

AN OUTLINE OF THE HISTORY OF THE KANSAS
STATE TEACHERS COLLEGE OF EMPORIA 1865-1934

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

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EDITOR'S INTRODUCTION

This Outline of the History of the Kansas State Teachers College, which up to 1925 was the Kansas State Normal School, has been written by Miss Kathryn E. Kayser and Mr. Everett D. Fish as the "thesis requirement" for the degree, Master of Science. It is the work of students in college doing research in the general field of history of education. Neither is a professional research worker.

The term "outline" is used because at times, against their inclinations perhaps, Miss Kayser and Mr. Fish have been forced into an evaluation of events, an evaluation which tends to make a dispassionate and impartial attitude difficult. An outline may evaluate, true history never. The true meaning of history, as the writer sees it, can be seen best by comparing it as a science with experimental and normative sciences. In experimental science the observer controls the factors, and hence controls the events; in normative science the observer evaluates the events and develops the means of predicting their occurrence. In historical science, the observer neither controls nor evaluates. His concern is to report what he observes with accuracy and fidelity, leaving to others the task of passing judgment upon whether the events were good or bad, high or low, superior or inferior. Having no responsibility for the events and exercising no control over them, he can take an impartial and dispassionate attitude.

Obviously, not everything that passes for history is such in the

best usage of the word. Herodotus wrote history, but the result was a mixture of fact, legend, unverified hearsay, guess, and opinion. Thucydides was the first historian. He set himself to present "an accurate knowledge of what has happened." "I have not presumed," he said, "to describe them (events) from casual narratives or my own conjectures, but either from certainty, where I myself was a spectator, or from the most exact information I have been able to collect from others." With this viewpoint in mind, Miss Kayser and Mr. Fish have developed the historical material presented in the following pages. The study presents a careful handling of historical material and, to the best of the writers' abilities, represents "an accurate knowledge of what has happened."

Although documents, records, and official reports were utilized whenever and wherever available, the absence of such sources for many years made satisfactory reliability exceedingly difficult. Unofficial documents, newspaper reports, editorials, and interviews were used to supplement documentary material but never as a substitute for documentary evidence when such was available. The fire of 1879 which destroyed practically all of the records of the Kansas State Normal School was responsible for a break in official evidence, a break which was bridged only by using unofficial documents in the form of newspapers, letters, diaries, and memoirs.

No attempt has been made to work by departments, nor has an at-

tempt been made to present the development of the various curricula of the institution. The first appearance of a new department has been mentioned, but to chronicle changes within a department, either in courses, equipment, or faculty, would require a much more exhaustive study than was possible under the circumstances.

Names of individuals appear only as they are connected with events which tend to be historical in nature. Because of this restriction, persons who have given years of faithful service and who are known and loved by thousands may not be mentioned at all, or only in connection with some minor service (but historical in nature), while names of persons on the campus but one year perhaps, but connected with services of such nature that they tend to become matters of record, are given prominence. Thus it has ever been that the names in history may or may not be those of persons who have contributed most.

To avoid endless documentation, a separate volume of sources from which the history has been drawn is offered for the reader's use. These sources vary much in their reliability but all are documentary in nature. Some of the sources are official; others are non-official. The test of the value of the source, however, is not the class to which the source belongs, but its validity and reliability.

Since the study has been checked and rechecked both by the authors and the editor, the reader is asked to withhold criticism until he has definitely assured himself of error in the manuscript. Nothing has been left to the memories of the writers, everything to documentary evidence.

Edwin J. Brown, Editor.

PREFACE

A complete and detailed history of the Kansas State Teachers College of Emporia is a study too extensive for this present volume. Consequently, the study represents an abbreviated history of the institution — a condensed chronicle of those events that mark the growth of the institution from its beginnings in 1865 to the place it now occupies as one of the leading teacher training institutions in the United States.

In the Appendix of this volume, faculty and enrollment tables are listed that also bear testimony to the growth and progress of the school.

The supplemental readings that accompany this sketch have been placed in a companion volume of Readings in the History of the Kansas State Teachers College of Emporia, 1865-1934, which have been fully cross-referenced.

Everett D. Fish

Kathryn E. Kayser

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CHAPTER I

EARLY LEGISLATION AND ORGANIZATION OF THE PRE-SCHOOL PERIOD

Introduction. The majority of Kansas citizens are familiar with the colorful and dramatic story of the early pioneers of the state. Indeed, an emotional response, something akin to state loyalty or pride, follows a consideration of the courage and patience with which the pioneer met the grave implications of the Civil War period, the confusion of the reconstruction period that followed, the agricultural disasters such as the grasshopper plague of 1874, and the roving bands of Indians that constantly terrorized the struggling little communities. In a more or less sophisticated age, sentimental mottoes are taboo, but Kansans agree that Ad Astra Per Aspera has a significance in Kansas history that transcends sentimentality; it is an excellent abbreviation of the state's philosophy in spite of its rather ambitious assumption.

These physical and decidedly objective events in the early history of the state are significant factors in its growth and development, but they cannot be divorced from the pioneer efforts in other phases of growth such as religion and education. When one considers this early history of "bloody Kansas", he continues to wonder at the vitality and stability of a people who could lay aside the harsh demands of a pioneer life to establish schools and churches. But in the midst of warfare, crop failures, and physical dangers, churches were built and educational legislation provided the connecting links between the life the pioneer had forsaken

and the hopes and dreams he wished to realize in the new frontier.

A detailed account of the development of education in Kansas is as colorful as the story of its physical development. The story cannot begin with the adoption of the Wyandotte Constitution in 1859. The educational provisions of that constitution had their beginnings in an eastern culture. Much of the set-up of the educational phase of the frontier plan for "the good life" was copied from the conceptions and ideals of education in the homes these pioneers had left in the East. Of course, they added to these traditional philosophies, the philosophy of a new environment--a new way of thinking. These early principles and objectives were clearly defined in the educational provisions of the Wyandotte Constitution adopted October 4, 1859. The first Kansas lawmakers insisted on a uniform system of education; they demanded a plan of procedure that would encourage the promotion of intellectual, moral, scientific, and agricultural improvement. Each level of education was provided for--the common schools, the higher grades, represented by the normal, preparatory, collegiate and university (R. 1). These provisions of the Constitution also called for the establishment of a state university at some convenient place. The university curriculum was to include literature arts, sciences, a normal department, and an agricultural department. The funds secured from the sale of the land given to the state by the United States government, and other donations to be called the "University Fund", were to be used for the support of

the university. In the struggle of three towns of Kansas to secure the site of this university, begins the colorful history of the State Teachers College of Emporia.

1. Establishment of the State University

Three Towns Bid for the University. The reader may well question the strange approach to the history of the institution now known as the Kansas State Teachers College of Emporia through the establishment of the University of Kansas, but a brief account of the early struggle for the site of this school will show the direct relationship of the two schools. After the adoption of the Wyandotte Constitution in 1859, one of the most widely discussed problems of the period was the establishment of the university provided for in Article VI, Section 7 (R. 1). As has been stated, the school was to be located at some advantageous point in Kansas, and three towns felt they were the best sites for the new school--Manhattan, Lawrence, and Emporia (R. 2). The question had come up before the legislatures of 1860 and 1861, but no definite vote was taken. In 1863 the location became one of the major issues before the House. By this time Manhattan had lost interest in the race and dropped out because she wished to establish an independent agricultural institution at that place. Lawrence and Emporia were left as contestants; in the battle that followed, bitterness and personal animosities became common.

