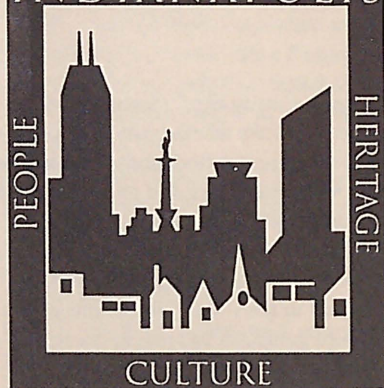


# ENCYCLOPEDIA OF INDIANAPOLIS



Presented by the  
**POLIS Research Center**  
at  
**Indiana University-  
Purdue University  
at Indianapolis**

October 1991      Volume 1 • Number 2

## **The Encyclopedia of Indianapolis:**

### **Addressing the Curriculum Needs of the 21st Century**

Numerous recent headlines announce "failing report cards for America's schools" and "declining standardized test scores for America's youth." Studies of the cultural literacy of today's high schoolers conclude that we are witnessing the emergence of a "generation at risk." Reports on the state of the humanities in the nation's schools describe a troubled learning process and a curriculum that "fails to nurture memory of the past."

"Excellence in Education" has indeed become a rallying cry for many elements in American society. Civic and business leaders, public policymakers, educators, and parents recognize that everyone has a stake in improving the quality of teaching and the content of the academic curriculum. But how do we accomplish these objectives?

There are numerous paths to excellence, and the POLIS Research Center is working with local educators on one of them — a unique curriculum that uses the city as a learning tool.

Upon its publication in 1994, the *Encyclopedia of Indianapolis* will become a powerful resource for teachers and students in the local schools. And the POLIS staff has already begun working with educators to translate the information gathered for the volume into new, innovative curriculum materials for classroom use, some of which will be introduced prior to the *Encyclopedia's* publication in 1994.

Local teachers, curriculum specialists, and administrators have strongly encouraged POLIS to develop model curricula as a corollary to the *Encyclopedia of Indianapolis*. Currently, students use materials developed in other cities to learn about the social, political, and economic environment of urban areas. A

curriculum based on the Indianapolis experience could teach these same lessons while also forming bonds between students and their own community. Social studies coordinators see an immediate need for these materials. "There is," one coordinator noted, "a great hunger among teachers for locally-oriented materials to assist them in teaching about Indianapolis and Indiana."

Think of what students need to know about their city. If we expect students to become effective citizens of Indianapolis, shouldn't they understand how Unigov developed and how it works? A curriculum which uses the city's experiences could also introduce broader skills of analysis and comparison. Why not use materials on Indianapolis to teach map reading skills, illustrate the process of neighborhood development, and examine the dynamics of a local economy? Or classroom discussions to address the city's use of "public-private partnerships" to spur economic growth?

A proper education also traces change and continuity over time, so the curriculum materials developed from the *Encyclopedia* will link the city's present experience with its rich heritage. Lessons on African-Americans, women, and several immigrant groups will examine the distinct cultures and contributions of each group to the development of Indianapolis.

It is exciting and challenging to consider the *Encyclopedia's* unlimited potential for generating innovative curriculum materials. Some of these ideas extend beyond the classroom walls. Collaborative projects, such as seminars, summer institutes, museum exhibits, and public programs, will also promote the teaching of local studies in the schools and

*Continued on back end panel*



The Encyclopedia of Indianapolis:

Required Reading for City Youth

by Tom Binford

All of us have heard the following quotation (which I'll paraphrase): "Those who do not learn from the mistakes taught by history are doomed to relive them." One might even further paraphrase by adding: "Those who do not learn successful solutions from history will be doomed to failure."

Either way, there is more than a kernel of truth. I would add to that kernel that those who do not know the *history* of their culture and community do not know the *present* of their culture and community. We do live sequentially. The past is the father of the present.

