

A SURVEY OF RELIGIOUS EDUCATION IN THE PUBLIC
HIGH SCHOOLS OF INDIANA

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College

INDIANA STATE
LIBRARY

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Emerson L. Aldrich
August 1948

The thesis of Emerson L. Aldrich,
Contribution of the Graduate School, Indiana State
Teachers College, Number 595, under the title _____
A SURVEY OF RELIGIOUS EDUCATION IN THE PUBLIC
HIGH SCHOOLS OF INDIANA

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

Committee on thesis:

Engene L. Dyche
Fred Sewall

Dewey V. Runnaker, Chairman
F.S.

Representative of English Department:

George E. Smock

Date of Acceptance

July 20, 1948

ACKNOWLEDGMENTS

The writer wishes to express grateful appreciation to Mr. Ben H. Watt, State Superintendent of Public Instruction, for his interest and cooperation; and to Mr. Charles W. Hardaway, Acting Director of Research at Indiana State Teachers College, for his effort and assistance in securing the necessary data. Also to the many administrators who so willingly replied to the questionnaire, there is extended a very sincere thanks.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED	1
Introduction	1
The problem	2
Purpose	2
Importance of the study	2
Related studies	3
Definitions of Terms Used	4
Public high school	4
Religious education	4
Scope	5
II. THE LEGAL BACKGROUND	6
III. PROCEDURE AND SOURCES OF DATA	11
Limitations	14
IV. REPORT OF THE SURVEY	15
City and Town data	15
Regular classes in religious education	15
Bible readings	16
Released time	16
Bible study for credit	17
Other programs	17
Most favored program	18
Least approved program	19
County data	19

TABLE OF CONTENTS (continued)

CHAPTER	PAGE
Regular classes	19
Bible readings	20
Released time	20
Bible study for credit	20
Other programs	21
Most favored program	21
Least favored program	22
Responses not tabulated	23
V. SUMMARY AND CONCLUSIONS	24
Summary	24
Conclusions	25
BIBLIOGRAPHY	27
APPENDIX	30

LIST OF TABLES

TABLE	PAGE
I. Responses to and Percentage of Each Program in City-Town schools	18
II. Programs Favored, Least Approved, and Percentages in City-Town Schools	19
III. Responses to and Percentage of Each Program in County Schools	21
IV. Programs Favored, Least Approved, and Percentages in County Schools	22
V. Comparison of City-Town and County Per- centages on the various programs	22
VI. Various Programs Compared by Rank in Per Cent of Use, In favor of, and as Least Approved .	23

LIST OF FIGURES

FIGURE	PAGE
1. Responses According to Cities and Towns	12
2. Responses According to Counties	13

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Introduction. Any reader of current professional periodical writings, particularly in education, has in all probability noticed the renewed interest concerning religious education in the public schools. Renewed interest is further evidenced in books and magazines of general appeal to the public. The place of religious education is one of many problems that confront administrators, but with which they in all probability must deal. The problem of religious education is indeed a multifold one conditioned by the many forms of religion found in the Western world. The public high school serves not only the Catholic, Jew, and Protestant, but also those outside the church and synagogue. Two World Wars separated by an economic depression of global proportions, plus the unsettled international situation in an atomic age have caused many serious minded people to question our ethic teachings and moral practices. Some critics go so far as to say the schools are anti-religious and even Godless. One points to the increasing crime rate among juveniles as evidence of failure in citizenship training. Others ask if the schools can educate for character by itself, and for sound morality, or must religious education be included.

Unquestionably there are those for, and opposed to, a return of religious instruction who have only the most noble motives in adhering to either position, as there are undoubtedly those lacking in integrity and motivated by less earnest purposes. At no time was the purpose of this study to champion either cause.

I. THE PROBLEM

Purpose. It was the purpose of this survey (1) to discover the actual picture of religious education in the public high schools of Indiana; (2) to determine the prevalence of certain patterns of religious education; (3) to collect information into usable form; and (4) to present the administrators' attitudes relative to the place of religious education in the schools, as revealed through a questionnaire study.

Importance of the study. It was felt that many educators are vitally interested in religious education in relation to character development. Much has been written in a general way pertaining to religious education, but very little information of a local or state nature is available at present. Of especial note is the recent publication of the American Council on Education.¹ Said the committee:

¹ "The Relation of Religion to Public Education," American Council on Education, p. 30.

It is not the business of public education to secure adherence to any particular religious system. . . . But we believe it is the business of public education to impel the young toward a vigorous, decisive personal reaction to the challenge of religion.

This survey is an attempt to satisfy the personal curiosity and interest of a high school instructor, with the added incentive of possible aid to administrators in local situations, supported by state circumstances and present practices.

