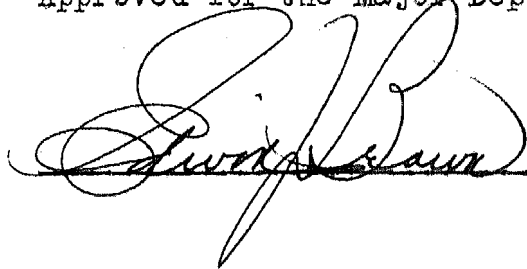


A  
HISTORICAL SURVEY OF THE EDUCATIONAL GROWTH  
OF MORRIS COUNTY, KANSAS

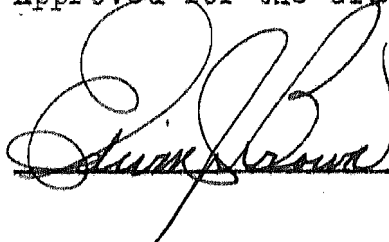
A THESIS  
SUBMITTED TO THE DEPARTMENT OF  
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

BY  
HUGH VALENTINE LEITCH  
MAY 1933  
K. S. T. C.  
EMPORIA, KANSAS

Approved for the Major Department

A handwritten signature in cursive script, appearing to read "Dwight Brown", written over a horizontal line.

Approved for the Graduate Council

A handwritten signature in cursive script, appearing to read "Dwight Brown", written over a horizontal line.

## PREFACE

This study was undertaken in order that the people of Morris County, including teachers, parents, and students, as well as other interested persons might possibly become better informed as to the early efforts, difficulties, and accomplishments of the settlers of the county in the education of their children, young men, and young women of the county. It is further hoped that the study has been the means of compiling many historical incidents connected with early education that otherwise might soon have been lost by the passing on of our few remaining early settlers.

The writer wishes to acknowledge the assistance of the different individuals who helped to make this study possible, particularly the assistance of Lalla M. Brigham, and Mattie M. Harris, both of whom have been interested in historical and educational work in the county. The writer also wishes to acknowledge, with much sincerity, the kind assistance of Dr. Edwin J. Brown, Director of the Graduate Division of the Kansas State Teachers College of Emporia, who made so many valuable suggestions while directing this study.

Hugh Valentine Leitch.

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## CHAPTER I

## INTRODUCTION

## The Nature of the Study

The principal objective of this study is to trace the Educational Growth of Morris County Kansas, particularly in the earlier stages of its development. The purpose of the study is to gather together and compile in a clear understandable manuscript all the material available which to any extent bears on the educational growth of the county. Wherever possible state records have been used to verify the accuracy of materials gathered from other sources, and in other instances the accuracy of the material has been checked by gathering facts from different sources and using those which seemed the most valid.

Further, it is hoped that the study will show in some detail, the development of district organization, of building and equipping buildings, of certificating, paying, and hiring teachers. Other duties connected with county school administration will be touched upon, however it is not the purpose of this study to attempt any prediction as to the future growth or educational trends of the county.

The study has further possibilities of being usable in bringing to the light many facts almost wholly unknown to the layman and even to the professional educators of the county and state. There is also a possibility of this material being utilized further in completing educational records of the state and nation.

## The Scope of the Study

The study extends over a period of approximately eighty-five years (1847-1933) during which time Morris County, as well as Kansas has gone through a period of development.

During this time the Indians were moved to Kansas, the Civil War fought, the Indians again moved and the settlement of the county and state made complete. These events in order of their appearance are as follows: The moving of the Kaws to the county in (1847); the coming of the first white settler to the county in (1847); the first school in the county in (1850); the organization of the county in (1858); the first institute for teacher training in (1864); the first secondary school in the county (1885). As will be observed some of the data in this compilation are not primarily connected with the educational growth of the county. However, it is necessary to include this information in order to give the study an adequate background.

## The Method of Procedure

The first step in the procedure was the physical location of the territory in which the study was to be made. This step also includes the attitude of the native inhabitants of this region toward education as contrasted with that of the early white settlers who settled in the various parts of the county.

The second step was a statistical search through the Annual and Biennial Reports of State Superintendents to the various Governors. The search also extended to a host of other sources.

of material which was usable, some quoted directly, in the development of this study.

County Superintendents reports to the State Superintendent of Public Instruction were next made and where pertinent material was found it was drafted into the body of the study.

The material suggested in the three preceding paragraphs was used as the skeleton around which the educational growth of the county was developed.

### The Types and Sources of Data

The data for the study consisted mainly of the following sources:

- (1) Early histories of Kansas.
- (2) Material gathered from many of the few remaining pioneers in the settlement of the county.
- (3) Annual and Biennial Reports of the Superintendent of Public Instruction to the various governors of Kansas.

Newspaper and magazine articles which dealt with the subject of the study were also used in this compilation.

### The Method of Procedure

In compiling the material of this study a chronological order of development was followed, both in the selection of chapter headings, and in the development of each chapter. In each chapter a rather intense study was made of the very early material relating to the early educational growth, then as the period of educational growth seemed to have taken definite shape

or form the study was made more general, however the chronological order of events was still adhered to.



## CHAPTER II

### HISTORICAL SETTING

#### Location

Morris County, Kansas, is one of the oldest and most historical counties in the state. It is situated in the center of the eastern half of the state. This county is bounded on the north by Geary County, and a portion of Waubaunsee; on the east by Lyon and a portion of Waubaunsee; on the south by Chase and a portion of Marion; on the west by Dickenson and a portion of Marion counties. The county contains fourteen civil townships and in shape is square, except that in its northeast corner its square formation is broken by the southwest corner of Waubaunsee County, while in the northwest corner a strip about two miles wide and four miles long is taken from the square and added to Dickenson County. The county contains 700 square miles, or 448,000 acres, and except for the points where its square formation is broken, it is twenty-four miles from north to south and thirty miles from east to west.<sup>1</sup>

#### Topography

The surface of the county, in the greater part, is rolling prairie. Along the Neosho, however, and especially around Council Grove, the banks of the stream rise to considerable height, these elevations occurring sometimes on one side of the stream and sometimes on the other. From the top of these

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<sup>1</sup> T. A. Andreas, History of Kansas, p. 795.

elevations the land rolls gently away. The highest elevation of the county is at Council Grove and from this point the surrounding country appears like a rolling sea. The ridges or watersheds have an east and west direction, and while having sufficient slope to insure adequate drainage, are not so abrupt as to cause loss of soil by a normal amount of rainfall. There are numerous streams in the county on all of which there is an abundance of fine timber. The valleys through which these streams flow vary in width from one-half to two miles, and the land in these valleys is spoken of as "bottom land."<sup>2</sup>

The timber along these streams consists of oak, hickory, walnut, hackberry, cottonwood, and sycamore. The size of the timber along the streams seems to correlate to a considerable extent with the size of the streams. The average width of these strips of timber is from one-fourth to one-half mile.<sup>3</sup>

The soil is very rich and deep for the most part and in normal seasons is very productive. The deepest and best land, however, is along the streams. This "bottom land" consists of about twenty-five per cent of the land of the county. The other seventy-five per cent of the soil is somewhat more rolling and is used for growing grasses, which thrive abundantly upon it, and for growing forage crops. Besides these forage crops the county produces a large amount of wheat, corn, and oats. The corn and oats are used chiefly for growing and fattening livestock while most of the wheat is sent to the market.<sup>4</sup>

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<sup>2</sup> T. A. Andreas, History of Kansas, p. 796.

<sup>3</sup> Ibid., p. 796.

<sup>4</sup> Ibid., p. 796.

## Occupations

Stock raising is the most important industry, yet it would not be of such great importance if it was not for the second important industry of the county, farming. Without these agricultural pursuits which furnish winter feed for the stock raiser, his industry would be far from the first in the state and county.

There are many fine herds of livestock in the county that thrive on the fine pastures in the summer and on the abundance of succulent forage, produced in the county, in the winter. Some fine herds of Hereford cattle are owned by Miller and Manning of the Sylvan Park stock farm, Henry White of Council Grove, and by C. M. Haun of White City. Other large cattlemen of the county are Chase Brothers, Council Grove, F. W. and C. R. Atkinson of Burdick, F. W. Thomas of Dunlap, Gabriel Frank, and James Metcalf of Council Grove.

Agriculture in the county, as in the entire state, is a very thriving industry. Proof of this lies in the fact that the county is a division of the state which is the largest producer of wheat of any political unit on earth. Its nearness to the second largest meat packing industry in the world, second largest creamery on earth, and the second largest flour milling industry in the United States also give the county a great advantage as an agricultural county.<sup>5</sup>

Horticulture is also pursued to a considerable extent in Morris County. The Sharpe orchards, located near Council

Grove are the largest orchards in Kansas or the Central West.<sup>6</sup>

### Early Settlements

The earliest settlement in the county was made in and around the county seat of the county, Council Grove. This settlement was the outgrowth of a treaty, which was made with the Kaw Indians in 1825 under a large oak tree, familiarly known to people of Council Grove today and to many people over the state as "Council-Oak." The tree is still standing within the present limits of the city, which is named for it.<sup>7</sup>

Tradition tells us that Kit Carson cut the name Council Grove on a buffalo hide and nailed it to the tree in 1827, the name being drawn from the council meeting held in the lovely grove, of which the tree was a part.<sup>8</sup>

During the years when the Santa Fe trade was being built up, the Neosho crossing became the meeting place of the traders to form long caravans and often a day or two's delay was caused by this delayed organization of the settlers. Then too this was the last place where good timber could be secured for wagon repairs for use on the trip to Santa Fe.<sup>9</sup>

In 1847, Seth M. Hays, who had obtained a license to trade with the Kaw Indians on the reservation, to which they had in that year been moved and which was a block of land twenty miles square with the present Council Grove in its center, came here

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<sup>6</sup>T. A. Andreas, History of Kansas, p. 796.

<sup>7</sup>F. W. Blackmar, History of Kansas, Vol. I, p. 461.

<sup>8</sup>T. M. Brigham, The Story of Council Grove, p. 8.

<sup>9</sup>Blackmar, op. cit., p. 460.

and built a log cabin or supply house on the present site of the Hays Tavern. Hays also had in mind furnishing "last chance supplies" to the traders, bound for Santa Fe, hence the name "Last Chance" store, as this little outpost was so familiarly known to the traders bound for Santa Fe.<sup>10</sup>

The Federal government, in 1849, established a mail route to New Mexico, and Council Grove proved to be the most important station on the seven hundred mile journey. In connection with this mail route, the government established a blacksmith shop, which was first operated by a man named Mitchell, who a short time later was relieved by Emanuel Mosier. Mosier moved to Council Grove with his family in 1850. The following year Mrs. Mosier's brothers, A. J. and Josh Baker moved to Council Grove, also her two sisters, Mrs. Eli Sewell, and Eliza Baker, who afterward married T. S. Huffaker. In 1850 the government erected a building on the corner of Wood and Main streets for grain supplies. The mail company also built a log-chinked house on the present site of the Farmers and Drovers Bank.<sup>11</sup>

Other settlers soon followed and by 1850, there were probably a dozen families in the settlement, also a number of settlers without families. The first white woman, Mrs. Eliza Mitchell, the wife of a government blacksmith, came here in 1848. Some of the most important of these men, who came here to trade with the 1700 Indians on the reservation at that time (1848), as well as to supply the Santa Fe traders and to esta-

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<sup>10</sup> T. A. Andreas, History of Kansas, p. 795.

<sup>11</sup> Brigham, op. cit., p. 11.

lish homes were Seth M. Hays, O. H. Withington, J. C. Munkers, A. J. Baker, Josh Baker, E. Mosier, Chauteau Brothers, and Columbia Brothers.<sup>12</sup>

The period from 1850 to 1854 was a very prosperous period for Council Grove. It, at that time, was the last point at which supplies could be obtained by traders going west. At that time the Withington Brothers, S. M. Hays, Chauteau Brothers, A. J. Baker, and Josh Baker, Emaniell Mosier and Christopher Columbia, constituted the business population of the town.<sup>13</sup>

Other early settlements were made in Neosho and Clarks Creek townships. These, however, do not date back as far as the settlement at Council Grove. The Clarks Creeks settlement dates back to 1856 when the Hansen, Warneke, Gunter, and Baxter families settled on Clarks creek somewhat north of the present School District No. 4, and in what is now District No. 10.

The following year Stephen Atkinson settled with his family farther up the creek. With him, or near that time, came the Hammond, Sherrod, and Waters families. These families were somewhat more familiar with frontier life than the previously mentioned families, the Hammonds, Sherrods, and Waters having experienced frontier life in Kentucky and Tennessee, while the Atkinsons had followed the frontier from Ohio into Indiana then into Missouri, then from there to the Clarks Creek settlements.<sup>14</sup>

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<sup>12</sup> Blackmar, op. cit., p. 460.

<sup>13</sup> Brigham, op. cit., p. 12.

<sup>14</sup> Mrs. Arch Johnson, Latimer, Kansas. Personal interview. Mrs. Johnson came to Morris County (Clarks Creek) in 1857.

The settlement in Neosho township was begun in 1855. Some of the early settlers who helped to make this settlement were the Herold Family including James Johnson, the husband of Herold's daughter, Tim Downing and his family, Bill Laird, for whom the creek on which some of these early settlers settled was named, and Isaac Downing. Levi Taylor also came at about this time. This settlement was about eight miles northwest of Council Grove at the junction where Laird's creek empties into the Neosho.<sup>15</sup>

At this time there were some settlers scattered along between this settlement, then called Priceville in honor of a man, Price, who was one of the most active settlers in the settlement and Council Grove. Mr. Price ran a sawmill in that locality for a time and sawed most of the lumber for the settlers in this settlement and also for the settlement west of it which was later called Parkerville, and which was first begun in 1858 or 1859.<sup>16</sup>

The settlement at Parkerville had a rather logical origin. A stage or freight route had been established between Council Grove and Junction City. This route was up the Neosho River to the present village of Parkerville. At this place which was in site of the lovely valley of the Neosho the trail turned in a northerly direction toward Junction. It was the splendid farming region here, together with the sheltering hill on the north that induced some land hungry settlers to stop off

<sup>15</sup> Mrs. Lou McAlister, Parkerville, Kansas. Personal Interview. Mrs. McAlister came to Parkerville in 1860.

