consequently people began holding meetings to consider and discuss the situation and to create a sentiment against the obnoxious court decision. Plans were considered which would produce sufficient funds to operate the schools nine or ten months a year. Although money was not forthcoming the meetings increased public sentiment against the unpopular decision and strengthened the demand for public schools.

In June 1858 the trustees ordered a levy for school buildings and equipment of fifteen cents on each one hundred dollars of valuation. In December this was ordered reduced to seven and one-half cents.

Director of Free Schools 1861-1863. During the first three years of the Civil War little improvement in the schools was accomplished because of insufficient funds. Meanwhile every building was overcrowded and in some wards children were refused admission for lack of room.

Prof. G. W. Hoos, a Professor of Mathematics at Northwestern Christian University which later became Butler University, was made Director of the Free Schools from 1861

1. Shortridge's Scrapbook, P.92.
to 1863. He devoted his afternoons to supervision. Mr. Hoss was a practical man and his two years administration produced good results. Under him the schools were opened in November 1862. Salaries were fixed at the following amounts for each day's service actually rendered:

<table>
<thead>
<tr>
<th>Position</th>
<th>Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals of Grammar Schools</td>
<td>$2.50</td>
</tr>
<tr>
<td>Assistants</td>
<td>$1.00</td>
</tr>
<tr>
<td>Principals of one story buildings</td>
<td>$1.25</td>
</tr>
<tr>
<td>Principals of two story buildings</td>
<td>$1.50</td>
</tr>
<tr>
<td>Primary and Secondary Principals</td>
<td>$1.10</td>
</tr>
<tr>
<td>Assistants</td>
<td>$0.85</td>
</tr>
</tbody>
</table>

A few months later a ten percent increase in salaries was granted.

Money from the State fund provided a free term of eighteen weeks each in 1860 and 1861 and twenty-two weeks in 1862. A State Law in 1861 raised the taxes on all property of the State from ten to sixteen cents on the hundred dollars of taxable property. Gradually the schools were regaining ground which they had occupied in 1858. Prof. Hoss during 1862-1863 had twenty-nine teachers and 2,374 pupils enrolled. In 1863 the system was again reorganized and A. C. Shortridge was elected superintendent.

**Summary** - Prof. Hoss's term of service rounded up the first ten years of our City's effort to establish and perfect a
general and uniform system of common schools wherein the tuition should be free and open to all.

From the effects of the calamitous decision of 1858 which took away local financial support the outlook for public schools was less promising than in 1853. The period is often alluded to as the Dark Ages of our Public School System.

CHAPTER IV
THE ABRAHAM C. SHORTRIDGE ADMINISTRATION
1863 - 1874

In 1863 school conditions were still at a low ebb. The growth of schools had in no way been in equal ratio to the increase in population during the preceding decade. The population of the city was in

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>8,091</td>
</tr>
<tr>
<td>1860</td>
<td>18,611</td>
</tr>
<tr>
<td>1870</td>
<td>48,244</td>
</tr>
</tbody>
</table>

The population had doubled between 1850-1860 and nearly trebled between 1860-1870. Up to the time of the calamitous Court decision of 1858 there had been an attempt made to supply public school equipment in proportion to the needs but with the shortage of funds and the increasing population schools reached a lower ebb. Approximately sixty out of every hundred children were in public or private schools. There were no facilities for the balance.

When the schools opened in 1863 approximately nine hundred pupils in average daily attendance were accommodated in twenty-two school rooms with twenty-nine teachers in charge. By the use of halls and cloak rooms many children who wished

to attend school were thus accommodated but conditions were crowded and unhealthy. The total value of the seven pieces of school property at this time was $88,500.

Selection of Mr. A. C. Shortridge, Superintendent. — For five years no regular superintendent had been appointed. In August 1863 the trustees, dominated by that splendid pioneer Doctor Thomas B. Elliott, made a wise selection in appointing Prof. A. C. Shortridge as Superintendent, a capable man with valuable experiences in school affairs. The trustees defined at length the duties of the superintendent and fixed his salary at $1,000 per annum. Many of the principles of the Indianapolis school system were formulated and incorporated by Prof. Shortridge.

A Sketch of Mr. Abraham C. Shortridge's Life. — Mr. Shortridge was born in Henry County, Indiana, on October 22, 1833. Until eighteen years of age he spent most of his time at home on the farm with the exception of one year. He set type in the printing office of Benjamin Franklin, an early leader of the Christian Church in Indiana. He then attended Fairview Academy in Rush County for a few years after which he taught school in Dublin, Wayne County. His next teaching was for a period of three years in his home town, Milton, and then he entered Green Mount College near Richmond. In 1855 he was employed as a substitute instructor at Whitewater College and he

remained there for six years, five of which he spent as manager of the college. During that time he gained valuable experiences which fitted him for his later tasks. In 1861 he severed his connections with Whitewater College and came to Indianapolis to take the principalship of the preparatory department in old Northwestern Christian University (later Butler University) of which Dr. Benton, (Mr. Shortridge's old professor at Fairview Academy) was president. He immediately became acquainted with prominent and influential men in the community, who held him in the highest esteem and recognized him as a leader in educational work. In August 1863 he was chosen Superintendent of public schools and this appointment came to him as a surprise. He at first could not believe such news was true for at that time he was nearly blind. He said, "I appear to live in a continual moonlight." His work was carried on under circumstances that would have dismayed anyone less determined.

Conditions in 1863-1864.— In spite of inadequate facilities for the number of pupils enrolled the schools continued to progress. The income arising from special taxation and appor-

tionsments from the State tuition fund increased rapidly. The payroll for twenty-nine teachers for the quarter ending May 2, 1863 amounted to $2,834.

Assistant Superintendent in Primary Instruction.— Superintendent Shortridge realizing the need of an able and well
trained assistant, selected a young teacher, Miss Nebraska Cropsey and sent her to the Oswego Normal School at Oswego, New York, at the expense of the city to study methods of primary work. Mr. Shortridge later said, "They had never made a better investment." Upon Miss Cropsey's return she assumed the duties of Assistant Superintendent and was placed in charge of training primary teachers. The report of 1866 mentions that "three teachers have now mastered the object lesson." The theory was, "Nothing is accepted as known until it is fully expressed by a good English sentence or written on a slate.

Board of Visitors. - In February 1865 the Board of Trustees realizing the importance of frequent and systematic visits to the schools, created a board of eighteen visitors. The gentlemen appointed were especially qualified, interested in the work and performed such services gratuitously.

Two visitors were delegated to attend the semi-annual and annual examinations of the schools in each ward and to visit the classrooms during the school year. These visitors stimulated an interest in the work both for teachers and pupils.

General Classification. - The problem of general classification had been solved and made effective at the close of the 1865 school year.

2. Ibid. P.20.
The schools were divided into three departments:

Primary
Intermediate
High School

Each department had four grades, with one year to a grade. By 1866 scholars in the same grade although in different schools were pursuing like studies at the same time. All of the pupils had to pass a semi-annual and annual examination before promotion to a next higher grade.

Management and Instruction. - In discipline the rod had been entirely banished from the room and desirable results were secured by milder and more lenient methods. The wishes of the teacher kindly expressed, were cheerfully obeyed by pupils and the fear of punishment was no longer the incentive for obedience and order. Every two weeks teachers' meetings were held. Uniformity in the mode of teaching was secured.

Instruction in Music. - Singing by rote had been a regular exercise in schools but this did not give the children a working knowledge of the principles of music. In 1866 music was introduced as a part of the curriculum and George B. Loomis of Wooster, Ohio was appointed supervisor. He introduced the subject to the pupils in a pleasing and attractive manner. Higher grades were taught the principles and art of music as

3. Ibid. P.10.
well as the reading of notes and the singing of songs with constantly increasing correctness and harmony. The primary pupils easily learned the element of melody. The old time whine, drawl and nasal singing was eliminated from the schools and distinct enunciation was taught.

Special Teachers.- Primary instruction and music were supervised by special teachers. In 1868 when gymnastics and German were introduced, teachers specializing in those subjects were appointed. The following year an instructor was employed to supervise penmanship. Thus five subjects were given special instruction.

The School Fund. - The schools were supported by two distinct and separate funds:

Tuition Fund
Special School Fund

The Tuition Fund could be used for no other purpose than paying teachers' salaries. The fund was distributed among counties and towns of the State by the Superintendent of Public Instruction in ratio to the population between the ages of 6 to 21 years. The money was derived from various school funds belonging to the State and in part from a direct tax levy of sixteen cents on each hundred dollars valuation of taxable property.

The Special School Fund or any portion thereof could not be used for salaries. It was expended only for current

operating expenses, repairs, incidentals, and purchase of real estate. The fund was derived from special tax levied by the trustees of different townships and cities in accordance to the needs and requirements of schools. By law the tax could not exceed twenty-five cents on one hundred dollars of valuation and fifty-cents of each poll tax.

Teachers' Training School. - School activities were functioning but the authorities found themselves faced with a problem of providing more capable and qualified teachers at a minimum salary. Trained teachers could not be induced to come from other cities or towns at a compensation which Indianapolis could afford. To solve this problem a training school was established in 1867 with Miss Amanda P. Funelle in charge. She was a graduate of the Normal School, Oswego, New York. Again Superintendent Shortridge obtained a leader from an outstanding educational center. The training school in Indianapolis was organized March 1, 1867 with twelve ladies and continued to train teachers for the Indianapolis schools over a period of forty years.

Women Teachers. - For at least two years prior to 1869 principals and teachers in the ward schools were young women. During that period no male teachers were connected with the schools excepting the High School principal and the supervisors of music and German.

The women teachers showed marked administrative ability and to them was accredited the high standard of discipline and order in the schools. The Superintendent at that time declared no school system as large as the Indianapolis system was so completely in the hands of women.

Innovations.— In 1866 the age of admittance to school was changed from five years to six years of age. In January 1867 night schools were inaugurated. They were continued during the winter months until the school year of 1932-1933 when they were temporarily discontinued owing to lack of funds.

During and after the Civil War negro children became a problem. In May 1869 after serious contention a law was passed for the admission of colored pupils on equal terms with whites. By the year 1874 there was an attendance in both day and night schools of more than 800 colored students. Negro Education is treated in Chapter V.

General Rules and Regulations.— Superintendent Shortridge formulated general rules and regulations which to-day are still the backbone of the Indianapolis school system.

Some of the rules follow:

1. Opening and Closing Schools.
   The Principal shall punctually observe the hours appointed for opening and dismissing school.

2. Teachers are to be in the school-rooms at least fifteen minutes before the regular hour of commencing school. They should report to the principals both morning and afternoon.

3. Teachers are to be prompt in commencing school.

4. Buildings are to be opened early, one-half hour before school.

5. Opening exercises are to begin with the reading of the Scriptures, followed by the Lord's Prayer and by appropriate singing.


7. Recess for fifteen minutes, outside if possible.


9. Monthly Reports.

Growth and Development.— Tremendous growth and development occurred during the eleven years of Superintendent Shortridge's leadership, as shown by the following statistics.

1. The total amount of property owned by the City and devoted to school use, was:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>$88,500.</td>
</tr>
<tr>
<td>1874</td>
<td>$697,250.</td>
</tr>
</tbody>
</table>

2. The total enrollment of children:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>900</td>
</tr>
<tr>
<td>1874</td>
<td>9,350</td>
</tr>
</tbody>
</table>

---

3. Teachers employed:

- 1863: 29
- 1874: 171

4. The amount paid for teachers' salaries:

- 1863: $9,235
- 1874: $105,050

In 1863 the average salary was $319 a year and in 1874 the minimum salary was $550 a year.

5. One hundred of the teachers were graduates of the City’s Training School.

6. Public Schools were not the only means of education. There were many private and parochial schools. As the efficiency and attendance of the public schools increased, the private schools lost students and prestige.