Emporia and Lawrence in Close Contest. In this intense struggle of the two towns to secure the site of the university, laymen and legislators worked feverishly. Both towns realized the

advantages and prestige a state university would bring. Consequently, many offers and inducements to secure the coveted prize were extended. The bill for the location at Emporia came up before the House on February 6, 1863. A motion was made to adopt the bill. Mr. J. S. Emery, who was supporting Lawrence, hurried to that town, held a caucus, and returned to Topeka with an offer of \$15,000 promised by Lawrence citizens for the establishment of the school at that place. The lack of an adequate water supply in Emporia was pointed out by the Lawrence supporters. Mr. C. V. Eskridge of Emporia, member of the House of Representatives, met this criticism by promising more cisterns for his town if the school site were given to Emporia (R. 3). Records show that the argument became more personal and bitter, augmented by the fact that a crowd of supporters of the two towns were present for the debate. After a heated discussion, a vote was taken that resulted in a tie--33 to 33. Mr. Edward Russell, who was in the chair, voted for Lawrence, breaking the tie. The Lawrence bill was reported on favorably by the committee at large, but before the third reading of the bill, a provision had been inserted that stated that Lawrence must produce the promised \$15,000 within six months or the school would go to Emporia. Another provision stated that the twenty acres of land promised by Lawrence must be increased to forty acres. The bill passed the House 38 for Lawrence and 35 for Emporia. It was ratified by the Senate. Not without a struggle, Lawrence citizens succeeded in raising the \$15,000.

Emporia citizens were bitterly disappointed. The newspaper

reports indicated that supporters of Emporia blamed several factors for their defeat. They felt that Mr. Eskridge, excellent as he was in parliamentary procedures, waged a one-man battle on the floor of the House. Lobbying and a campaign fund of \$1,000 were also named as contributing factors (R. 3).

2. Establishment of the State Normal School

After the failure of Emporia to secure the site of the state university, Mr. Eskridge began an intensive campaign for the establishment of a Normal school at Emporia. The reader may wonder at this sudden and rather startling swerve of Mr. Eskridge's enthusiasm from the university site to a Normal site, but this attitude is interpreted under a later paragraph "Emporia's Reaction to the Establishment of a State Normal School." Largely through the efforts of Mr. Eskridge, the Third Legislature of 1863 passed the act that established, located, and endowed the State Normal School in March of that year (R. 4). The act was approved by Governor Carney on March 3, 1863.

Section 1 of the act provided that the Normal was to be located at Emporia, provided a tract of land, not less than twenty acres, be donated to the state, in fee simple, as a site for the school, within twelve months from the passage of the act. The provision also set down the purpose of the school in definite and unmistakable terms—the exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching. The act further stated that instruction was to be given in "the common school branches, mechanic arts, arts of husbandry

and agricultural chemistry, and the fundamental laws of the United States, and in what regards the rights and duties of citizens...."

Section 2 provided for a board of commissioners appointed by the Governor whose duty was to select the site of the Normal. These commissioners were to meet in Emporia on or before the first day of September, 1863, and make the selection of the site; the deed was to be recorded in the records of the Recorder of Deeds for Lyon County.

Sections 3, 4, and 5, pertained to provisions concerning the disposal of certain lands granted the state of Kansas by an act of the Congress that admitted Kansas into the Union in 1861 that were now a part of the Normal School's endowment. The sections of land upon which the salt springs were located, and one additional section, were reserved by the state; "lands adjoining or as contiguous as may be to each of the salt springs" were set apart as a perpetual endowment for the Normal's support (R. 4). The location of these lands was in the counties of Saline, Republic, Cloud, and Mitchell. Any money derived from these lands was to be safely invested and the principal was to be used for the support and repair of the school.

The six sections of the act were published in the Emporia News on March 7, 1863, at which time the act took effect according to the provision as stated in Section 6. One may designate this important date as the actual birth of the Kansas State Normal School, although its birthday is generally referred to as February 15, 1865, the date pupils first appeared at its doors for instruct-

ion.

3. An Act To Organize the State Normal School

In February, 1864, the legislature passed the necessary legislation that made possible the organization of the State Normal School. This plan for organization was embodied in An Act To Organize the State Normal School (R. 5). Although the act is too lengthy to be summarized in detail, provisions of the act may well be stated since they furnished the machinery by which the school began its first term in 1865.

The act provided that the State Normal School was to be under the direction of a board of nine directors, six of whom were to be appointed by the governor. The governor, state treasurer, and state superintendent of public instruction were ex officio members. This board of directors was given the power to appoint a principal and assistant, and any other teachers that might be found necessary for the successful operation of the school. The choice of texts was also within the jurisdiction of the board.

That the exclusive purpose of the school was to train teachers for Kansas, is evidenced by the provision that gave the board the power to establish an "experimental school" in which prospective students might have the opportunity to do actual teaching while attending the Normal. The board was responsible for the general arrangements of this training school.

Provisions were made for the rules and regulations for admission. All students were to sign a pledge in which they stated

that their purpose in attending the school was to fit themselves for teachers. The board had the power to reject a prospective student who was not a person of "good moral character."

Each representative district in the state was entitled to send one pupil to the school provided this student was recommended by the representative of the district. This student was to attend the State Normal for twenty-two weeks, tuition free, provided he could meet the necessary qualifications. If the board saw fit to allow a student to enter without the teaching pledge having been taken, it made its own terms in this special dispensation.

Several inspections for the institution were included in this act. The school was to be inspected by visitors appointed by the state superintendent of public instruction; the state superintendent was to visit once a year and report to the legislature. The board of directors was expected to watch over the school's activities at all times.

The act also provided for a certificate that would be granted the student who completed the twenty-two weeks' course. This certificate was to be conferred on the student who seemed to possess the qualifications of a good teacher in addition to his mastery of the prescribed courses. At the completion of the full course of the school, the student was to receive a diploma which entitled him to teach in the common schools of the state.

4. Selecting the Normal Site

First Site Chosen. According to the provisions of the Act to

Establish, Locate, and Endow a Normal School, Governor Thomas

Carney appointed the following persons as members of the Board of Commissioners: Professor I. T. Goodnow, State Superintendent of Public Instruction, H. W. Fick, and Leroy Crandall. These men met in Emporia, August 17, 1863, and after taking oath, selected the site for the Normal School. The site comprised twenty acres described as follows:

Commencing at a point on the section line between sections ten (10) and eleven (11) township nineteen (19) south, of range eleven (11) east of the sixth principal meridian in Kansas, twenty-one (21) rods south of the northwest corner of the southwest quarter of said section eleven (11); thence east, eighty (80) rods; thence south, forty (40) rods; thence west, eighty (80) rods; thence north, forty (40) rods, to the place of the beginning.

This land was donated to Kansas by Henry W. Fick, Esq., and the deed was officially recorded in the records of the Register of Deeds for Lyon County (R. 7).

~~X~~ Site Changed Three Years Later. After careful consideration, the Fick site was abandoned, and the board members looked around for a more suitable location for the Normal. A tract of land south of Sixth Avenue was suggested. Land west of West Avenue was also considered. The site chosen finally was a tract of land twenty rods wide and extending north from the head of Commercial Street one-half mile, donated to the state by Mr. G. F. Filley of St. Louis, the owner. It was on this tract that the first Normal School building was erected. The site was deeded to Kansas on March 20, 1866 (Rs. 38, 58).

