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UNIVERSITY OF LOUISVILLE

ORIGINS OF SECONDARY EDUCATION WITH
SPECIAL REFERENCE TO FORT WAYNE, INDIANA

A DISSERTATION
SUBMITTED TO THE FACULTY
OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF LOUISVILLE
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF HISTORY

BY

WILLIAM ARNOLD WILLER

YEAR

1946

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Reference to Fort Wayne, Indiana

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This thesis is dedicated to

Dr. W. C. Mallalieu

for his condideration, help, and
understanding in the completion
of my graduate work.

Wm. A. Keller

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CHAPTER I

A SHORT HISTORY OF SECONDARY EDUCATION

IN UNITED STATES

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THE THREE PHASES

Secondary education in the United States has passed through three phases of development. The first was the Latin grammar school; the second was the academy; and the third was the free public high school.¹ The Latin grammar school persisted long after the academy movement had started and the academy movement has continued to the present day, to some extent. As Inglis² admirably puts it: "When the Latin grammar schools of the American colonies became inadequate for the social needs which developed in the new country, they disappeared and the academy which supplied education suited to those needs took its place as the dominant institution for secondary education. The academy, however well suited though it may have been to the frontier conditions of the early democracy and to the laissez-faire policy of our early government, was not well suited to our later democratic ideals or to later governmental policy. It therefore gave way to the public

1. Figure 1, P.2

2. Inglis, Alexander James: Principles of Secondary Education. P.161

FIGURE I

The development of Secondary Schools in the United States.

The transition character of the academy is well shown.

Latin Grammar School

Tuition Academy

Free Public High School

From Cubberley: History of Education, Figure 205, P. 699.

high school." According to Cubberley,¹ the colonial Latin grammar school represented the educational needs of a society based on classes, and the academies represented a transitional period and marked the growth of a middle class, while the rising democracy of the second quarter of the nineteenth century demanded and obtained the democratic high school, supported by the public and equally open to all, to meet the educational needs of a new society built on the basis of a new and aggressive democracy.

THE LATIN GRAMMAR SCHOOLS

The Latin grammar school in America began in Boston in 1635. The aim of this school was the same in the colonies as in the mother country, England, which was the preparation for the university. The curriculum was restricted to the study of the classics. In 1820 the Boston Latin School taught the following subjects:

1. Cubberley, Ellwood P.: The History of Education, P.699

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Latin, Greek, geography, rhetoric, arithmetic, algebra, and declamation.¹ Since these schools were restricted to boys of the upper classes, they could not survive the effects of the American Revolution. These schools disappeared in the early part of the nineteenth century. In 1935 the tercentennial of the founding of secondary education was celebrated throughout the United States.

THE ACADEMIES

The academy may be described as the typical secondary school in the United States during the first seventy-five years of our national life. It was well adapted to the conditions of sparse population, small financial resources and loose political organization of that early day. Wherever there was a promise of a clientele or the desire of a sufficient group of persons for superior educational advantages for their children, an

1. Kandel, Isaac Leon: History of Secondary Education, 1930, P.453

5

academy might be established by a private party as a business venture, or by religious denomination as a work of grace, or by a community as a joint undertaking. Many academies were intended to serve mainly local needs, but, on the other hand, some academies served large areas and drew students from all over the United States. An important feature of the academy was its provision for the education of girls.¹ The academy filled a real need in meeting the growing demands of a new country and a new age. It paralleled the development of democracy and democratic institutions and catered to a far broader clientele than could be reached by the traditional Latin grammar school. It aimed, in a somewhat fumbling fashion to be sure, to broaden the traditional conception of a liberal education, and was intended to give a general and practical education to students who were not going to college, and became itself the

1. Reisner, Edward Hartman: Nationalism and Education since 1789, (1925) P.360

"people's college".¹

Benjamin Franklin was an enthusiastic proponent of the academy movement; in 1743 he drew up a plan of an academy which he published in 1749; thus the first secondary academy began in 1751 in Philadelphia. This became the University of Pennsylvania after its charter was revoked in 1779.² The academy movement reached its highest development in the country as a whole by 1850.³ There were at that time 6,085 academies, with an enrollment of 213,096 pupils, taught by 12,260 teachers and in receipt of an annual estimated income of \$3,831,179.00.⁴ The spread of the academy until 1850 was due to the fact that, in most instances, the state governments were not sufficiently well advanced either to enforce or to support⁵ a system of public high schools, rather than a rejection of the principle⁶ of free education.

1. Kandel, Isaac Leon: op. cit. P.421
2. Inglis, Alexander James: op. cit. Pp.171-2
3. Table I
4. Kandel, Isaac Leon: op. cit. P.418
5. Reisner, Edward Hartman: ibid. P.361
6. Kandel, Isaac Leon: op. cit. P.422

TABLE I

INCORPORATION OF ACADEMIES,
1780 - 1875

	Massachusetts	New York Regents	Legislature
1780 - 1785	5	-	-
1786 - 1790	1	4	- (1787-90)
1791 - 1795	7	11	-
1796 - 1800	4	4	-
1801 - 1805	7	4	-
1806 - 1810	4	4	-
1811 - 1815	2	10	-
1816 - 1820	6	6	5-
1821 - 1825	4	2	11
1826 - 1830	28	5	30
1831 - 1835	32	2	36
1836 - 1840	14	12	64
1841 - 1845	11	32	13
1846 - 1850	10	21	10
1851 - 1855	14	20	9
1856 - 1860	5	Union District Law	
1861 - 1865	4	passed in 1853 -	
1866 - 1870	6	for public high schools.	
1871 - 1875	5		
	<u>169</u>	<u>137</u>	<u>178</u>

Kandel, Isaac Leon: op. cit. Pp.397 and 404

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The liberal theorists and politicians of the early Republic were unanimous in urging public systems of education, extending from the lowest to the highest levels. In 1779 Thomas Jefferson presented "A Bill for the more general diffusion of knowledge".¹ Table I shows the growth of the academy movement in Massachusetts and New York from 1780 to 1875.

Largely through the academy new subjects began to be recognized for college entrance: geography 1807; English grammar 1819; algebra 1820; geometry 1844; and ancient history 1847. The academy was frequently in advance of colleges in recognizing the place of science in education.² The academy was, however, destined to be a temporary institution since it did not fulfill the democratic ideal of a public system of education, free from the lowest to the highest stage. By the middle of the nineteenth century opposition to the academy began

1. Kandel, Isaac Leon: op. cit. P.422

2. Kandel, Isaac Leon: op. cit. P.420

to develop on the ground that it was a select, exclusive, and aristocratic school, catering chiefly to those who could pay fees and providing only for the more able children of the poor.¹

The effect of the academy on the development of secondary education in the United States was both good and bad. On the credit side may be placed four important contributions: (1) the academy introduced the conception that secondary education should be provided for the large number of boys and girls not preparing to enter college; (2) it enriched and extended the course of study; (3) it introduced and developed secondary education for girls; and (4) it popularized, if not democratized, secondary education in America and prepared the public mind for universal secondary education, which was to be attempted later through the public high school. Another point may be

1. Kandel, Isaac Leon: op. cit. P.421

added to this list: (5) it founded and fostered secondary education at a period when legislatures and local authorities failed to provide, or were unable to provide, an institution adequate to meet the needs of society. On the debit side may be placed four items: (1) though the academies were essentially private or denominational institutions, depending upon these sources for establishment and control, they were public schools to a considerable extent; (2) the academies were not organized as either a national or state system, and the standards were not established; (3) while the academies did popularize secondary education in the United States, they did not make it democratic in the sense that they equalized educational opportunities for all, for in spite of numerous free scholarships the financial burden was on the pupil, or his parents rather than the public; (4) while the academy was accomplishing the four or five creditable things mentioned above, these made

the early establishment and development of a free public high school all the more difficult.¹

THE PUBLIC HIGH SCHOOL

The public high school of the United States is an unique institution; in its present form it is of recent origin and is still in a period of transition. The American high school is essaying the task distributed in other countries among a great variety of schools, only one of which grants the privilege of further advancement to higher education. The American public high school has begun to solve the problem of providing free public secondary education for all--a problem which is just becoming a practical issue in other countries. It represents, as do all American institutions when contrasted with European, the spirit of adventure and innovation which refuses to be bound by tradition and is always ready to break new paths. It is this spirit that combines at once

1. Inglis, Alexander James: op. cit. Pp. 182-3

the elements of strength and weakness--a readiness to face the situation as it exists combined with an impatience to see quick results.¹ The task of perfecting the high school is before us.

The new era in American secondary education was inaugurated by the opening of the English Classical School for boys in Boston in 1821 as a result of the report of a sub-committee of education appointed in the previous year. The name English High School was used in 1824, was changed back to the original in 1832, and again to the latter in 1833. This is the first time "high school" was applied to a public school in the United States. The term "high school" had been used before, but not to a public school.² The school attracted a great deal of attention. The aim underlying the movement was to bring higher education within the reach of the laboring classes.³ This school served as an example throughout New England.

1. Kandel, Isaac Leon: op. cit. P.496
2. Kandel, Isaac Leon: op. cit. P.425
3. Kandel, Isaac Leon: op. cit. P.430

In 1849 Henry Barnard gave this definition of the public high school, which he had formulated ten years before: "By a public or common high school is intended a public or common school for the older and more advanced scholars of the community in which the same is located in a course of instruction adapted to their age, and intellectual and moral wants, and, to some extent, to their future pursuits in life."¹

The development of the public high school was slow before the Civil War and rapid after this date.² Up to 1840 not much more than fifteen high schools had been established with six in Massachusetts, and two each in Ohio, Maine and Pennsylvania.³ The academy was the dominant institution at this time. The same opposition to an extension of taxation to include the high school existed as was earlier opposed to the establishment of the common schools. The early state legislation was nearly always permissive and not mandatory. The support

1. Kandel, Isaac Leon: op. cit. P.700
2. Tables III and IV
3. Table II

14

for the schools had to come almost entirely from increased local taxation, and this made the struggle in any state, for a long time, a series of local struggles. Years of propaganda and patient effort were required, and, after the establishment of a high school in a community, constant watchfulness was necessary to prevent its abandonment. The struggle to establish and maintain high schools in Massachusetts and New York preceded the development in most other states because the common school had been established earlier there; in consequence the struggle to extend and complete the public school system came there earlier. The development was more peaceful there and came more rapidly. Table II gives a partial list of the establishment of early high schools in the United States. Table III gives the number of high schools in the United States in 1860, equaling 321, over half of which were in the three states of Massachusetts, Ohio, and New York. The democratic West adopted the high school as

TABLE II

A partial list of the establishment of early high schools in the United States.

1821 - Boston, Mass.(English High School)	
1824 - Worcester, Mass.	
1826 - Boston, Mass.(Female High School)	
1826 - Plymouth, Mass.	
1826 - Portsmouth, N. H.	1847 - Hartford, Conn.
1827 - Salem, Mass.	1847 - Lookport, N. Y.
1828 - Providence, R. I.	1847 - New York city, N.Y.
1829 - Portland, Maine	1847 - Dayton, Ohio
1830 - Elyria, Ohio	1847 - Akron, Ohio
1831 - Cincinnati, Ohio	1849 - Burlington, Vt.
1831 - Lowell, Mass.	1849 - Pittsburgh, Pa.
1835 - Bangor, Maine	1849 - Toledo, Ohio
1836 - Philadelphia, Pa.	1850 - Eaton, Pa.
1837 - Harrisburg, Pa.	1850 - New Britain, Conn.
1839 - Baltimore, Md.	1851 - Waterbury, Conn.
1840 - Middletown, Conn.	1852 - New London, Conn.
1841 - Brattleboro, Vt.	1852 - Racine, Wisc.
1843 - Windsor, Vt.	1853 - St. Louis, Mo.
1843 - New Orleans, La.	1856 - Norwich, Conn.
1844 - Detroit, Mich.	1856 - Chicago, Ill.
1846 - Lancaster, Pa.	1858 - San Francisco, Cal.
1846 - Columbus, Ohio	1858 - Dubuque, Iowa
1846 - Cleveland, Ohio	1859 - Columbus, Ind.
	1859 - New Haven, Conn.
	1863 - Burlington, Iowa
	1865 - Newport, Conn.

New York State had ten by 1853; Vermont had eleven before 1865.
(Compare tables in Chapter Two for establishment of
Indiana high schools.)

(Kandel, Isaac Leon: op. cit. Pp.430-440)

TABLE III

HIGH SCHOOLS IN THE UNITED STATES
IN 1860

Massachusetts	78
Ohio	48
New York	41
Michigan	19
Pennsylvania	17
Maine	14
Illinois	10
Vermont	9
Indiana*	9
Connecticut	8
New Hampshire	7
Wisconsin	7
Rhode Island	5
New Jersey	4
Maryland	3
Iowa	3
Texas	3
California	2
Kentucky	2
Minnesota	1
Missouri	1
Other Southern States	<u>28</u>
	321

After Cubberley, Ellwood P., Figure 207, Page 701,
from Report of United States Commissioner of
Education, 1904, Volume II, Pages 1782-1989.

*Not in accordance with the report of the State
Superintendent of Public Instruction. See
Tables in Chapter Two.

TABLE IV

ESTABLISHMENT OF PUBLIC HIGH SCHOOLS BY DECADES
IN THE VARIOUS DIVISIONS OF THE COUNTRY.

Decades	North Atlantic	South Atlantic	South Central	North Central	Western	Total
1820 - 1829	6	-	1	-	-	7
1830 - 1839	10	1	1	2	-	14
1840 - 1849	27	4	3	9	-	43
1850 - 1859	67	1	5	34	1	108
1860 - 1869	60	7	3	103	4	177
1870 - 1879	121	25	27	298	8	479
1880 - 1889	142	47	103	503	29	829
1890 - 1899	318	91	161	595	155	1320
1900 - 1902	<u>31</u>	<u>17</u>	<u>30</u>	<u>93</u>	<u>31</u>	<u>202</u>
Total	782	193	334	1642	228	3179

E. G. Dexter: A History of Education in the United States. Pp.172-3

TABLE V

GROWTH OF THE PUBLIC HIGH SCHOOL, 1890 - 1915

Year	Schools	Teachers	Students
1890 - 1891	2771	8270	211,596
1895 - 1896	4974	15700	380,493
1900 - 1901	6318	21778	541,730
1905 - 1906	8031	30844	722,692
1910 - 1911	10234	45167	964,677
1913 - 1914	11515	57909	1,218,804
1914 - 1915	11674	62519	1,328,984

Volume II, P.449, Report of United States Commissioner of
Education, 1916

part of its school system as soon as cities developed.¹ In the South the main high school development dates from relatively recent times.² Table IV shows the establishment of high schools by decades in the various divisions of the country. The North Central in 1902 had over half the total number of high schools in the United States; the North Atlantic had about one-fourth. No table of figures can be considered exact, especially for the early periods. With all due allowance for inaccuracies in the data available, and the difficulties of interpreting conditions, we may be justified in saying that the period from 1821 to about 1870 represents the period of the beginning of the high school movement for the country at large; the period from about 1870 to 1890 represents the period of growth and development; and the period from 1890 to the present represents the period of the dominance of the public high school in the field of secondary education.³ Table V shows the growth of the public high school from

1. Table IV

2. Cubberley, Ellwood P.: op. cit. Pp.700-2

3. Inglis, Alexander James: op. cit. P.195

1890 to 1915, while Table VI compares the public high school to private high schools during the same period and shows clearly the dominance of the public high school during this period. Table VII, from Kandel's "History of Secondary Education", varies from the above, but tells the same story for a little longer period.

"That some form of secondary education for all is coming is clear from the growth in the last half century; it is equally clear that such a movement implies a reconsideration of traditional values, with all its implications for the reorganization of the curriculum, the provision of variety of courses, and adaptation to individual differences".¹ Table VIII shows how secondary education has grown in the last forty years. IN 1890 4.7 persons per 1000 population attended a secondary school, while in 1930 38.5 persons were in attendance. This ratio is, no doubt, still greater today. To meet this growing school population the secondary school will have to grow too, and accommodate itself to the new conditions.