<table>
<thead>
<tr>
<th></th>
<th>Public School Attendance</th>
<th>Private and Parochial School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1864</td>
<td>1,200</td>
<td>3,539</td>
</tr>
<tr>
<td>1874</td>
<td>9,350</td>
<td>1,758</td>
</tr>
</tbody>
</table>

7. At the beginning of Professor Shortridge's administration in 1863 there was only one book belonging to the schools (an old Webster's Dictionary) other than that in which the proceedings of an occasional meeting of the school board was recorded. At the close of 1874 there were 12,798 volumes in the City Library.
<table>
<thead>
<tr>
<th>Year Ending</th>
<th>School Houses</th>
<th>Teachers</th>
<th>Children Enrolled</th>
<th>Average Number of Pupils</th>
<th>Percentage Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1847-48</td>
<td>-</td>
<td>-</td>
<td>500</td>
<td>462</td>
<td></td>
</tr>
<tr>
<td>April 25th</td>
<td>-</td>
<td>14</td>
<td>340</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td>June-1853</td>
<td>5</td>
<td>14</td>
<td>700 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1857</td>
<td>7</td>
<td>35</td>
<td>1,800</td>
<td>40% #</td>
<td></td>
</tr>
<tr>
<td>1858</td>
<td>7</td>
<td>35</td>
<td>1,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1862-63</td>
<td>-</td>
<td>29</td>
<td>2,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1863-64</td>
<td>7</td>
<td>29-30</td>
<td>2,374</td>
<td>1,260</td>
<td>80%</td>
</tr>
<tr>
<td>1864-65</td>
<td>7</td>
<td>28</td>
<td>2,533</td>
<td>1,428</td>
<td>92%</td>
</tr>
<tr>
<td>1865-66</td>
<td>9</td>
<td>34</td>
<td>3,242</td>
<td>1,753</td>
<td>91.1%</td>
</tr>
<tr>
<td>1865-67</td>
<td>11</td>
<td>58</td>
<td>4,149</td>
<td>2,502</td>
<td>94.2% ##</td>
</tr>
<tr>
<td>1867-68</td>
<td>12</td>
<td>62</td>
<td>4,949</td>
<td>3,250</td>
<td>95.3%</td>
</tr>
<tr>
<td>1868-69</td>
<td>13</td>
<td>78</td>
<td>5,160</td>
<td>3,549</td>
<td>94.9%</td>
</tr>
<tr>
<td>1869-70</td>
<td>14</td>
<td>79</td>
<td>5,795</td>
<td>3,967</td>
<td>94.7%</td>
</tr>
<tr>
<td>1870-71</td>
<td>15</td>
<td>92</td>
<td>6,500</td>
<td>4,468</td>
<td>94.1%</td>
</tr>
<tr>
<td>1872</td>
<td>18</td>
<td>112</td>
<td>6,895</td>
<td>4,676</td>
<td>93.6%</td>
</tr>
<tr>
<td>1873</td>
<td>19</td>
<td>128</td>
<td>8,178</td>
<td>5,308</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Summary: By the end of Mr. Strachan’s term as superintendent, a number of educational principles had been definitely established. Today these principles are substantially accepted, although at the time some caused bitter controversy. Chief among these were:

# School age - 5 to 21 years.
## " " - 6 to 21 years.
Note: Omission of figures in the above due to their absence in reference records.
Closing Years of Activity.- In 1874 Professor Shortridge owing to ill-health resigned the superintendency of city schools. During the eleven years he served as Superintendent the schools made greater progress than during any previous period. At this time Purdue University was in need of a competent man to direct its course and Governor Hendricks earnestly solicited and persuaded Professor Shortridge to take the presidency, which position he occupied for two years. His resignation as President of Purdue University in 1876 marked the beginning of his retirement from active participation in educational affairs. He then made his residence on a small farm near Irvington where he received in friendly and hospitable manner his former co-workers and others engaged in educational work. He prepared a series of historical articles on early education in Indianapolis which were published in the Indianapolis News during 1908.

On October 8, 1919 his active and useful life was brought to a close. The Indianapolis school system bears an imprint of his genius as an educator and organizer.

Summary.- By the end of Mr. Shortridge's term as Superintendent a number of educational principles had been definitely established. To-day these principles are unhesitatingly accepted, although at the time some caused bitter controversies. Chief among these were:

1. Universal education and equal opportunities for all.

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1. Indianapolis News, October 9, 1919.
2. Public education shall be non-sectarian
3. The democratic principle of public control
4. Public support for education, both by State and local taxation

Secondary principles that were established.
1. A graded system
2. Women teachers
3. The necessity of teacher training

Mr. Shortridge recommended another principle namely compulsory education. He felt the need of it but legislatures were slow to act. While Caleb Mills is known as, "The Father of Common Schools of Indiana", Professor Shortridge is regarded as, "The Father of the Public School System of Indianapolis."

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1. Edgar W. Knight, Education in the United States, P.232.
CHAPTER V
NEGRO EDUCATION
1821-1900

Early Period 1821-1900. - The State Constitution adopted in 1816 could have been liberally interpreted in its provisions governing negro education. It contained a mandate that the legislature enact a law for a general system of education, with tuition free and equally open to all, as soon as circumstances would permit. This liberal viewpoint of being "equally open to all" suffered a limitation in later years, for Article XIII of the Constitution of 1851 indicated that the law making body was very unfriendly toward the negroes, as expressed in the following clauses:

"No negro or mulatto shall come into or settle in the State, after the adoption of this Constitution.

"All contracts made with any negro or mulatto coming into the State, contrary to the foregoing section, shall be void; and any person who shall employ such negro or mulatto, or otherwise encourage him to remain in the State, shall be fined in any sum not less than ten dollars, nor more than five hundred."

A law of 1852 enforced provisions made by the Constitution. Sentiment against negroes was so strong that

1. Constitution of Indiana, 1816, Article IX, Sec.2.
2. Ibid. P. 238.
3. Herman Murray Riley, A History of Negro Elementary Education in Indianapolis, Copyright Reprint from Indiana Magazine of History, December 1930, P. 289.
even an incoming negro's marriage was declared void. The Constitution remained unchanged until 1881, but laws favorable to the negro were enacted between 1852 and 1881 and particularly in the year 1869.

During the Civil War the negro population of Indianapolis steadily increased. According to the census of 1865 there were 1,653 colored inhabitants and of these nearly three hundred were attending private colored pay-schools conducted and supported by negroes. Many children were running the streets and becoming a problem. Educators and citizens sensed the fact that if the city was to progress, educational facilities for all its citizens must be offered.

A strong appeal for the education of colored persons was made at this time. Leaders in the movement argued that humanity, justice and public policy demand that colored citizens should have the privilege of and receive the benefits of our common school system. They maintained that general taxation was for protection of the people, that it added to the wealth and greatness of a community. Therefore prosperity and cultural advance was lessened by any class which was permitted to grow up in ignorance. Those who prepared and signed the plea to reorganize the rights of colored children were Thomas B. Elliott, President of the

School Board of Indianapolis; Clemens Vonnegut, Vice-President; W. H. L. Noble, Treasurer; and A. C. Shortridge, Superintendent of Schools.

The Indiana State Teachers' Association, an organization in existence for ten years, and a mighty educational power in the State agitated for colored schools. George Hess, State Superintendent of Public Instruction, also strongly advocated education for the negro, stating, "If the colored man is to remain with us, we must educate him." An attempt was made in 1867 to secure needed legislation, but without success. In January 1869 the effort was renewed and while a bill was passed by the Senate, it failed to secure a constitutional majority in the lower House. It appeared that the negro children were doomed to run the streets for another two years while their fathers and mothers continued to pay taxes. For some reason the Governor found it necessary to call an extra session of the Legislature and on May 13, 1869, an amendment to the law admitting colored children to the public schools was passed.

Indianapolis Public Colored Schools 1869-1900.- After the law was amended, May 13, 1869 admitting colored children to

the public schools, Professor Shortridge immediately made preparations for the children by repairing old buildings and renting rooms wherein they could be comfortably accommodated. Several competent colored teachers were employed and white teachers made up the rest of the corps. During the summer of 1869, Sunday afternoon meetings were held for the purpose of instructing colored parents as to school requirements. The meetings were well and enthusiastically attended.

The opening of schools for negroes in the Fall of 1869 was described by Professor Shortridge in these words:

"When the day came the buildings were crowded early with a herd of rowdy and undisciplined blacks, and with a strong teaching force in number, about equally divided between the races. Order was at once restored, and the work of classifying and grading was begun."

At last equal privileges with those of the whites for instruction in the same subjects were granted to the negro.

In 1874 when Professor Shortridge resigned as superintendent there were in attendance at both day and night schools over eight hundred colored pupils. From 1869 to 1876 the colored population consisted of five to six percent of the total population of Indianapolis. After 1876 it

2. J. P. Dunn, Greater Indianapolis, P. 276.
increased rapidly and in 1879 it was nine percent. The colored population in 1875 was 989, and in 1879 had increased to 12,301.

H. S. Tarbell and the Colored Schools. - The crusade inaugurated in 1879 by Superintendent Tarbell for supplementary instructions to the three R's, by teaching morals and character building in the public schools, greatly benefited the negroes.

It was Superintendent Tarbell's theory that the education of colored children should be a course of study which would fit their needs in the briefest possible time for the essential requirements of future years. He wanted them to be taught practical subjects, including moral culture, sense training and esthetic training. He said it was more important for them to know that a cubic foot of ice weighs fifty-eight pounds than to know that twenty-eight grams make a scruple.

Reforms introduced by Mr. Tarbell gave the negroes their first opportunity to receive instructions in subjects that would enable them to acquire knowledge of a practical sort within the short period of time they were attending school.

Health Education. - William A. Bell, President of the Board of School Commissioners, besides being an ardent advocate of the law which permitted negroes admittance to the public

3. See Appendix - List of School Commissioners.
schools, was a zealous supporter and promoter of a health educational program.

Sanitation and health rules were taught to negro pupils in the day and night schools. The knowledge obtained was soon reflected in their home surroundings, for they became dissatisfied with conditions under which they had been living and strove to bring about improvements.

Mr. Bell had pamphlets upon health subjects printed and distributed. The system of health education as introduced by Mr. Bell was the nucleus of the present Public School Health Department.

Summary.- Admitting negroes to the public schools proved to be worth while in the development of better citizens. They were eager as a whole to take advantage of the educational opportunity and attendance among their numbers steadily increased. The 1901-1902 records show an enrollment of 2,301 with an average daily attendance of 1,671 pupils.

3. (Data of 1900 is not available).
CHAPTER VI
THE GEORGE P. BROWN ADMINISTRATION
1874-1878

With the resignation of Professor Shortridge the Board of School Commissioners on June 9, 1874 selected for Superintendent, George P. Brown, a capable man who was intimately acquainted with the system already established. At the time he was principal of the high school.

Any one succeeding Professor Shortridge was placed at a disadvantage for the latter was a brilliant man who had extended untiring efforts. When Mr. Brown assumed office economic factors had to be faced which created a problem in the further development of school activities. Business had entered a period of depression in 1873 and progress of the school system was somewhat retarded. During his term of service Mr. Brown directed his energies toward systematizing the courses of instruction and increasing the scholarship and skill of the teaching corps. Satisfactory progress was made during his administration.

General Management.-- The Board of School Commissioners and Superintendent Brown continued policies established during

1. Minutes of the Board of School Commissioners, Record B, P.519.
the previous decade and at the same time concentrated their attention on improving the staff of teachers, for "as is the teacher, so is the school". In the School Report of 1875-1876, teacher-pupil policies were set forth which have stood the test of a half century. Among these policies were the following:

1. Honesty also means exact justice.
2. Be sure you are right, and then go ahead in a sensible, earnest, unostentatious way.
3. The teacher should always be kind, be firm, and be sympathetic.
4. The teacher should always be regarded by the pupils as a friend.
5. No fretful or scolding habits should be permitted in the school room.
6. The room and blackboard work should be neat.
7. A place for everything, and everything in its place.
8. Never threaten, but punish quickly and effectively.
10. Never scold or speak on an elevated key.
11. Find fault seldomly.
12. Command often.
13. Never give an unnecessary command.
14. Always expect to be obeyed.
15. Begin each day with a clear idea of the work to be done, and a well defined plan of the method to be pursued.

Mr. Brown introduced a graded course of instruction with accompanying suggestions and directions in regard to the work of each grade.

