

A SURVEY OF THE HISTORICAL DEVELOPMENT
AND GROWTH OF SCHOOLS IN JOHNSON 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

Earle B. McKown

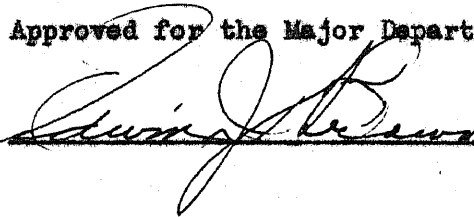
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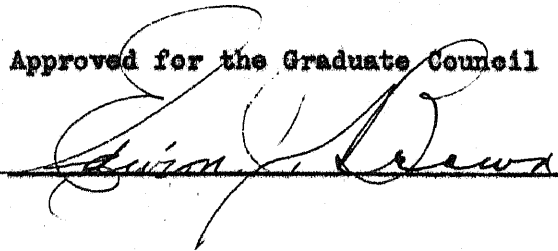
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AUTHOR'S PREFACE

Ideals without action exist only as mental images, that is they exist in fancy or in the imagination. They are unreal and visionary standards of perfection. Man's ideal of justice, honesty, beauty, and democratic living mean very little when they are isolated. These ideals are subjective, and have little value as instruments of social progress. The ideals of man become invaluable only when connected with some activity; then, and only then, do they become tangible evidence of his thinking.

From the beginning, man has held sacred the memories of the past, and he will continue to preserve the stories of the activities of past ages. It has been his custom and pleasure to make these stories live forever in poems and legends, which are the stories of those great men and women who, by their struggles, have opened the way into the future for the generations which will follow them. The stories of the hardships, the difficulties, and the high courage in which they met and overcame all obstacles, make up a very rich heritage for the individuals that are to follow. As great outstanding emblems of this consecration, men have erected memorials to the past. Men have built parks, stately cathedrals and temples, that their sons and their son's sons might hold in veneration the eternal landscape of the past. The fame of such landmarks should not be lost as they have influenced and will continue to influence man's action in the future. Man built these landmarks that others might come to see, learn, and admire, and that they might enjoy a more abundant and happier life.

One such famed landmark in Kansas is the old Shawnee Mission School. This was the first school in the territory now comprising Johnson County,

Kansas. It is located close beside the Santa Fe Trail, that old historical highway. This old landmark offers an opportunity for us today, to go back and see in fancy the Rev. Thomas Johnson, founder of the school, working among the children of the Shawnee Indians, and building solid Christian lives. Another famed landmark in Johnson County is the State School for the Deaf, located at Olathe. This school with its modern equipment stands as a lasting memorial to Phillip A. Emery, its founder. Mr. Emery, himself afflicted with deafness, set out with the vision of building and aiding in the education of unfortunate individuals; to teach them to appreciate music and the sounds of the human voice, both God-given wonderments.

To appreciate fully the work of Thomas Johnson and his school, its influence on the growth and development of the other schools in the county, it will be necessary to review the historical events which led to the establishment of the first mission in 1829, the founding of the Manual-Labor School and its decline with the Treaty of 1854. It will be necessary to have an understanding of the early school laws, their nature and influence, because in them the educational system of the county had its beginning.

Earle E. McKown

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CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

The writer's main objective in this study is to trace the growth and development of education in Johnson County, Kansas. According to the present county superintendent of schools, the records are incomplete and inaccurate. Therefore, the writer feels there is a need for a study of this nature. This study will attempt to show what was done, and what has happened in educational matters beginning in early territorial days and ending with December, 1934.

PREVIOUS STUDIES

Ed Blair¹ in his book, History of Johnson County, devotes a chapter to the early organization and supervision of schools up to 1915. His study describes the establishment of the first Indian mission school, and the first school established for the white children. Some of Blair's data will be referred to in this study.

Noble Prentis² made a study of the pioneers in Johnson County, and published a book, History of Kansas, in 1909. In this work Prentis describes the early pioneers, and their work among the Shawnee Indians. He tells of the establishment of the Shawnee Mission. Some of Prentis's conclusions will be used in this study.

¹ Ed Blair, "Organization and Growth of Schools" in History of Johnson County, Lawrence Printing House, 1915, chapter 14.

² Noble Prentis, "Missions Among the Indians," in A History of Kansas, published by Caroline Prentis, Topeka Printing House, 1909, chapters 7, 8.

D. W. Wilder³ published the Annals of Kansas 1541-1886. In his work he offers a description of the territorial school system. The method of election of the territorial superintendents, and early school laws are discussed fully. He worked out statistical tables showing the number of children of school age, the enrollment, and the cost of education in the Territory. His work is used in this study.

John Lethem⁴ in his book, Olathe, gives a very good geographical description of eastern Kansas. He describes the settlement of Olathe and its incorporation. Considerable space is given to the description of the first log school house in Johnson County. The writer will refer from time to time to this work.

According to the present County Superintendent of schools of Johnson County, an educational history of the county has not been published. Several other books and publications have been written on the history of the county, which deal in part with the development, organization, and supervision of the school. To these the writer will refer as need arises.

THE SCOPE OF THE STUDY

The study undertakes an analysis of the reports of school trustees, and county superintendents on the conditions of the schools. It also attempts to interpret original maps, school census, statistics and other documents pertaining to school matters.

³ D. W. Wilder, "A Historical Sketch of the Territorial School System," in Annals of Kansas 1541-1886, Dwight Thacher, Kansas Printing House, Topeka, Kansas, pp. 102-103.

⁴ John Lethem, "Olathe" in Historical Description of Eastern Kansas, vol. III, pp. 17-18. Printed at Olathe, Kansas, in 1891.

METHOD OF PROCEDURE

The plan has been to study the early histories of Johnson County, Kansas, and to record data from the history of the settlement of the Territory and other sources. A careful study of original maps of the territorial surveyors, of the school census report of 1855 (the first official census) and of private manuscripts were made. These are in the Archives of the Kansas State Historical Society, Topeka, Kansas. Visits were made to the old Shawnee Mission School, and to the county superintendent's office at Olathe to collect data.

TYPES OF DATA COLLECTED

The following sources were utilized in developing this study:

1. Pamphlets of local history of Johnson County.
2. Newspaper section, clippings.
3. Original documents, other than those listed.
4. Original maps, school census reports, and official correspondence.
5. Personal interviews with early settlers.
6. Reports of county superintendents.
7. Biennial reports of the State Superintendent of Public Instruction.
8. Remains of the old Historical Shawnee Mission School.
9. Private manuscripts.
10. Publications of the Kansas Historical Society.

PRESENTATION OF DATA

The plan of study has been to present a chronological history of the original school data collected from the sources named previously. Beginning with the formation of the Shawnee Indian reservation in 1825, establishment of the first mission school, and down to the present time, the chronological order has been utilized. Statistical tables offered to show growth by years from 1861 to 1934.

CHAPTER II

ESTABLISHMENT OF THE SHAWNEE MISSION SCHOOL

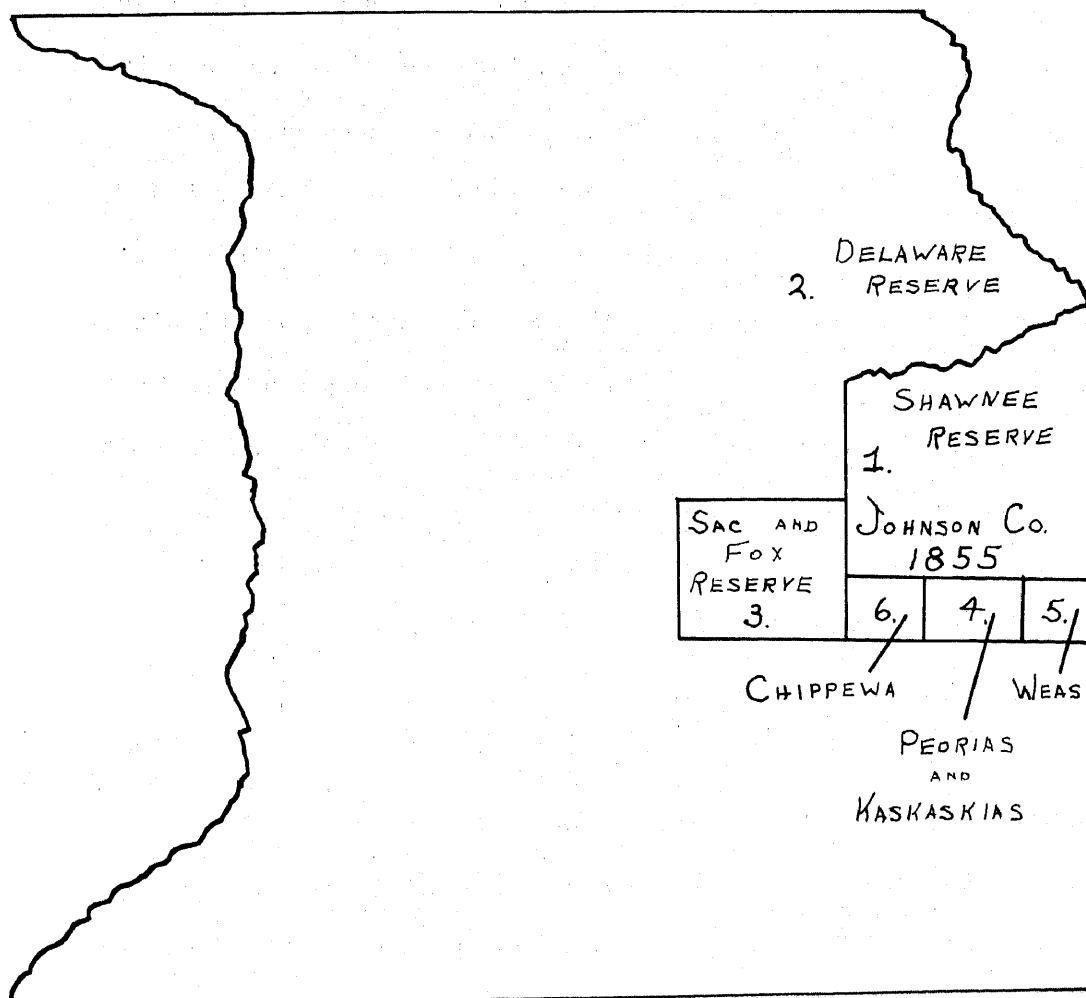
The Shawnee Reserve was established by the treaty of 1825.¹ This reservation embraced a tract of land containing some 1,600,000 acres, and the present boundaries of Johnson County, Kansas, lie wholly within this reserve.* It was in this vicinity that the Rev. Thomas Johnson and his bride came, built log cabins, and began their life's work as missionaries among the Shawnee Indians in 1829. The missionaries were heroic pioneers; they invented the phonetic alphabet; created the written language; wrote dictionaries and song books; and gave to the Indians the Bible and the Christian religion. They went into the rude lodges and wigwams and cared for the sick; suffered from poverty and often from savage cruelty; sacrificed home and friends, and frequently many of them died alone on the prairie that the Indians might know the better and higher way of life.

¹ Ana Heloise Abel, "Indian Reservations in Kansas and the Extinction of Their Titles," in Kansas Historical Collections, vol. 8, p. 88.

* According to John B. Luce, in Report of Indian Affairs, vol. 12, p. 618, (1842) the boundaries of Johnson County were as follows: Beginning at a point in the western boundary of the State of Missouri, three miles south of where said boundary crosses the mouth of the Kansas river; thence continuing south and coinciding with said boundary for twenty-five miles; thence due west 120 miles; thence due north, until said line shall intersect the south boundary of the Kansas reservation; thence due east, coinciding with the southern boundary of said reservation, to the termination thereof; thence due north coinciding with the eastern boundary of said reservation, to the southern shore of the Kansas river; thence along said southern shore of said river to where a line from the place of beginning drawn due west shall intersect the same.

DIAGRAM I

INDIAN RESERVATIONS ESTABLISHED BY
THE TREATY OF 1825.*



* Copy of the original Indian Reserve map which is in the Archives department of Kansas State Historical Society Topeka, Kansas.

The following letter, addressed to the Rev. Jesse Green, Presiding Elder of the Methodist Missouri district in St. Louis, Missouri, by Indian Agent Vashon, tells of the inception of the first Indian mission school in what is now Johnson County, Kansas:²

Indian Agency Near Kansas,
July, 1830

Rev. Jesse Green,
Presiding Elder of Methodist District,
St. Louis, Missouri.

Reverend Sir:

I have the pleasure now to make communication which I promised when I had the happiness of conversing with you at my agency on the subject of establishing a mission school for the instruction of the children of the hapless portion of the human family entrusted to my care in this part of my agency...and I now have the pleasure to inform you that I have this day been requested by Fish, a Shawnee chief, to make application for the establishment of a mission school among them for the education of their children, and I most earnestly solicit your attention to the subject.

The vicinity of the smithy shop, I think, would be the most judicious location that could be selected for the establishment of the missionaries..... I feel convinced that no other situation in the country possesses as many advantages. I therefore recommend it, in the strongest possible light, as the most judicious location that can be selected.....

Signed,

Geo. Vashon,
Indian Agent.

Two months later, September 16, 1830, the Missouri Conference of the Methodist Church met in St. Louis. This session was important due to the action taken concerning the request to establish the Shawnee Mission School made by George Vashon. The call for missionaries was answered by two

² Rev. J. J. Lutz, "The Methodist Missions Among the Indians in Kansas," in Kansas Historical Society, vol. 9, pp. 166-167. (1905-1906)

devoted men, Thomas and William Johnson.

The records show very little concerning the location of the first mission school. All that is known about its location, as stated in Vashon's letter to Jesse Green, is that the school should be established near the smithy shop, somewhere on the banks of the Kansas river. The church building was located in a beautiful wooded section about six miles southwest of the present site of Kansas City, Missouri.

The year of 1838 dates a new era in the history of the Methodist Indian missions in Johnson County³-- the establishment of the Shawnee manual-labor schools. This meant the discontinuance of the separate Methodist schools among the tribes and the education of the children at a central institution. At the general conference of 1836 Rev. Thomas Johnson induced that body to vote \$75,000 for the establishment of the Indian manual-labor school, and the government at Washington granted 2400 acres of land for the mission. The school was located four miles south of the original site of Turner, Kansas, in 1838. The school was organized on the work and study plan. The children were employed six hours a day, and spent six hours a day in school. The Indian girls did the cooking for the entire school under the supervision of their teachers. For the first year of school four teachers were employed, two to teach the children in school and two to teach them at work.

According to Ross⁴ the daily routine of the pupils was as follows:

³ Loc cit, Lutz, pp. 170-171.

⁴ Edith Connelley Ross, The Old Shawnee Mission, printed at Topeka, 1928, pp. 13-14.

5:00 Morning bell.
 5:15
 6:50 Farm work--milking cows--gathering fuel.
 7:00 Breakfast.
 8:00 Until Noon, studies.
 1:00 Until six, studies.
 6:00 Hour set aside for tea.
 7:00
 8:00 Preparing studies for next day.
 8:30 Recreation.

The only religious services held during the week was on Sunday when a chapter in the Bible was read. This was followed by a prayer; just before the morning and evening meals the teachers returned thanks. Saturday mornings were spent in working on the farms, and the afternoons were spent in the bath room cleaning up for Sunday.

At the conference of 1841 Rev. J. C. Berryman was appointed to take charge of the manual-labor school, to which position he was also appointed by the succeeding conferences. His report for 1842 is as follows:⁵

From experiments already made, we are fully satisfied that there is no essential difference between white and red children; the difference is all in circumstances.

There are difficulties, however, very great difficulties, to be surmounted in the education of Indian youth. The ignorance and prejudice, instability and apathy, of the parents, and all the little whims that can be imagined as being indulged in by so degraded a people, combine to hinder us and retard their own advancement in civilization; and one of the greatest hindrances to the success of our efforts to impart instruction to the children we collect here is the difficulty of keeping them a sufficient length of time to mature anything we undertake to teach them; especially if they are considerably advanced in age when they commence. We have found that the labors bestowed upon those children taken in after they had reached the age of ten or twelve years have, in most cases, been lost; whereas, those children taken in between the ages of six and ten, have in a majority of cases done well. This is chiefly owing to the older ones having formed habits of idleness, so that they will not bear the confinement and discipline of school. Another thing in favor of receiving these children at an early age is that they acquire our lan-

⁵ Loc cit, Luts, p. 176.

guage more readily and speak it more correctly. They also more readily adopt our manners and habits of thinking.

J. C. Berryman,
Supt., Manual-Labor School.

The Manual-Labor school opened September 15, 1843, with 110 scholars. The church statistics for this year report ten colored children as members of the mission. The conference minutes would indicate that they lived at the manual-labor school. These colored children belonged to the slaves which Rev. Thomas Johnson had brought into the territory, and who worked on the mission premises.⁶ During the year 1851 the Shawnee manual-labor school still continued to prosper. It suffered some little embarrassment from 1849 to 1851 by reason of the prevalence of cholera in the community. The sub-joined statement is interesting in giving the names, age, the tribe to which each pupil belonged, the date of entrance, and the studies pursued. The roll contains many very picturesque names.⁷

Shawnee Indian Manual-Labor School

Statement No. 1, showing the conditions of the Manual-Labor for the current year, ending September 30, 1851.