5. First Appropriation

The Normal had received an endowment of over 38,000 acres of salt lands, but this land had not been sold nor had it brought in any income. It was necessary, therefore, to secure financial aid from other sources. Through the efforts of I. T. Goodnow, State Superintendent of Public Instruction, who had worked for the passage of the necessary act which provided for the organization of the school an appropriation of \$1,000 was made for the purpose of meeting the salaries of the school. (R. 14).

6. Delay in Opening the School

X Governor Is Slow in Appointing Board. The regular organization of the school could not be started until the board of directors had been appointed by the governor, according to certain provisions in An Act To Organize the State Normal School which was passed in February, 1864. Before this board could be appointed, the statutes of the act had to be published (R. 5). This provision caused considerable delay in the appointment of the board. In fact, the board was not appointed until August of that same year (Rs. 9, 10, 16). At this time, Governor Carney appointed the following persons as members of the board of directors: T. S. Huffaker, Es., of Council Grove; Judge J. W. Roberts, of Oskaloosa; Rev. G. C. Morse, of Emporia; and Hon. G. V. Eskridge, of Emporia. On August 19, 1865, two more members were appointed--David Brockway of Topeka, and James Rogers, of Burlingame.

X War Delays Opening. Another situation developing from Civil War activities delayed the opening of the school. After the

board of directors had been appointed, a fall meeting was planned. At the time the meeting was to convene, there came an urgent call for all able-bodied men to march to the border for picket duty. Consequently, the board was unable to meet until January, 1865 (R. 15).

7. Emporia's Reaction to the State Normal

X Early Opposition. When one reviews the early struggle of Emporia to secure the site of the university, he is not surprised to learn that the establishment of the State Normal at Emporia was not received with hearty enthusiasm by the majority of the citizens. This reaction was not extraordinary in view of the fact that in the early 60's the Normal School as an institution was practically unknown in the west. The first State Normal had been established but twenty-four years before in Lexington, Massachusetts by Horace Mann. In an address given by Dr. A. R. Taylor, president of the Normal from 1882 to 1901, as part of the inaugural exercises of President Hill, mention was made of the bitter disappointment of Mr. Eskridge in the loss of the university. Mr. Taylor related that Professor Goodnow, State Superintendent of Instruction, met Mr. Eskridge after the losing vote had been taken in the legislature. Noting the desolate manner of Mr. Eskridge, Mr. Goodnow asked him the reason for his dejected spirit. When Mr. Eskridge answered the question and indicated it was caused by the loss of the site of the university, Mr. Goodnow suggested that Mr. Eskridge endeavor to secure the site of the Normal. Mr. Eskridge was said to have replied in characteristic pioneer lang-

uage, "What in ----- is a Normal School?" (R. 6). However, it was largely through his efforts that the act was passed that located the Normal in Emporia (R. 8). Emporians felt that the Normal had been thrown to them as a sop, so to speak. But as reports came to them from states to the east indicating that Normal schools were leading institutions, gradually they became reconciled to their new acquisition.

X Emporia Donates Room for Normal Classes. The bitterness at the loss of the university ended on July 2, 1864, when Mr. Eskridge, at the annual school meeting, offered a resolution in which the upper room of the district school house was offered to Kansas, free of charge, during such times as the Normal needed a place for the continuance of the school (R. 11). The resolution passed without delay. This upper room was part of the stone school house that stood on the present site of the Emporia Senior High School. At that time it was the largest school building in the state, and citizens felt that it was a worthy structure in which to house the Normal. There was the hope, also, that the Normal would serve as a high school for the community. The building had been erected in 1863-64, replacing the school taught by Mary Jane Watson which opened on October 14, 1858 as Emporia's first school-- a "free school." (Rs. 11, 12, 13, 33).

8. Executive Board Secures Teacher

The machinery of the Normal was put into operation in January 1865, when an executive committee was appointed. The members of this committee were Rev. G. C. Morse, Mr. C. V. Eskridge, and

Mr. James Rogers. Rev. Morse was appointed as the member who would go East in search of a suitable teacher to take the position of principal. Rev. Morse had been a tireless worker for the acquisition of the Normal, and his keen insight into the educational problems of the day made him the choice for this important task. He secured Lyman B. Kellogg, a graduate of the Illinois Normal University, as first teacher of the Normal. Mr. Kellogg reached Emporia by stage coach the day before the Normal was to open its doors for the first time. That evening he gave an address before the citizens of Emporia. The roads were muddy and the weather was extremely bad, but the Kansas State Normal School was now ready to begin its task of training teachers (Rs. 17, 18, 19).

CHAPTER II

THE ADMINISTRATION OF LYMAN B. KELLOGG, 1865-1871

1. The First School Year

~~X~~ First Day of School. On February 15, 1865, despite a heavy storm and muddy roads, eighteen pupils enrolled in the Kansas State Normal School: Zeruah P. Allen; Mary Bay; Laura Burns; Ellen M. Cowles; Clarissa Fawcett; Heloise Hunt; Emma Hunt; Bettie Maddock; Sarah Mantor; Mattie Nicholls; Josephine Slocum; Adaline Soule; Elmira F. Spencer; Margaret L. Spencer; Mattie P. Spencer; Frank Gillett; Albert T. McIntire; and John F. McClean (R. 22). Mr. Kellogg, the principal, opened the school with the reading of the parable of the sower, and the pupils and teacher repeated the Lord's Prayer. There was some uneasiness among the pupils for rumors had reached them concerning an attack by Indians; rumors of an expected rebel invasion from Texas had also been circulated (R. 21).

An enrollment of eighteen pupils seems small and unpretentious in comparison with present enrollments in the Teachers College well over the thousand mark, but Mr. Kellogg pointed with pride to this enrollment. In an historical sketch he wrote five years later, he mentions the enrollment of fifteen students on the first day of the Normal in Lexington; he also pointed out that there were but seventeen original students in his own alma mater, the Illinois Normal University (R. 21).

The physical set-up of the Normal was meager. The pupils sat on settees borrowed from the Congregational Church; the

teacher's chair was one borrowed from the office of the county treasurer. The traditional teacher's desk was missing. There were no maps, text-books, or any illustrative materials. The only permanent furniture in the room were two stoves. In A History of the State Normal of Kansas for the First Twenty-Five Years, published in 1889, mention is made of this room, stating that the Normal board accepted with thanks this "comfortable, commodious and beautiful school-room, finished and furnished (R. 13). Either the presence of two stoves in a room classified that room as "finished" or "furnished" in that early day, or the narrator of this account secured his description from sources other than the official report of the Board in 1870 (R. 21).

First Days Are Hopeful. Needless to say, this very early period of the school's beginning was one which the friends of the Normal viewed with anxiety. But this was a pioneer experiment in every sense of the word; and because the pioneer is forever an optimist, every effort was made to boost the school--both in actual help and favorable publicity. Three days after the opening of school, the Emporia News carried an editorial typical of the newspaper style of that day, in which it summed up the situation by stating, "We now have the beginning of a real Normal School and it's no humbug (R. 20)!" Other students enrolled a few days after the opening of the school, and at the close of the term in June, 1865, the enrollment had increased to forty-three.