2. Ibid. P.3.
3. Ibid. P.53.
4. Ibid. P. 89-140.
Three ends to be attained were defined: "first and foremost elementary results are in gaining possession of instruments for future use; for example, language as art, the combination of numbers, control of organs of speech, skill in drawing and penmanship; the second aim is to give the largest amount of valuable knowledge possible; and the third course prominently in view is a symmetrical and complete development of all the faculties of the mind."

Resignation of Mr. Brown.— On June 21, 1878 Mr. Brown presented his resignation to the Board of School Commissioners. He had been offered the Presidency of the State Normal School at Terre Haute. In accepting his resignation the Board adopted a resolution which contained a fitting testimonial to his ability and industry. While President of the State Normal, Mr. Brown became recognized as an outstanding educator of Indiana.

2. Ibid. P.18.
3. Minutes of the Board of School Commissioners, Record D. P.10.
CHAPTER VII
THE HORACE S. TARBELL ADMINISTRATION
1878-1884

The Board of School Commissioners on July 19, 1878 voted for a new school superintendent. Mr. H. S. Tarbell received eight votes and Mr. J. J. Mills (at the time, assistant superintendent) received one vote. Horace Sumner Tarbell, Superintendent of Public Instruction of the State of Michigan, was thus elected Superintendent of the Indianapolis Public Schools at a salary of twenty-five hundred dollars per annum. The newly elected Superintendent was a highly cultured gentleman and he was fully qualified to fill the office. Mr. Tarbell became admired and respected for his sociability and intellectual attainments.

General Conditions.—Public Schools were a growing enterprise as shown by the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1869</td>
<td>9,025</td>
<td></td>
</tr>
<tr>
<td>1879</td>
<td>26,247</td>
<td>13,336</td>
</tr>
</tbody>
</table>

1. Minutes of the Board of School Commissioners, Record D, p. 42.
Value of School Property

1869 - $220,000.
1879 - $918,137.

Although the schools had made splendid progress, we
must not be misled and think of them as comparable to the
schools of to-day. There was much to be accomplished in
changing public opinion which held that the schools should
confine their activities to teaching reading, writing, spell-
ing, and arithmetic. Mr. Tarbell saw that the schools were
not meeting the civic challenge of the times. He recog-
nized the need for moral and character training in schools,
if they were to fulfill their mission. He stated, "In some
sections of our city it is well nigh impossible to rear a
child as one would wish." Superintendent Tarbell contin-
ued, that vicious boys in some sections of the city were an
annoyance to the adults of their vicinity and a terror to
well disposed children. They congregated upon the street
corners, in the alleys, upon the vacant lots or in the
old buildings and enticed away from school those whose
tastes led them to enjoy the freedom of the streets better
than the restraint and study of the school room.

Teachers.- Mr. William A. Bell of the School Board, de-
clared, "As the teachers make the schools, the only hope for

the continued improvement of the schools is the continued improvement of the teachers." To that end, it was the Board's policy to gradually increase standards of teachers' qualifications. In this improvement the Teachers' Training School was a powerful factor. After careful examinations high-school graduates were selected and given one year of training. As teachers dropped out of the corps they were replaced by others from the Training School. In 1878 one hundred eleven out of two hundred twelve elementary and high school teachers, were Training School graduates.

Teachers' Institute.- Mr. Tarbell maintained that the great secret of good schools is to have good teachers. Training in character and citizenship in the school began with the teacher. Once each month, throughout the year, Teachers' Institute was held. Instructions were given by J. J. Mills, Miss Nebraska Cropsey, Mr. Jesse H. Brown, Mr. Loomis, Mr. Brayton, and Superintendent Tarbell. The custom was to call such grades as the Superintendent wished to meet, to convene at nine on Saturday mornings, with forty-five minutes instruction for each grade.

Teachers' Examinations.- Teachers holding diplomas of the City Normal, State Normal, or Normal Schools of equal rank in the State, were exempt from examinations.

2. Ibid. P.12.
3. Ibid. P.75.
Night Schools 1878-1879. Night schools were opened the winter of 1878 in eight school buildings. Most of the night schools were operated twelve weeks. Eighteen teachers were employed and there was an average attendance of four hundred and thirty-four pupils of whom two hundred and fifty-five were white persons and the remainder were negroes. The total expense of maintaining these schools was $2,166.31.

To reh. Teachers were not all qualified to instruct night schools and it was a problem to assign competent instructors. In colored schools so great was the anxiety of the pupils, (mostly adults and often grey-haired) to learn, that it was a task to provide facilities.

Pupils in the white schools were young, many ranging from twelve to sixteen years of age and a portion of them came merely for fun and variety, rather than from any appreciation of the importance to study. These youths came to test and tease their teachers, rather than to learn the mysteries of the multiplication tables. Records at that time stated, "The white night schools were not worth their cost, while the colored schools were a remunerative investment. The work with the pupils was of necessity individual work." 2

The Superintendent recommended that boys under sixteen years of age should not be allowed to attend except by special arrangement. Children under sixteen years should not be at

2. Ibid. P.51.
work in the day time and attempt to learn at night.

Detention of Pupils After School.— Until 1879 at least one-third of the pupils were daily detained after dismissal hour, often until five o'clock or later. This practice had grown to be an abuse. Teachers hesitated in omitting it for fear their pupils would not study as well nor learn as much as those children of other teachers who continued the practice. To remedy this state of affairs without leaving teachers with a feeling of helplessness or pupils with a feeling that requirements were lessened and a standard of work withdrawn, required time and care. The first endeavor was to create a feeling among teachers that the custom was needless and injurious; secondly, to restrict the time to thirty minutes after regular closing time in all cases. This change brought a more cheerful spirit to the rooms and the general result was good.

Health Program—1880-1891. — It was Mr. William A. Bell who expressed the thought: "Next to moral character the health of the child is of most importance. As valuable as is education, no child can afford to secure it at the cost of his health. Physical vigor is worth more to a person than all the arithmetic and grammar and geography he can get in schools......What has the Indianapolis School Board done and what is it doing to furnish this culture under favorable conditions?"

sanitary conditions? Thereupon the Board adopted the following five principles:

School Grounds

"The policy of the Board is to purchase large lots upon which to erect school houses. In no instance does a neighboring building stand within the distance of its own height from the school building. No building stands so near a school house as in any perceptible degree, to cut off its light and air. Thus the size and location of the school lots secure sufficient playground and ample light and air." 2

School Buildings

"Most of the buildings are not more than two stories high, hall and stairs uniform width, in order to lessen the danger in case of fire. The roofs were constructed large with high ceilings to give sufficient air space." 3

Heating and Ventilation

"Being aware of the (sic. deleterious) effects of impure air upon, not only the physical, but also the mental and even the moral nature of a person, the best knowledge and skill within reach of the Board have been employed to well ventilate our school buildings. Every room has a means of ventilation independent of the doors and windows by means of fresh-air flues. To make more certain that the teachers will give attention to the temperature and health condition of the room, teachers are required to register and report the degree of temperature, as indicated by the thermometer, each school hour of the day. Each room was heated by a Crossius Heater." 4

Light

"Next in importance to pure air in a school-room, is good light. Too much care can not be taken of the children's eyesight. It is safe to say that there is not a badly lighted school-room

1. Indianapolis Public Schools, Report 1880-1881, p.11.
2. Ibid. p.12.
3. Ibid. p.12.
in the city. In the later buildings all the rooms are so arranged as to admit the light from the back and the left only. Sufficient window space, painting of the walls and ceiling, and arrangement of blackboards were given thorough consideration. Special eye examinations were given to many of the city pupils.

General Health

"Careful inquiry into many cases of sickness charged to the schools, proves beyond a doubt that in the majority of instances the most probable causes are independent of the schools. 'I (meaning Mr. Bell, President of the School Board) claim that in no public schools in the country is the health of the children more carefully guarded. The Board expects to employ every reasonable means to still further improve the sanitary condition of the schools, and to adopt every reasonable precaution against injury to the health of the children." 

In 1879-1880 a new rule in regard to membership of pupils in schools was incorporated in the laws of the Public Schools. Section 35 stipulated that no pupil shall be admitted into public school who was unable to furnish satisfactory evidence that he or she had been vaccinated or was otherwise immune to smallpox. Also no pupil affected with any contagious disease, or coming from a house where such disease existed, was allowed to remain in school. In 1881 vaccination for smallpox was more strenuously enforced. All teachers, janitors, as well as pupils, had to furnish evidence of vaccination or immunity.

A committee of five physicians, members of and appointed by the Marion County Medical Association, visited nearly

4. Minutes of the Board of School Comm. Record D.P. 923.
every school-room in the city and found much to commend and little to condemn in the hygienic condition of the schools. Thus the health program was definitely launched into our school system and it has become an important part thereof.

Instruction in German.—In 1881 German was taught in almost every district. Permission to have German instruction was granted to such schools that had an attendance of over one hundred pupils, who wished to study the language. Instructions began in the second grade. In 1877 ten schools and in 1883 sixteen schools gave German instructions.

Good Reading.—To foster good reading, lists of books were printed from time to time and pupils were thereby guided and assisted in selecting proper literature.

Summary.—On July 7, 1884 the resignation of Mr. Tarbell was accepted by the Board of School Commissioners. The Board passed and presented to Mr. Tarbell a resolution of appreciation.

Mr. Tarbell was Superintendent of Public Schools from July 1878 to July 1884. During his administration many new and splendid ideas were adopted and incorporated in school management. He introduced moral and character training and sought to develop a fine citizenship. To that end he continued to guide and inspire the teaching staff with new
and progressive thoughts and ideas. Health education was made part of the school program. Night schools were opened. The distribution and reading of good literature was promoted and encouraged.

Mr. Tarbell and his daughter were greatly admired by all who knew them and will be recalled by numerous text-books written by them.
CHAPTER VIII
THE LEWIS H. JONES ADMINISTRATION
1884-1894

In the summer of 1884 the Board of School Commissioners elected as Superintendent, Lewis H. Jones who had been assistant Superintendent and also principal of the Normal School. He resigned from the latter position on August 16, 1884 and was succeeded by Miss Mary E. Nicholson.

Mr. Jones directed his special efforts to the improvement of courses of study. He outlined and prescribed the subjects and textbooks to be used in each of the twelve grades from primary through the high school. They were more detailed from year to year and in the Manual of 1886-1887 hourly programs for each grade were set forth.

General Conditions.- The law of 1877 limiting taxation necessitated the Board to anticipate its revenues by making temporary loans. The school system though somewhat impaired, was maintained only through rigid economy. The revenues had decreased about $20,000 annually. During this time over 3,000 additional pupils were enrolled, requiring new

1. Minutes of the Board of School Commissioners, Record E, 405.
buildings and additional teachers. The Board was confronted with the fact that unless it had Legislative relief by increasing the limit of the city tax levy from twenty to thirty cents on the hundred dollars, many would be denied school privileges.

Mr. Jones stressed the need of relieving the crowded conditions in eleven of the buildings.

The Written Examination.- Under the administration of Superintendent Jones the number of written examinations for pupils was reduced from four to two a year. Promotions were made but twice a year, mid-season and at the close. The result of the examinations prepared by the Superintendent played an important part in promotion, but the actual promotion was based on what was best for the pupil and the school.

Forebodings of Compulsory Education.- In L. H. Jones' report as Superintendent, he definitely mentioned the tendency of pupils to drop out of school after the fourth year, which tendency increased at an alarming rate in the advanced grades. The result was that only a small number of pupils reached High School. Some of the causes for leaving school were:

1. Boys and girls were needed at home.
2. Many children disliked the necessary discipline of schools and preferred the lax home discipline.
3. Some boys and girls were forced to support themselves at an early age.

4. Some parents needed the financial support of their children.

5. Irregular attendance created a loss of interest and false pride.

Penmanship.— In 1889 a Supervisor of Penmanship, Mr. J. H. Woodruff, was appointed. A greater interest was being manifested in penmanship although slates were still a necessary equipment. As late as 1896-1897 pupils were required to furnish slates.

Praise of the System.— In a survey of public schools of the United States made in 1890 Doctor Joseph M. Rice, editor of the Forum, stated, "The Indianapolis schools, though upon a rather high level, in my opinion, among our best, are not perfect. A perfect school means a perfect teacher, a teacher who possesses a beautiful character, education, culture and a great professional strength. The Indianapolis teacher is not perfect. Her spirit is beautiful, but her professional strength, though it compares favorably with the strength of the best of our teachers, is not yet great. The first steps toward the ideal have been made."