1. Kandel, Isaac Leon: op. cit. P.522

TABLE VI

RELATIVE PROGRESS OF PUBLIC AND PRIVATE HIGH SCHOOLS,
1889 - 1915

Year	% of Number of schools		% of Number of pupils	
	Public	Private	Public	Private
1889 - 1890	60.75	39.25	68.13	31.87
1894 - 1895	68.37	31.63	74.74	25.26
1899 - 1900	75.22	24.78	82.41	17.59
1904 - 1905	82.32	17.68	86.38	13.62
1909 - 1910	85.15	14.85	88.63	11.37
1914 - 1915	83.85	16.15	89.55	10.45

Volume II, P. 449, Report of United States Commissioner of
Education, 1916

TABLE VII

GROWTH OF SECONDARY EDUCATION FROM 1889 - 1928

Year	Number of schools reporting		Number of pupils	
	Public	Private	Public	Private
1889 - 1890	2,526	1,632	202,963	94,931
1899 - 1900	6,005	1,978	519,251	110,797
1909 - 1910	10,213	1,781	915,061	117,400
1919 - 1920	14,326	2,093	1,857,155	184,153
1927 - 1928	18,116	2,448	4,217,313	269,249

Kandel, Isaac Leon: op. cit., P.449

TABLE VIII

INCREASE IN SECONDARY SCHOOL ATTENDANCE

	<u>1890</u>	<u>1900</u>	<u>1910</u>	<u>1920</u>	<u>1930</u>
<u>Number of</u> <u>Schools</u>					
Public	2,526	6,005	10,203	14,326	23,930
Private	<u>1,632</u>	<u>1,978</u>	<u>1,781</u>	<u>2,093</u>	<u>2,760</u>
Total	4,158	7,983	11,984	16,419	26,690
<u>Number of</u> <u>Pupils</u>					
Public	202,963	519,251	915,061	2,199,389	4,399,422
Private	<u>94,931</u>	<u>110,797</u>	<u>117,400</u>	<u>184,153</u>	<u>341,158</u>
Total	297,894	630,048	1,032,461	2,383,542	4,740,580
<u>Pupils per 1000</u> <u>of population</u>					
Public	3.2	6.8	10.0	17.6	35.8
Private	<u>1.5</u>	<u>1.5</u>	<u>1.3</u>	<u>5.7</u>	<u>2.7</u>
Total	4.7	8.3	11.3	23.3	38.5
<u>Number of</u> <u>Graduates</u>					
Public	21,882	61,737	111,363	230,902	591,719
Private	<u>8,070</u>	<u>12,216</u>	<u>14,409</u>	<u>24,166</u>	<u>51,447</u>
Total	29,952	73,953	125,772	255,068	643,166

From Biennial Survey of Education, 1928-30, Bulletin Number 20, 1932
United States Bureau of Education

CHAPTER II
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EDUCATION IN INDIANA

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CHAPTER II

A SHORT HISTORY OF SECONDARY
EDUCATION IN INDIANA

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THE LEGAL BASIS FOR SCHOOLS IN INDIANA

The Ordinance of 1787, enacted by Congress under the Articles of Confederation and later approved by Congress under the Constitution, states that, "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever be encouraged". This Ordinance affected the Northwest Territory, the present states of Ohio, Michigan, Wisconsin, Illinois, and Indiana.

The framers of the first Indiana Constitution, 1816, felt very keenly the necessity of providing for public education in the state of Indiana, if a democratic form of government was to be a reality. The Constitution contained five sections relative to education, the first three of which we are concerned with here.¹ The first section provides that "Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and, spreading the opportunities, and advantages of education through the various parts of the country, being highly conducive to this end,

1. The fourth and fifth sections deal with provisions for the handicapped children and libraries.

it shall be the duty of the General Assembly to provide by law for the improvement of such lands as are...granted by the United States for the use of schools... . The monies which may be raised out of the sale of any such lands.... shall be and remain a fund for the exclusive purpose of promoting the interest of Literature, and the Sciences, and for the support of seminaries and public schools. The General Assembly shall, from time to time, pass such laws, as shall be calculated to encourage Intellectual, Scientific, and Agricultural improvement.... and to countenance and encourage the principles of humanity, homesty, industry, and morality."¹

The second section said, "It shall be the duty of the General Assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular graduation from township schools to a state university wherein tuition shall be gratis, and equally open to all."²

The third section said, "And for the promotion of such salutary end, the money which shall be paid, as an equivalent by persons exempt from military duty,

1. Indiana Constitution of 1816; Article IX, Section I
2. Ibid: Section II

except in times of war, shall be exclusively, and in equal proportion, applied to the support of county seminaries; also all fines assessed for any breach of the penal laws, shall be applied to said seminaries, in the counties wherein they shall be assessed".¹

These provisions showed that the pioneer framers of our constitution, the fundamental law, regarded education as a state function, because it was essential to the preservation of a free government and that all should be able to partake of it gratis. The most outstanding weakness was the lack of a general plan for raising money for the support of the schools. The pioneer lawmakers and educators lacked an educational model, but, by various laws, tried to establish a workable system. Indiana was the first state to make constitutional provision for a graduated system of schools, extending from district schools to the university wherein tuition was free.

When the first high school in the United States was started in Boston in 1821, Indiana was still a very young state, being only five years old at the time.

1. Indiana Constitution of 1816, Article IX, Section III

In the previous year (1820) the site of Indianapolis was selected in the wilderness, and the state capitol established there in 1824. The state of Indiana's population,¹ indicates the sparcity of population and its pioneer character. Although education was not forgotten during this early period, the environmental conditions largely consumed the efforts of the people. Judge D. D. Banta, in examining early documents such as petitions, found that there were very few evidences of people unable to read and write, and concludes that the pioneers of Indiana were not much different from pioneers of other regions.² The pioneer teachers were usually adventurers from the east, or from England, Scotland, or Ireland, who sought temporary employment during the winter, while waiting for an opening for business.³ Elementary schools were established early and have been maintained for a long time. The need for higher or secondary education

1. Table IX

2. Banta, D. D.: Early Indiana Schools, P.80

3. Ibid., Page 83

TABLE IX

Population in Indiana

<u>Year</u>	<u>Population</u>
1800	5,641
1810	24,520
1820	147,178
1830	343,031
1840	685,866
1850	983,416
1860	1,350,428
1870	1,680,137
1880	1,978,301
1890	2,192,404
1900	2,516,462
1910	2,700,876
1920	2,930,390
1930**	3,238,503

In 1843 Allen County had a population of 5,942;
 Fort Wayne had 2,080; and Indianapolis had 2,692.

*From 1800-1890 - The "World Almanac and Encyclopedia,
 1920

**From 1900-1930 - Indiana - Charles Koll (Editor),
 Vol.II, pp.273-4

appeared first in those parts of the state where the population was becoming permanent, where industries and commerce were developing, and where cities were growing.

The Constitution of 1851 profited by the earlier experience and put education on a sound and liberal basis. The district system under local control proved wholly inadequate and was abandoned.¹ Article 8, section 1, says, "Knowledge and learning generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the General Assembly to encourage by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide by law, for schools, wherein tuition shall be without charge and equally open to all."² Subsequent sections and articles added scope to this by establishing a common school fund,³ a state superintendent of public instruction,⁴ limitation of indeb-

1. Malan, Clement T.: Indiana School Law and Supreme Court Decisions, Pp.9-10
2. Indiana Constitution of 1851, Art. 8, Sec. 1
3. Ibid. Art. 8, Sec. 3
4. Ibid. Art. 8, Sec. 8

tedness,¹ and investment and preservation of the common school fund.² The details of organization and administration of education have been left to the General Assembly to be provided for as they think best. Indiana has made possible the adjustment of educational needs as time, experience, and intelligence warrant. It has made possible the delegation of power by the State to local communities, in working out and carrying forth the details of educational development, and, by so doing, to stimulate local initiative. The Supreme Court of Indiana has, in the case of Stone vs Fritts, held that the establishment and regulation of public schools rests primarily with the legislative department.³ Thus we have our public school system established by constitutional provision, legislative enactment, and judicial approval.

With the new constitution and the laws of 1852,

1. Indiana Constitution of 1851, Art. 13, Sec. 9
2. Ibid. Art. 8, Sec. 7
3. Malan, Clement T.: op. cit. P. 4

the township became the political and school unit of the state. The laws of 1852 did not become operative until the first Monday in April, 1853, when several township trustees for school purposes were **elected**. These trustees had the control and disbursement of all school funds, the determination of the number and location of all school houses, the making of all contracts necessary for starting and maintaining schools, and the determination of the length of the school term. The passage of the law met with considerable opposition and criticism throughout the state. This criticism brought about the election of more capable trustees. These trustees entered upon their duties with very little knowledge of Indiana school laws and needs, but with a determination to learn and to carry them out. The State Superintendent of Public Instruction helped with pamphlets.¹ Many difficulties arose. In 1853-4 there was a great deficiency in the number and qualification of teachers; only a few of those who took the examinations could pass, and many townships could not obtain teachers of any kind. In 1853 the method

1. Malan, Clement T.: op. cit. Pp.25-26

of examining teachers was changed to an examination by county commissioners. Caleb Mills, in 1865, said, "It is distressing to know that many localities can not have schools because instructors can not be obtained and that more than half the licenses could not be legally authorized to teach if a rigid construction of the statute on this point should be pressed".¹

Previous to the enactment of the township system, school houses were erected by single districts; but under the law of 1852 the districts were abolished and the district school houses became the property of the township; all new school houses were to be built by the township or city school units. In 1853 State Superintendent of Public Instruction, W. C. Larrabee, said, "But the school houses, where are they? And what are they? In some townships there is not a single school house of any kind to be found. In other townships there are old, leaky, dilapidated, log cabins, wholly unfit for use in summer, and in winter worse than nothing. Before the people can be tolerably accommodated with schools there must be

1. Malan, Clement T.: op. cit. P.26

erected 3,500 school houses."¹ Since no accurate data can be obtained on school houses from 1853 to 1865, Table X will give some idea of the number and kind of school houses in Indiana at a later date, from 1865 to 1884. From this table we can see that 15 per cent were log in 1865, previous to which date conditions certainly were no better. A gazetteer published in 1843 states that there were "54 academies and grammar schools with 2,946 students, 1,521 primary schools with 48,189 scholars and 38,100 white persons over 21 years of age who could not read nor write".² In 1853 R. S. Fisher said, "There are about 300,000 children of an age proper for receiving education in Indiana, and of these, two thirds attend the common schools".³ "Knowledge and learning generally diffused throughout a community,...."⁴ was indeed a challenge in 1853.

In 1858 the progressive movement in education under the laws of 1852 was interrupted by an unfavorable decision of the Indiana Supreme Court, in the

1. Haymond, W. S.: History of Indiana, 1879, P.277
2. Manning & Darby's Gazetteer, 1843, P.143
3. Fisher, R. S.: Indiana in Relation to its Geography, Statistics, Institutions, 1853, P.80
4. Indiana Constitution of 1851, Art. 8, Sec. 1

TABLE X

The Cost, Number, and Progress of School Construction in Indiana
1865 - 1884

<u>Year</u>	<u>Log</u>	<u>Frame</u>	<u>Brick</u>	<u>Stone</u>	<u>Total</u>	<u>Cost</u>
1865	1,128	5,770	440	65	7,403	\$ 3,827,123.00
1866	1,096	6,145	506	78	8,231	4,515,734.00
1867	1,063	6,672	554	71	8,360	5,078,356.00
1868	831	6,906	592	74	8,403	5,828,501.00
1869	723	7,207	655	76	8,661	6,577,258.33
1870	583	7,436	725	83	8,827	7,282,639.30
1871	513	7,517	834	125	8,989	7,381,839.73
1872	547	7,568	877	88	9,080	9,199,480.15
1873	458	7,797	960	87	9,302	9,404,039.70
1874	279	7,657	1,117	82	9,129	10,373,692.58
1875	227	7,753	1,235	92	9,307	10,870,338.18
1876	192	7,743	1,418	81	9,434	11,548,993.67
1877	153	7,640	1,598	85	9,476	11,376,729.88
1878	124	7,608	1,724	89	9,545	11,536,647.39
1879	103	7,452	1,997	85	9,637	11,787,705.39
1880	75	7,298	2,189	85	9,647	11,817,954.53
1881	57	7,041	2,314	84	9,496	12,024,179.33
1882	48	6,944	2,481	83	9,556	12,310,904.51
1883	48	6,930	2,622	85	9,685	13,113,376.17
1884	48	6,590	2,940	86	9,664	13,619,561.18

State Superintendent's Reports of 1872 to 1884

case of Jenners vs City of LaFayette. This case involved the right of school cities and other school corporations to tax themselves to support public schools; the decision stated that they could not levy local school taxes. Section 22 of Article IV of the Constitution of 1851 says, "The General Assembly shall not pass local or special laws providing for supporting common schools." This decision deprived the schools of most of their revenue and caused almost a complete shutdown of the schools. This decision was as unpopular as the Dred Scott Decision. In 1865 another law was passed almost identical to the one of 1852, and was held to be constitutional by the same court but with new judges.¹ From this time on education has progressed in Indiana. The State Superintendents have worked faithfully to elevate the schools; the history of school development attests to their perseverance and hard work. Table XI gives the list of these superintendents and some of their accomplishments.

1. Haymond, W. S.: op. cit. Pp.277 and 297

TABLE XI

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

<u>Years</u>	<u>Name</u>	<u>Accomplishments</u>
1852 - 54	Wm. C. Larrabee	Organized educational forces in Indiana.
1854 - 57	Caleb Mills	Established 6 months minimum term.
1857 - 59	Wm. G. Larrabee	Continued work of first term and of Mills.
1859 - 61	Samuel Lymann Rugg	Put the Department on a good financial basis.
1861 - 62	Miles J. Fletcher	Issued 1861 edition of school laws.
1862	Samuel K. Hoshour	Convention of county license examiners.
1862 - 65	Samuel Lymann Rugg	Organized finances.
1865 - 68	George W. Hoss	Added subjects to curriculum; lengthened term.
1868 - 71	Barnabas C. Hobbs	Establishment of Purdue Univ.; negro education.
1871 - 74	Milton B. Hopkins	Established county superintendents.
1874 - 75	Alex. C. Hopkins	Continued the work of M. B. Hopkins
1875 - 81	James H. Smart	Arranged Centennial exhibition at Philadelphia.

TABLE XI (continued)

<u>Years</u>	<u>Name</u>	<u>Accomplishments</u>
1881 - 83	John W. Bloss	Prepared state school statistics.
1883 - 87	John W. Holcombe	Arbor Day; new school laws; encouraged H.S.
1887 - 91	H. M. LaFollette	Teachers' reading circle completed. Adoption of state text books.
1891 - 95	Hervey D. Vories	Improved teachers' license examinations.
1895 - 99	David M. Greeting	Compulsory educational law; state exams; Township high school law.
1899 - 03	Frank L. Jones	Revised course of study; added subjects.
1903 - 09	Fassett A. Cotton	First state aid law; consolidation of schools; new teachers' license law based on training.
1909 - 10	Robert J. Aley	Consolidation of township schools.
1910 - 17	Chas. A. Greathouse	Sanitary school law; county agent law.
1917 - 19	Horace Ellis	Vocational education; Smith-Hughes law accepted; new course of study.

TABLE XI (continued)

<u>Years</u>	<u>Name</u>	<u>Accomplishments</u>
1919 - 21	Linnaous N. Hines	Teachers' retirement law; classified high schools; junior high schools legalized; teachers' state license law based on training.
1921 - 24	Benjamin J. Burris	Indiana Educational Survey.
1924 - 27	Henry N. Sherwood	Character education; citizenship training.
1927 -	Charles F. Miller	
1927 - 31	Roy P. Wisehart	Advanced progressive legislation for schools.
1931 - 33	George C. Cole	State Aid more definite.
1933 - 35	Floyd I. McMurray	Labored to keep schools open in depression.

Cotton, F. A.: Education in Indiana, Pp.203-37

The growth of education in Indiana has been marked by progressive shifting of control from local to centrally located authorities. There were no special educational authorities until 1851 except local school directors. Especially since 1900 central control has gone far and has made much progress in Indiana. A recent tendency has been to centralize control by means of a subsidy and to supervise this by a central state authority.¹ Good roads and consolidation of small rural schools have brought rural and urban educational facilities more in balance. These tendencies will continue. In 1900 .5 percent of the population of 10 to 14 years was illiterate; in 1920 it was .3 percent and in 1929 it was .2 percent.² These figures show that the school system of Indiana has been effective.