Improvements Are Made. With the increased enrollment, the

board voted to hire an assistant for Principal Kellogg. Accordingly Prof. Kellogg secured Prof. H. B. Norton, a graduate of Illinois Normal University (R. 36) as a teacher for the school. The room which housed the Normal was rearranged in order to facilitate instruction. This room was provided with reference and reading tables. Seats and desks were added. The two dressing rooms were equipped with hooks and wash stands which the principal stated "would encourage neatness and tasty attire." Slate blackboards and maps were added to the room. This room, thirty-two by thirty-six feet, was inadequate for the needs of the school. A recitation room was needed badly. Since there were no funds available for the needed improvement, Mr. John Fawcett of Emporia, who had children in the school, erected a one-story frame building, fourteen by ten feet, south of the main building, and donated it to the school. This building was connected with the main building (the stone district school) by a plank walk; in the fall of 1865 and during the entire year of 1866, this building was used as the recitation room (R. 13).

The first library of the Normal consisted of the following books: four Webster's unabridged dictionaries; a Worcester dictionary; two sets of Cleveland's Compendiums of English and American Literature; Gould Brown's Grammar of English Grammars; and a few other reference texts whose titles were not given (R. 26). The school furnished the texts which had been donated by various publishers. In Mr. Kellogg's report to the board of directors, he lists these texts, with the suggestion that the board thank the

publishers who aided the Normal with their donations or discounts. A complete list of these books would add little to the study, but a partial list includes the following: Ray's Higher Arithmetic, Algebra, and Geometry; Pinneo's Grammar; McGuffey's Fifth Reader; Tate's Philosophy; Weber's Outlines of History; Smith's History of Greece; a Speller and Pronouncer, (author unknown); and a set of singing books. Congress donated documents through requests made by certain senators and representatives of the district (R. 25), among whom were C. V. Eskridge and Hon. Jacob Stotler.

✧ Total Enrollment For 1865. Although the original eighteen students are generally referred to as the students of 1865, the enrollment at the close of the first year of the State Normal which ended December 15, 1865, was seventy-eight. Mr. Kellogg classified these students as "forty-nine ladies and twenty-nine gentlemen." Forty-seven pupils were from Emporia and Lyon County. Other counties represented were Butler, Allen, Chase, Coffey, Douglas, and Morris. Two students were from Illinois, one experienced teacher, and the other a returned soldier. Mr. Kellogg appeared to be somewhat disconcerted over the large representation from Lyon County, but he attributed this condition to the average Kansan's lack of knowledge of the worth of a Normal school. He also mentioned the limitations of the school itself, as a contributing factor. The average age of the pupils was eighteen years. Seventeen of the group were experienced teachers (R. 31).

✧ Plans For a Boarding Club. An important factor in the life of the school was the boarding club. At the beginning of the

school, the problem of housing and boarding the Normal students was a major one because of inadequate facilities. High prices, an aftermath of the war, prevailed in Emporia as elsewhere.

After a consideration of the problem, a plan was adopted, as an experiment, in which a large boarding house of brick or stone was to be erected for the housing of the students (R. 29). The building was to cost approximately \$12,000. A matron or family was to have charge of the club. Stock was to be bought by citizens of the town. These plans did not materialize until 1870 (R. 51).

Request For An Experimental School. Since one of the sections of An Act To Organize the State Normal School provided for the establishment of an experimental school in which the pupils could put into practice the theories of education presented in the classroom, Principal Kellogg advocated this move during his first year as principal. In his first report to the Board in 1865, he suggested that "the Normal School is not furnished with all of its parts until there is connected with it the Model or Experimental School." He urged an early consideration of the matter (R. 30).

2. Rules and Regulations

X Admission. In addition to the requirement that the student be of "good moral character," declare his intention of teaching, and pass the necessary examinations, there were certain age requirements that were adhered to strictly. The first minimum age requirement for males had been sixteen; females under fifteen could not enter the school. But this requirement was changed in 1865 and the minimum age for males was set at seventeen, while the

minimum age for females was set at sixteen (R. 23). However, if the principal was of the opinion that a prospective student under the minimum age requirement was mature enough to carry the work, he might admit him. The board could do as it pleased in regard to the admittance of negro students (R. 5).

Since the legislature had required a teaching pledge to be taken by prospective pupils except in those special cases already mentioned, the following pledge was drawn up and administered to the students:

I hereby declare that it is my intention to become a teacher in the schools of this State, and that my object in attending the Normal School is to better prepare myself for this important work.

Mr. Kellogg explained in his report in 1865, that the student was required to teach the same number of years as he studied in the Normal. After that period, teaching was voluntary. Forty-five pupils signed the pledge. Mr. Kellogg stated that the "honor of the pupils was at stake regarding its fulfillment (R.23)."

Fees and Expenses. According to the report of Mr. Kellogg, there was no tuition fee for those students desiring to become teachers; for others, the fee was fifty cents per week. Board was listed at \$3.50 to \$4.50 per week in private homes, per week (R. 24).*

Course of Study. The fact is kept in mind that the Kansas State Normal of this period was not of collegiate rank. Its actual status and its objectives may be interpreted by the following excerpt from a report given by John S. Hart, principal of the New

* It is worthy of comment that board at this writing (1936) is practically the same at the Kansas State Teachers College.

Jersey Normal School, and quoted by Mr. Kellogg in his first report to the board of directors in 1865:

The first and main idea of such an institution is to teach methods, rather than sciences; to make teachers, rather than scholars... Our institution is not a mere high school, or academy, but a teachers' school. We aim accordingly to spend a large amount of time on elementary branches, which are supposed to be known by our pupils before they come here. We direct their attention to the fact that they are now going over their studies not so much with a view to get a knowledge of them, as to learn how to express that knowledge (R. 35).

It will be noted, therefore, that the work was on a level that educators today classify as "secondary." The curriculum consisted of the studies taught in the public schools, to which were added advanced English, and Latin and Greek for the purpose of interpreting the English language. Classics were not emphasized although their value as "a means of intellectual discipline" was admitted (R. 35). Citizenship training received a hearty commendation from Mr. Kellogg, and he insisted that teachers should be able to instruct their pupils in the enactment of laws and the observance of them. The study of algebra and geometry were recommended as sources of mental discipline. Constitution, and Mental Philosophy and Logic were advocated for study after the elementary work had been completed. Emphasis was placed on the value of speech training. This training was to include both organization of ideas and the mechanics of speech. The use of chalk was also given a prominent place in the course of study. Blackboards had been introduced into the schools some forty years earlier.

At the beginning of the second term, when Mr. Norton had been

hired as an assistant to Mr. Kellogg, the subjects were divided as follows: Mr. Kellogg was to teach five classes in reading, writing, arithmetic, and spelling. He was to do this in addition to his work as principal; Mr. Norton taught arithmetic, grammar, geography, and physical geography.*

Length of Course. Three years was set as the least time in which one might complete the full course of the Normal. The board believed that the required work demanded this much time for a successful completion of the required subjects, and that a longer time was not consistent with good economy. The board pointed out the dangers of the policy of the pupil who accepted a teaching position before he was adequately prepared for it (R. 23).

3. The Kansas State Normal is Received Favorably

At the close of the first year of the Kansas State Normal School, there was every indication that the school was starting its growth and development with public opinion on its side. That the school had established itself as an institution in the state, is indicated by the fact that many educational leaders of the state attended the examination and closing exercises in June, 1865. The board of visitors composed of L. B. Bailey, W. A. McCollom, and W. A. Ela, also attended the meeting in the capacity of an examination committee, and it gave a most favorable report on the Normal (R. 27). Mr. I. T. Goodnow, State Superintendent of Public

* This first curriculum of the school seems meager and arbitrary when compared to the broad course of today, but there are some of these early policies in regard to curriculum still functioning in the course of study of the Kansas State Teachers College of Emporia today.

