

THE DEVELOPMENT OF TEACHER TRAINING IN KANSAS

A THESIS

SUBMITTED TO THE DEPARTMENT OF EDUCATION AND THE
GRADUATE COUNCIL OF THE KANSAS STATE TEACHERS
COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

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By

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PREFACE

This study was undertaken in order that the professional educators and, to some extent, the lay public of Kansas might possibly become more acquainted with the important function of teacher training. This phase of education is of vital interest to the parents of Kansas who are sending children to the public schools. The writer believes that, due to the interest of parents in the public schools of the State, such a study should be made in order to inform them of the manner in which the teachers who are responsible for the education of the future citizens of Kansas receive their training and their teachers' certificates.

The writer wishes to acknowledge, with deep gratitude, the kind and valuable assistance of Dr. Edwin J. Brown, Director of the Graduate Division of the Kansas State Teachers College of Emporia, who graciously consented to direct the efforts of the writer in making the study. The writer also wishes to acknowledge the assistance of the staff of Kellog Library of the Kansas State Teachers College of Emporia, without whose cooperation such a study would have been impossible.

Leward Fessenden Fish

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CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

This study has as its principal objective the tracing of the Development of Teacher Training in Kansas. The purpose of the study is to gather together all of the available data concerning this educational function and to present it in a clear, readable form. In every instance the State Constitution or the statute has been used as the deciding factor in determining what should be considered.

As a more or less secondary objective for the study, it is hoped that by the presentation of what has been done in the state with reference to teacher training, it may be possible to show the trends that institution has taken in the past, and the position which it occupies at present. It is not the purpose of this compilation to present any prognosis as to the direction that this educational function may take in the future.

Such a study has possibilities of being usable in that it brings to light many facts unknown to the lay public and even to the professional educators of the State. Too, there is a possibility of utility in that it makes available for future use, information which should be possessed by the higher educational institutions of Kansas.

THE SCOPE OF THE STUDY

The study covers the period of seventy years (1861-1931) during which Kansas has been a member of the Union of States.

During this time, several teacher training auxiliaries have been created. These, in the order of their appearance, are as follows: The County Certification of Teachers (1861); The Normal School (1863); The Teachers' Institute (1864); The State Board of Education (1873); and the Normal Training High School (1909). All of these institutions are treated in this study.

Although the first-named of the institutions is not primarily a teacher training institution, its importance to the training of teachers in the state must not be underestimated. For this reason it was included in the study.

THE METHOD OF PROCEDURE

The first step was the decision of what teacher training agencies were to be found in the state, to find those that had at one time trained teachers, and to determine the method of treatment to be accorded each.

The second step was a detailed search of the Constitution of the State of Kansas and the session laws of the Legislature. The compiled laws of each session of the Legislature were studied carefully to find all acts dealing with teacher training and with teacher certification. Each law found to be pertinent was copied verbatim from the document and these were used as quotations in the body of the study.

A detailed study of Reports, and other pertinent state documents, was next made and the parts usable in the study copied from these sources.

The study was then written, using the laws of Kansas as the skeleton around which the developments of teacher training and

teacher certification took place.

THE TYPES AND SOURCES OF DATA

The data for the study consist mainly of State documents and laws, as follows:

- (1) The Constitution of the State of Kansas.
- (2) The Session Laws of Kansas.
- (3) Reports of the State Superintendent of Public Instruction, The Board of Regents, The Presidents of the State Schools, and The State Board of Education.
- (4) Courses of Study and University and College Catalogs.

In addition to the above types and sources of data, a study was made of the articles appearing in periodicals which deal with the subject of the study.

THE PRESENTATION OF THE DATA

In presenting the material of this study a combination of logical and chronological order has been followed. The various teacher training agencies of the State make up the several chapters of the study, and within each chapter the material has been presented in chronological order, beginning with the earliest provisions for each of the institutions and tracing its development to the present.

CHAPTER II

COUNTY CERTIFICATION OF TEACHERS

FIRST CERTIFICATION LAW

Certified teachers were recognized as a necessity for the best interests of the schools of Kansas early in the history of the state. Only five months after the state was made a member of the Union a law was passed which made certification mandatory for public school teachers. This law, approved in May of 1861 reads as follows:¹

"Section 6. He (the County Superintendent) shall examine, annually, all persons offering themselves as teachers of common schools in his county, in regard to moral character, learning, and ability to teach school, and he shall give to each person examined and found qualified to teach, a certificate, signed by him, officially; and, any person receiving such certificate, shall be deemed a qualified teacher, within the meaning of this act."

From the wording of this, the first certification law of the state, it may be seen that the County Superintendent was the all-powerful educational figure of that time. His power in this very important phase of educational work was unlimited. Educational qualifications of teachers, as we are familiar with them today, were unknown. He might grant certificates to any persons who, in his judgement alone, were "of good moral character", and possessed "learning, and ability to teach school."

1. Session Laws of Kansas, 1861. Chapter 76, p. 259.
(Parentheses ours)

PUBLIC EXAMINATIONS

This act alone constituted the teacher certification system in Kansas until 1864 when an amendment was passed by the legislature which, although not exerting any strengthening force on the law already in force, did systematize the examinations to some extent. The amendatory act provided that the County Superintendent¹

" . . . designate a particular time and place, in the spring and autumn of each year, for a general examination of teachers. Any teacher failing to be present at such general examination shall, on special examination, pay to the County Superintendent one dollar, on receipt of certificate."

The certification examination was thus made general and was held twice each year instead of once. Any person could though, upon the payment of one dollar, receive a private examination for the teachers' certificate. This act was amended by a law passed in 1867 which eliminated the private examination entirely and provided for examinations to be held quarterly, on the first Saturday of the months of January, April, July, and October. This act stated that a public examination be held²

" . . . at the county seat, on the first Saturday of January, and every three months thereafter of each year, and at such other times as may be necessary in order to fill vacancies occurring since the last regular examination, and in no case shall he receive a fee for granting teachers' certificates, nor shall he hold a private examination."

The publicizing of the teachers' examinations and the complete elimination of private examinations represented the greatest step

1. Session Laws of Kansas, 1864. Chapter 100, p. 186.

2. Session Laws of Kansas, 1867. Chapter 123, p. 209.

forward that had been made since the first certification law was enacted.

COUNTY BOARDS OF EXAMINERS

The legislature of 1869 saw the necessity for improving the conditions and passed a law which made the following changes:¹

" . . . The county superintendent and two competent persons, to be appointed by the county commissioners, shall constitute a county board of examiners. The board . . . shall publicly examine, at such times and places as they may deem best, giving ten days notice of the same, all candidates proposing to teach in the county, incorporated towns and cities excepted, as to their competency and capacity to teach all the branches required to be taught in common schools; and if the application is for a graded school, candidates shall be examined as to their competency and capacity to teach the additional branches required for such school; and if satisfied of the competency and capacity of the applicant to teach and govern such school, and that he is of good moral character, the board of examiners shall give a certificate accordingly."

By the provisions of this act, the certificating power was taken out of the hands of the County Superintendent and lodged with the county board of examiners. Graded certificates were brought into being by the provisions of this law, although the basis upon which they were graded is not stated. Provision is made that the County Superintendent shall²

" . . . keep a register of all those to whom certificates are awarded, stating the character and grade of certificates, and the time when issued."

The certificates issued under this act were limited in their scope to the county in which they were issued, and were valid for only

1. Session Laws of Kansas, 1869. Chapter 86, p. 179.

2. Ibid.

one year. This provision reads:¹

"No certificate . . . shall be in force, except in the county in which it was issued, nor for a longer period than one year. The certificates issued under this act may be revoked by the board of examiners on the ground of immorality, or for any cause which would have justified the withholding thereof when the same was granted."

GRADED CERTIFICATES

The law of 1869 may be said to form the basis of the present law permitting certification of teachers by county examination. As quoted above, it remained in force, without amendment, until 1876 when several amendments greatly strengthening the certification system were inserted. This act provided that²

"Certificates issued by the county board shall be of three grades - A, one and two - and shall continue in force respectively two years, one year, and six months, according to grade. Those of the A grade shall certify that the person to whom such certificate is given is qualified to teach orthography, reading, writing, English grammar, geography, arithmetic, United States history, book-keeping, industrial drawing, the elements of entomology, the elements of botany, and the elements of geology so far as relates to the manner of formation of soils and their adaptation to purposes of production. Certificates of grades one and two shall certify that the person to whom such certificate is given is qualified to teach orthography, reading, writing, English grammar, geography, arithmetic, and United States history."

In the law of 1876 quoted above, we see the first mention of a definite system of grading of certificates and also the first specific educational requirements for obtaining a certificate to teach. Other than these changes, the certification law remained the same as before. The amendments quoted above do, however, rep-

1. Ibid.

2. Session Laws of Kansas, 1876. Chapter 122, p. 257.

resent a great step in the advancement of teacher training.

Five years later, in 1881, the certificating system was completely revised by means of an act amending the act of 1876. Pertinent changes are quoted below:¹

Sect. I. "In each county there shall be a county board of examiners, composed of the county superintendent, who shall be ex officio chairman of the board, and two competent persons, holders of first-grade certificates, to be appointed by the county commissioners on the nomination of the county superintendent, who shall serve one year from the time of their respective appointments, and receive for their services the sum of three dollars per day for not to exceed three days in any one quarter of a year."

II "Certificates issued by county boards shall be of three grades - first, second and third; and shall continue in force respectively two years, one year, and six months."

III "Certificates of the first grade shall . . . certify that the person to whom issued is proficient in and fully qualified to teach orthography, reading, writing, English grammar and composition, geography, arithmetic, United States history, constitution of the United States, book-keeping, physiology, elements of natural philosophy; and they shall not be issued to persons under eighteen years of age, nor to such as have not taught successfully twelve months."

IV "Certificates of the second grade may be issued to persons of not less than seventeen years of age, who have taught successfully not less than three months, and who shall fully satisfy the board as to their ability to teach all the branches prescribed for first-grade certificates, except physiology, book-keeping, and elements of natural philosophy."

V "Third-grade certificates may be issued to persons not less than sixteen years of age, who are proficient in orthography, reading, writing, English grammar, geography, arithmetic, and United States history; but in no case shall a third-grade certificate be given a second time to the same person: Provided further, 1st, That persons who receive a first-grade certificate shall make a general average of not less than ninety per cent., and in no case shall a person receive a certificate of first-grade who does not make at least seventy

per cent. in any one branch; 2d. Persons who receive a second-grade certificate shall make a general average of not less than eighty per cent., and in no case shall any person receive a certificate of second grade who makes less than sixty per cent. in any one branch; 3d. Persons who receive a third-grade certificate shall make a general average of not less than seventy per cent., and in no case shall any person receive a third-grade certificate who makes less than sixty per cent. in any one branch."

This law, repealing the 1876 law, represents one of the most comprehensive attempts made in Kansas to systematize the county certification of teachers. Other phases of the law remained the same as in 1876, but the specification of requirements as definite as those found in this act shows a response to a felt need for better trained teachers for the public schools of the state.

The clause which specified that a third grade certificate may not be awarded to the same person twice was a manifestation of the state's desire that teachers improve themselves while engaged actively in teaching in the public schools. This clause made it necessary for the holders of third grade certificates to improve their education in order to maintain their status as public school teachers. In 1885, this clause was amended to read:¹

" . . . in no case shall a third-grade certificate be given a third time to the same person."

In changing this stipulation so that a teacher might receive two third grade certificates the state did not express any lessening of the desire for having teachers improve themselves educationally. The object was to allow them a longer time in which to prepare for meeting the requirements for one of the higher grade certificates.

1. Session Laws of Kansas, 1885, Chapter 170, p. 274.

UNIFORM EXAMINATIONS

Up until 1885, there had been no uniformity in the teachers' examinations in the various counties of the state. In this year the legislature enacted a law stipulating that¹

" . . . the state board of education is hereby instructed to prepare a series of questions for each examination to be used in each county of the state of Kansas for the examination of teachers; and the state superintendent is hereby instructed to procure the printing of the same and distributing to the superintendents of the several counties in the state, as hereinafter provided,

"The state superintendent shall forward all questions to the superintendents of the several counties in the state of Kansas: Provided, That said questions shall be forwarded in time to reach their destination at least two days before required for use: And provided further, That said questions shall not be opened except in the presence of a majority of the examining board, on the day and hour of the examinations."

In providing for such state-wide uniformity of examinations, we see the first attempts of the state to function as a unit in the certification of teachers, outside of enacting laws making certification necessary, and providing legal requirements. We also see, in the enactment of this law, still more of the power of the county superintendent passing into the hands of others. The state was thus becoming more and more the unit of control in teacher certification, although the county still acted in actually awarding the certificates.

The same year, 1885, another act was passed by the legislature which again reorganized, to some extent, the system of county certification. Concerning the teachers' examinations, this law specified that the county board of examiners²

1. Session Laws of Kansas, 1885. Chapter 180, p. 289.
2. Session Laws of Kansas, 1885. Chapter 175, p. 281.

Sec. 2 "shall, on the last Saturday of January, October, and April, and at the close of the county normal institute, only at such places as may be designated by the chairman, (who shall give ten days' notice of each examination,) publicly examine all persons proposing to teach in the common schools of the county (cities of the first and second classes excepted), as to their competency to teach the branches prescribed by law;"

This act further limited the county certificates in that they were not valid in cities of the first and second class. These cities had been granted the power to certify teachers for their own school systems in 1876, and teachers were required to secure such certificates before they were allowed to teach in the schools of cities of these classes. County certificates had been valid in these cities before 1876, but were restricted then by the city certification law, and now, in 1885, we find them still further restricted in this sense.

Section three of the law quoted above amends the law of 1881 by changing the length of time for which county certificates were valid. This section states:¹

Sec. 3 "Certificates issued by county boards shall be of three grades: first, second and third, and shall continue in force, respectively, three years, two years, and one year."

Another section of the same act provides that:²

Sec. 6 ". . . the county superintendent may indorse unexpired first-grade certificates issued in other counties, on payment of the usual fee of one dollar, which certificates shall thereby be valid in the county in which such indorsement is made for the unexpired time of the certificate."

This provision enlarges the field in which the county certificate

1. Ibid.

2. Ibid.

was valid and was probably made because of the scarcity of teachers then prevalent in the comparatively new state of Kansas.

TEMPORARY CERTIFICATES

Temporary county certificates were also provided for in this same law. They were, however, placed under severe restrictions and their use as teachers' certificates was very limited. The portion of the act creating these temporary certificates reads as follows:¹

Sec. 7. "The county superintendent, upon request made in writing by each district, and after satisfying himself by examination of the ability and proficiency of an applicant, may grant a temporary certificate in case of necessity, valid only in the designated district, and valid only until the next regular examination by the county board of examiners: Provided, That no such temporary certificate shall be granted to any applicant who has failed in examination at the last regular meeting of the board, nor shall such certificate be granted twice to the same person."

The law regulating the certification of teachers by county examination remained as it is found here for a period of some sixteen years. The law, as found at this time, had required a period of twenty-four years for its development, during which time it was undergoing a constant change by means of amendment and repeal by the state legislature. This period of sixteen years, from 1885 to 1901, is the longest period in the history of the state in which the law regulating county certificates was not touched, but allowed to function unhampered by legislative action. It is during this time that the great development of the Normal Schools and the

1. Ibid.

other institutions of higher learning in the state was taking place and it was possible to secure certificates from the Normal Schools and from the State Board of Education which were state-wide in their scope, to say nothing of the better prepared teachers which were produced for the public schools.

In 1901, however, despite the great development of the higher institutions which were preparing teachers to enter the field, we find new attempts being made to improve the county certification regulations. The enactment of 1901 provided that the county board of examiners be composed of the county superintendent, as before, and¹

" . . . two competent persons, holders of first-grade certificates or of state certificates, or of diplomas from the state university, the state normal school, or the state agricultural college "

In this law may be seen the influence that was being exerted by the institutions of higher learning in the state. It provided for the inclusion on the board of county examiners, the better trained teachers which were being found more commonly in the schools of the state.

PROFESSIONAL CERTIFICATES

Two years later, 1903, more important changes were made in the laws regulating county certification. The most important of these changes was the addition of a professional certificate to those already issued by the county. The provision for the issu-

¹ Session Laws of Kansas, 1901. Chapter 303, p. 556.

ance of this certificate follows:¹

"Professional certificates shall certify that the person to whom issued is of good moral character, is proficient in and fully qualified to teach orthography, reading, writing, English grammar, geography, arithmetic, history of Kansas, United States history, constitution of the United States, bookkeeping, physiology and hygiene, theory and practice of teaching, elements of natural philosophy, algebra, English literature, and general history, and shall not be issued to persons under twenty-one years of age, nor to such persons as have not taught successfully thirty-two school months; provided, that the persons who receive a professional certificate shall make a general average of not less than ninety per cent., and in no case shall a person receive a professional certificate who shall fall below eighty-five per cent., in any one branch; provided, that any person who shall at any regular examination make a grade of ninety per cent. or more in any branch, the same shall be credited on a professional certificate; provided, that no grade shall be carried longer than two years, nor shall any grades be credited unless the general average shall entitle them at least to a third-grade certificate; provided also, that any person to whom a professional certificate shall hereafter be issued shall, upon the payment of one dollar fee, be entitled to a renewal of same without examination, provided, said applicant shall not have remained out of service as a teacher in the public schools longer than two consecutive years, was a regular member and attended at least ninety per cent. of the time of the county institute preceding issuance of said certificate, was a regular member and attended all of the meetings of the county association, unless excused by the county superintendent, and shall be a regular subscriber of some standard educational journal, and shall perform such other professional work as the state or county superintendent shall direct; provided further, that any person who shall, at the time of the passage of this act, be the holder of a first-grade certificate, and who shall have taught in the public schools of the state for the two years immediately preceding the expiration of such certificate, shall, on the expiration of such first-grade certificate, be issued a professional certificate on passing a satisfactory examination in each of the following branches: general history, history of Kansas, English literature, and algebra; provided, that no person shall be issued such professional certificate who shall fall below eighty-five per cent. in any one of these four branches."

Professional certificates were adopted as a means of raising the county certification requirements. They were, in effect, life

¹ Session Laws of Kansas, 1903. Chapter 424, p. 654.

certificates in that they were renewable from year to year without examination. High premiums were placed upon experience and scholarship in the issuance of these teaching certificates; the least amount of experience acceptable being thirty-two school months, which at that time constituted five years of teaching, and a general average of ninety per cent with no mark lower than eighty-five per cent. Here, a clear attempt is being made by the legislature to encourage a higher type of teacher for the public schools of the state. Improvement in service was also given great importance, attendance upon the county normal institutes and the county association meetings being compulsory for one securing this certificate. Professional reading, in the form of a standard educational periodical was also made a requirement.

In addition to the professional certificates discussed above, the three grades of certificates as found in 1881 were also issued by the counties. The requirements for the first, second, and third grade certificates were changed somewhat, however, in the law of 1903. The age at which these certificates were issued to applicants was raised from eighteen to nineteen for the first grade certificate, from seventeen to eighteen for the second grade certificate, and the third grade certificate age requirement remained unchanged, the applicant being at least sixteen years of age.

Educational requirements underwent an extensive change with the advent of the professional certificate. To the requirements for a first grade certificate were added the subjects of history of Kansas, theory and practice of teaching, algebra, and English literature. Thus the educational scope of this certificate was widened considerably. The same subjects were required for the

second grade certificate as were required for the first grade except bookkeeping and English literature. For a third grade certificate the applicant must pass an examination in all subjects required for the second grade certificate except algebra. By the addition of these new subjects to the requirements for the various teachers' certificates, and grading as described above, the first grade and professional certificates became the high school certificates of the time, while the second and third grade county certificates were the ones commonly found in the common schools.

INDORSEMENT OF CERTIFICATES

Along with the wider educational requirements for county certification the legislature of 1903 provided that¹

" . . . the county superintendent may indorse unexpired professional and first-grade certificates issued in other counties, and second- and third-grade certificates issued in counties cornering with or adjoining that in which the certificate is indorsed. . . ."