THE ACADEMIES

The academies arose from the definite need for

1. Malan, Clement T.: op. cit. Pp. 25 and 26
2. Judd, Charles Hubbard: In the Lincoln Library of Essential Information, 1928 edition, P.1664

secondary education in Indiana, as elsewhere in the United States. Although many were started after the first free public high school in Indiana, in almost every case the establishment of a public high school in the locality of the academy caused it to close. These academies were transient in character and served before the communities or the state could support a public high school. All academies charged tuition. Often parents bought stock in the academy to assure advantages to their children. Many academies were established as private enterprises for gain to the stockholders; others were started from private endowment; others were organized as preliminary training for college or university preparation, and were part of these institutions; still others were organized as works of grace by various religious organizations.¹ Of the non-sectarian, one notable academy continues to function today--the Culver Military Academy. Table XII gives a list of

1. Thomas, John Hardin: "The Academies of Indiana", Indiana Magazine of History, Volume XI, No.1, 1915, Pp.8-35

23 non-sectarian academies, and 37 sectarian academies; besides these there were 33 (not listed) unclassified academies. The academies that do exist today are meeting the public high school standards and are classified and commissioned to do this work. The academies today are not democratic in the sense that they admit the poor as well as the rich; only the well-to-do can afford to send their children to such exclusive academies as Culver. The educational benefits and training in these academies today compare favorably with our best public high schools. The future of the academy rests not only on its ability to draw pupils by its exclusive character but also upon its ability to provide, in some cases at least, smaller classes and better instructors, attracted by its higher salaries.

COUNTY SEMINARIES IN INDIANA¹

The Constitution of 1816 contemplated "a general system of education ascending in a regular gradation from township schools to a state university".

1. Wakefield, Walter Jackson: "County Seminaries in Indiana", Indiana Magazine of History, Volume XI, Pp.148-161

TABLE XII

Indiana AcademiesNON-SECTARIAN

<u>Academy</u>	<u>Incorporated</u>	<u>Ended</u>
Princeton	1819	*
Madison (Male)	1820	1864(65)
Cambridge	1826	*
Hanover (M & F)	1827	1843
"Old Seminary"	1828	1859
Jenning (M & F)	1859	1870
Eugene	1829	*
"The Red Brick"	1834	1850(51)
Vincennes	1836	*
The Poe	1838	1848(49)
Dublin	1839	*
Martinsville (F)	1839	1853
Crawfordsville (F)	1840	*
The Warner	1849	1854
Princeton (F)	1848	1851
Princeton (F) Institute	1856	1870
Vermillion	1848	*
Knightstown (F)	1848	1853
Hadley	1865	?
Farmers	1858	1865
Rome	1860	1864
Oxford	1865	1874
Culver Military	1894	

*Incorporated, but probably never started.

Thomas, John Hardin: op. cit. and Vol. XII, No. 4, Pp.331-58

TABLE XII (continued)

Indiana AcademiesSECTARIANPresbyterian

<u>Academy</u>	<u>Incorporated</u>	<u>Ended</u>
Delaney	1842	1867
Waveland	1849	1879
Fort Wayne	1852	1867
White-water	1853 (till H.S.)	
Blythe-Wood	1853	1868
Hopewell	1854	1884
Barnett	1860	1880
Lebanon	1861	1866

Friends

Blue River	1831	1881
Whitewater	1836	1873
Bloomington	1846	
Spiceland	1833	
Amboy	1871	1880
Central	1880	
Fairmount	1884	

Methodists

Wesley	1850	1858
Thorntown	1854	1868
Rockport	1857	1873
Bloomington (F)	1855	1861
Danville	1858	1868

TABLE XII (continued)

Indiana AcademiesSECTARIAN

<u>Academy</u>	<u>Incorporated</u>	<u>Ended</u>
<u>Baptists</u>		
Orland	1850	1878
Glendale	1850	*
Mitchell	1860	1868
<u>Christian</u>		
Haw Creek	1838	1839
Ladoga	1856	1868 (?)
<u>United Brethern</u>		
Hartsville	1850	?
Manchester	1859	1893
<u>Mennonite</u>		
Heaston	1895	
<u>Catholic</u>		
St. Mary's (F)	1838	
St. Rose	1843	
St. Agnes	?	
St. John's	?	
Immaculate Conception	1863	
St. Meinard	?	

*Incorporated, but probably never started.

Thomas, John Hardin: op. cit. and Vol. XII, No.4, Pp. 331-358

An act of Congress reserved two entire townships from the public lands of Indiana to be used for the support of higher education, thus providing for the university. A section of land was reserved in each township for the township schools, thus providing for the elementary schools. To fill the gap with secondary schools or college preparatory schools, county seminaries were established in 1824. The support of these schools was to come from several sources; money paid by persons to be exempt from militia service; all fines assessed for breach of penal law; gifts; and later all forfeitures of bonds, unclaimed estates, and local tax, in some cases. This method of raising revenue gave no positive assurance of an income and proved wholly inadequate to establish and support secondary education in most places in Indiana. Lack of supervision, no accounting system, no uniform course of study, no uniformity in the use of text books, no uniform qualifications for teachers' licenses beyond local examiners, who were poorly qualified, a poor method of applying and collecting monies are the many reasons for establishment of so few county seminaries of merit and the general failure of public secondary education before 1851. In some instances the seminary

united with private schools. In many cases private gifts were all that kept the seminaries alive. Out of the nine-and-a-half counties only thirty-two succeeded in establishing seminaries. The private schools, academies, were more active and more generally supported by people of means. In 1840 attention was first given to the education of girls in these seminaries. Some of the subjects taught were "language, sciences, fine arts, ornamental branches, literature and such others as the trustees specify".¹ Table XIII presents a list of the location of thirty-two county seminaries together with the dates of their establishment. In addition to these, between 1840 to 1851, fourteen private female schools of academy grade were opened. In addition to these, between 1816 to 1851, fifty-four other schools of academy grade were opened, many of which were in connection with some college.²

A maze of legislation was passed to help the county seminaries, so much so that even the State Superintendents were often at a loss to know what to do and how to proceed. Many statutes were in opposition

1. Laws of Indiana, 1832, P.28

2. Wakefield, Walter Jackson: op. cit.

TABLE XIII

County Seminaries in Indiana

<u>Year</u>	<u>County</u>	<u>Year</u>	<u>County</u>
1825*	Allen	1833	Posey
1825	Union	1834	Perry
1825	Knox	1835	Dearborn
1826	Gibson	1835	Crawford
1826	Orange	1835	Marion
1827	Harrison	1836	Rush
1827	Washington	1836	Parke
1827	Clark	1837	Carroll
1827	Fayette	1837	Clay
1828	Switzerland	1838	Morgan
1830	Jefferson	1839	Bartholomew
1830	Franklin	1840	Kosciusko
1831	Lawrence	1841	Daviess
1831	Shelby	1843	Laporte
1832	Greene	1843	Brown
1832	Decatur	1843	Cass
1833	Monroe		

*Deed - Record A, Page 311, July 1, 1825, Fort Wayne, Indiana.

Wakefield, Jackson: op. cit.

to each other and new acts were passed without repealing the earlier legislation. Lack of ready communication and transportation were further drawbacks to the successful operation of the seminaries. They served as experimental schools for, when the new constitution was made, the experience gained from them led to more favorable establishment of public secondary education. The successful operation of the public high schools in the East, and especially in the neighboring state of Ohio, pointed the way for secondary education under the new constitution. Indiana was fortunate to have a man such as Caleb Mills to establish education on a progressive basis in this critical period of change. What Horace Mann was to Massachusetts and the New England States, so was Caleb Mills to Indiana.

THE PUBLIC HIGH SCHOOLS

The establishment of the first public high school in Indiana seems to be somewhat contested. According to the State Superintendent's report of 1876, Bloomington had such a school in 1846, and

Evansville in 1850. In another State Superintendent's report, that of 1878, it is recorded that New Albany had a public high school in 1849, and Evansville in 1855.¹ In the Indiana Magazine of History, Volume XII² is the statement that Madison had a high school in 1852, and Indianapolis in 1855. This date was verified in the State report of 1878 for Indianapolis. Malan³ says, "The first high school in Indiana was established in 1850", and in Table VIII, following, he gives Evansville as the only one established on this date. Malan's data comes from the State Department of Public Instruction, Bulletin No.100, page 6. The records of other early established high schools may be found in Tables XIV, XV, and XVI. Table XIV was compiled from five sources. Bloomington is credited with establishing the earliest high school in the state in 1846, followed by New Albany in 1849 and Evansville in 1850.⁴ Table XIV gives Evansville

1. State Superintendent's Report, 1876, Statement XII, Pp.76-7
2. Littell, Harold: Development of City School Systems of Indiana, 1851-1880. Indiana Magazine of History, Vol. XII, No. 3 and No. 4
3. Malan, Clement T.: op. cit. P.53 (Bulletin No. 100, P.6)
4. Ibid.: Pp.76-7 Statement No.XII

credit for the first high school, giving the same date of establishment, 1850. This came from a later report from the State Department of Public Instruction.¹ Superintendent Cotton prepared an extensive educational exhibit for the Louisiana Purchase Exhibit at New Orleans. In his report of these he gave Madison as the first high school in Indiana, being established in 1852.² There was no public system of high schools organized from public funds prior to the law of 1852. The first Bloomingdale and first New Albany high schools were of short duration while Evansville has continued uninterruptedly to the present time. Most of the high schools were established, in this early period, without a graded elementary school leading into the high school. The Supreme Court closed all the high schools in Indiana in 1858, with the exception of Evansville, which was able to continue because of a special charter previously granted to the city.³ Though others were started before her, Evansville is the oldest high school to be established and continued uninterruptedly to the present.

1. State Superintendents Report, 1876, Statement No.XII, Pp. 76-7
2. Cotton, F. A.: op. cit., p.397
3. Ibid.: Pp.395-99

TABLE XIV

Establishment of Early High Schools in Indiana

<u>Year</u>	<u>High Schools</u>
1846	Bloomington ⁵ -3
1849	New Albany (Scribner) ¹
1850	*Evansville ⁵ -4 (1855)
1852	*Madison ² (1855)
1855	*Madison ⁵ -4 (1852); *Evansville ¹ (1850); *Indianapolis ^{1,2} (1864)
1856	*Shelbyville ⁵ -3 (1862); Rockport ³ ; *Richmond ² (1864)
1857	Fort Wayne ^{5,1} -4
1859	Columbus ⁵ -4; Connersville ⁵ -4; *Logansport ¹ (1868)
1860	*Terre Haute ⁵ -4 (1863); *Anderson ² (1873)
1862	*Shelbyville ¹ (1856)
1863	*Vevay ⁵ -4 (1864); *Aurora ¹ (1864); *Terre Haute ¹ (1860)
1864	*Aurora ⁵ -4 (1863); *Indianapolis ⁵ -4 (1855); *Richmond ^{5,1} -4 (1856); *Vevay ¹ (1863); *Franklin ¹ (1869); *LaFayette ¹ (1869)
1865	*Valparaiso ⁵ -4 (1870)
1866	*Laporte ⁵ -4 (1867); Mishawaka ⁵ -4
1867	*Laporte ² (1866); Michigan City ⁵ -4; Muncie ⁵ -3; Orleans ⁵ -2
1868	Attica ⁵ -4; *Dublin ⁵ -3 (1873); Jeffersonville ⁵ -4; *Logansport ⁵ -4 (1859); *Peru ⁵ -3 (1869); South Bend ⁵ -4; Greencastle ⁵ -2
1869	Big Springs ⁵ -4; *Edinburg ⁵ -4 (1870); *Elkhart ⁵ -4 (1873); *Franklin ⁵ -4 (1864); *Peru ¹ (1868); Greensburgh ⁵ -3; *Kendallville ⁵ -4 (1876); Princeton ⁵ -3; *LaFayette ¹ (1864); *Mushville ⁵ -4; Wabash ⁵ -4; Xenia ⁵ -4; *Union City ² (1874); Lawrenceburgh ²

TABLE XIV (continued)

Establishment of Early High Schools in Indiana

<u>Year</u>	<u>High Schools</u>
1870	*Cambridge City ⁵⁻³ (1871); Newcastle ⁵⁻⁴ ; Noblesville ⁵⁻⁴ ; Seymour ⁵⁻⁴ ; *North Vernon ⁵⁻³ (1872); Winchester ⁵⁻⁴ ; *Valparaiso ¹ (1865); *Edinburg ¹⁻³ (1869)
1871	*Cambridge City ¹ (1870); Goshen ⁵⁻⁴ ; Rochester ⁵⁻⁴ ; Vincennes ⁵⁻⁴
1872	*Bloomington ¹ (1873); *Crawfordsville ⁵⁻³ (1873); Kentland ⁵⁻³ ; Spencer ⁵⁻⁴ ; Martinsville ⁵⁻⁴ ; Sullivan ⁵⁻³ ; *North Vernon ¹ (1870); Nineveh ⁴
1873	*Dublin ¹ (1868); *Crawfordsville ¹ (1872); *Bloomington ⁵⁻² (1872); *Elkhart ¹ (1869); *Anderson ⁵⁻³ (1860); Brookville ⁵⁻³ ; Kokomo ⁵⁻⁴ ; Paoli ⁵⁻⁴ ; Plymouth ⁵⁻³ ; Delphi ⁵⁻³ ; Huntington ⁵⁻⁴ ; Rising Sun ⁵⁻⁴
1874	Frankfort ⁵⁻³ ; Knightstown ⁵⁻³ ; *Union City ⁵⁻³ (1869); Washington ⁵⁻³ ; Greenwood ⁵⁻³ ; Lagrange ⁵⁻⁴
1875	Chauncey ⁵⁻³ ; Ligonier ⁵⁻⁴ ; Lima ⁵⁻³ ; Lebanon ⁵⁻³ ; Bainbridge ² ; Worthington ³ ; Vernon ⁵⁻³
1876	Milton ⁵⁻³ ; St. Paul ⁵⁻⁴ ; *Kendallville ² (1869)

*Conflicting Dates, the conflicting date is in parenthesis.

Note: The number following the dash gives the number of years offered.

1. State Superintendent's Report of 1878
2. Indiana Magazine of History, Volume XII
3. Esarey, Logan: History of Indiana
4. Cotton, F. A.: op. cit.
5. State Superintendent's Report of 1876

TABLE XV

High Schools Established in Indiana by 1870

<u>Year</u>	<u>Place</u>
1850	Evansville
1853	New Albany
1855	Madison
1857	<u>Fort Wayne</u>
1859	<u>Columbus</u>
1860	Princeton
1862	Shelbyville
1863	Terre Haute
1863	Aurora
1863	Logansport
1864	Franklin
1864	Indianapolis
1864	LaFayette
1864	Richmond
1864	Vevay
1866	Laporte
1867	Michigan City
1867	Muncie
1868	Greencastle
1869	Wabash
1869	Greensburg
1869	Union City
1869	Jeffersonville
1870	Edinburg
1870	South Bend
1870	New Castle
1870	Noblesville
1870	Seymour
1870	Valparaiso
1870	Winchester

Malan, Clement T.: op. cit., P.53, (Taken from State Department of Public Instruction, Bulletin No.100, P.6)

TABLE XVI

Establishment of High Schools in Indiana, 1852 to 1900

<u>Year</u>	<u>High Schools</u>
1852	Madison.
1853	Indianapolis (Shortridge); New Albany.
1858	Brownstown.
1859	Columbus.
1861	Peru.
1862	Mishawaka.
1863	Terre Haute; Vevay.
1864	LaFayette; Richmond; Shelbyville.
1865	Laporte; Marion; Waterloo.
1866	Orleans.
1867	Logansport; South Bend.
1868	Boonville; Butler; Elkhart; Jeffersonville; Muncie; Thorntown.
1869	Aurora; Cambridge; Columbia City; Greensburg; Mitchell; Rushville; Wabash.
1870	Attica; Bedford; Gosport; Kentland; Lebanon; Martinsville; Monticello; Pierceton; Seymour; Union City; Valparaiso.
1871	Angola; Dublin; Franklin; Goshen; Michigan City; Mt. Vernon; Petersburg; Princeton; Vincennes.
1872	Amboy; Delphi; Fountain City; Kokomo; New Harmony; Noblesville; Salem; Spencer; Winchester.