<sup>16</sup> C. C. Churchman, Parkerville, Kansas. Personal Interview. Mr. Churchman came to Morris County in 1865.

here and establish homes. Among the earliest of these settlers were Fletcher Cress, Ran and Detroit Burton, G. W. Churchman and son C. C., William and Tom Black, Joe Eschbaugh, Anderson Sharpe, Soddie Parker, and T. N. Haun.<sup>17</sup>

These settlers established homes in a radius of about four miles of the present village. Fletcher Cress settled on a farm about a mile south of the present town. William Black settled on a farm since known as the Parker place at the west edge of the village in a log house which is still inhabited. Tom Black settled on a farm which joins the town on the west and which is now known as the Stage place. T. N. Haun settled about three miles up a stream south of the village. The stream on which he settled has since been called Haun creek. Mr. Eschbaugh also settled on that creek but only about two miles from the trading center of the little community. Henry Ramsey, with his sons Tom, Bill, George, Dave and his daughter Priscilla, settled about one-half mile east of where the village now stands. Anderson Sharpe and Soddie Parker settled about one and one-half miles northeast of the village on what is now known as the Richards place. Mr. Sharpe came here from Missouri. He drove through with his family in wagons and brought with him hogs, sheep, and cattle, which he had retained when he sold his farm in Missouri in order that he might come west where he could have a large tract of free land. Mr. Sharpe's children

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<sup>17</sup> Mrs. Lou McAlister, Parkerville, Kansas. Personal interview. Mrs. McAlister came to the county in 1860.



had heard glowing accounts of Council Grove and looked forward to getting to pass through the place only to be disappointed at it when their wagons creaked through the street.<sup>18</sup>

Parkerville made a rapid growth in the early days and in 1871 contested Council Grove for the county seat. An election was called to settle the matter and all sorts of trickery was resorted to by both sides. Men were brought into the county by the hundreds for voting purposes. The population of the county at that time was 2,225, while the number of votes cast was 1,312. The election going to Council Grove by a vote of 899 to 413. Parkerville, however, did not continue to be the county's second foremost city for any great length of time, and at the present time is seventh in size among the cities and villages of the county.<sup>19</sup>

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18. Ibid.

19 T. A. Andreas, History of Kansas, p. 796.

CHAPTER III  
EARLY EFFORTS TOWARD EDUCATION

The Kaw Indians were moved to the territory known as the Kaw Reservation in 1847. A trading post was established by the government on this reservation for the benefits of the Indians, so that they would be able to exchange their wares for those of the white man. Following this movement, the Methodist Episcopal Church, knowing the benefits that might be derived by society from educating the Indians and having worked with them previously, decided to establish a mission on the reservation in order that the "minds of the Indians might be trained and enlightened as to the folkways, mores, and customs of the white man."<sup>1</sup>

With this thought in mind, the Methodist Board of Missions, in 1850, had a stone mission or school house erected, which still stands in Council Grove. This same year they entered a contract with T. S. Huffaker to teach this school. The school was to furnish instruction in academic subject matter, as well as training in the growing of crops such as this county was expected to produce. Mr. Huffaker acted in this capacity until 1854 when the school was discontinued.<sup>2</sup>

No man associated with Morris County has had more to do with its educational growth than has T. S. Huffaker. He came to the county in 1849 and until his death in 1910 was more or less actively engaged in educational and religious affairs.

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1 T. A. Andreas, History of Kansas, p. 796.

2 Ibid., p. 796.

He came as an Indian teacher and taught in the mission until 1854, when the Indian school was abandoned. As there was no school for the white children at Council Grove, Mr. Huffaker organized a school for them in May, 1851, and taught them with the Indians at the mission. This was the first white school in Kansas. His marriage to Elizabeth Ann Baker May 6, 1852, was also the first marriage of white people in Kansas. They were married in the mission by Rev. Nicholson, a missionary, who happened to be at Council Grove at the time.<sup>3</sup>

Records show that prior to 1852 there had been three other weddings performed in Kansas in which one person in each had been a white person. In 1830, Rev. Van Quickenborne performed these marriages in the Osage Nation. The first marriage was that of Francis D'Agbeau, alias Dubierte, a Frenchman, and Mary, an Osage woman. The second, Joseph Brown, alias Equeses, a Frenchman, son of Stephen Brown and Alice Guguiere, and Rosette D'Agbeau daughter of Frances D'Agbeau and a Metif girl of the Osage Nation. The third marriage was that of Basile Vassier, son of Basic who was a half breed of the Osage Nation, to Mary, an Osage woman, daughter of Kanza Skinza.<sup>4</sup>

The Huffakers' daughter, Susie, born July 4, 1853, was the first white child born in Morris County. Mr. and Mrs. Huffaker conducted one of the first Sunday schools in Kansas, as well as the first in Morris County. It, too, was held in the mission. Both Mr. and Mrs. Huffaker were active in the organization of

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<sup>3</sup> L. M. Brigham, The Story of Council Grove, p. 13.

<sup>4</sup> M. A. Bordenkircher, A Historical Study of the Mission Schools in Territory Now Comprising Kansas, p. 10.

the Methodist Episcopal Church and gave the lot, on which it was built to Council Grove. Mr. Huffaker held many positions of honor in the county. He was active in Indian affairs, served twice in the legislature, was one of the first regents of the Kansas State Normal School, and was also probate judge several terms.<sup>5</sup>

### The Kaw Mission

The Kaw Mission has stood on the west bank of the Neosho for eighty-three years, and is still well preserved. The four large chimneys, two at each end, and two broad halls through the center, are the same as in 1850 when the Mission was erected. It was built for a school for the Kaw Indians and was used as such for several years. The full-blooded Kaws did not take kindly to the educational methods of their white brothers, and only the orphans and dependents were allowed to attend the school. For this reason Mr. Huffaker's time was not fully occupied, so he started a free school for the white children who lived here in 1851. There were only about twelve or fifteen white children living in Council Grove at that time. Nevertheless, the first white school of the Sunflower State had its birth in Council Grove in this historic building. Other teachers followed Mr. Huffaker until 1856, when the East Side one-story building was erected.<sup>6</sup> The other schools in Kansas which antedate the Mission school were mixed schools, both Indians

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<sup>5</sup> Brigham, op. cit., p. 13.

<sup>6</sup> Brigham, op. cit., p. 108.

and whites attending.

During this early period several denominations established mission schools for the Indians and any whites there were to attend. The Methodist Episcopal Church was extremely active in this work and, although not the first to establish mission schools, they continued the work from December 1830, when Rev. William Johnson established a mission and school for the Kaw tribe just east of the village of Valencia and ten miles west of Topeka. From 1830 until his death in 1842, Mr. Johnson and his wife struggled among the Kaw Indians with little success. The first two years they had an enrollment of sixteen students, there being seven whites and nine Indians in the school.<sup>7</sup>

The summer of 1834 found Mr. Johnson supervising the building of mission houses for the Kaw Mission. The main building was made of logs and was thirty-six by eighteen feet.

The Mission was closed, following the death of Mr. Johnson, until 1844 but was reopened in 1845 by Rev. J. T. Perry and Mrs. Perry. The Methodist Missionary Society had sent them out to this mission to open a manual labor school such as was in operation at the Shawnee Methodist Mission. The Perrys were quite unsuccessful in their efforts here, and the next year the school was permanently discontinued. Early missions were also established by the Presbyterians, Catholics, Baptists and Friends. This education was not intended primarily for the

<sup>7</sup> M. A. Bordenkircher, "Historical Study of Mission Schools in Early Territory Now Comprising Kansas, p. 43.

original inhabitants but for the Indians who had been crowded into this territory by the white men who had been encroaching on their hunting ground. These Indians from farther east had been partially educated before being moved and the Missionaries did not wish to loose the fruits of their labor. For this reason the white missionaries moved westward either with or following the Indians.

The old Mission was used for various purposes in the early days--church, Sabbath school, public meetings, council house, and stronghold against attack by the hostile Indians. Many notable people were entertained here. The Huffaker family lived in the Mission for many years after the school closed, and the fact that it has been owned by their youngest daughter, Mrs. Carpenter, for ten years or more, makes their connection all the more interesting. The ancient Kaw Mission building is the embodiment of the epic history of Council Grove, and is one of the historic shrines of Morris County, as well as the state of Kansas. The history of this state and county is incomplete without its story, as well as the frequent and worthy mention of T. S. Huffaker, the first teacher of the first white school in Council Grove, Morris County and the state of Kansas.<sup>8</sup>

The Indian school taught by T. S. Huffaker is alleged to have been discontinued because of its large expense, the cost amounting to fifty dollars per capita annually, and the government refused to increase the appropriation. The pupils were generally orphans and dependents of the tribe and were all boys,

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<sup>8</sup> Brigham, op. cit., p. 108.

for the Indians absolutely refused to send any of the girls.<sup>9</sup>

Many of the Indian pupils were quick to learn and succeeded along certain lines of literary work, but they did not represent the children of the best families of the tribe. The full-blooded, aristocratic type of Indian considered it degrading in the extreme to be taught the white man's education. They were honest in this for they believed it would weaken them in all the elements which preserved the true Indian character.<sup>10</sup>

Again in 1859, when the Kaw Reservation was reduced in size to what is known as the "Diminished Reserve," the agency of the tribe was moved from Council Grove to a point about four miles south-east of that city, near the mouth of Big John Creek, where the remains of some of the buildings may be seen today. The government constructed substantial buildings, consisting of an agency house, stables, storehouse, council-house and two large frame school buildings. The large school buildings were the most interesting, one of which was for the training of the families of the people connected with the school and for training the young Indians in cooking and other domestic ways. The other building, a long two-story structure, was for classes and school purposes. At about the time these buildings were erected the government also built about one hundred and fifty stone cottages or cabins along the valley of the reservation for the Indian families; the plan being to educate and civilize the tribe as much as possible. The government erected these

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<sup>9</sup> Kansas State Historical Society, Vol. X, p. 355-356.

<sup>10</sup> Kansas State Historical Society, Vol. X, p. 356.

buildings from Indian funds and the educational efforts were turned over to the Quaker sect, with Mathon Stubbs as manager.<sup>11</sup>

School was opened on the first of May 1863, and continued until September 1866, then was discontinued as a failure because of the lack of missionary work among the children and adults; it was thought to have satisfactory results, that the children must be better clothed and fed. The School was resumed in 1869 and continued until 1873, when the tribe was removed to the territory.<sup>12</sup>

This last effort toward Indian education was more successful, the parents influencing the children to attend. During this period the Indians sent many of their girls to the school.

Former Senator Charles Curtis was a pupil at this school at one time. His parents lived in North Topeka, but, his mother being a member of the Kansas Nation (one-quarter blood), he was sent over to attend the tribal school. While here, a boy of seven, after listening to and observing the preparations for the war with the Cheyennes, he resolved to be the first to carry the news of the impending danger to his parents at Topeka. On foot and alone, he took a short cut across the hills to the native city, guided by instinct and by "night candles" the shining stars, he covered the distance in time that would do credit to a horseman.<sup>13</sup>

Not all the mission schools, however, experienced this great difficulty in securing the interest of the Indians in

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11 Ibid., p. 358.

12 Ibid., p. 358.

13 Ibid., p. 360.



education. During the year 1836, the Friends Society erected a mission building for the Shawnees, whom they had worked among in Ohio before these Indians had been moved to Kansas. This school was opened the following year and soon had an enrollment of from fifteen to forty-five Indian children. All the children who attended the school were boarded, lodged and clothed at the expense of the Friends Society.<sup>14</sup>

Although the school was not a manual labor school, the children when not attending academic classes were taught to work on the farm, to serve and to help with the kitchen work. The children, however, did not enjoy the actual work, thus making a rather serious problem for the superintendent of the mission. In their academic classes, the Indians were taught reading, writing, arithmetic, geography, and English grammar in the school.<sup>15</sup>

A new mission building was erected in 1845. It was three stories high, twenty-four by seventy-two feet. The basement of stone was for the kitchen and dining rooms, the upper stories were frame and were used for school rooms, dormitories, and rooms for the mission family. The Friends continued this work quite successfully among the Shawnee Indians until 1871 and never did they depend upon the Federal or State Government for support for the mission. The funds came directly from the Society of Friends, mostly from Indiana and Ohio.<sup>16</sup>

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<sup>14</sup> M. A. Bordenkircher, op. cit., p.43.

<sup>15</sup> Bordenkircher, op. cit., p. 59.

<sup>16</sup> Ibid.

### Summary

Early efforts toward education of the Kaw Indians were as a whole very unsuccessful. Mr. Johnson, on his death bed, after seven years of hard labor among the Kaws, near Topeka, admitted that he had accomplished so little that he doubted the wisdom of furthering the work among them. Mission work among these same Indians in Morris County was also considered to be productive of little visible good, except possibly along literary lines. The chief reason for this being that the Kaws were a peculiar tribe, very heathenish, and superstitious, and not nearly as susceptible to education and religious instruction as most of the other tribes.

Following the partial failure of the Methodist Missionaries, the mission work was turned over to the Friends Society, who had done rather successful work with the Shawnees. This sect also failed in their efforts with the Kaws in that they were unable to get many of the families to live in the comfortable houses which the Government had made for them. The Indians claimed that these buildings would breed disease and that they were not as healthy as wigwams and lodges. Few of them learned to farm and those few in a careless and indifferent manner. Thus it is seen that the Quaker effort with the tribe was as unsuccessful as that of the Methodists twenty years before.