Male Department

Teachers--A. Consetzer, T. Huffaker, W. Luke, S. Huffaker.

Name	Age	Tribe	Entered	Studies
Levi Flint	17	Shawnee	Nov. 1842	Latin, English
Robert Armstrong	14	Wyandotte	Sept. 1850	grammar, geography,
Henry Garrett	18	Wyandotte	Sept. 1850	declamation

⁶ Loc cit, Lutz, p. 177.

⁷ Loc cit, Lutz, pp. 187-189.

Name	Age	Tribe	Entered	Studies
Lagarus Flint	15	Shawnee	Aug. 1842	
Mebsy Dougherty	15	Shawnee	Nov. 1848	
John Paschal	16	Peoria	Jan. 1841	
John Mann	14	Peoria	Jan. 1841	Grammar, arith-
Thaxter Reed	13	Ottawa	Mar. 1849	metic, reading,
Alpheus Herr	15	Ottawa	Sept. 1849	writing and
William Fish	14	Shawnee	May 1849	spelling.
John Anderson	15	Shawnee	Sept. 1848	
Robert Robetalle	11	Wyandotte	Nov. 1849	
Jacob Flint	10	Shawnee	July 1848	
Steve Bluejacket	13	Shawnee	June 1847	
Moses Pooler	12	Ottawa	Mar. 1849	
Francis Pooler	11	Ottawa	Mar. 1849	Arithmetic, reading,
Solomon Peck	12	Ottawa	Mar. 1849	spelling and
Robert Merrill	12	Ottawa	Mar. 1849	declamation.
William Barnet	15	Shawnee	April 1851	
Jacob Whitecrow	15	Wyandotte	Mar. 1851	
Peter Sharlow	13	Wyandotte	Mar. 1851	
Robert Bluejacket	12	Shawnee	Sept. 1849	
Thomas Bluejacket	10	Shawnee	June 1847	
Cassius Barnet	14	Shawnee	Mar. 1849	From the alphabet
Samuel Flint	12	Shawnee	May 1851	to reading, spelling
Lewis Hays	17	Shawnee	July 1850	and writing.
Anson Carryhoe	15	Wyandotte	April 1851	
Thomas Huffaker	10	Wyandotte	April 1851	
John Solomon 1st	17	Wyandotte	April 1851	
George Big River	12	Wyandotte	Oct. 1850	
Henry Lagotrie	11	Wyandotte	April 1850	
John Solomon 2nd	6	Wyandotte	April 1860	
Francis Whitedeer	9	Shawnee	June 1850	
James Baltrics	13	Shawnee	Sept. 1848	From the alphabet
William Deskin	8	Shawnee	June 1850	to reading, spelling
Robert Sergket	16	Shawnee	June 1850	and writing.
Nathan Scarritt*	12	Shawnee	Mar. 1849	
Edward Scarritt	10	Shawnee	Mar. 1849	
John Coon	16	Wyandotte	Oct. 1850	
Isaac Frost	20	Wyandotte	Jan. 1851	

Female Department

Teachers--Mrs. M. J. Perry and Mrs. A. E. Chick (the wife of Col. Wm. M. Chick.)

Name	Age	Tribe	Entered	Studies
Stella A. Harvey	12	Omaha	Sept. 1846	Needle-work, grammar, arithmetic, geography, reading and writing.
Sally Bluejacket	15	Shawnee	Feb. 1849	
Elizabeth Johnson	15	Shawnee	May 1847	
Emily Bluejacket	12	Shawnee	June 1844	
Susan Bluejacket	10	Shawnee	Mar. 1849	
Sarah Driver	15	Wyandotte	Feb. 1851	
Ellen Miller	7	Ottawa	July 1850	From the alphabet to reading, spelling and needle-work.
Sarah Armstrong	10	Wyandotte	July 1850	
Mary Solomon	8	Wyandotte	Sept. 1850	
Sarah Sharlow	6	Wyandotte	Mar. 1851	
Philomene Lagottrie	9	Mohawk	Mar. 1851	
Rosalie Lagottrie	6	Mohawk	Mar. 1851	
Mary Hill	9	Wyandotte	Mar. 1850	
Emma Hill	11	Wyandotte	Mar. 1850	
Mary Williams	16	Wyandotte	Mar. 1850	

According to Luce⁸ the report of 1854 shows that 105 Shawnee pupils attended the school. In 1854 the Indians made a treaty taking part of their land in severalty and selling the balance to the government. Each Indian received two hundred acres and \$110 in cash, per year, for ten years. The treaty marked the close of the manual-labor training part of the school. The shops were dispensed with and disappeared. In the fall of 1856, a surveyor, Lot Coffman, was sent by the Federal Government to take the census of the Shawnee Indians and to distribute the land accordingly. He found that the Longtail family, consisting of twelve members, were favorable. He also found that the Black Bobs were unfavorable to the terms as stated in the treaty. To settle the difficulties, the surveyor set aside for them some 33,392 acres in what is now Aubry and Oxford townships of

⁸ John B. Luce, Report of Indian Affairs, 1856, p. 413.

Johnson County. This tract of land lying southeast of Olathe, has, to the present time been known as the Black Bob land. With the land difficulties settled, the Indians gave up their title to the reservation in general, and the main features of the Manual-Labor School closed. Thus, came to a remarkable end the most prominent Indian school established in the county.

Thomas Johnson's last report as superintendent of the Mission is headed "Shawnee Manual-Labor School, Kansas, September 6, 1862," and contains the following information:⁹

During the past year, closing the present month, fifty-five Shawnee children were in attendance--twenty-six males and twenty-nine females--ages from seven to sixteen; taught ordinary English branches; health unusually good. The parents and guardians manifest an interest in the children. The average attendance has been thirty. Among the names are those of Wm. W. Whiteday, John Bigbone, Hiram Blackfish, Martha Prophet, Wm. Prophet (grandchildren of the Shawnee Prophet) and Emma Chick Moon, daughter of Wm. Chick, of Glenwood, Kansas.)

Major James B. Abbott, the Indian agent at that time, gave the following statement for that year:¹⁰

I found the children tidy, well clothed, and apparently well fed. Their head teacher, Mr. Meek, appeared to possess their confidence and affection. They appeared happy and contented, take a deep interest in their studies, and will compare favorably with white children. This school is sustained entirely out of the Shawnee School fund.

One year later, Major Abbott reported as follows:

There are no regular missionaries in this agency now, but there is preaching almost every Sabbath from the Methodist denomination. There are also three or four Shawnee who preach occasionally to their brethren in their own language.

It was in the year of 1864 that the school was finally abandoned.

Most of the Shawnee had already gone from their Kansas reservation to live

⁹ Loc cit, Ross, p. 20.

¹⁰ Loc cit, Ross, p. 21.

in what is now Oklahoma. The Rev. Joab Spencer writes the following,¹¹

In the treaty of 1864, the Shawnee Indians gave one section of their land to Thomas Johnson, and two sections and \$10,000 in ten annual payments to the church, for the education, board, clothing of a certain number of children for the term of ten years. For prudential reasons, the treaty shows that all three sections were granted to the Church, but with the understanding that the Church deed one section to Mr. Johnson. After the treaty, Mr. Johnson proposed to the Mission board to do the work named in the treaty for one section of the church's land, and \$1,000 a year, thus leaving one section to the Church clear of all trouble and expense. He carried out the contract with the Church and government for five or six years, and then the war closed the schools, though A. S. Johnson continued to live there..... Then the war came and the government decided to confiscate the whole tract--all three sections. The Johnsons were at a heavy expense defending. They were loyal, and on establishing valuable and acquired interests, through the influence of Senator James H. Lane, they succeeded in having all three sections patented to them. To save the Church's interest, Mr. Johnson secured patents to all and settled with the Church for its interest, paying, I think, \$7,500.

In the cemetery of the Mission, one mile southwest of the Old Mission building, rests the body of Rev. Thomas Johnson. He was assassinated by bushwhackers in 1865. The writer recently visited the little cemetery, and read the following inscription on the marble shaft which stands at the head of the grave:

Rev. Thomas Johnson

The Devoted Indian Missionary

Born July 11, 1802

Died Jan. 2, 1865

Several years ago, a group of Johnson County citizens organized for the purpose of securing the property of the Old Shawnee Mission and its cemetery for the State.¹² That it might be properly preserved and cared for so that posterity might know more concerning the great educational work of Thom

¹¹ Loc cit., Ross, pp. 22-23

¹² Loc cit., Ross, p. 18

Johnson. The property owners refused to sell, but the sentiment for preserving the old historical grounds grew, and on the last night of the 1927 session of the Kansas Legislature, \$48,250 was appropriated for the purchasing of the property and to pay damages and court costs in acquiring the same. The State of Kansas will construct a memorial park on the site.

The pictures on the following pages show the two original Shawnee Mission school buildings as they appear today. The Old Shawnee Mission was the largest and most important western mission. The Santa Fe and Oregon trails went through its grounds; it was the capital of Kansas Territory for parts of 1854, 1855 and 1856. The first territorial legislature met here in 1855 and passed the slave code of Kansas; Union troops were quartered there during the Civil war; and it was part of the Price Raid battlefield, October, 1864. The Mission is located a quarter of a mile north of Highway 50 about a mile west of Kansas City, Missouri. Twelve acres of ground and the two large brick buildings were taken over by the State of Kansas. In one building there is a museum; other rooms which will contain collections of historical interest have been assigned to state patriotic societies. A caretaker lives on the grounds. There is no admission charges.



The Historic "North Building" of Shawnee Mission, which was the school proper, the dormitories and where the Shawnee Indian children studied for six hours a day. The farm lands on which the pupils worked for six hours a day lie in the background. This old building and the farm lands will be preserved with the money appropriated by the Kansas Legislature.

First mission school in Johnson County, Kan because in this building the first school laws were enacted for the entire territory. Here the educational system of the State of Kansas had its beginning.



THE HEADQUARTERS OF THE SHAWNEE MISSION INDIAN HISTORICAL SOCIETY.
 THIS SCHOOL, CHAPEL AND DORMITORY BUILDING OF THE SHAWNEE MISSION GROUP WAS BUILT IN 1832.
 THE FIRST KANSAS TERRITORIAL LEGISLATURE HELD ITS SESSION
 IN THE BUILDING IN 1857.

The famous Wornall Home. It was used as a hospital for the soldiers wounded in the Battle of Westport. To this old building, then new, came Andrew H. Reeder, the first Territorial Governor of Kansas, and set up the first session of the Territorial legislature. This old building is a historic relic, not only because it was the first mission school in Johnson County, but because in this building the first school laws were enacted for the entire Territory. Here the educational system of the State of Kansas had its beginning.



THE ORIGINAL CHAPEL BIBLE AND PULPIT USED BY THE REV. THOMAS JOHNSON, FOUNDER OF THE MISSION. THE PULPIT WAS ALSO USED BY PRESIDENT HARRISON IN AN ADDRESS IN THE ASSEMBLY ROOM OF THE BOARD OF TRADE IN KANSAS CITY IN 1850.

The original chapel Bible and pulpit. When the pulpit was returned to the Mission, a descendant of Rev. Thomas Johnson gave the original Bible that laid upon it for thirty years. Today, the pulpit stands where it formerly did and the original Bible rests upon it, covered with glass to protect it from the light and curious hands. "Behind that pulpit stood the Rev. Thomas Johnson many hundreds of times, as he preached to and taught the children," said Mrs. A. E. Fraser, historian of the Kansas Historical Society. "He turned the pages of that Bible many times in search for his text."

CHAPTER III

ESTABLISHMENT OF JOHNSON COUNTY

When the people of the Territory of Kansas held their convention at Topeka on the 29th day of October, A.D. 1854 to formulate the Topeka Constitution,¹ they made the first laws governing the establishment of the counties. They designated Johnson County, Kansas in the following manner:

In order that no inconveniences may arise from the organization and establishment of the State government, and that the wishes of the people may be fully accomplished, it is declared—



THE OLD BELL THAT HUNG IN THE CHAPEL OF THE MISSION WAS USED TO CALL THE INDIANS AND STUDENTS TO SCHOOL AND TO PRAYER.

The old bell of the Mission school that was used to call the pupils to school and prayer. As Mr. Frank Wornall of Kansas City rang the bell recently (October 14, 1934) he said: "Many a time, when I was a boy here, I heard it ring its call to church and school."

¹ E. W. Wagoner, "The History of Kansas, 1641-1895," Dodge, Kansas City, Mo., 1895, p. 108.
² Helen G. Gill, "The Establishment of Counties of Kansas" in A Thesis, partial fulfillment of the requirement for the degree of Master of Science, Kansas University, 1908.

CHAPTER III

ESTABLISHMENT OF JOHNSON COUNTY

When the people of the Territory of Kansas held their convention at Topeka on the 25rd day of October, A.D. 1855 to formulate the Topeka Constitution,¹ they made the first laws governing the establishment of the counties. They designated Johnson County, Kansas in the following manner:

In order that no inconvenience may arise from the organization and establishment of the State government, and that the wishes of the people may be fully accomplished, it is declared--Sixth: Until otherwise provided by law, the State shall be divided into election districts. First District--Commencing in the Kansas river, at the mouth of Cedar creek; thence up said river to the first tributary above the town of Lawrence, thence up said tributary to its source; thence by a direct line to the west of Thomas Johnson's house; thence a due south line to the Santa Fe road and along the middle of said road to a point due south of the source of Cedar creek; thence due north to the source of said Cedar creek and down the same to the place of beginning.

This act outlined eighteen districts, but did not name the counties. When Andrew H. Reeder, the first Territorial Governor of Kansas set up the first capital in the Shawnee Mission school building* a few months later, the legislature passed an act relative to the establishment of the counties in the Territory.² By this act thirty-four counties of eastern Kansas were established. Johnson County was one of them.

¹ D. W. Wilder, "The Topeka Constitution" in Annals of Kansas, 1541-1885, Dwight Thacher, Printing House, Topeka, Kansas, 1886, p. 102.

* See page 2, Chapter I of this study.

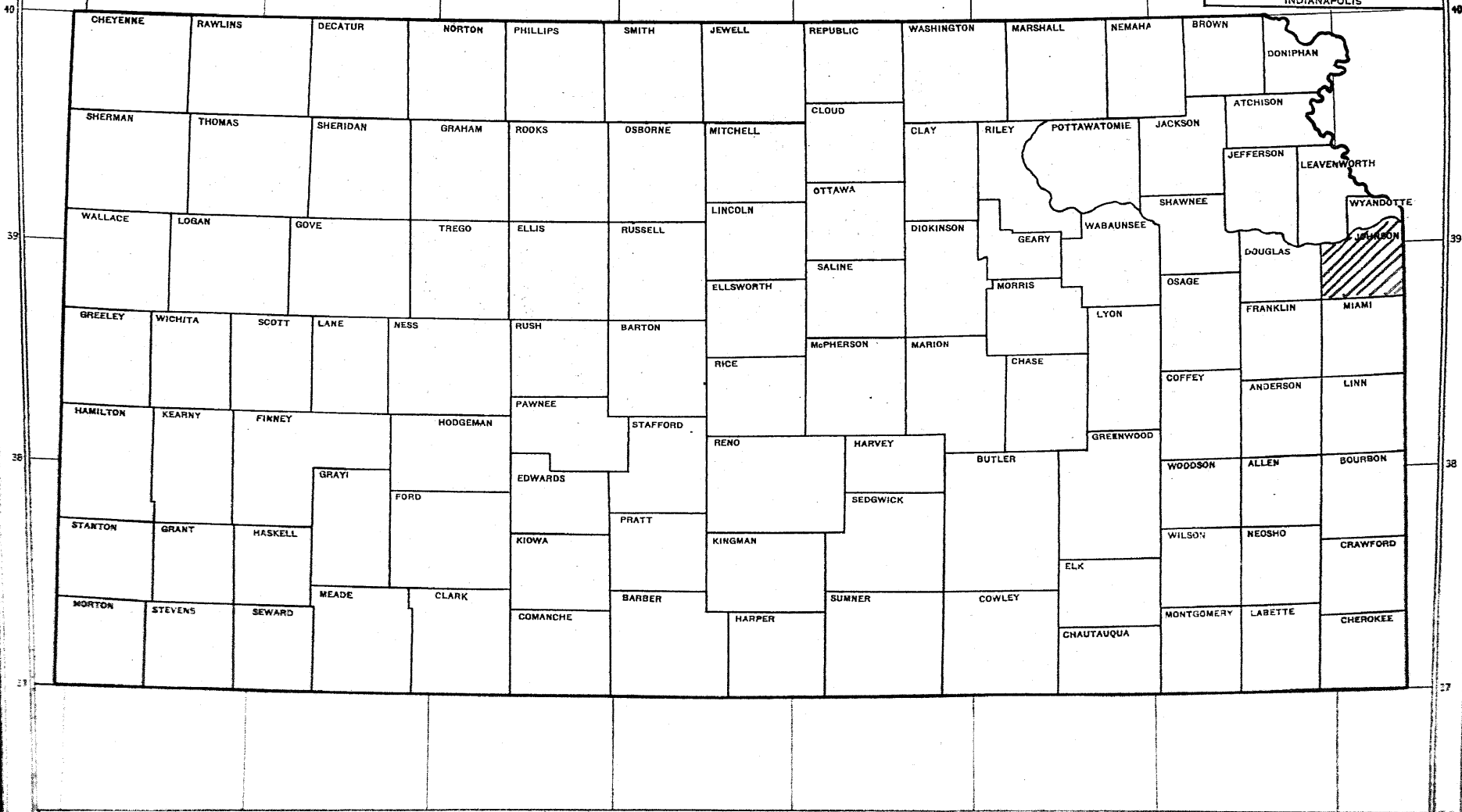
² Helen G. Gill, "The Establishment of Counties of Kansas" in A Thesis, partial fulfillment of the requirement for the degree of Master of Science, Kansas University, 1905.