TABLE XVI (continued)

Establishment of High Schools in Indiana, 1852 to 1900

<u>Year</u>	<u>High Schools</u>
1873	Anderson; Brookville; Colfax; Converse; Huntington; Liberty; New Caste; Paoli; Tipton.
1874	Lagrange.
1875	Churusbusco; Edinburg; Frankfort; Greenfield; Lima; Oakland City; Remington; Rising Sun.
1876	Crawfordsville; Ligonier; North Vernon; Plymouth; Portland; Rochester; Rockville; Washington.
1877	Connersville; Corydon; Rensselaer; Roann; Upland.
1878	Decatur.
1879	Carthage; Covington; Danville; Greentown; Hagerstown; Lawrenceburg; Worthington.
1880	Auburn; Hartford City; McCordsville.
1881	Bluffton; Waveland.
1882	Greencastle(?); North Manchester; Pendleton.
1883	Broad Ripple; Crown Point.
1884	Walkerton
1885	Bloomington; Brazil; Huntingburg; Oxford; Williamsport; Zionsville.
1886	Charlestown; Clinton; Fowler; South Whitley.
1887	Arcadia; Bremen; Carmel; Hammond; Sheridan.
1888	Hobart.
1889	Bloomfield; Elwood; Garrett; Goodland; New Augusta; North Judson; Winamac.

TABLE XVI (continued)

<u>Year</u>	<u>High Schools</u>
1890	Fortville; Kirklin; Lowell; Middletown.
1891	Chalmers; Dunkirk; Redkey.
1892	Flora; Jasper; Ladoga; Lynn; Shoals; Wolcott.
1893	Albany; Alexandria; College Corner; Jonesboro(?); Knightstown(?); Pennville; Roanoke.
1894	Ashley; Gayuga; Cicero; Gas City; Knox; Lapel; Monon; Odon; Roachdale; Summittville.
1895	Boswell; Dana; Galveston; Indianapolis (Manual Tr.); Marble; Mooresville; Montpelier; Nappanee; West LaFayette.
1896 to 1900	Akron; Cannelton; Darlington; Fairmount; Chesterton; Frankton; East Chicago; Swazee; Whiting; Veedersburg; Windfall; Linton.

Cotton, F. A: op. cit.

Prepared for Louisiana Purchase Exhibit at Saint Louis, 1904

Indiana high schools were legalized as a part of the public school system in 1907.¹ During this period of fifty-five years the state department had been exercising more and more control over the high school, giving it form, standards, curricula, text books, and support. This growth came gradually. The earliest high schools were established and controlled locally, and thus presented a wide variation in quality and quantity of work. It is important to note that it was the wide-awake and growing towns and cities that first established high schools. Cotton says that though the township as a unit for educational purposes came with the new constitution, it was not till 1872 that the first township high school (Ninevah Township High School, Johnson County) was established.² Cotton apparently disqualified all previous township high schools as found in such early State Superintendent's reports, as the one of 1860, or else was not aware of these reports.

1. Cotton, F. A.: op. cit. P.399
2. Cotton, F. A.: op. cit. P.391

In the report of the State Superintendent of 1860,¹ in ninety-two county tables, he lists 73 high schools, with 5,142 pupils attending, 62 male and 51 female teachers, and an average school year of 77 days. At least half of these were township schools. Data from these tables have been compiled in Table XVII. This table shows the incompleteness of state reports at that time. Many of the "facts" seem questionable; for example, the City of Connersville, in Fayette County, reported 500 pupils in high school, but failed to record the number of teachers. This would be too large a high school at this early period; it certainly must have included the elementary grades in this enrollment. Table XVIII shows that there were only 17 high schools this large in 1920-21--more than sixty years later than this report. Another questionable fact is that the Town of Brookville had four high schools.

There were many likenesses and differences in these early high schools. Many schools offered two year courses; some offered three years; a few offered four years. By 1875 most of the high schools offered four year courses for graduation. However, in the

1. Eighth Annual Report of State Superintendent of Public Instruction, 1860, County Tables

TABLE XVII

High Schools in Indiana in 1859

<u>County</u>	<u>Township</u>	<u>No. of H. S.</u>	<u>No. of Pupils</u>	<u>No. of Teachers</u>		<u>School Year in Days</u>
				<u>M</u>	<u>F</u>	
Bartholomew	Haw Creek	2	250	6	3	74
Cass	City of Logansport	2	200	3	3	65
Clark	Charlesten	1	90	1	3	44
	Town of Charlesten	1	50	2	-	65
Dearborn	Lawrenceburg	1	50	1	-	110
	Hogan	1	100	1	1	65
	City of Aurora	1	-	1	-	87
Dekalb	Newville	1	100	1	1	65
Fayette	Connersville (City)	1	500	-	-	74
Floyd	City of New Albany	1	34	1	-	65
Franklin	Town of Brookville	4	100	3	4	67
Gibson	Montgomery	1	-	1	1	90
Grant	Town of Marion	2	300	-	-	100
Green	Jefferson	1	75	1	-	65
Hamilton	Noblesville	1	124	1	2	65
Jackson	Brownstown	1	(75	1	2	65
	Carr	1		-	1	50
Jasper	Town of Rensselaer	1	-	1	-	60
Jefferson	Hanover	1	50	1	2	44
Jennings	Montgomery	1	-	1	-	43
	Town of Vernon	1	211	1	-	55
Knox	Palmyra	1	-	1	-	65
Lake	Center	2	50	2	-	60
Lawrence	Shawswick	2	80	2	1	65
Marshall	Plymouth	1	-	-	-	61
Montgomery	Brown	1	58	2	1	130
	Union	2	-	-	-	65
	Madison	1	-	1	1	65
Noble	Elkhart	4	-	-	-	-
	Green	2	-	-	-	-
	Wayne	1	40	1	-	130
	Allen	1	35	1	-	65
Ohio	City of Rising Sun	2	96	2	2	65
Parke	Penn	1	200	2	2	53
Porter	Center	2	135	2	2	65
Posey	Black	2	120	2	2	90
Randolph	White River	1	55	1	1	40
Rush	Richland	1	-	1	-	60
Shelby	Liberty	1	34	1	-	65
	Town of Shelbyville	1	24	1	-	65
	Sugar Creek	1	468	1	6	65
Steuben	Milgreve	1	150	2	1	88
	Fremont	1	66	-	-	60

TABLE XVII (continued)

High Schools in Indiana in 1859

<u>County</u>	<u>Township</u>	<u>No. of H.S.</u>	<u>No. of Pupils</u>	<u>No. of Teachers</u>		<u>School Year in Days</u>
				<u>M</u>	<u>F</u>	
Sullivan	Gill	2	450	(3	(4	65
	Sullivan	1	200	(	(	65
Switzerland	Vevay	1	31	1	-	60
	Jefferson	1	-	-	-	60
	Posey	2	-	-	-	60
Vanderburgh	City of Evansville	1	54	1	1	242
Wells	Jackson	2	30	1	-	44
	Bluffton	1	40	-	--	65
White	Jackson	2	240	3	1	75
Whitley	Town of Columbia	1	138	-	-	54
Total for year of 1859		73	5,142	62	51av.	77 Days
Total for year of 1860 ¹		78	5,991	77	55	?
Total for year of 1870 ²		69	10,073	106	123	?

State Superintendent's report of 1860

1. State Superintendent's report of 1861

2. State Superintendent's report of 1870

school year of 1920-21, sixty-nine high schools out of 731 offered three years or less of high school work. Table XVIII shows the distribution of high schools according to size, number of years work offered, and other data. In some schools the teachers taught in both grades and high school; in others the teachers gave all their time to the high school; in most cases the principal was a full time teacher; and usually the superintendent, in these early days, found teaching in the high school one of his duties. Some high schools were in the same building as the grades; others had a separate building for the high school. Often post graduate work in the elementary school was listed as high school work. In many cases admission to high school was based on age rather than preparation, though some, like Indianapolis and Fort Wayne, had strict examinations for admission.²

The subjects taught in the early high schools were many. There is seen distinctly an imitation

1. Wakefield, Jackson: op. cit., P.310
2. It is beyond the scope of this work to investigate and determine which schools in the tables should be classified as high schools during the period of establishment.

TABLE XVIII

Distribution of High Schools According to Size in 1920 - 1921

<u>Number of Pupils Enrolled</u>	<u>Numbers</u>					<u>Percentages</u>	
	<u>4 year schools</u>	<u>3 year schools</u>	<u>2 year schools</u>	<u>1 year schools</u>	<u>Total</u>	<u>4 year schools</u>	<u>All H.S.</u>
25 or less	36	23	25	7	91	5.4	12.4
26 to 50	195	9	3	-	207	29.5	28.3
51 to 75	158	1	-	-	159	23.8	21.8
76 to 100	101	1	-	-	102	15.3	14.0
101 to 150	81	-	-	-	81	12.2	11.1
151 to 200	20	-	-	-	20	3.0	2.7
201 to 500	47	-	-	-	47	7.1	6.4
501 to 1000	17	-	-	-	17	2.6	2.3
Over 1000	7	-	-	-	7	1.1	1.0
Totals	662	34	28	7	731	100.0	100.0

Public Education in Indiana, by General Education Board, 1923, P.294

of the eastern schools, first copied by the academies, then by the seminaries, and lastly by the public high schools. Table XIX shows the Fort Wayne course of study for 1865, together with the number of pupils taking each subject. This shows clearly the influence of the classical school. Financial conditions often limited what could be taught, while social pressure sometimes removed restrictions for admission, and caused shorter terms for graduation. The school law of March 6, 1865, specified that in the common schools, which included the high school, the following subjects should be taught: orthography, reading, writing, arithmetic, English grammar, and good behavior. In 1869, geography, physiology, and history of the United States were added. German might also be taught on demand of the parents of twenty-five children. From 1869 to 1895 no additions were made. On March 14, 1895, scientific temperance was added to the above.¹ Although music had been taught in the schools as early as 1860, its place in the curricula was not legally defined until 1907. Industrial education in various forms was early

1. Esarey, Logan: op. cit., P.942

TABLE XIX

Subjects Taught in Fort Wayne High School in 1865, With the
Number of Pupils Taking Each Subject.

Number of pupils enrolled in high school - 74

<u>Subjects</u>	<u>Number of Pupils</u>
Physical Geography	40
Algebra	33
Latin (Lessons Caesar Virgil Cicero)	30
Philosophy	18
Drawing	16
German	10
Greek (Lessons Testament Anabasis)	6
Chemistry	6
French	4
Composition	587 (Includes primary
Declamation	1,747 (pupils

In 1866 rhetoric, geometry, trigonometry, and
instrumental music were added to the above list.

Littell, Harold: op. cit., P.313

present in the grade and high schools. In 1891 the General Assembly permitted Indianapolis to establish a manual training high school, and again in 1904 a similar one in Fort Wayne. Agriculture, as a subject in the schools, was discussed as early as 1850, but little was done about it till 1913 when it was made compulsory in rural schools. In the law of 1907 certain specified subjects formed the "standard" or "classical" high school whose graduates were admitted without question into "standard" colleges. In 1911 the General Assembly had authorized the governor, Thomas R. Marshall, to appoint a commission to investigate industrial and agriculture education and to make recommendations to the next General Assembly in 1913. Out of this recommendation came vocational schools; agriculture, manual training, and domestic science were begun all over Indiana. Selection of High School text books was placed in the hands of the State Board of Education, which had been created in 1889. Compulsory attendance laws began March 8, 1897, and today compel pupils to attend for the full school year until the age of six-

teen.¹ In 1899, 1901, and 1907, the General Assembly, by enacting laws, encouraged the movement for consolidation out of which grew the admirable rural consolidated schools of today.² Various other acts of the General Assembly have elevated the teaching in the high school by providing tenure, licenses by academic and professional training, a uniform wage law, and old age retirement. Table XXI shows that the numbers of teachers in Indiana has tripled in the thirty year period between 1855 and 1885, there being an estimated 4000 in 1855 and 13,254 in 1885.

Tables XXII and XVIII show the absolute and relative increase in high school enrollment for the years 1901-1921, and the distribution of high schools according to size in the school year of 1920-1921. The high school enrollment more than doubled in the twenty years of 1900-1920, being 36,139 in 1900 and 86,880 in 1920. In 1920-21 the small high schools of

1. Table XX, Lincoln Library of Essential Information, P.1664. Facts compiled by Charles H. Judd, University of Chicago
2. Cotton, F. A.: op. cit. p.407

TABLE XX

Compulsory School Attendance Laws, 1920

<u>Date of First Law</u>	<u>States</u>	<u>Age Limits</u>	<u>Percent of Illiterates</u>
1852	Massachusetts	7-16	.2
1864	District of Columbia	7-16	.2
1867	Vermont	8-16	.3
1871	New Hampshire	8-16	.3
	Michigan	7-16	.2
	Washington	8-16	.2
1872	Connecticut	7-16	.3
1873	Nevada	7-18	1.6
1874	Kansas	7-16	.3
	California	8-16	.6
	New York	8-16	.2
1875	New Jersey	7-16	.2
	Maine	7-16	.7
1876	Wyoming	7-16	.3
1877	Ohio	6-18	.3
1879	Wisconsin	7-16	.2
1883	Montana	8-16	.4
	Rhode Island	7-16	.3
	South Dakota	8-17	.3
	Illinois	7-18	.2
	North Dakota	7-15	.3
1885	Minnesota	8-16	.3
1887	Nebraska	7-16	.2
	Idaho	8-18	.4
1889	Oregon	9-15	.2
	Colorado	8-16	.8
1890	Utah	8-18	.5
1891	New Mexico	6-16	5.8
1895	Pennsylvania	8-16	.3
1896	Kentucky	7-16	2.7
1897	West Virginia	7-16	1.8
	Indiana	7-16	.2
1899	Arizona	8-16	11.3
1902	Maryland	7-16	1.4
	Iowa	7-16	.2
1905	Missouri	7-16	.7
	Tennessee	7-16	5.2
1907	North Carolina	7-14	4.0
	Delaware	7-17	.4
	Oklahoma	8-18	1.9
1908	Virginia	8-14	5.4
1909	Arkansas	7-15	5.4
1910	Louisiana	7-14	13.8
1915	Florida	7-16	5.8
	Alabama	8-16	7.7
	South Carolina	8-14	5.7
	Texas	8-14	4.9
1916	Georgia	8-14	8.2
1918	Mississippi	7-14	9.3

Judd, Charles H.: Lincoln Library of Essential Information, P.1664

TABLE XXI

Teachers in the Public Schools of Indiana, 1855 to 1885

<u>Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
1855	3,000	1,000	4,000 (estimated)
1860	5,671	1,666	7,357
1865	4,964	4,349	9,313
1870	7,104	4,722	11,826
1875	7,670	5,463	13,133
1880	7,802	5,776	13,578
1885	6,720	6,534	13,254

State Superintendent's Report for years of 1885-1886, P.175

TABLE XXII

Absolute and Relative Increase in High School Enrollments
for the Period of 1901 - 1921

<u>Year</u>	<u>No. of Schools in Operation</u>	<u>No. of Children of Ages 6 to 21</u>	<u>Total School Enrollment</u>	<u>High School Enrollment</u>
1900 - 01	741	757,684	556,731	36,139
1905 - 06	945	774,678	551,561	44,781
1910 - 11	794	758,185	530,267	53,831
1915 - 16	809	774,342	564,252	69,651
1916 - 17	847	774,642	567,952	72,383
1917 - 18	903	776,868	564,162	77,695
1918 - 19	873	778,786	557,396	74,891
1919 - 20	837	784,430	566,089	78,849
1920 - 21	820	<u>797,537</u>	<u>578,849</u>	<u>86,880</u>
Increase 1900-11		501	?	17,692
Increase 1911-21		39,352	48,582	33,049
Increase 1901-21		39,853	22,118	50,741

TABLE XXII (continued)

Absolute and Relative Increase in High School Enrollments
for the Period of 1901 - 1921

<u>Year</u>	<u>Ratio of High School Enrollment to:</u>	
	<u>School Enumeration</u>	<u>Total School Enrollment</u>
1900 - 01	4.77	6.49
1905 - 06	5.78	8.12
1910 - 11	7.10	10.15
1915 - 16	8.99	12.34
1916 - 17	9.34	12.74
1917 - 18	10.00	13.77
1918 - 19	9.62	13.44
1919 - 20	10.05	13.93
1920 - 21	<u>10.89</u>	<u>15.01</u>
Increase 1900-11	2.33	3.66
Increase 1911-21	3.79	4.86
Increase 1901-21	6.12	8.52

Ratio of High School enrollment to total population for the year 1900-01 was 1.44; for 1910-11 was 1.99; for 1919-20 was 2.69; for 1920-21 was 2.96. The increase for 1900-11 was .55; for 1911-21 was .97; for 1901-21 was 1.52.