The Kaws never took kindly to the religion of the white man and often stated that it might be alright for the whites, but that their own belief was better for them. This tribe, however, was not so much given to Indian religious ceremonies

as many other tribes and were very reticent to express themselves. They had many grotesque superstitions bordering on polytheism for there were inferior gods everywhere - in the seasons, in the darkness, in the light, heat, cold, over the rivers, woods, plains, hunting, war, etc. Some thought their homes were in the sun, some in the moon, The sun-dance was originally a religious ceremony. Probably no tribe in the United States so close to the border of civilization was so little influenced by religious and educational effort.

During the years they occupied the Council Grove reservation, the Kaws jealously preserved many of their ancient customs and most of their religious and superstitious characteristics, and it is sad to relate that their contact with their white brothers was more a curse than a blessing. The early travelers who visited them one hundred fifty years ago found them a better, happier, healthier tribe of Indians than when they were hustled off to the Indian territory in 1873. During the later years of contact with the white people, the vices acquired by the Indians far exceeded the virtues they received. Teachers and agents might be ever so able and zealous for the Indians' welfare, but drunkenness and its kindred vices, which the Indians learned from the mercenary white man and Greaser who cared nothing for them but for the ir robes and pelts, destroyed completely the influence of the missionary and teacher, and left the tribe in far worse condition than when the white men first met them.

## Early White Schools

Mr. Huffaker began instructing white children in the Mission building in May 1851. He continued this work until 1854 when Indian education was given up temporarily. The school, however, was continued for the white children in the Mission building until 1856 when the first school for white children in the county was built. This school, District No. 1, as it was called, was a small frame building which, even at that time, was hardly adequate for the needs of the settlement. The settlement by that time had grown to a considerable extent, there having been erected two additional store buildings, a second blacksmith shop, numerous dwellings, and in the year 1855, a post office was established. G. W. Simcock was appointed postmaster at that time but refused to accept the appointment. Mr. Huffaker was then appointed to fill this vacancy, thus another duty was cast upon the already overburdened pioneer. Before this time the people had been getting their mail at the Mail Station on the corner of Wood and Main street, but through changes in Government policies, a post office was established, even though no building had been selected for its location. In 1857 the office was located in the "Last Chance" store, which was operated at the time by Tom Hill. This was the only post office in the county and continued to be the only one until the late sixties. People from the adjoining settlements: Neosho Valley, often called Priceville, and later called Downing after Tim Downing who was one of the early settlers of the township, and at the present time known as Kelso; Parkerville; the

Pleasant Grove Settlement on Munkers creek, would send a person on horseback once a week to bring the mail to the settlements.<sup>17</sup>

The Brown Jug, the second school in the county, was established in 1858. The Neosho River was the natural boundary between this school and District No. 1, but many school wrangles were experienced between the two schools. The East Side School District No. 1, had only three month sessions, while the Brown Jug, District No. 2, had six and seven month sessions. Both schools made their own appropriations and there was much discussion of the merits and defects of the short or long session, as the case happened to be. Years later, in 1865, when the graded school was built by the two districts the controversy was settled. In those days applicants for positions as teachers filed bids with the school board and often the lowest bidder was given the position. Reverend Pritchett was the first teacher in the new grade school. Joab Spencer, who was also a minister and who had been variously occupied as farmer and trader, as well as having been county superintendent from 1862-1864, was chosen to succeed Mr. Pritchett. Other teachers in this school in their chronological order were H. D. Preston, Nellie Plumb, Miss Mary Jane Watson of Emporia, Miss Mary Ann Hatten, mother of William Allen White. These teachers were followed by a group who had been students in the school. Mr. W. H. White, president of the Farmers and Drovers Bank, and who has acted in that capacity for over fifty years, is probably the only living person who attended the little Brown Jug. The

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<sup>17</sup> Brigham, L. H., The Story of Council Grove, p. 15.

Brown Jug was turned over to the colored people for a school in 1887 and was used as such until 1919, when a new building was erected for them in the south part of town.<sup>18</sup>

Early settlers tell us that the name, Brown Jug, was given to the school because it remained unpainted so long that its weather beaten sides became brown. To perpetuate its name it has been painted brown several times. The Brown Jug is one of the oldest school houses in Kansas, excepting the Indian Mission of stone. For over half a century it was used as a school building for all children, but the last thirty years of its use as a school it was used as the Council Grove colored school. The new colored school was given the name Lincoln school, in honor of the man who did so much to emancipate the colored race.<sup>19</sup>

The hundreds and hundreds who passed over the door step of the Brown Jug would make a long procession. Some of them have traveled to distant lands, some have attained wealth, some honor and position, others have lingered near the little school house and passed their lives among the old associations.

During the period this school was in active use, many remarkable changes took place in the county. It was a long, long trail from the oxcart to the automobile and airplane. The roads were not hard-surfaced and the turns were sharp. The Little Brown Jug has witnessed the coming of the railroad and has seen the springwagon give way to the automobile. The county has, during this period, blossomed as a rose. The valleys

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<sup>18</sup> Ibid., p. 38.

<sup>19</sup> Ibid., p. 121-124.

have been made fruitful, the hills are now covered with cattle, and the plains are now dotted with farm homes. At the time of the school's organization, caravans could be seen wending their way westward on the trail, today this same Santa Fe Trail, which is the main thoroughfare of the county and which is the only hard surfaced road across the county, hums with automobiles and trucks.

Council Oak, a mammoth tree in east Council Grove, which is over three hundred years old, is generally known as the birthplace of the Santa Fe Trail. It was here that United States Commissioners met with chiefs of the Osage Indians, August 10, 1825, and contracted for the right of traders to travel unmolested through this territory on their way to Santa Fe. A little farther west, in Council Grove, stands Post Office Oak, which reminds passers-by of old trail days. In a cache in the tree letters and messages were left for traders who were to pass that way.<sup>20</sup>

The third school in the county was established in Neosho Township in 1857. This school was established at Priceville which was about one-half mile west of the present village of Kelso. The building was a log structure without a floor and was taught by Miss Sallie Fisher.<sup>21</sup>

The fourth school in the county was organized in Clarks Creek Township and was known as District No. 4, or File. The school was established in 1859 in a little log building some

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<sup>20</sup> Marie Agnes Olson, The Story of Kansas as Revealed by Historic Places, Events, and Struggles. Unpublished Thesis, Kansas State Teachers College, Emporia, Kansas.

<sup>21</sup> B. F. Cress, Council Grove, Kansas. Personal interview. Mr. Cress is a pioneer settler in the county.

distance north of the Stephen Atkinson homestead. Marion Waters taught this school the first two terms, then Lizzie Roma, who is now living in Chase County, taught the school for two terms. These early teachers were appointed, there being no board of education at that time. Their compensation was small even though it included board and lodging, as the teachers first stayed a week with one family then with another. In 1864 a new log building was made for the school at a location about one-fourth of a mile west of the first location. Fred Baxter, a graduate of K. S. C. (there being only eight graduates of the college in that year) taught the first school in the new building. A school board was organized at that time, but the teachers still continued to board around, even though they were paid a salary.<sup>22</sup>

Some of the early students at this school were Billy and Saddle Sherrod, Sarrah (Mrs. W. H. White), Dorothy (Mrs. John Fleming), and Henry Hammond, also Charles, Martha, Margaret, Isaac, and Addison Atkinson.<sup>23</sup>

Districts No. 5 and No. 6 were both organized in the community north of Council Grove. No. 5, Richie, was and at the present time is located about three miles north of Council Grove on Munkers Creek. District No. 6, was located about four miles north of Richie and was given the name of Garfield. These schools are still rural schools, but their early location gave them fertile sections of the county and this in turn gave high

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<sup>22</sup> Mrs. Arch Johnson, Latimer, Kansas. Personal interview. Mrs. Johnson came to Clarks Creek in 1866.

<sup>23</sup> Ibid.



valuations, thus the two have been made very enterprising schools of the county.<sup>24</sup>

Stone Chapel, District No. 7, was erected in 1865 and was the only school in the north-west part of the county at that time. That school was organized in a Swedish settlement which had come into this county from Geary County. The most active settlers in its organization were the Eek and Johnson families.<sup>25</sup>

Morris School, District No. 8, was organized in the Neosho Valley about midway between Council Grove and Kelso. Active settlers in the organization of this school were George Morris, Billy Bradford, Eli Bird, Andy Bird, and a man named Fisher. The first teacher in the school was James Heider and some of the early students were Tom, Eli, Ethel, and Mary Morris; Victoria Rinard; also Maggie, Ham, and Jim Rinard, and the Fisher children.<sup>26</sup>

A school, District No. 9, was organized in the settlement which later became Parkerville in 1865. This first school was located on the old Summers place, now owned by F. A. Ramsey, near the southwest corner of the farm. The building was a log structure of the type most popular in the county at that time. Classes were first conducted in this school by Isaac Hammond, and early students enrolled were Helen Burton (Mrs. Geo. Bowser), Tom, George, and Bill Ramsey, and Lou Sharpe (Mrs. Geo. McAlister). The next teacher was Miss Alice Williams, sister of Mrs. Fletcher Cress, with whom she boarded. There was no

<sup>24</sup> Mrs. Mattie Harris, Council Grove, Kansas. Personal interview. Mrs. Harris has taught in Morris County since 1895.

<sup>25</sup> Ibid.

<sup>26</sup> Mrs. Lou McAlister, Parkerville, Kansas. Personal interview. Mrs. McAlister came to Morris County in 1860.

schoolboard at this early school, nor had there been at any of these early schools in the various settlements in the county. This building continued to be the school, church, Sunday school, and community building of the settlement at Parkerville until 1871 when a fine two story stone building was erected in the north part of the then rapidly growing village. From 1870-1880, this was one of the largest schools in the county as it drew students from a radius of three or four miles.<sup>27</sup>

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<sup>27</sup> Ibid.

## CHAPTER IV

## THE ORGANIZATION OF DISTRICTS

In 1858 Wise County (now Morris) was organized with the following officers elected: Probate Judge, H. J. Espy; Surveyor, N. S. Brazleton; Supervisors, T. S. Huffaker, Harvey Munkers, and Lewis Baum. The first full ticket of County officers was elected in November 1861. In 1869 the sentiment toward slavery had changed from what it was in 1855 when the county was named and for that reason the name of the county was changed to Morris in honor of Thomas Morris who was United States Senator from Ohio. It had previously been named Wise in honor of a southern celebrity.<sup>1</sup>

Prior to 1858 this county had been a municipal township of the district composed of Wise, Breckenridge, and Madison Counties. During this period the Kansas-Nebraska Bill was passed making Kansas a territory. Soon after the passage of this bill Mr. Reeder was appointed Governor of the newly organized territory and he, with a full corps of staff officers, came to Council Grove with the intent of making it the capital of the state. In this he failed, owing to the fact that the land required for that purpose belonged to the Indians. The next official act of Governor Reeder was to call a territorial election in order to elect legislators. Mr. I. A. Baker, who later operated a newspaper in Morris County, was elected as one of the legislators but the "Border Ruffians" trumped up some cause and succeeded in getting their candidate in the office. The legislators convened shortly

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<sup>1</sup> I. F. W. Blackmar, History of Kansas, Vol. II, pp. 319-320.

afterward and at that session divided the territory into electoral districts and in the division the county of Wise (now Morris) was created.<sup>2</sup>

Thus we see that with county administrative organization reasonably well established, educational organization would be the next step. This began in conformance to Article II, Section VII, of the school law of 1861, which is as follows:<sup>3</sup>

Whenever a school district shall be formed in any county, the county superintendent of public instruction of such county shall, within fifteen days thereafter, prepare a notice of the formation of such district, describing its boundaries and stating the number thereof, and appointing a time and place for the first district meeting. He shall cause the notice thus prepared, to be posted in at least five public places in the district, at least ten days before the time appointed for such meeting.

And in conformance to Article III, Section V, as follows:<sup>4</sup>

The inhabitants, qualified to vote at a school district meeting, lawfully assembled, shall have power: First, to appoint a chairman to preside over said meetings, in the absence of the director. Second, to adjourn from time to time. Third, to choose a director, clerk, and treasurer, who shall possess the qualifications of voters, as prescribed by the next section of this act, at the first and each annual meeting thereafter. Fourth, to designate, by vote, a site for the district schoolhouse. Fifth, to vote a tax annually, not exceeding one-half of one per cent on the taxable property of the district, as the meeting shall deem sufficient, to purchase or lease a site: Provided, when not included within the incorporated limits of a town or city, said site shall not contain less than one acre and to build, hire, or purchase such schoolhouse, and to keep it in repair and to furnish it with fuel and appendages. Sixth, to vote a district tax annually, not exceeding one-fourth of one per cent on the taxable property in the district, for the pay of teachers wages in the district. Seventh, to authorize and direct the sale of any school house, site, or other property belonging to the district, when the same shall

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<sup>2</sup> Ibid.

<sup>3</sup> Session Laws of Kansas, 1861, Article II, Section VII.

<sup>4</sup> Ibid., Article III, Section V.

no longer be needed for the use of the district. Eight, to vote such tax as may be necessary to furnish the schoolhouse with blackboards, maps and apparatus necessary for illustrating the principles of science, or to discharge any debts or liabilities of the district lawfully incurred.

Prior to the passage of this law, there were six schools being taught in Morris County.<sup>5</sup> Two of these, District No. 1 and District No. 2, (Brown Jug) were located in Council Grove and had a larger enrollment than the rest of the county combined. District No. 3, or Kelso, which was organized in 1857, had only a small enrollment even though the district was large, there being only fifteen regularly enrolled students. District No. 4, was organized in 1859 and was located in the "Far West," as the western part of the county was then referred to. This district was very local in its gathering of students as the Clarks Creek settlement which furnished the students was confined very closely to the fertile valley of the stream. As in District No. 3, the enrollment in this little schoolhouse was only twelve or fifteen at that time. Districts five and six were both north of Council Grove and the details of their organization are a good deal the same as those of Districts three and four.

These schools, as had the settlements before them, followed the sheltered valleys of the streams, showing that the chief occupation of the settlers was farming the fertile lands near the streams and using the higher land for grazing purposes.<sup>6</sup>

During the next five year period ending in 1865 the number of legally organized districts increased to nine. Two

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<sup>5</sup> John Maloy, History of Morris County, Chapter XV.