The Law governing such indorsement of certificates had allowed the indorsement of only first grade certificates issued in other counties. In this act we find again the attempt to widen the scope of the county certificate, also to encourage the exchange of teachers between counties. The interchange of teachers was further encouraged by the legislature of 1905 when it passed the act of which the following is a part:²

" . . . the county superintendent may indorse unexpired professional and first-grade, second - and third-grade certificates issued in other counties . . . which certificates shall

1. Session Laws of Kansas, 1903. Chapter 425, p. 658.

2. Session Laws of Kansas, 1905. Chapter 393, p. 653.

thereby be valid in the county in which such indorsement is made for the unexpired term of the certificate."

By this act, the clause restricting indorsement of second- and third-grade certificates to those counties which adjoined or which cornered the county in which they were issued, was removed. This permitted the still wider interchange of teachers between counties.

The same legislature passed another act which permitted the holders of professional certificates to become members of the county examining board. It also changed the regulations for the administration of the examinations as follows:¹

"The county board of examiners . . . shall, on the last Saturday of January and of October, and on Saturday of the last week of the county normal institute, together with the Friday preceding each such Saturday . . . publicly examine all persons proposing to teach in the common schools of the county . . . said board shall open each separate package of questions not earlier than the hour specified thereon by the state superintendent, and shall give the candidates the questions at the hour specified for the beginning of the examination on that subject"

This law allowed two days for the examination at each time they were given. Heretofore, one day only had been allowed for the completion of the examination. It also provided for more closely guarding the examination questions, in that only the questions for one examination were opened at one time, even to the exact time of the examination in each subject being specified.

ABSENTEE EXAMINATIONS

Another section of this law of 1905 prescribes as follows:²

"Applicants for any grade of county certificates for any

1. Session Laws of Kansas, 1905. Chapter 391, p. 651.

2. Ibid.

county of the state may write in the examination given in any other county of the state, or, if students at the State University, State Agricultural College, or State Normal School or either of its auxiliaries, at an examination conducted by the presiding officer thereof, on the questions and under the laws and regulations for the county examination; and the county examining board of any county, on receiving the papers with a properly signed certificate on a blank to be provided by the state superintendent, together with one dollar for the institute fund for each applicant, shall issue certificates as provided in case of regular county examinations."

This act made it possible for applicants for certificates to take the examinations at any place in the state where the examinations were being given. This obviated the necessity for them to travel to the county in which they were expecting to teach in order to take the examinations. It also made possible the examination of applicants for county certificates at either of the state schools of higher learning.

Special examinations were restored by this act, after the privilege of such examinations had been taken away some years before. They were provided for as follows:¹

"Each county superintendent may, if he deems it necessary, conduct a special examination at the time of the closing of normal institutes in some other county or counties; provided, that the examination conform to the law in all other respects, including the questions prepared for that examination, and it shall be the duty of the state superintendent to furnish these questions, if notified by the county superintendent ten days before the date of the examination that he has accepted fees from two or more candidates for that examination."

It will be noticed that, by the provisions of this act, it was not necessary that the special examination be conducted by the county board of examiners.

In 1907, the law governing the issuance of temporary certifi-

1. Ibid.

ates was revised. By this act temporary certificates may be issued¹

" . . . to any persons not under eighteen years of age applying therefore, when in the judgement of such county superintendent the applicant is a person of good moral character and possesses the necessary qualifications of a teacher; provided, however, that such applicant make affidavit that he has not failed in the last preceding examination for teachers' certificates in any county in this state; and provided further, that such temporary certificate, when issued, shall not be effective or in force from or after the next quarterly examination for teachers' certificates in the county wherein the same was issued."

This law is in force at the present time, having never been changed nor repealed.

Another law was enacted in 1907 which changed the professional certificates, provided for in 1903, to some extent. They were changed from one year certificates to three year certificates and the conditions upon which they were renewable read:²

"Any person holding a professional certificate shall, upon the payment of a fee of one dollar, be entitled to a renewal of said professional certificate without examination; provided, said applicant shall not have remained out of service as a teacher in the public schools longer than two consecutive years, was a regular member and attended at least ninety per cent. of the time of one of the last three institutes preceding the renewal of said certificate"

The other requirements for renewal remained the same as before.

Another change which was made in the requirements for receiving the professional certificate was the dropping of natural philosophy and the addition of elements of physics in the examination for the certificate.

1. Session Laws of Kansas, 1907. Chapter 342, p. 515.
2. Session Laws of Kansas, 1907. Chapter 341, p. 514.

PROFESSIONAL CERTIFICATES DISCONTINUED

Professional certificates were dropped from the list of county certificates by an act passed in 1911.¹

"Certificates issued by county boards of examiners shall be of three grades, namely, third grade, second grade, and first grade"

The requirements for securing county certificates of one of the three grades also underwent some extensive changes under this law. The change in requirements for third grade certificates provided:²

". . . that not more than two third grade certificates may be issued to the same individual if the applicant has taught three months, . . . and shall by a written examination secure an average grade of seventy-five per cent with no grade below sixty per cent in the following branches: orthography, reading, writing, English grammar and composition, geography, arithmetic, United States history, including Kansas history, civil government, physiology and hygiene, elements of agriculture, the principles and methods of teaching, and such other branches as the State Board of Education may prescribe."

The stipulations of this law raised the average necessary for the applicant to secure a third grade certificate and added some new subjects to the examination. Civil government was given the place formerly occupied by Constitution of the United States in the examination, and Elements of Agriculture was added.

Applicants for second grade certificates were subjected to an examination³

". . . in all the branches required for a third grade certificate, and in such other branches as the State Board of Edu-

1. Session Laws of Kansas, 1911. Chapter 277, p. 505.

2. Ibid.

3. Ibid.

cation may prescribe."

First grade certificates were issued to persons at least twenty years of age, instead of eighteen as was provided before.

Other changes in the regulations provided:¹

" . . . that by a written examination applicants shall secure an average grade of ninety per cent with no grades below seventy-five per cent in any one branch."

The scholarship under this law was somewhat higher than had been necessary before.

Holders of second grade certificates²

" . . . may retain for two years any grade of ninety per cent or more, secured at not to exceed four regular county teachers' examinations, and such grade shall be applied toward meeting the requirements for a first grade certificate, but no grades received prior to the issuance of such second grade certificate shall be so applied"

Until this provision became effective, all marks of ninety per cent or more had been applied toward meeting the requirements for a first grade certificate. Only marks received in meeting the requirements for a second grade certificate and all marks of ninety or more received after receiving such certificate were eligible to be applied on the first grade certificate now. First grade certificates were made renewable under the same provisions as those for professional certificates before this time. In addition to these provisions, the applicant might secure renewal by taking at least six weeks' professional training in some approved school during the time the certificate was in force. Under this law, no professional

1. Ibid.

2. Ibid.

reading was required in order to secure renewal of the first grade certificate.

DEFINITE EDUCATIONAL REQUIREMENTS

The most important change made by the act of 1911 was the inserting of definite educational requirements to be met before being eligible to receive county certificates. In this same section provision is made for the renewal of professional teachers' certificates, which were no longer issued, by the issuance of first grade county certificates.¹

"All professional certificates in force at the time of the passage of this act shall at their expiration be renewed by the issuance of first grade certificates, and no professional certificates shall be issued after the passage of this act; provided, that after May 1, 1913, no person shall be granted a certificate who has not completed at least one year of work in an accredited high school or its equivalent, and after May 1, 1915, no person shall be granted a certificate who has not completed at least two years of high school work, or its equivalent, and after May 1, 1917, no person shall be granted a certificate who has not completed four years of high school work or its equivalent; provided further, that this requirement shall not apply to any one who has taught at least six school months before May 1, 1912; and provided further, that the State Board of Education may make such temporary modifications of the requirements of this section as may be necessary to supply the schools with teachers."

It seems almost incredible that this could be the first time in the history of Kansas that definite provisions were made for specific educational requirements for county certification of teachers. At this time Kansas had existed as a state for fifty years, and, as we have seen, the counties of the state had been issuing teachers' certificates for the full fifty years. The

1. Ibid.

placing of definite educational requirements among the requisites for county certification is the crowning achievement of the whole evolution of teacher certification by county examination. It is the most important step to be taken since the first law of 1861 which demanded certificates of all public school teachers and provided means for obtaining them.

In 1913 the legislature further revised the requirements for obtaining county certificates as follows:¹ to the list of subjects in the examination for the third grade certificate was added

" . . . elementary science including at least an elementary knowledge of physical geography and botany."

For the second grade certificate, the subjects as previously outlined were required:²

" . . . and in addition music and English literature."

The field of subject matter included in the examination for the first grade certificate was enlarged to include³

" . . . ancient and modern history, bookkeeping and elementary science including an elementary knowledge of physical geography, botany and physics. . . ."

Changes in the educational qualifications were also made in this year. This change provides as follows:⁴

" . . . after May 1st, 1914 no person shall be granted a second grade certificate who has not at least one year's credit in a high school, or the equivalent thereof as provided by the state board of education, and no person after May 1st,

1. Session Laws of Kansas, 1913. Chapter 268, p. 450.

2. Ibid.

3. Ibid.

4. Ibid.

1914 shall be granted a first grade certificate who has not at least two years credit in a high school or the equivalent thereof; and it is especially provided that credit in a high school as before mentioned may be obtained either by resident attendance or by an examination on the subjects comprising the course of study for said high schools. In all cases where high school credit is obtained by examination rather than by resident attendance upon such high school the questions shall be prepared by the state board of education and the papers shall be graded by the state board of education."

FIRST GRADE CERTIFICATES MADE STATE-WIDE

A very important change was made by the legislature of 1915 when it enacted a law of which the following is a section:¹

"Three-year elementary certificates may be issued by the State Board of Education to persons who hold first grade certificates issued by boards of county examiners and to persons holding certificates issued by examining boards in cities of the first or second class, providing that such persons have completed a four year course of study in a high school approved by the State Board of Education and in addition thereto have completed a two-year course of study in a normal school, college, or university accredited by the State Board of Education; or who, in lieu of taking such two year course in a normal school, college, or university have had four years of successful experience in teaching, satisfactory evidence of which shall be submitted to the State Board of Education. The three year elementary certificate thus issued shall be valid in any elementary school in the state. The three year elementary certificates herein provided for may be renewed successively for three year periods, provided that the holders comply with such regulations as the state board may make for such renewal."

This change permits a county certificate to become state-wide in its scope in one of two ways: namely, attending one of the institutions of higher learning; or by teaching four school years on the county certificate. This change, however, applied only to county certificates of the first grade and to certificates issued by cities of the first and second class. It places a great pre-

¹. Session Laws of Kansas, 1915. Chapter 298, p. 388.

mium upon experience and at the same time encourages the higher educational institutions as teacher training agencies. The provisions made for renewal of these state elementary certificates made them practically life certificates at the discretion of the State Board of Education.

Such a change as that described above was very important to the teachers of the State, particularly to those holding first grade county certificates, but it necessitated the raising of the requirements for obtaining this certificate. As a consequence of this necessity, the legislature, in the same act, raised the requirements, both as to the amount of education necessary and to the subject matter of the certificate examinations. Under this act, the subjects included in the examination for the third grade certificate were¹

" . . . spelling, reading, writing, English grammar and composition, geography, arithmetic, United States history, Kansas history, civil government, physiology and hygiene, the elements of agriculture, elementary general science, English classics, and the principles and methods of teaching."

This act also limited third grade certificates in that²

" . . . A third grade certificate shall not be issued to any person who has previously held two certificates of the third grade if such person has taught seven months."

Requirements for the second grade county certificate were also raised by this act. These certificates were issued to those³

" . . . who have taught successfully not less than seven school months and who by written examination shall secure an

1. Ibid.
2. Ibid.
3. Ibid.

average grade of eighty with no grade below sixty in all branches required for a third grade certificate, and in the elements of music the examination in which shall be confined to the questions prepared by the State Board of Education and shall not require singing by the applicant; and who in addition thereto have completed a one-year course of study in a high school approved by the State Board of Education or the equivalent thereof . . . provided, that certificates of the second grade may be issued to persons who have had no previous experience in teaching if such persons have completed a four-year course of study in a high school approved by the State Board of Education and are otherwise qualified as herein provided."

Although this section raised the educational qualifications necessary for securing second grade county certificates, the most significant step represented by this section is the placing of greater emphasis upon the training of the applicant previous to applying for this certificate.

In order to meet the exigency of the law previously quoted, the legislature made the following regulations for obtaining the first grade county certificate:¹

"Certificates of the first grade may be issued to persons . . . who have taught successfully not less than fourteen school months and who by written examination shall secure an average grade of ninety with no grade below seventy-five in all branches required for a second grade certificate, and in English history and the elements of physics, and who in addition thereto have completed a two-year course of study in a high school approved by the State Board of Education or the equivalent thereof . . . provided, that all grades of ninety per cent or higher recorded on a normal training certificate or on a second grade certificate and all grades of ninety per cent or higher secured in subsequent county teachers' examinations while said normal training certificate or certificate of the second grade is in force may be applied towards meeting the requirements of a first grade certificate."

1. Ibid.

Renewal of these certificates was granted¹

" . . . upon the payment of a fee of one dollar to be turned into the normal institute fund if it is shown that the holder has attended at least ninety per cent of the time of three five day institutes or of one four weeks' institute or has attended some approved school for six weeks during the period for which the certificate was issued; and provided that the applicant shall have performed such professional work as the county superintendent shall prescribe for the renewal of first grade certificates."

PROVISION FOR HIGH SCHOOL CREDIT

It will be noticed that in the sections quoted above that mention is made of securing high school credit or "the equivalent thereof." Provision for securing high school credit is made so that the applicant for a certificate may secure credit²

" . . . either by resident attendance in a high school approved by the State Board of Education or by an examination in subjects selected from the first two years of the high school course prescribed by the State Board of Education. Subjects comprising three units of high school credit shall be accepted as equivalent to one year of high school attendance and subjects comprising seven units of high school credit shall be accepted as equivalent to two years of high school attendance. In order to secure credit by resident attendance the applicant must present to the county superintendent a statement signed by the principal of the high school showing the grades secured in each subject; and said statement shall be presented on a form furnished by the state superintendent of public instruction and shall be attached to the certificate when issued or recorded thereon and countersigned by the county superintendent. An examination of applicants for high school credits shall be held in each county of the state on the third Friday of May and the succeeding Saturday of each year under such rules as the State Board of Education may prescribe. Notice of this examination shall be given by the county superintendents and the examination shall be conducted by the board of county examiners . . . The questions shall be forwarded to the county superintendents by the state superintendent of public instruction. The package containing the

1. Ibid.

2. Ibid.

questions shall not be opened except in the presence of a majority of the examining board on the day and hour for the examination. Immediately at the close of the examination the papers shall be securely wrapped and sealed and sent to the state superintendent of public instruction and said manuscripts shall be graded under the direction of the State Board of Education . . . The grades shall be recorded in the office of the state superintendent of public instruction, and a statement of the same shall be sent to the applicant and a duplicate to the county superintendent of the county in which said applicant took the examination and said statement shall be attached to the certificate when issued or recorded thereon and countersigned by the county superintendent."

This act made it possible for persons wishing to take out county certificates to obtain the necessary high school credit without being in actual attendance in a high school. The legislature, however, in another section of the same act, made it unnecessary for the holders of first grade certificates, at the time this law was enacted, to obtain the high school credits as specified in the section dealing with the requirements for first grade certificates. It is also provided in this act that successful teachers who have taught at least twenty-one school months, which constituted three school years as was then required by law, were also exempt from the high school credit requirements for securing certificates.

THIRD GRADE CERTIFICATES DISCONTINUED

The legislature of 1925 made more important changes in the county certification laws. In this year, the certificates issued by county boards of examiners were limited to certificates of¹

" . . . second grade and first grade; and said certificates shall be valid only in elementary schools in the county in which they are issued for terms of two years and three years respectively . . . "

1. Session Laws of Kansas, 1925. Chapter 225, p. 301.

The qualifications and requirements necessary for securing a second grade certificate were revised to read:¹

"Certificates of the second grade may be issued to persons of good moral character and not less than eighteen years of age who by written examinations shall secure an average grade of 80% with no grade below 70% in the following branches: Spelling, reading, writing, English grammar and composition, geography, arithmetic, United States history, Kansas history, civil government, physiology and hygiene, elements of agriculture, elementary general science, English classics, principles and methods of teaching, and in the elements of music."

For the first grade certificate the applicants must be²

". . . not less than twenty years of age who have taught successfully not less than sixteen school months and who by written examination shall secure an average grade of 90% with no grade below 75% in all branches required for a second grade certificate, and in English history and algebra; and who in addition thereto have completed a four-year course of study in a high school or academy approved by the state board of education . . . nothing herein shall prohibit the renewal from time to time of any first-grade certificate in force at the time of the passage of this act, if the holder shall meet the professional requirements of the county superintendent."

It may be easily seen that the requirements for the two grades of county certificates, as described in this legislation of 1925, are considerably higher than ever before in the history of Kansas. This act was the first to require four years of high school work for eligibility to a first grade certificate. Although no high school work is required for a second grade certificate, the subjects named in the examination for these certificates make it necessary that at least some high school work be taken by the applicant before he will be able to pass the examination. The examination marks required for second grade certificates were also

1. Ibid.

2. Ibid.

raised so that no marks below seventy per cent might be used in obtaining a certificate, while the average remained the same, eighty per cent. The provision for the renewal of first grade certificates in force at the time of the passage of this act, was made in order that the schools would not suffer a shortage in the number of teachers, it being impossible for those teachers holding first grade certificates to renew them by meeting the requirements of this law while teaching school. The change made in the experience requirement from fourteen school months to sixteen months was made because of the change from a minimum term of seven months to a minimum term of eight months in the public schools of the State. Heretofore, fourteen months had constituted two years of actual teaching experience, while the eight month term made sixteen months the equivalent of two years of teaching work.

There was some change made in the indorsement of county certificates by this act. Heretofore, certificates presented to the county superintendent for indorsement were indorsed regardless of teaching conditions in the county indorsing the certificate. The law of 1925 made indorsement optional with the county superintendent, and he might exercise his judgement as to the necessity or the lack of necessity for teachers to come into the county from other counties.

Renewal priveleges for the first grade certificates issued under the act of 1925 were based upon ninety per cent attendance at two county normal institutes and the performance of other professional duties as prescribed by the county superintendent.

SUMMARY

1. County certification of teachers was begun in Kansas in 1861, only five months after the State had been admitted to the Union. It has undergone a constant change, there being very few sessions of the legislature in which the law regulating the issuance of these certificates was not changed in some way. It is true that the legislative changes have always been in the direction of higher standards for these certificates and for the betterment of the teaching profession in Kansas through the higher qualifications constantly being demanded for securing county certificates. The acts in which changes were made were enacted in response to a felt need for better trained teachers for Kansas' public schools.

2. The certification of teachers by the counties may be divided into several periods, each succeeding period representing an important change over the one preceding. The first of these periods, 1861-1869, may be called the period of the county superintendent. During these eight years, the county superintendent was the all-powerful figure in teacher certification in Kansas. Under the law then existing, he examined anyone presenting themselves to him as teachers, and was the sole judge as to the qualifications of the candidate. Until 1864, he administered the teachers' examinations either publicly or privately and at any time or place. In this year, the legislature made all teachers' examinations public and specified that they be given at a designated time and place.

3. In 1869 the county board of examiners was created by the

legislature, thus taking some of the certificating power from the county superintendent. It was made the function of this board to examine all candidates for county certificates and to grant certificates to those candidates who were successful in passing the examination. This board exists at the present time and its functions have changed but little during the sixty year period of its existence.

Graded certificates were first created by an act of the legislature of 1876, which act also prescribed the necessary qualifications for securing each grade of certificate.

4. The year 1885 saw some important changes in the certification laws, in the form of provisions for uniformity of examinations, indorsement of county certificates for use in other counties, and the issuance of temporary certificates. It was also provided in this act that the questions for the teachers' examinations be made by the State Board of Education.

5. Professional certificates were created by an act passed in 1903. These were certificates of higher qualifications and were simply added to the three grades of county certificates already in existence. They were, in reality, life certificates, being renewable from time to time without any further examination. The professional certificates thus created, did not last long, however, being replaced by a higher type of first grade certificate in 1911. In this year, high school credit was demanded as a prerequisite for obtaining first grade certificates, six months of teaching, however, satisfying the requirement for high school work. The professional certificates issued from 1903 to 1911 were renewed by these new first grade certificates.