"Although Indianapolis was the twenty-third city that I visited in my tour, I discovered in the first class-room entered that the schools of that city had reached a higher

4. J. P. Dunn, Greater Indianapolis, P.286.
stage of development than any that I had previously investigated.

Recommendations.- In 1892-1893 Mr. Jones recommended: first, the employment of the best teachers available; second, the inauguration of a compulsory attendance law for ten months of the year; and third, the establishment of Public Kindergartens.

Resignation of Mr. Jones.- In 1894 Mr. Jones submitted his resignation to take effect September first, which the Board of School Commissioners accepted. He went to Cleveland where he filled a similar position and later became President of the Michigan State Normal College. Although Mr. Jones' term of office was during a time when strict economy had to be practiced, yet he did much for the Indianapolis Public School system, and his outstanding accomplishment was developing good courses of study.

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4. Minutes of the Board of School Commissioners, Record H, Pp. 564-565.
CHAPTER IX

THE DAVID K. GOSS ADMINISTRATION

1894-1900

On July 20, 1894 the Board of School Commissioners elected David K. Goss, Superintendent, by nine votes out of eleven. At that meeting they passed a resolution of gratitude and appreciation for the splendid services rendered by Mr. Lewis M. Jonas. For five successive years at the annual April meeting of the Board of School Commissioners, Mr. Goss was re-elected at a yearly salary of $3600.

Physical Culture.—In 1894 there was a committee appointed on Physical Culture. It was the duty of Superintendent Goss and the committee to direct the instruction of physical culture in all schools, to ascertain whether there existed delinquencies in the matter of physical education and what methods were best adapted to remedy such needs. The committee was to report to the Board what in their opinion was required in the matter of room arrangements, supplies and outlay of money necessary for the furtherance of physical training.

1. Minutes of the Board of School Comm. Record H.P.574.
2. Ibid. Record J. P.137.
3. Ibid. Record J. P.210, P.462.

72
Innovations and Changes 1896-1900. — In 1896-1897 telephones were just being installed in school buildings.

In 1899 a policy was adopted which permitted the naming of buildings in honor of famous men and women (in various fields of endeavor) who had died, or after local persons who had performed meritorious work in the cause of education.

Many streets in Indianapolis were renamed in 1899-1900 which necessitated changes in the school directories.

Domestic Science was introduced in 1899, and the lovable Miss Helen Zimmerman who had been teaching at Manual Training High School, installed the first kitchen in elementary schools at Building No. 12. The expenses were defrayed out of the Charity Fund and by the Superintendent personally. At that time Mr. Leonard Wahlstrom was named Supervisor of manual training in elementary schools.

New Board of School Commissioners. — On Monday January 1, 1900, there was a meeting of the new Board of School Commissioners of Indianapolis, provided by an act of the General Assembly, March 4, 1899. The Board at its annual meeting in April voted unanimously for Mr. Calvin Kendall as the new school superintendent at a salary of $4000 per year.

Mr. Kendall was just completing his fifth year as Superintendent of the New Haven, Connecticut Schools.

1. Minutes of the Board of School Commissioners, Record X, P. 486.
2. Ibid, P. 417.
3. Ibid, P. 496.
Summary.—Mr. Goss served as Superintendent from 1894 to 1900 in a period of developing political strife yet much constructive work was accomplished. Eighteen new school buildings were erected and educational facilities improved.

Many prominent citizens taking an active interest in school affairs organized the "Citizens Educational Society". That organization succeeded in having the 1897 Legislature enact a bill known as the "Compulsory Attendance Law".

The school department had become a large enterprise, somewhat unwieldy, owing to an increasing board membership. An agitation to reorganize the system of control was started. The Indianapolis Sentinel, an influential newspaper carried on a protracted reform campaign. This agitation to take the business affairs and management out of politics, resulted in the passing of a law in 1899 which created a board of five members and placed the school funds in the hands of the County Treasurer.

No resolution of appreciation was passed for Mr. Goss, as he was not popular in Indianapolis, although a qualified and forceful man. His administration was during a stormy period when it was difficult to please many factions.

Mr. Goss went to Germany after completing his services where he conducted a school for American boys. His death occurred on September 26, 1904 in Strassburg, Germany.

2. Indianapolis News, September 27, 1904.
CHAPTER X
ADMINISTRATION
1821-1900

Trustees and School Commissioners 1821-1890 - From 1821 to 1832 schools existed only under private and Church direction. From 1832, when municipal government was organized, to 1852, trustees in each district had charge of the school business if any, but their duties were not well defined. As most of the trustees were illiterate they did not exercise their authority to establish schools. The first record of trustees concerning themselves with school administration was in 1844 in the instance of Patrick H. Jameson.

The amended City Charter of 1846-1847 accepted in April 1846 legalized free schools supported by taxes. By 1851 the City Council had provided five one-story buildings and there were managed by district trustees. From 1832 to 1851 the trustees were elected by the district.

The new statute under the Constitution of 1851 sought, while simplifying the administrative organization, to make it more rational and less expensive. School matters were delegated to the civil township and the duties of township

1. J. F. Dunn, Greater Indianapolis, P.128.
officers were specified in detail. The system of three
trustees elected by a Common Council was continued from
1861 to 1861.

From 1861 to 1864 a Board of Trustees was elected
by the people, one trustee from each district.

From 1864 to 1871 the Common Council appointed the
trustees and from 1871 to 1899 a Board of School Commissioners
was elected by the citizens, one Commissioner in each
district.

In 1900 and continuing to the present time, a Board
of School Commissioners, composed of five citizens at large,
have been elected by the people.

Directors and Superintendent 1853-1900.- Prior to 1853 the
few public schools had no other administrator except the
district trustees. In 1853 and 1854 the City Clerk was the
Director of Public Schools. During 1854 to 1856 a part time
Superintendent was appointed by the Board of Trustees and in
1856 a full time Superintendent was engaged. Because of the
adverse court decision of 1858 the Superintendent left the
State and a School Director, James Greene, was appointed. Also
Mr. Thomas Water was employed to take care of school property.
In 1861 another Director of Free Schools, Mr. C. W. Hess,
was appointed. For two years he devoted his afternoons to
the supervision of schools. From 1863 to 1900 full time

1. See Appendix, List of Trustees.
2. See Appendix, List of School Commissioners.
3. See Appendix, List of Superintendents.
Supervision 1863-1874. - Superintendent Shortridge realized the need for closer supervision and took measures to secure it. In 1865 an assistant in primary instruction and in 1866 a supervisor for music were appointed. Also in 1865 the School Trustees appointed Boards of Visitors whose duty it was to visit the schools and offer such criticisms and suggestions as occurred to them. This procedure continued until 1874. In 1868 gymnastics and German were introduced into the curriculum and were taught by special teachers.

In 1869 a special teacher was employed to supervise penmanship. Between 1863 and 1869 five special subjects, each with respective instructors, were introduced. In 1867 the Indianapolis Training School for teachers was organized. It furnished trained teachers for the schools and contributed largely to the making of the fine public school system.

Supervision 1874-1878. - As the number of schools increased more supervision was necessary. Mr. George P. Brown had three assistant superintendents, J. J. Mills, Miss Nebraska Cropsey, and Miss Annie Barbour.

Drawing was added as an additional subject to the curriculum in 1875. The resolution presented by Mr. W. A. Bell was to the effect that no pupil could be excused from drawing or singing unless handicapped by some physical defect.

In July 1875, President of the Board appointed a

1. See Page 40.
3. Minutes of the Board of School Commissioners, Record B. P. 127.
committee on examination of Teachers and Schools to take the place of Board of Visitors. Three special teachers employed were; for music, George P. Loomis; for drawing, Jesse H. Brown; for permanence, L. D. Brown.

Supervision 1872-1900.—H. S. Tarbell, Superintendent, was assisted by J. J. Mills, Lewis H. Jones, and Miss Nebraska Crepsey, Superintendent of primary instruction. Mr. Lewis Jones was Principal of the Normal School. Supervisors of special branches were George P. Loomis, music; Jesse H. Brown, drawing; and Charles R. Emmerich, German.

In 1881-1882 Mr. Tarbell put into effect a plan of closer supervision. In addition to the assistant superintendents, ten persons known as Supervising Principals were added to the staff. Each was in charge of several buildings and in charge of practice teachers. The latter needed the most help at the beginning of the term, while the buildings needed closer supervision. This division of responsibility involved difficulties. The above system of organization continued until 1897.

In 1887 Superintendent Lewis Jones felt that an improvement could be made by dividing Supervising Principals into two classes, consequently, he saw to it that three

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Principals were appointed who were in charge of practice teachers. The remaining Supervising Principals were thus enabled to devote all their time to the buildings.

The same organization of supervision continued, but by the close of the century the personnel had changed considerably. Mr. David K. Goss, Superintendent, was assisted by Miss Nebraska Cropsey, Miss Mary E. Nicholson was the Principal of the Normal School, while the special Supervisors were as follows: Wilhelmina Seegmiller, drawing; Robert Mix, German; Helen M. Place, music; A. Mols and Curt Toll, physical culture; L. Wahlstrom, manual training; Helen Zimmerman, cooking. The directors of Practice were the Misses Prudence Lewis, Ida M. Stickney, Lizzie Meskill, Josephine Bauer, Linda Schuls, Lavinia Sweed, Martha Peck, and Addie Wright.

Supervising Principals were the Misses Henrietta Colgan, Clara Washburn, Margaret Hamilton, Nelson Yoke, Emma Donnan, Sara Kirlin, Lizzie Stearns, Mary Knowlton, 
Jane Bass, Lydia Bliick, and Georgia Alexander.

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1. Minutes of the Board of School Commissioners, Record K. P. 530.
CHAPTER XI
BUILDING PROGRAM
1821-1900

Building Program 1821-1863.- From 1821 to 1834 there were no public school buildings. In 1834 by public subscription and county funds the Marion County Seminary was completed.

Records show no other public funds contributed for school buildings until 1844 when approximately $100 was appropriated to build a district school house on the east side of West Street, south of Michigan, which school was managed by Patrick H. Jamison. Between 1848 and 1851 five one-story buildings were provided by the City Council. No records are preserved of the purchase or the exact location of these buildings. In 1853 there was a ward school house for each of seven districts. These were used until 1863.

Building Policy 1863-1874.- In the spring of 1863 Indianapolis School Trustees levied a tax of fifteen cents on every one hundred dollars valuation for buildings and other expenses, except for the payment of teachers' salaries. With this income and an increase of state school revenues, Superintendent Shortridge was enabled to plan a building policy. After visiting the East he chose to model Indianapolis schools after

1. See page 10.
the John Hancock School of Boston. Only large, durable, well lighted and ventilated buildings were to be erected. His program for new buildings was started in 1865-1866 when two three-story buildings were erected at a cost of $71,000. One was located in the fourth ward on the corner of Blackford and Michigan streets and the other in the ninth ward, corner of Davidson and Fulton streets.

The School Law of 1865 permitted incorporated cities to issue bonds for school buildings. There was some protest that such a movement was extravagant but public sentiment soon sustained the general policy of erecting adequate buildings. The following school properties were acquired up to 1869.

First Ward School House Corner Vermont and New Jersey streets.

Second " " " Delaware Street between Vermont and Michigan streets - 1854

Third " " " New York Street between Illinois and Tennessee streets (now Capitol Avenue) - 1862

Fourth " " " Market Street between West and California streets.

Fourth (New) " " " Corner Michigan and Blackford streets - 1867

Fifth " " " Maryland Street between Mississippi Street and the canal - 1859

Fifth (New) " " " Root Street between West Street and White River.

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Sixth Ward School House  Pennsylvania Street between South and Merrill streets - 1866
Sixth " " " Union Street between Merrill and McCarthy streets - 1867-1869
Seventh " " " East Street north of Louisiana Street
Eighth " " " Virginia Avenue corner of Huron -1859
Ninth " " " Corner Vermont and Davidson streets
Ninth (New) " " " Corner Michigan and Davidson streets 1866-1867 1
Total Value . . . . . $173,000.