Related studies. A careful examination of the Bibliography of Research Studies in Education was made to locate possible related and similar studies. The years beginning with 1926 through 1940 were used, as these annual bulletins were the only available ones. This search showed no single duplication applicable to the state of Indiana, but did reveal several studies that were deemed worthy of mention. The sources themselves could not be secured but are herewith listed: (1) Clark, Recta B., "Survey of the Bible Study for Credit in the High Schools of the State of Indiana," Master's thesis, 1928. University of Indiana, 92 pp. (2) Huck, Edna Emily, "The Study of Religion as a Social Responsibility in Relation to Education," Master's thesis, 1935, Southern California University. (3) McAuliffe, Mary F., "A Study of the Present Status of Religious Education in Public Schools and a Plan for its Extension," Doctor's dissertation, 1935, Boston University. (4) Hutchinson, Anne, "Religious Teachings in the

American High School," Master's thesis, 1935, Columbia University. (5) Barr, Eugene O., "Present Status of Religious Education in Ohio Schools," Master's thesis, 1928, Ohio State University, 65 pp. In this study Barr reported as a result of his findings that "Religious education has come to stay, is well administrated, and is increasing year by year." (6) Thompson, Kenneth L., "The Status and Trends of Weekday Religious Education in the High Schools of the United States," Master's thesis, 1938, East Baptist Seminary, 42 pp. In this research Thompson found that "Weekday religious education gained a foothold in the high schools of the United States about 1910; . . ."

II. DEFINITIONS OF TERMS USED

Public High School. This term was used to include those schools that are supported wholly through public taxation, including grades nine to twelve of the Indiana twelve grade level plan of organization. Thus no private, parochial, or military plan schools were included.

Religious Education. The word "religion" itself was interpreted to include any personal belief that ties the spiritual nature of an individual to a supernatural being. Religious education was thought of as any system of instruction that strives to determine and develop a better

understanding of this spiritual relationship. This phrase or term has come to have an accepted place in the educational coinage of the present day. Religious education was to include moral concepts and world heritages of ideals. Such a position would definitely exclude any specific doctrine or creeds, dogmas, or sectarian beliefs. Furthermore, religious education was held to be concerned with overall moral and spiritual forces operating in the lives of individuals being educated for life. It was also considered to include those life values and interpretations, motives and habits that determine the conduct and character of youth to-day. Religious education in a negative sense was not to consider sectarianism, nor was it to be treated as a mere extra to be added on the existing curriculum.

Scope. The materials presented were organized around four headings: (1) the legal background, (2) procedure and sources of data, (3) replies from cities and towns, and (4) replies from counties. The first topic was placed in Chapter II, the second topic in Chapter III, and the remaining two in Chapter IV. Conclusions and a summary will be found in Chapter V.

CHAPTER II

THE LEGAL BACKGROUND

In thinking through the problem of religious education, it was felt that brief yet concise statement of the purely legal background would be of value to anyone seeking to better understand local or state practices. However, in so far as possible, only the legal principle that would apply to the State of Indiana was considered. No attempt was made to present evidence aimed at answering special questions that constantly arise in any given situation. The aim was to enumerate strictly legal principles involved.

From the Ordinance of 1787, which provided for government in the Northwest Territories, we find: "Religion, morality and knowledge being necessary to good government and happiness of mankind, schools and the means of education shall be forever encouraged." The next legal document of note is the Federal Constitution. There in the First Amendment to the Constitution it is stated that, "Congress shall make no law respecting an established religion or prohibiting the free exercise thereof" Again Article VII of the Constitution of the United States says in part . . . "no religious test shall ever be required as a qualification to any office or public trust under the United States." It is further

stated in the Fourteenth Amendment to the Constitution that,

...

No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law . . .

Keesecker¹ states: "the whole power over the subject of religion is left exclusively to the state governments, to be acted upon according to their sense of justice and the state constitutions."

From the Indiana Constitution of 1816, Article IX, Section 1, we have:

Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, . . . it shall be the duty of the General Assembly . . . from time to time pass such laws . . . encourage the principles of humanity, honesty, industry and morality.

This first constitution was later superseded by the Constitution of 1851. Here in Article VIII, Section 1, we read:

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 a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all.

Article I, Section 2, of the Indiana Constitution of 1851

¹Ward E. Keesecker, "Laws Relating to the Releasing of Pupils from Public Schools for Religious Instruction," United States Office of Education Pamphlet No. 39, p. 2.

provides that, "All men shall be secure in the natural right to worship Almighty God according to the dictates of their own consciences." Further Section 3 of the same Article follows, "No law shall, in any case whatever, control the free exercise and enjoyment of religious opinions or interfere with the rights of conscience."

Keesecker² does not list Indiana among those states having legislation specifically permitting the releasing of pupils from public schools to attend outside religious education classes. Neither does he present any court decisions nor attorney-general opinions pertaining to Indiana.