MAP I

CRAM'S
8 1/2 x 11 Outline Map
KANSAS

SCALE
0 5 10 20 30 40 MILES

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Longitude West of Greenwich

LOCATION

Johnson County is in the extreme eastern part of the State. It is bounded on the north by Leavenworth and Wyandotte, east by Jackson and Cass Counties, Missouri, south by Miami, and on the west by Douglas County. Its area is 480 square miles, or 307,200 acres, and it ranks thirty-eight in population. The last census (1934) gave it 16,297. It was named in honor of Rev. Thomas Johnson, missionary to the Shawnee Indians, who, in 1829 established the Shawnee Mission School in what is now Shawnee in the northeast township.

TOWNSHIPS

The county is divided into ten townships. The general surface of land is slightly undulating prairie, more rolling in the north and east. The river and creek valleys are about one-fourth to seven-eighths of a mile wide, and makes up ten per cent of the total area. Timber lands averaging one-half to a mile in width, containing hickory, sycamore, elm, walnut, mulberry, redbud, and cherry are distributed quite uniformly over the county.

The boundary on the north is made up for the most part by the Kansas river. Smaller rivers and creeks flowing to the north, east, and west. There are many excellent springs, and well-water is plentiful over the entire county. The best springs are located in the southeastern part.

CROPS

Corn, winter wheat, blue grass seed, soy beans, hay, and alfalfa rank among the best crops. There are some 150,000 fruit bearing trees.

RAILROADS

A line of the Atchison, Topeka and Santa Fe railroad crosses the extreme northern part, running east and west along the Kansas river, and a main line of the same railroad runs from Holiday southwest through Olathe into Franklin County. A line of the St. Louis and San Francisco railroad from Kansas City enters the extreme northeast and crosses southwest to Olathe, and south into Miami County. The Missouri-Kansas and Texas railroad operates its trains from Kansas City over the tracks of the St. Louis and San Francisco through the county to Paola into Miami County. A line of the Missouri Pacific railroad crosses the southeastern corner. There are some 93.6 miles of railroads in the county.

COUNTY SEAT

Olathe,³ the county seat was incorporated in 1857, but as this was by the "Bogus Legislature" it was later re-incorporated, and on the fourteenth of September, 1859, its first board of trustees was elected. During the war it suffered the common chaos of all towns of eastern Kansas. In 1870 Olathe was organized into a second class city. "Olathe,"⁴ the Shawnee for "beautiful" gave the name to the town. This was the exclamation of the Indians who came with Dr. Barton and his party in 1857 to survey the town site for the future county seat. Olathe, a thriving town within twenty miles of Kansas City, Missouri, stands near the geographical center of the county. In the decade 1880 to 1890 it increased its population from 2200 to 5000.

³ John Lethem, "Olathe" in Historical and Description of Eastern Kansas, vol. 2, p. 17, 1891.

⁴ Ibid, p. 18.

Olathe and its surrounding territory is unusually attractive, and the visitor cannot but be attracted to it.

SCHOOL SYSTEM

The county educational system consists of the following:⁵

- (1) Gardner, city district number 11, established Nov. 7, 1874.
- (2) Olathe, city high school of the second class, established Nov. 14, 1874.
- (3) Edgerton Rural High School, district number 1, established in 1915.
- (4) Stilwell Rural High School, district number 2, established Feb. 24, 1917.
- (5) De Soto Rural High School, district number 3, established Feb. 20, 1918.
- (6) Stanley Rural High School, district number 4, established June 28, 1919.
- (7) Spring Hill Rural High School, district number 5, established March 26, 1920.
- (8) Shawnee Mission Rural High School, district number 6, established Sept. 29, 1921.

COUNTY SCHOOL STATISTICS

The records of the County Superintendent's office show the following information for 1934.⁶

(1) Total number of school districts.....	95
(2) Total number of schools buildings.....	104
(3) Total number of school children of school age.....	7304
(4) Total number of pupils enrolled.....	6612

⁵ Dorothy De Vault, Records of County Superintendent's Office, Olathe, Kansas, 1934.

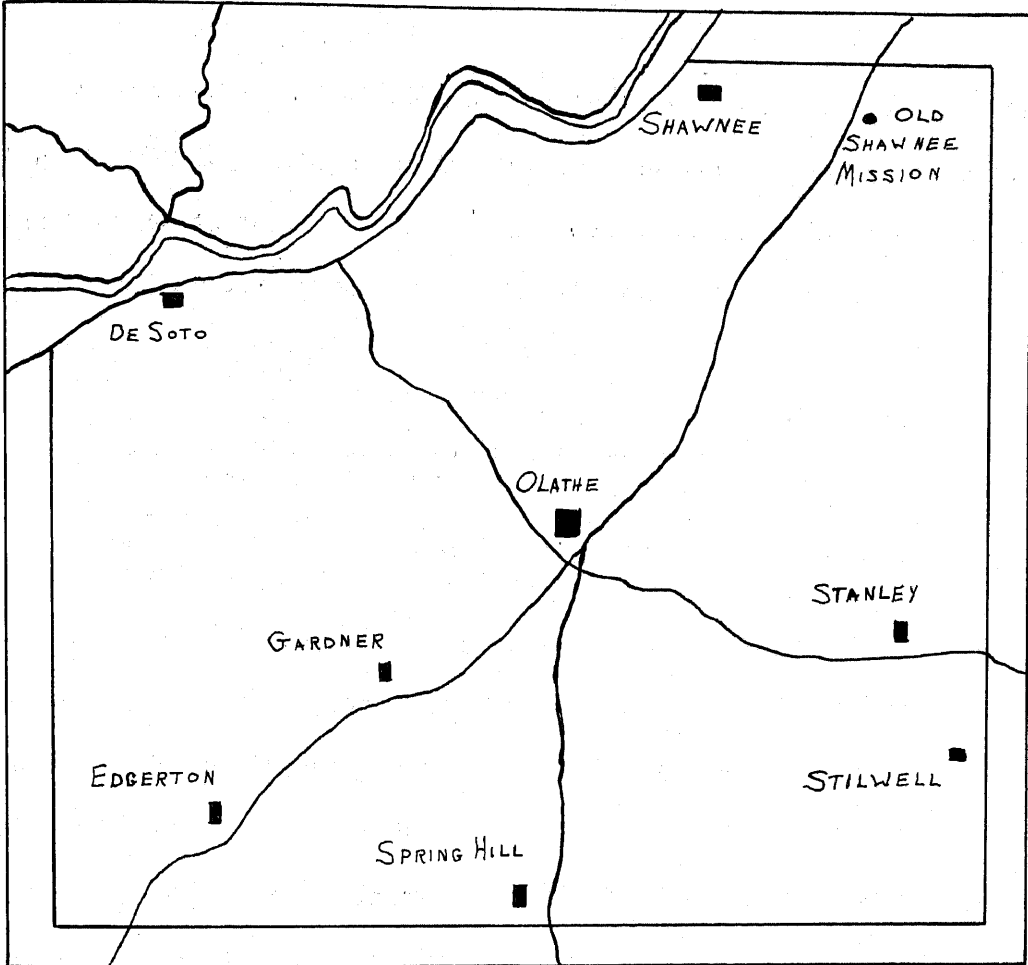
⁶ Ibid

(5) Average monthly salaries of teachers.....	\$75
(6) Total expenditures for all school purposes.....	\$537,654
(7) Total valuation of all school property.....	\$897,656

STATE SCHOOL FOR THE DEAF

The State School for the Deaf is located at Olathe. This is one of the nine schools or institutions under the State Board of Control. It was established in 1861 by Phillips A. Emery, who was himself a deaf man.

MAP II
JOHNSON COUNTY SCHOOL MAP
1934



CHAPTER IV

EARLY SCHOOL LAWS

The first school laws were enacted by the Territorial Legislature,¹ which met in July 1855 in the Shawnee Mission School building. This building now within the present boundaries of Johnson County gives the county the distinction of having the first school laws for the Territory of Kansas passed within its present boundaries.² The first school law reads as follows:

It provided that schools, to be open and free for every class of white citizens between the ages of 5-21 years, should be established in every county. Three years later the word "white" was stricken from the school law. At the same time it was provided concerning the free school that "no sectarian instruction" shall be allowed.

The first school laws further provided that persons over the age of 21 may be admitted into the school on such terms as the school trustees may direct. Owing to the political situation very little was done in the administration of school laws until the first free state legislature which convened in 1858 had passed additional school laws for the organization, supervision, and maintenance of common schools. It provided that all school districts established under this act shall be free and without charge for tuition to all children between the ages of 5-21 years, and that no sectarian teacher shall be allowed to teach in the schools.

The school laws of 1857 created the office of the Territorial Superintendent. The first Territorial Superintendent of common schools was the

¹ Allen B. Lemmon, "Historical Sketch of the Territorial School System, First and Second Biennial Report of the Superintendent of Public Instruction, State Printer, Topeka, p. 37. (1877-1880)

² Ed Blair, "Johnson County Schools" in History of Johnson County, chapter 14, 1915.

Hon. James N. Noteware, appointed by the Territorial Governor. His appointment was confirmed February 12, 1858. He entered upon his duties March 1 of the same year.

DUTIES OF THE FIRST
SUPERINTENDENT OF COMMON SCHOOLS

Noteware's duties were as follows:

(1) to visit every school for the purpose of inspecting and awakening an interest in the cause of education;

(2) to recommend approved text-books, and as far as possible, secure a uniformity of text-books throughout the Territory--to discourage the use of sectarian books in the schools, and embody the information received by corresponding with other states and counties into the common education system;

(3) to prepare for the use of school officers, forms for making reports and conducting proceedings, to cause the school laws and forms to be printed, together with a suitable index in pamphlet form at the expense of the Territory;

(4) to examine and determine appeals from the decisions of the district meetings, and to apportion by the 10th day of February in each year the school money to be distributed among the counties according to the number of children of school age, 5-21, as shown by the returns in his office for the preceding year.

According to Hazelrigg,³ Noteware did not make a published report of the schools during the year. Noteware's compensation was \$1,500 a year, with

³ Clara H. Hazelrigg, "The Common Schools" in History of Kansas, Crane and Company, Topeka, pp. 194-195.

an allowance of \$300 a year for traveling expenses. He retained his office but a few months. At the election of October 4, 1858, Hon. S. W. Greer was chosen Territorial Superintendent of Common schools.⁴ He took charge of the office the 2nd day of the next December and continued therein until January 1, 1861. Greer's successor, J. C. Douglas, served until January, 1861, his office passing with the conclusion of the Territorial system of government.

The first school laws provided, that before any teachers in the common schools could receive a salary for their work from the funds of the common school, the teacher must secure from the school inspector a certificate of his morality. The adoption of the independent school district came in early, each district had four school officers to elect annually, three school trustees and one inspector. The trustees had general control over the school affairs of the county, and were subject to the will of the people of the district. The school laws of 1855 also provided that the district trustees must make an annual report of the conditions of the schools to the secretary of the Territory. In 1857 his report was directed to be made to the county commissioners, and in 1858, to the county superintendent, the office being created that year.

TOPEKA CONSTITUTION

The people of the Territory of Kansas assembled at Topeka on the 23rd of October, 1855, and framed the Topeka Constitution. The following schools

⁴ Op cit, Lemmon, p. 38.

laws were enacted;⁵

Article VII. Education. Section 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to this state, for educational and religious purposes, shall forever be preserved inviolate and undiminished, and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

Section 2. The general assembly shall make such provisions, taxation or otherwise, as, with the income arising from the school fund, will secure a thorough and efficient system of common schools throughout the state; but no religious or other sect or sects shall ever have any exclusive right to, or control of any part of the school funds of the state.

LECOMPTON CONSTITUTION

When the Lecompton Constitution was framed in 1857 it enacted the following laws concerning education;⁶

Article XIV. Education. Section 1. A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, schools and the means of education shall be forever encouraged in the State.

Section 2. The Legislature shall, as soon as practicable establish one common school (or more) in each township in the State, where the children of the township shall be taught gratis.

Section 4. The Legislature shall have the power to make appropriations from the State treasury for the support and maintenance of common schools, whenever the funds accruing from the lands donated by the United States, or the funds received from other sources are insufficient for that purpose.

Section 1. Ordinance. That section numbered 8, 16, 24, and 36, in every township in the State, or in case either of said sections are or shall be otherwise disposed of, that other lands, equal thereto in value, shall be granted to the State, to be applied exclusively to the support of the common schools.

⁵ W. D. Wilder, "Topeka Constitution," in The Annals of Kansas 1841-1886, printed by Kansas Printing House, Topeka, p. 186.

⁶ Ibid., 186.

Section 2. That five per centum of the proceeds of the sale of all public lands sold or held in trust, or otherwise lying within the said State, whether sold before or after the admission of the State into the Union, after deducting all expenses incidental to the same, shall be paid to the State of Kansas, for the following purposes: two-fifths to be distributed within the State, and the purpose of aiding the construction of railroads, and the residue for the support of the common schools.

LEAVENWORTH CONSTITUTION

The Leavenworth Constitution framed by the Constitutional Convention in session at Leavenworth, May 18, 1858, adopted the following school laws:⁷

Article VII. Education. Section 1. The stability and perpetuity of free republican institutions depends upon the intelligence and virtue of the people; therefore it is declared to be the duty of the State to establish by law, at the earliest possible period, a uniform system of free schools, in which every child in the State shall be entitled to receive a good common school education at the public expense.

Section 2. The principal of all school funds shall forever be preserved inviolate and undiminished.

Section 3. The income of the school funds shall be devoted exclusively to the support of the schools, and shall be distributed to the counties in proportion to the number of children and youths resident therein, between the ages of 5-21 years.

WYANDOTTE CONSTITUTION

With the adoption of the Constitution of the State of Kansas at Wyandotte, July 29, 1859, the following school laws were enacted:⁷

Article VI. Education. Section 1.A superintendent of Public Instruction shall be elected in each county, whose term of office shall be two years, and the duties and compensation shall be prescribed by law.

Section 3. The proceeds of all lands that have been or may be granted by the United States to the States for the support of schools, and the five hundred thousands acres of land granted to the new States under an act of congress distributing the

⁷ Ibid, p. 224.

proceeds of public lands among the several States of the Union, approved September 4, A.D. 1841, and all estates of persons dying without heir or will, and such per cent as may be granted by congress on the sale of lands in the State, shall be the common property of the State, and shall be a perpetual school fund which shall not be diminished, but the interest of which, together with all the rents of the land, and such other means as the legislature may provide, by tax or otherwise, shall be inviolably appropriated to the support of common schools.

Section 4. The income of the State school funds shall be distributed annually, by order of the State Superintendent to the several county treasurers, and thence to the treasurers of the several school districts, in equitable proportion to the number of children and youths of school age.

Section 5. The school lands shall not be sold, unless such sale shall be authorized by the vote of the people at a general election; but subject to re-valuation every five years, the land may be leased for any number of years, not exceeding twenty-five, at a rate established by law.

Section 6. All money shall be paid by persons as an equivalent for exemption from military duty; the clear proceeds of estrays, ownership of which shall vest in the taken-up; and the proceeds of fines for any breach of the penal laws, shall be exclusively applied in the several counties in which the money is paid or fines collected, to the support of common schools.

Section 8. No religious sect or sects shall ever control any part of the common school or university funds of the State.

Section 9. The State Superintendent of Public Instruction, Secretary of State and Attorney-General, shall constitute a board of commissioners for the management and investment of the school funds. Any two of said commissioners shall be a quorum.

The State Constitution was put into operation in 1861, when the State was admitted into the Union. The writer copied the laws concerning education from the original Wyandotte Constitution, which is in the Archives of the Kansas State Historical Society, Topeka, Kansas.*

* The Kansas State Historical Society is the Archives department of the State. The original constitution of the state, known as the Wyandotte Constitution, 21 feet long, written in long hand, and bearing the signatures of the signers, is kept there in a metal container.

COUNTY SUPERINTENDENT

The law of 1858 provided for the choice at the general election each year of a county superintendent who should receive for his services such compensation as might be allowed by the county.⁸ The duties of the first county superintendent were as follows:

(1) after giving bond in double the amount of the school money to come into his hands during the school term, he was to divide the county into districts, and to regulate and alter such school districts; to file the description and number of each district in his office.

(2) to receive all money for the use of common schools in his county; to apportion these on the first Monday in April in each school year.