A project is developing on the IUPUI campus that will go far to enrich the understanding of our local culture and community. Under the auspices of POLIS, a unit of Indiana University, and spearheaded by David J. Bodenhamer, an *Encyclopedia of Indianapolis* is being produced. While not a history per se, it will be the grist of histories of the future.

It is hard to believe, but true, that the last full-fledged history of Indianapolis was published in 1910. Since that time, several informal "histories" have been published, none of which have dealt with the post-World War II era in any depth. The new and first *Encyclopedia of Indianapolis* has been a well-kept secret, largely because most of the financial support has so far come from Indiana University.

POLIS is, however, seeking funding from the corporate community and will need its support if the project is to fulfill its promise.

Besides a source of information from scholars and historians, the *Encyclopedia* can immeasurably enrich the understanding of community by our youth. Understanding community and how the individual relates to his or her own community is (or should be) fundamental to the socialization of our young people.

Let me quote from Dr. Bodenhamer. "Indianapolis does not have a false record of its recent past. It has no record at all. . . . there are three generations of city residents without a common heritage, except for their necessarily limited experi-

ences and dimmed memories." (Sound familiar?)

Does it really matter whether we have a common sense of community? Bodenhamer maintains it does, both to the individual and to society itself. Rootlessness and disconnectedness is a peculiarly modern American phenomenon that afflicts transient urban populations and especially youth. We see its effect daily in such disturbing events as the growth of youth gangs, an increase in crime, particularly violent crime, widespread drug use, and unacceptable dropout rates in school.

There are many reasons for these problems, but a main one surely is the lack of a feeling of shared experience, a shared past — which implies a shared present and a shared future. While the *Encyclopedia* was not specifically designed for students in our public schools, it would seem to be ideal — not just for the library but as part of the curriculum as well.

Alexis de Tocqueville, the French commentator on the United States of the 19th century, expressed it this way: "Not only does the Democracy make every man forget his ancestors, but it hides his descendants and separates his contemporaries from him; it throws him back forever upon himself alone and threatens in the end to confine him entirely within the solitude of his own heart."

While de Tocqueville overlooked other institutions in our community that counterbalance the individualism of our society, he did put his finger on a downside risk of our emphasis on independence and self-sufficiency.

We sometimes forget that the young are just that — young. They know nothing of what occurred from 6 to 17 years ago unless someone tells them or they read it in a book. (They are not likely to see it on television.) We require national history and state history, but how much more relevant to our lives is the city in which we live?

Incidentally, this is not the first city encyclopedia produced in the United States. Several have been, or are about to be, published. I have seen the Cleveland version, published several years ago. Come to think about it, Cleveland's encyclopedia was published just before the current renaissance of Cleveland itself. Do you think it might have had an influence on that process? Perhaps not, but I'll wager the *Encyclopedia of Indianapolis* will have an influence on the sense of history and community of our city. And that spirit, combined with concern, enthusiasm, and committed resources, will surely fuel our future progress. ■

Binford, a local business leader, serves as chair of the *Encyclopedia of Indianapolis* Advisory Committee. Reprinted with permission of the *Indianapolis Business Journal*, IBJ Corporation, Copyright 1991.

Meet the Contributing Editor (Education)

William J. Reese, widely recognized for his work in urban education, is the contributing editor for the Education section. An associate professor of Education, History, and American Studies at Indiana University-Bloomington, Reese serves as the editor of the nationally circulated *History of Education Quarterly* and is the author of numerous books and articles, including *Power and Promise of School Reform: Grassroots Movements During the Progressive Era*. For over a year, Professor Reese has worked with a task force of knowledgeable scholars and graduate students to identify and write entries for the volume.