From later enacted legislation, we find in Chapter I, of the Acts of 1865, Section 167, that, "The Bible shall not be excluded from the public schools of the state." This section has never been repealed.

Keesecker³ lists states under (1) those having laws requiring Bible reading, (2) those permitting Bible reading, and (3) those prohibiting Bible reading. Indiana is listed under number two. Johnson found that twelve states have statutes requiring Bible reading, ten states specifically

² Ibid., p. 3.

³ Ward Keesecker, "Legal Status of Bible Reading and Religious Instruction in Public Schools," United States Office of Education Bulletin 1930, No. 14, p. 9.

permit Bible reading, and eight prohibit Bible reading.⁴ He then makes this statement: "Thus far the question of Bible reading and religious instruction in the public schools has been left to be determined by the individual states . . ."

From the Acts of 1925, Chapter 139, we find from the title, "An act authorizing tax supported institutions of higher education . . . to permit students to elect courses in biblical and religious instruction provided by religious organizations and receive credit for same," provided funds are not raised from taxation to support said religious organizations, and said classes are not held in any building or on property owned by the state, and that teachers have equal ability, and equal standards are maintained.

From the Acts of 1921 with additions from the Acts of 1943, Chapter 225, Section I, we find that any parent, guardian, or any one having legal custody, may request the child to be dismissed not to exceed 120 minutes per week, as determined by the principal or superintendent, to attend any incorporated religious school, provided public funds are not appropriated to maintain said school.

Thus we see that state legislatures have full and complete powers when enacting laws controlling and regulating

⁴ Alvin W. Johnson, The Legal Status of Church State Relationships in the United States (Minneapolis, University of Minnesota Press, 1934), p. 77.

public and private affairs within a state. They are limited only by the restrictions imposed by the State constitutions and by those found in the Constitution of the United States.

In January of 1915, the State Board of Education passed the following resolution:

Resolved that the State Department of Education be authorized, on application of any Board of Trustees of any school, city or town, or any trustee of any township school, to be permitted to give one-half unit of credit in the High School Course of Study for the purpose of Bible study conducted on a syllabus prepared by a joint committee of the Indiana Association of English Teachers and the High School Section of the Indiana State Teachers Association and conducted under the rules prescribed by such syllabus to grant such authorities the requested permission.⁵

In January of 1925, the State Board of Education passed eight regulations governing on Bible study for credit toward graduation in Indiana high schools. In June of 1926 an approved syllabus for Bible study was adopted.⁶ This approval is still in force.

⁵ Minutes of the State Board, Vol. V, p. 552.

⁶ Ibid., Vol. IX, p. 256.

CHAPTER III

PROCEDURE AND SOURCES OF DATA

A questionnaire was prepared to include what was considered the majority of practices that were being used in Indiana public high schools. This was proven true by the returns. The questionnaire¹ was printed on a regulation size postal card. Responses of either yes or no were to be made by simply checking under the proper space. Where numbers were to be given a blank space was left and instructions for numbering were indicated. The mailing address was printed plainly on the reverse side of the card. All the respondent was to do was check, write in numbers, and drop the card in the return mail. These cards on which replies were to be made were finally marked with the name of the city or county to which they were sent, so that a positive check as to the exact areas sending in returns was possible.

A personal letter was next prepared and put on printed forms. These letters were addressed to each administrative official of the various schools. It was the purpose of this letter to interest the recipient in the proposed survey, and if possible, to enlist his aid in securing the needed information.

¹ See Appendix

The latest issue of the Indiana School Directory was used to prepare a mailing list. This list included the various county superintendents of the ninety-two Indiana counties and also the 156 city and town superintendents.

The letter with the enclosed questionnaire was placed in the mails some few days prior to the opening of the schools in the fall. This was considered the most opportune time to secure the highest possible receipt, although first class mailing rights were used. No follow-up letters were sent out, even though this procedure might possibly have secured a slightly higher rate of return.

As the returns came back they were checked off against the mailing list and placed in one of the two groups of schools. A lapse of time to include and allow for late returns was indicated before tabulation of the responses was begun. Two returns that arrived after the tabulation was completed were not counted and simply destroyed.

The return from the counties was fifty-nine in number or at a rate of 64.1 per cent. The return from the city-town schools was 110 or a percentage of 70.5. Out of a total of 248 questionnaires sent out, the overall return was 169, or 68.1 per cent.