(3) to the several districts and parts of districts within the county, in proportion to the number of children of school age, provided that no money be apportioned to any district in which a school has not been taught by a qualified teacher for at least three months in the year preceding.

(4) to see that the annual reports of the clerks of the districts in his county were made correctly and in time, to sue for and collect in the name of his office certain penalties and forfeitures; to transmit between the 1st and 15th day of October, in each year, to the Territorial Superintendent a report in writing concerning the conditions of the schools in his county.

(5) to examine all candidates proposing to teach in his county, and give to each candidate found qualified a certificate, to be in force for one year from the date of approval.

⁸ Loc cit, Lemmon, p. 37.

(5) to visit and examine into the conditions and management of all schools in his county.

The office of the county superintendent was abolished in the winter of 1859, and the office was re-created by the adoption of the Wyandotte Constitution in 1859, and put into operation when the State was admitted into the Union.

FIRST COUNTY SUPERINTENDENT OF SCHOOLS

According to Andreas⁹ the first county superintendent of schools in Johnson County was elected in 1859, as provided by the school laws of 1858, but the first superintendent of schools, Mr. W. Christison, did not make a report of the conditions of the schools, because the office was abolished in a few months after he took his office.

⁹ A. T. Andreas, "Johnson County," in History of Kansas. R. R. Donnelley and Sons, Chicago, vol. 1, pp. 624-645. (1883)

CHAPTER V

ESTABLISHMENT OF THE FIRST SCHOOLS

The first school established in the Territory of Kansas now comprising Johnson County, Kansas, was the Shawnee Mission School for the Indians. The white children that were there attended the Indian school, with the exception of those who received private instruction. According to Blair¹ the first school for white children was established in 1857 as provided by the Territorial laws. The first school taught in Gardner (Johnson County) was a private one, by Miss Myra D. Shean, now Mrs. J. W. Sponable.² The first school district was organized in the winter of 1858 and the first public school was taught the next summer by Miss Mary Williams

FIRST SCHOOLS IN OLATHE

The first school in Olathe was held in the Masonic building which was erected and dedicated August 5, 1859, with great "pomp and splendor." The building was erected on North Cherry Street, and is now the house of E. D. Warner. The first story was used for the school, and the second story as a Masonic Hall. The early schools were held as long as the parents could spare their children from home work, which was usually three months in the year.³ In the fall of 1859, W. Christison was elected the first county Superintendent of Public Instruction. He had taught school the year before in a little

¹ Ed Blair, "Public Schools" in History of Johnson County, Printed at Lawrence, Kansas, in 1915, chapter 14.

² Ibid.

³ A. T. Andreas, "Johnson County" in History of Kansas, R. R. Donnelley and Sons, Chicago, Printers, Vol. 1, pp. 624-646, 1883.

frame building erected by Disk Taylor. A stone school building was erected on Lulu Street in 1868 at a cost of \$10,000. The town soon outgrew the school accommodations, and on December 7, 1881, an election was held and \$15,000 was voted for the construction of a new school building and \$5,000 voted for the purchase of a site for the proposed new school house. The first college was established in 1873 by Prof. F. R. Poole, at the solicitation of F. R. Ogg and W. H. M. Fishback. The college was a success, and it continued to prosper for many years. In addition to the commercial branches, common and higher English and classical studies were taught.⁴

FIRST SCHOOL IN THE COUNTY

SHAWNEE. The first school taught in Shawnee was in the spring of 1858, in an old Indian meeting house. The first school house was built in 1866, near the southwest corner of the public square, and the first district school house was built in 1875.

SPRING HILL. The first school house in Spring Hill was erected in 1858, and in the summer following Mrs. Duvall taught the first school.⁵ A frame school building was built in 1858, at a cost of about \$4,000. In the spring of 1882 an election was held for the purpose of voting bonds to build a new structure. The bonds were defeated by a vote of twenty-three for, to ninety-two against.

OCHEL TREE. The first school was an old building which was moved in from the country. The old building was replaced by a new school house in 1880, at a cost of \$2,000.

⁴ Ibid.

⁵ Ibid.

MONTICELLO. The first school in the vicinity of Monticello was taught in 1857, one mile west of the town. The first school building was erected in 1865. Prairie Center opened its first school in 1874. The school was taught by Edwin Stanley.

EDGERTON. The first school house in Edgerton was built in 1871, it was a two-story frame and cost \$2,100. The first school year was 1871-72, and records show that Robert B. Quay was the first teacher in Edgerton.

AUBRY TOWNSHIP. Aubry Township was organized by the County Commissioners May 11, 1858. The first school district was organized in the summer of 1858; a school house 20-24, was erected, and the first school in the township taught by Sylvester Mann.

DE SOTO. The first school in De Soto was organized in 1858; the school house built the same year was a log structure. A stone building was erected in 1879 costing \$2,000. William H. Smith was the first teacher in the De Soto schools. The town is situated in the northwestern part of the county on the banks of the Kansas river. The town was laid out in the spring of 1857 by a town company composed of B. W. Woodward and James F. Legate. The village was named De Soto after the great Spanish adventurer of that name.

EARLY SCHOOL PROBLEMS

Owing to the political situation brought on by the slavery question very little was done in the administration of the first school laws. The law of 1858 which provided for the election of a county superintendent and abolished in 1859 made it the duty of the school trustees to make the school

reports to the Territorial Superintendent, Mr. Greer. This change in the law resulted in school problems, as indicated by the first report of the conditions of the schools in the county, by C. Stores, Jr., of Gardner:

Gardner, Johnson Co.,
Nov. 11, 1859.

S. W. Greer.

Dear Sir:

I have made my report at a later hour, but I have been unable to perfect it before, as the District Clerks have been so dilatory. The report is not as complete as it ought to be, but it is impossible to be entirely complete.

I hope that the school law will be amended so that one Trustee only will be chosen each year, so that in time they will hold office three years each. It is necessary for them to have a knowledge of their business.

Very truly,

C. Stores, Jr.,
District Trustee.

This report by Mr. Stores in 1859 shows that Johnson County had thirty-two districts, and that school was taught in only seven of them. The average daily attendance ranged from 23 to 59. There was no public money for education during this year. Many factors operated against the school districts which were organized under the Territorial Government. The border troubles of 1855 and 1856, the financial crisis of 1857, the drough of 1860, and finally the rebellion of 1861, all hindered the growth of the schools. The early school districts had gone down for the want of attention, a result to be contributed in part to the change in the school laws in the winter of 1858 and 1859 which transferred an important part of

⁶ By Authority, "Communication From County Superintendents" in House Journal of the Legislative Assembly of the Territory of 1860, Medary Public Printers, Topeka, p. 73.

the duties of the county superintendent of the school trustees. That national troubles contributed much to divert the attention of the people of the State from the interest of education is obvious.

DISTRICT TAX. Many problems confronted the early schools. The district tax was one of the outstanding problems. The law limited the power of the districts to a tax of one-half per cent to build school houses, one-half per cent for teachers, and one-fourth per cent to furnish black-boards and apparatus. In the majority of the districts the amount allowed would not build a respectable school building and the amount set aside for the teachers pay was not sufficient. Many of the early settlers were opposed to the district tax and asked: "Why should not the people in each district tax themselves as much as they pleased for the education of their children?" According to Goodnow, the first group opposing this question was the land monopolist. To quote Goodnow:⁷

One firm alone in New York owns 100,000 acres. On the average, these lands may have cost one dollar per acre. They wish to sell at five or ten dollars per acre. Upon what do they rely to raise the price of land from one to five dollars? It is the good farms that are being made around their quarter section. Without these, the industrious settler and his improvements, the land would never increase in value. The schools and churches will increase the price of the lands greatly.

The second group which opposed the district tax for the support of the common schools were the rich settlers. In the majority of cases the rich settlers could not understand why they should be taxed to educate the children of the poor. According to Goodnow, the rich settlers would say:⁸

Why should I educate the children of the poor man any more than clothe them? I have educated my own children, and I think that every man should do the same.

⁷ Issac T. Goodnow, "School District Tax" in Annual Report of the Superintendent of Public Instruction, 1868-1870, State Printer, Topeka, p. 11.

⁸ Ibid.

Mr. Hallett,⁹ financial agent of the Pacific Railroad Company in his lecture at an educational meeting in Wyandotte expressed his views on the district school tax in the following manner:

The railroad wishes to be taxed liberally for the establishment of schools all along the route, not from the idea of benevolence, but as a financial investment, to be repaid in dollars and cents.

THE VALUE OF THE COUNTY SUPERINTENDENT

Another problem which interfered with the growth of the schools in the county was the question of the value of the county superintendent. The county commissioners were in favor of the county superintendent making as little expense as possible and going as little as possible because it cost money. The new superintendent coming into office would be especially instructed in this manner. In order to stir up interest in educational matters, several circulators were issued by County Superintendent Murdock.¹⁰ To quote his report:

It is never wise or safe to leave a work of such magnitude as the education of from five to ten thousand children to the work of a multitude who have no responsible head. The great evil of our schools today is the lack of cooperation among the teachers. The county superintendent can bring this needed cooperation by thoroughly organizing the schools of his county.

Superintendent Murdock gave several reasons why the county superintendent is an important school official and should be so considered. They were as follows: (1) there is no better and cheaper way of working up educational interests among the masses than by having a county superintendent; (2) in case of disagreement on school questions between the teacher and parent,

⁹ Ibid.

¹⁰ Allen E. Lewman, "Johnson County" in First and Second Biennial Report of Superintendent of Public Instruction, State Printer, Topeka, p. 74.

the vitality of the school depends upon the manner in which the question is answered; (3) the county superintendent is head of the educational system of the county. Murdock saw the need for well qualified superintendent and indicated that if the county is ever to see her schools in the position they should occupy, the county superintendent's office will never be abolished. According to Murdock, the office should be the most important one in educational affairs, and the superintendent should retain his office so long as the character of his work was efficient, and that the length of term should not depend upon his ability as political wire-pullers.

TEXT-BOOKS. Another problem of the first schools of the county was the question of text-books. The writer discovered that about two-thirds of the States of the Union were represented by text-books in the early schools. That is to say, each family had brought along the series of school books which had been used by the children in their former homes. Most of the early settlers in Johnson County were poor people with large families, and it was considered a hardship for many of them to be obligated to purchase new school books for the younger members of the family just starting to school. This created the problem of free text-books. It was suggested in many districts, that if there was a poor family, too poor to purchase new recommended books, that the expense of furnishing books should be borne by the school district. The school law provided that all school districts in order to draw public money for school purposes, shall, in the use of text-books conform to the official list as recommended by the State Superintendent of Public Instruction. It is interesting to note the list as given out by Goodnow¹¹ in 1863:

¹¹ Loc cit, Goodnow, pp. 23-24.

1. Moral instruction, the Bible.
2. Dictionary, Webster's.
3. Wilson's series of Readers.
4. Ray's series of seven books in Arithmetic.
5. Monteith and McNally's series in Geography.
6. Pinneo's series of analytical Grammar.
7. Brookfield's first book in Composition.
8. Spencerian system of Penmanship.
9. Common edition of Bryan and Stratton's bookkeeping set.
10. Cutter's Physiology.

IRREGULAR ATTENDANCE. One of the first territorial school laws provided "that all school funds shall be distributed to the counties in proportion to the number of children of school age (5 to 21)." This created another serious school problem, that of irregular attendance. The people living within a school district would make an effort to have all the children of school age reported to the county assessor, so as to keep the district school tax as low as possible. But many of the parents failed to cooperate with the school officials in seeing that the children did attend. It is estimated that of all the children whose names were on the school records, less than fifty per cent attended school for the full term. The school law provided that school must be held at least three months of the year in order to receive aid from the permanent school funds. In 1861 and 1862, the average school term was 3.2 months. County Superintendent Wm. H. Smith says in his report of 1863:¹²

I have just entered upon the duties of superintendent... there is great need for improvement in our schools. A district

¹² Loc cit, Goodnow, pp. 58-59.

that can be satisfied with just enough school to secure public money does not betray very much interest in educational matters...

Wm. H. Smith served as county superintendent again in 1870. He met similar school problems during this year as he did in 1863-65. The school districts would report large number of school children of school age, and he would find perhaps a fourth of them actually attending school. In many districts school was held the required time of three months in order to secure public money. When the public money was used, the school would be closed, or a private school would be opened in place of the district school. As a result the children of the poor families would secure little of school advantages.

Slowly but surely the school problems were met, and gradually school interest was awakened in almost every district in the county to the point where the people demanded more and better schools. In 1871, J. B. Pollock¹³ was elected county superintendent. Money started to come in for school purposes from the school lands, and the number of good school buildings increased rapidly, due to many districts that readily increased their taxes. The old log school house had started to disappear from the scene. County Superintendent Pollock's report of 1871 reads:¹⁴

Interest in the district schools in this county has increased considerably during the past year. The Teacher's Institute have been lively and well attended and the Johnson County Teacher's Association was formed this year, and has been and is a successful and instructive society. With a few changes in, and amendments to the present schools laws, Kansas may, with reason confidently expect, at no distant day, to occupy a position in educational matters surpassed by no State of the Union.

Great educational gains were made under Pollock. The Teacher's Institute created much interest in the teaching profession, and the standards of

¹³ H. D. McCarty, "Johnson County," in Eleventh and Twelfth Annual Report of Superintendent of Public Instruction, State Printer, Topeka, p. 117.

¹⁴ Ibid, Part 2, p. 93

teachers certificates were raised. The examinations by the county superintendent thinned the ranks of teachers, and not so many were granted certificates to teach, but the quality was much improved. Fifteen new districts were formed, and the number of pupils actually in school increased by 782. More than twice as much was spent on education, and the average daily attendance increased fifty per cent. The total amount paid for teachers in the county in 1870 was \$15,262. In 1871, this amount was \$29,711.

RURAL SCHOOL PROBLEMS. During the years from 1871 to 1897 small schools were established in large numbers, in fact the number of small rural schools brought on the most serious of school problems. Some of the defects of the early rural school were as follows:

1. Three months term
2. Low teacher's salaries
3. Poor equipment
4. Average daily attendance was five pupils
5. Method of taxation
6. The centering of wealth
7. The unequal size of the districts
8. Too many small and weak districts and the payment of all railroad school tax to the district through which the railroad runs, and
9. Due to size of the district it often happens that a school with a levy not exceeding five mills, was able to have a seven or eight months term and pay good wages to the teachers
10. Other district with a levy of twenty mills would raise sufficient funds for only a four months term and pay a much smaller salary.

It is interesting to note the suggested remedy:¹⁵

¹⁵ Wm. Stryker, "Rural School Problem" in Eleventh Biennial Report Superintendent of Public Instruction, Kansas (1897-1898), pp. 24-25-26.

First. The number of districts and the number of schools should be reduced, and provision be made for the transporting of those too far from school, thus preventing the great waste of money now paid out for buildings and teachers and incidental expense for keeping up so many small schools, and at the same time give the benefits resulting from association, grading, closer and better supervision, more healthful conditions, and prompt and regular attendance.

Second. A state and a county levy for school purposes, which would distribute the burden of taxation more equitably, and which should be sufficient to pay one-third the expense of an eight months term of school in every district with an average attendance of twenty or more. Every school district should have that many, and no term should be less than eight months. A three-mill state levy and a three-mill county levy would be sufficient to raise nearly, if not quite, two-thirds of the amount needed for the support of the rural schools. The remainder should be raised by local taxes under the present methods, and in no event should the amount of state or county money paid to any district exceed the amount raised by local tax.

Third. A higher standard of qualifications for teachers. The age limit should be raised, as should the educational and professional requirements. One reason why so little progress has been made toward improving the conditions of the rural schools is, that friends of education have not united in demanding a certain few things. Longer terms of school, better qualified teachers, a just system of taxation and greater economy in the expenditure of the funds raised will give better wages, permanency in employment, and the place to the teacher in the community which he should occupy. Not until these conditions exist will there be any marked improvement in the rural schools of the county.

CHAPTER VI

ESTABLISHMENT OF HIGH SCHOOLS

The first schools in Johnson County were the mission schools for the Indians. When Kansas was organized as a Territory and the white settlers began to make their homes there, the education of their children became one of their first interests. In the summer of 1855 the first Territorial Legislature passed a law providing for the establishment of the common schools, and thus laid the foundation for the public school system. Common schools were established in Gardner, Olathe, Shawnee, Spring Hill, Ocheltree, Monticello, and Edgerton. The early settler's claims were so widely scattered and the dangers during the days of raids and warfare were so great that country schools were almost an impossibility during the first few years of Territorial growth of the county.¹ Many of the early common schools were "subscription schools" which means that they were not public schools supported by a tax levy, but that the teacher's pay came from a tuition charged each pupil who attended.

By 1859, when Territorial conditions had become more settled, the Legislature turned its attention to the matter of education and passed a set of school laws that has served ever since as the basis of Johnson County educational system. While Kansas was still a Territory, a few districts were organized and school houses built and the minimum school term was three months. Very little progress was made during the Civil War, but when peace came the people turned their attention to homes and communities, school

¹ A. T. Andreas, "Johnson County" in History of Kansas, R. R. Donnelley and Sons, Chicago, vol. 1, pp. 624-645.

houses increased very rapidly. In some communities the settlers did not wait to organize their district, but gathered together and began work on their school houses. The timber supply was plentiful and many of the early school buildings were made of logs. The floors were usually of dirt sprinkled and packed until it was hard and smooth. As the county grew in population and resources developed, these buildings were replaced by others made of stone and brick.