The building program was successfully continued with the erection of the following new buildings from 1868 to 1874.

No. 6 Annex  Corner of Union and Merrill streets -1868
No.15 Market Street between West and California streets - 1870
No. 2 Delaware and Walnut streets - 1871
No. 7 Bates and Benton streets - 1872
No.10 Home Avenue, later Thirteenth, and Ashland Avenue - 1872
No.11 Fourth and Tennessee streets, later Thirteenth and Capitol Avenue -1872
No. 13 Buchanan and Beatty streets - 1873.
No. 16 Indianola, corner of Ray and Plum streets, later Bloomington and Market streets - 1873.

By 1874 there were nineteen school houses in the city. Most of these were built of brick and offered quite a contrast to the seven wretched buildings which were in use in 1863.

Building Program 1874-1878.- Two reasons caused the enrollment in public schools to increase steadily; the population of the city doubled annually and the numerous private schools were constantly losing in attendance. The public schools had increased in efficiency and competency as they grew under the established system. The following seven buildings were constructed during 1874-1878.

No. 19  West and McCarthy streets - 1874
No. 13  Meridian Street between Ohio and New York streets - 1875.
No. 16  Yandes, between Home Avenue and Lincoln Street - 1875
No. 30  Spruce Street south of Prospect - 1875
No. 22  Chestnut and Hill streets, changed to 1900 Arizona - 1876
No. 14  Ohio Street and Highland Avenue - 1876
No. 19  Shelby Street south of Prospect Street (colored) -1878.

Buildings and grounds of public schools were attractive but, due to a general business depression, unfavorable sentiment was developed against taxation for school purposes; hence a law limiting taxation was enacted and approved March 3, 1877. It regulated indebtedness and provided that it should not be lawful for the Board of School Commissioners of any such city to levy or assess taxes for any one year, exceeding, in the aggregate, twenty cents on the hundred dollars of property returned upon the city tax duplicate for the current year.

Temporary Loans.—A supplemental Act passed by the Legislature and approved by the Governor March 3, 1877 empowered the Board of School Commissioners in cities of thirty thousand or more inhabitants to make temporary loans for the support of schools, whenever the funds were insufficient or exhausted. Loans were not to exceed the anticipated revenue for the current year and no further loans were authorized until the temporary loan had been paid. Such enactments lowered the revenue for schools and limited the activities of both the Board and the Superintendent.

Building Program 1878-1884.—The limiting tax of 1877 was beginning to show its effects. Indianapolis was only permitted a local tax of twenty cents on every one hundred dollars while other cities were privileged to levy a tax of seventy-five cents on every one hundred dollars worth of property. The population of the Capital was increasing rapidly and school facilities were unable to keep pace. In 1870 the population was 48,244, in 1880, 75,056, and in 1890, 105,436.

The building program continued but only seven new buildings were added during Mr. Tarbell’s administration.

No. 23 (Colored) Corner Fourth and Howard Streets, later Thirteenth and Missouri streets, 1879-1880

No. 24 (Colored) North and Minerva streets, later North and Agnes streets - 1879

No. 25 South New Jersey and Merrill streets - 1891.

No. 26 Bealer Street between Lincoln Avenue and Seventh Street.
No. 1 Vermont and New Jersey streets - 1881.
No. 27 Park Avenue and Eighth Street, later Seventeenth Street, 1882.
No. 28 Fletcher Avenue between Cedar and Grove streets 1883-1884.

**Building Program 1884-1894.** Construction of buildings was stopped entirely for six years between 1884 and 1890 because of the law limiting taxation. After 1889 the necessity for school space was so urgent, the following buildings were constructed:

No. 29 Corner College Avenue and Eleventh Street -1889-1890
No. 30 Elder Avenue - 1889-1890
No. 31 Lincoln Lane - 1890-1891
No. 32 Illinois and Twelfth streets 1890-1891
No. 33 Sterling and Staughton streets - 1890-1891
No. 34 Shelby Street south of Belt Railroad 1891-92
No. 35 Madison Road 1891-1892
No. 36 Capitol Avenue and Twenty-seventh Street 1892-1893
No. 23 Corner Thirteenth and Missouri 1891
No. 21 Woodside 1892-1893
No. 5 [New Building] Washington and California streets 1892-1893
No. 16 East Michigan and Beville Avenue 1892-1893

Building Program 1885-1892. - As the building policy had not been abreast of the growing population greater facilities were badly needed. On September 16, 1896, the tax levy to the Special Fund was twenty-five cents on the hundred dollars. Five cents was added for Manual Training and four cents for the Library Fund, thus making a total of thirty-four cents on each hundred dollars.

On September 17, 1897 an eight cent levy was added to meet the needs required by the Compulsory Attendance Law, which made a total levy of forty-two cents. In 1898 the levy was increased to forty-four cents. The ten cent increased levy was added for Compulsory Education.

On September 15, 1899 the tax levy was raised to fifty cents on the hundred.

The increased revenue from tax levy helped with the erection of new buildings and temporary loans which were issued, supplemented the building funds. The buildings erected between 1895-1900 were:

No. 37  Twenty-fifth near Baltimore Avenue 1895-96
No. 38  Pawpaw and Floyd Avenue 1895
No. 39  State and Lexington Avenues 1895
No. 40  Pennsylvania and North streets 1895
No. 41  Rader and Thirteenth streets 1895
No. 42  Rader and Twenty-fifth streets 1895
No. 43  Illinois and Thirty-eighth streets 1895-96.

1. Minutes of the Board of School Commissioners, Record J, P. 25.
2. Ibid, P.25.
In 1900 Indianapolis had fifty-four well-built and fully equipped buildings, with 544 teachers.
CHAPTER XII

LEGISLATION

1821-1900

Early Legislation 1821-1843.—Indianapolis school legislation would not be complete without a mention of the educational ideals set forth in Indiana's Constitution of 1816, although practical application and fulfillment of these ideals came through later legislation. At Corydon June 10, to June 29, 1816 the State Convention adopted a Constitution of twelve articles, the ninth article containing five sections devoted to education.

"Sec. 1. Knowledge and learning generally diffused through a community, being essential to the preservation of a free Government.

"Sec. 2. It shall be the duty of the General Assembly as soon as circumstances will permit, to provide by-laws for a general system of education, ascending in a regular gradation from township schools to State University, wherein tuition shall be gratis, and equally for all."

Boone says, "The entire article is one of rare excellence, and suffers nothing in comparison with the later and

2. Constitution of Indiana, 1816, Article V.
more familiar paragraphs in the Constitution of 1851. In
the first place it is noticeable that the basis of a free-
school idea was purely secular. Since no time was named
in the Constitution for the operation of the system, except
the indefinite time that it should be done, "as soon as
circumstances would permit" and since no details were given
as to the procedure, it became a long and tedious struggle
to secure the legislation necessary to provide for adequate
free schools. In theory the Constitution provided idealistic
measures of a general system "where tuition shall be
gratis and equal for all." 2 Indiana was saved from the
blunder in which most other States fell, by not establish-
ing pauper schools. Section 2, was unique in Constitu-
tional literature. Previous to Indiana, no State had in
its Constitution, declared for a graduated system of schools
extending from the district schools to the university, equally
open to all on the basis of gratuitous instruction. 3 In the
frontier settlement of Indianapolis, where very existence
was a contest against the elements and luxurias were unknown,
the attempts to realize the ideals set forth in the 1816
Constitution were hard fought for three decades.

Preliminary to the law of 1821 there was a resolution
adopted on January 9, 1821 that reaffirmed Indiana's position
to give the right to every child, of what- ever rank and social

2. F. E. Stephenson, Handbook of Indiana State Laws. Fowler,
condition, an education at public expense. This theory is a fundamental and easily granted educational doctrine of to-day, but at that time it was a progressive step. Neighboring States were providing pauper or charity schools. The resolution resulted in a law enacted January 31, 1824 entitled "An act to incorporate congressional townships and providing for public schools." Under this law three trustees might be elected in each township. They had extended duties, but mainly they examined teachers and granted licenses.

In the succeeding years amendatory statutes were added to school laws, but the Legislature was powerless to enforce law in respect to schools.

In 1841 an amendment was passed which provided that the householders of a district might, by a two-thirds vote, levy a tax to continue a school for more than three months and that inhabitants maintaining private schools might, in the absence of public schools, draw their proportion of school funds. Mr. Patrick H. Jamison took advantage of the first part of that law. Other district and private schools probably took advantage of the latter part of the law, although there are no records thereof.

General Conditions.— During the first thirty years of the State's history a generous portion of free school legislation had been passed. With an elaborate code (Revised Statutes of

1. N. E. Beery, A History of Education in Indiana, P. 54.
3. Ibid. P. 40.
1843, comprising six articles, and 142 sections covering twenty pages) there was still no system and few schools. State education had many vigorous opponents. The illiteracy of the State was alarming. Only about one child in eight, between five and fifteen years of age was able to read. On May 26, 1847 the first of a series of "State Common School Conventions" was held.

Free Schools for Indianapolis. — The Indianapolis City Charter of 1846-1847 incorporated the educational ideals of the State Constitution. It provided for the organization of a non-secular school system, open to all and free. An amendment to the Charter made the ideal practical by adding that the city Council should be instructed to divide the city into wards, to erect a building for each ward, to appoint teachers, and further, to levy a tax not exceeding one eighth of one percent of assessments for school purposes. This amendment was optional and at the following election in April, 1848, the matter of Free Schools supported by taxes, was adopted.

The action of the City of Indianapolis came one year prior to the State Law of 1849.

State Law of 1849. — The School Law of 1849, approved January 17, containing a county option clause, provided definite means of support from the State. Taxes were collected annually and paid to the Common School Fund on the following basis:

1. Revised Statutes of 1845, Chapter XV.
2. R. J. Secre, History of Education in Indiana, p. 87.
3. Ibid., p. 96.
4. See Page 23.
1. Ten cents on each and every one hundred dollars of property taxable for State Funds.


3. The above together with the surplus revenue fund, the saloon and back fund tax.

Our County elected to make the assessment and collect taxes for the purpose of increasing the common school fund. Each township was to provide for as many free schools as might be required. The Law of 1849 marked an advance, yet it was far from satisfactory. It had the provision that private schools could at the discretion of the township trustees, participate in public school funds. The people of the counties voted annually to accept or reject the matter of financial support of schools.

The Constitution of 1851.— The Constitution of 1851 consolidated school funds and provided a State educational organization. This was the beginning of our State system. The detailed organization was outlined in the School Law of 1862.

Law of 1852.— Many of the provisions of the Law of 1849 were embraced in the Law of 1852. The latter was headed "An act to provide for a general and uniform system of common schools." The law reaffirmed the tax provision of 1849 "that there shall be annually assessed and collected, as the State and County revenues are assessed and collected; first, R. C. Hoeme, A History of Education in Indiana, P. 115.
3. Edgar W. Knight, Education in the U.S., P. 238.
4. Indiana Constitution, 1851, Article VIII, Sec. 1-8.
on the list of property taxable for State purpose the sum of ten cents on each hundred dollars, which, together with the income of the Congressional Township and Common School Funds, should be applied to support of common schools. It also authorized townships to vote on a special tax for the physical equipment of schools.

In the form of a separate statute there was enacted "an act to authorize the establishment of free public schools in the incorporated cities and towns of the State of Indiana." This gave Indianapolis the right to organize a system of her own and the right to levy and collect taxes in the township. The School Laws of 1852 made a State and local public school system possible. They provided for a Superintendent of Public Instruction who compiled records and reports.

Disastrous Court Decision.— Throughout the State during the years 1854-1857 the Courts ruled the Law of 1852 unconstitutional. Likewise, early in 1858 Judge Perkins of the Supreme Court declared the Law of 1852 applicable to Indianapolis, unconstitutional. The ruling forbade the consolidation of funds and general tax for building and the appropriation of local taxes, whether township or city, for tuition purposes. It left the system, so progressively started, practically crushed; a system with officers, buildings and equipment, but with

1. W. S. Hoos, A History of Education in Indiana, Pp. 159-160
no money to pay the teachers. Many of the best teachers left Indianapolis and the State. There is no record of any public money being paid to teachers in Indianapolis from 1 April 1857 to May 1860.