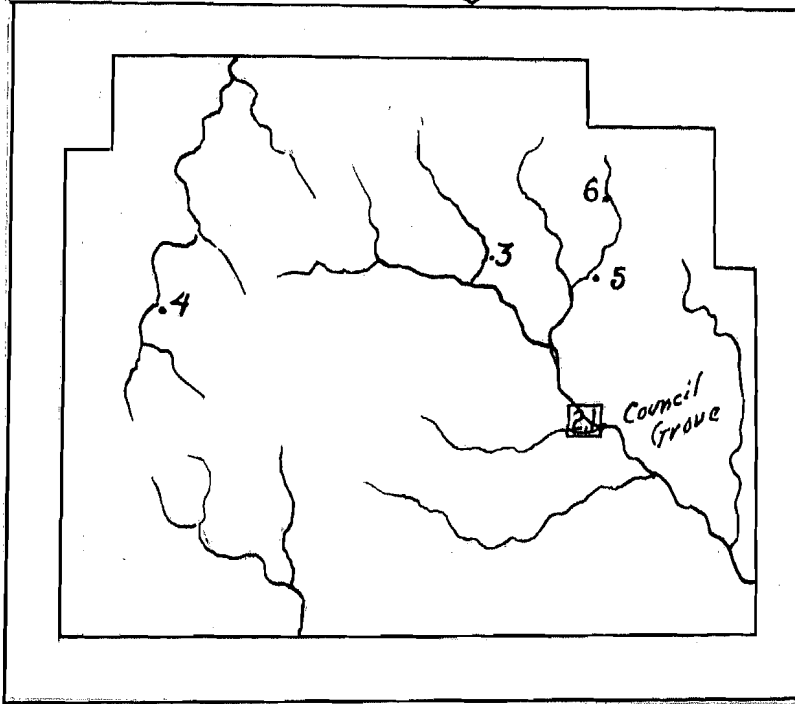
<sup>6</sup> F. W. Blackmar, Op. cit., p. 320.

of these were also along the Neosho and somewhat centrally located. No. 8, the Morris school was located between Kelso and Council Grove, thus showing that the settlement along the fertile valley of the Neosho was increasing. With this school in operation the children along the river were not forced to travel any great distance to school, and as the school was also used as a church and Sunday School, the old as well as the young people benefitted by its organization. District No. 9, was also along the Neosho but was located six miles up the river west from Kelso, making the greatest distance between the two schools three miles. This school was organized in response to a new settlement which had its beginning in 1858 and 1859, but which had not felt any great need for a school until 1865. District No. 7, was organized in a Swedish settlement about eight miles northwest from Parkerville where District No. 9 was located. This settlement was somewhat over the divide and the settlers had little relation or contact with the Neosho Valley settlements, their contacts being chiefly with Junction City, in Geary County.

By 1870 ten more districts had been organized. These districts were located in various sections of the county, so that there was a school within a reasonable distance of most of the children of school age in the county. The southwest section of the county, however, was rather scantily settled and only had two school districts, District No. 11 (Diamond Springs) and District No. 16 known as Six Mile. In fact, as the following diagrams will show, there were only four districts

south of the Neosho River. This can be attributed to the fact that most of this region is in the "Flint Hills" region, and a grazing region never draws a large population.

### *Morris County 1860*



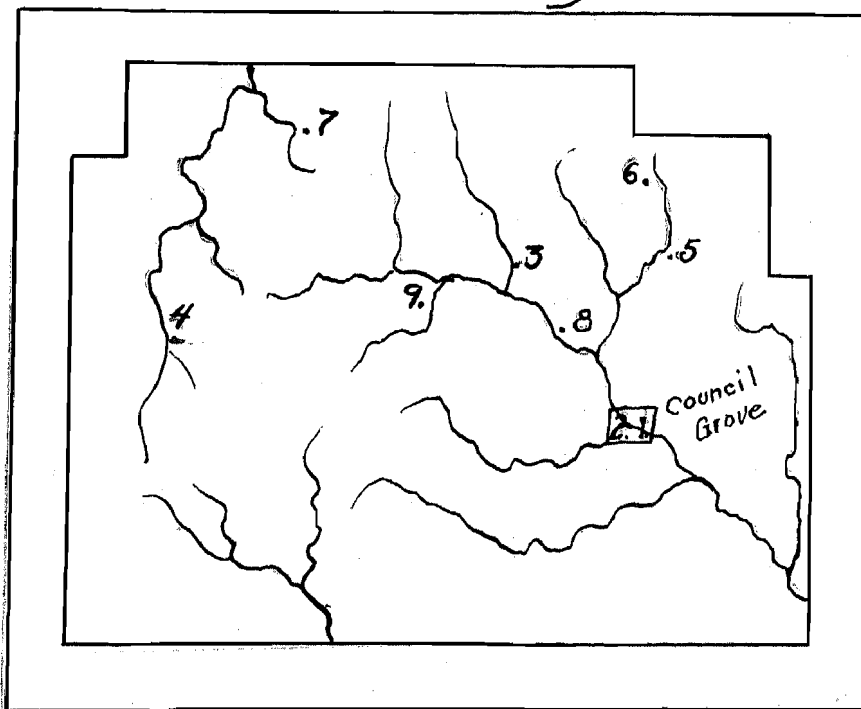
The above diagram shows the number and location of the schools in Morris County in the year 1860. These schools had no definite district boundaries and, except for Council Grove schools, the people who sent children to them payed a part of the teachers salary. These schools were all located in the various valley regions of the county as the settlers in almost every instance had chosen to settle in the fertile valleys and farm the land contained in them. It may also be observed that settlements were made rather complete on the larger streams before the smaller streams with less fertile land were attacked.

The next five year period, that from 1860-1865, does not

show a great deal of progress in the matter of establishing schools.

This lack of progress can be accounted for in two ways. In the first place, the Civil War was in progress during these years and at that time there was very little extended settlement made anywhere and in some frontier settlements there was actually a decline in the "Westward Movement." In the second place, what settlement there was tended to fill in the previously sparsely settled valleys of the settlements already started. Reasons for this filling in of settlements were; first, the fear of Indians prompted compact settlements; second, the exaggerated stories of terrible blizzards, along with the awareness of the poor homes which would have to be endured, led many to seek the shelter of the valleys; third, the land was more fertile in these previously settled regions. As the following diagram will show, there were, however, three more districts established during this period. These districts were also located in the more fertile valleys of the county, districts eight and nine being located in the valley of the Neosho River.

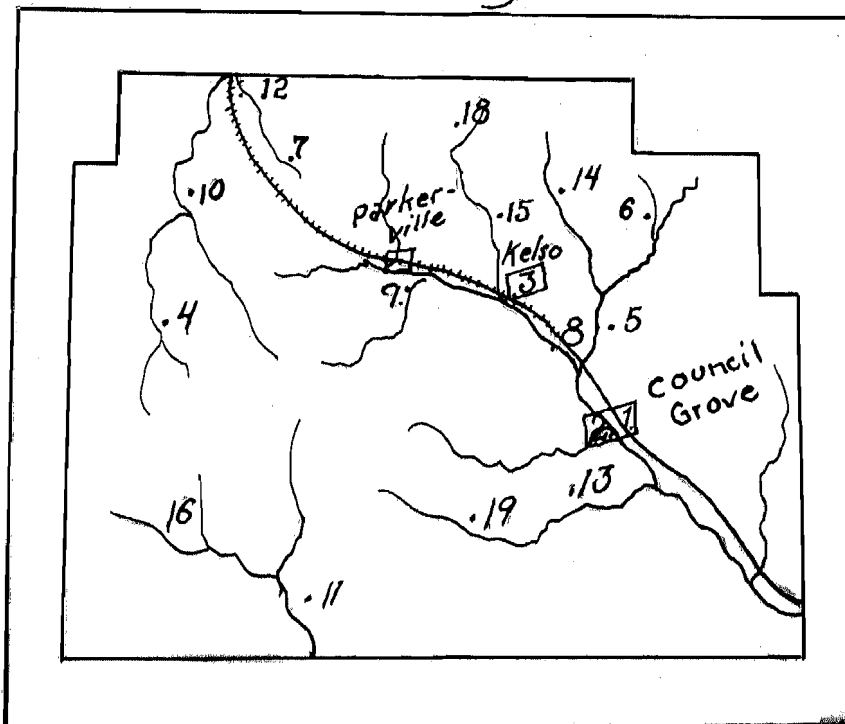
*Morris County 1865*





During the five year period following the Civil War renewed interest was taken in the "Westward Movement" and Morris County along with other sections of the state, received an increase in population. This increase in population led to the establishment of ten additional schools in the county. The new districts were, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen and nineteen. These districts and the settlements which sponsored them were somewhat a venture away from the valleys. During this period three schools were established in the central part of the county, one in the north-west corner, and two in the south-west part of the county. Besides these, there were two districts, thirteen and nineteen, established in the south-central part of the county, almost in the heart of the "Flint Hills" section of the county, showing that at this period even the grazing lands of the county were being attacked by the land hungry settlers.

### *Morris County 1870*



During the years 1870-1885, the number of school districts organized and the number of buildings erected in the county was greatly increased. There were fifty-one new districts organized during the period. In 1870 there were nineteen districts in the county and in 1885 the number had increased to seventy, all of which were supervised by the county superintendent. It was during this period that the settlers began to inhabit the broad expanses of prairie land in the county and to establish schools in these regions. At the close of the period (1879-1885) the settlers were no longer in any danger of being attacked by Indians nor was there so much fear of blizzards, prairie fires and the other dangers most common to frontier life. During the later part of the period some roads were surveyed through the county and the people of the entire territory began to possess a "we spirit" which during the early part of the period had only existed in the local settlements.

## District Organization and Relocation of Schools

In many instances schools had been established by settlers as private or semi-private institutions. These schools were located for the benefit of only a few individuals and when the county was organized and the schools placed in charge of a county superintendent, a reorganization of these schools was necessary. The law governing this organization or reorganization gave the people the right to decide on a site for the school. As settlements had grown and moved in certain directions rather than spread in a circle, it made relocation of the building necessary in many cases.

This relocation of buildings almost amounted to the building of new buildings, as the original ones were nearly all built of logs and they were very difficult to move. This proved to be a benefit to both teachers and pupils, as the new buildings were, in most cases, a decided improvement over the ones abandoned. Examples of this are Council Grove, Clarks Creek, (Far West), Priceville, and Parkerville. After school was discontinued in the Mission building, Council Grove conducted a school in the east part of the city and another in the west part, but in 1865 a new grade school was erected in order that all the children might be served more efficiently. At Priceville (Kelso) District No. 3, the school was first located about one-fourth mile north of the Laird's Creek bridge west of Kelso, but with district organization the school location was moved to a site some little distance east of the present village. This, however, was another log building, and its use was of short duration, as the Missouri Kansas and Texas Railway Company built a line through the community

in 1869, and a village sprang up some little distance west of the school. As a result of this, the people of the community, with the approval of the county superintendent, built the present frame building on a site just south of the town. The building has since been remodeled.

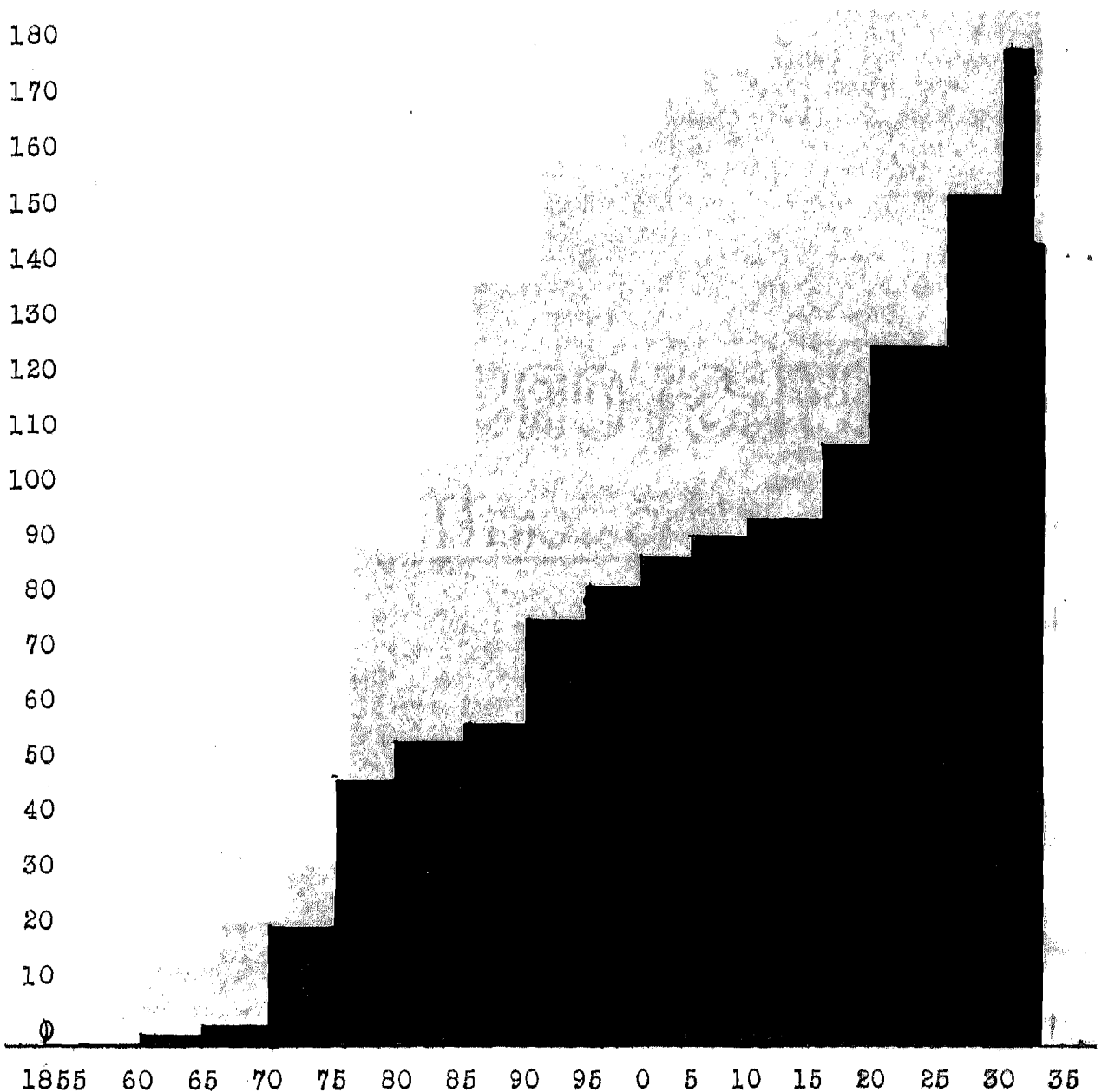
"Far West" experienced much the same conditions as the school was located twice in log buildings then relocated about one mile north-east of its first location in a frame building which is still used as a school.