Instruction, reported to the legislature that "the school opened as an experiment, and has demonstrated its success" (R. 32).

At the summer meeting of the State Teachers' Association at Lawrence, June, 1866, Mr. Kellogg and Mr. Norton were speakers on the program. Reports show that their contributions added to the prestige of the Normal. This interest in the school resulted in an important resolution adopted at that meeting in which this group of Kansas teachers endorsed the Kansas State Normal School and promised the institution its support (R. 37).

The Normal was recognized nationally in the field of education this same summer, when Mr. Kellogg was invited to read a paper on "Normal Schools in Kansas" before the National Education Association meeting held in Indianapolis (R. 37).

4. The Philosophy of Mr. Kellogg

Back of the growth and development of any institution, are the guiding forces that shape its destiny; but history ceases to be objective when personalities are evaluated in terms of the contributions they make to the institutions they lead. However, a brief resume of Mr. Kellogg's philosophy is included in this particular portion of the account of the school's history for the purpose of showing the substantial framework on which the future of the school depended. Mr. Kellogg's own words will be quoted from his report to the board of directors in 1865:

The Normal School is an integral part of the great free school system of our State; and its distinctive work is to fit education of teachers for the public schools, by imparting a comprehensive and critical knowledge of all

elementary studies, with the best methods of teaching the same, and such analysis and outline of higher studies as will conduce to the development of a true manhood and womanhood; thus its graduates will be enabled to perform well its duties incidental to the training of youth in all that it pertains to citizenship in our Republic. It should add to the efficiency of our public schools by increasing the number of good teachers in the State by the number sent out from its walls; by the active labors of its teachers and graduates in conducting Institutes, by testing and disseminating information in regard to the science of education in general, the best methods of teaching particular branches, and the school system and laws of our State; by introducing more correct ideas of school government, based upon a knowledge of the true nature of childhood, than have heretofore been entertained; by using and recommending the best text books; by advocating such methods of primary instruction as appeal to the senses and perceptions of children; by encouraging physical culture in our schools, by increasing the general interest in schools and school architecture; and finally, by insisting that progress in education shall keep pace with progress in all else that ennobles our State, and gives it rank in the great Union of States.....(R. 35).

5. Period of Expansion

* Filley Tract Accepted As Site of New Building. As has been pointed out in an earlier paragraph, (p. 9) Mr. H. W. Fick, a member of the board of commissioners, had deeded a tract of land to the Normal as a site for the first building (R. 7). When this tract of twenty acres was deemed impractical, other lands were considered. The tract that appeared most advantageous was land at the head of Commercial Street, owned by Mr. Giles F. Filley of St. Louis. A representative from Emporia, Mr. I. E. Perley, was instructed to confer with Mr. Filley in regard to the land. Mr. Filley donated this tract to the Normal on March 20, 1866, after the 1866 legislature had passed the act that changed the location from the Fick tract to the proposed Filley tract (R. 58).

A description of this twenty acre tract on which the first building of the Kansas State Normal School stood, is as follows:

Commencing at a point six and one-half rods east of the center of section ten, in township number nineteen south, of range number eleven east, in the county of Lyon and State of Kansas; thence north one hundred and sixty rods; thence west twenty rods; then south one hundred and sixty rods; thence east twenty rods, to the place of beginning, containing twenty acres...(R. 58).

In 1889, Mr. Filley gave an additional deed quitclaiming the site. This deed gave the Normal unquestionable title to the tract. The legislature also ordered Mr. Fick's land deeded back to him.

Acquisition of Additional Section of Salt Land. When the board of directors met on June 20, 1866, the question of the sale of the salt lands came up for discussion. These lands, as has been pointed out (R. 4), were given as an endowment to the school, March 3, 1863. Hon. H. D. Preston was appointed to appraise these lands in order to facilitate their sale, according to Section 1 of the Act to Establish, Locate and Endow a State Normal School (R. 4). The additional section reserved by the state caused much confusion because of the inability of the board to decide on its specific location. Therefore, the 1869 legislature added a supplement to the original act, which provided that this additional section was to be added to the original grant of land (R. 59).

Appropriation for First Building. The enrollment of the Normal had increased to such proportions by 1866, that the upper room in the stone building known as the "District School", had become inadequate. Therefore, the legislature was asked to consider an appropriation for a new building which, after having

been used for a few years, would then house the Model School. Hon. C. V. Eskridge and Hon. Jacob Stotler pushed the bill in the legislature of 1866, and on February 7, 1866, the appropriation was approved (R. 38). The House allowed \$10,000 for the building itself. The directors met in Topeka the day the bill was approved and discussed plans for the new building. A plan submitted by Mr. T. H. Lescher, Esq., of Lawrence was accepted. Mr. John Hammond of Emporia was named contractor and Mr. E. Borton was chosen superintendent of the project.

* Act Governing Sale of Lands. On February 25, 1866, an act was approved that gave the board of directors specific instructions as to the sale of the salt lands (R. 60). The entire act is too lengthy to be included in this account, but several important sections will be discussed because of their direct relationship to the unfortunate "Bancroft Embezzlement" of 1878. The legislature authorized the board to sell these lands at not less than one dollar an acre. Furthermore, an agent was to be appointed who was to handle the sales of these lands. He was to make the sales and handle the money derived from them. When the lands were sold, the state was to be reimbursed for the appropriation it had made for the new building (R. 60). An advertisement in the Emporia News on October 2, 1868 (R 46), stated that Mr. E. P. Bancroft had sixty sections of land for sale. (This was a slightly exaggerated figure.) At the time of the board meeting in 1870 these salt lands still remained unsold, and nothing more is heard of them until the disastrous "Bancroft

trouble."

Dedication of First Normal Building. The dedication of the first building of the Kansas State Normal School on its present site, took place January 2, 1867, at the opening of the second term of that school year (R. 40). Judge John H. Watson of Emporia presided. The building was forty feet wide and sixty feet long, two stories high above the basement. The upper story was used as an assembly room. The seating capacity was one hundred twenty. The second floor was divided into four rooms; two of them were finished when the school was opened. One room was to be used as the home of the Model School. The basement was used for dressing rooms and storage. The building cost more than the \$10,000 appropriation of the legislature of 1866 (R. 38). The following year another appropriation was made for \$14,000. Of this amount, about \$5,000 was to be used for the completion of the building, \$1,500 for furniture and apparatus, \$4,000 for teachers' salaries, \$1,000 for a model school, \$1,000 for fencing and ornamentation of grounds, and \$850 for a well or cistern, and outbuildings (R. 61). The total cost of the building amounted to \$15,650 (R. 40). The state felt that it had accomplished a rather unusual feat by completing a well equipped building such as this first Normal School, when it (the state) was but six years old!

First Graduation Class. On Friday, June 28, 1867, occurred a significant ceremony of the Kansas State Normal School--the first graduation exercises (R. 45). The two graduates were Ellen Plumb and Mary Jane Watson. The following program was given be-

fore a large crowd:

Prayer-----	Rev. S. E. MacBurney
Anthem	
Success in Life-----	Ellen Plumb
The Christian Statesman---	Mary Jane Watson
Music-----	Silver Cornet Band
Address to Class--	
	Rev. G. C. Morse
Award of Diplomas-----	Rev. G. C. Morse
Music-----	Silver Cornet Band
Benediction	

The board of directors was represented by C. V. Eskridge; Judge L. D. Bailey, of the Supreme Court was the presiding officer.