The total increase in population for the years 1900-11 was 184,414; for 1911-21 was 229,514; for 1901-21 was 413,928.

Public Education in Indiana, by General Education Board, 1923, P.293

26 to 50 pupils were most numerous; many consolidations and increases in enrollment have come about since that time in these schools. Cotton says, "The problem of the high school is to give every child a chance to be all it is possible for it to be in life"¹ and "Should prepare him to do the work in the world for which he is best fitted and in which he can make the largest returns to society"². Indiana seems to be well on the way towards realizing Mr. Cotton's objective by providing her children not only with common school education, but with a high school education of a superior quality.

1. Cotton, F. A.: op. cit. P.406

2. Ibid: p.406

CHAPTER III

ESTABLISHING EDUCATION IN FORT WAYNE, INDIANA

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The Clay School - Site of the First Fort Wayne High School

The Jefferson School - Site of the Second Fort Wayne High School

THE EDUCATIONAL SITUATION IN 1821

In 1821 Fort Wayne was a pioneer trading post with an abandoned fort to remind the visitor of its power in the earlier period. The chief coin of the Indian and the white man was the pelts and furs from the wilderness that stretched in all directions. Thomas Scattergood Teas, an observing traveler, visited Fort Wayne in 1821 and made these comments, "A person might remain in the woods with - in five or six miles of Fort Wayne for a year without being discovered by any white settler. The settlement at this place, Fort Wayne, consisted of thirty log cabins and two tolerably decent frame houses. The inhabitants are nearly all French Canadians. The barracks are occupied by the Indian Agent, the Baptist missionary, and some private families. There is a school for Indian children under auspices of the Baptist society. It is conducted on the Lancastrian system; the teacher's name is Montgomery. I waited on the missionary, whose name is McCoy, and requested him to accompany me to it which he did. There were about forty scholars.

There are considerable number of Indians here of the Pottawottomy, Shawnee, Miami, Utawa, and Delaware tribes. I have seen as many as fifty of them (Indians) drunk during my short stay there. There is a United States reserve of six miles square around the town. Beyond there are a number of reserves belonging to the Indians".¹

Rev. Isaac McCoy came to Fort Wayne as a missionary, leaving Fort Harrison, near Terre Haute, with his wife, seven children, an Indian boy, several horses, fifteen cattle and forty-three hogs. This group made its way through the wilderness to Fort Wayne. In History of Baptist Missions Rev. McCoy says, "At Fort Wayne was a little village of traders and of persons in the employ of the government as interpreters, smiths, etc. some of whom were of French Canadian and Indian descent. The nearest settlement of white people was in Ohio nearly one hundred miles distant". He has this to say about

1. Teas, Thomas Scattergood: Early Travels in Indiana; Journal of a tour to Fort Wayne and adjacent country in the year 1821. Indiana Historical Commission, Harlow Lindley, editor, 1916.

the schools, "On the 29th day of May, 1820 our school was opened; I was the teacher myself. We commenced with ten English scholars, six French, eight Indians and one negro."¹ That was the first school of any kind in Fort Wayne.

EARLY SCHOOLS IN FORT WAYNE

Allen County was organized in 1823, and the town of Fort was incorporated in 1825.² The government lands were opened for sale in 1823, and closed in 1852. This shows the relative development of Fort Wayne at the time when Boston was starting her high school.

The County Seminary was built and occupied in 1825 as a result of the county seminary law of 1824. This building was torn down in 1843. Along with all other county seminaries this ceased to exist after 1851 by act of the state legislature. Besides this, there were numerous small private and denominational schools, before and after the establishment of public

1. Irwin, John S.: Quoting from McCoy's History of Baptist Missions, now out of print and no longer accessible. Reprinted in State Superintendent Report of 1878, P.324.
2. Brice, Walter A.: History of Fort Wayne, 1868, P.317

schools in Fort Wayne. The following list contains some of the more prominent ones with dates of beginning. Some have continued to the present day, while most of these schools lasted only a short time.

- 1836 Susan Clark's School--in an old tin shop
- 1836 Miss Mann and Miss Hubbell's School--in the court house
- 1838 Alexander McJunkin's School
- 1841 J. P. Jones' Select Classical and Commercial School
- 1843 Miss M. L. Wallace's "Female Seminary"
- 1844 The Presbyterian "Fort Wayne Female Academy"
- 1845 The Lotz sisters opened a school and Ladies Presbyterian Seminary taught by Mrs. Lydia Sykes
- 1846 Fort Wayne Methodist College which later became Taylor University
- 1846 The Catholic "St. Augustine's Academy"
- 1850 Miss S. J. Markle's School for Girls
- 1852 Fort Wayne Collegiate Institute for Boys
- 1853 L. Covington's School and Presbyterian Academy
- 1855 A. N. Hulburd's School
- 1883 Westminster Seminary¹

1. Cook, Ernest W.: Fort Wayne School History Traced for 106 years. Journal Gazette, October 2,9,16,1921

THE FREE PUBLIC SCHOOLS

The first efforts for free public schools in Fort Wayne occurred in December 1835 when the town trustees appointed Henry Work and Samuel Edsall "to employ a suitable number of teachers and pay them out of the fund set apart for school purposes".¹ Their report of March, 1836, said that the town could not employ teachers advantageously. After a discussion of ways and means to secure funds the matter appears to have been dropped as a problem beyond the power of the town trustees to solve.²

In 1848 the question of free public schools was put before the people of Indiana for a vote; 78,523 votes in Indiana favored this while 61,887 opposed. Fort Wayne's vote was 1,293 for it to 440 opposed, showing that over seventy-five percent of the voters favored the proposal, which was much above the average for the state.

1. Griswold, B.J.: History of Fort Wayne, 1917, Pp. 419-21

2. Ibid.

Having received the approval of the citizens of Indiana to establish free public schools, the State Legislature passed a new state law on free public education, January 17, 1849. Section 1 of this law said; "there shall be annually assessed, collected and paid....for the purpose of increasing the Common School Fund to be appropriated exclusively for the support of the common schools: First; there shall be levied and paid the sum of 10¢ on every \$100 of property taxable for state purposes; second; there shall be levied annually a 25¢ poll tax; third; there shall be levied a tax of \$3.00 on every \$100 on the amount of all the premiums received for insurance on property or lives." The problems of the free public schools at this early date were largely financial rather than educational for Section 21 of this same law stated; "It shall be the duty of the Treasurer of the State to be the Superintendent of the Common Schools". This law was subject to the approval of the citizens at the next election

to be held in August.¹ Any benefits of this law could not be realized in 1849 for such taxes could not be collected until 1850.

On July 21, 1849 an advertisement was printed in the Fort Wayne Sentinel under the date of July 6, 1849 which said; "The inspectors of the election will ask each qualified voter at the polls in the country: 'Are you in favor of, or opposed to the act of the last legislature,² for the establishment of free public schools?'".³ Allen County favored the new state law 1130 for it to 483 against it.⁴ A majority of all the counties in the state also approved the new law.⁵

The law of January 17, 1849, having been accepted by the voters, was proclaimed by the Governor, and appeared in the Fort Wayne Sentinel

1. Fort Wayne Sentinel; Vol. 10, No. 2, July 21, 1849
2. January 17, 1849
3. Fort Wayne Sentinel; Vol. 10, No. 3, July 21, 1849
4. Ibid; Vol. 10, No. 6, August 11, 1849
5. Ibid; Vol. 10, No. 10, Sept. 8, 1849

in full June 29, 1850.¹ Nothing was done in Fort Wayne until October 12, 1850 when a meeting was held in District Number 2 to take advantage of the law. There were so few at this meeting that it was adjourned to October 19, 1850. On this date the following notice, signed by "A Mechanic", was printed; "The school law requires that a free school be kept at least three months to entitle the district to its share of the school fund. It is estimated that from \$500 to \$800 will be our share this year. The expense of the school for 3 months will be \$100 to \$150, leaving \$350 to continue the school for the remainder of the year or to purchase a lot on which to erect a school house. A special provision of the law authorises the voters at a district meeting to vote an additional tax of 15¢ on each \$100 of property in the district to aid in building and other expenses of the free school". The advertisement closed with a warning to take part in the meeting to prevent the tax being assessed.²

1. The Fort Wayne Sentinel; Vol.10, No.52, P.1, June 29, 1850
2. Ibid.: Vol.11, No.16, October 19, 1850

The results of this meeting were printed in the November 2 edition of the Fort Wayne Sentinel which said: "At the adjourned meeting of the voters of school district No.2, Wayne Township, held at the 2nd Presbyterian Church Saturday evening, October 19, 1850 it was resolved; that the proposition of W. W. Steevens for teaching a school, furnishing a house, etc. in said district for 3 months be accepted. Notice is hereby given that a district school will be commenced at the school room of the said W. W, Steevens on Monday the 4th day of November next and continue for 3 months. Branches to be taught are Spelling, Reading, Writing, Arithmetic, Geography, and English Grammar. S. S. Morss, district trustee."¹ From this we can see that Fort Wayne was not offering a free public high school at this time, even though other cities were (see TableXIV).

The school that was opened on November 4, 1850 by W. W. Steevens was continued into 1851.² On May 10, 1851 Wayne Township received \$900.39, from the common

1. The Fort Wayne Sentinel; Vol.11, No.18, P.2, Nov.2,1850
2. History of the Upper Maumee Valley, P.482

school fund.¹ This amount justified the expansion of Mr. Steevens' school by the addition of Alexander McJunkin as assistant. They taught the free public school that began in the fall of 1851. Early in 1852, Mr. McJunkin taught his own private school and continued until he became the treasurer of the Fort Wayne and Chicago Railroad. Mr. Steevens continued his school as a private school through 1852 and 1853. Many other private schools were taught in Fort Wayne during this period.²

The school law of January 17, 1849 did not produce the desired results; nor did the additional laws help much. The cumbersome manner of district meetings to decide school taxes and problems delayed rather than helped the free public school movement. The new constitution remedied this by the establishment of a common school fund from many sources as well as taxes for their support. The new constitution became effective on March 1, 1851, and was published in the Fort Wayne Sentinel on this date.³ In the next session of the state legislature

1. Fort Wayne Sentinel, Vol.11, No.46, P.2, May 21, 1851

2. History of the Upper Maumee Valley, P.482

3. Ibid.: No.35, P.1, March 1, 1851

which met in 1852, new school laws were made. One authorized graded schools.¹ Another, Senate Bill 121, authorized the incorporation of high schools.² These two laws made possible the establishment of a high school in Fort Wayne. Another law authorized the appointment of a school board.³

In 1853 the city council chose Hugh McCulloch, Charles Chase, and William Stewart as a board of trustees to take advantage of the new law for free schools. This board began with \$330.72, with 1,233 children of school age in a town of 5,000 population and with not a school or school room belonging to the city.⁴ Their first action was to rent the McJunkin school building on the east side of Lafayette Street between Main and Berry Streets. Isaac Mahurin was engaged as principal and Miss M. L. Mahurin as assistant. At the same time the board hired Mr. and Mrs. A. M. Hulburd to teach the west side school in their home. Both schools opened

1. Fort Wayne Sentinel, Vol.12, No.41, Apr.17, 1852

2. Ibid.: Vol.12, No.52, July 3, 1852

3. History of the Upper Maumee Valley, P.484

4. Table XXIII

TABLE XXIII

Fort Wayne School Enumeration and Enrollment and Financial Report

<u>Year</u>	<u>Enumeration</u>			<u>Enroll- ment</u>	<u>No. of Teachers</u>	<u>Funds Expended</u>		<u>Value of Property</u>
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>			<u>Tuition</u>	<u>Special</u>	
1853	591	642	1233	?	?	\$ 987.	none	none
1854	695	708	1403	400	4	993.	none	none
1855	887	845	1732	?	?	none	none	none
1856	925	1135	2069	?	?	?	none	none
1857	1002	1201	2203	805	15	2124.	none	\$ 27,000.
1858	(no school nor records)							
1859	1273	1545	2823	1275	16	4612.	\$ 8093.	
1860	(no records)							
1861	1787	2005	3792	1052	13	3960.	6098.	27,000.
1862	2055	2235	4290	1066	16	4187.	none	27,000.
1863	2385	2421	4806	1287	19	5406.	6339.	27,500.
1864	2501	2769	5270	1385	19	6789.	2072.	33,150.
1865	2056	3020	5676	1400	?	6959.	6980.	30,000.
1866	3407	2916	6321	1629	18	8780.	8715.	38,000.
1867	3454	3801	7255	1937	23	11792.	10390.	58,500.
1868	3815	4031	7846	2181	34	16100.	12000.	115,100.
1869	3949	4416	8365	2457	44	21086.	34797.	140,000.
1870	3987	4269	8356	2537	49	23930.	16944.	165,000.
1871	3871	4368	8239	2640	54	25013.	111012.	165,000.
1872	4178	4461	8639	2472	55	25063.	12002.	168,000.
1873	4332	4445	8777	2682	56	28070.	22340.	1173,000.

From the Tenth Annual Report of Fort Wayne Superintendent of Schools

"Enumeration" meant those children in a school district of legal age to attend school. "Enrollment" meant those who actually attended the public schools.

In the Indiana Magazine of History, Vol.12, 1916, P.199, we find the same figures for the years 1853 to 1863. This article also says there were 3398 enumerated for the year of 1858.

in September but remained in session for only a few months. To acquire the funds necessary to continue the schools, the trustees, as provided by law, called a public meeting to vote upon levying a tax for that purpose. The purpose of the meeting failed ignominiously with 325 voting "NO" and 130 voting "YES".¹

Although Fort Wayne had shown a decidedly favorable per cent in favor of public schools in 1848, it seems that by 1853 many had changed their minds especially when they came face to face with the problem of paying for them. In April, 1853, the city council resolved that "an order be drawn upon the city for the sum of \$1,200 on account of money set aside for the purchase of school sites and placed in the hands of the trustees".² So vigorous an opposition arose to this that the trustees resigned and refused to stand for re-election.

In 1854 the schools were closed for lack of funds. With the election of new trustees in this year, much of the opposition disappeared and a tax of two mills on

1. Herrling, Walter: In his article on Fort Wayne Schools, *News Sentinel*, April 10, 1935
2. Report of Public Schools of Fort Wayne, Indiana, 1901, P.125

\$100 was levied.¹ To this were added private donations from many citizens. Table XXIII shows that \$993.00 was expended on four teachers for this year.² This kept the schools open for 61 days (Table XXIV). In 1855 a state law was passed specifying that certain funds were to be used for tuition purposes only. With these encouragements the trustees determined to begin the erection of two school houses. Two sites were purchased; the Clay School site at the corner of East Washington and Clay Streets was purchased from Judge Samuel Hanna for \$1,300; the Jefferson School site at the corner of West Jefferson Street and Fairfield Avenue was purchased from Dr. Charles E. Sturgis for \$1,170.