However disheartening was the experience, two facts were established by these decisions:

(1) The township and the township only, had the authority and could furnish the means to build; and

(2) the State and the State only, might provide tuition.

The prospects were discouraging and unfortunately there was an economic panic in 1857. The general financial conditions probably molded opinion for this disastrous decision.

Legislation of 1865: In spite of the cumulative discouragements, the friends of education did not generally despair. Some wholesome changes were made in school laws by the Legislature of 1865.

1. Previous to this legislation children of five years were permitted to attend school. The age was raised to the more fitting age of six years.

2. Incorporated cities might issue bonds for the building of school houses.

3. The Bible shall not be excluded from the public schools of this State.

In 1865 George W. Hoss, then Superintendent of Public

5. Laws of Indiana 1865. P.3. (Approved March 6, 1865)
Instruction drafted a bill for the revision of the school law. He permitted Mr. Shortridge to write and insert, Section 5, which provided for trustees to be elected by the council. The number was left blank until filled by the word "three" on motion of Judge H. C. Newcomb, then a representative from Marion County, who was in charge of the bill. The Council appointed Dr. Thos. B. Elliott, Clemens Vonnegut, and W. H. L. Noble as Trustees, who served until 1869, when James C. Yohn, John R. Elder and W. H. L. Noble were appointed.

The system was satisfactory so far as work was concerned but it was hampered by the fact that part of the common school system was not independent. The Trustees could recommend taxes, but the taxes had to be levied by the City Council which was not well informed and did not always co-operate. The Trustees employed teachers who had to be examined by a County Examiner. To remedy these and other evils Mr. Shortridge devised a scheme of independent school government and proposed the Bill of 1871.

Re-enactment of the Local Tax Law, 1867.—During the summer of 1866, Superintendent Moss at the second State Convention of County Examiners, urged and had passed the resolutions for three amendments to the school laws, two of which effected Indianapolis.

An act approved March 9, 1867, authorized township

1. J. P. Dunn, Greater Indianapolis. P. 274.
trustees, trustees of incorporated towns, and the common council of cities to levy taxes for school purposes. The law was similar in many respects to the Acts of 1852, which were held unconstitutional. The law of 1857 was upheld by the Supreme Court in a latter decision. The funds raised by local units, together with funds distributed to the units from the state fund, permitted the establishment of a general school system.

The Legislature also made provisions for the admission of colored children to the public schools.

Law of 1871. - From 1860 to 1870 the population of Indianapolis increased approximately 27,000 people and with this came the necessity to purchase additional school furniture, equipment, and buildings.

In order to remedy the dependence and indirect power of the Trustees selected by the council, Mr. Shortridge instigated the law of 1871. He called a conference of leading citizens who would advise wisely. It was in the month of December 1870, there met in an upper room on the corner of Market and Pennsylvania streets, E. B. Martindale, John Caven, Addison L. Roach, Austin H. Brown, Simon Yander, Thomas B. Elliott and H. G. Cary, W. A. Bell and Clemens Vonnegut were invited, but they were unable to attend.

3. Ibid. P. 234.
Superintendent Shortridge after presenting figures and
describing the inadequate and crowded school conditions, pro-
posed a bill which called for a School Board as large in
membership as the City Council, the Board to be free from
political control and vested with full powers of taxation
and administration of the schools. Mr. Shortridge, Judge
Roach and Austin H. Brown were appointed to draft a bill.
The bill was passed and it was signed by the Governor. It
provided a board of nine members, one from each ward. The
board members were to be elected the second Monday in June
and divided into three classes, for one, two, and three
years, annually retiring one third of the Board. The law
gave the board power to levy taxes for the support of schools
within the city, including such taxes as may be required for
paying teachers, in addition to taxes authorized to be levied
by the General Assembly. The increased number of board mem-
bers brought wise counsel and since they were chosen by the
people, a sense of responsibility for the management of the
schools was placed on them. This law provided wisely for
the organization and management of the schools for twenty-
eight years. 1

The Compulsory Attendance Law 1887.—In 1886 and 1887
school conditions had reached such a state that reforms
were inevitable. Public opinion was aroused and Mr.
Thomas C. Day with other prominent citizens, believed that

1 J. F. Dunn, Greater Indianapolis, Pp374-5.
an improvement could be made in the school situation by furthering closer contact between citizens, school board and teachers. He therefore organized the Citizens' Educational Society whose executive committee was composed of Thomas C. Day, Chairman; Dr. R. O. Alexander, Secretary; B. C. Kel- 
sey, Treasurer; Herman Lieber, Miss Nebraska Cropsey, Ben- 
jamin Harrison, J. K. Lilly, D. K. Gess, G. A. Schnull, E. A. 
Brown, J. L. McMasters, Miss Margaret Hamilton, Mrs. Francis 
M. Brunton, William A. Guthrie, and William Scott.

The Society was aware that many parents failed to give their children an opportunity for education. This prompted them to urge the Legislature of 1897 to pass a Compulsory Education Law. It was not the first time that Compulsory Education had become an issue, for Superintendent Shortridge, his successors, as well as various Superintendents of Public Instruction, had pointed out the need for such a law. The School Board of 1897 sent a letter to their representatives in the House and the Senate asking for undivided support of the bill. The law was enacted and approved.

The primary purpose of the Compulsory Attendance Law was to enforce regular attendance for at least twelve consecutive weeks of each year upon pupils between the ages of eight and fourteen years who went to public, private, or parochial schools and who lived within two miles of a school.

1. J. P. Dunn, Greater Indianapolis, p. 278.
2. Ibid., p. 278.
3. Minutes of the Board of School Commissioners, Record J. P. 129.
building. Mental and physical incompetents were of course excluded. It was hoped that the law would first, influence parents and second, influence children who were incorrigible and truant, but whose parents were primarily not at fault.

Salient features of the law were as follows: it made it unlawful for a parent to send a child of age to school for less than twelve consecutive weeks; it provided for the appointment of truant officers who were to be paid $2.00 per day out of the County Treasury; it provided for the furnishing of necessary school supplies and clothing to the children of indigent parents; it provided for the establishment of a parental home for truants; it provided for a Special Tax, not exceeding ten cents on a hundred dollars, to defray expenses.

The enforcement of the Compulsory Education Law increased the attendance in the schools materially. In September, 1897 there were 752 more pupils enrolled than in September 1896. At the same time a serious problem arose which had to be coped with. The result was that a special school was established for boys who were unmanageable in regular schools. Miss Addie Wright was the first teacher and classes were held in the Annex of old Shortridge. In 1898, thirty-two boys were enrolled and manual training formed the basis of their work.

1. Minutes of the Board of School Commissioners, Record J, pp. 290-299.
2. Ibid., p. 299.
4. Ibid. Minutes of the Board of School Commissioners, Record J, p. 602.
School Politics. - The School Law of 1871 was effective for taking the schools out of ordinary party politics, but as the population increased and the school funds grew larger, there developed a type of objectionable public school politics, which, at the bottom was merely a contest of banks for the custody of school funds. This issue became a prominent feature of controversy in the nineties. The Indianapolis Sentinel in an editorial fight demanded that the payment of all interest on school funds deposited with the banks be made into the school Treasury.

The School Law of 1877 provided that one member of the School Board be elected from each district. By 1890 there were eleven districts with the prospects for more. A Board created in this manner was becoming unwieldy in size. The schools were growing constantly while the custody of funds was in the hands of the board. Naturally politics played a part in determining where these funds should be banked and where certain expenditures should be made. In 1896 a group of prominent men of the Commercial Club, now the Chamber of Commerce, became interested in school administrative reform and they sponsored a bill which did not become a law, however. The Sentinel kept up its fight for reform and in 1898 all candidates for school commissioners unfavorable to a reform program were defeated.

1. J. B. Dunn, Greater Indianapolis, p. 277-278.
2. Sentinel, June 9-12, 1908.
Law of 1899.—In 1899 the Citizens' Educational Society, continuing its constructive work, decided that amendments to existing school laws were desirable. The business management of schools had grown too extensive to be trusted to unsalaried commissioners who could give only a portion of their surplus time to the task. It was deemed advisable to have a salaried business manager who would devote all of his time and efforts to the handling of school affairs. A committee, composed of Thomas C. Day, Chairman, Judge John E. Scott, Judge L. C. Walker, and William A. Bell, was appointed to prepare a bill. Other organizations desired to join in with the Citizens' Educational Society and the membership of this committee was augmented by adding to its personnel, Judge Frank E. Gavin, Henry E. Bennett, and Albert Metzger from the Commercial Club, and Dr. F. H. Jameson, Charles S. Lewis and Judge Thomas L. Sullivan from the Board of Trade. The Bill which was based on the Cleveland plan was drafted by Judge Gavin and revised by the committee. It became a law on March 4, 1899.

The law provided for the establishment of a School Board of five members, not restricted as to districts, to be elected by a general vote of the citizens. Two groups were to be elected each second and fourth year, each group serving four years. The law made the City Controller,  

auditor of the Board, and the City Treasurer, treasurer of the Board. Thus all custody of school funds was taken out of the hands of the commissioners. Officers stipulated by the law were a superintendent of Public Schools, who was to handle the administrative and educational phases, a business director who was to take charge of finances, a secretary, and a librarian. This law has been in use up to the present time, 1933.

Maryland and Georgia Street. The first teachers were Joseph Bunting and Miss Smith. Later the teachers: Providence took charge of the school and have continued since. In 1899 they established St. John's Young Ladies' Academy at the northeast corner of Georgia and Tennessee streets, near 1st new Capitol Avenue. In 1899 the name was changed to St. John's School for Girls. In 1903 St. John's Academy for Boys was taught by the Rev. A. Baker in a building on West Georgia near 11th and 12th street.

1. St. Mary's School 1859. Maryland Street was established in 1855 and the School opened by the Sisters of St. Francis in 1859. The early school was called St.

2. For further details see Minutes of the Board of School Commissioners, Record K, F.417.
CHAPTER XIII

STATE, PRIVATE, AND PAROCHIAL SCHOOLS

1844-1900

Catholic Schools. - The first elementary parochial school of the Catholic Church was established in 1855 on the site of the present St. John's Church on Capitol Avenue between Maryland and Georgia Street. The first teachers were Joseph Keating and Miss Cahill. Later the Sisters of Providence took charge of the school and have continued since. In 1859 they established St. John's Young Ladies' Academy at the northeast corner of Georgia and Tennessee streets, which is now Capitol Avenue. In 1869 the name was listed as the St. John's School for Girls. In 1867 St. John's Academy for Boys was taught by the Rev. M. Besson in a building on West Georgia near Illinois street.

St. Mary's School on East Maryland Street was established in 1859 and was taken in charge by the Sisters of St. Francis in 1863. In 1866 the school was called St.

Mary's Female Academy, and T. H. Wannemacher opened the St. Mary's Catholic School for Boys in a building at the rear of the church. In 1867 the school was named St. Mary's Academy for Boys and Girls with Sister Cecilia as Mother Superior assisted by seven nuns.

St. Peter's Academy for Boys and Girls 1867
Dougherty Street, near Virginia Avenue
Teacher - Mrs. L. U. Kealing 3
Changed to St. Patrick's School for Boys 1878
Instructors - Brothers of the Sacred Heart
Present St. Patrick's School 1885
Instructors - Sisters of Providence 4

St. Joseph's Academy 1890
North and Noble streets
Instructors - Sisters of Providence 5
St. Joseph's School Boys Academy 1891
Sacred Heart for Boys 1875
Palmer and Union streets
Instructor - Rev. Alardus Andreeschek

Sacred Heart for Girls
Meridian and Palmer streets
Instructors - Sister of St. Joseph, Carondelet, Missouri. 7

St. Bridget's School
North West Street
Instructors - Sisters of St. Francis from Oldenburg, Indiana. 8

2. Logan's Indianapolis Directory 1867, p.314.
5. Ibid. p.616.
   Ibid.
   J. F. Dunn, Greater Indianapolis. p.618.
After the establishment of St. Bidget's School, the policy of the Catholic Church was to establish a parochial school simultaneously with the organization of the parish.