Although the minimum term of school was three months, it was usually held longer for the benefit of the smaller children. As a general rule the older boys and girls went to school only during the winter term when they could be spared from the work on the farms. In most cases, the pupils started each year at the beginning of their books and worked as far as they could with the aid of the teacher. This continued winter after winter until the boys and girls were eighteen to twenty-one years of age, or even older. According to Andreas² there was no such thing as graduating from the early common schools; the pupils attended until they got ready to quit. Since there were no high schools in Johnson County until 1874, few of the children received more than a common school education, and most of the teachers had no more than a common school education.

The First High School Established

A stone school house was erected in Gardner in 1861, and in 1874 a frame school house was erected at a cost of \$3000. On November 7 of that year the first high school of the county was opened.³ The following table

² Loc cit, Andreas.

³ Loc cit, Andreas.

gives statistical data concerning the high school from 1874 to 1934.⁴

TABLE I

Gardner High School Statistics

Year	Teachers	Enrollment	Cost H. S. Grades	Term in Months	Superintendent
1874	1				
1875	1				
1876	1			3	W. J. Hull
1877	1			4.5	W. J. Hull
1878	1			4.5	W. J. Hull
1879	2			4.5	S. F. Wilson
1880	2			4.5	S. F. Wilson
1881	2			4	Lizzie Miller
1882	2			4	J. W. White
1883	2			4.5	J. L. Howard
1884	2			4.5	J. L. Howard
1885	3			4	T. H. Fertig
1886	3			4	M. L. Zercher
1887	3			4	Wm. McPherson
1888	3			3.5	Wm. McPherson
1889	5			4.5	Wm. McPherson
1890	3			4	L. L. Lindsay
1891	3			4	S. A. Miller
1892	3			4.5	L. B. Baughman
1893	3			4	E. W. Palmer
1894	3			4	Lillie Ott
1895	4	14		4	S. F. Davidson
1896	3	17	1772.49	4.5	H. A. Darnell
1897	4	19		4.5	H. A. Darnell
1898	4	20		4	Albert Evans
1899	4	27		4	Albert Evans
1900	4	30		4	Chas. Milton
1901	4	29		4	B. H. Rogers
1902	5	28		4	B. H. Rogers
1903	4	31	2089.90	8	J. W. Gowans
1904	1	32	2347.00	8	J. W. Gowans
1905	2	42	2511.70	8	J. W. Gowans
1906	2	42	5155.12	8	J. W. Gowans
1907	2	47	4023.40	8	G. G. Landrum
1908	2	56	3196.31	8	Edith Ward
1909	2	60		8	Edith Ward
1910	2	62	2915.20	8	E. C. Paxton
1920	5	100	13409.85	9	J. W. Wallace
1925	5	86	16218.00	9	F. Stukenbroeker
1930	5	75	17250.25	9	A. J. Hetzel
1931	6	90	19878.65	9	Walter Burden
1932	6	108	19952.02	9	Walter Burden
1933	6	105	15521.55	9	Walter Burden
1934	6	103	10568.87	9	D. D. Murphy

⁴ Compiled from the Records of the county superintendent's office and old school records of Gardner High School.

Hunt⁵ is of the opinion that in the early history of Kansas the county superintendent's annual reports were considered of little value. A complete record of the Gardner high school from 1874 to the present time could not be found. During the years before 1895 and 1896 there does not appear to be any definite high school course offered in the high school. Cramer⁶ says that the first year of high school work was offered in 1897, the second year's work in 1898 and the third year in 1899. During this time the school term was divided into two terms: a summer term of four months, and a winter term of four months. Mr. A. A. Bigelow⁷ says that Cramer is correct in these statements.

Mr. B. H. Rogers⁸ was superintendent in 1901 and 1902, his report gives the following information:

One of the important educational movements of today finds expression in an effort to adopt the course of study of the high school to the duties of practical life. A very large per cent of the school population never get beyond the high school, and the conviction is growing that the high school should, so far as possible, prepare the student for his life's work. The question of making the course of study in the high school practical, so as to keep the pupils in school is no longer a debatable one.

The high school course covered four years of work. Each year was divided into two terms of four months each. During the years of 1901 and 1902 the pupils were required to take three studies each term, and there-after four studies each term. A term's work in any one subject constituted one unit of credit. Thus, thirty credits or units of work was required to complete the

⁵ Interview with R. C. Hunt, State High School Supervisor, Department of Education, Topeka.

⁶ Interview with Charles Cramer member of high school class of 1897 and 1898. Resident of Gardner.

⁷ Interview with A. A. Bigelow, resident of Gardner.

⁸ B. H. Rogers, Gardner High School Report, county superintendent's office, Olathe. (1901-1902)

four year course. Of the thirty units, fourteen units were required of all pupils, the remaining sixteen units were elective under wise limitation.

The required units were as follows:⁹

Elementary algebra	two units
Higher algebra	one unit
Geometry	three units
English	four units
English (Rhetoric)	two units
General history	two units

The course of electives were as follows:¹⁰

Language	
Latin	eight units
Science	
Elementary	one unit
Physiology	one unit
Physics	two units
Botany	one unit
English (English authors)	four units
Technical grammar	one unit
History	
English history	one unit
United States history	one unit
United States Constitution	one unit
Psychology	one unit

No great progress was made in the Gardner high school until 1920 when the enrollment increased to 100 pupils. In 1932 Walter H. Burden was the superintendent, and during this year the enrollment had increased to 108, and \$19952.02 was spent for educational purposes. This was the largest enrollment and expenditure in the history of the school. Statistics for the years of 1896 and 1934 show the following:

<u>Year</u>	<u>Teachers</u>	<u>Enrollment</u>	<u>Cost</u>	<u>Term in Months</u>	<u>Superintendent</u>
1896	4	14	1772.49	4.5	H. A. Darnell
1934	6	103	10558.87	9	D. D. Murphy

⁹ Loc cit, B. H. Rogers.

¹⁰ Loc cit, B. H. Rogers.

Mr. W. J. Hull,¹¹ eighty-one years of age, an early resident of Johnson County and superintendent of the Gardner schools from 1875 to 1877, and who served as county superintendent of schools from 1880 to 1884, died January 20, 1935. Mr. Hull was born in Illinois, he came with his parents to Olathe in 1865. He was one of the early graduates of the Kansas State Teachers College of Emporia and taught in rural Johnson County schools and at Gardner and Shawnee. Later he served as superintendent of Johnson county schools from 1880 to 1884. Mr. Hull married Miss Georgia Ott of Gardner in 1880, and continued his teaching as superintendent of schools at Larned, Sabetha, and Columbus, Kansas. He moved to Lawrence in 1910.

Olathe High School

Olathe, the county seat of Johnson County, was organized in 1857, but as this was by the "Bogus Legislature" the town was re-incorporated in 1859. In 1870 Olathe was organized into a second class city. On November 14, 1874, one week after the establishment of the Gardner high school, Olathe established the second high school of the county. Mr. B. S. McFarland¹² the first superintendent reported as follows:

Number of pupils in the high school department	53
Males	29
Females	24
Number of teachers	5
Salary of the high school principal	\$1100.00
Average salary for female teachers	43.75
Average salary for the male teachers	45.00
Total expenditures for all school purposes	3417.80

Mr. McFarland served as county superintendent in 1873 and served as the first superintendent of the Olathe High School in 1874. He was elected county superintendent again in 1876.

¹¹ Gardner Gazette (newspaper), January 23, 1935.

¹² Records in the county superintendent's office, Olathe.

During the first two years of school the pupils were given a choice between an English and a Latin course, but having once chosen the pupil had to take the full course, unless they were excused, and then had to make up everything that they had missed in the course first chosen before permitted to graduate. The first few years the school year was divided into two terms of four months each, similar to the school terms of Gardner high school. Thirty-one units or points were required for graduation. Of these thirty-one points, eighteen were required and thirteen were electives. According to the records the required units were as follows:¹³

Mathematics	five terms.
English	four terms.
History and Civics	five terms.
Elocution	one term.
Science	three terms.

According to the same report the electives consisted of the following:

(1) history, (2) science, (3) German and French, (4) drawing, bookkeeping, physiology, common arithmetic, and (5) review of the common branches. The electives were chosen under guidance of the superintendent. Superintendent McFarland¹⁴ favored the elective system. He says:

A great argument favoring an elective system lies in the fact that people are happiest when they are conscious of having had something to say in the selection of their work. It is also true that minds do differ not only in aptitude and strength, but also in tact and real fitness, or quality of mind. If this is at all true, the individual student should have some voice in selecting his line of study.

Olathe Adopts Uniform Course of Study

Mr. S. W. McGarrah¹⁵ served as superintendent in 1897 and 1898. At

¹³ B. S. McFarland, Olathe School Reports, county superintendent's office, Olathe. (1875-1876)

¹⁴ Loc cit, McFarland.

¹⁵ Wm. Stryker, Eleventh Biennial Report of State Superintendent of Public Instruction, Kansas. (1897-1898) pp. 168-169.

a meeting of the State Teachers' Association in Topeka, December, 1897, a committee was appointed by the superintendent's and by the city high school principal's section to meet with the state superintendent and prepare a uniform course of study, to be recommended for adoption by the high schools of the state. At these meetings the course of study given was formulated for the high school as preparation to the freshman class of the university. The course of study covered a period of four years of thirty-six weeks each, the recitation periods to be not less than forty minutes each. The following table shows the uniform course of study as adopted by the Olathe high school in 1898,¹⁶

¹⁶ Ibid, p. 35.

TABLE II

Uniform Course of Study for Olathe High School, 1898

Course	First Year	Second Year	Third Year	Fourth Year
Language	Latin, Greek German, or French	Caesar, Greek German, or French	Virgil, Greek German, or French	Cicero, Greek German, or French
Science	Civil Government	Physics Botany	Zoology Eng. Classics	Chemistry Geology
Mathematics	Algebra	Algebra	Geometry	
History and English	English	English	General History	Political History Sociology
Business	Arithmetic Bookkeeping	Shorthand Typewriting	Commercial Law Commercial Geography	Drawing
Manual- Training	Free-hand Drawing Geometrical Drawing	Joinery for boys Sewing for girls	Same	Woodwork for boys Dressmaking girls

Note: Where the pupil has had free-hand drawing in the grammar school he may begin his manual training in the first year in place of free-hand drawing. In this case, the boys can take ironwork, etc. Pupils who select the manual-training course should take the courses in mathematics, science, history, and English. One of the four languages selected in course one must be continued throughout the first three years.

By legislative enactment in 1915 the responsibility for the standardization and accrediting of high schools was given to the State Department of Public Instruction. The following items are considered in the accrediting and approval of high schools:

- (1) Building and equipment.
- (2) Course of study and daily program.
- (3) Teachers.
- (4) Credits for graduation.
- (5) Normal amount of work.
- (6) Admission and advanced credit.
- (7) Length of the school year.
- (8) Size of the classes.
- (9) Number of teachers.
- (10) Support by the community.
- (11) The spirit of the school.

Annie N. Shafer served as superintendent of the high school in 1915. During this year the Olathe high school was placed on the list of accredited schools, due in a large measure by the work of Annie N. Shafer. In 1919 and 1920 a new high school building was erected at a cost of \$173,221.00.¹⁷ In 1923 eleven teachers were employed, all of whom held degrees from the university or college. The teachers in the high schools held the following certificates in 1928.¹⁸

Certificates issued by the State Board of Education:

Life certificates	12
Three year renewable (life)	7
Three year renewable (3 year)	1
Special	5
Temporary certificate	1

¹⁷ Lorraine Elizabeth Wooster, "New Building Erected in 1919," Twenty-second Biennial Report of the State Superintendent of Instruction. Kansas Printing Plant, Topeka, Kansas, p. 31.

¹⁸ Twenty-Third Biennial Report of the State Superintendent of Public Instruction. Printed at Topeka, Kansas, pp. 68-69-70.

Certificates issued by Teachers College:

Life Diplomas 2

Certificates issued by the county:

First grade certificate 3

Degrees:

University or College 19

Teachers College 1

Mr. Norman I. Reist is the present superintendent of the junior and senior high school. Eight teachers are employed in the junior high school. The average monthly salary is \$115.25. There are seven teachers employed in the senior high school. The average monthly salary is \$180. The total enrollment for 1934 is as follows: 226 in the junior high school, and 244 in the senior high school.

Total Expenditures for Olathe Schools in 1930¹⁹

(1) Expense of general control	\$ 4,805.68
(2) Salaries and supplies	54,814.16
(3) Cost of operation	10,974.69
(4) Repairs, etc.	9,324.05
(5) Cost of outlays	3,414.20
(6) Cost of debt service	16,818.87
(7) Cost of pupil transportation ...	940.98
(8) Miscellaneous	4,066.85

CHAPTER VII

ESTABLISHMENT OF THE RURAL HIGH SCHOOLS

Rural high school organization was authorized by the legislation in 1911.¹ By 1917 it was evident that enthusiasm and local ambitions would lead territories without sufficient valuation to support a rural high school to organize. According to Wooster² the law which gave authority to establish rural high schools is as follows:

Section 9347 of the General Statutes of 1915 is hereby amended so as to read as follows: Sec. 9347. The legal electors residing in territory containing not less than sixteen square miles and comprising one or more townships or parts thereof shall have the authority to form a rural school district, whose boundaries shall have been provided by the county superintendent of public instruction of each county in which any part of such proposed district shall be situated, or by the State Superintendent of Public Instruction in case the county superintendent of two more counties shall fail to agree on the approval of the boundaries of the proposed district, and to establish, locate, and maintain therein a rural high school as hereinafter provided. (Law 1917, ch. 284, sect. 1.)

First Rural High School

Edgerton rural high school was the first rural school to be established in the county. The school was organized in 1915 with an enrollment of thirty pupils, and Mr. P. W. England was the first superintendent. His salary was \$700 for the school year. In 1901 Edgerton offered the first year of high school work. The statistics of the school during that year are as follows:

¹ George Allen, in Twenty-Eighth Biennial Report of State Superintendent of Public Instruction, June 30, 1931, pp. 14-15.

² Lorraine Elisabeth Wooster, "Rural High Schools" in School Laws, Kansas, 1919-1920, printed at Topeka, State Printer, p. 171.

Total enrollment below high school	110
First year of high school	4
Second year of high school	0
Third year of high school	0
Fourth year of high school	0

The following table shows the growth and development of the high school from 1915 to 1934.

TABLE III
Edgerton Rural High School Statistics⁵

Year	Teachers	Certification* of teachers	Number of pupils	Cost	Superintendent
1915	2	state	30	\$1412.73	R. W. England
1916	2	state	37	1612.00	L. D. Harris
1917	2	life	34	1725.60	Stella Brazil
1918	2	state	22	2261.00	Zeline Morrell
1919	2	state	12	2400.28	Maude Duncan
1920	3	state	23	2400.00	Maude Duncan
1921	3	life	32	6382.00	A. V. Grady
1922	3	life	46	23706.34	F. M. Maxwell
1923	4	life	54	8969.93	A. J. Davis
1924	4	life	45	9535.22	A. J. Davis
1925	4	life	37	9535.00	A. J. Davis
1926	4	life	44	9495.58	A. L. Risley
1927	4	life	65	8409.62	A. L. Risley
1928	4	life	48	8147.70	A. L. Risley
1929	3	life	63	8441.20	A. J. Bevans
1930	4	life	49	10256.00	A. J. Bevans
1931	4	life	55	8166.62	O. C. Tharp
1932	4	life	55	7234.25	O. C. Tharp
1933	4	life	57	7423.64	O. C. Tharp
1934	4	life	60	7400.00	O. C. Tharp

Read table thus: In 1915 Edgerton Rural High School employed two teachers with state certificates. Thirty in high school. Cost was \$1412.73. Superintendent was R. W. England.

The total expenditures for school purposes in 1922 was \$23,706.34.

⁵ Compiled from the records of the county superintendent's office, Olathe.

* "State" certificates or "life" certificates are the usual certification credentials for holders of A.B. and B.S. degrees.

A new high school building was erected during this year at a cost of \$14,463.00, and the running expenses for that year were \$9,243.34.

The Second Rural High School

The second rural high school to be established in Johnson County was the Stilwell rural high school in 1917. Two life certificate teachers were employed and Mr. J. M. Finn served as a superintendent for the first three years. The following table shows the development of the school during the time from 1917 to 1934.