6. The third grade county certificates which had been issued since 1876, were eliminated in 1925, provision being made for only two grades of county certificates. These are the first and second grade county certificates which we know today. The requirements for obtaining the first grade certificates were raised to sixteen months of teaching experience and four years' work in an accredited high school. Completion of a four year course in an accredited high school was not required in the law of 1925 for obtaining a second grade certificate; neither was any teaching experience required for this certificate in this law.

7. This, then, is a brief resumé of the development of county certification of teachers as set forth in the foregoing chapter. Perhaps a brief discussion here would tend to clarify the present functioning of this method of teacher certification.

The county certificates issued are of two grades: first and second. First grade certificates may be obtained by the graduates of an accredited high school who are able to pass the required examination with a general average of ninety per cent, and with no marks below seventy-five per cent. The applicant must be at least twenty years of age and have not less than sixteen school months (two school years) of teaching experience. The examination for first grade county certificates covers the following subjects: spelling, reading, writing, English grammar and composition, geography, arithmetic, United States history, Kansas history, civil government, physiology and hygiene, the elements of agriculture, elementary general science, English classics, principles and methods of teaching, elements of music, English history, and algebra. Marks of ninety per cent or more may be transferred from the examination

for the second grade certificate, and from examinations taken during the time the second grade certificate was in force.

8. The requirements for the second grade certificate are somewhat lower than those for the first grade certificate. The applicant for this certificate need be only eighteen years of age and must make a general average of eighty per cent in the examination with no marks below seventy per cent. The candidate for the second grade certificate need not be a graduate of a high school, and no teaching experience is required. The examination for this certificate embraces the following subjects: spelling, reading, writing, English grammar and composition, geography, arithmetic, United States history, Kansas history, civil government, physiology and hygiene, elements of agriculture, elementary general science, English classics, principles and methods of teaching, and elements of music.

9. Renewal of first grade county certificates may be obtained upon the payment of a fee of one dollar, the attendance of at least ninety per cent of the time of two county normal institutes, and the performance of such professional work as may be required by the county superintendent. The professional work required for the renewal of first grade county certificates usually consists of participation in the work of the reading circle and the reading of some standard educational periodical. In the case of teachers who are teaching in a county other than that in which their certificates were issued, renewal of first grade certificates may be made in the county in which they are teaching, by the fulfillment of the requirements for renewal as stated above.

The renewal of second grade county certificates is not pro-

vided for by law, but neither is it provided that they may not be renewed. No limit is set upon the number of second grade certificates that may be issued to one applicant, as was done in the case of the now obsolete third grade certificate.

10. County certificates may be issued in counties other than that in which they are issued only if they are indorsed by the county superintendent of the county in which the holder of the certificate desires to teach. Both grades of county certificates are eligible for indorsement, which is only made at the option of the county superintendent. In the event indorsement is made, the certificate is valid in the county in which it is indorsed for the remainder of its term of issue. The indorsement being optional with the county superintendent, he may refuse to indorse county certificates from other counties in order to protect those who hold certificates issued in his county and are teaching within his county.

11. County teachers' examinations are held on the last Friday and Saturday of January, and on the last Friday and Saturday of October, and on Saturday of the normal institute. The place of holding these examinations is determined by the county superintendent and they are usually held at the county seat of each county of the state.

12. Questions for the examinations are prepared by the State Board of Education and are sent to each county superintendent by the State Superintendent of Public Instruction. These questions are protected by law, in that they are not opened until the hour for each examination, and the time of the examination in each subject is specified by the State Superintendent.

CHAPTER III

THE NORMAL SCHOOLS

The normal schools are the oldest institutions for the training of teachers in Kansas. Although teacher certification was demanded by the law of 1861, teachers were not receiving any particular preparation to fit them for positions as teachers in the public schools until 1865, when the first State Normal School was opened at Emporia. True, there had been some so-called teacher training prior to this time in the denominational schools and academies of the State, but the Emporia institution was the first in Kansas to be established for the purpose of training teachers.

The normal school, although not actually in operation in Kansas until 1865, was no new development. Other states of the Union had had normal schools in successful operation for some time, and the necessity for trained teachers for the schools of Kansas was foreseen at the time of the framing of the State Constitution. Article VI, Section 2 of the State Constitution makes provisions for the encouragement of schools by the state legislature, and among the schools mentioned here, the normal schools are given a prominent place. The framers of the State Constitution were no doubt greatly influenced by the success of the normal schools of other states, and the higher qualifications of teachers in these states. At any rate, there were provisions made for the establishment of teacher training institutions in Kansas early in the history of the State.

THE EMPORIA INSTITUTION

The first normal school in Kansas was established by an act of the legislature approved March 3, 1863, and was located at Emporia. The act establishing this school reads as follows:¹

"Section 1. That there be and is hereby established and permanently located at the town of Emporia, in Lyon County a State Normal School, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education, and in the mechanic arts, and the fundamental laws of the United States, and in what regards the rights and duties of citizens; provided that a tract of land, not less than twenty acres adjacent to said town of Emporia, be donated and secured to the State, in fee simple, as a site for said Normal School, within twelve months from the taking effect of this act.

"Section 2. That the Governor of the State is hereby empowered to appoint three commissioners, which commissioners, or a majority of them, shall meet in Emporia, aforesaid, on or before the first day of September, 1863, and, having taken an oath to faithfully discharge their duties, shall proceed to select the aforesaid site, and see that a good and sufficient deed be made to the State for the same, which deed shall be duly recorded in the records of the Recorder of Deeds for Lyon County, aforesaid, and deposited with the auditor of the State; and on the site thus selected by the commissioners aforesaid, the State Normal School shall be forever located; and said commissioners shall make a full report of their proceedings to the Governor on or before the first day of January, 1864.

"Section 3. That all lands granted to the State of Kansas and selected by said State, adjoining, or as contiguous as may be to each of the salt springs belonging to said State, and granted by the fourth sub-division of the third section of an act of Congress entitled, "An act for the Admission of Kansas into the Union," approved, January 29th, 1861, save and except the salt springs, and the section of land upon which each of the said salt springs are located, and one additional section, are hereby set apart and reserved as a perpetual endowment for the support and maintenance of the Normal School established and located by this act.

"Section 4. That all moneys derived from the sale, rent or lease of the lands aforesaid, shall be invested in the

1. Session Laws of Kansas, 1863. Chapter 57, p. 93.

stocks of the United States, the State of Kansas, or some other safe and reliable stocks, as the Legislature may determine, yielding not less than six per centum per annum upon the par value of said stocks, and that the money so invested shall constitute a perpetual fund, the principal of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated by the Legislature of the State of Kansas, to the support and maintenance of the Normal School established and located by the provisions of this act, and to the further purpose of constructing and keeping in repair a suitable building or buildings for the said Normal School; but to no other purpose or purposes whatever.

"Section 5. The Legislature may, at any time, alter, amend, or repeal this act, but such alteration, amendment, or repeal shall not cause a removal of said Normal School, nor operate as a diversion or diminution of the endowment fund herein provided for."

The provisions of the establishing act quoted above were fulfilled and the legislature enacted a law in 1864 by which the Kansas State Normal School at Emporia was organized.¹

"Section 1. That the State Normal School . . . shall be under the direction of a board of directors, and shall be governed and supported as hereinafter provided"

"Section 5. Said board of directors shall have power to appoint a principal and assistant, to take charge of said school, without expense to the State, and such other teachers and officers as may be required in said school, and fix the salary of each, and prescribe their several duties. They shall also have power to remove either principal, assistant or teacher, and to appoint others in their stead. They shall prescribe the various books to be used in such school, and shall make all the by-laws necessary for the good government of the same.

"Section 6. Said board shall also establish an experimental school in connection with said Normal School, in which the pupils shall have opportunity to practice the modes of instruction and discipline inculcated in the State Normal School; and said board shall make all the regulations necessary to govern and support the same, and may, in their discretion, admit pupils free of charge for tuition, and without expense to the State"

"Section 8. The board of directors shall ordain such

¹. Session Laws of Kansas, 1864. Chapter 99, p. 182.

rules and regulations for the admission of pupils to said Normal School as they shall deem necessary and proper. Every applicant for admission shall undergo an examination in such manner as may be prescribed by the board, and if it shall appear that the applicant is not a person of good moral character, such applicant shall be rejected. The board of directors may, in their discretion, require any applicant for admission to said school other than such as shall be by law entitled to admission free, and who shall prior to such admission, sign and file with said board a declaration of intention to follow the business of teaching common schools in this State, to pay or secure to be paid such fees for tuition as the board shall deem reasonable.

"Section 9. That each representative district in this State shall be entitled to send one pupil each term of twenty-two weeks of said school, said pupil to be recommended by the representative of the district to the board of directors; the person thus recommended shall be admitted free of tuition: Provided, the applicant shall be of good moral character, and shall sustain a satisfactory examination, and sign a declaration of intention to follow the business of teaching common schools in this State: And Provided Further, that pupils may be admitted without signing such declaration of intention on such terms as the board of directors may prescribe; and said board of directors are hereby authorized to make such order as they may deem proper for the separate education of white and colored pupils in said institution, securing to them equal educational advantages.

"Section 10. After said Normal School shall have commenced its first term, and at least once in each year thereafter, it shall be visited by three suitable persons, not members of said board, to be appointed by the Superintendent of Public Instruction, who shall examine thoroughly into the affairs of the school and report to the Superintendent their views with regard to its condition, success, and usefulness, and any other matters they may judge expedient. Such visitors shall be appointed annually.

"Section 11. It shall be the duty of the Superintendent of Public Instruction, once at least in one year, to visit said Normal School, and he shall annually make to the Legislature a full and detailed report of the doings of the board of directors, and of all their expenditures and the moneys received for tuition, and the prospects, progress and usefulness of said school, including so much of the reports of said visitors as he may deem advisable.

"Section 12. Lectures on chemistry and comparative anatomy, physiology, astronomy, and on any other science, or any branch of literature that the board of directors may direct, may be delivered to those attending the said Normal School, in such manner and on such terms and conditions as the said

board may prescribe.

"Section 13. As soon as any person has attended said institution twenty-two weeks, said person may be examined in the studies required by the board in such manner as may be prescribed, and if it shall appear that said person possesses the learning and other qualifications necessary to teach a good common school, said person shall receive a certificate to that effect from the principal to be approved by the Superintendent of Public Instruction; and as soon as any person shall have completed the full course of instruction in the State Normal School, he or she shall receive a diploma, which, when signed by the President of the institution, State Superintendent of Public Instruction, and the board of directors of said school, shall be evidence that the person to whom such diploma is granted is a graduate of the State Normal School, and entitled to all the honors and privileges belonging to such graduate, and such diploma shall serve as a legal certificate of qualification to teach in the common schools of this State."

These legislative enactments form the basis upon which the training of teachers in Kansas was begun. From the foregoing laws, the regulations under which the school was organized were: (1), the school was under the direct supervision of a board of directors which consisted of the Secretary of State, the State Treasurer, the State Superintendent of Public Instruction, and six members appointed by the Governor; (2), the school was under the management of a principal appointed by the board of directors who also prescribed his duties and made the by-laws under which the school was governed; (3), the text-books used in the school were prescribed by the board of directors; (4), the regulations governing admission to the school were made by the board of directors, except that candidates for admission were required by law to submit to an examination prescribed by the board of directors; (5), certain pupils who were recommended by the representative to the State legislature from each district in the State were

admitted free, all others paying tuition in an amount deemed by the board of directors to be reasonable; (6), a committee of visitors which was appointed by the State Superintendent must visit the school each year and report to him upon its condition, success, and usefulness, and any other matters which seemed to them necessary; (7), the school must be visited each year by the State Superintendent who reported to the legislature concerning the activities of the board of directors, all money passing through their hands, and the prospects, progress, and usefulness of the school; (8), the course of study required by law included: lectures on chemistry, comparative anatomy, physiology, astronomy, and any other subjects that were prescribed by the board of directors; (9), any person who had attended twenty-two weeks may be examined as required by the board of directors and, passing this examination to their satisfaction, be given a certificate to that effect by the Principal; (10), upon the completion of the full course of study, a person was granted a diploma which was a legal certificate to teach in the public schools of the State.

THE COURSE OF STUDY

The above legal requirements were met and the school, under the direction of Mr. Lyman B. Kellog as principal, opened for work on February 15, 1865. There were eighteen pupils in the school at the beginning of the first term, with only one teacher. It may be of interest to reproduce the course of study used in this school during its first year of operation. The course of study, as out-

lined by Mr. Kellog, follows:¹

"The following grouping and outline of studies - essentially the same as in the Normal University of Illinois - may be taken as a near approximation of what will be followed here.

"Division I - Language.

Reading. - First Term - Analysis of words according to their elementary sounds; phonetics, articulation and pronunciation. Compass and flexibility of voice. Analysis of words according to their derivation and formation.

Second Term - Modulation, Prosody. Particular attention paid to etymologies of English words. Commence study of authors.

Grammar. - Etymology during the first half of the term. Office of each part of speech in the construction of sentences. Critical parsing. Analyze and parse sentences of various kinds. Tabular analysis of sentences.

Second Term - Analysis and construction of sentences continued. Rules of syntax and their application. Capitalization. Consideration of abridged propositions and idiomatic forms and constructions. Daily exercise in the correction of false syntax.

Rhetoric. - Formation of the English language. Literary taste. Figurative language. Style and its varieties. Punctuation. Composition. Analysis and amplification of subjects.

Literary Criticism. - Examine the style of the best English authors of different periods. Critical study of Shakespeare. - Study particularly the style of Milton, Addison, Goldsmith, Irving, etc. Compositions during the term.

History of English Literature. - Rise and development in England and America, of poetry, history, romance, the essay, oratory and metaphysics. Principal authors in each department. Newspapers, reviews and magazines. English literature compared with that of other nations. Orations and essays written and delivered or read in the presence of the students.

"Division II - Mathematics.

Arithmetic. - First Term - The decimal system; including decimal fractions, so called. Factoring and its application to common multiples and divisors. Fractions. Compound numbers.

Second Term - Analysis. Ratio and Proportion. Percentage with its application to Loss and Gain, Commission, Insurance, etc. Percentage with time; including interest, discount, exchange (inland and foreign), partnership, and equation of payments. Extraction of second and third roots of numbers. Duodecimals. Alligation.

The remaining studies of this department are Algebra, Geometry, Trigonometry, Physics and Astronomy.

1. "Report of the Principal of the Kansas State Normal School to the Board of Directors." 1865. pp. 7-9.

"Division III - Geography and History.

Geography. - First Term - General principles of geography. Execution of maps and outline of South America. Description of Andes Mountains and countries containing them. Remaining countries of South America. Map and Outline of Great Britain. Astronomical Geography.

Second Term - Outline and map of North America. Russian and British America. States and Territories of the United States. Mexico, Central America, etc.

Third Term - Outline of Europe and Asia. Physical geography.

United States History. - Voyages, discoveries and Indian Tribes. Colonial History. French War and Revolution. Subsequent history, with a special study of Kansas and the late rebellion.

Ancient History. - Early Asiatic Nations. Grecian and Roman History. Most prominent events of Middle Ages. Britons.

"Division IV - Natural Science.

The studies belonging to this division are Chemistry, Botany, Anatomy and Physiology, Zoology, Geology.

"Division V - Professional.

Theory and Art of Teaching. - Six terms are occupied in this department with the study of the Science, Methods and History of Education. The course, of necessity, takes a somewhat wide range, so that only a part of the topics can here be enumerated: (1) The organization and classification of Schools. Programme of daily exercises. The Recitation. School Government. Motives. The incentives which a teacher may allow to act upon himself or his pupils. The conscience - how it should be educated. (2) The Order, in time, of the development of the Mental Faculties, and the exercises best adapted to encourage their growth. The special purpose of each faculty, and the means to train it. Laws of Bodily Health: Ventilation, Posture, Gymnastics. Formation of Courses of Study. Mental Philosophy precedes and is made the basis of instruction in this part of the course. (3) History of Systems and Methods of Education. Biographies of Eminent Teachers. (4) Primary Instruction. Object Teaching. Grading of Schools. Drill Exercises in Teaching - Observation and Practice in the Model School. (5) The Constitution of the United States and of the State of Kansas. Duties of teachers as citizens. (6) The school laws of Kansas. School Supervision and school management. School-house Architecture. Practice in the Model School. General teaching exercises in the Normal School.

"A special feature of the course is the attention paid to Singing and Penmanship. Proficiency in these adds much to the success of the teachers' labors. Every one can acquire the principles upon which the science of music is based; and most can become good singers. The first is insisted upon and

opportunity given for all to acquire the art of singing. The drill in this department partakes of the same thoroughness as that in arithmetic and grammar.

"The instruction in Penmanship is based upon the Pestalozzian idea of reducing each subject to its elements, which are first to be presented and familiarized, before passing to the more complicated forms. Students are not only required to practice in their books, but on the blackboard, with and without copies, subject to the criticism of the class.

"The results attained in singing and writing are commensurate with the pains taken, and fully demonstrate the utility of the plans adopted."

DEVELOPMENT OF THE EMPORIA INSTITUTION

With the above course of study as a beginning, the Kansas State Normal School at Emporia has changed and expanded its curriculum until, at the present time, the school offers a wide variety of subjects for the training and specialization of teachers. This growth, however, has not been rapid; by the addition of departments from time to time during the complete history of the school the development has taken place. The significant developments began in 1880 with the addition of a regular course in Gymnastics and Calisthenics Instruction. Before this time, gymnastics had been a subject in the curriculum, but not from the teaching standpoint; it was taught merely as a measure of safeguarding the health of the students in the school. In 1888, the Kansas State Normal School at Emporia began to specialize teachers in drawing, language, science, reading, and music. The need for such specialization was felt through the development of the high schools which called for more specialized teachers. In the same year, the President of the Emporia institution made a request to the Board of Regents for equipment for teaching manual training. The first regulations for advanced standing in the Kansas State Normal School

at Emporia were made in 1890, and were as follows: (1) Graduates of the arts courses in other schools were admitted to the senior year of the Normal School. The faculty designated the subjects to be pursued by such students. (2) Graduates of high schools and academies were admitted to the second year of the normal school course. In these cases also, the faculty designated the subjects to be taken. (3) In all cases of advanced standing, however, a review of the common branches was demanded of such students. The equipment for the manual training work was received in 1890 and some work was begun in this department. It was not until 1898, however, that a regularly employed teacher was engaged to organize the manual training department. One of the most significant advances made was the organization of summer classes in the Kansas State Normal School at Emporia. Summer classes were organized in 1890 or 1891 and immediately proved to be popular with the teachers of Kansas, the work of this department being extremely beneficial to the teachers of the State. By attending the summer sessions, they were able to increase their professional training and at the same time remain actively engaged in teaching in the schools of the State.

The first mention of a degree came in 1898, when the degree of Bachelor of Pedagogy was issued to the graduates of the Kansas State Normal School at Emporia. The year 1898 also saw some significant changes taking place in the curriculum; the school recognizing German and French in lieu of Latin. Child Study was also added to the curriculum in this year.

In 1902 the diploma requirements became four years' attendance in the Normal School. The degree of Bachelor of Arts in Education

was issued to the graduates of the four year course in 1908, and in that same year, the two year life diploma course and the two year kindergarten course were introduced.

Commercial work was begun in the school in 1906, and a course in library work was introduced into the school in 1902.

Since 1913 the leading degree issued by the institution has been the Bachelor of Science in Education. The life certificate course of two years work was continued after the advent of this new degree and the Kansas State Normal School at Emporia also issues a three-year State Certificate for the completion of a specified course one year in length. Other degrees issued by this institution are the Bachelor of Science in Commerce, and the Bachelor of Science in Music. In 1923, the name of the Kansas State Normal School at Emporia was changed by the legislature to the Kansas State Teachers College of Emporia. The legislature of 1929 empowered the Kansas State Teachers College of Emporia to grant the degrees of Master of Science and Bachelor of Arts.

The foregoing paragraphs sketch briefly the salient points in the development of the Kansas State Teachers College of Emporia. Its beginnings were small, but the school has grown and developed until it is now nationally known as an outstanding teacher training institution.