Further tabulation included preparing two maps, Figures I and II, one for counties and one for the cities

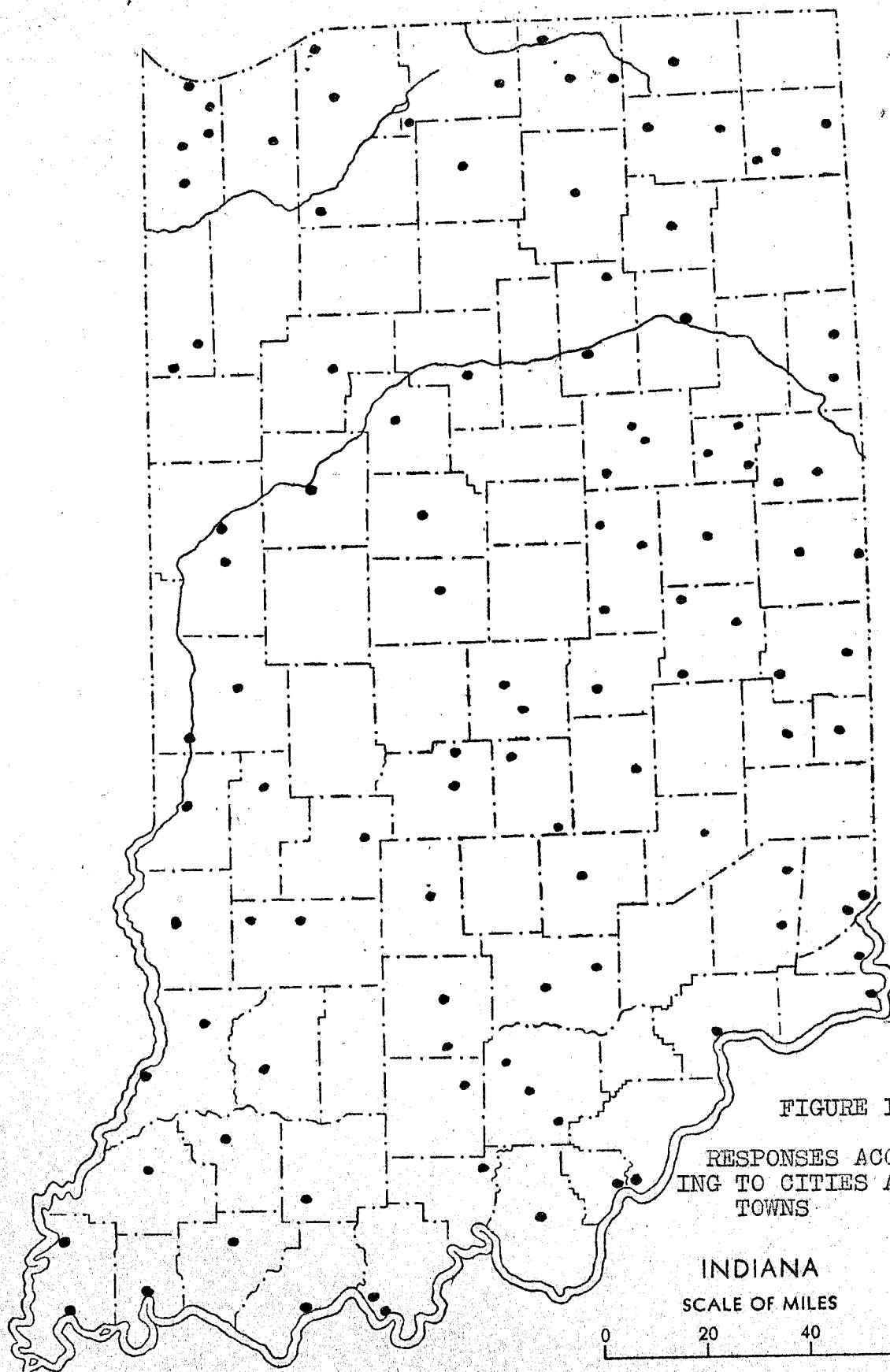
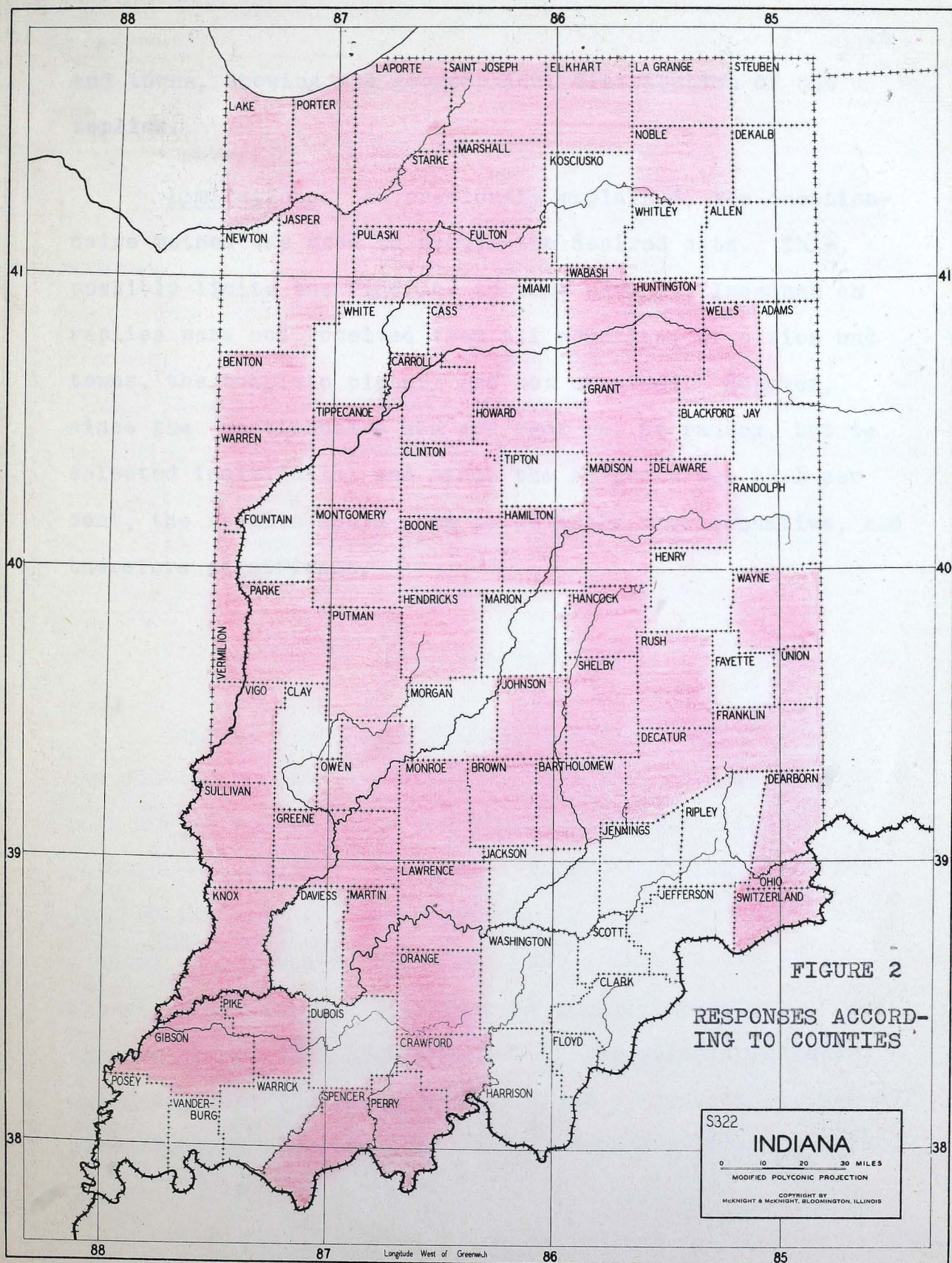