TABLE IV

Stilwell Rural High School Statistics⁴

Year	Teachers	Certification of teachers	Number of pupils	Cost	Superintendent
1917	2	life	15		J. M. Finn
1918	2	life	18	\$7434.78	J. M. Finn
1919	2	life	32	3758.77	J. M. Finn
1920	3	life	55	58589.81	Usley Skinner
1921	3	life	40		Usley Skinner
1922	4	life	51	13417.50	Usley Skinner
1923	4	life	50	12584.14	L. M. Rice
1924	4	life	48	15092.42	L. M. Rice
1925	4	life	49	10456.59	L. M. Rice
1926	4	life	48	9757.22	L. M. Rice
1927	4	life	41	9232.30	L. M. Rice
1928	4	life	50	9024.76	L. M. Rice
1929	5	life	52	11604.45	L. M. Rice
1930	5	life	50	10010.31	L. M. Rice
1931	4	life	51	9921.53	L. M. Rice
1932	4	life	45	9959.02	L. M. Rice
1933	4	life	44	7085.00	L. M. Rice
1934	4	life	42	6734.00	L. M. Rice

Read table thus: In 1917 Stilwell employed two teachers with life certificates, 15 pupils were enrolled in the high school, and the cost was \$..... Superintendent was J. M. Finn.

⁴ Stilwell rural high school statistics were compiled from the Records of the county superintendent's office, Olathe.

According to the school report of Skinner⁵ the full four year course of high school work was not offered in the Stilwell high school before 1917. During Mr. Skinner's first year as superintendent of the school in 1920, a new brick building was constructed at a cost of some \$30,000. It is worthy of note that in the seventeen years Stilwell high school has employed only three superintendents. Mr. J. M. Finn served as superintendent from 1917 to 1920, Mr. Usley Skinner from 1920 to 1923, and the present superintendent, Mr. L. M. Rice, has served since 1923. The peak of development seems to have been reached in 1922. During that year the enrollment in the high school was 51, and the amount spent for all school purposes was \$13,417.50. The enrollment had dropped to 42, and the amount spent in operation of the school was \$6,734.00. The early growth and development of the Stilwell schools was similar to the other schools of the county.

The Third Rural High School To Be Established

The third rural high school to be established in the county was at De Soto. The date was February 24, 1918. The first school was held in a frame and stone building and during Mr. F. H. Clark's second year as superintendent, the present brick building was erected at a cost of \$40,000. The following table shows the growth of the De Soto rural high school from 1918 to 1934.

⁵ Usley Skinner, in Report of school conditions to the county superintendent at Olathe.

TABLE V
De Soto Rural High School Statistics⁶

Year	Teachers	Certification of teachers	Number of pupils	Cost	Superintendent
1918	4	life	53		F. H. Clark
1919	4	life	56	\$47899.25	F. H. Clark
1920	6	state	63	7886.78	Edwin Abels
1921	6	state	87		Edwin Abels
1922	6	state	84	15800.00	Edwin Abels
1923	6	state	79	21091.43	James Eastwood
1924	6	state	81	12900.00	James Eastwood
1925	6	state	78		James Eastwood
1926	6	state	76	13540.00	Albert Cross
1927	6	state	76	13936.57	Albert Cross
1928	7	state	67	14903.65	Albert Cross
1929	7	state	138	15078.61	Albert Cross
1930	7	state	131	15239.02	Albert Cross
1931	6	life	94	21235.64	H. O. Alleman
1932	6	life	95	20544.14	H. O. Alleman
1933	6	life	95	18375.08	C. G. Mickel
1934	6	life	103	20150.40	C. G. Mickel

Read table thus: During 1918 De Soto employed four teachers who held life certificates. There were 53 in the high school, and the amount spent was \$..... Superintendent was Mr. F. H. Clark.

The writer was unable to account for the great fluctuation in the enrollment. The enrollment in 1928 was 67 and increased to 138 in 1929, and decreased 54 pupils in 1930. The table shows that the amount spent on education has not decreased as much as in other rural schools of the county.

The Fourth Rural High School

Stanley rural high school was established June 28, 1919. The statistics show that in 1934, there were five teachers in the high school holding life certificates. The present enrollment is 72. The growth of the Stanley Rural High School is typical of the others.

⁶ Compiled from the Reports of the De Soto high school superintendents to the county superintendent at Olathe.

The Fifth Rural High School

Next in order of rural high schools to be established was the Spring Hill High School, which was established on March 26, 1920. The qualifications of the teachers are good, one A.B. and five B.S. degree teachers being employed in 1934.

The Sixth Rural High School To Be Established

The 1917 legislation passed a law forbidding the organization of territory for a rural high school unless the valuation was \$2,000,000 or more.⁷ One of the most outstanding of these territories to establish a rural high school was the historic Shawnee Mission at Merriam, Kansas. The Shawnee Mission rural high school was established on September 29, 1921. The territory had a valuation of \$15,000,000 that year. The following table shows the development of the school from 1921 to 1934.

⁷ Twenty-Eighth Biennial Report of the State Superintendent of Public Instruction, Kansas. June 30, 1931. pp. 14-15.

TABLE VI

Shawnee Mission Rural High School Statistics⁸

Year	Teachers	Certification of teachers	Number of pupils	Cost	Superintendent
1921		life			D. A. Morgan
1922		life			D. A. Morgan
1923	12	life	191	\$188172.47	D. A. Morgan
1924	12	life	212	45911.81	D. A. Morgan
1925	12	life	250	43770.99	D. A. Morgan
1926	12	life	274	54271.92	D. A. Morgan
1927	12	life	329	79501.74	D. A. Morgan
1928	17	life	421	63760.10	D. A. Morgan
1929	18	life	459	66675.95	D. A. Morgan
1930	21	life	511	65803.98	D. A. Morgan
1931	22	life	535	68893.97	D. A. Morgan
1932	23	life	569	82055.37	D. A. Morgan
1933	23	life	558	73073.37	D. A. Morgan
1934	25	life	663	61321.05	A. L. Cross

Read table thus: In 1923 twelve teachers were employed, all held life certificates. There were 191 in the high school, and the amount spent was \$188,172.47, including new building. Superintendent was D. A. Morgan.

The present Shawnee Mission rural high school building is considered one of the best school buildings in the state. It is the best equipped building in Johnson County. Although the table shows that the amount of expenditures has been decreased, no doubt due to the present economic conditions, the Shawnee Mission school is the only school in the county that shows a gradual increase in the enrollment; an increase of 472 pupils in eleven years.

A summary of the rural schools of the county showing the districts, area of the districts, the valuations, number of teachers, and the enrollment for 1934 is as follows:⁹

⁸ Statistics compiled from the Reports of superintendents Morgan and Cross, as filed with the county superintendent's office at Olathe.

⁹ Compiled from the Twenty-Eighth Biennial Report of the State Superintendent of Public Instruction, Kansas. 1931-1932. pp. 370-371.

TABLE VII

Summary of Johnson County Rural Schools, 1934

Number of district	Town	Area of dist. square miles	Valuation	Teachers	Enrollment
1	Edgerton	25	\$1851.970	4	64
2	Stilwell	36	2319.697	4	49
3	De Soto	48	2705.258	6	86
4	Stanley	38	3157.485	5	72
5	Spring Hill	29	3190.825	6	90
6	Shawnee Mission	50	15357.156	24	663

Read table thus: District number 1, located at Edgerton, 25 square miles in district, valuation \$1,851.970, employs four teachers, and has 64 enrolled in the high school.

According to De Vault,¹⁰ the classification of the high schools of Johnson County is as follows: Class "A" and members of the North Central Association: De Soto, Shawnee Mission, Olathe, and Spring Hill. Those included in class "B" high schools are: Edgerton, Gardner, Stanley, and Stilwell. Johnson County at the present time has no consolidated schools.

¹⁰ Records of Johnson County Superintendent of Schools (1935).
Miss Dorothy De Vault, County Superintendent (1932-1936).

CHAPTER VIII

THE FIRST TEACHERS

The missionaries among the Shawnee Indians in 1829 were the first teachers in the territory now comprising Johnson County, Kansas. The Rev. Thomas Johnson and his followers were heroic pioneers; they invented the phonetic alphabet; created the written language; they wrote dictionaries and song books; and gave to the Indians the Bible and the Christian religion. The missionaries went into the rude lodges and wigwams and cared for the sick; sacrificed home and friends, and frequently many of them died alone on the prairie that the Indians might be instructed to know the better and higher way of life.

First Certification Law

The first school law enacted by the Territorial Legislature which met in July 1855 in the Shawnee Mission school building reads as follows:¹

Schools to be open and free for every class of white children..... At the same time it was provided concerning the free schools that no sectarian instruction shall be allowed in the common schools.

The first school law of 1855 also provided that before any teacher in the common schools could receive a salary for his work from the funds of the common schools, the teacher must secure from the school district inspector a certificate of his morality. The school law of 1858 which created the office of the county superintendent gave this office the power to examine all

¹ Allen B. Lemmon, "Early School Laws" in First and Second Biennial Report of Superintendent of Public Instruction, State Printer, Topeka, p. 37. (1877-1880)

teachers. The law reads as follows:²

The county superintendent shall examine all candidates proposing to teach in his county, and give to each candidate found qualified a certificate, to be in force for one year from date of approval, if not sooner revoked.

The school law of 1858 further provided that the State and County Superintendents are required before entering upon their duties, to take the oath of allegiance to the United States and to the State Government. To prevent the children from being taught or instructed by persons of doubtful loyalty, the county superintendent was authorized to administer this oath to all candidates proposing to teach at the time of their examination.

The law of 1861 gave the County Superintendent the full power of examining all teachers in his county. The law reads as follows:³

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

According to this law the county superintendent had the power to grant teaching certificates to any persons, who, in his judgment had the ability to teach and were of good moral character.

The school law of 1864 provided that the State Superintendent should hold a teacher's institute in each Senatorial district in the State. The law of 1865 provided:⁴

² Ibid.

³ Session Laws of Kansas, chapter 76, p. 259. (1861)

⁴ Loc cit, Lemmon, p. 41.

That each county superintendent should have an annual teachers' institute in his county; that while the institute was in session all the schools in the county should be closed, and that the teachers should be required to attend the institute.

In the absence of sufficient facilities in the way of Normal Training schools to prepare teachers, the Teacher's Institute was an important department in early county educational systems. The Johnson County institute was held each year for a period lasting from four to ten weeks. The best instructors available were employed to have charge of the work, and as a result of the institutes there was supposedly a marked improvement in the qualifications of the teachers.

The law of 1869 provided that the county superintendent should receive ample compensation for his services of conducting the teachers' institute, and should spend his entire time in looking after the school interest in his county. At this time the examination of teachers was taken from the county superintendent and given to a board of county examiners of three members. The county superintendent and two competent persons, to be appointed by the county commissioners, constituted the county board of teacher examiners.

Organization of Teacher's Institute in Johnson County

According to the report of county superintendent Laws,⁵ Johnson County Teacher's Institute was organized in 1865. The report reads:

We have organized a teacher's institute, and expect to hold sessions twice each year. We discourage select schools because they injure the common schools, which are the hope of the nation. We are endeavoring to raise the standards of qualifications in teachers, and wages, so as to secure the best teachers in the land. We are in great want of competent instructors.

⁵ Isaac T. Goodnow, "Johnson County" in Annual Report of the Superintendent of Public Instruction, Topeka, Kansas, Part I, p. 88, 1866.

the success of the institute, county superintendent laws insisted upon attendance of every teacher in the county. Laws also insisted that all candidates for teaching positions must attend the institute. It was found that many of the teachers feared the institute and its examinations, and many dodged the meetings of the first session. One of the outstanding weaknesses of the first institute in Johnson County, was that teachers failing to attend could, by paying one dollar, secure a private examination. Poor teachers preferred to pay the one dollar for the private examination than to have a public exhibition made of their lack of qualifications. These private examinations were considered a nuisance and defeating the real purpose of the institute. They were soon abolished.

First Teacher's Institute Successful

The first meetings of the teacher's institute was successful according to Superintendent Laws report of 1866. The report reads as follows:⁶

We held a very interesting Teacher's Institute of five days in September, which was attended by most of our efficient teachers. Those who needed it most stayed away. This fall we have a better class of teachers engaged than ever before. Our prospects are hopeful, though much opposition has been manifested by the friends of incompetent teachers. We have endeavored to elevate the standards of qualifications by grading the certificates. Some of our schools have been worthless, others poor and some first class.

The teachers labored under very poor conditions. Many of the teachers worked as best they knew how without any outside aid. The parents paid the taxes and sent the children to school, but here their duties would stop. The parents seldom came to the school house to visit the pupils and teacher at work. It is seen from the report that many persons desired that their

⁶ Ibid, Part II, p. 24.

lands would be given teaching positions regardless of their teaching abilities, this perhaps influenced the early qualifications of the teacher.

Graded Certificates

Johnson County in 1869-1870 issued three grades of certificates. All applicants for the third grade certificate were required to pass a satisfactory examination in all the branches ordinarily taught in the common schools.⁷ Applicants for the second grade certificates were examined in all the branches of the third, and certain other additional branches. Those applying for the first grade certificate were examined in all the branches of the second and third grades, and in some of the higher branches such as advanced algebra and geometry. The examining board had the power to revoke a certificate on the grounds of incompetency, which removed the chances of any abuse arising from the extension of the time during which a certificate might be in force.

The Effects of Many Graded Certificates

County Superintendent Smith reports as follows in 1870:⁸

Our examining mill does not perhaps turn out as many teachers as formally, but the quality we think is better. At this there is considerable grumbling. Our desire and aim is to elevate the "people's College" so that their influence may be increased.... Would it not be well to extend the time of certificates; for instance, first grade, two years; second grade, eighteen months; and the third grade, one year?

The records indicated that because so many grades of teacher's certificates were issued, some of them would of necessity indicate a very low standard of qualification. This had a tendency to place many in the teaching field who

⁷ Dorothy De Vault, Reports in County Superintendent's Office, Olathe.

⁸ Loc cit, Lemmon, Part IV, p. 78.

were utterly incompetent. The writer found in the records of the county superintendent's office, that a person holding a third grade certificate would often times offer his services for one-third less than one who held a first grade certificate. Often this was the strongest argument for the employment of the person less qualified to teach. It seemed that all applicants holding low grade certificates stood in the way of the competent teachers, and this has had a tendency to reduce the competent teachers' wages.

Teacher's Certificate of 1870

The following is a copy of the teacher's certificate as used in Johnson County in 1870:⁹

It is hereby certified that
has been examined in all the branches required to be taught in the common schools, and in other branches, and having furnished satisfactory evidence of good moral grade certificate for the county of Johnson, State of Kansas.

This certificate shall be valid months, unless sooner revoked.

The following is h..... per cent of standards in the several branches under consideration: Orthoepy....., Orthography....., Reading....., Penmanship....., Geography....., Mental Arithmetic....., English....., Grammar....., Written Arithmetic....., Physiology and Hygiene....., Map Drawing....., Vocal Music....., United States History....., History....., Theory and Practice.....

Dated at this day of 187...

..... Board of
..... County
..... Examiners.

The above certificate was valid only in the county where issued.

⁹ H. D. McCarty, "Teacher's Certificates" in Kansas School Laws of 1873, Geo. Martin, printer, Public Printer, Topeka, p. 68.

State Diplomas

In 1877 the State Board of Education was formed.¹⁰ It consisted of the State Superintendent of Public Instruction, the Chancellor of the State University, the President of the State Agricultural College, and the principals of the Emporia and Leavenworth Normal schools. This board was empowered to issue state diplomas to such professional teachers as may be found upon critical examination to possess the requisites of scholarship and culture, and who may also exhibit satisfactory evidence of an unexceptional moral character, and of eminent professional experience and ability, and who have taught for two years in the state. The law of 1877 reads as follows:

The state diploma shall supersede the necessity of any and all other examinations of the person holding the same by counties, cities, or local board of examiners; such diplomas shall be valid in any county, city, town, or school district in the state during the life-time of the holder, unless revoked by the state board of examiners.

State Certificates

The State Board of Education also issued state certificates of two grades; one for three years and one for five years. The holders of such certificates were entitled to teach in any county, city, or town in the state.¹¹

Establishment of the Normal Institute

The normal institute was organized in Johnson County in 1876.¹²

¹⁰ Allen B. Lemmon, Kansas School Laws of 1877, Geo. W. Martin, State Printer, Topeka, Kansas. p. 31 (1877).

¹¹ Ibid.

¹² John Fraser, "Report of Johnson County" in Fourteenth and Sixteenth Annual Report of the Superintendent of Public Instruction, State Printer, Topeka, p. 38.

County Superintendent B. S. McFarland reports as follows:

The people of this county without an exception so far as I have been able to learn, wish the state to leave the normal schools severely alone. They believe that private enterprises can do it better.

The report of 1876 shows that 106 attended the normal institute at Olathe the first year of its organization. According to the report of county superintendent Murdock¹³ in 1877, one hundred and seventy-four attended the second normal institute. To quote Murdock:

The educational work done in this county has been very encouraging, especially during the past year. I speak of the earnest, practical every day work done in the class room. I don't believe there is a county in the state which has a more live, enthusiastic corps of working teachers than Johnson County. Our present normal institute system has done much for our teachers. It might be better if the county commissioners were required to make an appropriation for the normal. Last year we had 106 in attendance, this year we have 174.