OTHER TEACHER TRAINING INSTITUTIONS

Due to agitation by the people of northern Kansas favoring the establishment of a normal school in that part of the State, the legislature, in 1870, passed an act complying with their de-

mands. The sections of this act locating and organizing this normal school follow:¹

"That there shall be established in northern Kansas one normal school: Provided, That in any town or city of said district there shall be established and in successful operation a thoroughly graded system of schools: and, Provided further, That such a town or city shall give to the state the use of suitable rooms and apparatus for the successful working of said normal school, free of charge; the exclusive purpose of said school shall be the instruction of persons in the art of teaching, and in all the various branches of education that pertain to the qualification of teachers in the public schools of the state.

"The governor, secretary of state and the superintendent of public instruction shall constitute a commission whose duties shall be to receive proposals from any town or city of any judicial district which may comply with the conditions of section one of this act for the establishment of a normal school in said city or town; said commissioners shall meet, or a majority of them, at Topeka, on the tenth day of March A. D. 1870, and annually thereafter, to examine said proposals, and to locate said school in that place where, in their judgement, the best facilities are offered.

"Directors. The board of directors of such normal school shall consist of twelve members, nine of whom shall be nominated by the board of education of the town or city where the normal school is located, and these nominations shall be subject to the confirmation of the state superintendent of public instruction, and the three (3) shall be appointed by the state superintendent outside of the county in which said normal school is located, and no member of said board shall receive any compensation for services as director; the term of office shall be six years, but the first board shall contain but four members for the full term, four for a fractional term of four years, and four for a fractional term of two years; they shall hold their offices until their successors are appointed, and all vacancies shall be filled as above provided, by appointment by the board of education and confirmation of the superintendent of public instruction.

"Said board of directors shall have power to appoint officers, fix salaries, prescribe books to be used in said school, courses of instruction, and to make all the regulations necessary for the successful working of said school.

"Said board is hereby authorized to constitute any or all of the graded schools of said town or city as an experimental

1. Session Laws of Kansas, 1870. Chapter 103, p. 218.

department in which the advanced pupils of the normal school shall have the opportunity to observe and practice the modes of instruction and discipline inculcated in the normal school.

"That each representative and senatorial district of the state shall be entitled to send and have one pupil in each normal school during each separate course of instruction; said pupil must be recommended by the representative of the district to the board of directors, and be a resident of the district; the pupil thus recommended shall be admitted free of tuition: Providing, The applicant shall be fifteen years of age, shall be of good moral character, and shall sustain a satisfactory examination and sign a declaration of intention to follow the profession of teaching.

"If any representative district shall fail to represent itself by any pupil in any of the said normal schools, their places may be supplied by any other representative district of the state, the manner of appointment being the same as in section 8th.

"After any normal school shall have commenced its first term, and at least once in each year thereafter, it shall be visited by three suitable persons, not members of the normal board, who shall be appointed by the superintendent of public instruction, who shall examine minutely the various departments of the school, and report in writing to the superintendent of public instruction their views with regard to its condition, and any other matters they may judge expedient; such visitors shall be appointed annually.

"It shall be the duty of the superintendent of public instruction once, at least, in each year to visit each normal school, and annually make to the legislature a full and detailed report of the doings of the board of directors, and of all their expenses, and the moneys received from every source, and the prospects, progress and usefulness of said school.

"The board of education of any town or city having a thoroughly graded system of schools, with a high school department in successful operation, is hereby authorized to make proposals to the state normal commissioners for the location of a state normal school, and to furnish suitable rooms and apparatus for the successful operation of said normal school; and the said board of education may, if they see proper, furnish the use of the public school buildings and apparatus for such purpose."

There is great similarity between the law above and the law establishing the Kansas State Normal School at Emporia. This normal school is not located definitely in any one city, as was

the one at Emporia, but is located by a commission which considers the proposals submitted to it. It is obvious that this provision was inserted into the law in order to locate the normal school in the city showing the greatest interest. Other than this, the establishing laws for the two schools mentioned are essentially the same.

The normal school founded under this act of the legislature was located by the commission in the city of Leavenworth. Little is known of its work, except for the fact that it trained many teachers during the period of its existence. This school, the state appropriations for which were limited by legislative act to six thousand dollars per year, flourished for a period of six years, doing a good work considering the limited facilities that could be had with such a small appropriation. There is no record of its abolition by the legislature, but it went out of existence in 1876, having functioned as a teacher training institution for six years.

Under permission granted by the same legislative act of 1870 a normal school was located at Concordia, in north-central Kansas. This school was founded in 1872. Lasting as it did, only two years, it is doubtful if it ever opened its doors to actually conduct teacher training work. No legislative appropriations were ever made for it, so it is obvious that it could not function as a unit of the State Normal School System.

THE FORT HAYS STATE NORMAL SCHOOL

From 1876, then, in which year the state normal school at

Leavenworth ceased to function as a teacher training institution, the normal school work under state auspices was carried on by the Kansas State Normal School at Emporia. This condition endured until 1901, when the Western Branch of the State Normal School was founded at Fort Hays. The pertinent sections of the law establishing this school are quoted below:¹

"The boards of regents of the State Agricultural College and of the State Normal School, respectively, are hereby authorized to locate and establish an experimental station of the State Agricultural College and a branch or auxiliary of the State Normal School on the Fort Hays military reservation.

"The said board of regents of the State Normal School shall employ a principal and such assistant teachers and janitors as the needs of the school may demand; shall prescribe the course of study, not extending over more than two years, conditions of admission, and such other regulations as may be required for its successful conduct; provided, that such course of study shall embrace only such branches as may prepare pupils for the advanced academic and professional work provided at the State Normal School at Emporia.

"All persons meeting the requirements for admission prescribed by the board of regents shall be admitted to said school; and on declaring their intention to fit themselves to teach in the schools of Kansas shall be exempt from all fees, save a small matriculation fee, which the board of regents may require. Students not intending to teach may be charged a reasonable fee, at the discretion of the board.

"Any person of good moral character over sixteen years of age, having been in actual attendance at least twenty weeks at the above-named school, and having completed the course of study prescribed by said board of regents, shall be awarded a certificate which shall be a legal certificate to teach in any of the public schools of the state except high schools, and good for one year. Said certificate shall also admit the holder to the third year's work at the State Normal School at Emporia without examination.

"The president of the State Normal School shall be president of said auxiliary normal school, with such duties and responsibilities as the board of regents may determine."

The establishment of this school marks another great step in

1. Session Laws of Kansas, 1901. Chapter 220, p. 392.

the advancement of teacher training in Kansas. The western branch of the Kansas State Normal School, established at the insistence of the inhabitants of the western section of the State, prepared teachers for the elementary schools of the State. It also gave preparation for the more advanced professional work offered in the Kansas State Normal School at Emporia. Under the same president and the same board of regents as the Emporia institution, a unity of purpose as well as a unity of control was provided for the two schools. This unity was regarded as necessary if well trained teachers were to be secured for the public schools of Kansas.

The Fort Hays Kansas State Normal School has undergone a similar development to that of the Kansas State Teachers College of Emporia, the first step being the enlargement of the course of study to include a full normal school course of study. It was then made a four year college and, in 1923, the name was changed to the Kansas State Teachers College of Hays. The 1931 legislature again changed the name of this school to the Fort Hays Kansas State College. This school offers the degrees of Bachelor of Science, Bachelor of Arts, and Master of Science, the privilege of granting the latter degrees coming to the institution through the legislation of 1929 that empowered the other teachers colleges of the State to issue these degrees. In changing the name of the school, none of its prestige as a teachers college was lost, since it is still in possession of the power to issue teaching degrees and these degrees are, like those of the other teachers colleges of the State, life teaching certificates.

THE PITTSBURG MANUAL-TRAINING SCHOOL

In 1903, the legislature enacted a law establishing the Auxiliary Manual-Training School at Pittsburg. This act is very much the same as the acts establishing the schools at Emporia and Hays, and each of the State teacher training institutions has experienced a similar development. The act establishing this second auxiliary school reads as follows:¹

"That there be and hereby is established, at Pittsburg, Kan., an auxiliary manual-training school, the same to be under the control and direction of the board of regents of the State Normal School.

"The said board of regents shall employ a principal and such assistant teachers and janitors as the needs of the school hereby established shall require, and shall prescribe the course of study, not to extend over more than two years, and shall also prescribe the conditions of admission, and such other regulations as may be required for the successful conduct of said school.

"All persons meeting the requirements of admission prescribed by the board of regents shall be admitted to said school, and, on declaring their intention to fit themselves to teach in the schools of Kansas, shall be exempt from all fees, save a small matriculation fee, which the board of regents may require. Students not intending to teach shall be charged a reasonable fee, at the discretion of said board of regents.

"Any person of good moral character over sixteen years of age, having been in actual attendance at least twenty weeks in the school hereby established, and having completed the course of study prescribed by the said regents shall be awarded a certificate which shall be a legal certificate to teach in any of the public schools of said state except high schools, and shall be good for one year.

"The president of the State Normal School shall be president of the school hereby established, with such duties and responsibilities as the board of regents shall determine.

"The board of regents of the State Normal School shall make all necessary provisions for holding, conducting and

1. Session Laws of Kansas, 1903. Chapter 34, p. 48.

maintaining the school hereby established in said city of Pittsburg, and shall open and begin the same not later than September, 1903; provided, that the board of education of the city of Pittsburg, of the state of Kansas shall place at the disposal of the regents rooms in which to hold and conduct said school."

It may be repeated here that the development of this school since its establishment has closely paralleled that of the Hays institution. It now offers a complete course of instruction which leads, at the end of four years of work, to the degree of Bachelor of Science in Education. The Master of Science and the Bachelor of Arts degrees may be obtained at this school also. Although the purpose at the time of its establishment was the offering of a special course in manual training, the curriculum of the institution has been broadened until it now embraces the full course of college instruction for the preparation of teachers.

THE CHANGE TO TEACHERS COLLEGES

The three normal schools whose establishments and developments have been discussed above, after serving many years as teacher training institutions and undergoing a period of constant progressive development, were given greater recognition as colleges by the legislature of 1923. The act by which this was accomplished follows:¹

"The name of the Kansas *state normal school of Emporia is hereby changed to the Kansas state teachers' college of Emporia. All properties, moneys, appropriations, rights and authorities now vested in the Kansas state normal school of Emporia shall be vested in the Kansas state teachers' college

1. Session Laws of Kansas, 1923. Chapter 229, p. 323.

* Capitals omitted in the names of the schools as in the text of the original law.

of Emporia.

"The name of the state manual training normal school of Pittsburg is hereby changed to the Kansas state teachers' college of Pittsburg. All properties, moneys, appropriations, rights and authorities now vested in the state manual training school of Pittsburg shall be vested in the Kansas state teachers' college of Pittsburg.

"The name of the Fort Hays Kansas normal school is hereby changed to the Kansas state teachers' college of Hays. All properties, moneys, appropriations, rights and authorities now vested in the Fort Hays Kansas normal school shall be vested in the Kansas state teachers' college of Hays."

It is readily seen that this act did not change the real status of the schools in any way. It is merely a recognition of their development from normal schools into teachers' colleges, which had occurred some years before when the courses of study were enlarged to include four years of work and they had become degree conferring institutions. The primary function of the schools - teacher training - was not impaired and they remained institutions for teacher training. They still had power to certificate teachers for the public schools, which power the parent school at Emporia had held since its inception and which the two younger institutions had held since their creation in the early years of the present century.

An earlier recognition of the importance attained by these institutions was granted in 1912, when they were placed under separate administrative heads. Prior to this time, the president of the Kansas State Normal School at Emporia was also the president of the institutions at Hays and Pittsburg. In 1912, however, the two last named schools were separated from the parent school at Emporia and became independent institutions. This administrative separation of the schools was doubtless a result of the greater

size and importance that had been attained by the schools.

THE PRIVATE NORMAL SCHOOLS

Up to this point, the development of the State Normal Schools, now the State Teachers Colleges, has been traced in somewhat brief outline. These were the teacher training institutions established and maintained by the State of Kansas. The importance of the work done by these institutions can hardly be underestimated, and they are continuing to train teachers in the best educational methods known. At present, these schools are the only institutions existing in the State, above the high school level, whose primary function is the training of teachers. This condition has not always existed in Kansas, however. During the last two decades of the nineteenth century a great deal of the work of training teachers was carried on, and with marked success, by a number of private normal schools.

THE KANSAS NORMAL COLLEGE

The first of the private normal schools, the Kansas Normal College, was founded at Fort Scott in 1878. The school was first housed in the Congregational Church of that city but it soon became too large and a building was built especially for it. The college rapidly outgrew this building, making necessary the construction of another larger building in 1888. The course of study in this normal school was four years in length. It was divided into five minor courses which were called Preparatory, Teachers', Scientific, Special Science, and Classical, each requiring one

year for completion. Upon the completion of each of the minor courses, the student was issued a diploma. The first three years of the course were spent in the completion of the Preparatory, Scientific, and Classical courses, and in the fourth year the student was allowed to choose between the Teachers' course and the Special Scientific course. This school was, during its lifetime, entirely self-supporting; the expenses were paid from the tuition fee which was one dollar per week for each student enrolled. Something of the growth and importance of this school may be shown by the fact that, in its beginning, there were but two members on the faculty, while in 1893 the faculty consisted of twelve members, and there were seven hundred twenty-five students enrolled. That these private normal schools were extremely important institutions for the training of teachers in Kansas during this period there can be little doubt after reading this brief discussion of one of them.

CAMPBELL NORMAL UNIVERSITY

Another of the private normal schools was Campbell Normal University which was opened in 1882 in the city of Holton. At the time of its opening, there were six teachers on the faculty. There were thirty students enrolled at this time. The first course of study in this institution was the regular two-year normal course, but at the end of six years, the course was extended to a four year course. In order to thus extend the course of study there were added to the two-year teachers' course four other courses of equal length, each requiring two years for its completion. These courses were named Classic, Scientific, Mathematical, and Modern Language.

This normal school, like the one at Fort Scott, experienced a very rapid growth during the early years of its existence. During the year 1893 there were fourteen teachers on the faculty and the school enrolled four hundred forty-five students.

SALINA NORMAL UNIVERSITY

In the year 1884 there was established at Salina a school called the Salina Normal University. This school was founded under the auspices of the Christian Church, President Alex C. Hopkins of the East Illinois School of Danville, Illinois who came to Salina in the interests of the Church, being the founder of the school. The Salina school was founded and the building built with funds furnished by the sale of some lots in the city. The school did not flourish at first as had the one at Fort Scott, due to dissatisfaction among the members of the faculty; consequently, it became necessary to reorganize the school, after which it grew rapidly. There were enrolled in the school about seventy-five students during the first term, but this number diminished rapidly during the first year. After the reorganization and with the new faculty and management, the school flourished and reached an enrollment of six hundred thirty-five students and had a faculty of nineteen teachers during the year 1893.

THE CENTRAL NORMAL COLLEGE

The Central Normal College at Great Bend was founded under the auspices of the Congregational Church of that city in 1887. This normal school, like the other private normal schools of the

State, made a rapid growth. At the end of the first year, there were thirty-seven students enrolled, two years later there were two hundred ninety-four, and two years after that there were three hundred ninety-seven. The course of this school was much like that of the Kansas Normal College at Fort Scott, due to the fact that the president of that school was called to act as president of the Great Bend institution. During the year 1893, there were four hundred six students enrolled and the school had a faculty numbering thirteen teachers.

THE MINOR PRIVATE NORMAL SCHOOLS

These four normal schools were the most important of the private normal schools of the State. There were others, of which little is known except that they existed and trained teachers for the schools of the State. The school at Harper, called the Harper Normal School was the largest of the minor private normal schools. In the year 1893, there were one hundred students and six faculty members in the school. The other of these private normal schools was the Modern Normal College, located at Marysville. This is the smallest of the private normal schools, having only twenty students and three members on the faculty in 1893.

The importance of the private teacher training schools can not be overestimated. Their importance may be understood when it is shown that there were two thousand three hundred fifty-six students in the six private normal schools in the year 1893. During this same time there were sixty-seven teachers employed in these schools. At that time, this was a great number of people to be

found taking teacher training work. When one considers the contribution possible from two thousand persons with some degree of teacher training to the poorly trained or totally untrained personnel of the State's teaching staff, the contribution of the private normal schools is seen in its true importance.

SUMMARY

1. The Kansas State Normal School at Emporia was the first teacher training school established in Kansas. The establishment of this school in 1863 shows clearly a desire on the part of the people of Kansas to have the best trained teachers possible for the public schools of the State. The Kansas State Normal School at Emporia opened its doors and started the work of training teachers for the Kansas schools in 1865 and at once proved to be a popular and a valuable institution. The Emporia institution is the parent school for all of the other State Normal Schools of Kansas, and out of this one institution have grown several State Normal Schools.

2. The first of the State Normal Schools resulting from the work done at the Emporia institution was the State Normal School at Leavenworth. This institution, established in 1870, was opened in response to a demand made by the people of the northern part of the State that a normal school be located in that section. The Leavenworth institution started its work in 1870 and functioned until 1876 when it was discontinued. This institution, although short lived, trained many teachers during its six years of existence and is important to the educational history of Kansas chiefly because it marks the beginning of the expansion of the normal school

work in the State.

3. In 1872 a normal school was established in Concordia. Although being fully organized and established, no legislative appropriations were ever made for its maintenance, so it is obvious that the school never actually opened its doors. It was discontinued in 1874.

4. The establishment of the Fort Hays Kansas State Normal School in 1901, to act as an auxiliary to the parent institution at Emporia, begins the successful expansion of the State Normal School system. This school, existing at first merely to train elementary teachers and to prepare for the more advanced professional courses in the Emporia institution, has grown rapidly until it is now placed on an equal status with the Kansas State Teachers College of Emporia as a teacher training institution.

5. The Manual Training Normal School, established at Pittsburg in 1903, and for the same purpose as the school at Hays, has experienced a parallel growth. This institution is now a recognized Teachers' College, offering a complete professional and academic course of study.

6. Today the Teachers Colleges at Emporia and Pittsburg, and the Fort Hays Kansas State College, are full-fledged teacher training institutions. Training is given in all of the special branches of teachers' work, and both professional teaching and academic degrees are conferred by each of the three schools. The institutions at Emporia and Pittsburg offer the professional teaching degree, known as the Bachelor of Science in Education, as their leading degree. The Kansas State College at Hays did, until its name was changed by the legislature of 1931, offer this degree as its main

degree, but since the name of the school was changed this institution is placing greater stress upon the liberal arts work of the college and upon the Bachelor of Arts degree. All of the three schools offer the Master of Science degree which is a more advanced professional degree built upon the training given for the Bachelor of Science.

7. This system of State teacher training institutions has not been responsible for all of the teacher training in Kansas done by normal schools. There were several private normal schools in the State, of which those located at Fort Scott, Holton, Salina, and Great Bend were the most outstanding, from the viewpoint of the work they did in teacher training. These four private normal schools were founded in the years 1878, 1882, 1884, and 1887, respectively. Each of them experienced a rapid growth in size of enrollment and in the year 1893, there were over two thousand students enrolled in these four schools.

8. In addition to these four private normal schools of major importance, there were two others which, while of lesser importance, did their bit toward securing the normal school idea in the minds of the people of Kansas. These two smaller schools, located at Harper and Marysville, had a total enrollment, in the year 1893, of one hundred forty-five students.

It may be seen that the people of Kansas have given much attention to the normal schools of their State. They have ever looked to the best interests of these important institutions which have as their function the training of public school teachers, recognizing the need for the best of training for the teaching staff of the public schools.

CHAPTER IV

TEACHERS INSTITUTES

Another important means for the training of teachers was recognized as a necessity in Kansas in 1864. Teachers' institutes were a comparatively new development in teacher training, the first having been established in Connecticut in 1839. The movement spread toward the west and Kansas established her first institute after only three years of statehood. The establishment of institutes represented a great advance in teacher training because the early certification laws did not make any provision for training of any sort being given to teachers in the public schools. Such a form of training as this was especially valuable to the teachers because it provided means by which they were able to raise their professional qualifications and improve their status as teachers. The professional training of the institutes was provided in order that teachers might improve professionally while in service, thus producing a higher qualified body of public school teachers and, at the same time, causing no shortage of teachers in the schools.