St. Francis de Sales 1895
2187 Avondale - Brightwood 2
Instructors - Sisters of St. Francis

St. Anthony 1891
337 W. Warman Avenue
Instructor - Rev. Francis E. Dowd 3

Cathedral Grade School 4
1400 North Meridian Street 1892

Church of the Assumption 1893
Blaine Avenue
Instructors - Sisters of St. Benedict from Ferdinand, Indiana 5

Holy Cross 1893
1417 N. Ohio Street
Instructors - Sisters of Providence 6

Episcopalian Schools 7

St. Paul's Georgia and South East streets 1873
St. Joseph and Pennsylvania streets
Rev. J. E. Clark 2

1. Rev. Francis H. Gavisk, Data from Personal Letter 1932.
3. Ibid. p. 619.
4. Ibid. p. 616.
5. Rev. Francis H. Gavisk, Data from Personal Letter 1932.
9. Ibid. 1897, p. 43.
Campbellite Schools. - The Misses Laura and Charlotte McFarland under the Campbellite auspices kept a primary school on the north side of St. Clair Street where the public library now stands. Their school began in 1860 and continued for more than twenty years. 1

Miss Catherine Merrill, daughter of Samuel Merrill, sometime in the late fifties and early sixties had a private school at the family homestead on Merrill Street, later in the basement of the Fourth Presbyterian Church, southwest corner of Market and Delaware streets, and later where the Chamber of Commerce Building stands on North Meridian Street. Miss Merrill left her school during the Civil War to become an army nurse. 2

Friends School. - In the second story of the Friends Meeting-house at the southeast corner of Delaware and St. Clair streets an excellent graded school was begun in 1856 and operated for a number of years. It was attended by members and non-members of the church. In 1867 two members of the Society of Friends, Thomas Charles, assisted by Wm. Mendenhall, marched the children to a new school called City Academy on New York between Meridian and Pennsylvania streets, now the site of the Post Office. This school was well attended but lasted only a year.

2. Ibid. P.130.
3. Ibid. P. 130.
Hiram Hadley, a prominent Friend educator, later president of University of New Mexico, had a private school on Illinois, north of Tenth Street in 1880. In 1881 he joined Prof. Julius E. Roberts in the Hadley and Roberts' Academy at the southeast corner of Meridian and Vermont streets, now the site of the Indianapolis Athletic Club. In 1882 the school was continued at Walnut and Pennsylvania streets until 1884.

The Quakers although not so numerous in the early years were ardent promoters of education. In the early fifties they opened a private primary school at southeast corner of Alabama and Market streets under Sarah A. Smith. In 1856 her daughter, Anna Mary, became assistant and continued until the close of the school.

Methodist School— The Methodists opened a Seminary in 1850 with Rev. Thomas Lynch in charge. Dr. McLean came to Indianapolis in 1852 and founded one of the first institutions of "polite learning", the McLean Seminary at the northeast corner of Meridian and New York streets. It was a boarding and day school open to 150 students. Fees were $4.00 a quarter for primary work; $8.00 a quarter for senior work; $14.00 a year for support of gospel; additional fees for vocal, music, piano, guitar, harp, drawing, and painting.

1. J.P. Dunn, Greater Indianapolis, P.131.
2. Ibid, P.130.
The school prospered for fifteen years and closed shortly after the Civil War. Its official names were Indianapolis Young Ladies Institute and Indiana Female College, but it was more commonly known as McLean Seminary.

**Baptist School:** The Baptists opened the Indianapolis Female Institute in 1859 at Michigan and Pennsylvania streets under Rev. Gibbon Williams, Supervisor. In 1866 the Institute was able to accommodate 150 boarding pupils and 200 day pupils. The school had 286 pupils in attendance and 15 instructors. It was closed in 1872 as it was not able to compete with free schools.

**German Church Schools:**

- St. Paul's Evangelical Lutheran Church 1847, 1859, 1872
  New Jersey and McCarty streets 6
- German Evangelical School
  S. East Street opposite Stevens
  Principal - M. G. I. Stern 7
- German Lutheran School
  Georgia, between East and Liberty streets
  Principal - Herman Fruchtenicht 8
- German Lutheran School
  931 E. Market Street
  Principal - Rev. Christian Hockstetter 9

St. Paul's Evangelical Lutheran School 1873
Cock and Georgia streets
Principal - C. Hockstetter

Zion's German School 2
Alley - west of Meridian and Ohio streets
Rev. Squire Edmund's School 3
430 N. Tennessee Street
Young Ladies' Institute
Northwest corner Michigan and Pennsylvania
Instructor - Rev. Lucian Hayden

St. Augustine's School 5
467 South Tennessee Street
Instructors - Sisters of Providence

German Evangelical Lutheran School 1890-1900
707 S. New Jersey Street
Instructor - Daniel D. Fechtmann

St. Mary's Hall 7
Central Avenue and Seventh Street
Instructor - Rev. George Swan

Schulverein German Society School 1859-1882 - The most meritorious work which the enterprising energy of our liberal minded Germans brought about and which proved to be of lasting benefit was the founding of the German English School. It took unto itself, in large measure, the difficult task of keeping the growing youth, German in thought and sympathy, a part of education which today falls almost wholly on parents who are so minded.

2. Ibid. P. 432.
The public schools in Indianapolis in the fifties were in poor condition. The entire term extended only over three or four months in the year and in consequence instruction had to be restricted to the essential fundamentals. There were a few German private schools before 1859.  

1. In Scotch Church  
Corner of Delaware and Ohio streets  

2. In the so-called Second Ward School  
Delaware between Vermont and Michigan streets  

3. Freemans Verein  

In 184. Theodore Hielscher  
Washington Street opposite the Court House.  
Fraisworthy as these were there was still need for a school in which the instruction should be in English as well as in German. The members of a secret Society which bore the  

3. oracular name of "B. A. T." organized the German English School Society. Mr. V. Busch was elected the first President and Mr. Herman Lieber, the first Secretary.  

The Society decided to found a school which was to be independent of all sectarian influences and which should secure the education of free, moral men in principle of humanity. The school was to be for boys and girls. A small sum of money, $500.00 was appropriated toward a fund for the building of a schoolhouse. Within three months a lot was purchased and work was started on a two-story structure.  

Toward the end of 1859 the school was opened under the manage- 

ment of Theodore Heilscher and Julius Schumm. Only a few  

pupils enrolled at first but the results were so favorable that each term saw more and more students in attendance. Additional teachers were engaged and the course of study was broadened, consequently, the cost of management increased and deficits were incurred from year to year. Voluntary contribution, funds derived from entertainments, picnics, fairs, theatricals, concerts and balls, in which the whole German population enthusiastically took part, made up the deficits.

During the Civil War the Schulverein bought an adjoining lot and doubled the size of the school building at 216 East Maryland Street. The school made excellent progress under the management of Johann Reitz and his son, Heinrich Reitz. It reached its highest standard between the years 1865 to 1871. A corps of teachers was secured, namely; Theodore Dingeedly, Wm. Mueller, L. Klem, Miss Mate, Miss Wynn, Miss Beman, and later Ernst Knodel and Christian Bopp.

Although tuition charges were nominal many German families could not pay for their children's instruction, consequently, general satisfaction resulted when Representatives J. T. Coffroth of Huntington introduced a bill in the 1869 Legislature to have German included in the course of study of the public schools if the parents of twenty-five children in a school district petitioned for it. The house passed this bill on February 17, 1869 by a vote of 77 to 7, while the Senate acted favorably on April 27 of the same year by

a vote of 37 to 3. Moved by an unselfish motive, the members of the German-English Society were the most zealous advocates of this law, though they realized full-well that the introduction of German in the public schools would eventually prove a death blow to their own institution.

From 1870 the attendance in the German-English School diminished yearly. The funds required for salaries and management, amounting to $6000 to $7000 annually, became harder to raise. Nevertheless, the Schulverein remained in existence for another decade. Capable teachers instructed in the school during that time. A few who were well remembered were G. Granlich, H. Y. Koessby, P. Berwig, and especially R. C. Tschenticher, who served as principal from 1872-1879 and Karl Ping pang who taught for ten years until 1882. Between 1865 and 1882 the following names, Val Butsch, A. Seidensticker, C. Voemagut, H. Lieber, Ed. Mueller, P. Schmidt, Wm. Koethe, Alex Metzger, Louis Lehn, Jacob Metzger and Wm. Hausise appear most frequently in the Schulverein records.

Early in 1882 the Schulverein could no longer raise money and the schools were given up. All the pupils entered the public schools without difficulty. Thus ended an interesting and constructive educational era.
German-English Schools

Free German English School
Maryland and Virginia Avenue 1

German Independent School
122-4 E. Maryland Street
Principal - C. Teischentsher 2

Mueller German English School
220 E. Ohio Street
Principal - August Mueller 3

German English School
Maryland and Delaware Street
Principal - E. Kosley 4

German English School
East and McCarthy Streets
Principal - G. W. Kryter 5

Indena German English School
132 E. Michigan Street
Instructor - Conrad Linden 6

Colored Private Schools - The only records of colored private schools are in 1869, 1893, and 1894.

Allen Chapel Day School 7
Northside Broadway between Cheery and Christian Ave.
Principal - S. A. Elbert
School 8 1869
642 N. Mississippi
Instructor - I. M. Williams

Rufus Conrad School
Second near Lafayette Railroad 9 1869

1. Edward's Annual Directory 1867, P. LXXIII.
2. Smart and Tedrowe, Indianapolis Directory 1873, P. 430.
3. Ibid. P. 430.
4. Ibid. P. 430.
5. Ibid. 1874, P. 566.
St. Ann's School
Pratt and Fayette streets 1
Instructors - Sisters of St. Francis

Industrial School
Ninth Presbyterian Church 2
Instructor - Luella Coleman

State Schools 1844, 1847 - In 1844 the State established the Indiana Institute for Deaf and Dumb on Washington and State streets, offering academic and industrial work.

In 1847 the Indiana Institute for Education of the Blind was founded by the State as a strictly educational institute having for its object the moral, intellectual and physical culture of the young blind of both sexes. No charge was made for board or instruction. Applicants between 9 and 21 years were received. The courses were literary, musical, and industrial. The most common trades taught were cane seating and broom making. Girls were taught sewing, knitting lace, and bead work. The school was located at Walnut and Meridian streets until 1929.

Private Schools, 1850-1870 - It would be impossible to name all of the private schools that have been in Indianapolis. Most of them lasted a few years and no records concerning their operation are obtainable.

5. Ibid. P.32.
Mr. Dorsey 1 In the 1850's
Walnut and New Jersey streets

Miss Ellen Douglas 2 In the 1850's
New York Street, west of Canal

Miss Tousey 3 In the 1860's
Ellsworth Street

Hay's Academy for Boys 1862
Under Masonic Hall, South Tennessee Street
Principal - Rev. L.G. Hay 4

Miss Minnie Jewell 5 1869
Ohio and Pennsylvania streets

Mr. Maurice Ferriter 6 1869
Southwest corner of South and Pennsylvania streets

Select Schools for Young Ladies

Miss S. N. Keating 7 1873
250 Dougherty Street

Home Academy 1873
16 Vinton
Instructor - Miss A. B. Thomson

Ashby Select School (an excellent school) 1872-1878
78 E. North Street
Instructor - Mrs. A. Ashby

Mrs. E. J. Price, daughter of Prof. Hoshour, once President of Butler University, had in 1857 a well patronized mixed school for boys and girls from 12 to 20 years of age on Alabama and St. Clair streets, later on Illinois Street until 1890.

2. Ibid. P.132...
3. Ibid. P.132.
5. Ibid. 1869. P.19.
10. Ibid. P.342.
Comparison of Public, Private, and Parochial Schools

Attendance.

As the public schools grew in efficiency the private and parochial schools lost in attendance.