Under Reese's leadership, the Education Task Force has identified a variety of essays and

general entries that examine the history and impact of educational institutions and policy-making in the city. Among the essays are adult education, early childhood education, public school financing, school administration, testing and evaluation, and curriculum. General entries will provide coverage of all colleges and universities, various proprietary schools, significant educational programs and organizations. Biographical entries in this category will include A. C. Shortridge, a prominent superintendent for whom the city's first high school was named; Charles E. Emmerich, a leader in vocational education; and Eliza Blaker, a pioneer in the kindergarten movement. ■

Education Section - Approved Entries

Essays

Adult Education  
Curriculum  
Early Childhood Education  
Female Education  
Finance  
High Schools  
Higher Education  
Private and Proprietary Schools  
Religion in the Public Schools  
Religious Schools  
School Administration  
Social Services  
Special Education  
Testing and Evaluation  
Vocational Education

Crispus Attucks High School  
Emmerich, Charles E.  
Foreign Language Teaching  
Free University  
Head Start  
Hoagland, Merica Evans  
Indiana University-Purdue University at Indianapolis  
Indianapolis Female Institute/Seminary  
Indiana Vocational Technical College  
Learn and Shop  
Magnet Schools  
Manual High School  
Marian College  
Martin Center University  
Orchard Country Day School  
Parent-Teacher Associations/Organizations  
Park Tudor School  
School Reform (Contemporary)  
Shortridge, A. C.  
Shortridge High School  
Teacher Unions  
University of Indianapolis  
Victory Corps

General Entries

Alternative Schools  
Americanization Programs  
Arsenal Technical High School  
Blaker, Eliza (Women's section)  
Butler University  
Christian Day Schools  
Committee for Better Schools

Education in Indianapolis: Statistics

The following statistics from the Washington Township School District represent the types of data that *Encyclopedia* authors will examine as part of their study of education in Indianapolis.

Enrollment Statistics			
Year	Grades K-6	Grades 7-12	Total
1959-60	5,865	3,737	9,602
1969-70	8,387	7,134	15,521
1979-80	5,571	6,196	11,767
1989-90*	4,431	5,167	9,767
1994-95	4,880	5,909	10,789
(projected)			

[\*1989-90 categories changed to Grades K-5 and 6-12.]

Figures courtesy of Office of the Superintendent, Metropolitan School District of Washington Township, Marion County, Indiana

Population Statistics

Year	Marion County	Washington Township
1950	551,777	16,136
1960	697,567	40,602
1970	792,299	69,390
1980	765,233	77,432

Assessed Valuations and Tax Rates

Year	Total Assessed Value	Tax Rate
1962	\$ 76,290,110	\$ 6.11
1970	\$ 168,698,450	\$ 5.927
1980	\$ 352,625,784	\$ 3.549
1990	\$ 866,205,430	\$3.1291

News from POLIS

The POLIS Research Center recently added Tracy Hadden to its staff to assist in the development of educational programs related to the *Encyclopedia of Indianapolis*. Hadden graduated from Iowa State University with a degree in Political Science. Prior to moving to Indianapolis, she taught American history and advanced placement history courses in the Knox County, Tennessee, school system.

Hadden will be a liaison with local teachers and administrators as POLIS works with them to develop curriculum materials on Indianapolis. In addition, she will serve as the assistant coordinator for the Central Indiana District competition of the National History Day program, which POLIS sponsors in conjunction with the Indiana Historical Bureau. This con-

test, which attracts several hundred local participants (grades 6-12), encourages students to conduct research on topics related to an annual theme. Students present their findings in categories that include papers, projects, performances, and media. Hadden will seek to expand participation in the local contest and recruit social studies teachers and coordinators to assist POLIS in developing educational materials from the *Encyclopedia* project.

If you are interested in serving as a judge for the History Day competition or simply desire information, please contact Tracy Hadden at 274-2455. If you will underwrite a portion of the program's expenses, please contact Lamont Hulse (274-2458) for more details. ■

The Associated Group Supports the Encyclopedia

The Associated Group recently renewed a commitment to Indianapolis by relocating its national corporate headquarters to a newly renovated building on Monument Circle. This fall, they also celebrated the future of our city by announcing a major grant to the *Encyclopedia of Indianapolis*.