THE CREATION OF INSTITUTES IN KANSAS

The legislative act creating the Normal District Institutes, passed in 1864, was the first act in the history of the State, besides the Normal School law of 1863, which provided for the training of public school teachers. This act reads:¹

¹"The Superintendent of Public Instruction, with the Council. Session Laws of Kansas, 1864. Chapter 101, p. 187.

ty Superintendent, shall organize and hold a teachers institute, each year, in each Senatorial district of the State: Provided, board shall be furnished free of charge to all the teachers and members of the institute during its session, by the citizens of the place where the institute is held."

This act, although merely providing that institutes be held in the different parts of the State each year, marks the beginning from which the State system of institutes has grown.

Institutes were held under this law for a period of five years. In 1869, another law was enacted which did not change the plan of holding the institutes to any great extent; it merely provided that they be held in the several judicial districts of the State instead of in the senatorial districts. Under this law, the State Superintendent had direct control of the institutes in that¹

" . . . He (the State Superintendent) shall arrange the programme of exercises for each of such institutes, and preside thereat."

By the above provision, the institutes were centralized in their administration and control, which made for a highly organized system. Such control over the institutes was possible because the number of them held each year was small and the State Superintendent was able to spend the time necessary for the fulfillment of this duty. Another section of the same act provided that the State Superintendent shall²

" . . . publish in the Kansas Educational Journal, as early as the 1st. of April of each year, a calendar of the times and places of holding such institutes."

1. Session Laws of Kansas, 1869. Chapter 86, p. 184.

(Parentheses ours)

2. Ibid.

It may be said here that the Kansas Educational Journal was, at that time, the official organ of the Kansas State Teachers Association which was an active organization even at that early date. By this means the programs of the institutes were made known to the teachers of Kansas, so that they might attend the institutes, thus securing their own professional advancement as well as the improvement of the public schools of the State.

While the institutes were directly under the control of the State Superintendent, the county superintendents of the several counties in the State played an important part in insuring their success. Their duties with reference to the institutes were outlined as follows:¹

"The county superintendents of the several counties in each judicial district shall attend the normal district institute in each such district, and take such part as may be assigned them on the programme. They shall also endeavor, by personal effort and the circulation of written or printed notices in their respective counties, to secure the attendance of as many teachers as possible. The county superintendent of the county in which the institute is held, shall make preliminary and local arrangements for securing a suitable building, and such other arrangements as may be necessary for the success of the institute."

Thus the part of the county superintendent in the teachers institute was clearly defined. "Securing a suitable building" for the institute was, in those days, no small task, since there were few buildings large enough to house a gathering such as that attracted to a teachers institute. It must be remembered also that "board shall be furnished free of charge to all the teachers and members of the institute during its session, by the citizens of the place

1. Ibid.

where the institute is held." The arrangement for the free board required in the law was, in itself, a difficult charge delegated to the county superintendent at the place of holding the institute. Attendance of teachers at the Normal District Institute was not compulsory, it being provided that the teachers be urged to attend.

COUNTY INSTITUTES

The beginning of the county system of institutes which is found in Kansas at present was made in another section of the law of 1869. The provision for these institutes, to be held by the county superintendent in addition to the Normal District Institute conducted by the State Superintendent, was as follows:¹

" . . . the county superintendent of each county maintaining fifteen schools during the year, shall hold a county institute, of not less than two and not more than five days, and shall preside over the same, making all necessary arrangements therefor. Two or more counties may unite in holding such institute."

These institutes, while subordinate to the Normal District Institutes, were important in that they furnished the foundation upon which our present system is based. In the stipulation for the regulation of these county institutes, it is stated that²

"During the time of holding a county institute, in any county in this State, any school that may be in session in such county shall be closed; and it is hereby made the duty of all teachers, and persons desiring a teacher's certificate, to attend such institute, or present to the county superintendent satisfactory reasons for not attending, before receiving such certificate, and all teachers attending such institute during its session and employed in the county,

1. Ibid.

2. Ibid.

shall receive their wages the same as if actually engaged in teaching."

Under this enactment, the County Institute was made into a strong system - stronger than the State system of Normal District Institutes, because attendance was necessary for the securing of a teachers' certificate. At that time the certificates, or the great majority of them, were of only one year's duration, hence, a good attendance at the County Institute was assured, since renewal of the certificates depended upon the attendance of the holder. The schools of the county were closed during these institute sessions, thus giving the teachers little excuse for not attending them. In these early institute laws the time of the year that institutes were held was not specified, either for the Normal District Institutes or for the County Institutes. It may be presumed then, that some of them were held during the school year.

In 1874, the provision for granting certificates only to those who had attended the institute was stricken from the statutes, and the law then read as follows:¹

"During the time of holding a teachers' institute in any county in this state, any school that may be in session in such county shall be closed; and it is hereby made the duty of all teachers to attend such institute, or present to the county superintendent satisfactory reasons for not attending."

THE REORGANIZATION OF 1877

The entire system of teachers' institutes for the State was completely reorganized in 1877. This act took the control of the 1. Session Laws of Kansas, 1874. Chapter 122, p. 193.

institutes, as far as the actual management was concerned, out of the hands of the State Superintendent and delegated this control to the county superintendent of each county holding an institute. The act thus reorganizing the system follows:¹

"Section 1. The county superintendents of public instruction shall hold annually, in their respective counties, for a term of not less than four weeks, a normal institute for the instruction of teachers and those desiring to teach: Provided, That in the sparsely-settled portions of the state, two or more counties may be united in holding one normal institute, as hereinafter provided.

"Section 2. The county superintendent of public instruction, with the advice and consent of the state superintendent of public instruction, shall determine the time and place of holding such normal institutes, and shall select a conductor and instructors for the same: Provided, That no person shall be paid from the institute funds for services as conductor or instructor of said institutes, who has not received a certificate from the state board of examiners as to his special qualifications for that work.

"Section 3. To defray the expenses of said institute, the county superintendent shall require the payment of a fee of one dollar from each candidate for a teacher's certificate, and the payment of one dollar registration fee for each person attending the normal institute; and the board of county commissioners may appropriate, as may by them be deemed necessary, for the further support of such institutes: Provided, Such appropriation does not, in any one year, exceed the sum of one hundred dollars.

"Section 4. The fund thus created shall be designated the 'normal institute fund,' and the county treasurer shall be the custodian of the said fund.

"Section 5. The county superintendent shall, monthly, and at the close of each institute, transmit to the county treasurer all moneys received by him, as provided in section three, together with the name of each person so contributing, and the amount; and the county treasurer shall place all such moneys to the credit of the 'normal institute fund.'

"Section 6. It shall be the duty of the state superintendent of public instruction, annually, when fifty persons have registered for that year as members of any normal institute organized under the provisions of this act, and have paid the required registration fee, to certify the same to

the auditor of state, who shall forward to the county treasurer of said county an order on the treasurer of the state for the sum of fifty dollars, to be paid out of any money appropriated for that purpose; which amount the county treasurer shall place to the credit of the "normal institute fund." And the sum of three thousand dollars, or so much thereof as may be required, is hereby appropriated for the purposes herein named for the fiscal year ending June thirtieth, eighteen hundred and seventy-eight, and the same amount for the fiscal year ending June thirtieth eighteen hundred and seventy-nine.

"Section 7. All disbursements of the "normal institute fund" shall be drawn upon the order of the county superintendent; and no orders shall be drawn on said fund except for claims approved by the county superintendent for services rendered or expenses incurred in connection with the normal institute.

"Section 8. Each county superintendent of public instruction shall, immediately after the passage of this act, and hereafter before entering upon the duties of his office, execute a bond to the State of Kansas in the sum of one thousand dollars, with one or more sureties, which bond shall be approved by the county clerk, and filed in his office.

"Section 9. Two or more counties, each having less than three thousand inhabitants, may be united in holding one normal institute, with the consent and by the direction of the state superintendent of public instruction: Provided, That the several county superintendents of the counties thus uniting shall choose one of their number to act for them in determining the time and place of holding the normal institute, and in selecting a conductor and instructors for the same, as provided in section two: And provided, That the treasurer of the county in which such normal institute is held shall be the custodian of the "normal institute fund," to whom the state and county appropriations for the benefit of the normal institute shall be transmitted, and to whom the several county superintendents of the counties thus uniting shall transmit the fees collected as provided in section three."

The specification here that the institutes be held for a minimum term of four weeks was one of the important changes in the institute law made by this act. In holding the institute for a period of four weeks, it was presumed that there would be ample time in which the teachers in attendance could be given excellent instruction in the branches taught in the public schools. Another important portion of this law is that in which provision is made

for the certification of the conductors and instructors of institutes by the state board of examiners. This provision supposedly insures that the instructors include only those who are qualified to impart the best of instruction to the teachers attending the institutes. The system of financing which was introduced in this law has proved valuable and is still in use in maintaining the institutes. Another important feature of this enactment is the provision for the uniting of two or more counties for the purpose of holding one County Normal Institute when the counties are too small to provide enough teachers to make the institute effective. This law is the basis for the present institute law of the State and is in force today with only a few minor changes.

The law of 1877 did a great deal toward the systematization of County Normal Institutes in Kansas. It provided definitely for organizing and financing a state-wide system of institutes, and placed the control of them with the county superintendents. This law remained in effect exactly as it was written into the statutes in 1877 until the legislature of 1905 brought a part of the control of the County Normal Institutes back to the State. In so doing, a statement was made as a part of a law defining the duties of the State Board of Education. It reads:¹

" . . . The state board shall prescribe a course of study for the normal institutes and for the public schools of the state, and shall revise the same when the interests of the schools require it"

The above provision was a great aid to the normal institute system in that it introduced uniformity among all the counties of the

1. Session Laws of Kansas, 1905. Chapter 387, p. 646.

State with reference to the course of study for County Normal Institutes for the first time. This course of study has changed to a great extent since the first one was prepared by the State Board of Education for the institutes held in 1906.

UNIFORM COURSE OF STUDY

The first course of study, as outlined by the State Board of Education, for use in County Normal Institutes contained the following branches of instruction: Reading, orthography, penmanship, arithmetic, grammar, geography, United States history, general history, Kansas history, physics, physiology and hygiene, civil government, literature, theory and practice of teaching, book-keeping, algebra, music, and model primary work. The course of instruction in model primary work was treated in three ways: (1), A model school was set up in the institute in which a primary class was taught for three hours each day, under the observation of the teachers in the institute, by one of the institute instructors; (2), lectures were given by the institute instructor upon the subjects taught in the model school; (3), a class of children was taught as a model school for a period of one hour each day for a week, then the same class, or another class, was taught another subject the next week.

From this 1906 course of study, the course of study for the County Normal Institutes has evolved primarily through the process of addition and deduction of subjects of instruction, to the present time. In 1907, English literature, psychology, and agriculture were added. It is an interesting fact that in 1908, there

is no mention of either orthography or penmanship to be found in the course of study, then in 1909, orthography was placed in the course of study again, and penmanship was again given a place as writing. The course of study was again revised in 1911 and in 1912, but merely by changing the names of some of the subjects of instruction; general history, theory and practice of teaching, and agriculture were changed to modern history, principles and methods of teaching, and elements of agriculture, respectively, in 1911, and modern history and model primary work were changed to modern European history, and primary methods, respectively, in 1912. In 1913, however, some significant changes were made in the subject matter taught in the institutes, elementary science being divided into two branches, of which physics constituted one and physical geography and botany the other. Ancient history was also added as another subject in the same year.

In 1911, the legislature made a significant change in the law providing for the organization of the County Normal Institutes by permitting larger counties to unite in holding institutes. Heretofore, the counties permitted to unite for this purpose were limited to those of less than three thousand inhabitants; under the 1911 legislation¹

" . . . Two or more counties each having less than 12,000 inhabitants may unite in holding one normal institute, with the consent and by the direction of the state superintendent of public instruction; provided, that aside from determining the time and place of holding the normal institute and contracting with a conductor and instructors for the same, the superintendent of the county in which the institute shall be located shall be in charge of the same and direct and determine all matters of details."

1. Session Laws of Kansas, 1911. Chapter 270, p. 498.

By the enactment of this statute, the County Normal Institutes were made less of a burden upon the smaller counties of the State and, at the same time, each institute was made larger and more economical to support. The duties of the county superintendents in the organization and management of the institutes remained practically the same as has been previously outlined.

No more legislative changes were made in the County Normal Institute laws until 1915, when the legislature passed an act making permissive the shorter term institutes which are found in the State today. The provision for the shorter term reads:¹

" . . . The county superintendents of public instruction shall hold annually, in their respective counties, for a term of not less than five days nor more than twenty days, a normal institute for the instruction of teachers and those desiring to teach"

With the enactment of the law quoted above, by which the institutes need not be held for four weeks' periods, the laws regulating the County Normal Institutes were formed as they now exist. At the present time, few institutes are held for the full four weeks' period, most of the counties limiting their institutes to one week in which instruction is given for five days, and the county teachers' examinations are held on the sixth and last day.

Several significant changes were made in the course of study for the County Normal Institutes in 1915. To the course of study, as outlined in 1913, the following subjects were added: English classics, elementary general science, and English history. The following subjects were dropped: Ancient history, modern European

1. Session Laws of Kansas, 1915. Chapter 394, p. 400.

history, bookkeeping, and algebra. Grammar was made to include language, grammar, and composition, and orthography was changed in name to spelling. Drawing was added to the course of study in 1921.

THE PROFESSIONAL COURSE OF STUDY

The course of study was revised completely in 1928, and was given a more professional aspect by the revision. The new course of study consisted of:¹

"Analysis of Elementary Course of Study
 Analysis of New Elementary Texts in -
 English (Language and Grammar)
 Health Habits (Physiology and Hygiene)
 Short reviews of new Reading Circle books for 1928-'29 for -
 Teachers' Use, 3 books
 Pupils' Use, 80 books
 Primary Work
 General Exercises
 Play
 Inspirational Lectures
 Miscellaneous Activities
 A Study of the Kansas School System."

This type of course of study was also used for 1929 and is still in use in the County Normal Institutes. There were some changes in the course of study for 1929, including the introduction of classes in safety education, and in the study of the financial plan to be submitted to the legislature of 1929 by the Kansas School Code Commission. It was necessary that this type of professional course of study be adopted for the new shorter, one-week institutes which came to be the rule after the enactment of the

1. Brief Course of Study for Normal Institutes of Kansas. Geo. A. Allen Jr. State Superintendent, Kansas State Printing Plant, Topeka, May, 1928.

law permitting them in 1915.

SUMMARY

1. Teachers' institutes, provided for by law in Kansas in 1864, were first held in the several senatorial districts of the State. They continued under this organization for five years, when the legislature passed an act permitting the counties to hold institutes in addition to the Senatorial District Institutes. The attendance at the early institutes was not compulsory except in the case of the County Institutes, it being provided by law that teachers must attend them in order to secure teaching certificates. The compulsory attendance regulation was not of long duration, however, since in 1874 the law was amended so that the issuing of certificates did not depend upon the teacher's attendance at the County Institute. It was expressed as the "duty" of each teacher to attend, however, after the clause compelling attendance was stricken from the statutes.

2. The system of County Normal Institutes, as we know it today, dates from 1877, in which year the whole system was reorganized and the Senatorial District Institutes were discontinued. In the act creating the present system, the institutes were placed under the direct control of the county superintendents and the financing of the system was left to the counties, as was provided by the State statute. There was provided, in addition to the support given the institute by the counties, a State grant of fifty dollars annually to each institute enrolling fifty or more persons. In this law it was also made mandatory that anyone who wished to

act as an instructor or conductor of any institute must obtain an institute certificate granted by the State Board of Examiners. The granting of institute certificates was later made a function of the State Board of Education, as it is today.

3. The County Normal Institutes established in 1877 were four weeks in length and were under the full control of the county superintendent of each county in which the institutes were held. He arranged all the details connected with the organization and management of the institute and arranged the course of study to be pursued. It was also provided in this law for the combining of two or more counties, in which there were less than three thousand inhabitants, for the purpose of holding one County Normal Institute. It was later provided that counties in which there were less than twelve thousand inhabitants might unite to hold one institute.

4. An important change was made in the institute laws in 1905 when it was provided that the State Board of Education should prescribe the course of study to be followed in the County Normal Institutes of the State. Greater unification of the system was thereby attained which proved of great value to the institutes as well as to the teachers attending them.

5. The legislature of 1915 enacted a law which, with the law of 1877 and a few minor changes made after that time, produced the system of County Normal Institutes as it exists today. This law permits the county superintendents to hold institutes, varying in length from five to twenty days. This made the length of the institute optional with the county superintendent, and as a result, the four weeks' institute has gradually died out until at present, there are few counties in the State which hold the institute more

than one week. The first five days are usually spent in institute instruction, and the sixth day is devoted to the examination of candidates for the county certificates.

6. The first uniform course of study of any type for use in a County Normal Institute was outlined by the State Board of Education for use in the institutes held in 1906. This ended a forty-two year period in which the County Normal Institutes were held each year in practically every county in the State, but with no uniformity whatsoever in the work pursued. This course of study consisted of the following branches of instruction: Reading, orthography, penmanship, arithmetic, grammar, geography, United States history, general history, Kansas history, physics, physiology and hygiene, civil government, literature, theory and practice of teaching, bookkeeping, algebra, music, and model primary work. The subjects of instruction were constantly changed, but the emphasis in these courses of study was always placed on the subjects taught in the common schools of the State. The course of study was completely revised in 1928, however, due to the influence of the shorter institutes. It is steadily becoming more professional in its content.

7. Teachers' institutes are now held in every county in the State except for the few places in which two or more counties unite for the purpose of holding one institute. They are attended by the great majority of the rural teachers of the State, and have come to be regarded as existing mainly for the purpose of stimulating professional interest on the part of the teachers.

CHAPTER V

THE STATE BOARD OF EDUCATION

The State Board of Education, although not itself a teacher training institution of the State, is nevertheless so closely allied with teacher training that any treatment of the subject, omitting the part played by the State Board of Education would be incomplete. It is associated with the training of teachers through its function as a certificating agency for the teachers of the State. One of the major responsibilities of the State Board of Education has always been the issuing of State teaching certificates. Through this function, therefore, this board exerts a powerful influence upon the preparation of the public school teachers of Kansas.

As a part of its certificating function, the State Board of Education must approve the curriculum for the preparation of teachers at certain colleges in the State. Among the colleges thus coming under the jurisdiction of the State Board of Education are the University of Kansas, the Kansas State College of Manhattan, and the various denominational colleges scattered throughout the State. The colleges seeking approval by the State Board of Education must show that their teacher training curriculum maintains the standards required by the State Board. If it is shown that these colleges and universities do maintain such standards, certificates are granted to the graduates.

THE CREATION OF THE STATE BOARD

This important educational board was established by legislative enactment in 1873. In the law creating the State Board of Education provision was also made for the certificating of teachers by this body. The 1873 legislation reads:¹

"There shall be a State Board of Education, consisting of the State Superintendent of Public Instruction, the Chancellor of the State University, the President of the State Agricultural College, and the principals of the State Normal Schools at Emporia, and Leavenworth. The State Board of Education thus constituted are hereby authorized and empowered to issue state diplomas to such professional teachers as may be found, upon a critical examination, to possess the requisite scholarship and culture, and who may also exhibit satisfactory evidence of an unexceptionable moral character and of eminent professional experience and ability, and who have taught for two years in the State. All such diplomas shall be countersigned by the State Superintendent of Public Instruction, and shall supercede the necessity of any and all other examinations of the person holding the same by county, city or local boards of examiners; and such diplomas shall be valid in any county, city, town, or school district in the State during the lifetime of the holder, unless revoked by the State Board of Education.

"The State Board of Education are furthermore authorized and empowered to issue state certificates of high qualifications to such teachers as may be found, upon examination, to possess the requisite scholarship, and who may also exhibit satisfactory evidence of good moral character, and ability to teach, and skill to govern and control children. The certificates issued by the State Board of Education may be of two grades - one for three years and one for five years; and all certificates issued by said board shall be countersigned by the State Superintendent of Public Instruction, and such state certificates shall supercede the necessity of all other examinations of the persons holding them by county boards of examiners; and such certificates shall be valid in any county, city, town, or school districts in the State for the term of three or five years, (as therein set forth), unless revoked by said State Board of Education.