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Private and Parochial Schools</th>
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<tbody>
<tr>
<td>1864</td>
<td>1200 Pupils</td>
</tr>
<tr>
<td>1874</td>
<td>9350 Pupils</td>
</tr>
<tr>
<td>1864</td>
<td>3539 Pupils</td>
</tr>
<tr>
<td>1874</td>
<td>1758 Pupils</td>
</tr>
</tbody>
</table>

In 1873-1874 the private and parochial schools numbered fourteen, employing 42 teachers with 1,758, whose tuition alone was $22,014, an average of $12.31 per pupil. The attendance classified for that year was:

- German-English Church Schools: 536 pupils
- German-English non-sectarian Schools: 448 pupils
- Strictly American Schools with English speaking children: 118 pupils
- Catholic Schools: 686 pupils

Total number of children of school ages in the city at that time was 19,125.

Private Schools, 1870-1880:

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select School</td>
<td>21 E. St. Clair Street</td>
<td>1874</td>
</tr>
<tr>
<td>Select School</td>
<td>133 E. North Street</td>
<td>1875</td>
</tr>
<tr>
<td>English Classical Academy</td>
<td>77½ E. Market Street</td>
<td>1877</td>
</tr>
</tbody>
</table>

Instructor - Rev. N. F. Tuck

1. A. C. Shortridge, Scrapbook, p. 76.
2. Ibid. p. 76.
3. Ibid. p. 76.
5. Swart & Tedrowe, Indianapolis City Directory 1876, p. 571.
The best known of the private schools was the Indianapolis Girls' Classical School opened in 1877 under Mrs. May Wright Sewall at the southeast corner of Pennsylvania and St. Joseph streets. In 1885 a special building was built for the Girls' School at 824 N. Pennsylvania Street and the School continued there until 1907. Although the principal purpose of the school was preparation for College, elementary work was given.

In 1879 T. L. Sewall started the Indianapolis Classical School for Boys at Home Street and College Avenue. In 1881 it was moved to North and Alabama Streets and continued until 1897.

2. J. P. Dunn, Greater Indianapolis, p.130.
3. Polk's City Directory 1877, p.568.
4. Ibid. p.568.
5. J. P. Dunn, Greater Indianapolis, p.130.
6. Polk's City Directory 1878, p.43.
7. J. P. Dunn, Greater Indianapolis, p.130.
Private Schools 1880-1890.

Select School
450 North Meridian Street
Principal - Mary A. Newell

Irvington School
Irvington
Instructor - Frank C. Cassel

Mt. Jackson School
Instructor - J. H. Owen

Hadley and Roberts Academy
200 North Meridian Street

Select School
155 North Illinois St.
Instructor - Miss Corrine E. Robbins

Indianapolis Seminary
343 and 345 N. Pennsylvania Street
Instructor - J. B. Roberts

Mapleton Public School
Instructor - Louis Morgan

Haughville School
Instructor - Lewis Edmunds

1. Polk's City Directory 1877, p. 565.
2. Ibid. 1880, p. 46.
4. Polk's City Directory 1879, p. 43.
5. Ibid. 1882, p. 31.
6. Ibid. 1882, p. 31.
8. Ibid. 1884, p. 20.
9. Ibid. 1884, p. 20.
10. Ibid. 1885, p. 20.
11. Ibid. 1885, p. 20.
In 1885 Mrs. E. A. Blaker opened the first Free Kindergarten on Yandes and Home streets. Kindergartens rapidly became popular. In 1889 there were 12 Kindergartens. Most of the private schools had languished except Mrs. Price's School and the Girls' Classical School.

Woodside School 2 1886
Instructor - J.K. Bernhill

West Indianapolis School 3 1887
Principal - J. F. Stone

Institute for Young Ladies 1881-1891
477 North Pennsylvania Street
Principal - Rev. James Lyons.

Stratford Public School 1888
Principal - Eva Heizer

Marie L. Bright School 6 (only one year) 1890
355 North Illinois Street

Mrs. Annie Ferry 7 1890-1896
59 to 63 Ingalls Bldg.

Eleanor D. Kirby 8 1890-1900
230 North Meridian Street
Moved to
27 W. 11th Street 1899

In 1889 Indianapolis had 33 religious and private schools.

2. Ibid. 1886. P.67.
3. Ibid. 1887. P.79.
7. Ibid. 1890. P.78.
8. Ibid. 1891. P.78.
10. Indias of Indianapolis. Published under the Auspices of the Board of Trade. Chicago and Indpls., A.N.Marquis Co. 1890. P.10.
Private Schools 1894 - 1899.

Lawson A. Duthrie 1
14 ½ N. Meridian Street 1891-1898

Janie Moore 2
19 E. St. Joseph Street 1891

Select School 3
407 North Illinois Street 1893

Hungarian Jewish School 4
350 South Meridian Street 1894-1896
Principal - Samuel Federman

Indianapolis Academy for Boys 5
499 North Pennsylvania Street 1896

Knickerbacker Hall, The Diocesan School for Girls
Central Avenue and 7th Avenue now 16th St. 6

Admire and McVeigh
1½ E. Washington St. 7 1897

Alma L. Bryan
811 North Alabama Street 1898

Emma Edwards
311 South East Street 1898

Benneville Girls School 10 1898

Indianapolis Academy for Boys 11
940 North Pennsylvania Street 1898

Addie L. Hardy
729 Lemcke Building 12 1899-1900

1. Folk's City Directory 1891. P.88.
2. Ibid. P.86.
3. Ibid. 1893 P.94.
4. Ibid. 1894 P.86.
5. Ibid. 1896 P.107.
7. Ibid. 1897 P.32.
8. Ibid. 1898 P.131.
10. Ibid. P.131.
11. Ibid. P.131.
12. Ibid. 1899 P.131.
D. F. Arthur Jailet
1028 Keystone Ave. 1
1899-1900

Eleanor Kirby
27 West 11th Street 2
1899

Louisa Rankin
1832 N. Alabama St. 3
1899

Nellie Smith
2114 N. New Jersey St. 4
1899

Summary: - Private and Church Schools were practically the only schools between 1821 and 1848. They flourished in the fifties and the sixties. Thereafter free public schools became so efficient in instruction, that the private schools lost attendance rapidly and could not compete with the public system. At the close of the century there were two State Elementary Schools; five small private schools, and one outstanding private institute; one Evangelical Lutheran School; one German Evangelical Lutheran School; and nine Catholic Schools.

2. Ibid.
3. Ibid.
4. Ibid.
CHAPTER XIV

SUMMARY AND CONCLUSION

The Indiana Constitution, adopted in 1816 set forth in one of its articles, idealistic principles for education. In the city of Indianapolis between the years 1821 to 1900, these ideals were completely fulfilled by practical application. The struggles and hardships which had to be overcome were many. Legislative apathy and public indifference offered severe obstacles. Nevertheless there was continual progress, sometimes slow to be sure, sometimes swift, but always a forward movement.

Universal, non-sectarian education, with tuition free and open to all, supported by taxes, was the first step. Successive legislative acts provided a general system of administration and organization, and the means of raising revenue to pay teachers salaries, to construct buildings, and to purchase equipment. In 1848 Indianapolis had one school building; in 1851, five buildings; in 1863, seven buildings, while in 1900 there were fifty-four well equipped and ventilated buildings in the city.

Constant efforts were made to improve the caliber of the teachers. The Indianapolis Training School which was started in 1867 helped materially toward this end. Credit
must be given to many teachers who gave their time and untiring efforts toward the building and strengthening of the standards and the ideals of the system. It is fitting to single out one name for special mention, Miss Nebraska Cropsey, who for more than thirty years taught and supervised in the schools.

Too much emphasis cannot be placed on the efforts which were put forth by the educational leaders to further the moral and character training of the students. Mr. Bell, Mr. Tarbell, and Mr. Jones were active along these lines.

In the eighties and continuing through the end of the century the health of the students became a matter of vital importance. Educators realized that health training in the schools was necessary if the pupils were to develop into worth-while citizens.

In 1897 an important principle of education was established by the Compulsory Attendance Law. It compelled children, between certain ages and without distinction of color, to attend school.

It has been said that the value of democratic government depends on the ability of its citizens to understand and to direct intelligently and with justice all its affairs, both private and personal, public and civic. To accomplish this end, education is a most important factor. The history of the elementary schools shows that citizens of Indianapolis have constantly put forth effort to improve and increase educational opportunities.
APPENDIX

DIRECTORS AND SUPERINTENDENTS

Daniel V. Cullery, Director (the City Clerk) 1853.
James N. Sweltser, Director (the City Clerk) 1854.
Silas J. Bowen, Superintendent (part-time) Feb. 1855-1856. ($400.00)
George B. Stone, Superintendent March 1856-January 1858. ($1000.00)
James Greene, Director 1858-1860
G. W. Hoss, Director 1861-1863

SUPERINTENDENTS

Abraham C. Shortridge August, 1863-1874
George P. Brown 1874-1878
H. S. Tarbell 1878-1884
Louis Henry Jones 1884-1894
David K. Goss 1894-1900
Calvin N. Kendall 1900-Oct. 1911
G. A. Mirich, (Acting) Oct., 1911-Jan. 1912
J. G. Collecott Jan., 1912-Mar. 1917
E. W. Graff Sept., 1917-Mar. 1927
Charles F. Miller 1928-
P. C. Stetson 1930-
LIST OF TRUSTEES

Previous to 1853 schools were managed by a trustee in each district. There are no available records.

1851-1861 Board of Trustees was appointed by the Common Council.

1861-1864 Board of Trustees was elected by the people, one trustee from each district.

1865-1871 Trustees were appointed by Common Council.

1871-1899 Board of School Commissioners was elected by the people, one Commissioner from each district.

1900- Board of School Commissioners was elected by the people, five Commissioners for the city.

Trustees

1853 Henry P. Coburn, Calvin Fletcher, H. F. West.

1854 Henry P. Coburn, Calvin Fletcher, John B. Dillon, William Sheets.

1855 Calvin Fletcher, David Beaty, James M. Ray

1856 Calvin Fletcher, David Beaty, D. V. Culley

1857 D. V. Culley, N. B. Taylor, John Love

1858-1859 D. V. Culley, David Beaty, John Love

1860 Caleb B. Smith, Lawrence M. Vance, Cyrus C. Hines

1861-1862 Oscar Kendrick, D. V. Culley, I. H. Roll, Thomas E. Elliott, James Sulgrove, Lewis W. Hasselman, Richard O'Neal


Trustees

1867-1868  Thomas B. Elliott, Wm. H. L. Noble, Clemens Vonnegut

1869-1870  Wm. H. L. Noble, James C. Yohn, John R. Elder

1870-1871  Wm. H. L. Noble, James C. Yohn, John R. Elder
SCHOOL COMMISSIONERS

1871-72

1872-73

1873-74

1874-75

1875-76

1876-77

1877-78

1878-79

1879-80
1880-81

1881-82

1882-83

1883-84

1884-85

1885-86

1886-87

1887-88

1888-89

1889-90
SCHOOL COMMISSIONERS

1890-91

1891-92

1892-93

1893-94

1894-95

1895-96

1896-97

1898-99

1899-00

1900-02
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- 1895 P. 55
- 1896 P. 107
- 1897 P. 132
- 1898 P. 131
- 1899 P. 131
- 1900 P. 131

Minutes of the Board of School Commissioners:

<table>
<thead>
<tr>
<th>Record</th>
<th>Years</th>
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<tbody>
<tr>
<td>A</td>
<td>1852 - 1871</td>
</tr>
<tr>
<td>B</td>
<td>1871 - 1874</td>
</tr>
<tr>
<td>C</td>
<td>Sept. 4, 1874 - June 11, 1878</td>
</tr>
<tr>
<td>D</td>
<td>June 11, 1878 - May 19, 1882</td>
</tr>
<tr>
<td>E</td>
<td>June 2, 1882 - Nov. 6, 1885</td>
</tr>
<tr>
<td>F</td>
<td>Dec. 20, 1885 - Apr. 19, 1889</td>
</tr>
<tr>
<td>G</td>
<td>May 3, 1892 - July 1, 1892</td>
</tr>
<tr>
<td>H</td>
<td>July 4, 1892 - Aug. 1, 1894</td>
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<tr>
<td>I</td>
<td>Aug. 3, 1894 - Aug. 7, 1896</td>
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<td>J</td>
<td>Aug. 21, 1896 - July 1898</td>
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<td>K</td>
<td>Aug. 5, 1898 - July 20, 1900</td>
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