FIGURE 1.
RESPONSES ACCORD-
ING TO CITIES AND
TOWNS

INDIANA
SCALE OF MILES

0 20 40 60



and towns, showing the geographical distribution of the replies.

Limitations. As previously explained, the questionnaire method was used to secure the desired data. This, possibly limits the findings to some extent. Inasmuch as replies were not received from all counties, or cities and towns, the complete picture was not obtained. However, since the questionnaire was not sent out at random, but to selected individuals, and since the response was 68.1 per cent, the results would seem to be truly representative, and therefore significant.

CHAPTER IV

REPORT OF THE SURVEY

Data were collected from county schools and city-town schools, therefore the two different types of school corporations were used as a basis for grouping and presenting responses. There seemed to be no compelling reasons for combining information; on the other hand, the data being kept separate, there was always the basis for evident comparisons. Two pertinent facts are here noted: (1) one absolutely blank questionnaire was received in the city-town class, (2) one county in the State has no high schools.

I. CITY AND TOWN DATA

Regular classes in religious education. Questions one and two on the questionnaire were very much alike in that both sought to determine the extent of regular classes in religious education. One sought information for the school year of 1946-47, and the other for the year 1947-48. From a total of 109 usable responses, there were twenty-six affirmative answers and eighty-three negative replies. These figures showed that 23.9 per cent of the schools included religious education as a part of their curriculum in 1946-47. However, only nineteen schools were actually listed. This

apparent discrepancy can be explained by the fact that several respondents did not give any definite number.

The figures for 1947-48 were very similar; however, three respondents neglected to answer question two clearly. The per cent was 24.5, or slightly above the previous year. This difference would indicate no trend in either direction. One respondent wrote in the following: "Any program should be a cooperatively arrived at one of spiritual education. It should be an all grade, every period, every day program that would permeate the life of the entire school."