Announcement of Opening of Model School. In 1865, Principal Kellogg had called attention to the urgent need for an experimental school in which "theory might be put into practice." With a room in the new building for its location, and the \$1,000 appropriated by the legislature of 1867 for its use, the plans for its opening were made. The Emporia News reported on the proposed opening of the new school on August 9, 1867, and gave the opening some favorable publicity (R. 42). The News stated that the enrollment was limited to thirty students. Two grades were planned, one composed of students not sufficiently advanced to enter the Normal, but mature enough as far as ages were concerned; the other group was to be made up of children from ten to thirteen years of age who had "fair opportunities for education." The tuition was set at six dollars a term. Any Kansan could enroll and he did not have to sign the teaching pledge. Mr. Kellogg was in charge of the school when it was first organized. On April 18, 1868, a primary grade of fifteen pupils was added. This group of children was from five to eight years

of age. Mary R. Pittman was secured as teacher of the department. Instruction was given in "morals and manners, objects, fundamentals, singing, writing, and inventive drawing." Tuition was four dollars (R. 48) per term.

Later Improvements. By 1870, the entire twenty acre site of the Normal was enclosed with a post and board fence. Shutters and blinds were added to the windows. Plans were started immediately for ground improvements (R. 54).

Preparatory Course Added. The board of directors provided for a new course on April 8, 1868, whose object was "to afford students of limited education an opportunity to fit themselves for the regular teachers' course of three years." At the end of the term these pupils were transferred to this course if they passed the necessary examinations (R. 47). With the addition of this new group of students, the Normal now had five classes--the Model School, Preparatory, Junior, Middle, and Senior (R. 55).

First Periodical Published At Normal. The Kansas State Teachers' Association had started a publication in 1864 known as The Kansas Educational Journal. In 1867, Mr. Kellogg and Mr. Norton became its editors. Although this could not be called an official organ of the Normal, it marked the beginning of a new era--the field of publications. This journal was officially published in Emporia until 1871 (R. 44).

Boarding Clubs Become a Reality. The boarding clubs advocated from the first of the school by Principal Kellogg, were not organized with dissension. In June, 1868, the State Normal

Boarding House Association traded its unfinished building to Mr. Jonathan Hunt for his hotel in the east part of Emporia. The citizens of the town were unable to finance the building first planned by them (R. 49). This building afterwards became the property of an individual who bought up all the shares, so the venture met its second defeat (R. 50). The clubs were organized finally in 1870 by the city of Emporia. It built two frame houses, twenty-two feet by sixty feet and two stories high. These buildings were located on Commercial Street, between the Normal and the center of town. One of the clubs that stood on the southwest corner of Ninth and Commercial, was used by the "ladies" of the school; the other club, located on the opposite side of the street, was occupied by the "gentlemen." The boarding club was one of the social centers of the school in this early period, and remained so for a number of years (R. 51).

Graduation Exercises in December. The only graduation exercise in the history of the Kansas State Normal School that did not take place in June was the commencement of the 1870 class. The exercises were changed from June to December in order to accommodate some of the teachers (R. 57). This change probably explains the lack of any record of an 1871 graduating class.

6. Move To United Schools

The first agitation for a consolidation of the three state schools came in 1868. The Senate appointed a committee to investigate the proposal. After a consideration of the suggested union, the committee reported favorably on the measure which had been

presented before the House. However, this report failed to convince the legislators that Kansas University, the State Agricultural College, and the State Normal School should be combined.

This agitation for such a union, was the first one on record (R. 62)*.

7. Mr. Kellogg Resigns

With the beginning of 1871, a new and ugly note disturbed the serenity of the Normal. Dissension became a public issue when certain bitter letters were introduced on the front page columns of the Emporia News. These letters were written by men whose lives had been closely tied up with the progress of the Normal. That these personal disagreements were the aftermath of misunderstandings is apparent when one reads the frank and scathing articles. This trouble cannot be reported on with any degree of accuracy since personal animosities colored the discussions to such an extent, that fact and prejudice are inseparable. Accusations were made, honesty challenged, motives and personal integrity questioned, until the story became so distorted and exaggerated that any attempt to interpret the quarrel would be invalid. Consequently, none of this "newspaper warfare" will be included in this discussion or in the Source Book. The writer and the editor agree that it is valueless as history. All that can be said is that certain economic factors, including reductions in the number of faculty as well as salary reductions, dissension over an appropriation for a new building, and personal feuds that the News referred to as

*Sixty-five years later the legislature of 1933 spent time and argument on the same question.

"twaddle", led finally to the resignation of Mr. Kellogg.

When Mr. Kellogg resigned, he left an enrollment of two hundred forty-three students as compared with the University's enrollment of two hundred thirteen, and an enrollment of one hundred sixty-eight at the State Agricultural College. The reputation of the school had been established, and teachers trained in the institution were already filling responsible positions in the state.

CHAPTER III

THE ADMINISTRATION OF GEORGE W. HOSS, 1871-1873

1. New Board Makes Changes

Board Reduces Faculty and Salaries. An entirely new board of directors was appointed in 1871 to fill the vacancies caused by the expiration of the terms of the former members. The most serious question confronting this new board was the matter of financial curtailment, the same problem that had caused considerable dispute and confusion among the members of the old board and Principal Kellogg. In 1870 Principal Kellogg had urged salary increases; he had also pointed out the need for more teachers. On these two points, the board had not agreed. When the new board met on June 22, 1871, the old board members were asked to attend this meeting for the purpose of presenting their views on the matter. After a heated discussion, economy measures were passed (R. 63). The new board had anticipated the resignation of Principal Kellogg, so action was taken in regard to his successor. Prof. J. C. Greenough, who later became principal of the Massachusetts State Normal at Westfield, was elected principal at the same salary that had been paid Principal Kellogg. The salary of the preceptress was reduced from \$1,600 to \$1,200. Principal Kellogg and Mrs. J. H. Gorham, preceptress, handed in their resignations eight days later, although Mrs. Gorham stated in a letter in the Emporia News (R. 64) that she had been asked to resign.

Another economy measure passed was the discharge of the principal of the model school. The board recommended that the more advanced pupils in the State Normal School carry on the work if the principal so desired.

X Dr. George W. Hoss Elected Principal. When the board members met again in July, 1871, they were notified of the resignation of Prof. Greenough. Dr. George W. Hoss was then chosen to take the position of principal. He had been a teacher of mathematics in the Northwestern Christian University of Indiana for eight years. In 1865, he was elected Superintendent of Public Instruction of Indiana. He held the position of Professor of English Literature and the Theory in the Practice of Teaching in Indiana State University from 1865 until 1871. That Dr. Hoss was familiar with the organization of the Normal School is evidenced by the fact that he was the author of the law that established and governed the State Normal School of Indiana (R. 65).

The Model school Discontinued. Because of lack of room and adequate funds with which to support its activities, the model school was discontinued by the Board in 1871, shortly after Dr. Hoss was elected principal. Principal Hoss stated that he recommended this suspension of the school with reluctance, but suggested that an appropriation from the legislature was necessary before it could function (R. 68).

Recommendation For Elimination of Preparatory Course. The preparatory course, added in 1868 to accommodate those students who failed to pass the examinations of the teachers' course, was

assailed in 1872 by the board. The Board felt that this course was impractical (R. 69), and it recommended to the legislature that the faculty should be allowed to devote its time and efforts to the regular courses which at this period consisted of: (1) the Elementary course of two years which qualified teachers for positions in rural districts and villages; (2) the full Normal course of four years that fitted teachers for positions in the larger towns and cities; (3) the Language course of four years which prepared teachers for positions in the highest class schools. Two of the following languages were to be chosen in this latter course: Latin, Greek, German, and French (R. 81).