The trustees then advertised for bids to build the Clay School, and though the board met many times to receive bids, none was offered. "No one wanted to risk the responsibility of the erection of the building with uncertain prospect of receiving his pay, especially at a time when other work was plentiful."³

1. Robertson, Col. Robert: History of the Upper Maumee Valley, 1889, Pp.484-5. "Schools of Allen County" by John S. Irwin
2. Smart, Jas, H.: Tenth Annual Report of Fort Wayne Schools, P.80
3. Griswold, B.J.: The Pictorial History of Fort Wayne, Pp.420-1

TABLE XXIV

Duration of Fort Wayne Schools (in days)

1855.....	61
1860.....	65
1865.....	66
1868.....	87
1869.....	92
1870.....	97
1871.....	98 $\frac{1}{2}$
1872.....	116
1873.....	105
1874.....	113
1875.....	130
1876.....	129
1877.....	129
1878.....	129

James H. Smart, State Superintendent's Report of 1876 and 1878

The board now determined to let the contract piecemeal at such times as they were able to find persons able and willing to assume the risk of funds becoming available. Construction was begun in 1855, and continued throughout 1856 in this piecemeal manner. The following interesting account of the opening of the Clay school is quoted from the Sentinel of February 14, 1857;

"The public school at the corner of Clay and Washington streets was formally opened on Monday last, with appropriate exercises. A prologue was delivered by Dr. B. S. Woodworth, and speeches by Messrs. Peter P. Bailey, William S. Smith, Samuel Hanna, Charles Case, and others. The large building was densely crowded with ladies and gentlemen. The school is a beautiful and spacious three-story brick building, calculated to accomodate over 500 pupils. Strict order and discipline must be observed, or it will be impossible to manage such an institution successfully. This is a fact that the parents should impress upon their children."¹

In the same manner, in 1856, work was started on the Jefferson School. After the opening of the Clay School,

1. The Fort Wayne Sentinel, February 14, 1857

a mass meeting was held at the Court House; after a heated debate a resolution was passed approving the proceedings of the city council in their efforts to sustain the free public schools and a pledge to support the schools was passed. An order for \$3,500 was passed by the city council to be paid to the school trustees to complete the construction of the Jefferson School. The foes of the Public Schools secured an injunction and prevented its payment. In September, ten citizens mortgaged their personal realty for \$500 each, lending the entire \$5,000 to the trustees who agreed to protect the mortgages and pay the interest as it became due. With this money the Jefferson School was completed in the Fall of 1857.¹

THE HIGH SCHOOL IN THE CLAY BUILDING

In 1856, with the prospects of the buildings being ready, the trustees appointed George A. Irvin to be superintendent² with a salary of \$900 a year and hired

1. State Superintendent's Report, 1915-16, Pp.204-7
2. A list of all of the superintendents can be found in Table XXV

TABLE XXV

Superintendents of Fort Wayne Schools

1857 - 1863	Rev. George A. Irvin
1863 - 1865	E. S. Green
1865 - 1875	James H. Smart
1875 - 1896	Dr. John S. Irwin
1896 - 1917	Justin N. Study
1917 - 1920	R. N. Hemelick
1920 - 1931	Louis C. Ward
1931 - 1932	Fred H. Croninger (acting)
1932 - present(1946)	Merle J. Abbett

ten teachers whose total salary was \$2,700, ranging from \$100 to \$550 per year, the latter for Thomas Wallace, principal of the high school.¹ "In 1857 graded schools were established for the first time in Fort Wayne. Out of this grading grew the high school."² The first high school in Fort Wayne was held in the Clay building, with Thomas Wallace as Principal.*

THE HIGH SCHOOL IN THE JEFFERSON BUILDING

In 1858 the school board ordered the high school transferred to the Jefferson school, where it remained for the next ten years.³ The fight to maintain the schools was carried into 1858. Although the people, at the regular election, had chosen William Rockhill, Samuel Edsall and Thomas Tiger to serve as the board of school trustees, the city council ignored the election and appointed their own, dropping Mr. Edsall and substituting James Humphrey. Interest in the free public

1. City Superintendent's Report of 1868, Chapter I

2. Littell, Harold: op. cit. Vol.12, No.3, P.198

3. Cook, Walter: op. cit.

* A list of all the other high school principals can be found in Table XXVI

TABLE XXVI

Principals of Fort Wayne High Schools

<u>Term</u>	<u>Names</u>	<u>Building</u>
Spring 1857-Dec. 1857	Thomas Wallace	Clay
Jan. 1858-May 1859	Peter Bradley	Jefferson
Jan. 1860-June 1860	Dr. B. V. Sweringen	Jefferson
Sept. 1860-June 1861	Dr. A. G. Reily	Jefferson
Aug. 1861-June 1862	James A. Pierce	Jefferson
Aug. 1862-June 1863	L. F. Andrews	Jefferson
Aug. 1863-Jan. 1864	George W. Glover	Jefferson
Jan. 1864-Mar. 1865	C. C. Chamberlain	Jefferson
Mar. 1865-June 1865	Zacariah Taylor	Jefferson
Aug. 1865-June 1866	Leonard Wilcox	Jefferson
Aug. 1866-June 1867	William B. T. Smith	Jefferson
Aug. 1867-Apr. 1870	Robert G. McNeice	Jefferson and Wayne Street
Aug. 1870-June 1871	C. E. Wood	Wayne Street
Aug. 1871-June 1872	J. Henry Cummings	Wayne Street
Aug. 1872-June 1876	Robert M. Wright	Wayne Street
Sept. 1876-June 1879	Charles K. Latham	Wayne Street
July 1879-Jan. 1915	Chester T. Lane	Wayne Street and Barr Street

TABLE XXVI (continued)

Principals of Fort Wayne High Schools

<u>Term</u>	<u>Names</u>	<u>Building</u>
Jan. 1915-June 1920	L. C. Ward	Barr Street
Sept. 1920-June 1921	Herbert Voorhees	Barr Street
Sept. 1921-Present	Fred R. Croninger	Barr Street (Central)
Sept. 1922-June 1926	Robert C. Harris	South Side
Sept. 1926-Present	R. Nelson Snider	South Side
Sept. 1927-Present	Milton H. Northrop	North Side

From the Official List of teachers and principals, office of
Superintendent of Fort Wayne, Indiana Schools (Unpublished)

1857-1872, 10th Annual Report Board of Education of Fort Wayne
Public Schools, June 15, 1873

schools increased after two train loads of Fort Wayne citizens went to Warsaw, Indiana, to see a great free school demonstration. A committee of six prominent men was able to solicit enough money from private citizens to open the schools in September 1858. However, the appeal for voluntary aid failed to keep the schools open in 1859. It was decided to allow the teachers to hold private schools in the public school buildings, until sufficient funds could be made available for their re-employment.¹ Even this failed for when the new trustees took office on May 13, 1859, they found the treasury empty. On June 27, 1859, they passed a resolution of appreciation to the teachers and closed the schools officially from June 1859 to January 1, 1860.² A sixty five day high school session was held in 1860.³

Although in 1861 the Indiana Supreme Court declared the school law unconstitutional, the Fort Wayne high school was operated for nine calendar months during the school years of 1861-62 and 1862-63.⁴

The name "Fort Wayne High School" was first officially used in 1862. In June of 1863 the Rev. Mr. George A. Irvin resigned as superintendent to become a chaplain in the Union Army. The Civil War

1. Griswold, B. J.: op. cit. P.443
2. Smart, Jas. H.: State Supt. Report 1876 Table XXIV
3. Smart, Jas. H.: Ibid.
4. Cook, Walter: op. cit.

absorbed the interest of the people so much that the new superintendent, R. S. Green, complained of a lack of interest in the high school.¹ There were 125 enrolled in the high school this year.²

On Saturday, September 12, 1863, the following announcement appeared in the Fort Wayne Weekly Sentinel: "Our city public schools will be opened on Monday next (September 14). It is desired that the scholars be all in attendance on that day, to facilitate the formation of classes.

"The Schools will open with a new superintendent, and an almost entire new corps of teachers.Various reforms and improvements will be introduced, and we feel confident that under new management our schools will be well conducted, and become an honor and credit to our city."³

Superintendent Green's staff in the high school included himself, his wife, Principal G. W. Clover, and Allen Pierce. A spirit of insubordination grew up in

1. Cook, Walter: op. cit.
2. Caldron, 1914-Central H. School Annual
3. Fort Wayne Weekly Sentinel, Vol.24, No.12.

grade school number 1 (Clay) and in the high school; being unable to check it Mr. Glover and Mr. Pierce resigned. Under a new principal, Mr. C. C. Chambers the high school apparently became more popular.

The Fort Wayne Daily Gazette remarked that the large enrollment, 825, in September 1864 showed "a growing interest in the public schools, and the cause of education". The high school, with 61 pupils, was said to be "growing in importance the more its real objects are made manifest to the parents. Mr. Green has marked out for the pupil a definite course of study for each one to pursue, divided the school into a course of four years, and defined the studies to be pursued each year. Here we have a school at home equal to, and in points of thoroughness, far superior to any of the best seminaries."¹

The editor of the Fort Wayne Daily Gazette announced on December 19, 1864, "The examinations in the public schools have reached the high school, and will soon close. We dropped in this forenoon and heard the

1. Fort Wayne Daily Gazette, Vol.2, No.427

examinations of two classes, philosophy and higher arithmetic. Both classes sustained the examinations very creditably. There were some failures, of course, but the promptness with which answers were given to the rapid and thorough questioning of Prof. Green is a credit to both pupils and teachers."¹ On December 21, a public exhibit consisting of music, declamations, "and funny and wise dialogues"² were given by the high school pupils to raise money for a piano; \$130 was raised and the piano purchased. The subjects that were taught in the high school in 1865 may be found in Table XIX.

There were 91 pupils in the four classes, distributed as follows: 4 girls graduated; 1 boy and 6 girls in the senior class; 2 boys and 5 girls in the middle class; 14 boys and 15 girls in the junior class; 20 boys and 24 girls in the preparatory class; and 113 promoted to the high school.³ Although he had resigned, Supt. Green assisted in graduating the first class from Fort Wayne High School in this year. The graduates were: Emma L. Baldwin, Margaret S. Cockrane, Marion E. Humphrey, and Abbie J. Sharp.

1. Fort Wayne Daily Gazette, Vol.2, No.507

2. Ibid.: Vol.2, No.510

3. Third Annual Report, Fort Wayne Public Schools, Part 1

A new school law was enacted in 1865 that authorized the city council to elect a school board of three members for three years. This new board chose James H. Smart to be the new superintendent.¹ The selection of Supt. Smart was indeed fortunate. His superior educational leadership was evident in Fort Wayne at once.

One of the first official acts of Supt. Smart was to make a survey of the schools. "At the beginning of the school year (1865-66)", said Supt. Smart, "it was found that there were at least twenty-eight different grades of scholars in the schools, some of the teachers having as many as five grades in the room. As a result of the past year's effort on the part of the teachers and the superintendent, the number of grades has been reduced to eighteen."² The next year the number was reduced to fourteen yearly grades, four of which were in the high school.

The superintendent was particularly happy over the progress of the high school, for in this year there were enrolled 34 boys and 51 girls, with 52 the average number belonging and 48 the average daily attendance. The average age in high school was 17 years then. Seven girls graduated this year. A high school library of 250

1. Cook, Walter: op. cit.

2. Smart, Jas. H.: Third Annual Report of the Fort Wayne Schools, 1866

volumes was established and \$600 spent on the science laboratory.¹ The teachers, Mr. Wilcox and Miss Cummings, were said to be thorough and systematic.

It is interesting to note that some of the high school pupils left school to become teachers in the neighboring towns. The superintendent reported, "Thirteen pupils of the school have taught during a part of the year. As additional proof of the reputation of the school abroad, I can state that I received, during the year, 12 applications for teachers which I was unable to satisfy. It is a matter of pride to say, that in most instances, they have reflected credit on the school. We hope to welcome some of them back again."²

The crowded conditions of the schools became a news item for November 29, 1865. The pupils numbered 1300 (93 to a teacher) but there were only 1031 "suitable" seats in the two buildings.³ The first step for an independent high school was taken, as a result of this con-

1. Fort Wayne Daily Gazette, Vol.3, No.139, Sat., Dec.2,1865
2. Smart, Jas. H.: Third Annual Report of the Fort Wayne Schools, 1866
3. Ibid.: Vol.3, No.113, Wed.,Nov. 29, 1865

gestion, when Superintendent Smart paid \$600 on a lot for the future high school.¹ The board also employed an additional teacher and made provision for instruction in "Crayoning, Pencilling, and German".² The high school was divided into the four classes of Preparatory, Junior, Middle, and Senior. The Daily Gazette said that, "in the mathematics department provision is made for algebra, geometry, trigonometry, and astronomy. In the natural sciences we find botany, natural philosophy and geology. The languages consist of Latin, Greek, French, and German. Intellectual and moral philosophy, history, rhetoric, music, drawing, and literature complete the course."³

The first county teachers' institute was held in the high school building, December 18 to 22, 1866 with Fort Wayne high school teachers and superintendent taking prominent parts.⁴ The following year a training school for teachers was established in connection with the high school. As a rule, graduation from high school

1. Smart, Jas. H.: op. cit. Table XXVII

2. Ibid.

3. Fort Wayne Daily Gazette, Vol.4, No.250, Fri., Feb.15, 1867

4. Ibid.: Vol.4, No.198, Dec.18, 1866

TABLE XXVII

Financial Report of Fort Wayne Schools for 1865-66Tuition Fund

July 1, 1865	Balance on hand	\$ 7,494.10
May 11, 1866	From County Treas.	13,307.35
	Tuition, non-residents	<u>129.00</u>

\$20,930.45

Teachers' salaries 8,780.00

Balance on hand 12,150.45

\$20,930.45

Special Fund

July 1, 1865	Balance on hand	\$ 6,700.54
May 11, 1866	From County Treas.	<u>8,983.24</u>

\$15,683.58

Old debts, principal and interest	\$ 1,925.13
Lightning rod, West School	167.30
Insurance on school houses	126.00
Furnace and stoves	1,286.35
Repairs etc.	688.22
Printing, blanks, etc.	180.10
Services-trustees and janitors	984.00
Enumeration and examiner	116.52
Supplies for the schools	374.65
Fuel-schools	1,271.12
Part payment on new school lot	600.00
Balance on hand	<u>8,061.20</u>
	\$15,683.58

From the Third Annual Report of the Superintendent of Fort
Wayne Schools

was required for admission. In 1877 instruction was limited to primary teachers and another was opened for training high school teachers. The latter continued for only two years while the former was in operation until 1886.¹

The first boys to be graduated from Fort Wayne High School were graduated in the school year of 1866-67. Three girls were also graduated in this year. The boys' names were as follows: Samuel Swayne, Perry A. Randall and Hiram Meyer.

The school year of 1867-1868 was the last session of the high school in the Jefferson building. The Superintendent gave it a sort of valedictory, saying, "Our high school has fully met the expectations expressed by me in a former report. I think an examination would show that it takes a fair rank with the best high schools and academies of the country. The course of study is comprehensive...and the apparatus is complete and of modern construction."²

In 1867, the Common Council of the city appointed a committee to investigate the crowded conditions of

1. Smart, Jas. H.: Sixth Annual Report of Fort Wayne Schools
2. Ibid.: Fifth Annual Report

the schools. As a result of the committee's report, the Common Council authorized a bond issue for the purchase of two new school sites. "The Board has long felt the necessity of more school accommodations, and taking advantage of a recent law passed by the legislature,...has erected, during the present year, one primary and one high school building at a cost, including the grounds and furniture of \$50,000", said John S. Irwin, president of the Board of Education.¹ Captain Suttermeister drew the plans and the contract to erect the two buildings was awarded to Cochrane and Humphrey. The contract called for a brick high school building of three stories. The site on East Wayne Street between Calhoun and Clinton was occupied by the Presbyterian Academy, which had been opened in 1853 and continued, with varying success, in competition with the public high school until its purchase. It was abandoned because "the public high school was more economically carrying out its objects".² The new school was opened in the fall of 1868.

1. Irwin, John S.: Sixth Annual Report of the Fort Wayne Schools
2. Col. Robert S. Robertson, editor, History of the Upper Maumee Valley, Pp.483-86

The high school in the Clay building did not graduate any pupils, nor were any graduated in the Jefferson building for the first seven years. In the other four years in the Jefferson building a total of 27 were graduated from the high school. The number of graduates was small compared to the number who attended. The primary purpose of the high school at this time was preparation for college and the teachers considered it their duty to weed out the unfit. We must remember, however, that to attend a high school at this time was unusual; to graduate very unusual. The fact that any were graduated shows that Fort Wayne had a progressive educational system. To establish a separate high school building was an unusual accomplishment.