Bible readings. No answers to this question were marked in five cases. Of a possible 104, twenty-one replied yes, and eighty-three said no. The actual number of schools using Bible readings was twenty-two. The per cent was 20.2 on the basis of returns. The average amount of time spent per week, as determined by seventeen responses, was thirty-two minutes. The above data would lead one to conclude that Bible readings are not as extensively used as are classes in religious education.

Released time. Six replies were received on which the question of "released time" was not marked. The percentage of schools reporting as having such a program was 26.2. Thus it would indicate that a "released time" arrangement was followed by more schools than either Bible reading programs

or regular religious education classes.

Bible study for credit. Only two unanswered responses were received relative to this practice. The total number reporting yes was forty-five. This gave a percentage of 41.4. This program was by far the most extensively used one, as it exceeds any other by a significant 15.2 per cent.

Other programs. The question as to other programs was used as a means of checking against the programs in use. Here again the number not answering was larger than expected. However, the fact that only three schools reported programs as different from those covered in the survey is significant. No information was sought as to the extent of such differences. One respondent wrote in the following volunteered information: "The Ministerial Association holds chapel services once each month with ministers alternating as speakers."

For a more concise explanation of the data see Table I.

TABLE I
RESPONSES TO AND PERCENTAGE OF EACH
PROGRAM IN CITY-TOWN SCHOOLS¹

Program	Yes	No	Per cent
Regular classes, 1946-47	26	83	23.9
Regular classes, 1947-48	26	80	24.5
Bible reading	21	83	20.2
"Released time"	27	76	26.2
Bible study	45	62	41.4
Others	3	62	4.6

Most favored program. Each administrator was asked to express himself as to the desirability of the various programs. Not nearly all did so. There may be several factors responsible for this. It is the personal opinion of the writer that some respondents did not answer simply because they had no positive information on which to base a sound conclusion, and that others did not wish to commit themselves. The program of Bible study for credit in English was favored by 45.6 per cent of those replying. This selection may have some connection with the fact that the same practice was also the most used one.

¹ As determined by responses from the questionnaires.

Least approved program. Data presented was also the expression of administrators as to the program having least desirability. The total response was smaller but significant. The "released time" arrangement was held least favored by more individuals than all the others combined. The per cent was 64.4. For comparative purposes see Table II.

TABLE II

PROGRAMS FAVORED, LEAST APPROVED, AND
PERCENTAGES IN CITY-TOWN SCHOOLS²

Program	Favored	Per cent	Least approved	Per cent
Regular classes	26	22.8	14	19.2
Bible reading	13	11.4	10	13.7
"Released time"	23	20.2	47	64.4
Bible study	52	45.6	2	2.7

II. COUNTY DATA

Regular classes. More so than on city-town replies, the part of questions one and two seeking the number of schools using the regular class in religious education program was not answered, even though yes answers were noted on the first part. It was decided not to present such data, because of its incompleteness. Like the city-town returns,

²As determined by responses from the questionnaires.

all eight questions, to more or less extent, were not always answered. This fact was deemed not necessary of mention again. For the school year 1946-47 the per cent of responses for the regular class program was 27.3, or slightly higher than the city-town findings. As to the school year 1947-48, the per cent was 22.2, a noticeable drop from the previous year, and also lower by a small amount in comparison with the city-town rate.

Bible readings. On the question of Bible readings from a possible fifty-four responses, there were sixteen marked yes, and thirty-eight no. The per cent was 29.6, and here again higher than the city-town schools. The average amount of time so devoted each week was forty-one minutes as determined from thirteen responses. This average time was in excess of that for the city-town schools.

Released time. The percentage of schools reporting as using the "released time" program was 27.8. This rate was practically the same as the city-town rate. However, it was lower than that for Bible reading. The number of participating religious groups was thirty-three.³

Bible study for credit. This program, like the

³ Two answers of 150 and 1500 were not counted as they were considered non-valid.

city-town school, was the most prevalent, and almost exact in rate of per cent. The figure here was 41.5. It exceeded that of Bible reading, which was next in point of use, by 11.9 per cent.

Other programs. Only three counties reported programs different than those covered by the questionnaire.

Table III presents a summary of the above data.

TABLE III
RESPONSES TO AND PERCENTAGE OF
EACH PROGRAM IN COUNTY SCHOOLS

Program	Yes	No	Per cent
Regular classes, 1946-47	15	40	27.3
Regular classes, 1947-48	12	42	22.2
Bible reading	16	38	29.6
"Released time"	15	39	27.8
Bible study	22	31	41.5
"Others"	3	42	6.7

Most favored program. The most favored program as reported by the county respondents was the Bible study for credit plan. The rate was 47.7 per cent in favor of, or slightly higher than it was rated by the city-town administrators. There was general agreement on this plan.

Least favored program. The county administrators also held the "released time" arrangement as least favorable, but the rate was just 54.8 per cent.

For comparison of the county ratings see Table IV.