According to Stanley¹⁴ the following county institute certificates were issued by the State Board in 1880:

Instructor's certificates: (1) H. A. Darnell, Gardner; (2) C. S. Hambleton, De Soto; (3) Sam S. Simons, Spring Hill; (4) H. P. Butch, Olathe; (5) and W. S. Euggles. Conductor's certificates to S. W. McGarrah, Olathe.*

Applicants for Teacher's Certificates in 1895

According to Stanley¹⁵ there were one hundred and seventy-nine appli-

¹³ Loc cit, Lemmon, p. 38.

¹⁴ Edmund Stanley, Tenth Biennial Report, Superintendent of Public Instruction, Kansas, pp. 27-34.

* Mr. H. A. Darnell served as superintendent of the Gardner High School from 1896 to 1898. Mr. S. W. McGarrah was superintendent of the Olathe High School for two years, 1897 and 1898.

¹⁵ Ibid, p. 122.

cants for teacher's certificates in 1895. Eighty-two of the applicants failed to pass the examinations. Six persons were granted first grade certificates, 58 were issued second grade certificates, and 33 were granted third grade certificates. Johnson County employed 106 teachers in 1895; of this number, one held a state certificate, 21 held first grade certificates, 52 held second grade certificates, and 33 held third grade certificates. In 1896 one hundred and ninety-one took the examinations and eighty-four failed. During this year Johnson County employed 112 teachers; of this number, 12 held state certificates, 12 held first grade certificates, 54 held second grade certificates, and 34 held third grade certificates.

Between 1896 and 1901 very little was done to regulate the certification of teachers. The county certificates were not disturbed, and were allowed to function unhampered. In 1905 the educational requirements of teachers of the county underwent an extensive change with the introduction of the professional certificate.

Third Grade County Certificate Discontinued

In 1925 the third grade county certificate was discontinued. The certificates which could be issued by the county board of examiners were limited to the first and second grade certificates.

Teachers of 1934

According to the records of the county superintendent's office the following indicates the qualifications of the teachers of the county:¹⁶

¹⁶ Records, County Superintendent's Office, Olathe, 1934.

Edgerton	4 life certificate teachers.
Stilwell	4 life certificate teachers.
De Soto	6 life certificate teachers.
Gardner	5 life certificate teachers.
Shawnee Mission	25 life certificate teachers.
Spring Hill	6 life certificate teachers.
Olathe	15 life certificate teachers.

1934 Johnson County levied an average of 2.40 mills for the support of its teacher schools. The total taxable valuation of school property including buildings and grounds of the one-teacher was \$23,218,304. For all the one or more teacher public schools of the county, 8.14 mills were levied for their support. The total taxable valuation of the districts was \$49,516,213. The total estimated value of all schools in the county in 1934 including the buildings and grounds was \$1,427,225.

CHAPTER IX

SCHOOL STATISTICS FROM 1861 TO 1934

This chapter will be devoted entirely to the presentation of school statistics from 1861 to 1934. School records and county superintendent's reports showing the condition of the schools prior to 1861 are very incomplete due to two reasons: (1) as was stated in Chapter IV, the law of 1858 provided for the choice at the general election each year of a county superintendent. The first county superintendent of schools in Johnson County was elected in 1859 as provided by this law, but the first county superintendent, Mr. W. Christison, did not make a school report because the office was abolished a few months after he entered office. (2) And as pointed out by Hunt in Chapter VI that in the early history of Kansas the county superintendent's annual report was no doubt considered of very little value. The office of county superintendent was re-created by the adoption of the Wyandotte Constitution in 1859 and was put into operation when the state was admitted into the Union in 1861. The first school report was filed during that year.

To make the meaning of the data clear, Charts I, II, III, and IV show the average length of the school year, expenditures for all school purposes, youths of school age, and the total enrollment in all schools of the county.

TABLE VIII

JOHNSON COUNTY SCHOOL STATISTICS 1861-1934*

Year	School Districts	Youths of School Age	Number School Houses	Total Enrollment	School Term in Months	Teachers Salary	Total Expense for all School Purposes	Estimated Value of all School Property
1861	34	537		343	3			
1862	38	1028		771	3.2	\$ 800.00	\$	\$
1863	38	1286		773	3.2	1470.00	1782.60	1067.00
1864	40	1486		827	4.3	1721.00	4846.00	1193.00
1865	44	2130		1338	5.3	4070.00		8178.00
1866	52	2846		1632	4.2	6071.00		14099.00
1867	55	3413		2417	4.8	8564.00		16030.00
1868	63	4014	46	2207	6.4	8189.00		21882.10
1869	73	4605	63	2263	6.3	10834.00	24370.00	37372.00
1870	72	4921	66	2932	5.5	15262.00	54404.00	48550.00
1871	87	5560	62	3714	6.0	29711.00	58512.00	61625.00
1872	90	5690	84	4016	6.4	32100.00	26434.00	93732.00
1873	88	5727	86	4312	6.8	25160.00	37483.00	61766.00
1874	89	5846	88	4457	6.8	26295.00	25428.00	62100.00
1875	90	5737	80	4549	6.2	20558.00	24742.00	65851.00
1876	91	5787	87	4260	5.8	18365.00	36957.00	75517.00
1877	93	6251	90	3912	6.7	25829.00	37580.00	94398.00
1878	92	6398	95	3879	7.2	26181.00	35698.06	87928.00
1879	93	6575	97	4799	7.3	25406.31	40690.27	79855.00
1880	95	6855	102	4809	7.2	26416.38	30698.61	84903.00
1881	93	6179	100	4666	7.0	22747.46	37146.13	83709.00

Head table thus: In 1861 there were 34 school districts, 537 youths of school age, 343 enrolled. The school term was 3 months, etc.

TABLE VIII (Continued)

Year	School Districts	Youths of School Age	Number School Houses	Total Enrollment	School Term in Months	Teachers Salary	Total Expense for all School Purposes	Estimated Value of all School Property
1882	92	6259	92	4786	7.0	27113.76	60525.52	73600.00
1883	93	6200	94	4851	7.7	29707.77	50101.32	76600.00
1884	94	6324	94	4938	7.5	30947.07	48568.54	75000.00
1885	95	6444	96	4779	6.8	33799.98	48756.00	80000.00
1886	96	6320	97	4859	7.2	36331.84	48919.45	80000.00
1887	96	6101	97	4810	7.5	35467.68	44676.31	81000.00
1888	97	6012	98	4650	7.9	34773.34	43665.73	86000.00
1889	97	6225	101	4800	7.3	37981.76	49383.76	92000.00
1890	97	6159	101	4762	7.3	37068.21	49032.19	112000.00
1891	97	6147	101	4927	7.4	40122.43	49034.16	112000.00
1892	97	6146	103	4819	7.2	38785.52	49632.97	123000.00
1893	97	5854	101	4595	7.0	37997.19	51752.83	113500.00
1894	97	6189	99	3888	6.7	37151.11	57784.66	141901.00
1895	97	6021	101	4893	7.3	38899.12	52293.12	160000.00
1896	97	6216	100	4893	7.2	39709.03	56656.03	250000.00
1897	97	6272	101	4857	7.5	39523.56	53166.56	255000.00
1898	97	6209	102	4839	7.5	40115.54	50491.81	200000.00
1899	97	6054	102	4736	7.4	41574.48	53578.60	100000.00
1900	97	6087	102	4736	7.4	41940.50	56528.59	102000.00
1901	97	6143	102	4824	7.3	43616.44	53880.37	141000.00
1902	97	5755	102	4588	7.0	42500.75	56934.47	157130.00
1903	95	5353	102	3658	7.1	44854.35	58626.30	118290.00
1904	95	5609	102	3529	7.2	45689.39	69983.43	120000.00
1905	95	5457	103	3490	7.2	45418.11	58668.72	199500.00
1906	95	5428	97	3389	7.5	49246.82	67242.95	157600.00
1907	95	5433	97	3304	7.5	50318.89	65679.03	153185.00
1908	95	5439	97	2278	7.0	50939.19	37951.76	161600.00
1909	96	5473	97	3701	8.0	23601.10	24749.20	165000.00

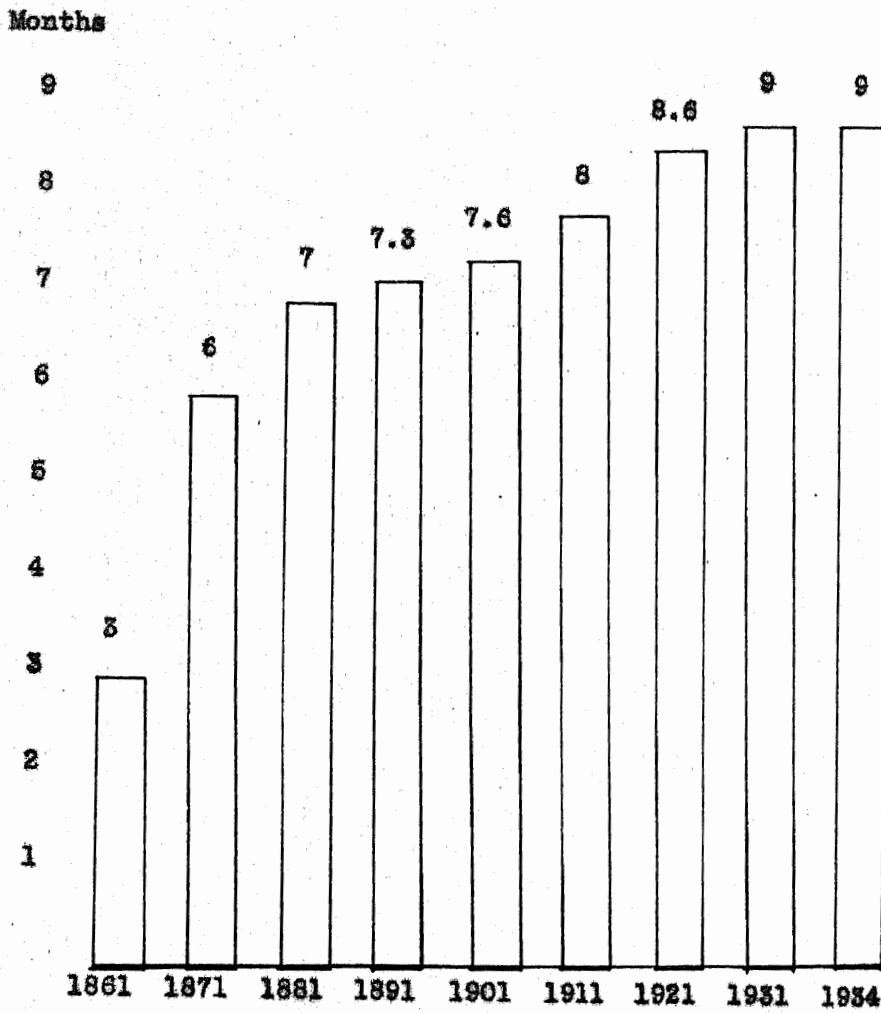
TABLE VIII (Continued)

Year	School Districts	Youths of School Age	Number School Houses	Total Enrollment	School Term in Months	Teachers Salary	Total Expense for all School Purposes	Estimated Value of all School Property
1910	96	5454	98	3205	8.0	28866.25	38177.79	165200.00
1911	98	4966	100	3397	8.0	29902.60	48956.29	190300.00
1912	97	5247	101	3758	8.0	22358.35	50844.06	194000.00
1913	96	5095	98	2819	8.0	41629.50	97684.07	171449.00
1914	96	5229	98	3218	8.0	55796.03	123815.32	210302.00
1915	96	5272	98	3211	8.0	63915.87	120042.74	333750.00
1916	96	5255	98	3218	8.0	80282.28	174984.60	229241.00
1917	96	5114	98	3204	8.0	64871.69	140574.78	261600.00
1918	96	4002	99	3323	8.0	81061.92	176678.57	349930.00
1919	96	5018	99	3203	8.5	81986.30	175792.67	386180.00
1920	96	5195	104	3303	8.5	121218.70	285583.32	633000.00
1921	96	5652	105	3347	8.5	176497.48	353302.09	627900.00
1922	96	5765	105	3610	8.5	262182.10	575096.64	811761.68
1923	96	5949	104	3675	8.0	170518.70	382524.12	991502.97
1924	96	6056	106	3809	9.0	168049.60	359761.53	1198410.00
1925	96	6248	106	3943	9.0	178056.78	410542.75	1047542.00
1926	96	6450	106	5108	9.0	209745.26	421704.08	1146895.35
1927	96	6850	106	4356	9.0	321978.90	654510.04	1420249.53
1928	96	6822	105	4401	9.0	310822.48	648211.69	1788741.00
1929	96	6750	104	4484	9.0	211960.24	373506.76	1404839.68
1930	96	6714	104	4548	9.0	210106.50	393848.85	891490.16
1931	96	7037	104	4685	9.0	287280.90	523240.72	1384975.00
1932	96	7346	104	4858	9.0	195750.50	513209.73	950685.00
1933	96	7523	104	5174	9.0	190766.89	467434.87	965144.00
1934	96	7304	104	6012	9.0	159796.63	337654.06	897656.00

* Compiled from the twenty-eighth Biennial Reports of the State Superintendent of Public Instruction.
 Printed at Topeka, Kansas, 1877-1924.

CHART I

Showing Average Length of School Term in Months

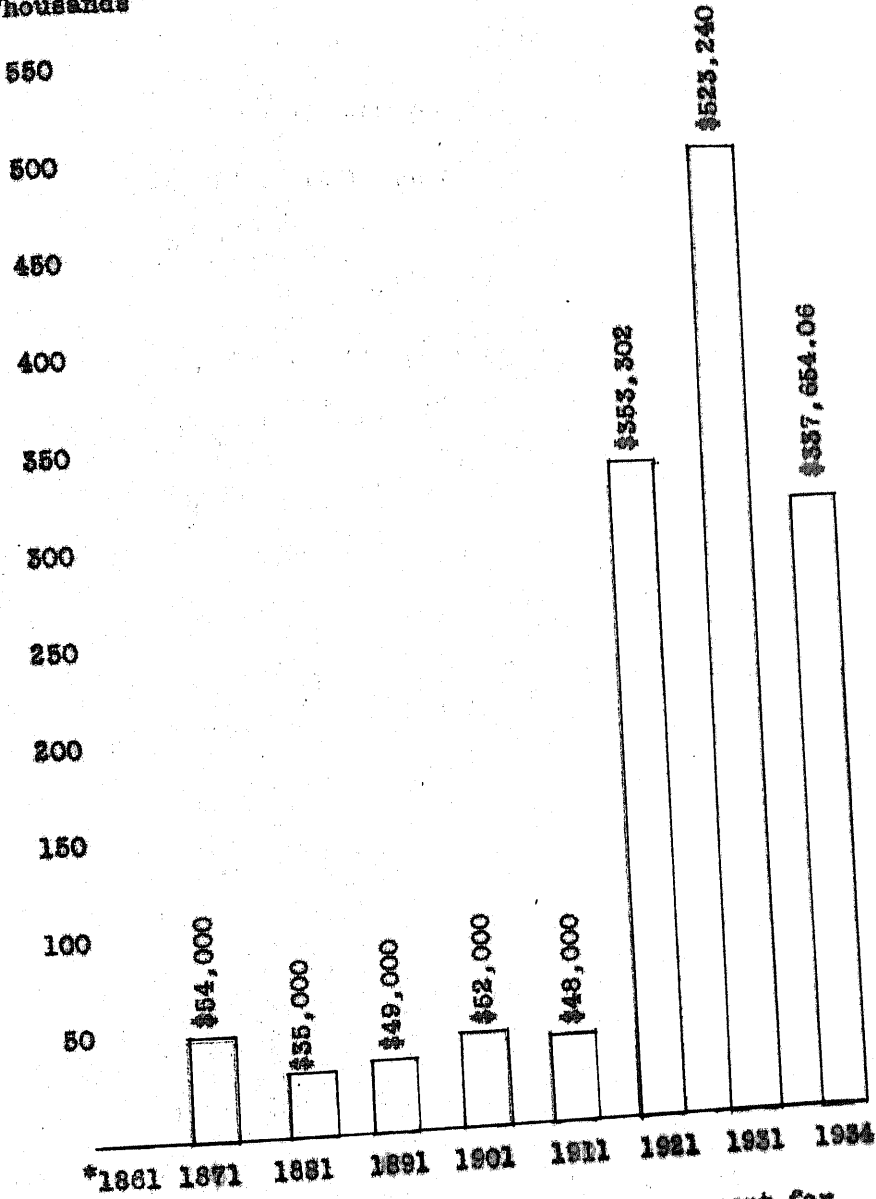


Read table thus: In 1861 the school term in months was 3, in 1871, 6 months, etc.

CHART II

Expenditures for all School Purposes

Thousands



Read table thus: In 1871, \$54,000 was spent for school purposes.