"The State Board of Education shall meet at the city of Topeka on the fourth Monday of August in each year, and at such other times and places as may be by them deemed necessary, and proceed to the transaction of such business as may

1. Session Laws of Kansas, 1873. Chapter 133, p. 247.

legally come before them, and to examine all applicants who may present themselves for such examination, and if satisfied with the scholarship, culture and moral character of the applicant, and with his professional attainments and experience, said board shall issue a state diploma, or certificate, as the case may be, in accordance with such examination and the provisions of this act: Provided, That the provisions of this act shall be carried out without expense to the State."

By the provisions of this act, the State Board of Education was fully organized. It was composed entirely of professional members, including on the roster the State Superintendent of Public Instruction, the Chancellor of the University of Kansas, the President of the Kansas State Agricultural College, and the Principals of the State Normal Schools at Emporia and Leavenworth. This board, it will be seen, was empowered to issue State diplomas and State teachers' certificates, which in some instances were in force for the lifetime of the holder, and in others for three or five years, respectively. These diplomas and certificates were given a higher professional rating than the county certificates of the time, because they enabled the holder to teach in any of the schools of the State without any other examination. The provision made here for a diploma which was a teaching certificate valid for the lifetime of the holder was the first provision made in the State statutes for a life teaching certificate. There were no educational qualifications imposed in this first law for securing a teachers' certificate or diploma from the State Board of Education. This was commensurate with the requirements then in existence for obtaining county certificates. A high premium was placed upon experience, however, it being mentioned specifically that "professional teachers" who were able to pass the required examination and who had taught at least two years in Kansas were eligible to receive the

state diploma. State certificates, valid in any public school in the State, were issued to teachers without experience if it be found that they "possess the requisite scholarship" and "exhibit satisfactory evidence of good moral character, and ability to teach, and skill to govern and control children." How these qualifications, other than the first named, were to be determined is not mentioned in the statute.

LEGAL CHANGES IN 1893

The State Board of Education functioned as outlined in the creating law until 1893, when some significant changes were made. The Kansas State Normal School at Leavenworth had gone out of existence in 1876, thus necessitating some personnel changes in the State Board. As a consequence, the personnel of the board was changed to include the State Superintendent of Public Instruction, the Chancellor of the University of Kansas, the President of the Kansas State Agricultural College, the President of the State Normal School at Emporia, all of whom had been members of the State Board of Education previous to this time, and¹

" . . . three others to be appointed by the governor by and with the advice and consent of the senate, selected from among those engaged in school work in the schools of the State. The three thus appointed by the governor shall hold their office for a term of two years, or until their successors are duly appointed and qualified"

This change, although enlarging the number of members on the State Board of Education, maintained the strictly professional status of the Board by requiring that the three appointed members be chosen

¹ 1. Session Laws of Kansas, 1893. Chapter 132, p. 217.

from among the school men of the State. That Kansas has never possessed a State Board of Education composed of laymen, generally conceded to be a more desirable composition, is worthy of comment.

It is interesting to note that in the law of 1873 creating the State Board of Education, the provision is made that the State Board must function "without expense to the State." After attempting to function in this manner for twenty years, the legislature made the following provision for financing the activities of the Board:¹

" . . . The auditor of the state is hereby authorized to issue warrants upon the state treasurer against any funds not otherwise appropriated for the actual expenses of the members of said board of education incurred in attending the meetings or examinations provided for in this act, except for the examinations as specified in section eight of this act: Provided, In each case that said warrant shall issue only upon the statement verified by affidavit of the members submitting such account, and approved by the secretary of said board of education: Provided also, That the sum total of said expenses of the board shall not exceed three hundred (\$300) dollars per annum."

Thus the State assumed its financial obligations with reference to the expenses of the members of the State Board of Education. This honorarium presumably made possible the better and more efficient functioning of the Board in the discharge of its various duties.

In another section of this act, the legislature of 1893 made another significant change in the law governing the State Board of Education. This change provided for the acceptance of certain academic credits from approved colleges of the State in lieu of the examination. The provision for the acceptance of such credits

1. *Ibid.*

follows:¹

"Upon the application of any college, university, or educational institution of like standing, incorporated under the general laws of the state of Kansas, the state board of education shall have the power to examine the course of study prescribed and the character of the work done by it, and if, in the judgement of said board, it shall prove to have as efficient course of study as the four years' course of study in the state normal school, the said state board of education shall have power to accept grades given on academic subjects completed in the course and passed in regular examination to persons who are graduates of or may hereafter graduate from such institution, in lieu of the examinations of the same subjects required for the state certificate, which said board is empowered to give"

This provision also included²

"The graduates of the State University, the State Agricultural College, and of institutions of learning in any of the United States, maintaining, in the judgement of the state board of education, the same high grade of scholarship . . . shall be entitled to similar credits."

Although the examinations for granting state certificates and state diplomas were limited to a great extent by the passage of the act accepting academic credits from colleges and universities, each person possessing such accepted credits was still required to pass an examination according to the following provision:³

"The board shall examine all persons whose grades are thus accepted, upon the professional subjects included in the course of study at the State Normal School, viz.: Philosophy of education, history of education, school laws, methods of teaching, school management, and upon such other subjects as the regulations of the board require upon which they are unable to present grades as required in . . . this act."

Thus the State Normal School was made the standard for the State

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1. Ibid.
 2. Ibid.
 3. Ibid.

Board of Education in the matter of teacher preparation. This provision is the first to mention that academic subjects, as taught in all liberal arts colleges, are not a thorough preparation for the profession of teaching. It is also the first to mention subjects other than the common branches as requirements for teacher certification, outside of the course of study of the State Normal School.

The State certificates and diplomas were, by the above provision, placed upon a dual basis. Although an examination was still necessary in order to secure either of them, the candidate for a State certificate or diploma might take the examination in all of the required subjects without attending a college or university at all; or, having attended and graduated from a college or university accredited by the State Board, the candidate need take the examination only in the required professional subjects. Besides the provisions for the acceptance of credits, State Certificates were issued as follows:¹

"To all persons receiving credits and passing examinations as required in the preceding section, the state board of education shall issue the three-years certificates, provided for . . . and at the expiration of that time, if the holder of said certificate satisfies the board that he has taught successfully at least two years out of the three, and has kept himself well informed in the general literature of his profession, said board shall issue a life certificate in lieu of the first one issued."

By the provisions of this section, the certificates issued by the State Board of Education were made of one grade only, and the life diploma of former days was eliminated. Thus, in 1893, was created the three year - life certificate now issued by the State

1. Ibid.

Board to the graduates of practically all colleges and universities in the State. The class work of accredited colleges was not accepted without question by the State Board of Education, as the following clause will attest:¹

"When the examination papers show a lack of knowledge of the common branches, so-called, viz.: History of the United States, arithmetic, grammar, geography, orthography, and penmanship, the said board is authorized to require the candidates to pass a specific examination upon the same."

This section made it necessary that the prospective teacher be conversant with the common branches and show her training along these lines, as well as the professional teaching subjects outlined by the State Board.

A provision was also written into this law by which a college could be removed from the accredited list of the State Board of Education. This clause reads:²

"When the said board satisfies itself that any institution is not maintaining the standard by which it received the approval of the board, its graduates shall not be entitled to the credits provided"

The insertion of this provision tended to cause the colleges and universities to maintain their accredited standing once they had obtained it, because they would suffer from the standpoint of enrollment if their accredited standing were lost. Thus the standards of the colleges of Kansas were kept to a level which made them useful, because their very life depended upon the maintenance of such standards.

The life certificates issued by the State Board of Education

1. Ibid.

2. Ibid.

and by the State Normal School became void¹

". . . if the holder of the same should not be engaged in school work for three consecutive years: Provided, That certificates may be renewed by the state board of education."

These certificates might also be revoked by the State Board as follows:

"The said state board of education is empowered to cancel any state certificate which said board on satisfactory proof finds to be held by a person of immoral character or otherwise disqualified for a teacher."

This law, passed in 1893, may be said to mark the real beginning of the work of the State Board of Education. The provisions made here are fundamentally the same as those which exist at the present time. By this enactment the State Board of Education was endowed with greater powers than it had held before, and the more stringent regulations imposed for the certification of teachers made for a great advance in the educational qualifications required. The power to accredit the colleges and universities of the State was conducive to the raising and maintaining of standards of work done, both in the denominational and the State colleges and University. It is also a distinct recognition of the need for better trained teachers for the public schools of Kansas.

THE CHANGES OF 1899

In 1899, extensive changes were made in the laws by which the colleges of the State were placed on the accredited list of the

1. Ibid.

2. Ibid.

State Board of Education. According to this act¹

"Any graduate of the school of arts of the university of Kansas whose course of study shall have included the subjects required for the teachers diploma of the said university shall, upon the presentation of said teachers' diplomas of the said university to the state board of education, receive a three-years' certificate to teach in the public schools of this state.

"Any graduate of any other university or college incorporated under the laws of this state maintaining a department of education and maintaining the same or equivalent requirements for admission to the freshman class at the university of Kansas, and requiring and maintaining a regular four-years course thereafter for graduation, and accredited as such by the state board of education, shall, upon the presentation of the diploma of such university or college to the state board of education, receive from said board a three-years certificate to teach in the public schools of this state; provided, that his course of study shall have included the subjects required for the teachers' diploma of the university of Kansas, as approved by the state board of education."

Thus the standards for issuing teachers' certificates without examination by the State Board of Education was changed. Since 1893, the issuing of these certificates had been based upon the professional work as offered in the Kansas State Normal School, a teacher training institution; this law based the requirements upon the teacher training work done in a liberal arts college. The requirements for a teachers' diploma at the University of Kansas for the year 1898 - 1899, as outlined in the University Catalog for that year, state that²

"By authority of the Board of Regents, A. B., S. M., and Ph. D. graduates of the School of Arts who have taken three terms' work in the department of education and one teachers' course in some other department may receive the teachers' diploma of the University."

1. Session Laws of Kansas, 1899. Chapter 179, p. 365.

2. "Thirty-Third Annual Catalog of the University of Kansas." 1898-'99, p. 132

The work of the department of education of the University of Kansas for that year included the following courses: History of education, school law, philosophy of education, school management, methods of instruction, school supervision, a comparative study of educational systems, educational theory, and seminary. The latter course consisted of an original investigation of special subjects. There were other courses listed for the graduate division of the department, but the graduate courses were not required for a State certificate.

By the provisions of the law of 1899 the University was automatically made a member of the list of colleges accredited by the State Board of Education. The following provisions state the requirements for the admission of other colleges in the State to the list of accredited schools.¹

"The state agricultural college and any educational institution incorporated under the laws of the state, and accredited by the state board of education as maintaining a course of study including all the branches prescribed by law and required by said state board of education for securing a three-years certificate to teach in the public schools of the state, is hereby authorized to grant a diploma - the form of which shall be prescribed by the state board of education - to any person who shall complete the above-specified course of study, which diploma shall be accepted by the state board of education as authorization for granting to the holder of such diploma a three-years certificate to teach in the public schools of the state of Kansas; provided, said person shall have given not less than twenty weeks to practice teaching under the supervision of the pedagogical department of said educational institution."

Thus all the colleges of the State, except the Kansas State Normal School, were compelled to comply with the standards set for the teachers' diploma at the University of Kansas, which have been

¹ Session Laws of Kansas, 1899. Chapter 179, p. 365.

stated above.

It will be noticed that the above section mentions practice teaching as a requirement for a State certificate. While the law prescribes this requirement, there is no course in practice teaching listed in the catalog of the University for that year.

The three year State certificates were renewable for the lifetime of the holder under the provision that¹

"Any person holding a three-years certificate granted in accordance with the provisions of . . . this act, may, at any time within six months before or after its expiration, apply to the state board of education for a life certificate, and if it shall appear to the said board of education that the applicant is of good moral character, has taught successfully not less than two years of the three, and has kept himself well informed in the general literature of his profession, a life certificate shall be issued to said applicant by said board of education; provided, that such life certificate shall be void if the holder thereof is out of the teaching profession for three consecutive years; provided, that life diplomas may be renewed by the state board of education."

The duties of the State Board of Education were augmented by the legislature of 1905. In this year the State Board was made responsible for the course of study for the County Normal Institutes and the public schools of the State. By this act, the function of this board as a teacher training institution was made direct rather than indirect as it had been previous to this time. It now had a definite place in the training of the teachers of the State, instead of exerting its influence through the colleges and the State University. In prescribing the course of study for the County Normal Institutes, the Board kept in mind the subjects required for the common schools of the State. The development of the institute course of study has been shown in the preceding

1. Ibid.

chapter on pages 70 and 71.

THE NEW ACCREDITING LAW

In 1911 the laws of 1893 and 1899 were changed to a great extent. The amendatory act reads:¹

"Section 1. . . . Upon application of any college or university, or educational institution of like standing incorporated under the general laws of the state of Kansas, and requiring a four-year high-school course or its equivalent, approved by the State Board of Education, as a condition of admission to its freshman class; the State Board of Education shall have the power to examine the course of study prescribed and the character of the work done by it; and if, in the judgement of the board, the course of study and the character of the work shall be of such standing as to prepare the graduates of such institution to teach successfully in the public schools of this state, and if said institution maintains a department of education and the course of study prescribed includes work in said department satisfactory to the State Board of Education, the board shall place such institution on the accredited list.

"Section 2. . . . Any institution on the accredited list shall be subject to examination by the State Board of Education at its pleasure with respect to its course of study, its equipment, and the character of its work; and additional requirements may be made at the pleasure of the board. Any institution failing to maintain a standard satisfactory to the State Board of Education shall be dropped from the accredited list.

"Section 3. . . . To all persons graduating from such approved courses of study in institutions on the accredited list the State Board of Education shall issue a three year state certificate, and at the expiration of said certificate, said board shall issue a life certificate in lieu of the first one issued, provided the holder shall have taught successfully at least two years out of the three and has kept himself well informed in the general literature of his profession."

"Section 4. . . . The provisions of sections 1, 2, and 3 of this act shall apply to the State University and the State Agricultural College, and may, at the discretion of the State Board of Education, be extended to any institution in any of the United States which shall satisfy the said board that it maintains an efficient department of education and meets the

¹. Session Laws of Kansas, 1911. Chapter 276, p. 504.

requirements for schools on the accredited list.

"Section 5. . . . Any graduate of the school of arts of the University of Kansas, or of any university or college incorporated under the laws of this state, maintaining a department of education, and requiring a four year high school course or its equivalent, approved by the State Board of Education, as a condition of admission to its freshman class, and maintaining a regular four year course thereafter for graduation, and accredited as such by the State Board of Education, shall, upon the presentation to said board of satisfactory evidence of graduation from such accredited course of study in said university or college, receive from said board a three year certificate to teach in the public schools of this state; provided that the course of study completed by such graduate of the above described institutions shall have included such work in the department of education as shall be satisfactory to the State Board of Education."

The most important changes made by the law of 1911 are: (1), The changes made in the requirements to be met by the colleges and universities in order to secure accredited standing, which placed the course of study, equipment, and the character of the work done in the college under the supervision of the State Board, except that the college must require graduation from a four year accredited high school for admission, and maintain an acceptable department of education in which the graduate must take work in the amount specified by the State Board of Education; (2), the State University and the State Agricultural College, instead of being the guide in determining the course of study to be followed by the other higher educational institutions of the State, are included in the provisions of this act; and (3), the privilege of obtaining Kansas teachers' certificates was not limited to this State alone, it being possible under this act for colleges in other States to obtain certificates for their graduates on an equal basis with the Kansas colleges, providing they meet the requirements of the State Board of Education.

CHANGES IN CERTIFICATES

The legislature of 1915 enacted a law which made the State certificates, issued by the State Board of Education, obtainable in several grades. The certificates issued by the board up to this time had been of only one grade; namely, a certificate valid for three years and renewable for life. The provision introducing the new certificates reads as follows:¹

"Three year certificates may be issued by the State Board of Education to persons who, by written examination in branches prescribed by the board, may show satisfactory evidence of their qualifications for such certificate. In lieu of all or part of such examination the State Board of Education shall accept satisfactory evidence showing that the applicant has completed a four-year high school course of study approved by the board, and in addition thereto has completed at least a two years' course of study in a normal school, college, or university accredited by the State Board of Education. The three-year certificates thus issued shall be valid in any elementary school and may become valid in high schools under such regulations as the state board may prescribe. The three-year certificates herein provided for may be renewed successively for three-year periods provided that the holders comply with such requirements as may be made by the State Board of Education for such renewal.

"The State Board of Education may issue life diplomas to teachers of eminent ability who possess the qualifications required for three-year renewal certificates . . . and who have been engaged in teaching for not less than five years and who have taught not less than two years in Kansas. Such diplomas shall be valid as teachers' certificates in any township, county, school district, or city of the first or second class during the life time of the holder, unless revoked by the State Board of Education.

"Special certificates may be issued by the State Board of Education to persons who, by examination, or otherwise, may show satisfactory evidence of their qualifications as teachers of kindergartens, manual training, domestic science, domestic art, agriculture, commercial branches, physical training, music, drawing, and such other highly specialized subjects as may be designated by the state board. Such certificates shall be valid in any public school of the state for teaching in the departments or subjects specified in the certificate

1. Session Laws of Kansas, 1915. Chapter 298, p. 388.

and in no other departments or subjects than those thus specified, for three years, and they may be renewed from year to year on conditions prescribed by the State Board of Education.

"Three year elementary certificates may be issued by the State Board of Education to persons who hold first grade certificates issued by boards of county examiners and to persons holding certificates issued by examining boards in cities of the first or second class, providing that such persons have completed a four year course of study in a high school approved by the State Board of Education and in addition thereto have completed a two-year course of study in a normal school, college, or university or have had four years of successful experience in teaching, satisfactory evidence of which shall be submitted to the State Board of Education. The three-year elementary certificate thus issued shall be valid in any elementary school in the state. The three year elementary certificates herein provided for may be renewed successively for three year periods, provided that the holders comply with such regulations as the state board may make for such renewal.

"The State Board of Education may issue temporary teachers' certificates valid for one year only in such schools and departments as may be specified in said certificate, provided that such temporary certificates shall be issued only in an emergency in order to supply the schools with legally qualified teachers; and the State Board shall have power to make all rules and regulations relating to such temporary certificates; provided that no person shall receive more than one such certificate."

The addition of these five new types of certificates added further complications to an already complicated system of teacher certification. The sections of this act which create these new certificates are self-explanatory, but perhaps a word here concerning each of them would not be amiss. The three year certificate which is renewable for three year periods may be obtained by passing an examination administered by the State Board of Education; and the State Board may issue this certificate, valid only in the elementary schools of the State, without all or part of the examination, providing the candidate is a graduate of an accredited four year high school and has taken two years of work in a college,

university, or normal school accredited by the State Board. The new life diploma, for graduates from accredited colleges or universities who have taught successfully at least five years is valid in any elementary school or high school in the State. Special certificates, as created by this act, are a means of encouraging specialized teachers for the more highly specialized school subjects, such as music, kindergarten, commerce, physical training, drawing, and the like. They are valid in both elementary and high schools and do not require four years of college work as a prerequisite to their issuance. Special certificates are issued for a period of three years and are renewable in successive one year periods. The holder of a special certificate is allowed to teach only in the department or subject for which the certificate is issued. In addition to the elementary certificate discussed above, it was also provided that the State Board of Education might issue to the holders of first grade county certificates who were graduates of a four year accredited high school and who had completed two years of work in an accredited college or who had taught successfully four years, a three year State certificate valid for any elementary school in the State. These elementary certificates were to be renewed for periods of three years. The State Board was also empowered to issue temporary certificates, valid for one year only, in cases of emergency in order to supply the schools with legally certified teachers. These certificates were issued entirely at the discretion of the State Board of Education which made all the rules and regulations concerning them.

The law of 1915 made another important provision concerning the training of teachers in Kansas, which provided that teachers

in four year high schools must be the holders of high school certificates. This provision reads:¹

"After September 1, 1916, no person shall teach in any four year accredited high school in any township, county, district, or city of the first or second class who does not hold a certificate as a high school teacher issued by the State Board of Education or by one of the Kansas State Normal Schools; and after September 1, 1916, it shall be unlawful for any township or county high school board, district board, or board of education of any city of the first or second class to use any part of the public funds to pay any high school teacher in any four year accredited high school who does not hold a certificate as herein provided authorizing such person to teach in the public high schools of the state; provided that no person holding a valid teacher's certificate at the time when this act shall take effect who at that time shall be employed as a teacher in any four year accredited high school in this state, shall be prohibited from teaching in any high school; nor shall any board be prohibited from employing such person as a high school teacher or from paying him from public funds."