TABLE IV
PROGRAMS FAVORED, LEAST APPROVED, AND
PERCENTAGES IN COUNTY SCHOOLS

Program	Favored	Per cent	Least approved	Per cent
Regular classes	7	15.9	7	16.7
Bible reading	4	9.1	11	26.2
"Released time"	12	27.3	23	54.8
Bible study	21	47.7	1	2.3

Table V afforded a percentage comparison of the various programs used and their desirability.

TABLE V
COMPARISON OF CITY-TOWN AND COUNTY
PERCENTAGES ON THE VARIOUS PROGRAMS

Program	City-Town	County	Favored		Least approved	
			City-Town	County	City-Town	County
Regular classes	24.5	22.2	22.8	15.9	19.2	16.7
Bible reading	20.2	29.6	11.4	9.1	13.7	26.2
Released time	26.2	27.8	20.2	27.3	64.4	54.8
Bible study	41.4	41.5	45.6	47.7	2.7	2.3

Note: Information here was taken from other Tables.

For the sake of added clarity, the percentages from Table V were used as a basis for rank comparisons. This ranking is shown in Table VI.

TABLE VI

VARIOUS PROGRAMS COMPARED BY RANK IN PER CENT
OF USE, IN FAVOR OF, AND AS LEAST APPROVED

Program	Use by		In favor of		Least approved	
	City-Town	County	City-Town	County	City-Town	County
Regular classes	3	4	2	3	2	3
Bible reading	4	2	4	4	3	2
Released time	2	3	3	2	1	1
Bible study	1	1	1	1	4	4

Responses not tabulated. In several instances question number six concerning the program most favored was not answered in the manner requested. They were not tabulated but are now listed:

1. I do not think any of them accomplish much.
2. Have tried all of them at various schools in last twenty-five years and cannot recommend any of them.
3. None.
4. Not any.

CHAPTER V

SUMMARY AND CONCLUSIONS

There was a general agreement among the members of the advisory committee and the writer, that any summary or expressed conclusions would be confined specifically to presented data. This accepted principle made any position as to personal opinions, prejudiced beliefs, or hidden motives untenable. The following items were deemed significant in summarizing the report of this survey.

1. The overall per cent of return from the questionnaire was 68.1.
2. There was no evident trend toward increasing or decreasing the offering of regular classes in religious education for the years surveyed.
3. The average amount of time spent each week for Bible reading was appreciably higher in the county schools, as was also the per cent of use.
4. No other studies of a similar or related nature were found for the state of Indiana.
5. Religious education is largely a matter of concern for the individual state. Legally the State of Indiana permits Bible reading, Bible study, and the releasing of pupils under certain conditions.
6. Bible study for credit was the most favored

program used in Indiana; also the most extensively used.

7. The "released time" arrangement was least approved of all the programs in use in Indiana.

8. There was practically no objection to the use of the Bible study for credit program in the high schools as it is now conducted.

9. One striking bit of information was noted as to the use of Bible reading in county schools. Although used quite extensively, Bible reading was ranked second as least approved, and when compared with city-town schools on a per cent basis, nearly twice the rate.

CONCLUSIONS

This survey was not aimed at presenting evidence for or against religious education in the public high school. Many more thorough efforts have been pointed in this direction. The problem of the proper place for religious education, like most problems which effect human happiness, cannot be solved by the scientific approach or by critical analysis. Information previously presented was deemed sufficient to support the following conclusions.

1. The geographical dispersion of responses was such that all data was truly representative, even though not complete as to the total state picture.

2. Very few public high schools in Indiana follow a

program different from those covered in the questionnaire.

3. Essentially there was general agreement between the County and City-Town findings.

4. Finally, the public high schools of Indiana are, by one or more programs, providing the opportunity for experiences of a spiritual nature.

BIBLIOGRAPHY

1. The ... of ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

11. ...
12. ...
13. ...
14. ...
15. ...
16. ...
17. ...
18. ...
19. ...
20. ...

BIBLIOGRAPHY

A. BOOKS

Beaman, Lamar T., Religious Teaching in the Public Schools. New York: H. W. Wilson Company, 1927. 170 pp.

Bower, William Clayton, Church and State in Education. Chicago: University of Chicago Press, 1944. 95 pp.

Johnson, Alvin W., The Legal Status of Church State Relationships in the United States. Minneapolis: University of Minnesota Press, 1934. 332 pp.

Moehlman, Conrad Henry, School and Church: The American Way. New York: Harper and Brothers, 1944. 173 pp.

Thayer, V. T., Religion in Public Education. New York: Viking Press, 1947. 187 pp.

B. PERIODICAL LITERATURE

Brubacher, John S., "Why Force Religious Education?" Nations Schools, 36:23-4, November, 1945.