The first school in Parker township, District No. 9, was also relocated. In 1865 a school was located in a log building in the shelter of a hill about one-half mile south-west of the present school site. This building was also used as a church, Sunday school, and community building for the settlers. In 1869, however, the railroad, which had acted as an incentive toward the building of a new school in Kelso, was built through Parkerville community. Following this the village began to take shape, it being organized in 1871, and a school site chosen in the north-east part of the town. On this site was built a fine two-story stone building which cost \$3,500. This building burned in 1913 and the present bungalow type brick building was built on the same playground the following year.

These same conditions hold true for numerous other districts in the county, in that whenever boundary changes led to relocation of buildings it meant the discarding of the old log and sod school buildings which were so numerous in pioneer days. These new buildings, together with the equipment which was placed in them,

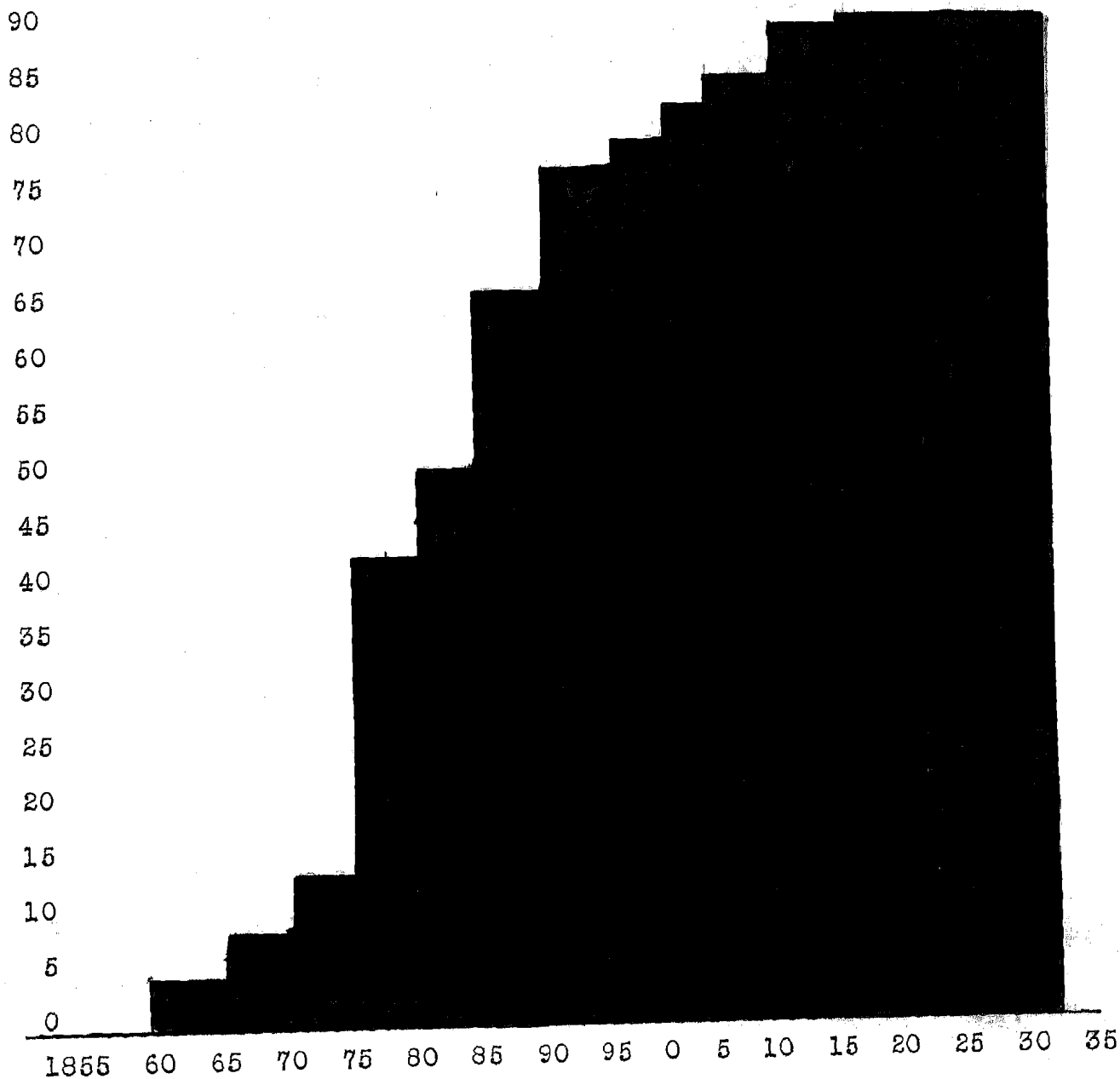
increased the value of school property to a decided degree between 1860-1933.

As in Parkerville, the same was true for many of the other districts of the county, that is, whenever boundary changes led to relocation of the building it meant the discarding of the old log and sod school buildings which were so common in the early school days of Morris County. These new buildings, together with the equipment which was placed in them, increased the value of school property enormously between the years 1860-1933, as may be seen by the following graph:



Graph No. 1: Interpret graph thus: In the vertical column will be found the elementary school property valuations, while the horizontal line shows the period of years surveyed.

This growth or educational development is further shown by the increase in the number of buildings in the same period of years as was covered in the previous graph.



Graph No. 2: Interpret graph thus: In the vertical column will be found the number of elementary school districts, while the horizontal line will show the period of years surveyed.

These graphs bear out the facts previously stated that the period from 1870-1885 was the greatest period of educational growth the county had experienced or did experience until the period following the passage of the law of 1915 legalizing the Rural High School. The year 1870 was known as "Emigrant Year."

With it came prosperity and also the great increase in the number of rural schools. This increase became less pronounced by 1885 and from then to 1890 the rate of increase was on the average of about two schools a year, while in the period from 1870-1885, the increase had been nearly four schools per year.

#### Educational Growth From 1885 to the Present Time

Following 1885 educational progress in the county was more a matter of quality than of quantity. By this time practically all the districts in the county were organized, there only being nineteen additional districts added in the forty-eight years since 1885. Furthermore most of these districts, were organized in the ten years following 1885.

With the organization and equipment of districts in the county almost complete, efforts were then turned toward higher education in the county and much was accomplished in the matter of increased enrollment and in the curriculum offered in secondary school courses. Following this advancement in secondary education, the county school system began to become top-heavy in that the work of the rural schools was not being made broad and strong enough to support the work that was being done in the more advanced schools.<sup>7</sup>

Realizing this, the legislators passed a law providing for the appointment of rural-school supervisors, with the idea of standardizing the rural schools of the state. Requirements were set up and rural districts were encouraged through addresses, teachers meetings, and conventions to meet these requirements.<sup>8</sup> One

<sup>7</sup> Twenty-fourth Biennial Report, State Superintendent of Public Instruction, 1923-24, p. 13.

<sup>8</sup> Twentieth Biennial Report, State Superintendent of Public Instruction, p. 12.



outstanding need in order to meet these requirements was the improvement of rural school buildings, as most of them had been built in pioneer years and were antiquated, even though they were the best, in many cases, that could be had at the time they were built. Adequate libraries, playground equipment, and sanitary conditions about the school, as well as special teacher qualifications were also stressed. Up to this time, however, criticism had been most commonly directed toward the efficiency of the teaching and the quality of the work being done. That this quality of work was not the best cannot be denied, but a year's observation by these supervisors convinced them that the quality of work being done by the teachers was far superior to the physical conditions of most of the schools.<sup>9</sup>

The efforts of these supervisors was to a large extent responsible for this new period of educational advancement in the county.

In 1916 the first standard school of the county, District No. 18 was approved. The building and equipment of this school acted as a stimulus to other districts and by 1918 there were fourteen districts standardized. By 1920 two more districts met these requirements. At the present time there are sixteen standard schools, one superior school and four accepted schools in the county.<sup>10</sup>

While only about twenty-five per cent of the schools of the county have been made standard, yet the use of the plan has had the gradual results of affecting the entire elementary school

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<sup>9</sup> Ibid.

<sup>10</sup> Report of county superintendent, Morris County, Kansas, April 1933.

system of the county. The plan has served as a measuring stick, as well as an incentive for better schools. Further, it has made teachers, school officers, and patrons better informed as to the necessities of a good school. Again as one school has the stamp of approval placed upon it, neighboring districts felt the urge for improved school conditions.<sup>11</sup>

This new period of educational growth and development, from the standpoint of building and equipment valuation, is borne out by the fact that in 1900 rural school property valuation in the county was \$91,000; in 1910, \$97,000; in 1915, \$129,645; and in 1930, \$179,075. Further proof that this increased value of school property is not just in estimated property valuation lies in the fact that taxable valuation in Morris County increased only about twenty per cent between 1915 and 1930, while the value of school property increased approximately forty per cent during this same period.<sup>12</sup>

The year 1885 saw some important changes in the certification laws, in that uniformity of examinations was called for as was indorsement of county certificates for use in other counties, and the use of temporary certificates. This act also provided that the questions for teachers examinations be made by the State Board of Education.

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. This professional certificate was, however replaced

<sup>11</sup> Twentieth Biennial Report, State Superintendent of Instruction, 1915, p. 18.

<sup>12</sup> Twentieth Biennial Report.

by the first grade county certificate in 1911. In this year high school credit was demanded as a prerequisite for obtaining first grade certificates. The third grade county certificate which had been issued in 1876, was eliminated in 1925, thus further raising the teacher qualifications in the county. Requirements at that time were raised for the first grade certificate to sixteen months teaching experience and four years work in an accredited high school. Requirements for a second grade certificate were hardly so stringent as neither a four year course in an accredited high school nor any teaching experience was demanded.<sup>13</sup>

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<sup>13</sup> Leward F. Fish, Development of Teaching Training in Kansas. Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1932, p. 33.

## TEACHER TRAINING

## Early Teacher Qualifications

Teacher qualifications in Morris County, as in the state as a whole, have had a seemingly slow growth. This, however, cannot be entirely blamed on the county, as the state has been very lax in its requirements. Moral character was practically the only qualification necessary for the early teacher, and even this was greatly overshadowed by family prestige.

Early in the history of the state, certificated teachers were recognized as a necessity and only five months after the state was admitted to the union a law was passed, which made certification mandatory for public school teachers. This law, which was passed in May 1861, reads as follows:<sup>1</sup>

...He (the County Superintendent) shall examine annually, all persons offering themselves as teachers of common schools of the 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 himself, officially, and any person receiving such certificate, shall be deemed a qualified teacher, within the meaning of this act.

Thus we see that the county superintendent became the all powerful educational figure of that time. Educational qualifications, as we are familiar with them today, were unknown. He might grant certificates to any persons, who in his judgment alone, were of "good moral character, and possessed learning and ability to teach school."

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<sup>1</sup> Session Laws of Kansas, 1861, Chapter 76, p. 259.

This law to some extent limited the choice of teachers in the county and to some extent selected them as to training, but in reality the quality of teachers was only slightly improved.

Following this act which constituted the teacher certification system of Kansas in 1864, 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. This amendatory act provided that the county superintendent<sup>2</sup>

...designate a particular time and place, in the spring and fall 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 the certificate.

Later, in 1867, another amendment eliminating the special examination and providing for examinations to be held quarterly, on the first Saturday of the months of January, April, July, and October. This act stated that the public examination be held:<sup>3</sup>

...at the county seat, on the first Saturday of January, and every three months thereafter of each year, and at such other times as was 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.

With this making public of the teachers examinations and the elimination of private examinations, a great step forward was made in establishing qualifications for teachers.

Again in 1869 the legislature, hoping to further improve teacher qualifications, passed a law which made the following

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<sup>2</sup> Session Laws of Kansas, 1864, Chapter 100, p. 186.

<sup>3</sup> Session Laws of Kansas, 1867, Chapter 123, p. 209.

changes:<sup>4</sup>

The County Superintendent and two competent persons, to be appointed by the county commissioners, shall constitute a county examining board. The board shall publicly examine, at such places and times as they see fit, giving ten days notice of the same, all candidates proposing to teach in the county, incorporated towns and cities accepted, as to their competency and capacity to teach all the branches required to be taught in common schools; and if the application is for graded schools, candidates shall be examined as to their 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 power of certification was taken from the hands of the county superintendent and placed with the county board of examiners as it is today. Graded certificates were also brought into being by the provisions of this law, although the basis on which they were graded was not stated.

This law remained in force, without amendment until 1876 when several amendments greatly strengthening the certification system were enacted. This act provided that:<sup>5</sup>

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 the certificate is given is qualified to teach orthography, reading, writing, English grammar, geography, arithmetic, United States History, bookkeeping, industrial drawing, the elements of etymology, the elements of botany, and the elements of geology as far as relates to the formation of soils and their adaption to production. Certificates of grades one and two shall certify that the person to whom such a certificate is given is qualified to teach orthography, reading, writing, English grammar, arithmetic, and United States History.

Five years later, in 1881, the certification system was completely revised by a law which repealed the act of 1876 and made many pertinent changes in the certification laws. The

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<sup>4</sup> Session Laws of Kansas, 1869, Chapter 86, p. 178.