2. Other Changes and Additions

Marking System. The first mention of a systematic recording of pupils' marks is made in the 1873 catalogue. This statement indicates that careful records were kept of each pupil's standing. This standing was determined by two factors--recitation and examination. If the student's marks fell below seventy percent on a scale of one-hundred, he failed in that course (R. 84).

Library Books Added. The library spent five-hundred dollars on books in 1872, which added three hundred and fourteen volumes. This collection was referred to as the "nucleus of a professional and general library (R. 77)."

Appropriation of \$50,000 for New Building. By 1871, the State Normal School's enrollment had increased to 200. More room was needed badly. The assembly room, with a seating capacity of 100, could not accommodate the students. But the legislature of

1871 failed to make an appropriation. During the legislative session of 1872, President Hoss*, Mr. C. V. Eskridge, and Mr. Jacob Stetler, planned a bit of strategy that secured the necessary appropriation. They urged the House to visit Emporia so that the members might better understand the merits of the proposed appropriation. The news of the proposed visit reached Emporia on Saturday, January 27, at which time the city council met and planned elaborate entertainment for the visitors. The A. T. & S. F. railroad donated the use of a special train for the members of the House. The special train with its one-hundred passengers reached Emporia about ten o'clock Monday morning. It was met by a committee of prominent citizens who escorted their guests to the Robinson House. Carriages which had been furnished by townspeople transported the visitors to the school. Regular classes were visited and every phase of the school's organization was explained by Mr. Eskridge, Mr. Stetler, and the faculty. After the inspection of the plant, the visitors were returned to the Robinson House where it "maintained its enviable reputation in that line (R. 70)." The group had a ride around the city before the special train left at five o'clock. The result of this hospitality on the part of Emporia achieved immediate results, for the following day the House passed the \$50,000 appropriation by a vote of seventy-seven to eight (R. 71). This bill was passed with the provision that Emporia contribute \$10,000 to the construction of

* In 1872, all publications listed the head of the State Normal School "president" instead of "principal".

the building. A rather interesting event came up before the House during the discussion of the bill. Among the few legislators who opposed the bill was Col. S. M. Strickler of Junction City who offered an amendment that provided that the State Normal School be moved to Junction City provided that city give \$100,000 for the removal.

X The New Building Is Completed. Plans were started immediately for the erection of the new building. After a consideration of several plans, those of E. T. Carr of Leavenworth were accepted. The contract was given to McDonald and Vangundy; Charles Wheelock was appointed superintendent of construction. The four story building stood in front of the old building, facing Commercial street (R. 72). It was made of brick manufactured at the Emporia yards; the basement and trimmings were made of cut stone from the Cottonwood valley. The front of the building was made attractive by the use of three square topped gables, two square towers, and two ornamental ventilating shafts. The principal tower contained a large iron water tank, supplied by a pump in the boiler room, from which water was conducted to the wash rooms and laboratory. The roof was made of tin and slate.

The basement contained two cloak rooms for students, a gymnasium (which was never completed), two large rooms to be used as laboratories for science classes, a boiler room, fuel room, and a janitor's room. The building was steam-heated. The main floor contained six large class and lecture rooms, a reception room, and office and cloak rooms for the faculty. The third story

contained five recitation rooms, an apparatus room, and an assembly room seating two-hundred fifty students. The upper story contained two rooms for the use of the literary societies, a library, and a museum (R. 73).

The building was opened March 27, 1873, at which time President Hoss gave an address (R. 74). The formal dedication took place June 19, 1873. Hon. T. D. Thatcher of the Lawrence Journal gave the dedicatory address (R. 75).

3. First Board of Regents

Although the University of Kansas and the State Agricultural College had been governed by boards of regents since their establishment, it was not until April, 1873, that the Normal School came under the management of a board called the board of regents. This new board took the place of the old board of directors that had been established at the beginning of the school. At a meeting held in Emporia in April, 1873, the following permanent organization was effected: Hon. C. B. Butler, president; Hon. M. M. Murdock, vice president; President G. W. Hoss, secretary; and H. C. Cross, Esq., treasurer (R. 79).

4. Reorganization of Faculty

There had been a lack of harmony in the faculty in the second year of President Hoss' administration due to petty jealousies among the faculty members (R. 80). Therefore, in April, 1873, President Hoss recommended that all faculty members hand in their resignations and permit the board to rehire or dismiss them. President Hoss handed in his own resignation, but was rehired in May;

the remaining places were filled in June (R. 78). Only one teacher who had served in 1873 was rehired.

5. Model School Reopened

The rather spotted career of the model school was again brought to notice in the announcements in the 1873 catalogues and in the school announcements in the Emporia News in September, 1873. The school was reopened in the fall term. Pupils were admitted from the ages of eight and upwards (R. 82). At a meeting of the board of education of the city of Emporia in September, the seventh grade of the city schools was turned over to the Normal model school. The pupils of this room reported to the school September 10 when the model school was reopened. The arrangements for the plan were made by the executive committee of the Kansas State Normal School (R. 83).

Candidates for graduation were to teach one hour a day in the model school for at least two terms. President Hoss of the Normal was supervisor and director. The objectives of the school were stated as follows: "Here the pupil passes from theory to practice; he ceases to tell how, by proceeding to show how. The thinker has become the worker (R. 82)."

6. President Hoss Resigns

In August, 1873, following the dedication of the new building in June, President Hoss resigned his position to accept a professorship in the State University of Indiana. His resignation was to take effect in December. In spite of poor health, President Hoss continued in the capacity of president until December, having com-

pleted two years and one term of service, the shortest period of any head of the institution (R. 85). At the close of his administration, the institution was enjoying prosperity and expansion. But in the few years that followed President Hoss' administration, the school experienced the darkest period of its history.

CHAPTER IV

THE ADMINISTRATION OF DR. C. R. POMEROY, 1873-1879

1. Dr. C. R. Pomeroy Becomes President

After the resignation of Dr. Hoss as president of the State Normal School, the board elected Dr. C. R. Pomeroy of Iowa as president of the institution. He assumed his new duties in January, 1874. Dr. Pomeroy received his A. B. degree from Wesleyan University, Connecticut in 1853; he was granted a Master of Arts degree from the same school in 1856; his D. D. degree in 1874 was from Simpson Centenary College. Dr. Pomeroy had also attended Union Theological Seminary, and had been ordained in 1868. He had been engaged in educational work from 1856 to 1860 (R. 86).

2. Changes and Additions in Course of Study

High School and Grammar School Added. Although the model school had made several unsuccessful attempts to establish itself as a part of the institution, the first signs that it was healthy and thriving were manifested in the last term of President Hoss' administration. By the end of the first term of President Pomeroy's administration, expansion of the model school was necessary. At the June meeting of the board of regents in 1874 provisions were made for the establishment of a high school and grammar school department to be called the Model School, and a training school which would include all grades below the grammar school level (R. 90). At the beginning of the fall term, 1874, the new school was put into operation.

Scientific Course Added to Normal Department. Prior to 1874, the Normal department had consisted of three courses--the Elementary course, the Normal course, and the Language course. A Scientific course was added which substituted for language in the course, higher mathematics and a more intensive course in the natural sciences (R. 95).