"Everyone in Indianapolis, business people, citizens and students, need to know where the city has been in order to determine where it is going," says Gary Miller, Director of Public Affairs at the Associated Group. "We are pleased to support the development of a living history for the modern city."

According to Miller, the *Encyclopedia* will become both an important resource in the Associated Group's corporate library and a common desk reference for executives. But he also sees great public relations value in the volume and

plans to utilize the *Encyclopedia* in representing Indianapolis to clients, as well as in acquisitions and merger work.

As part of its own ongoing strategic planning efforts, the Associated Group recently published its own corporate history, *A Tradition Transformed*. Founded in 1944 as Blue Cross of Indiana, the Associated Group today includes twenty-five operating companies in the fields of health and life insurance, agency and brokerage operations, health maintenance organizations, financial services and services to the insurance industry.

In 1994, the *Encyclopedia of Indianapolis* will be published and the Associated Group will begin its fiftieth year of business. The POLIS Research Center at IUPUI is proud that this corporate citizen has endorsed our efforts with its support. ■

Encyclopedia of Indianapolis Staff

David J. Bodenhamer . . . . .Director, POLIS Research Center & Editor-in-Chief

Robert G. Barrows . . . . .Managing Editor

David G. Vanderstel . . . . .Assistant Editor & Newsletter Editor

Lamont J. Hulse . .Senior Research Associate

Patricia Dean . . .Senior Research Associate

Marcia Pilon . . . . .Administrative Assistant

Kevin Corn, Tracy Hadden, Connie Zeigler

Research Assistants

WELCOME TO THE ENCYCLOPEDIA OF INDIANAPOLIS!

YES! I want to support the *Encyclopedia of Indianapolis*. Here is my contribution, payable to the Indiana University Foundation.

☐ \$1,000    ☐ \$500    ☐ \$250    ☐ Other \$ \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Gifts to the IU Foundation are a proper deduction on Federal income tax returns. Individuals subject to Indiana income tax can recover a portion of their gift through the Indiana tax credit allowance.

Return to : Encyclopedia of Indianapolis

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## Timeline

### Education in Indianapolis

**1832** Indiana State Legislature approves petition of Indianapolis to establish a county seminary (an institution of secondary or higher education) in what is now University Park. Seminary opens in September 1834.

**1846** State Representative Samuel V. B. Noel of Indianapolis introduces legislation to establish free schools in the city financed by a tax of one-eighth of one percent on property assessment. Anti-free school forces defeat the proposal.

**1847** Each of Indianapolis' seven wards designated as separate school district with trustee. Public sentiment favors free city schools. First property tax levy raises \$1,981 for schools.

**1853** City Board of School Trustees replaces ward-trustee system. Private school principals assist in the development of curriculum materials and textbooks for use in city schools. Graded system first adopted.

**1855** Northwestern Christian University, chartered in 1850, opens its doors and becomes one of the first colleges in the nation to admit students without regard to race, sex, or color. Renamed Butler University in 1877.

**1869** Legislative act allows creation of separate schools for black children.

**1882** May Wright Sewall's Classical School for Girls opens.

**1884** Shortridge High School built. Cost: \$56,500.

**1894** Site developed for manual training school to be headed by Charles E. Emmerich. Attendance in 1907-08: 1,399.

**1898** *The Daily Echo*, Shortridge High School newspaper, begins publication as first daily student newspaper in nation.

**1900** Teachers' salaries \$441,696.87 out of total expenditures of \$796,721.97.

**1902** Tudor Hall School for Girls organized.

**1905** Indiana Central College, sponsored by the Evangelical United Brethren Church, opens in 1905. Changes name to the University of Indianapolis in 1986.