By this act, there were only two certificating institutions in the State empowered to issue certificates of high school grade; the State Board of Education, and the State Normal Schools. There were three certificates issued by the State Board of Education which were valid in high schools, these were the life diploma, the three year certificate renewable for life, and the special certificate. Temporary certificates issued by the State Board of Education were also valid in high schools, but were only of one year duration and no candidate might receive more than one of them.

The three year State certificates issued by the State Board of Education, which were renewable for three years as described above, was made renewable for life by a provision made in the

1. Ibid.

legislature of 1919. This provision reads:¹

"That to any person to whom a three-year certificate shall have been issued . . . the State Board of Education shall issue a permanent certificate valid for teaching in any school in which the original three-year certificate was valid: Provided, that such person shall have been successfully and continuously engaged either in teaching in the grade or department of school named in the original certificate or in supervising teaching in the public schools of this state, or in both such teaching and supervising, for not less than three years: Provided further, that attendance at any accredited normal school, college or university for one year during such interval, for which full credit is given by such normal school, college or university, shall be allowed as equivalent to experience in teaching or supervising."

The change made by this act is to provide some definite prerequisites for the renewal of the certificate created in the act of 1915. The renewal provisions were changed, first of all, from a renewal for a three year period, to a renewal for life. This law, however, changes the requirements for renewal from "such requirements as may be made by the State Board of Education," to definite and concise experience requirements or increased educational qualifications. The requirements, as stated in the law above, are three years' experience in teaching or supervising schools as provided in the original certificate, or the attendance for one year at an accredited normal school, college, or university.

The elementary certificates provided for in the law of 1915 were also made more definite with reference to requirements for renewal in this 1919 law. This section states:²

"That to any person to whom a three-year elementary certificate shall have been issued . . . the State Board of Education shall issue a permanent certificate valid for teaching in elementary schools: Provided, that such persons shall

1. Session Laws of Kansas, 1919. Chapter 259, p. 353.

2. Ibid.

have been successfully and continuously engaged in teaching in the grade or department named in the original certificate, or in supervising teaching in the public schools of this state, or in both such supervising and teaching, for not less than three years: Provided further, that attendance at any accredited normal school, college or university for one year during such interval, for which full credit is given by such normal school, college, or university, shall be allowed as equivalent to experience in teaching or supervising."

As in the case of the other three year certificate described above, the requirements for renewal of this elementary certificate, issued by the State Board of Education to successful holders of first grade county certificates, were changed from "such regulations as the state board may make," to definite experience and educational requirements. For the renewal of these certificates, the holders must have taught or supervised for three years, in the school or department named in the original certificate, or have attended a normal school, college, or university for one year during the period in which the certificate was in force. The renewal of this certificate was for the lifetime of the holder under the provisions of the section quoted above.

Another change made by the law passed in 1919 made the special certificates, provided for in 1915, renewable for three year periods instead of for only one year. The requisites for obtaining this certificate remained the same as provided for in the law creating them, viz., special training in such subjects as music, drawing, physical education, manual training, and other highly specialized subjects requiring particularly specialized preparation, but not college graduation.

The law of 1919 also made provisions for issuing to teachers who had been employed in high schools after September 1, 1916, as

provided for in the 1915 law, a permanent certificate to teach in high schools. The provision is as follows:¹

"That to any person who at the time when this act shall take effect shall have been successfully employed for not less than three years in this state as a teacher in any high school, deemed to have been such by the State Board of Education, or successfully and continuously engaged either in teaching in such high school or supervising as a county superintendent in the public schools of this state, or in both such teaching and superintending, for a period of not less than five years, and who during such employment shall have held a valid teacher's certificate, the State Board of Education shall issue a certificate valid for teaching in such high school and in no other school or department for life."

The above provision was made, no doubt, to care for those teachers who had been affected by the passage of the law in 1915 which required a State high school certificate or a normal school diploma, each of which demanded four years of college training, in order to teach in high school. This act allowed teachers to continue in their high school teaching positions without bringing their educational qualifications up to the standard required by the law of 1915, and has kept many inadequately trained teachers in the schools of the State.

Besides the functions described up to this point, the State Board of Education has charge of the issuance of Normal Training certificates. Although a function of the State Board, these are discussed fully in the following chapter which deals with teacher training in the Normal Training High Schools of Kansas.

SUMMARY

1. The State Board of Education, established in Kansas in

1. Ibid.

1873, has played an important role in the training and certifying of teachers since its inception. This board has exerted a powerful influence, both through the professional men who have been members of the board and through the legislature, to raise the educational qualifications of the teachers of the State.

2. The first function to be delegated to the State Board of Education was the certifying of teachers. It was given this power in the legislative act establishing the board in 1873 and has held it throughout all of the history of the Board. The first certificate to be issued by the board consisted of a State diploma which was issued to teachers who, besides possessing a "good moral character" and the "requisite scholarship," possessed "eminent professional experience and ability" and who had taught for at least two years in the schools of Kansas. This was the first life teaching certificate issued in the State and was valid in any of the schools of the State. At the same time, the board was given the power to issue State certificates of two grades, one valid for one year and one valid for five years, each of which was valid in any school in Kansas.

3. All certificates issued by the State Board of Education during the first twenty years of its existence were issued to persons who were able to pass the examination as prepared and administered by the State Board of Education. In 1893, however, provision was made by which academic credit from the colleges and universities of the State was accepted by the Board in lieu of the examination in all except the professional teaching subjects. The professional subjects in this examination were those required for the diploma in the Kansas State Normal School, and consisted of

philosophy of education, history of education, school laws, methods of teaching, school management, and such other professional subjects as prescribed by the Board. The Board was very critical in accepting the academic credits from colleges at this time, and in case an examination paper indicated that the candidate was not conversant with the common branches, he was required to take the examination in these subjects.

4. Although certain academic credits earned by the graduates of certain accredited colleges in the State had been accepted by the State Board of Education in lieu of the examination, it was not until 1899 that college credits were accepted in their entirety by the State Board and certificates were granted to the graduates of accredited colleges without examination. The requirements for the teachers' diploma granted by the University of Kansas were made the standard for the curricula of other colleges of the State with reference to their admission to the list of accredited colleges. This provision automatically made the University a member of the list, and required that other colleges maintain a department of education whose curriculum was equivalent to that of the University of Kansas.

5. In 1905, the State Board of Education was empowered by the legislature to prescribe the course of study for the Normal Institutes of the State. This gave the Board a more direct connection with the training of teachers than it had possessed before.

6. Under the provisions of a law passed in 1911, the State Board of Education was given the power to examine the curricula of the colleges of the State in order to determine whether they

should be granted admission to the list of accredited institutions. This placed the accrediting power in the hands of the State Board, and removed it from the hands of the faculty of the University of Kansas. It will be remembered that, by the provisions of the act of 1899, the University department of education had been made the standard by which colleges were accredited. This act of 1905 placed the University of Kansas and the Kansas State Agricultural College in the same position as were the numerous denominational colleges scattered over the State. The certificating power of the State Board of Education was greatly augmented by the provisions of the 1911 law which gave power to the State Board to certificate teachers from other States as well as from Kansas, providing that they were graduates of colleges maintaining curricula equivalent to those of our own State which were on the accredited list.

7. The legislature, in 1915, created four new certificates to be issued by the State Board of Education and recreated one type of certificate which had been previously discontinued. The new certificates created in this year were: a three year certificate renewable for three year periods; an elementary certificate which was valid for three years and renewable for successive three year periods; a special certificate for specialized subjects such as music, drawing, manual training, and physical training, valid for three years and renewable for one year periods; and a temporary certificate to be granted only in case of emergency, which means a shortage of teachers that never occurs. In addition to creating these new certificates, the legislature recreated the life diploma that had been issued to teachers of "eminent professional ability" between the years of 1873 and 1893. This new life diploma was a

far better certificate than was the older one and was valid in all public schools of the State and required higher educational qualifications.

8. In 1915, the legislature made another provision which made an important change in the certification of teachers in the State. This was the provision requiring the possession of a high school certificate issued by the State Board of Education, or one issued by the State Normal Schools. By this act, no teacher was permitted to teach in the high schools after September 1, 1916, if he did not have such a certificate. Of course, those teachers who had been employed as high school teachers previous to the passage of the enactment were allowed to maintain their status and were later granted life certificates to teach in high schools. These were named High School Certificates.

9. Definite requirements for the renewal of State certificates were prescribed in an act of the legislature of 1919. This law made it necessary for the candidate to have three years' teaching experience on his original certificate, or one year in an accredited normal school, college, or university during the time for which the original certificate was in force. These requirements were for the renewal of the three year certificates renewable for three years and for the three year certificates renewable for life. Special certificates were also made renewable for periods of three years instead of for one year as provided in the original act of 1915 creating them.

This brief summary suggests that the State Board of Education has always been a powerful influence upon the schools of the State. The certificating power granted to the State Board was, for a num-

ber of years, the only connection and the only function of this important educational body in the training of teachers in Kansas. Indirect as was the influence of this certificating power upon the teacher training of the State, it nevertheless had its effect in raising the educational standards of teachers. It may be said that we have come a long way in the seventy years of statehood, and that the State Board of Education has played no minor part in this educational development.

CHAPTER VI

THE NORMAL TRAINING HIGH SCHOOLS

Normal Training High Schools were established in Kansas in the year 1909. They were introduced in response to a felt need for better trained teachers for the rural schools of the State. It is true that the teachers found in the rural schools were not well prepared at this time, and since many of them were not financially able to bear the cost of a more extended professional education, the Normal Training courses were placed at their disposal in the high schools of the State. There can be little doubt that the Normal Training High Schools did fulfill the need for teacher training which was not costly to the students obtaining this training.

THE NORMAL TRAINING ACT

These schools were organized under the strict supervision of the State Board of Education who prescribed the course of study to be included in the normal training work and also administered the examinations for certificates taken by the graduates. The act of the legislature establishing these teacher training schools reads:¹

"That for the purpose of affording increased facilities for the professional preparation of those preparing to teach, and particularly those who are to have charge of our rural schools, the State Board of Education shall make provisions for normal courses of study and for normal training in such high schools as said Board of Education shall designate; Provided, that said high schools shall be selected and distri-

¹. Session Laws of Kansas, 1909. Chapter 212, p. 519.

buted with regard to their usefulness in supplying trained teachers for schools in all portions of the state and with regard to the number of teachers required for the schools in each portion of the state.

"Each high school designated for normal training and meeting the requirements of the State Board of Education shall receive state aid to the amount of five hundred dollars per school year, to be paid in two equal installments, on the first day of March and the first day of June each year, from the state treasury, on a voucher certified to by its superintendent or principal and approved by the state superintendent of public instruction; provided that no part of such money received from the state shall be used for any other purpose than to pay teachers' wages; and provided further, that in case more than one high school in any one county shall establish a normal course in accordance with the provisions of this act and shall be accredited by the said State Board of Education, state aid to an amount not exceeding one thousand dollars shall be equally divided among said schools.

"In order that a high school shall be eligible to receive state aid under this act it shall have in regular attendance in its normal-training courses at least ten students during each semester, and such normal-training work shall be given under such rules and regulations as the State Board of Education may prescribe, subject to the provisions of this act.

"On the third Friday and Saturday of May each year, in each high school accredited under the provisions of this act, an examination of applicants for normal-training certificates shall be conducted, under such rules as the State Board of Education may prescribe. This examination shall be in charge of two competent persons appointed by said board. The said State Board of Education shall prepare the questions and fix the standard for the issuing of said certificates; provided, that said certificates shall be issued only to graduates of said normal courses of study, and shall be issued for a period of two years, and shall be renewable on conditions established by the State Board of Education. A fee of one dollar shall be charged each applicant, and the money so collected shall be turned over to the treasurer of the school where such examination is held, and the treasurer of such school shall pay the persons conducting said examination for their services in a sum not to exceed three dollars per day each. The manuscripts shall be properly wrapped and sealed and sent to the state superintendent of public instruction, accompanied by a fee of ten dollars from the funds of the schools. All moneys received by the state superintendent of public instruction from such source shall be turned into the state treasury, and shall become available to pay the expenses incurred by the State Board of Education in securing and paying for a competent examination and grading of said manuscripts. Said certificate shall be issued by the State Board of Edu-

tion and shall be valid in any county of the state. All moneys received from such source during the fiscal years ending June 30, 1910 and 1911, are hereby appropriated to pay for said expenses of said State Board of Education. Said expenses shall be paid on the warrants of the state auditor upon the filing of proper vouchers approved by the state superintendent of public instruction.

"Accredited academies are eligible to the operation of this act, except as to receiving state aid.

"The sum of fifty thousand dollars for the fiscal year beginning July 1, 1909, and the sum of fifty thousand dollars for the fiscal year beginning July 1, 1910, or so much thereof as may be necessary, is hereby appropriated out of any funds in the general fund not otherwise appropriated, to carry out the provisions of this act."

Thus teacher training was brought closer to the prospective teachers of the State who could not, for financial or other reasons, attend any of the higher teacher training institutions of Kansas. The great amount of power vested in the State Board of Education may be readily seen by the careful reading of the law.

THE REGULATIONS OF THE STATE BOARD

As may be seen, the law providing for normal training in the high schools of the State placed the regulations for the establishment and maintenance of normal training courses of study entirely in the hands of the State Board of Education. Accordingly, the State Board of Education drafted the following set of rules governing the Normal Training High Schools:¹

"High schools and academies to be eligible under the provisions of the normal-training act must: (1) Maintain a four

1. E. T. Fairchild, State Superintendent. "Manual for the Normal Training Course in Kansas High Schools." 1910-'11. State Printing Office, Topeka, 1910, pp. 12-14.

year course; provided however, that in counties in which no high school has a four year course a three-year course may be approved. (2) In all high schools approved under the terms of the normal-training act there shall be at least three regular high school teachers, exclusive of the superintendent; provided however, that in those counties in which the three-year course is approved there shall be at least two regular high school teachers, exclusive of the superintendent, provided further, that in counties in which no organized high school can meet the condition as to the number of teachers, these requirements may be modified at the discretion of the State Board of Education. (3) A teacher shall not teach more than seven classes a day. (4) Before determining the eligibility of any high school there shall be sent to the state superintendent by the superintendent or board of education a certified list of the pupils agreeing to undertake the normal-training course, and who shall have signed the following pledge: 'We, the undersigned, hereby declare that our object in asking admission to the normal-training class in _____ high school is to prepare ourselves for teaching, and it is our purpose to engage in teaching in the public schools of Kansas at the completion of such preparation. We pledge ourselves to remain in the class the required time unless prevented by illness, or unless excused by the state superintendent of public instruction.' All pupils who sign the pledge to take the normal-training course must be members either of the junior or senior class (these may be either juniors or seniors at the time of signing, or those who will be juniors or seniors the coming year), or graduates of an accredited high school. Said list shall be sent to the state superintendent by June 1, each year. (5) A reference library consisting of at least thirty volumes, and covering the suggestive list which will be offered later, and from which not less than two books shall be selected on each of the following subjects, will be required: Principles of education, methods of instruction, school management, industrial education, elementary agriculture, history of education.

"The requirements for entrance of pupils to the normal-training course shall be the same as the recognized standards of entrance to any other course in an accredited high school.

"Regular members of any high school, or the graduates of any high school, or any teacher holding a certificate, whose previous work entitles her to enter the junior or senior year of an accredited high school, shall be eligible to take the normal training course.

"Students graduating from the normal courses, if non-residents, shall not be charged tuition for the last year of the course.

"The normal course, as outlined in the 'Course of Study for the High Schools of Kansas' and prepared by the State Board of Education, 1908, represents the work that it is expected will be done by all high schools operating under the provisions of this act. It is required that the following distinctly normal-training work be done in the fourth year,

namely:

"One-half unit - Psychology.

"One-half unit - Methods and management, including a certain amount of observation and training work.

"One unit - Review common branches; providing however, that the Board may permit certain portions of work to be done in the third year for good and sufficient reason.

"The State Board has further determined:

"First. - That the reviews provided for in the senior year of the normal-training course shall consist of at least nine weeks each of review work in arithmetic, geography, grammar, and reading. It may be added that it is expected that the review in these subjects shall give large emphasis to methods as well as to matter.

"Second. - That the subjects for the final examination shall be psychology, methods and management, American history, arithmetic, geography, grammar and reading, and that candidates for normal-training certificates must take the examination at the end of the senior year in all the above-named subjects.

"Third. - That until further notice, schools which are unable to meet the requirements of group VIII, as shown in the Course of Study for High Schools prepared by the State Board of Education, may, in lieu of the one unit required offer one unit of the following: Physiography, one-half unit; Physiology, one-half unit; civics, one-half unit; bookkeeping, one-half or one unit; and in group VIII one-half unit of each of drawing or music may be offered.

"Fourth. - That the requirements as to the educational training of instructors in normal-training courses in high schools accredited by the State Board shall be: first, said instructors shall be graduates from the four-year course of the State Normal School, or of an accredited state normal school; or, second, they shall be graduates of the University of Kansas, or of an accredited college or university, and they shall have had at least two years of successful teaching experience; or, third, they shall be educators of recognized and advanced scholastic and professional training and of wide experience in public school work; and fourth, the selection of such instructors having in particular charge the normal-training courses shall be approved by the state superintendent of public instruction; and these qualifications shall apply to instructors in psychology, methods and management, the review subjects, and the supervisor of observation work.

"Fifth. - That all academies and high schools establishing normal-training courses in compliance with the rules and regulations of the State Board of Education, and not receiving state aid, may be designated and accredited by the State Board without reference to the number of pupils taking such course; provided, that all the other requirements shall be carried out, and the graduates of such schools shall be entitled to the privileges of certification upon examination by the State Board.

"Sixth. - That county high schools shall be eligible to all the provisions of the normal-training act; provided, that they agree to conform to conditions required by law, including the requirement relative to examination and certification as set forth in the normal-training act of 1909.

"Seventh. - That all two-teacher high schools shall add one additional teacher in order to be eligible to the terms of the normal-training act.

"Additional Observations

"The order in which the reviews are to be taken is arithmetic, geography, grammar, reading. Psychology is to come the first half of the year, and methods and management the last half. American history is to be continued throughout the year.

"Since only those who complete the four years of the normal-training course are eligible for examination, it is required that seniors only be allowed to take the normal-training work. Those juniors who have signed the pledge will be counted as part of the ten required by law though they do not take up the specifically normal-training work until next year. In the event that there are no seniors in the present class taking this work, it is then recommended that not more than one class in normal-training be formed of juniors during the present year. Should this be done perhaps the arithmetic would be the most desirable subject to review. It is expected that in the matter of the reviews no one but the normal-training students or those preparing to teach will be permitted to join these classes. The work itself is of such a specific nature that it would undoubtedly interfere greatly with the progress of the classes if others than those intimately interested in the teaching problem were permitted to become members.

"In the other distinctively normal-training studies other than the pledges may be permitted to enter, though it is believed that it would be much better in the case of psychology and methods and management to confine the membership to the normal-training pupils. In the case of American history, while there is no great difference in the character of the treatment of this subject for the normal-training pupils, and consequently no second class in this subject need be formed, nevertheless the teacher should keep constantly in mind the fact that a portion of the class are preparing to teach, and frequent suggestions relative to the best methods of teaching this important subject should be a definite portion of the work."

These rules and regulations are by far the most rigid to be found any place in the school system of Kansas. They not only provide for the establishment of the normal training course in the high schools of the State, but they are definite as regards the form of

organization which must be maintained in order to obtain accredited standing. The reasons are obvious: First, there is the principle of State control of State aid which has always been followed both by the States and by the Federal Government in granting financial aid to schools, and second, the State Board of Education foresaw the need for strict control of these teacher training institutions if the rural schools of Kansas were to be supplied with efficient and well trained teachers.