<sup>5</sup> Session Laws of Kansas, 1876, Chapter 122, p. 257.

lause which specified that a third grade certificate may not be awarded to the same person twice was a manifestation of the states desire that teachers improve themselves while engaged actively in teaching in the public schools.

### The Organization of Institutes

The movement for teacher institutes had its origination in Connecticut in 1839. The movement spread westward and entered Kansas in 1864, during her third year of statehood. The establishment of these institutes represented a great advance in teacher training in the various organized counties of the state, as the early certification laws had made no provision for any sort of teacher training to be given to the teachers of the public schools. This form of training was especially valuable to the teachers because it provided a means by which they were able to raise their professional requirements and qualifications and thus improve themselves as teachers.

### The Creation of a County Institute

The legislative act creating the Normal District Institute, as passed in 1864, and was the first act in the history of the state, besides the Normal School law of 1863, which provided for the training of teachers. The act reads:<sup>6</sup>

The Superintendent of Public Instruction, with the County Superintendent, shall organize and hold a teachers institute each year, in each senatorial district of the state; provided, board shall be promised free of charge to all the teachers and members of the institute during the session, by the citizens of the place where the institute is held.

This legislative act, although merely promising that institutes be held in different parts of the state each year, marks the beginning of the county institutes. Institutes were held under this law for a period of five years before another law was enacted which really provided for the County Institute. This law provided that in addition to the Normal District Institute conducted by the State Superintendent that:<sup>7</sup>

...the county superintendent of each county maintaining fifteen schools during the year, shall hold a county institute, for not less than two nor more than five days, and shall preside over the same, making all necessary arrangements therefore. Two or more counties may unite in holding such an institute.

It was under the provisions of this law of 1864 that Morris County organized its first institute in 1864 with an enrollment of twenty-four teachers. These laws were passed as a result of the demands of the legislators of the State for experienced, qualified teachers. To secure these, one of the cheapest and most efficient agencies was the Teachers Institute. The object of these institutes was to drill teachers and applicants for teaching positions upon the various subjects taught in the schools and in the best methods of teaching them. Also to teach the best methods of conducting and disciplining a school. The method used in presenting this material was chiefly the lecture method.<sup>8</sup>

In holding these institutes, some convenient central place was selected where the people of the community would furnish, gratis, entertainment for the teachers. It was usually figured

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<sup>7</sup> Session Laws of Kansas, 1869, Chapter 86, p. 184.

<sup>8</sup> Fifth Annual Report of Superintendent of Public Instruction,  
p. 43-44.



that where these institutes were held, that the interest which the meeting worked up in the school, wherever they were held, would more than repay the citizens for their hospitality. Following the example of the neighbor county, Lyon, which organized the first institute in the State, Morris County organized its first institute in 1864.<sup>9</sup>

Under this law no certainty of success of an institute was insured, as it was optional for teachers to attend, and as instruction was weak, teachers were reluctant to attend. This being the case, little good was attained from the institutes until 1869 when a new law obviated the difficulty by requiring teachers to attend the county institutes and provided that any persons engaged in teaching at the time should not forfeit any part of their salary by such attendance. The principle was felt to be correct, because an institute properly conducted was thought to be of more benefit to the community than the time lost by the teachers attending.<sup>10</sup>

This first institute was conducted by Joab Spencer, who was county superintendent at that time. Spencer was a minister and teacher and attempted to give instruction in the subject matter with which the students or teachers would be confronted. J. H. Bradford conducted institutes in a similar manner in 1865, 1866, 1867, and 1868.<sup>11</sup>

In these first institutes it was hard to get capable instructors, as there was no fund from which to pay them. During

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9 Ibid.

10 Ibid.

11 John Maloy, History of Kansas, Chapter XV.

the vacations some of the county's most able lecturers and instructors volunteered their services gratuitously, some even bearing their own expenses. Provision was soon made, however, from different funds to raise these instructors a small salary.<sup>12</sup>

The law of 1869 made attendance compulsory and at this time small salaries were set aside for instructors. With the passing of this law, teacher training through institutes was improved upon, but it was not until 1877, following the reorganization law, that teacher training through institutes became to any high degree effective.

#### Reorganization of County Institutes

In 1877 by state legislation the status of County Institutes was entirely changed. This act took the control of the institutes, as far as management was concerned, out of the hands of the state superintendent and delegated this control to the county superintendent of each county holding the institute. The act thus reorganizing the system follows:<sup>13</sup>

Section 1. The county superintendent 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 institute, who has not received a certificate board of examiners as to

<sup>12</sup> Fifth Annual Report of Superintendent of Public Instruction,  
op. cit.

<sup>13</sup> Session Laws of Kansas, 1869, Chapter 101, p. 187.

his special qualifications for the 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 county 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 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 fund.

Section 5. The county superintendent shall, monthly, and at the close of each institute, transmit to the county treasurer all money received by him, as provided in section three, together with the name of each person to contributing, and the amount; and the county treasurer shall place all such moneys to the 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 the 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 there of as may be required, is here by appropriated for the purposes herein named for the fiscal year ending June thirteenth, eighteen-hundred and seventy-eight, and the same amount for the fiscal year ending June thirteenth 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 order 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 the act, and hereafter before entering on 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 untied 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 united shall choose one of their number to act for them in determining the place and time of holding

the normal institute, provided in section two: And provided, that the treasurer of the county in which the 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.

It was in accordance with this law that the institute in Morris County really became an effective teacher training agency. Institutes have been held in the county since 1864, though not under the direct supervision of the county superintendent until 1877, and as the law said that the institute should be not less than two nor more than five days in length, it may be seen that little was accomplished in the way of teacher training in these institutes.

With the passage of the new law, that of 1877, the specification was made that the institute be held for a minimum term of four weeks. 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 section 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.

This law of 1877 remained on the statutes approximately as it was written until 1905 and during this period the status of the teachers in Kansas, as well as in the county increased to an extent which has scarcely been equalled by any teacher training agency since established.

## Summary

County certification of teachers in Kansas was begun shortly after Kansas was admitted as a state in 1861. It has undergone a slow but constant and gradual change, there being very few sessions of the legislature in which the law regulating the issuance of certificates has now been changed to some extent. These changes have generally been for higher standards of certification and for the educational benefit of each county under the educational control of the state.

The certification of teachers in Morris County, as well as in other counties may be divided into several periods, each of which represents an important change over the one preceding it. 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 issuing certificates and passing on the qualifications of a candidate. He examined any one presenting themselves for examination and was the only judge as to the qualifications of the candidate.

In 1869 the first county board of examiners was created by the legislature, thus taking some of the powers from the county superintendent. It was made the function of this board to examine the candidates for county certificates and to grant certificates to those candidates who had successfully passed the examinations. This board exists at the present time and its functions have changed but little during the sixty years it has been in existence.

The state legislature was not content with passing legislation making teacher certification more difficult. They early

provided for teacher training agencies called institutes. At first these were located in judicial districts, but in 1869 an institute was required in each county with a population of over 3,000. At that time attendance was made compulsory and the county institute was made considerable more effective. Then with the law of 1877 requiring each institute to be conducted for a period of four weeks (twenty days) and examinations given at the close of each institute, greater interest and more effective training was immediately noted.

During the period of years between 1877 and 1918, the efficiency of the teaching force of the county was greatly improved.

In 1918 the first professional institute in the county was conducted. This type of institute is still being used in the county and consists chiefly of the lecture type, there being four or five instructors who lecture through fifty minute periods on subjects dealing more with methods than with the subject matter branches of instruction.

In some counties the first real impulse toward education dates from the first institute held in them. Not only has the enthusiasm of teachers for their profession been kindled by them, their ideals enlarged, and their knowledge of methods increased, but the interest of parents generally and also the public has been awakened by them in behalf of the common cause of education.

They have saved many an inexperienced teacher from despondency and failure. They have sent many weary teachers back to the schoolroom filled with new inspiration and hope. They have imparted to each one the collected wisdom and experience of the group.

CHAPTER VI  
 REPORTS OF COUNTY SUPERINTENDENTS AND OTHER  
 SCHOOL OFFICIALS

In this chapter it is the purpose of the author to quote the written statements of others, in order to show the opinions of authorities who were directly in contact with the educational situations and development during the period of years included in this study. Further, their reports will verify the statements of the author or bring to light any biased opinions or prejudices which may have been written into this study.

Some of the reports from district clerks are very imperfect. Much of the tax reported was levied per capita.

The books recommended by you will be adopted in every school this year.

Joab Spencer, County Supt.  
 Council Grove, Morris County  
 Nov. 9, 1863.<sup>1</sup>

There seems to be a general desire throughout the country to procure well qualified teachers, and the people generally are alive to the subject of education.

J. H. Bradford, County Supt.  
 Council Grove, Morris County  
 No. 8, 1865.<sup>2</sup>

A greater interest has been shown the past year, in the cause of public schools, than any previous year since its organization as a county. As a general thing better teachers have been employed and the schools have been better attended. The people show a willingness to vote taxes, and as a general thing, elect, for school officers, men who manifest an interest in education.

J. H. Bradford, County Supt.  
 Council Grove, Morris County  
 Dec. 5, 1866.<sup>3</sup>

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- 1 Third Annual Report of Superintendent of Public Instruction, Kansas, 1863-70, p. 60.  
 2 Fifth Annual Report of Superintendent of Public Instruction, Kansas, 1863-70, p. 43-44.  
 3 Sixth Annual Report of Superintendent of Public Instruction, Kansas, 1863-70, p. 29.

Owing to the imperfect reports of the clerks of the various districts, my report is not so full or complete as I had desired it to be. A few new districts, lately organized, have made no report at all. Again we have perhaps one-third of the richest valley land of the county occupied by the Kaw Indians, for which a treaty is made, and only waiting the convening of congress for its ratification. This disability being removed and that natural law obtained, fixing positively separate education for white and colored children and further by passing an equitable law showing no greater favor to black than to poor white children (who are compelled to be educated in common schools) that they shall (the blacks) draw simply their proportion of the public funds and then they may have full and perfect schools. But as it is at present, one ill disposed negro, aided by vicious white persons, may destroy half a dozen schools in the county during the school year. Those small evils rectified we have a bright prospect before us. Tired of those teachers who take up a winter school because it is too cold to plow, the people are demanding thoroughbred teachers.

Our county seat graded school building is almost completed, at a cost of from twelve to fifteen thousand dollars, and from the present prospects there will, in a short time be a good school house erected in every district in the county.

J. H. Bradford, County Supt.  
Council Grove, Morris County  
Nov. 10, 1867.<sup>4</sup>

There is great improvement since last year, with a still brighter prospect. We have been laboring under the serious disadvantage of having seven-eighths of the land of the county withdrawn from the market for several years, for the benefits of the railroads and the Indians, leaving the settlements so situated that the schools are necessarily small, although the districts are large. The Union Pacific, or Neosho Valley Road, will be completed within the next thirty days, and the Indians will probably be removed within the next six months, which will open up country to settlement, and give educational matters a new impetus. Since the last report four new districts have been formed, and three new schools erected. The total number of districts now is seventeen. The teachers wages average less than if the new districts could have raised funds for a summer session otherwise than by subscription. Under these circumstances one of our best teachers took a school for the sake of getting it started.



I would suggest that the state superintendent establish a uniform system for the grade of the teachers certificates for use throughout the state.

A. J. Beach, County Supt.  
Council Grove, Morris County  
Nov. 1868.<sup>5</sup>

Our county is sparcely settled. The school districts large and many of the school houses poor. The people, however, are progressive, anxious to have good schools and willing to pay liberly for their support, so we need not hope in vain. During the past year Parkerville has erected a fine two story stone building at a cost of \$3,500. Joint District No. 33, has completed a fine stone house, and four other districts have voted bonds and are building schools.

Ourgreatest need is efficient progressive teachers, those who believe in Teachers Institutes and Journals, and in the maximum, Never to Old to Learn, I sometimes feel that something should be done to prohibit district boards from contracting to teach with persons not licensed to teach. The law withholding the public fund seems insufficient. Why not provide for the supplying of districts with unabridged dictionaries by withholding a portion of the state fund. I am decidedly in favor of the district officers being elected for a term of three years, one each year.

C. B. Isham, County Supt.  
Council Grove, Morris County  
Nov. 1871.<sup>6</sup>

The clerks reports are deficient to a great extent, many of the reports required to be filled, cannot, owing to the facts above stated. It will be observed, however, that great progress has been made during the past year. Our people are alive to the call. The school buildings are commodious, commanding in appearance, and well furnish-  
ed, respecting seats and desks. We hold associations monthly, and institutes semi-annually. These have been decidedly successful.

J. E. Minney, County Supt.  
Council Grove, Morris County  
1873.<sup>7</sup>

Notwithstanding the grasshoppers, chinchbugs, and dry

5 Ninth Annual Report of Superintendent of Public Instruction, 1863-70, p. 148.

6 Eleventh Annual Report of Superintendent of Public Instruction, Kansas, 1871-73, p. 128.

7 Thirteenth Annual Report of Superintendent of Public Instruction, Kansas, 1873-76, p. 116.

weather of the past year, each district has held at least one session, and a large majority have continued as usual. Seven districts have been organized and four houses built during the year. The number of school children is one hundred and eighteen more than in 1874. The clerks report almost universally, that owing to the manner in which the district treasurers have kept their books they (the clerks) cannot get an accurate report. I would suggest that the office of district treasurer be abolished, and the township or county treasurer be the custodian of district money, Morris County alone, owing to the straw bonds given by the district treasurers, loses annually not less than five hundred dollars. Why, sir, the district treasurers—a lot of them—use the money to pay their taxes and other debts openly, and who, I ask, even if the money could be collected by process of law, wants to be continually lawing with his neighbors? "No," they say, "true," he has used the money, but we will not elect him again and get rid of him as easily as possible, while the district is at a loss of from fifty to two hundred and fifty dollars; whereas, if county treasurers held the money, the sums would justify bonds and be more safe.