**1909** Local property tax of 58 cents per \$100 supports schools — 5 cents for buildings and grounds, 4 cents for City Library, 1 cent for teachers' pensions, 1 cent for free kindergarten. 872 in teaching force, including superintendents and supervisors.

**1925** Under influence of Ku Klux Klan, school board votes to transport all African-American students to newly segregated schools.

**1926** New segregated high school renamed "Crispus Attucks" after African-American community protests original name of "Thomas Jefferson High School." Opens in fall 1927 with all African-American staff and student body.

**1935-36** Some African-American students enrolled in School #57 (all white) to test possibility of integration.

**1937** School established in 1851 by the Sisters of St. Francis in Oldenburg, Indiana, renamed Marian College in 1936 and relocated to the James A. Allison estate in Indianapolis.

**1949** Indiana House Bill 242 outlaws segregation in public schools.

**1953** Integration of high schools completed.

**1960s** 3 new city high schools open: Arlington, Northwest, Marshall. New parochial high schools open: Chatard (1961), Brebeuf (1962), Cardinal Ritter (1964), Roncalli (1969). City school enrollment rises from 85,540 to 108,222.

**1969** Indiana University-Purdue University at Indianapolis established.

**1971** Hebrew Academy of Indianapolis established.

**1973** U.S. District Court finds IPS guilty of racial discrimination. Orders interdistrict busing plan.

**1990** Assessed Valuation for IPS District: \$2,187,648,730. Tax Rate \$4.19. IPS Enrollment: 48,024.

**1991** Dr. Shiril E. Gilbert III selected as the first African-American superintendent of IPS. ■

### From page 1

improve public understanding of critical issues affecting life in the modern city.

*American Memory*, a report produced by the National Endowment for the Humanities in 1987, concluded:

*We put our sense of nationhood at risk by failing to familiarize our young people with the story of how the society in which they live came to be. Knowledge of the ideas that have molded us and the ideals that have mattered to us functions as a kind of civic glue. Our history and literature give us symbols to share; they help us all, no matter how diverse our backgrounds, feel part of a common undertaking.*

Curricula developed from the *Encyclopedia of Indianapolis* can become a model for local and multidisciplinary studies in our schools. By creating materials that stimulate children to learn more about their community and its heritage, we can help them understand the importance of shared experiences in building a common culture. In Indianapolis, it is important to teach young people the skills, knowledge, and abilities they will need to function in an uncertain future. It is equally vital that our students appreciate the city's heritage so that one day they might contribute to it. ■



Sources of Funding

To become reality the *Encyclopedia of Indianapolis* will require resources totaling \$1,454,000, some of which will come through in-kind support. Direct financial costs are estimated at \$833,000.

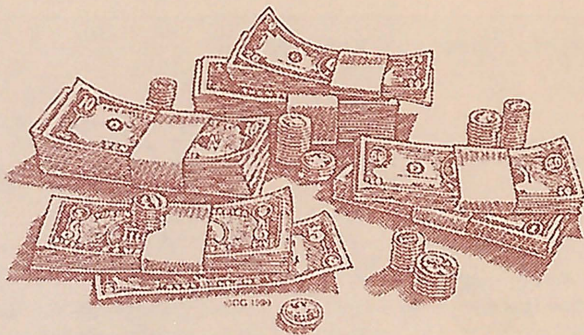
Total direct costs . . . . . \$833,000

POLIS will provide half of this amount through earned income and competitive grants not usually available to community projects. The Center has already allocated nearly \$220,000 for the *Encyclopedia*.

IUPUI asks the community to contribute about thirty percent of the support for the *Encyclopedia*. Generous foundations, corporations and individuals have already donated over \$85,000.

POLIS Goal . . . . . \$416,000  
Received . . . . . \$218,000  
Expected . . . . . \$198,000

Community Goal . . . . . \$417,000  
Received . . . . . \$ 85,635  
Expected . . . . . \$331,365



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