CHAPTER IV

FORT WAYNE HIGH SCHOOLS, 1868 to 1904

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A model of the Wayne Street High School - Site of
the Third Fort Wayne High School

THE NEW HIGH SCHOOL ON WAYNE STREET

The new high school on Wayne Street was completed and ready for occupancy on September 5, 1868. The city council, the mayor, the school board, and city officials inspected the building on this date. At 2:00 P.M. elaborate dedicatory exercises were held in the gymnasium with addresses by O. P. Morgan, the Rev. Dr. Springer, Allen Zollars, Peter O. Bailey, and Supt. J. H. Smart.¹

In the days when it was new and the city was young, the citizens of Fort Wayne took immense pride in this new building. The building was opened for instruction on September 7. The president of the school board said, "In visiting the building, everyone is delighted with its appearance, and we realize the force of the expression that 'a thing of beauty is a joy forever'. A model of this building was sent, with great pride, to the Philadelphia Centennial Exhibition, eight years after it was dedicated."² A picture of this model introduces this section.

1. Cook, E. W.: op. cit.
2. Journal-Gazette, July 24, 1922

The new high school was valued at \$47,000, complete (lot \$10,000, building \$30,000, equipment \$7,000)..¹ Later its value arose to \$125,000 after additions had been made.² When new it had 13 rooms with 335 seats and 8 teachers. The lot was 120 by 150 feet. It was located on Wayne Street between Calhoun and Clinton upon lots fronting South. The style of architecture was essentially Renaissance. A 14 foot tower projected 5 feet from the east facade, while the western facade receded 14 feet. The basement was dressed stone 9 feet high; the main building of selected brick, 2 stories, each 15 feet in height, covered by a "Mansard", 12 feet in the clear. The windows were all of liberal size, being 3 feet 8 inches wide, and 9 feet 4 inches high. Those in the first story were ornamented with finely cut stone caps, and those in the second story by ornamented segment caps, also of stone. The tower had a porch, finished with a balustrade so as to form a balcony. Upon the face of the tower was a tablet of stone inscribed, Fort Wayne High School 1868. There were six entrances to

1. Smart, J. H.: op. cit.

2. Journal-Gazette, July 24, 1922.

the building besides the janitor's door. The main front entrance opened into a spacious corridor, 14 by 56 feet, which was met at the north end by another, 12 by 24 feet from the west entrance. Upon the first floor to the right of the corridor were 3 rooms, each 18 by 34 feet and 14 feet high. To the left were 2 rooms, 14 by 24 feet and 20 by 34 feet respectively. These 5 rooms were used as practicing rooms for the training school. There was a wide stairway leading from each of the corridors to others similarly arranged above. The "High School Room" was in the east wing of the second story, and was a fine well lighted room, 34 by 56 feet. On the west side of the second story there were 2 recitation rooms, each 17 by 24 feet, and in the tower there was the superintendent's office. On the third floor under the mansard was the gymnasium, 48 by 56 feet supplied with modern fixed apparatus, a drawing room 20 by 34 feet, and a library, 14 by 24 feet. These 3 rooms could be thrown into an audience room, 56 by 70 feet, by means of folding doors. A music room 14 by 14 feet, 18 feet high was constructed in the tower. There were several finished rooms in the base-

ment; used for chemical experiments, and two for play rooms in stormy weather. The Principal's room was connected with all the others by means of bells and tubes.¹ The building was heated by 2 furnaces, and was supplied throughout with gas for lighting. All the rooms and halls are wainscoted and finished with ash, in the most substantial manner.²

THE CURRICULUM

Two curricula were offered, General and Classical each four years in length. Each year was divided into three terms. On entering high school a pupil entered the Fourth Class, the next was Third Class; the next was Junior Class; and the highest was Senior Class. The Classical Course began in the Junior year. In addition to the above and Advanced Class was offered. Table XXVIII shows these courses and the subjects taken in 1868. Table XXIX shows the number of pupils in each subject. In this school year 1868-69, there were two boys and eight girls graduated. The average number belonging was 57, with 79 for a total enrollment (30 boys, 49 girls). There were 40 weeks in this

1. Smart, J. H.: op. cit. (1868)

2. Ibid.

TABLE XXVIII

Courses in Fort Wayne High School in 1868General CourseFirst TermSecond TermThird TermFourth Class

Algebra
Physical Geography
Latin Lessons

Algebra (cont.)
P.G. (cont.)
Latin Lessons (cont.)

Higher Algebra
Natural Philosophy
Caesar

Third Class

Higher Algebra (cont.)
Natural Philosophy
(cont.)
Caesar (through 5th
book)

Geometry
Chemistry

Virgil

Geometry (cont.)
Swinton's Rambles

Virgil (through 6th
book)

Junior Class

Geometry (completed)
Rhetoric
Cicero's Orations

Trigonometry
History
Cicero de Senectute

Trigonometry (cont.)
Review English Grammar
Latin Prose

Senior Class

English Literature
Geology
Moral Science

Intellectual Philosophy
Astronomy
English Language

Political Economy
Review Virgil
Evidence of
Christianity

TABLE XXVIII (continued)

Courses in Fort Wayne High School in 1868Classical CourseFirst TermSecond TermThird TermJunior ClassBojerens's Manual
RhetoricGreek Lessons
Weber's HistoryGreek Lessons
Analysis of
English Language
Latin Prose

Cicero's Orations

Cicero de Senectute

Senior ClassAnabasis
English Literature
Latin ProseAnabasis
Greek Prose
Review-Geometry-AlgebraAnabasis
Greek Prose
Review VirgilAdvanced ClassHomer
Lincoln's Livy
Greek and Latin ProseHomer
Livy
Algebra (completed)Thucydides
Horace
Trigonometry (com-
pleted)General Exercises:

Reading and Spelling -- by 1st 3 classes, twice a week
 Rhetoric exercises -- by sections once in two weeks
 Original Declamations -- by boys in Senior Class, once in 4 weeks
 Written Recitations, Examinations, Abstracts and Reviews -- weekly
 Lessons in Crayoning, Pencilling, and Painting -- to meritorious
 pupils in all classes at the option of the principal

From the Fifth Annual Report of the Superintendent of Fort Wayne
 Schools, 1868

TABLE XXIX

Table Exhibiting the Number of Pupils Engaged in the Various Branches of Study Pursued in Fort Wayne High School in 1868

Mathematics

Arithmetic.....	10
Elementary Algebra.....	10
Higher Algebra.....	21
Geometry.....	20

English Language

Reading.....	50
Spelling.....	50
Grammar.....	16
Higher Rhetoric.....	13
English Composition....	10

Natural Science

Natural Philosophy.....	37
Physical Geography.....	16

Modern Languages

French.....	11
German.....	8

Ancient LanguagesLatin

Caesar.....	10
Virgil.....	17
Latin Lessons.....	9
Cicero.....	8
Prose Composition.....	8

Greek

Greek Lessons.....	6
Prose Composition.....	5
Anabasis.....	4
Herodotus.....	1
Memorabilia.....	1

From the Fifth Annual Report of the Superintendent of Fort Wayne Schools, 1868

school year, with vacations of December 25 to January 1 and one week in March. School began at 9:00 A.M. and 1:30 and dismissed at 12:00 noon and 4:30, with 15 minutes for recess in the morning and the afternoon. All pupils whose grades were below 80 percent for two successive months or below 70 percent in any one month had to report to the superintendent. Graduating exercises were held June 12, 1868.¹

During the next five years, 1868-73, some progress was made. "Our curriculum has...improved...which places the graduates of our high school on a level with those of many so-called colleges", said John S. Irwin, treasurer of the Board of Education in 1873.² One change was made by reclassifying the school system so that there were three years in the high school, four in the grammar grades, and five in the primary. The advanced class had become a post graduate course. One general course was offered; but it could be modified by the principal to suit the pupils to obtain a Latin course, an English course or a Classical course.³ I have not been able to find exactly

1. See tables XXX, XXXI and XXXII for the order of exercises and names and numbers of the graduates
2. Tenth Annual Report of Fort Wayne Schools, 1873
3. See table XXXIII

TABLE XXX

Order of Graduating Exercises, June 12, 1868

I	Salutatory--Latin Oration.....	O. Edward Fleming
II	Essay--"I See An Angel There".....	Mary E. Stevens
III	Oration--Power of Words.....	Harvey C. Lowrie
	Music	
IV	Oration--Reformers, Their Necessity, Influence and Fate.....	Melville B. Mahurin
V	Discussion--Does Christianity Prompt to More Mental and Physical Action than Ambition?	
	Affirmative.....	Mary A. Vandolah
	Negative.....	Adelia Lynn
	Music	
VI	Oration--Webster and Calhoun.....	Wm. P. Cooper
VII	Essay--Earth Had Two Sons--One She Gave To God, the Other to Fame.....	Sallie H. Wilson
VIII	Need of Integrity Among Public Men.....	Jeremiah Hillegass
IX	Valedictorian--We Build Our Own Monuments....	Samuel L. Morris
	Conferring Diplomas	
	Class Song	
	Benediction	

From Fifth Annual Report of the Superintendent of Schools, Fort Wayne, Ind.

TABLE XXXI

Graduates of Fort Wayne High School for the Years of 1865 to 18731865

Emma L. Baldwin
Maggie S. Cochrane
Marian E. Humphrey
Abbie J. Sharp

1866

Georgie A. Hadley
Mary E. Hadley
Eliza Harter
Alice Wells
Sarah Kearns
Isabel Nash
Sophia Taylor

1867

Abba M. Knapp
Isabel Nash
Mary E. Morgan
Alinda Morss
Hiram Meyers
Perry A. Randall
Samuel F. Swain

1868

William P. Cooper
Adelia Lynn
Mary E. Stevens
Sallie H. Wilson
Mary A. Vandolah
O. Edward Fleming
Jeremiah Hillegass
Harvey C. Lowrie
Melville B. Morris

1869

Goerge B. Bowen
Bertha Becker
Mary A. Davis
Emma C. Eckels
Carrie Graff
Frank Hamilton
Malvina R. Mahurin

1869

Gertrude R. McDonald
Jennie Snively
Jennie Y. Walker

1870

Etta B. Abbott
Ada L. Benham
William Bowen, Jr.
Edwin C. Crawford
Ella Embry
John H. Gay
Mary Green
Sarah J. Hillegass
Joseph J. Jenkinson
Mary E. Jones
Mollie B. Kearns
Emma J. Rupert
Lizzie C. Williard
Charles P. Wise

1871

Minnie A. Humphrey
Sopha Keil
Maggie M. McPhail
Samuel E. Morss
Florence A. Requa
Carrie Solomon
Carrie W. Straughn

1872

Charles S. Bash
Julia M. Bryant
Mary E. Jefferds
Fannie H. Probasco
Mary E. Rowan
Ella F. Shaeffer
Emma S. Stockbridge
Agnes Tower

1873

Nellie Brenton
Anna B. Davis
Augustus J. Detzer
N. Virginia Embry
Minnie Graff
Margaret J. Hewes
Fannie Hoffman
Susan Howey
William H. Housh
Goerge W. Hursh
M. Ida Mahurin
L. Anna Orff
Ada Adelia Orff
M. Florence Pierce
Howard C. Rockhill
Spencer R. Smith
Lillie A. Wilding

TABLE XXXII

Number of Graduates of Fort Wayne High School, 1857 to 1905

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1857	none	none	none	1882	6	10	16
1858	none	none	none	1883	2	14	16
1859	none	none	none	1884	7	13	20
1860	none	none	none	1885	2	8	10
1861	none	none	none	1886	3	14	17
1862	none	none	none	1887	10	19	29
1863	none	none	none	1888	3	16	19
1864	none	none	none	1889	4	16	20
1865	none	4	4	1890	none	29	29
1866	none	7	7	1891	5	18	23
1867	3	3	6	1892	8	19	27
1868	6	4	10	1893	6	12	18
1869	2	8	10	1894	4	20	24
1870	5	9	14	1895	12	22	34
1871	1	6	7	1896	8	21	29
1872	1	7	8	1897	14	21	35
1873	5	12	17	1898	8	19	27
1874	2	3	5	1899	7	21	28
1875	3	11	14	1900	13	20	33
1876	6	11	17	1901	14	18	32
1877	3	13	16	1902	14	23	37
1878	4	8	12	1903	13	28	41
1879	11	9	20	1904	11	17	28
1880	1	17	18	1905	11	17	28
1881	2	11	13				

From unpublished lists in the superintendent's office

TABLE XXXIII

Course of Study in Fort Wayne High School in 1873First YearFirst Quarter

Algebra
Physical Geography
Latin, German, or
French Lessons

Second Quarter

Algebra
Physical Geography
Latin, German, or
French Lessons

Third Quarter

Algebra
Natural Philosophy
Caesar, French, or
German

Second Year

Geometry
Natural Philosophy
Caesar, French, or
German

Geometry
Zoology
Virgil, French, or
German

Botany
Zoology
Virgil, French, or
German

Third Year

Rhetoric

English Literature

Analysis of Civil
Government

General History

Astronomy or Cicero

Mental Science or
Cicero

Geology or Greek Lessons

Chemistry or Anabasis

Chemistry or Anabasis

Post Graduate Course

Anabasis Through Third
Book

Virgil to 12th Book

Homer's Illiad

Cicero and Virgil
Roman History

Greek Prose
Greek History

Latin Prose
Ancient Geography
Livy

TABLE XXXIII (continued)

Course of Study in Fort Wayne High School in 1873

Reading and Spelling -- Once a week

Rhetorical Exercises -- By sections, once in two weeks

Original Declamations -- By boys in the senior class, once in four weeks

Written Recitations, Examinations, Abstracts, and Reviews -- Weekly

Lessons in Crayoning, Pencilling, and Printing -- To meritorious pupils
in all classes at the
option of the principal

Music -- Once a week

From Tenth Annual Report of the Superintendent of Fort Wayne Schools,
1873

Ninth grade was considered a grammar grade at this time

what these modifications were. Other changes may be noted by a comparison of Talbes XXVIII and XXXIII. "A modification of the course of study so as to permit those who do not desire to take an extended course in Latin and Greek, to graduate at the end of the third year, will have a tendency to increase the average number of those attending school", wrote Principal Robert M. Wright in 1873.¹

ATTENDANCE

In spite of its high standing, Fort Wayne High School was not well attended. "The character and standing of their high school ought to be a source of gratification to the people of Fort Wayne. While the course of instruction is as extended as that required by many so-called colleges, the drill is as thorough as that demanded by many of the best universities", said the principal.² Only 3 1/3 percent of the total enrollment for 1873 was in the high school, as shown by Table XXXIV. With a population of 25,000 in this year there was 1 person in 277 in high school. In 1946 there was 1 in 40 (approximately 3,000 in high school to 120,000 population). The Superintendent complained about this situa-

1. Tenth Annual Report of Fort Wayne Schools, 1873

2. Ibid.

TABLE XXXIV

Statistics of Fort Wayne Schools, 1873

<u>Grade</u>	<u>No. Enrolled in Each Grade</u>	<u>Average No. of Pupils to each Teacher</u>
High School	90	11
A Grammar	45	18
B Grammar	166	29
C Grammar	112	27
D Grammar	175	30
A Primary	234	35
B Primary	248	37
C Primary	271	34
D Primary	309	40
E Primary	385	47
Mixed Grades	336	41
German School	311	59

The amount paid for tuition of each pupil, based on the number belonging and exclusive of special teachers; (average per pupil is \$22.00)

High School	\$58.04
Grammar School	20.67
Training School	13.22
Primary Schools	9.20
German Schools	7.13

From the Tenth Annual Report of Fort Wayne Schools, 1873

tion as follows; "It is much to be regretted that so few of our young men and women avail themselves of the privileges of the high school. There are at least 100 who ought to be in the school, but who remain out of it. These may be divided into three classes: first, those who leave because they cannot keep up in their classes; in some cases this arises from negligence and indolence of the pupils themselves; but in a great majority of the cases the parents are wholly to blame for it. They keep the children out for frivolous or insufficient reasons. As a consequence the children fall behind their fellow students, and their pride does not allow them to enter a lower class. Second, those who are withdrawn from school by their parents for the purpose of being placed at work, under the impression that a business man or a mechanic need know but little more than to read, write and cipher. Third, those who ought to be in high school who leave at a very early age for the purpose of finishing their education in the parlor, the ballroom, or on the street; these are largely young ladies. This is an evil which not only effects the school but the community as well... If you wish to

elevate the condition of women, educate the girls; if you wish to improve the men, educate the girls; if you wish to reform society, educate the girls; if you wish to elevate, refine and Christianize all mankind, educate the girls. Keep the girls in school."¹

About one half of the total enrollment was in the first year class in high school: in 1868 there was 34 out of 72 in this class and 44 out of 90 in 1873. "The average length of time which the pupils have remained in the school has been about 1 3/4 years. Thus the amount of work accomplished has been equal to the work of 700 pupils for one year. ... During this time 84 pupils have completed the entire prescribed course. As far as I am aware, all of these have taken an honorable position among their fellows and have in no wise reflected discredit upon the school. Twenty-five of these have become successful teachers in our public schools. Four of the young men have been connected with the daily press of the city; others have been successful practitioners at the bar or have engaged in other business enterprises. Of those who have gone to

1. Tenth Annual Report of Fort Wayne Schools, 1873

Dartmouth, Princeton, Michigan University, and other high institutions of learning, I think I can safely say that they have, without exception, maintained a high rank among the students in their respective classes."¹

Compared to the other grades, the cost of maintaining the high school was very high. From Table XXXIV we can see that it was more than twice the average cost per pupil being \$58.04 to the average cost of \$22.00. One cause of this high cost was the small number per teacher--the average number was 11 pupils per teacher.