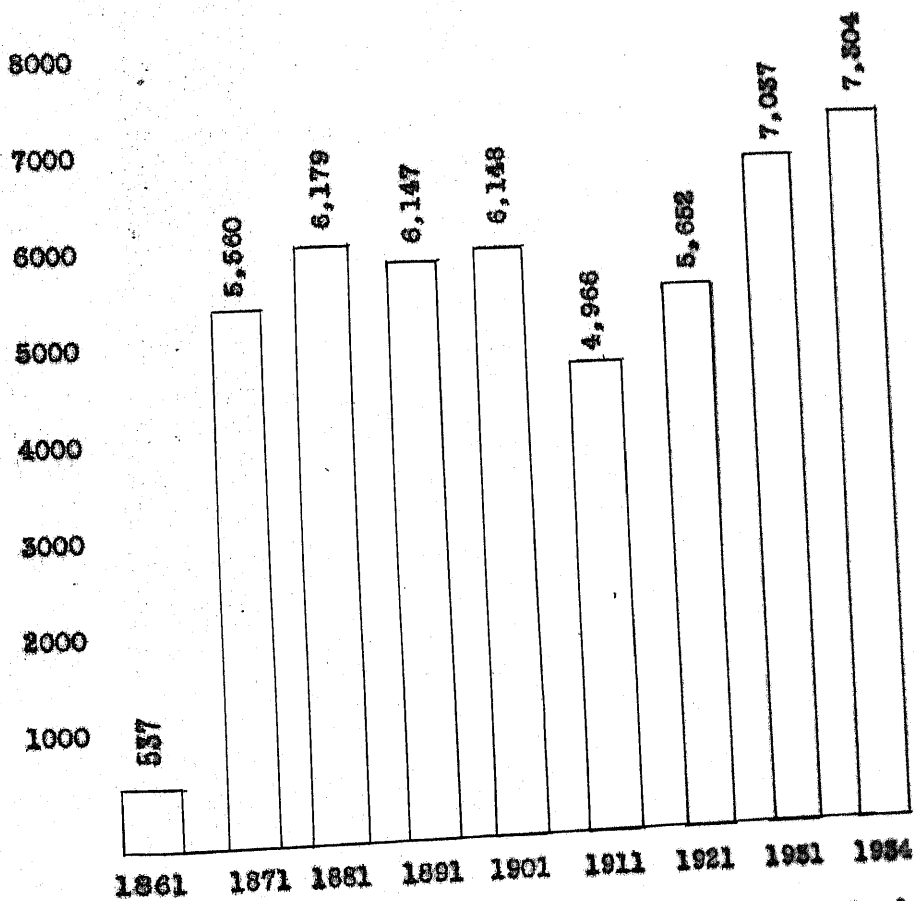
* No report for 1861.

CHART III

Showing Youth of School Age

5 to 21 years

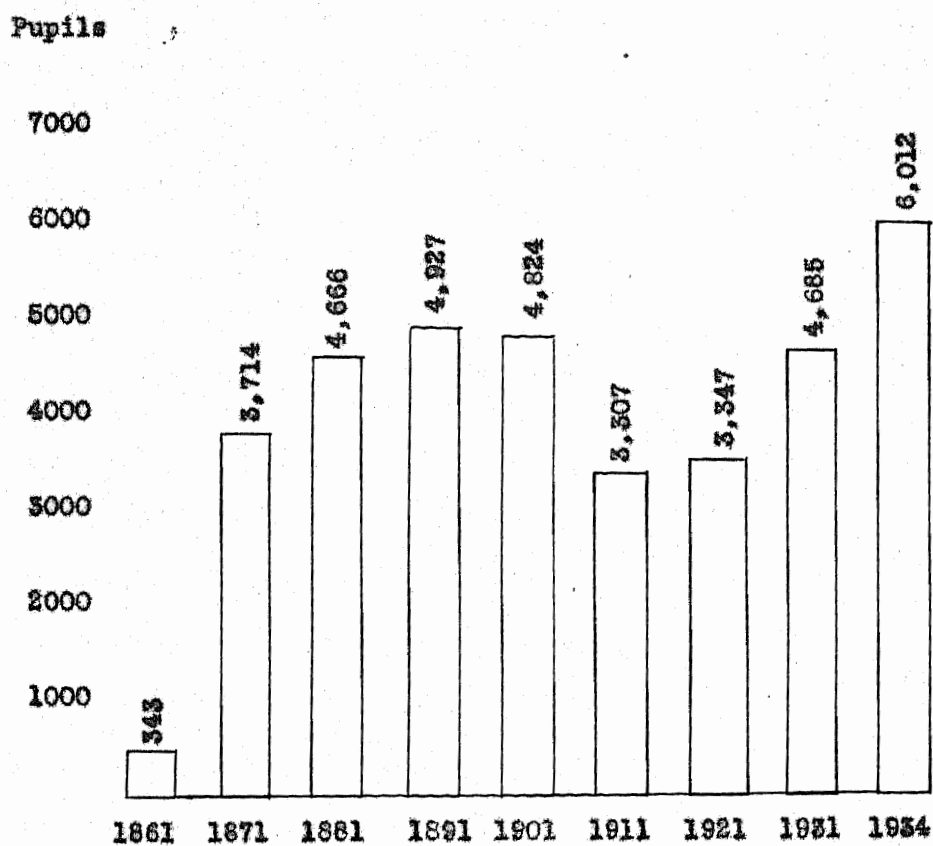
Youths of school age



Read table thus: In 1861 there were 537 youths of school age, 5 to 21 years.

CHART IV

Total Enrollment in all Schools



Read table thus: In 1861 there were 343 pupils enrolled in all schools

CHAPTER X

SUMMARY AND CONCLUSION

In summarizing a study of this type perhaps it is best to treat each division briefly. Only the most prominent angles will be treated in this chapter.

ESTABLISHMENT OF THE SHAWNEE MISSION SCHOOL. The first school in the territory now comprising Johnson County, Kansas, was the Shawnee Mission school established by the Rev. Thomas Johnson and his followers in 1830. The old mission was the largest and most important of western missions. Thomas Johnson and his followers continued to teach and work for the establishment of the common schools of the county after the close of the mission school in 1854.

ESTABLISHMENT OF JOHNSON COUNTY. Johnson County was organized in 1855. Within the present boundaries of the county, Andrew H. Reeder, the first Territorial Governor of Kansas set up the first capital in the Shawnee Mission school. In this old historic Shawnee Mission school the first school laws were enacted.

EARLY SCHOOL LAWS. The first school law enacted in 1855 provided for the establishment of common schools in the county. The Law of 1858 created the office of the county superintendent, the office was abolished the following year, and re-created in 1861 when the State was admitted into the Union. The Hon. James N. Moteware was elected the first Territorial Superintendent of the common schools. Mr. W. Christison was the first county superintendent of Johnson County.

ESTABLISHMENT OF THE COMMON SCHOOLS. The first schools established

for white children were in 1857 as provided by the territorial school laws of 1855. All of the first schools were private ones. The first private school in Gardner was taught by Miss Myra D. Shean, now Mrs. J. W. Sponable. The school districts were organized as early as 1858; the first public school opened the following summer. Spring Hill, Monticello, Edgerton, De Soto, Ocheltree, and Olathe all established common schools as early as 1857 and 1858. The first and perhaps the only college in the county was established by Prof. F. R. Poole in 1873 in Olathe.

EARLY SCHOOL PROBLEMS. The outstanding school problems of the early schools were as follows: (1) District school tax; many of the rich settlers could not understand why they should be taxed to educate the children of the poor. (2) Value of the superintendent; the first county commissioners were in favor of the county superintendent making as little expense as possible and doing as little as possible because it cost money. (3) Text-books; the poor settlers coming into the territory could not purchase books for their children. The question of free text-books cause many districts to be taxed in addition to furnish them. (4) Irregular attendance; the parents living within a school district would see to it that all the children were reported so as to keep the school tax as low as possible. But did not force the children to attend school.

ESTABLISHMENT OF THE HIGH SCHOOLS. Gardner has the distinction of having the first high school in the county. This high school was established on November 7, 1874. No definite high school course was offered until 1896, the first year of high school work was offered during that year. The second year of high school work was offered in 1897, the third in 1899. Mr. J. W. Gowans served as superintendent from 1903 to 1906. Under Gowans's supervision the full four year high school was established. No great progress was

made in the Gardner school until 1920. The enrollment that year was 100. In 1932 Walter H. Burden was the superintendent. The enrollment increased to 108, and \$19,952.02 was spent for all school purposes. Olathe high school was established on November 14, 1874 just one week after the establishment of the Gardner high school. The early growth and development of the Olathe high school was similar to that of the Gardner high school.

ESTABLISHMENT OF THE RURAL HIGH SCHOOLS. The first rural high school in Johnson County was established at Edgerton in 1915. The county's six rural high schools were established in the following order: (1) Edgerton in 1915, (2) Stilwell in 1917, (3) De Soto in 1918, (4) Stanley in 1919, (5) Spring Hill in 1920, (6) Shawnee Mission in 1921. The Shawnee Mission Rural high school is the largest in the county with an enrollment of 663 in 1934, and is the only school in the county that has shown a gradual increase in the enrollment since its establishment. The district has a valuation of \$15,357,156 in 1934.

CERTIFICATION OF TEACHERS. The first teachers in the territory now comprising Johnson County were the Rev. Thomas Johnson and his followers. The first school law governing the certification of teachers was enacted in the present boundaries of the county. The qualification of the first teachers was that they must have a good moral character. The law of 1858 created the office of the county superintendent and gave this office the power to grant three grades of certificates: first, second, third, and fourth. The third and fourth grades certificates were discontinued in 1925. In 1861 the total amount paid all teachers in the county was \$800. The total amount paid all teachers in the county in 1934 was \$159,796.63.

SCHOOL STATISTICS FROM 1861 TO 1934. The following show the extent of the growth and development of the schools from 1861 to 1934:

- (1) 34 school districts in 1861 compared to 95 in 1934.
- (2) 46 school houses in 1868 compared to 104 in 1934.
- (3) 537 youths of school age in 1861 compared to 7,304 in 1934.
- (4) Average daily attendance was 400 in 1862 compared to 6,012 in 1934.
- (5) The value of all school property was \$1,087 in 1863 compared to \$897,656.00 in 1934.
- (6) Average length of the school term in 1861 was 3 months and in 1934 it was 9 months.
- (7) The total expenditures for all school purposes in 1863 was \$1,782.60 and in 1934 the total expenditures was \$337,654.06.
- (8) The total enrollment of all schools in 1861 was 343 and 6,012 in 1934.
- (9) The greatest increase in the length of the school term occurred between 1861 and 1871.
- (10) The greatest increase in expenditures for all school purposes occurred between 1911 and 1921. Increased from \$48,000 to \$553,302.
- (11) The greatest increase in the number of youths of school age (5-21) occurred between 1861 and 1871.
- (12) The largest increase in the enrollment occurred between 1861 and 1871. An increase from 343 to 3,714.
- (13) The Gardner high school was the first high school to be established in the county. The school was established on November 7, 1874.
- (14) Olathe high school was established on November 14, 1874. It was the second high school to open in the county.
- (15) Gardner high school opened with one teacher and in 1934 there were six teachers employed.
- (16) The average male teachers received \$45 a month in 1874 and received an average salary of \$115.25 in 1934.
- (17) Edgerton rural high school was the first rural high school in the county.
- (18) The total expenditure for all school purposes in the Edgerton rural high school was \$1,412.73 in 1915. The total cost was \$7,400 in 1934.

- (19) The establishment of the Stilwell rural high school in 1917 was the second rural high school of the county.
- (20) The Shawnee Mission school district is the richest district in the county. It has a valuation of \$18,357,156.
- (21) Six years before Kansas was admitted into the Union the first certification law was enacted.
- (22) The office of the county superintendent was first created in 1858.
- (23) Johnson County Teachers Institute was organized in 1865.
- (24) The normal institute was organized in Johnson County in 1876.
- (25) In 1931 Johnson County spent \$523,240 for all school purposes, and \$337,654 in 1935.
- (26) The total enrollment in all schools in the county was 3,714 in 1871 and 3,547 in 1921. (Decrease of 367 pupils in 50 years.)
- (27) Total enrollment in all schools of the county in 1881 was 4,666 and in 1931 the enrollment was 4,685. (An increase of 19 pupils in 50 years.)
- (28) The Shawnee Mission rural high school is the only school in the county that has shown a gradual increase in enrollment each year since its establishment in 1921.
- (29) Enrollment of the Gardner high school in 1920 was 100 and 103 in 1934. (Increase of 3 pupils in 14 years.)
- (30) The first school in Gardner was a private one taught by Myra D. Shean. (1857)
- (31) The first public school in Gardner was taught by Miss Mary Williams in 1858.

Limitations of the Study

The results obtained in this study agree with the findings of other investigators, who have written histories of the county in which they have dealt briefly with the growth and development of the schools. Due to the lack of time and money the study is not as complete and thorough as could have been made. The Kansas State Historical Society has a very complete col-

lection of historical material on the early growth and development of Kansas. One could spend many profitable years in studying this material, therefore the writer wishes to enumerate the following related subjects for further study:

- (1) To Determine That Effect the Mission Schools Had On the Educational System of Johnson County.
- (2) A Survey of the Early School Laws and Their Effect On the Educational System.
- (3) A Survey of the Early School Problems and their Relation to the Present School Problems.
- (4) A Survey of the First Rural Schools in Johnson County.
- (5) A Survey of the Growth and Development of Certification of Teachers in Johnson County.

APPENDIX

List of Johnson County

Superintendents of Schools From 1858-1934¹

Name	Home	Date Served
1. W. Christison	Olathe	1858-1859
2. L. F. Blagett	Olathe	1860-1861
3. O. S. Laws	Lanesfield	1862-
4. Wm. H. Smith	De Soto	1863-1865
5. O. S. Laws	Lanesfield	1866
6. C. E. Lewis	Olathe	1867-1870
7. Wm. H. Smith	Olathe	1870
8. J. B. Pollock	Olathe	1871-1872
9. B. S. McFarland	Olathe	1873-1874
10. Andrew Renwick	Olathe	1875
11. B. S. McFarland	Olathe	1876
12. Frank Murdock	Olathe	1877-1880
13. W. J. Hull	Olathe	1880-1884
14. F. H. Taylor	Olathe	1884-1886
15. J. L. Howard	Olathe	1886-1890
16. Sadie J. Kelly	Olathe	1890-1892
17. Nannie L. Anderson	Olathe	1892-1896
18. Edith Barnett	Olathe	1896-1900
19. Maude Clavin	Olathe	1900-1904
20. Margaret McFarland	Olathe	1904-1908
21. Emma Skinner	Olathe	1908-1912
22. May Cain	Olathe	1912-1916
23. Zilpah Boone	Olathe	1916-1918
24. Lucile Ewing	Olathe	1918-1922
25. Alice McClelland	Olathe	1922-1928
26. Louis McKinney	Olathe	1928-1932
27. Dorothy DeVault	Olathe	1932-1936

¹ Compiled from Records of the county superintendent's office, Olathe, 1934, and from the Records of the annual reports of the Superintendent of Public Instruction, Kansas, 1865-1870. State Printing House, Topeka.

Superintendents of Public Instruction 1858-1934

Territorial Superintendents²

Name	Date Served
1. James H. Noteware	1857-1858
2. Samuel Wiley Greer	1858-1861
3. John C. Douglass	1861- *

State Superintendents³

1. William Riley Griffith	1861-1862
2. Simeon M. Thorpe	1862-1863
3. Issac T. Goodnow	1863-1867
4. Peter McVicar	1867-1871
5. Hugh De France McCarty	1871-1876
6. John Fraser	1876-1877
7. Allen Borsely Lemmon	1877-1881
8. Henry Clay Speer	1881-1885
9. Joseph Hayden Lawhead	1885-1889
10. George W. Winans	1889-1893
11. Henry Newton Gains	1893-1895
12. Edmond Stanley	1895-1897
13. William Stryker	1897-1899
14. Frank Nelson	1899-1903
15. Insley L. Dayhoff	1903-1907
16. Edward T. Fairchild	1907-1912
17. W. D. Ross	1912-1919
18. Lorraine Elizabeth Wooster	1919-1923
19. Jess W. Miley	1923-1927
20. George A. Allen	1927-1933
21. W. T. Markham	1933-

² D. W. Wilder, The Annual of Kansas. 1841-1886.
Printed at Topeka, 1886. pp. 833-834.

³ Biennial Reports of State Superintendents of Public Instruction, State Printing House, Topeka, Kansas. 1862-1933.

* John C. Douglass was killed in the Lawrence Massacre shortly after entering office.

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bound volumes of Kansas newspapers.
19. Kansas State Historical Society. The Archives Department, Topeka, Kansas.
This department contains the official correspondence of the early
Territorial Governors; original Wyandotte Constitution; original
census reports since the first enumeration of 1855, and early school
records.
20. Kansas State Historical Society. Private Manuscripts Department. Topeka,
Kansas.
Contains 35 bound volumes of the letters of Isaac McCoy, the pioneer,
Missionary and surveyor; the journal of Jothan Meeker, Kansas's first
printer; and also contains some correspondence of Rev. Thomas Johnson.
21. Kansas State Historical Society. Picture and map Department. Topeka,
Kansas.
The Society possesses more than 15,000 pictures and maps of early
Kansas, and subjects of early Kansas life. Some 490 manuscript maps,
and 10,279 printed maps and charts, including maps of the Indian
reservations.
22. Kansas State Historical Society. Museum Department. Topeka, Kansas.
Contains relics of the territorial days, conflicts, and several
thousands of Indian's artifacts.
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tions; Twenty-Eight Biennial Reports of the Society which gives a
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