You see that we are making steady progress respecting school facilities and that there continues a growing interest in favor of education. A larger number of schools will be in session in our county than ever before. The demand for first class teachers is increasing. Educationally and financially we feel much elated.

J. E. Minney, County Supt.  
Council Grove 1875.<sup>8</sup>

The slope of our county would conflict with the township system of districting, as in many instances the settlements follow the water courses, the pupils would be compelled to travel, in winter, over the exposed prairie ridges, whereas as it now is, districts are formed with the view of avoiding such exposure.

The theory is good of the district purchasing books, but it is rather expensive in practise.

The compulsory school law is a dead letter and should be erased from the statutes or made more explicit making it the imperative duty of someone to enforce it. We do not know who suggested the passage of the law of grading the first or "A" grade of certificate. Uniformity throughout the state is desirable, but if in connection with the common branches, United States History had been introduced we think it would have been much more to the educational interests of the state. This thing of arranging before the public a great catalogue of sciences as the requirements of those in authority, in order to get certificates, is

no criterion of the high culture we would wish others to think we had attained too.

J. E. Minney, County Supt.  
Council Grove, Morris County.  
1876<sup>9</sup>

The numerous reports of the different County Superintendents of the county during the period of years from 1861-1878 shows a decided upward trend in the educational growth of the county. It shows that although the growth, as was the settlement, was slow, at first, yet always in a foreward direction. These reports have also shown the eagerness of the settlers to have their children educated and their willingness to be taxed to where the burden was more than half of their entire tax burden.

The people of Morris County are not behind that of any other county in the attention given to the education of their children, and in furnishing ample facilities for the advancement of education. School taxes, although the heaviest the tax payer is called upon to pay, are always payed cheerfully, and hence it is that a stranger passing through the county sees the prairie dotted with so many schoolhouses.

There are in the county 63 school districts and 62 schoolhouses, of which seven are built of stone, fifty-three are frame and one of logs. The number of pupils enrolled during the year 1882, was 2,509. The average daily attendance was 1,539. There were employed, during the year, seventy teachers, of whom thirty-one were males and thirty-nine were females. The average salary per month for males was \$32.15 and for females \$28.75. The county superintendent (F. P. Nichols) reports that the schoolrooms were well supplied with maps, globes, charts, dictionaries, and all other apparatus known to advance and assist the pupils in their studies, and give them a clearer understanding of the subjects involved in their lessons.<sup>10</sup>

The following table of school statistics will bear out the previous quotation, as well as show from a statistical point of

<sup>9</sup> Sixteenth Annual Report of Superintendent of Public Instruction, Kansas, 1874-76, p. 49.

<sup>10</sup> T. A. Andreas, History of Kansas, p. 796.

view, the educational development of Morris County from 1861-1933.

TABLE SCHOOL STATISTICS 1861-1933 (Elementary Schools)

Years	No. school districts	Months in Term	Amount Paid Teachers	Value of all school property
1861	--	---	---	---
1862	6	3.0	\$ 253	\$ 875
1863	6	4.5	597	1,050
1864	9	5.0	739	1,105
1865	9	5.0	1,397	1,500
1866	9	4.5	1,604	2,075
1867	8	3.4	2,250	4,000
1868	14	4.3	2,660	11,579
1869	17	4.9	3,237	15,000
1870	19	5.5	3,302	19,214
1871	20	5.2	-----	22,055
1872	29	7.0	-----	26,974
1873	35	4.8	5,531	38,038
1874	37	6.0	-----	-----
1875	44	5.0	-----	52,000
1876	45	6.0	-----	50,110
1877	47	5.7	8,058	49,637
1878	51	6.1	9,724	50,516
1879	51	6.2	-----	50,516
1880	56	6.2	10,800	55,400
1885	70	6.5	15,900	57,700
1890	81	6.5	18,000	81,000
1900	86	7.1	20,500	90,000
1910	89	7.1	25,500	97,000
1920	89	8.1	33,800	128,000
1930	89	8.1	61,000	179,000
1933	89	8.1	50,100	145,000

The above table was compiled from Annual and Biennial Reports of the Superintendent of Public Instruction to the Governor over the period of years from 1861-1933. The table shows the number of schools in the county, the children of school age (five to twenty-one years), the length of the school term in months, the amount paid the teachers per year, and the value of all school property. The table bears out the previous statements and graphs as to the periods of greatest educational growth experienced in the county in the elementary schools.

## CHAPTER VII

## SECONDARY EDUCATION IN MORRIS COUNTY

## Early efforts toward secondary education

The public high school movement had its beginning in America in the third decade of the nineteenth century and had established itself firmly by the last quarter of that century. Previous to 1840 very few high schools existed in the United States. Massachusetts had been the leader in this high school movement and had eighteen high schools. Within the next two decades (1840-1860) the movement spread rapidly, especially in Massachusetts, Ohio, and New York, and by 1880 there were approximately eight hundred of these secondary schools in the United States. The period from (1870-1890) is known as the period of growth and development of the high school, and the period from 1890 to the present time as the period of the dominance of the public high school in the field of secondary education.<sup>1</sup>

It was during this period of growth and development, in fact in 1885, when the first public high school in Morris County was organized. This was just thirty-five years after the Methodist Episcopal Church had established the mission school for the Kaw Indians. This first high school in the county was established in Council Grove, as had been the first elementary school for white children in the county. The superintendent of schools at that time was E. W. D. Brothers. Mr. Brothers and the Board of Education at that time saw fit to offer but two years train-

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<sup>1</sup> A. J. Inglis, Principles of Secondary Education, Chapter V, p. 193-194.

ing and that was chiefly in mental discipline subjects, as at that time the belief still existed that one of the chief purposes of the school was the disciplining of the mind. Some of these mental discipline subjects were Latin, algebra, geometry, and literature. All of them were considered of great cultural value. Mr. Brothers had one assistant in the school, and the two of them had under their jurisdiction forty-eight students, all of whom were freshmen and sophomores. Many of these first students later became teachers and business men of the county.

Mr. Brothers superintended the school until 1889, when he was succeeded by J. W. Quay, Mr. Quay, also, had only one assistant as the enrollment had risen slowly, there being only fifty-four students enrolled at this time, more than half of whom were boys, as had been the case when Mr. Brothers was superintendent.<sup>2</sup>

J. M. Rhodes succeeded Mr. Quay as superintendent and held that position until 1893 when he was replaced by Miss Margaret Mack, who held the position until 1896. She too had only one assistant even though the enrollment had grown to eighty by this time.<sup>3</sup>

In 1895 B. F. Nihart succeeded Miss Mack. Another member was added to the faculty that year and other subjects were added to the curriculum. E. E. Edgerton followed Nihart in 1897 and held the position as superintendent until 1903. During this time the curriculum was increased to a three year course and the enrollment increased to ninety. In 1903, A. M. Thoroman was hired

<sup>2</sup> Annual Report of State Superintendent to Governor, 1878-1885.

<sup>3</sup> Ibid.

as superintendent and the course extended to a four year course. Thoroman was succeeded in 1909 by S. D. Dice. At that time the faculty was increased to four members and the length of the term to nine months. The enrollment by that time had reached one hundred twenty-three and the curriculum had been made very general; courses in agriculture, economics, history, domestic art and science being offered.<sup>4</sup>

V. E. Postma became superintendent in 1911 and was succeeded in 1914 by E. W. Wells and he in 1917 by John J. Haney. In 1913 the staff was increased to six members and in 1917 to seven members. During all this period the enrollment continued to grow until in 1916 it had reached one hundred thirty-nine.<sup>5</sup>

This first high school of the county, like many of the early elementary schools led somewhat a nomadic existence, as it was moved about from place to place as it outgrew its former locations. The school was first located in what is now the Bell Telephone office, but as there were only two rooms, the school was moved in 1889 to a location just east of the Hays Tavern. This location proved unsatisfactory and the school was again moved, this time to the present site of the Ethyl junk yards. Later the school was held in a section of the East Side Grade School, since named Garfield School. Sometime later the upper floor of the Washington Grade School was given over to the high school where it remained until 1917 when it was moved to the newly constructed Wilson High School. The Wilson High is modern in all respects,

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<sup>4</sup> Mattie Harris. Personal interview. Mrs. Harris has taught in the schools of Morris County since 1895.

<sup>5</sup> Ibid.

and meets North Central Association requirements. It has a faculty of fifteen members and is one of the real good schools of Central Kansas.<sup>6</sup>

White City, although one of the later settled regions of the County, organized the second high school in the county in 1900. This school has had a gradual growth, as in its first few years it was just an extension of grade school instruction. The curriculum consisted of Latin, algebra, geometry, and rhetoric, and was taught by the same instructor as taught the advanced grades.

Some of the early teachers of this school were J. N. Engle, H. L. Clark, G. A. Brown, L. L. Andrews, Tom Woods, C. C. Miller, Lillian Jenkins, Fanny Ray, L. L. Stephenson, and J. H. Waldron. Some of the first year students in the White City school were Clifford James, Ona James, Paul Taggart, Percy Adam, Harry Dordridge, R. J. Herhold, Raymond Lemon, Sam Warneke and Alice Milligan. The second year new students were enrolled. These were Esther Moore, Ralph Moore, Ethel Lemon, Willis Sharpe, Ethel Lamb, R. V. Barber, Inis Barber, and Charlotte Leitch.<sup>7</sup>

The two hundred and seventy students who have been graduated from the White City High School since it was organized in 1900 are assuming their places in the work of the world at various places in the state and nation. The classes graduated from this school were small at first but have continually increased in size, with the exception of the two years 1908 and 1909, when there

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<sup>6</sup> Ibid.

<sup>7</sup> Charlotte Leitch. Personal interview. Miss Leitch attended high school at White City in 1901-1902.



were no graduates. The first graduating class, that of 1903, consisted of only one pupil, R. J. Herhold. The class of 1904 had three members, Harry Dodridge, Grace Goss, and Percival Adam.

A new \$80,000 school building was erected at White City in 1923. This building houses the grade school children as well as the ninety-seven high school students, who are taught by a faculty of five members. The school has a class B ranking and can always be relied upon to be a close contestant in educational and athletic contests in the county.

The third high school in the county was established at Dwight, a village of about two hundred seventy-five population, in the year 1908. J. W. Zanley was the principal of the grade school at that time and attempted to give one year's training in high school subjects, although he was teaching eighth and ninth grade work in the grade school at the same time. The enrollment this first year was twelve students. Mr. Zanley continued this work for three years at which time he was replaced by A. W. Morris. The precedent having been established, Mr. Morris continued the work, as did the next principal, Miss Etta Erickson.

H. H. Ramsey was elected principal of the Dwight school in 1913. As some of the students who had taken this one year course of high school work here had gone to either White City or Alta Vista to complete their high school work and desired to have this first year's work counted for credit, he succeeded in getting a representative of the State Board of Education to come and in-

spect the work and to give it his approval.<sup>8</sup>

The enrollment of this school, however, was never large and high school work in Dwight did not make much progress until 1919, when the Rural High School was organized.

Wilsey organized a city high school under somewhat the same conditions as had Dwight in 1911. R. A. Postma was the principal at Wilsey at that time and conducted the work, in spite of the handicap of having to teach other work, very satisfactorily. The enrollment during the first year of this school was nineteen. Fred Barrel was elected principal of this school in 1912 and offered two years of high school work to a group of twenty-eight students. In 1915 another instructor was added and a four year course was offered to thirty-two students. Thus it may be seen that when Wilsey organized a rural high school in 1923, the school was well organized and the change which took place was chiefly a matter of moving from one building to another.

Dunlap, a small town near the east boundary of the County, felt the need of a high school in 1912. This school was established in much the same manner as were the schools at White City, Dwight, and Wilsey. S. S. Long was principal of the Grade School at the time of the high school organization and conducted the classes for the six freshmen, as there was only one year's work offered. The next year a two year course was offered to ten students. F. D. Calkins was in charge of the school during the next three years, 1914, 1915, and 1916. In 1915 the enrollment

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<sup>8</sup> H. H. Ramsey. Personal interview. Mr. Ramsey was principal of the Dwight school from 1913-1917.

reached twenty-eight and another instructor was added, also another year's work was offered. In 1916 the enrollment increased to forty-seven and a four year course was offered.

### Rural High Schools in Morris County

In 1915 the Legislature of the state of Kansas enacted a bill giving the legal electors residing in territory containing not less than sixteen square miles and comprising one or more townships or parts thereof authority to form a rural high school district, whose boundaries shall have been approved by the county superintendent of the county in which the building was to be built. It further provided that whenever a petition, signed by two-fifths of the legal voters residing in the territory of the proposed rural high school district shall be presented to the board of county commissioners of the county in which lies the greater part of the territory comprising the district, that the county commissioners will call an election to vote on the establishing and locating of a rural high school.

It was in accordance with this law that the small village, Parkerville, in Morris County, organized the first rural high school in the county, as well as in the state. The organization of this school met with severe opposition in the community and resulted in some bitter feeling between people of the community. This, however, wore off in the course of a few years, and as the high school began to prove itself a valuable asset to the community it tended to bind the people of the large district together in a way that previously had not been experienced.

During the early spring of 1915, Mr. Leazenby, the principal of the Parkerville Grade School, who was conducting classes in algebra, botany, and history for ninth grade graduates in the school, as well as conducting his classes in seventh, eighth, and ninth grade work, brought a copy of the new law to school and read it to the students and explained to them how it would be possible to have a rural high school organized at Parkerville. The students were very much elated over the possibilities of the plan and induced Mr. Leazenby to write up a suitable petition to be circulated in the community. The petition was prepared and circulated by the students and graduates of the previous school year, 1914-1915. The boys who carried the petition walked, while the girls drove a horse and buggy. The students, knowing that they could catch large groups of qualified electors together at the annual rural school meeting, presented copies of the petition at meetings of the five districts which were proposed to be included in the rural high school district. These petitions met with various responses, some of the patrons being very favorable to the plan while others (chiefly land owners who had no children to be benefited by the school) opposed it violently. This somewhat timid group of students met with some such responses as: "I'll fight it tooth and toe nail," "It is an outrage," "I paid for my education and others should do the same." Some of the opposition went so far as to hire a lawyer to look into the legality of the proposition. This first petition met with encouragement and awakened enough interest in the community that some of the more forward men of the community got behind

the movement and it resulted in the erection of the first rural high school in the state.