Fey, Harold E., "Test Loyalty of Released Time," Christian Century, 62:1099, September 26, 1945.

Hunt, Mate Graye, "Bible Study and the Public Schools," Peabody Journal of Education, 23:156-9, November, 1945.

Milner, Lucile B., "Church, State and Schools," New Republic, 113:177-80, August 13, 1945.

Sisson, Edward O., "Teaching Religion in the Public School is Playing with Fire," Nations Schools, 35:43-4, June, 1945.

C. OTHER PUBLICATIONS

Keesecker, Ward W., "Legal Status of Bible Readings and Religious Instruction in the Public Schools," United States Office of Education Bulletin, 1930, No. 14.

_____, "Laws Relating to the Releasing of Pupils from
Public Schools for Religious Instruction," United
States Office of Education Pamphlet No. 39.

Minutes of the State Board of Education, Indiana, Volumes V
and IX.

The Relation of Religion to Public Education, Washington,
D. C. American Council on Education, Committee on
Religion and Education, Volume XI, April, 1947, 54 pp.



APPENDIX



STATE OF INDIANA
INDIANAPOLIS

BEN H. WATT
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

July 1, 1947

Mr. Emerson L. Aldrich
W. W. Parsons Hall
Terre Haute, Indiana

Dear Mr. Aldrich:

Confirming our conference of recent date, I am very much interested in your proposed study under the title "A Survey of Religious Education in the Public High Schools of Indiana." I am sure that this study, as you propose to make it, purely on a factual basis, will be of considerable value to everyone working in education. I, therefore, bespeak for you the whole-souled cooperation of the school administrators of this State in securing the information for your study.

This department is interested in this to the extent that it will welcome the analysis which your study will provide.

I wish you success in this undertaking.

Sincerely yours,

BEN H. WATT
State Superintendent
Public Instruction



STATE OF INDIANA
INDIANAPOLIS

BEN H. WATT
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

July 21, 1947

Mr. Emerson L. Aldrich,
W. W. Parsons Hall,
Terre Haute, Indiana

Dear Mr. Aldrich:

I wish to acknowledge receipt of your letter
of July 10 with attachment of your proposed survey form.

I have no objection to your using it with
the excerpts from my letter as you have indicated and hope
that it will serve the purpose intended, as we discussed in
our conference.

Best wishes.

Very sincerely yours,

BEN H. WATT
State Superintendent
Public Instruction

BHW:cmw

Indiana State Teachers College

Terre Haute, Indiana

DIVISION OF RESEARCH

July 28, 1947

Dear Superintendent and Fellow Teacher:

Our world to-day is a busy one. No one is in a better position to realize this than are school administrators. Many of us can scarcely devote sufficient time to even the most pressing and immediate problems. Fully realizing this, I am seeking your co-operation in a study, an analysis of which should be of some interest to many school men in administrative positions throughout the state.

This study proposes to collect and present data relative to current practices in our public high schools. Enclosed is a self-addressed card on which I am seeking answers to several questions as they pertain to your own local situation. Will you at your earliest convenience, fill out this card and return by mail.

Following is an excerpt of a recent letter from the Office of the State Superintendent of Public Instruction...

"Confirming our conference of a recent date, I am very much interested in your proposed study under the title, A Survey of Religious Education in the Public High Schools of Indiana. I am sure this study, as you propose to make it, purely on a factual basis, will be of considerable value to everyone working in education. I, therefore bespeak for you the whole-souled co-operation of the school administrators of this state in securing the information for your study." Ben H. Watt, State Superintendent of Public Instruction.

Thanking you in advance for your needed co-operation, I remain

Sincerely yours,

Charles M. Hardaway

Acting Director,
Research and Testing

Yes

1. Did any of the schools under your supervision offer regular classes in religious education during the school year 1946-7. Check yes or no.
 - a. If so, give number_____
2. Is any such program planned for the school year 1947-8. Check yes or no.
 - a. If so, give number_____
3. Do any of your schools have a program of regular Bible readings? Check yes or no.
 - a. If so, give number_____
 - b. Give approximate time, in minutes, so spent each week_____
4. Do you have a "released time" arrangement for outside religious instruction? Yes or no.
 - a. If so, give the number of participating religious groups_____
5. Do any of your schools offer credit for Bible study as prescribed by the State Board of Education? Check yes or no.
 - a. If so, give number_____
6. As an administrator which of the above plans 1, 3, 4, or 5 do you favor._____
7. Which of the above plans, 1, 3, 4, or 5 do you least approve._____
8. Do any of your schools follow a program different from those above. Check yes or no.
 - a. If so, give number_____

THIS SIDE OF CARD IS FOR ADDRESS



CHARLES W. HARDAWAY

RESEARCH DIVISION

INDIANA STATE TEACHERS COLLEGE

TERRE HAUTE, INDIANA