CHANGES AFTER 1875

By 1875 there were again four years in high school. In this year there were enrolled 73 in the first class, 47 in the second class, 27 in the Junior class and 21 in the senior class for a total of 168; of these 66 were boys and 102 were girls. Three boys and fourteen girls graduated. There were six regular and three special teachers in this year. Having been elected State Superintendent of Public Instruction in October of 1874, Mr. Smart, in March 1875 resigned

1. Tenth Annual Report of Fort Wayne Schools, 1873

his position as superintendent of Fort Wayne schools and was succeeded by John S. Irwin, who had been a member of the school board for ten years.¹

"In 1877 the 'colored question', which had caused much anxiety, trouble and serious expense, was satisfactorily settled by placing the colored children in the regular schools, grades and districts for which their advancement fitted them, and they are now to be found doing satisfactory work in every grade...to the high school."²

In 1878 Fort Wayne High School became Central Grammar School and retained that name until 1900. This was because of the action taken by the State Legislature in denying state funds for high schools. By changing the name to Central Grammar School these laws did not affect Fort Wayne High School and no other adjustments were necessary. In 1900 John S. Irwin, in a report to the City Government said, "It being found that, in the five states erected from the Northwest Territory, school authorities were fully empowered to teach any study, however high, for which the board had money to pay, the opposition to high schools and high school work disappeared and last year the name

1. Irwin, John S.: Report of Fort Wayne Schools for 1901
2. Report on Fort Wayne Schools for 1901

high school was restored by the Board".¹

The development of better teachers had long been recognized in Fort Wayne; closely associated with the high school had been the training school. As previously stated, training of high school teachers was started in 1877; this was discontinued in 1879 because this need was being met by the University at Bloomington. By 1886 the primary training department was also dropped. By 1901 college graduation was considered a necessity for future teachers in Fort Wayne high school. Moreover, "the time has gone by when graduation from college alone is a guarantee of ability to fill a high school position. The appointee must have specialized in his work in college for the work he is to do in the modern city high school, if he is to render efficient service", wrote J. N. Study, superintendent of schools in his report for 1901. Forecasting future laws on this subject he went on to say, "The need of special professional teaching preparation

1. Special Report of the Superintendent of Schools to the City Government, 1900

for the high school teacher is no less marked than for the other grades of the schools. The normal school course, in order to render the teacher fitted for the high school work, should be combined with the college course. As all the better grades of colleges now sustain a department of Pedagogy, the high school teacher should be required to have taken the work of his department in addition to his other special preparation, unless he should have entered college with the advantages of a normal school training".¹ About thirty years later a master's degree was required of high school teachers. Such progressive thinking and requirements have kept Fort Wayne high school teachers well trained for their positions.

THE BARR STREET HIGH SCHOOL

An addition was built to the high school in 1877, and another in 1898. The superiority of this building over other such buildings in the state caused the State Superintendent of Public Instruction in 1880, in his report, to show a cut of the floor plan as a guide to other schools.

1. Report of the Superintendent of Schools of Fort Wayne, 1901

By 1901 it was seen that further additions to the school would not solve the problem of adequate space for the ever growing population. The matter of a new building had been under discussion for some years, but in 1901, it assumed definite shape in the minds of the school board. The ordinary revenues of the board were felt to be inadequate to the growing needs of this department of the schools. The opinion of the law firm of Barrett and Morris was sought as to the power of the Board to incur an indebtedness for the purchase of the necessary grounds and the erection of a building thereon. The opinion was that special legislation was needed to authorize such proceedings. In accordance with this opinion a bill was introduced in the State House of Representatives authorizing the issuance of bonds of the School City of Fort Wayne to an amount not to exceed \$125,000, the proceeds of the sale thereof to be used in the purchase of grounds and the erection thereon of a high and manual training school building. The bill was passed by the Senate and, in due course, received the signature of the

Governor and became a law."¹ Under this law the Board issued 3½ percent bonds to the amount of \$125,000. These bonds sold for \$127,715. A lot 320 by 150 feet was purchased for \$25,000, on Barr Street lying between Lewis and Montgomery Streets. The new site was necessary because the old site had become surrounded by business houses. Mr. Charles A. Weatherhogg was selected as the architect. The school board visited Pittsburg, Joliet, Toledo, and Indianapolis for information on building the new high school. The contract was let in March 1902 and the building was completed and opened September 9, 1904 at a total cost of \$269,410.99. The new building had a seating capacity of 669 as compared with 362 in the old. "The school is now located in the best school building in the state. A large increase in attendance has come since the change.It is unsurpassed in beauty, comfort, and convenience", said the superintendent in 1907.¹ The Wayne street building was used as an office for the superintendent and for emergency use during the temporary closing of other school buildings, for many years.

1. Superintendent's Report for the Fort Wayne Schools, 1907

PRINCIPAL LANE'S REPORT

"Nothing reveals how greatly the conditions of the high school work has changed in the last 25 years more clearly than a comparison of the programmes of study, then and now", said T. C. Lane, principal of the high school in his report to the superintendent, in 1901. "Then ten week courses in a great variety of subjects were common, then; all students were required to take the same subjects and to do the same number of hours of work. Failure in two subjects compelled the doing again of all the work of the entire year. Today, at least a full year's work in any subject that is taken at all is the rule; some freedom is allowed in the choice of subjects; no subject satisfactorily completed is required to be repeated because of failure in another subject; the number of hours of work may vary according to the health and ability of the student.

"Along all these lines our high school has moved toward an enlightened practice as discussion and experience have suggested wise changes. We

have no delusive ten week courses in any subject. We do not attempt to cover in four years all the subjects in which man may take an educational interest. We do not assume that all teachers can teach all subjects equally well. We recognize that history and English language and literature are proper subjects of study... The work of every teacher lies in a limited field for which he has made special preparation. He is liberally supplied with the essential means of teaching. Our library is ample for our needs and additions are readily made as occasion requires. Our department of history is well equipped with maps conveniently arranged; our botanical, physical, and chemical laboratories are equipped in accordance with modern requirements in science teaching. ...

"Perhaps no educational question has been more earnestly discussed in the last ten years than the question of elective studies. Educational philosophy has been stimulated to grapple with the subject by the eager, and sometimes excited, demands of specialists....that their specialities shall have a

place in the scheme of school work. In the absence of any authoritative table of educational values, it is easy to set out plausible reasons why all languages, ancient and modern, at least half a dozen of the natural sciences, mathematics through algebra, geometry, and trigonometry, ancient and modern history, the English language and literature, politic economy, psychology, etc. should, and, in justice to the student and to society, must be included in the general scheme of secondary studies. It soon became clear that not every student could dabble even for a few weeks with all the subjects clamoring for admission. Another fact, by no means new, thrust itself into the discussion, viz; that not all students succeed in high school work. A difficult problem now confronted the educational philosopher. He was to find a way whereby all subjects that it is desirable that man should study might be introduced into the high school and also to insure the success of all students in high school work. The doctrine of elastic courses or free election of studies was brought forward as a solution of the problem. Ox-eyed enthusiasts saw visions and dreamed dreams. The high school was to

offer courses in all imaginable subjects; the young student was to select what he pleased from this rich array and was to march with bright eye and elastic step straight to his coveted diploma. Such was the teaching of extremists. The policy of our school has been to follow the middle course wherein safety lies. No student can graduate without studying one foreign language, but he may choose whether that language shall be Latin or German, and he may take two foreign languages if he pleases. He may study Greek or not as he chooses. He may have three years of history or one. If he does not care to graduate, he may take such studies as he pleases, subject only to a necessary sequence. Thus it is believed a reasonable degree of liberty of choice is allowed without a complete abandonment of all guidance and control on the part of school authorities.

"In the amount of work required, our requirements are in the highest degree conservative. The number of hours of prepared recitations per week is in nearly all other high schools 20 or more. No student

in our high school is required to spend more than 19 periods in the recitation rooms and in the first year the requirement is considerably less than this. (Table XXXV shows the courses of study in the new high school on Barr Street.)

"It should never be forgotten that our schools, like our public institutions, are democratic. Teachers are public servants.... It has been the policy of our high school to steer between....too exacting discipline and ruinous laxity. No complex system of rules and regulations has been thought necessary".¹ These statements of Principal Lane express very clearly some of the reasons for the progress of Fort Wayne High School during the period of development and growth from 1873 to 1904.

"Perhaps the most striking changes in the high school are traceable to the inrushing of what we may call the modern spirit. Up to the last four or five years we have been a very quiet and conservative school.

1. Principal Lane's report in the Annual Report of Fort Wayne Schools, 1901

TABLE XXXV

Courses of Study for Fort Wayne High School, 1900Classical Course

YEAR	HALF	MATHE- MATICS	GREEK	LATIN	SCIENCE	HIST- TORY	ENGLISH	TOTAL RECITATION PERIODS PER WEEK
1	Both	Alg.4		Les- son5	Botany 4		Lit. 2 Comp.1	16
2	1	Alg.3	Les- son3	Cae- sar & Writ- ing5		4 Hist. of Greece	Lit. 2 Comp.1	18
	2	Geom. 3	Same	Same		4 Roman Hist.	Same	
3	Both	Geom. 3	5 Ana- basis & Writ- ing	5 Cicero & Writ- ing	Phy- sics 5		Rhetor- ic & Comp.1	19
4	1	3 Alg.& Solid Geom. Elect.	Ana- basis & Writ- ing 4	Vir- gil & Writ- ing 5		U.S. Hist. & Civil Gov't 4 Elect.	Lit. & Comp.5	17 or
	2	Same	4 Illiad & Writ- ing	Same		Same	Same	18
Total Reci- tation Per- iods in 4 Years		10 or 13	12	20	9	4 or 8	12	70 or 71

TABLE XXXV (continued)

English-German Course

With the same arrangement as above, but with these changes: Greek-none; Latin dropped in 3rd and 4th years and German taken instead. English History taken in 3rd year for 4 periods, other years the same. Lit. 4 and Comp. 2 in 1st. otherwise the same. Mathematics the same. 72 or 73 periods per week.

Latin-German Course

Mathematics and Foreign Language same as in English-German Course. History and English the same. Physical Geography 4 in 2nd year. 72 or 73 periods per week.

Latin Course

Mathematics, Latin, History, English the same as in the Classical Course. No Greek. Chemistry 4 in 4th year. 70 or 71 periods per week.

From report of Fort Wayne Superintendent of Schools,
1901.

Today we challenge the world to produce a school with a greater variety of organizations or more kinds of class yells than ours", said Mr. Lane in the Eniauton (the school annual) in 1897. "We have an Athletic Association with all that it implies. We have musical societies galore, the most prominent of which are the Octet and Quartet. Some new colors will have to be invented soon for we have about exhausted the possible combinations of the old ones. We have small clubs and large ones, clubs for social purposes and clubs with intellectual ambitions. We have a vigorous and flourishing debating society (Sophomore Debating Society). The Happy Six, The Devotees of Terpsichore, The Freshman Literary Club, and a Greek letter fraternity, the Delta Sigma Nu (Alpha in Indiana) are but a few of our more prominent clubs and societies. Take us for all in all we think we are alive and we have no doubt the public thinks so too--sometimes."¹ The McKinley Cadets should also be included in the above list.

Athletics began about 1893 with the first football team; it played one game. The next year two games

1. Eniauton for 1897, Fort Wayne High School Annual

were played; in 1895, 5 games were played, one of which lasted for $1\frac{1}{2}$ hours in 6 inches of mud; in 1896 one game was played.¹

Basket ball was organized for the boys on November 1, 1896 in the form of a club with president, secretary-treasurer, captain, manager and referee. The members were grouped as centers, guards, forwards, and goals. The girls organized their first team in 1897 with goals, centers, right center, left center and guards.²

Before closing this history a few "firsts" should be mentioned. In 1892 the first night school was held in the high school. In 1873 Fort Wayne High School received its first commission.³ (A commission from the State Department of Public Instruction permitted graduates to enter the university without examination.) The first state adopted text books were used in the high school in the school year of 1887-88.⁴ In 1897 Fort Wayne High school became a member of the Northwestern Association

1. Eniauton for 1897, Fort Wayne High School Annual
2. Ibid.
3. Superintendent's Report of Fort Wayne Schools, 1873
4. State Superintendent's Report for 1888

of Colleges and Secondary Schools.¹ In the same year it was one of the three high schools in Indiana to be "affiliated" with Chicago University.² The Alumni Association was first organized September 17, 1896.³ This list shows the progressive spirit of Fort Wayne High School.

The history of the new High and Manual Training School on Barr Street shall be left to some other person who may wish to continue this history to some other period. My history covers the period of the three high school buildings that are no longer in existence.

1. Enlauton for 1897, Fort Wayne High School Annual
2. Ibid.
3. Ibid.

SUMMARY

Secondary education has passed through three overlapping periods in the United States. The first of these was represented by the Latin grammar school which was begun in Boston in 1635 and continued till 1800. The second was the academy period which began in Philadelphia in 1751 and has continued to the present time. The third was the free public high school period which began in Boston in 1821 and today is the dominant form of secondary education.

The period of the Latin grammar school began and ended before Indiana or Fort Wayne could participate, since Indiana was admitted to the Union in 1816.

The academy period had its greatest development from 1820 to 1860 and was the dominant form of secondary education in Indiana during this time. Wherever the public high school appeared the academy disappeared. The academies that have continued to the present time have done so because they have combined the advantage of the private boarding school with the standards of the public high school.

The high school period passed through three stages, namely: the beginning stage from 1821 to 1870; the

stage of growth and development from 1870 to 1890; and the stage of the dominance of the high school in secondary education from 1890 to the present time. Under the first constitution (1816-1851), Indiana tried the county seminary in the beginning stage. About one-third of the counties succeeded in establishing seminaries, but in competition with the academy most of them failed. Although a few cities were able to establish public high schools, secondary education, as a public enterprise, almost disappeared in Indiana before the adoption of the new constitution of 1851.

The difficulties that Fort Wayne experienced, as illustrated in this thesis, were merely an example of conditions that existed everywhere in the state. By the end of the first stage most of the larger towns and the cities of Indiana had public high schools. Fort Wayne succeeded in erecting a separate high school building at the very end of this stage (in 1868). During the second stage, that of growth and development, Indiana had established high schools throughout the state. Abundant evidence is presented in this thesis to prove that Fort Wayne, with excellent superintendents to lead, was one of the best examples of this

stage. The dominance of the high school in the final stage is well illustrated in Indiana and in Fort Wayne. This thesis presents Fort Wayne in the early part of this final stage and shows the causes for the dominance of the high school--expanding curricula, finer buildings, better trained teachers, and adequate income. The public high school is the best secondary school in the world today.

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