THE COURSE OF STUDY

The act of 1909, establishing Normal Training High Schools in Kansas, also provided that the State Board of Education should prescribe the course of study to be pursued by the students in the normal training course. The State Board grouped the subjects into the following groups, for the year 1910-1911:¹

"Group I. English, four units; three units required.

"Group II. Mathematics, four and one-half units; two and one-half units required.

Algebra, one and one-half units.

Geometry, one and one-half units.

Arithmetic, one-half unit.

Advanced algebra, one-half unit.

Trigonometry, one-half unit.

"Group III. Foreign languages.

Latin, four units.

German, three units.

"Group IV. Physical science, two and one-half units; one unit required.

Physics, one unit.

Chemistry, one unit.

Physiography, one-half unit.

Elementary agriculture, one-half unit.

"Group V. Biological science, two and one-half units; one unit required.

Botany, one unit.

Zoology, one unit.

1. Ibid. p. 17.

- Physiology, one-half unit.
- "Group VI. History, four and one-half units; two units required, one of which shall be American history (including Kansas history).
 Greek and Roman, one unit.
 Medieval and modern, one unit.
 English, one unit.
 American (including Kansas), one unit.
 Civics, one-half unit.
- "Group VII. Commercial, four units.
 Bookkeeping and business practice, one unit.
 Commercial law, one-half unit.
 Commercial geography, one-half unit.
 Stenography, one unit.
 Typewriting, one-half unit.
 Business arithmetic, one-half unit.
- "Group VIII. Arts, four units; one unit required.
 Manual training, one unit.
 Domestic science, one unit.
 Free-hand and mechanical drawing, one unit.
 Music, one unit.
- "Group IX. Pedagogy, two units, both required.
 Psychology, one-half unit.
 Methods and management, one-half unit.
 Reviews of common branches, one unit."

In this course of study there was little freedom for the student in selecting his elective subjects. Twelve and one-half units were required, as follows: English, three units; mathematics, two and one-half units; physical science, one unit; biological science, one unit; history, two units; arts, one unit; and pedagogy, two units. Since fifteen units were all that were required for graduation, the course of study for the student taking the normal training course was prescribed to a great extent. The course, as suggested by the State Board and outlined by years, is as follows:¹

FIRST YEAR	
First Term	Second Term
<u>Required:</u>	<u>Required:</u>
English	English
Algebra	Algebra

1. Ibid. p. 18.

Elective:

History
 Foreign languages
 Manual training or
 Domestic science
 Drawing or music
 Physiography

Elective:

History
 Foreign languages
 Manual training or
 Domestic science
 Drawing or music
 Physiology
 Elementary agriculture

SECOND YEAR

First Term

Required:

English
 Botany
 Geometry

Elective:

History
 Foreign languages
 Commercial geography
 Manual training or
 Domestic science
 Chemistry

Second Term

Required:

English
 Botany
 Geometry

Elective:

History
 Foreign languages
 Business arithmetic
 Manual training or
 Domestic science
 Chemistry

THIRD YEAR

First Term

Required:

English
 Physiology

Elective:

History
 Foreign languages
 Zoology
 Bookkeeping
 Arithmetic
 Stenography

Second Term

Required:

English
 Civics

Elective:

History
 Foreign languages
 Zoology
 Bookkeeping or
 Commercial law
 Typewriting
 Stenography

FOURTH YEAR

First Term

Required:

American history
 Physics
 Reviews
 Psychology

Second Term

Required:

American history
 Physics
 Reviews
 Methods and management

Such was the course of study outlined for the Normal Training High Schools during their first year of existence. It will be noted that during the last year of the four year course there is no provision made for any election of subjects by the student. The normal training work is concentrated into this one year, since it

includes all the subjects definitely contained in a teacher training course.

CHANGES IN THE CERTIFICATION LAW

The legislature, in 1915, made some changes in the law by which the graduates of the Normal Training High Schools should receive teaching certificates. This law stipulated that¹

"Normal training teachers' certificates may be issued by the State Board of Education as herein provided to graduates from normal training courses in high schools and academies accredited for this purpose by the State Board of Education. Said certificates shall be valid in elementary schools in any county of the state, for a period of two years, and shall be renewable for successive two year periods, on conditions prescribed by the State Board of Education. On the third Friday in May and the succeeding Saturday of each year an examination of applicants for normal training certificates shall be held under such rules as the State Board of Education may prescribe. This examination shall be conducted by the county board of examiners, each of whom shall receive for his services the compensation provided by law for holding county teachers' examinations. Each applicant for a certificate shall pay a fee of one dollar, and the money so collected shall be turned into the county normal institute fund. The examination questions shall be prepared by the State Board of Education and shall be forwarded to county superintendents by the state superintendent of public instruction. The package containing the questions shall not be opened except in the presence of a majority of the examining board on the day and hour for the examination. Immediately at the close of the examination the manuscripts shall be properly wrapped and sealed and sent, carriage prepaid, to the state superintendent of public instruction, and said manuscripts shall be graded under the direction of the State Board of Education. A fee of seven dollars shall be sent to the state superintendent of public instruction from the funds of each school participating in the examination and all money received from this source shall be turned into the state treasury, and shall become available to pay the expenses incurred by the State Board of Education in the grading of said manuscripts"

The significant changes made in the certification law by the pass-

¹ Session Laws of Kansas, 1915. Chapter 298, p. 398.

age of this act are: First, the examination was conducted by the county boards of examiners, instead of by two persons appointed by the State Board of Education; second, the fee charged the schools participating in the examination was lowered from ten dollars, as provided in the law of 1909, to seven dollars; and third, the renewal of the normal training certificates was provided for a term of two years, instead of leaving this to the discretion of the State Board of Education. The first of these changes tended to centralize the examination of the normal training graduates which resulted in greater economy in the administration of the examinations.

The legislature of 1921 made further significant changes in the laws governing the certification of graduates from Normal Training High School courses. Probably the most important of the changes made in this year states¹

" . . . that to any person to whom a normal training certificate shall have been issued in accordance with the provisions of this section, the State Board of Education shall issue, at the expiration of the first renewal, a permanent normal training certificate valid for teaching in elementary schools: Provided, that such person shall have been successfully and continuously engaged in teaching, or in supervising and teaching in the public schools of this state, or in both such supervising and teaching, for not less than four years: Provided further, that attendance at any accredited normal school, college or university for one year during such period of four years, for which full credit has been given by such normal school, college or university, shall be allowed as an equivalent for experience in teaching or supervising for not to exceed one year. "

The significant change here is that normal training certificates are made renewable for one two year period and after this, the certificate may be renewed for the lifetime of the holder, pro-

¹ Session Laws of Kansas, 1921. Chapter 232, p. 382.

vided he has taught successfully for the four years during which his certificate has been in force. Provision is also made for college, normal, or university training being credited as experience in teaching for not to exceed one year. Thus, the holder of a normal training certificate would be forced to renew it for one two year period. At the end of this first renewal period, he might renew the certificate for life if he were able to satisfy the State Board of Education that he had been successfully employed as a teacher during the four years, or that he had been employed as a teacher three years and spent the other in attendance at any college of the State which was accredited by the State Board.

Another change made in this act is the provision that¹

" . . . an examination of applicants for normal training certificates shall be held in the county seat of each county in which there is located one or more accredited normal training schools under such rules as the State Board of Education may prescribe."

This further centralized the place of conducting examinations and provided for the definite location of them. The act of 1915 had placed the examinations under the supervision of the county board of examiners, but did not locate them definitely.

THE LEGISLATION OF 1925

In 1925, the legislature made a significant change which very greatly limited the scope of the normal training certificates.

This law provided that:²

" . . . Said certificates shall be valid in elementary schools

1. Ibid.

2. Session Laws of Kansas, 1925. Chapter 225, p. 301.

in the county in which the student graduates from high school, for a period of two years and upon the payment of a fee of one dollar which shall be turned into the county institute fund, may be indorsed in other counties, at the option of the county superintendent to whom application is made, and shall be renewable by the state board of education, at their expiration, for successive two-year periods, if the applicant shall furnish to the state board of education evidence of successful teaching experience, and shall have met such other requirements as the state board of education shall prescribe."

The insertion of this provision placed normal training certificates practically on a par with county certificates. Up to the passage of this act normal training certificates had been valid in any elementary school in the State, but this act limits the validity of these certificates to the county in which they are issued.

The indorsement of normal training certificates is provided for at the option of the county superintendent of the county in which indorsement is sought. This placed normal training certificates on an equal status with the county certificates. Such a provision is detrimental to the Normal Training High Schools of the State since it removes the necessity for an individual taking the Normal Training High School work in order to receive a certificate. Since no better certificate may be obtained by graduating from a Normal Training High School, the argument for eliminating the Normal Training High Schools is given greater weight. It is evident that the legislature actually defeated its purpose in establishing these schools. That this may have been intentional on the part of the legislature, since there was no appropriation made in the year 1925 for the purpose of aiding the Normal Training High Schools, is supported by the statements above.

In this same act, the fee for the examination of the graduates of normal training courses was raised to ten dollars. This

was the fee set by the establishing act. It will be remembered that the fee was lowered to seven dollars by the legislature of 1915, but reverted to the original amount by the 1925 legislation.

In general, it may be said that the legislation passed in 1925, while not eliminating entirely, was decidedly detrimental to the Normal Training High Schools of Kansas. It looks much like a gesture, on the part of the legislature, to eliminate these schools as painlessly as possible, thus encouraging the attendance of candidates for teachers' certificates at the colleges of the State in order to secure the preparation necessary to obtain a state-wide certificate.

CHANGES IN THE COURSE OF STUDY

The legislature of 1921 made changes in the course of study for the Normal Training High Schools, and also made changes in the requirements to be met by these schools in order to be placed on the accredited list by the State Board of Education. The act making these changes reads:¹

". . . That in order that a high school be eligible to receive state aid under this act it shall have in regular attendance in its fourth year in the normal-training courses at least four students during each semester, and such normal-training work shall be given under such rules and regulations as the State Board of Education may prescribe, subject to the provisions of this act: Provided, That the following-named subjects shall be required for the fourth year high-school course for the normal-training work: American history, one year; psychology, one-half year; methods and management, one-half year; arithmetic, one-half year; reading, one-half year; grammar, one-half year; and geography, one-half year: Provided further, That examinations under such regulations as the State Board of Education shall prescribe be required in psychology, methods and management, arithmetic, reading, grammar, and geo-

1. Session Laws of Kansas, 1921. Chapter 244, p. 393.

graphy. In lieu of the examinations in all other subjects prescribed by the State Board of Education for normal-training work, credits for class work shall be accepted from high schools approved for normal-training work."

The most pertinent change made here was the requirement of arithmetic, reading, grammar, and geography instead of the indefinite requirement of "review of common branches" as had been prescribed by the State Board of Education in the older course of study. It must be remembered that this act was passed during the time when the Normal Training High Schools were in favor and were being encouraged by the legislature as well as by the State Board of Education. This act was distinctly favorable to the spread of Normal Training High Schools, because it lowered the number of students necessary for the maintenance of such schools and the eligibility for State aid to four students where the requirement had originally been ten. Statistics presented in Appendix A show conclusively that this change in the requirements resulted in a great increase in the number of Normal Training High Schools in the State.

SUMMARY

1. Normal training was established in the high schools and academies of Kansas by an act of the legislature of 1909 which provided that each school meeting the requirements for the normal training work should receive State aid to the amount of five hundred dollars per year. The aid was limited, however, to one thousand dollars per county, in case that two or more such schools should be established in that county. Thus, if four Normal Train-

ing High Schools were located in one county, each of these schools would receive only two hundred and fifty dollars of State aid per year, instead of five hundred.

2. The Normal Training High Schools were placed under the supervision of the State Board of Education, which made the requirements by which they were accredited. These requirements prescribed the course of study to be followed by students in the normal training courses, and included the following subjects that bear directly upon teacher training and that are not found in the curricula of most other high schools: Psychology, methods and management, and review of common branches. These subjects are a part of the fourth year's work in these high schools, although the requirement for review of common branches has been changed by law to arithmetic, grammar, reading, and geography. The course of study, as prescribed by the State Board of Education, provided that a student might graduate from a Normal Training High School with a total of fifteen units of credit, and the course prescribed that twelve and one-half units of these were required subjects. This allowed practically no freedom in the choice of electives.

3. The graduates of the normal training courses are granted certificates upon the passing of an examination which is prescribed by the State Board of Education. The examinations were originally held in the schools themselves, but have since been placed under the supervision of the county boards of examiners, and are held in the county seat of each county in which Normal Training High Schools are located. The grading of these papers has been done by the State Board of Education since the beginning of the Normal Training High Schools.

4. Normal training certificates were given a state-wide scope by the law creating them. They were valid in any elementary school in Kansas for two year periods, being renewable for the same length of time. In 1921, however, the legislature enacted a law by which normal training certificates were renewable for one two year period in case the applicant had taught successfully for the four years during which his certificate had been in force, or had taught for two years and attended an accredited college the other year, the holder might renew his normal training certificate for life. This provision lasted only four years, when the legislature passed a law reducing the normal training certificates to the status of the county certificates. This made normal training certificates valid only in the county in which the holder graduated from the Normal Training High School, and could only be valid in other counties by endorsement of his certificate by the county superintendent of the other county. The passage of this law, coupled with the fact that no legislative provision was made in 1925 for the regular appropriation for state aid, dealt a blow to the Normal Training Schools which promises to eliminate this, at best, inefficient method of training teachers.

It has been advocated that the normal training course be eliminated completely from the State system of education. Judging from the figures shown in Appendix A, it is hardly necessary that this be done because the course seems to be dying a more or less natural death, due to the legislation of 1925 as well as other factors which seem to make this course of training unnecessary in order to supply the schools of the State with professionally trained teachers.

CHAPTER VII

SUMMARY

In summarizing a study of this type, it is necessary to treat each division briefly. As each chapter has been briefly summarized previously, only the most salient and outstanding phases in the development of each teacher training agency are discussed.

1. The County Certification of Teachers. This is the oldest means of teacher certification found in the State, being provided for in the first session of the State legislature in 1861. During the first eight years, all county certification was carried on by the county superintendents of the several counties of the State. This condition was replaced by the creation of county boards of examiners in 1869, which have continued to the present time, their function being to administer the examinations for county teaching certificates. Graded certificates were provided for in 1876, but many changes and alterations have been made in the grades of certificates granted by the counties. In some periods three grades of certificates were granted, at other times four, and at present there are two grades of certificates obtainable from the county. One of the important steps in the development of this certification agency came in 1911, when graduation from an accredited high school was required as a prerequisite to obtaining a first grade county certificate. Briefly, these are the most important steps through which the county certification of teachers has passed.

2. The Normal Schools. The first provision for normal school

training of teachers in Kansas was made in 1863, when the Kansas State Normal School was established and located at Emporia. This school is the parent school for normal school work in Kansas, and its popularity and usefulness has led to the establishment of normal schools in other parts of the State. The second State Normal School was established and located at Leavenworth in 1870 and trained teachers until 1876. Another was established at Concordia in 1872, but nothing can be found to indicate that this school ever actually operated. The first successful extension of normal school work came in 1901 with the establishment of the Fort Hays Kansas State Normal School. In 1903, the Manual-Training Normal School was established at Pittsburg. The three schools now existing as State teacher training institutions, the Emporia, Pittsburg and Hays institutions, were given further recognition as teacher training institutions in 1923 when the names of the schools were changed to the Kansas State Teachers Colleges of Emporia, Pittsburg, and Hays, respectively. These three Teachers Colleges issued life teaching certificates and professional teaching degrees, exclusively, until 1929, when they were given the power to issue the Master of Science and the Bachelor of Arts degrees. These degrees do not carry certification with them. Recently the institution at Hays applied for another change of name and received the title of Fort Hays Kansas State College in 1931, and now places greater stress upon the academic degree and liberal arts work than had been done previously. The Emporia and Pittsburg institutions have remained, however, in the status of teachers' colleges and adhere primarily to their purpose of teacher training.

In addition to the State teacher training schools, there were

several private normal schools at work in the State of Kansas during the last two decades of the past century. Four of these were of major importance during their periods of functioning, training many teachers for the schools of the State. These four were those located at Fort Scott, Holton, Salina, and Great Bend. There were two others of lesser importance at Harper and Marysville. These six private normal schools were of great importance in producing trained teachers for the schools at a time when practically all of the State's teachers were either untrained or were poorly trained.

3. Teachers Institutes. Provision was made in 1864 for holding teachers' institutes in Kansas. The first institutes were known as the Normal District Institutes and were held in each senatorial district in the State. The need for a more wide-spread system of institutes was seen and they were placed under the control of the county superintendents, which changed their status from the District Institutes to the County Normal Institutes. The first institutes were held for periods of two to five days, but later they were extended to cover four weeks. This was still later changed to make the length of time for which the institutes were held optional with the county superintendent, he being given the choice of holding institutes of any length from five to twenty days. The granting of this option to the county superintendent has led to the shorter period of time, nearly all counties now holding institutes lasting only one week. The course of study for the County Normal Institutes is prescribed by the State Board of Education and has undergone a change from the type of course which prescribed training in the specific subjects taught in the elemen-

tary schools, to a more professional course of study in teacher training. The institutes have proved valuable, particularly to the rural teachers of Kansas, in that they afford a certain measure of professional training to teachers who either could not or would not receive it by any other means.

4. The State Board of Education. This board, established in 1873, has been an important factor in the development of teacher training in Kansas through its indirect influence upon the institutions of the State offering work in teacher training. One of the primary functions of this board has been the granting of State teaching certificates. The most direct influence exerted by this board has been through the prescription of requirements to be met by applicants for the certificates granted by the board. In 1899, provision was made in the laws by which colleges and universities in the State might become accredited by the State Board and by being so accredited, the graduates of these colleges were granted State certificates without the examination previously required of all candidates for such certificates. The colleges, in order to be accredited for this purpose were required to meet the regulations of the State Board with reference to the curriculum in the department of education, practice teaching, etc. The legislation dealing with this board has changed its status and functions but little since the law of 1899. The State Board issues teaching certificates to the graduates of the department of education of the State University, the State College at Manhattan, and the denominational colleges of Kansas. The certification of the graduates of Normal Training High Schools is also under the control of

the State Board of Education.

5. The Normal Training High Schools. In 1909, due to a felt need for better trained rural school teachers, the legislature made provision for a normal training course to be given in the high schools of Kansas. In the law creating Normal Training High Schools, provision was made for State financial aid to be given to the schools meeting the requirements of the State Board of Education. These requirements consisted mainly of a course of study which prescribed certain so-called pedagogical subjects, a pledge to be signed by the pupils enrolling in the normal training course which specified that they intended to teach, and an examination administered by the State Board. These schools flourished under the State aid granted and the number of schools and the enrollment increased at a rapid rate until 1925, when the legislature enacted a law which reduced the utility of the certificates granted by these schools from a state-wide range to the same limited scope allowed county certificates. The legislature of this year also failed to make the necessary appropriation for the State aid to these schools, thus dealing a double blow to the Normal Training High Schools of Kansas. Since that year, no appropriations have been made in any session of the legislature for State aid. As a result, the number of schools and the number of students taking the normal training work has steadily diminished until, at present (1932), there is evidence given to support the contention that this phase of teacher training has outlived its usefulness, and that it will soon pass out of the educational picture.

APPENDIX

APPENDIX A

The following table of statistics¹ shows plainly the trends taken by the Normal Training High Schools in Kansas since their beginning in 1909, and the trend that this teacher training agency is taking at present.

Statistics of Schools Offering Normal Training

Date	No. Schools	No. Counties	No. Students Taking Exam.	No. Certificates Granted
1909-10.....	110.....	72.....	721.....	615
1914-15.....	223.....	98.....	1726.....	1516
1919-20.....	284.....	99.....	1736.....	1455
1923-24.....	349.....	100.....	2738.....	1802
1924-25.....	346.....	96.....	2818.....	2174
1925-26.....	301.....	95.....	2262.....	1727
1926-27.....	231.....	89.....	1785.....	1400
1927-28.....	185.....	77.....	1529.....	1301
1928-29.....	151.....	70.....	1215.....	1020

(Read table thus: In the year 1909-10, there were 110 Normal Training High Schools in 72 counties of Kansas. In that year 721 graduates took the certificate examination and 615 graduates received certificates.)

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