Due to faulty wording of the first petition, a second one had to be carried. By this time the proposition had been discussed pro and con in the community, and, as a rather influential group had got behind the movement, the petition carried by a good majority.

The petition took somewhat the following form:<sup>9</sup>

#### Rural High School Petition

WE the undersigned legal voters in the territory bounded as follows ... do hereby petition the Board of County Commissioners of Morris County, Kansas, to call a special election in the above described District to vote on the question of establishing and locating a rural high school in and for said District, and to vote bonds in the sum of \$6,000, for the construction and equipment of a high school building and to purchase a site for said building; said high school to be located ... They further certify that there is no incorporated town of or exceeding 300 population in said District, and that said District comprises more than sixteen square miles and more than one township, and that the signatures here to amount to more than one-fifth of the legal voters residing within the territory. All in accordance with and under the terms and provisions of House Bill No. 36 enacted by the Legislature of Kansas at the session of 1915.

This signed petition was presented to the County Commissioners and they issued an order known as a Resolution and Order which read as follows:<sup>10</sup>

#### Resolution and Order

WHEREAS a petition has been presented to the Board of County Commissioners of Morris County, Kansas, praying that said Board call a special election for the purpose of locating a rural high school, and for issuing bonds for the purpose of building a high school building within the district bounded as follows... AND WHEREAS an enumer-

<sup>9</sup> County Records of Rural High School, No. I, Council Grove, Kans.  
<sup>10</sup> Ibid.

ation of all the qualified electors residing within the district has been filed with said petition, and it being shown to said board that all the signatures to said petition are genuine and that all of the persons signing said petition are qualified electors in the above described District... IT IS THEREFORE ordered by the board of County Commissioners of Morris County, Kansas, that a special election be, and is hereby called and ordered to be held in the above district for the purpose of voting on establishing and locating a rural high school in said District, and to vote bonds in the sum of \$6,000, to build and equip. It is further ordered that said special election be held on Tuesday, the fifteenth day of June, A.D. 1915, and that said notice of such election be given as required by law and that said election shall be governed by the general election laws of the state of Kansas.

In accordance with that resolution and order the election was held on the date set. The opposition, as well as those sponsoring the movement were there with their forces, but the opposition was not a dangerous rival, as there were two hundred sixteen votes cast, and one hundred forty-four of them were for the building of a high school while only seventy-two were against it.

Another election was called for August 12, 1915, to choose members of the board, it having been decided that the director should be elected for three years, the clerk for two years and the treasurer for one year. At that election A. G. Leitch was elected Chairman Pro Tem, and, in the election that followed, he was elected director in which capacity he served until his death in 1924. F. W. Parker was then appointed to the office and was elected to the office to which he had been appointed in the next general election.

C. H. Brown was elected treasurer at that first election and served in that capacity for four years. William Churchman was elected clerk at the first general election. The faculty hired

by these men consisted of two teachers, J. Roscoe Chandler, who is at the head of the Teachers Placement Bureau at University of Kansas, Lawrence, and Miss Blanche Gorrell.

Work was immediately begun on the new building and it was made ready for occupancy January 1, 1916. Prior to that time classes were conducted in the Methodist Church. The enrollment the first year consisted of seventeen members, one junior, seven sophomores, and nine freshmen. The first graduating class, that of 1917, consisted of one member, Miss Pauline Mitchell. The class of 1918 consisted of six members, Mae F. Trock, Mary Barber, Carl Ramsey, Howard Strouts, Laird Glasscock, and Frank Parker. Graduates of the class of 1919 were: Elma Kendall, Esther Baker, Doris Burton, Avis Morris, and Cecil Leitch.

In 1930, at the time the bonds were paid off, new bonds were floated for the construction of a \$10,000 addition to the building. The addition was in the form of a gymnasium and auditorium. This addition was constructed in such a way as to duplicate the original frontage of the building, thus giving it the appearance of a duplex.

There have been one hundred thirty-five students graduated from this school, the graduating classes averaging about seven members. The present faculty consists of three teachers and the enrollment of thirty-six students.

In the spring of 1917, the people of the Delavan community, a small village community in the west part of the county, began to feel the need of a high school, as some children in the community were being deprived of high school training and others

were having to go away to the neighboring cities of Herington, (in Dickenson County) White City and Council Grove. This education away from home was expensive as tuition had to be paid, as well as board and room. Furthermore, it was felt that children of high school age were in a better environment when staying at home under the supervision of their own parents. This general feeling led to the petitioning for, and finally to the construction of a \$10,000 building. The area of the district included in this district was fifty square miles, and the valuation of this property was \$1,933,000 while the area of the Parkerville district was forty-eight miles and the valuation \$1,400,000. As the building was not made ready for occupancy until December 10, 1917, school was started in the I. O. O. F. building. The first principal of the school was A. E. Hylton. The enrollment the first year that this school was operated was fourteen students, and only two years instruction was offered. The school was not on the approved list of high schools the first year and was not accredited until 1921.

The enrollment increased from year to year at this school until, at the present time, it is thirty-three students. The faculty now consists of four members, a coach having been added to the staff in 1926, when a \$10,000 addition, in the form of a gymnasium was added to the building.

The following year, 1918, Dunlap, which had been conducting a city high school since 1912, organized a rural high school. The city high school had grown rapidly making the building in which it was located no longer adequate, as the enrollment had



to forty-nine. Furthermore the rural community felt it their duty to aid in the higher education of the children.

A petition was circulated calling for a \$20,000 building which was erected in 1918. The building contained a gymnasium and other features found only in one other school in the county, the Wilson High School in Council Grove. The principal of the school had two assistants each of whom was paid \$675, the principal being paid \$1,000. The district established contained sixty square miles and had a valuation of \$2,400,000. The present faculty at Dunlap consists of five members and the enrollment of fifty-five students.

Under somewhat the same conditions as Dunlap had organized a rural high school, Dwight petitioned for one in 1918. The building, a \$20,000 structure, was built in 1919. Dwight had had a high school since 1908, but it was in connection with the grade school and only offered one years instruction until 1916, while White City and Alta Vista, offered four year courses and were within a reasonable distance of most of the community. For this reason the enrollment had remained small, there being only one teacher and an enrollment of fifteen students at the time that the rural high school was organized. However, the enrollment, the year the new building was occupied, increased to thirty-three students and the faculty was increased to two members. The petition called for a district which was to include sixty-three square miles and this area had an estimated valuation of \$2,225,000.

At the present time Dwight has a faculty of five members and

an enrollment of eighty-six students, this being the largest enrollment of any of the rural high schools in the county, with the exception of Wilsey High School.

The Diamond Valley Rural High School which is located at Burdick, in Morris County, was organized under much the same conditions as were the high schools at Parkerville and Delavan. The people in that community were confronted with the proposition of either depriving their children of high school instruction or sending them away from home to different cities during their high school careers. To prevent this educational handicap the community petitioned for a \$40,000 high school. This was the fifth rural high school organized in the county. The district plotted contained eighty square miles. This land was situated in three counties, Chase, Marion and Morris. The greater part of the land, however, was in Morris County. The school was established as a three year approved school. A faculty of two members was hired to instruct the group of thirty-four students. The valuation of the district was placed at \$2,300,000.

At the present time the faculty of the Burdick High School is composed of four members and the school enrollment is thirty-five students.

The Wilsey community organized a rural high school in 1918, however, they did not build a separate building until 1923. The building which they constructed in 1923 was a large and very elaborate structure. It is only surpassed by two other buildings in the county, Wilson High at Council Grove and White City High School which is also used for the White City Grade School. Wilsey

Rural High School now has an enrollment of ninety-six students. These students are instructed by a staff of five members and the school is one of the best equipped high schools in the county. The district as laid out contains eighty-three square miles and has a valuation of \$2,606,000.

### Summary

Since the first secondary school was established in Morris County in 1885, secondary education in the county, as well as in the State and Nation has experienced remarkable changes. The idea that the purpose of the school was to discipline the mind, to a decided extent determined what the curriculum would be in a secondary school up until approximately 1915. Thus the schools organized at Council Grove, White City, Dwight, Wilsey, and Dunlap were largely an outgrowth of this mind training motive. However, by the time of the passage of the Legislative Act permitting the organization of rural high schools, this mental discipline motion had largely vanished. This being true, the curriculum offered in these rural high schools was made much broader and gave a considerably wider variety of subjects for students to choose from. Most of these schools offered two types of curriculum. First, a college preparatory course which contained numerous mental discipline subjects such as Latin, algebra, geometry, and a group of elective subjects. Second, a curriculum which was thought to be practical for the boy or girl who expected to remain on the farm. This later type of curriculum would not admit a student to college if he should decide to enter to

enroll in one following his or her graduation from high school. For this reason the two courses were soon to a large extent combined, the college preparatory course being made much more liberal.

Following the Legislative Act of 1915, Parkerville, in 1915, and Delavan, in 1917, established rural high schools, as did many other rural districts in the state. In December 1917, the legislature amended the law by forbidding the organization of a rural high school with a district valuation of less than \$2,000,000. Since that time Dunlap, Dwight, Burdick, and Wilsey have organized rural high schools. The districts organized by these communities were made larger in order to meet the new legislative requirement. The increased size of districts led to suggested increased enrollment and this in turn to the construction of larger better equipped buildings than had been built at Parkerville and Delavan.

Enrollment in secondary schools in Morris County has constantly increased since 1885, and with the establishment of rural high schools it increased much more rapidly between the years 1915-1920. At the present time there are seven hundred two students enrolled in the secondary schools of Morris County. These students are instructed by a faculty of forty-five members. Standards have been raised from time to time, but these schools have always willingly met these demands and at the present time they are classified as follows:

Wilson High, Council Grove	Class A
White City High	Class B

Dwight Rural High	Class B
Dunlap Rural High	Class B
Diamond Valley Rural	Class B
Delavan Rural High	Class B
Wilsey Rural High	Class B
Parkerville Rural High	Class C

In the forty-eight years that secondary school instruction has been offered in Morris County approximately nineteen hundred students have been graduated from them and many of them are now holding offices and positions of much respect in the county, as well as the State and Nation.

## CHAPTER VIII

## SUMMARY AND CONCLUSIONS

The chief objective of this study has been the gathering of all material pertaining directly to the educational growth and advancement of Morris County, Kansas. It has been the purpose of the author in making this study to collect all the available data which to any considerable extent has been influential in establishing trends in educational advancement in the county. It has further been the purpose of the author to organize this material into a clear and understandable manuscript.

In compiling this material the author has treated specifically the development of trends until they were definitely established, then has summarized them in a rather general manner.

The historical setting of the county has been dealt with in considerable detail. In this connection, location, topography, occupations, and early settlements were studied. The incentives for settlement were emphasized, the method of settlement was touched upon, and the influence of natural boundaries such as plains and unsheltered regions was shown. Special effort has been made to show how the settlements tended to follow the streams having the more sheltered or fertile valleys. The study further demonstrates how the settlers, after settling the valleys and establishing schools in them, attacked the plains regions and converted much of the grass land into crop growing areas.

Efforts were next turned toward tracing the early educational movements within the area now comprising Morris County.

The efforts of the Methodist Episcopal Church, through missionaries, to educate the Indian Children were traced, then the efforts of the Quakers at the same task were considered. It was found that the Kaw Indians were a heathenish and superstitious tribe and that they were not nearly as susceptible to educational and religious training as many of the other tribes. The tribe was found to have preserved many of their ancient customs and superstitions. It was further found that the Kaws accepted little of the white man's teachings and culture, also that they approved for more of the vices with which they came in contact through their associations with "Greasers" and white men of ill repute.

Efforts at educating the white children were next investigated, and, for purposes of comparison, the study was made over periods of years; the first three periods each being five years in length and the fourth and fifth periods being fifteen years in length. The study indicates two periods of extraordinary educational advancement. The first, chiefly in elementary education, was during the period of years between 1870-1885. The second period was between 1915-1925. The second period was due to two factors; first, the efforts of rural school supervisors to standardize the schools of the county; second, the growth of rural high schools in the county.

By a law passed by the state legislature in 1861, soon after Kansas became a state, the certification of teachers was turned over to the few organized counties in the state. During the next eight years all county certification was carried on by the county superintendent. This method was replaced in 1869

by the creation of a County Board of Examiners. The method is still in use today and only minor changes have been made in it. The function of this board was to administer in an impartial way 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 county. One of the important steps in the development of the county certification agency came in 1911, when graduation from an accredited high school was required as a prerequisite to obtain a first grade county certificate.

The study shows that teachers institutes were first held in Morris County in 1864. These first institutes were Normal District Institutes. The need for a more wide-spread system of institutes was soon felt, and this feeling soon resulted in institutes being placed under the control of the county superintendent, thus changing their status from Normal District Institutes to County Normal Institutes. These first institutes were held for periods of from two to five days, but later they were extended to cover four week periods. Later the law was changed to make optional with the county superintendent the holding of an institute for from five to twenty days, as he or she saw fit. In accordance with this law the county superintendent in 1918 (Flora E. Davis) conducted the first professional institute in the county. This form of institute has been in use in the county since that time.

The public high school movement had its beginning in America in the third decade of the nineteenth century and had estab-



lished itself firmly by the last quarter of the century. This secondary school movement in America is divided into two periods; first, the period from 1870-1890 which is known as the period of growth and development of secondary education in America; second, the period following 1890 which is known as the period of dominance of the public high school in the field of secondary education. The first high school in Morris County, located at Council Grove, was established in 1885, during the first period of the movement. The rest of the schools were established in and following 1900, and at the present time, with the exception of White City and Council Grove schools, are conducted as rural high schools.

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