Degrees Added. During his term of office, President Hoss had contemplated the awarding of degrees to students, but no definite move was made until the first year of President Pomeroy's administration when the degree of Bachelor of Elements was conferred by the president, upon authority of the board, on the fifteen members of the June class of 1874 (R. 88). The Bachelor of Didactics degree was to be conferred upon those taking the Normal course (R. 95), and the Bachelor of Science degree on those completing the Science course, but there is no record to indicate that these degrees were ever given (R. 96).

3. Fees in 1875

In an article in the Emporia News shortly before the winter term was to start, in January 1875, announcements were made concerning the general fees and text fees (R. 89). Tuition and text books were free for students in the Normal department but an incidental fee of \$2.00 per term was required. The tuition for pupils in the high school and grammar department was \$7.00 for high school and \$5.00 for grammar school. Text books were rented at \$1.00 per term. Tuition in the training school was \$1.00; text books were rented for fifty cents. The News announcement,

the advantages that training school pupils received in "morals, manners, and physical education" were pointed out.

4. Grasshopper Plague Reduces Salaries

The tragic outcome of the grasshopper invasion on education was quite noticeable in 1874. At this time salary cuts were drastic. The president's salary was reduced to \$2,200, a cut of twelve percent; the two professors were reduced to \$1,400, a twelve and one-half percent cut; the two women teachers were reduced to \$900, an eighteen and one-half percent cut. The Kansas School Journal ceased publication because of hard times. At this time of depression, however, Mrs. Pomeroy, wife of the president, was added to the faculty at a salary of \$1,200. The county superintendent of Lyon county felt the reduction when his salary was reduced from \$1,000 to \$750. That the school people accepted their misfortune with little complaint, and much good humor, is indicated by newspaper comments of the period (R. 91).

5. Attempt to Burn Normal School

To add to the worries of this trying period of depression, came another worry--an attempt to burn the building November 14, 1875. Sunday afternoon, John Eskridge, who lived near the Normal School, saw a light in the basement windows of the building. He discovered that a fire had been kindled in the coal in the bins. He extinguished the fire immediately. The guilty person was never discovered. A night watchman for the institution was appointed immediately by the city. The anxiety of the faculty and Emporia citizens was increased by the fact it was the policy of the state

that no insurance be carried on the state school buildings (R. 97).

6. Growth of Societies

The societies of this early period held an important place in the social and extra-curricular life of the school. They had been organized the first year of the school. The Normal Literary Society, organized in October, 1865, became the Normal Literary Union the following year. This society was superseded by the Lyceum in 1873. When the new building was completed in 1873, and two halls had been given over to the societies, the Philadelphi was organized which became the Sumner in 1876. A scientific organization, the Agassiz Club, was formed in 1874 by Prof. Norton. This club functioned for three years. When calamities came to the Normal School in 1876-78, the societies struggled feebly; they finally united after the fire of 1878 (R. 99). That these societies were recognized as a vital part of the school is shown by the publicity they received in the catalogues (R. 100).

7. First Arbor Day Celebration

In the spring of 1876, the students of the State Normal School planned an Arbor Day celebration on their own initiative. Trees were planted on the campus with appropriate ceremony. These trees survived until the disastrous fire of 1878 (R. 98).

8. The Darkest Days of the Kansas State Normal School

Introduction. A school has its ups and downs as does any institution; but the two years of 1876-78 stand out as such dreary, heart-breaking, and tragic days that one marvels at the outcome of the many calamities. As is likely true of all disputes and argu-

ments of days that are far removed, the "half has never yet been told." In many instances, the events are distorted; personal prejudices are hidden in motives that seem unselfish enough to the casual reader. Very few of the students who were enrolled in the institution during this period are alive. But were they to be interviewed, their opinions would still be colored by prejudices of the past, though far mellowed, to be sure. The following account of these dark days has been drawn from the only sources available. But the reader must bear in mind that no part of the story in regard to the harsh dissension among the board of regents, the legislature, the faculty, and the citizens of Emporia, is a truly impartial one. However, the material must be included since it is an important link in the history of the institution.

Legislature Withdraws Support. By 1876, three normal schools were functioning in Kansas--the State Normal School at Emporia, the Concordia state Normal School, and the Leavenworth State Normal School. The legislature of 1876 made a decisive move to close all teacher training work in Kansas when it tacked an explosive provision to a miscellaneous appropriation bill which took effect March 5, 1876. This provision stated that the appropriation made at this time would be the last support granted! The three institutions were to cease operations as far as the legislature was concerned; also, the boards of regents were forbidden to incur any liability or create any debt beyond this last appropriation. The Leavenworth and Concordia schools were to cease to be state institutions (R. 101). The consternation of supporters of the Kansas

State Normal School can well be imagined. The newspaper carried many stories of this surprise move of the legislature. Naturally, the first question that presented itself was the reason for this abrupt move of the legislature. The Topeka Commonwealth attempted to rationalize this action of the legislature, and offered some interesting suggestions (R. 103) that may or may not have had a basis on fact. As the first suggestion, the editor named the desire of the legislature to weed out the two newer Normals, Leavenworth and Concordia, by first eliminating all three schools. Also, the writer did not feel that the legislature wished to kill the State Normal School at Emporia, but that it wished it to "mend its evil ways," so to speak. He stated that it was a well known fact that the Kansas State Normal School was becoming a university, and was forsaking its original purpose of serving the state as a school for the training of teachers. He pointed out that Emporia citizens were responsible for this trend.

Another suggestion began with a scathing personal criticism of the representative from Emporia, C. V. Eskridge. The editor stated that this representative was so unpopular in the legislature that the other legislators would not listen to his plea for the institution. The writer stated that had a popular representative presented a plan of reorganization of the school on the basis of a true normal school, the plan for withdrawing support from the Emporia institution would not have been adopted by the legislature:

Board of Regents Call an Emergency Meeting. After the serious situation caused by the withdrawal of appropriations from the insti-

tution, the board of regents met in Emporia on March 15, 1876, to see what might be done to save the institution (R. 101). That the board was deeply concerned and disappointed over the action of the legislature is evidenced by the plans it adopted at this important meeting. The board believed that the educational interests of the state were imperiled; the agricultural disasters of the state had already made serious inroads into the public disposition as far as education was concerned. The board also realized that this was an inopportune time to allow interest in Normal school education to lag. Then, too, there was the loss of the endowment given to the school; the great loss of the plant itself was a major one. It meant that to close the doors of the State Normal School now "was to close them forever (R. 106)."

The board, therefore, authorized the executive committee composed of C. B. Butler, H. G. Cross, and President Pomeroy, to invite the teachers of the faculty to remain until the close of the year, during which time the board would pay them, prorata, on the basis of their present salaries, any money that would be available after the general maintenance expenses had been met (R. 104). At this meeting, the board also invited Miss Irene Gilbert, principal of the model school, to remain. Her salary was to be met by proceeds from a \$3.00 per scholar tuition fee. Expenses for the care of buildings were to be deducted from these fees before her salary was determined. (The patrons of the school also contributed generously (R. 108).)

Plans Made to Conduct State Normal School. When the board of regents met on June 13, 1876, new plans were adopted for the running of the school until the legislature saw fit to grant an appropriation (R. 105). The board first adopted the plan of discharging the faculty at the close of the current term, with the exception of the president, who was to have charge of the institution without pay. The following year, he was to employ his own teachers. The tuition fees were set at \$5.00 for the preparatory year, \$7.00 for more advanced pupils, and an incidental fee of \$3.00. The board of regents was to be relieved of any expense in connection with the school according to the provision in the appropriation bill of March 5, 1876 (R. 101). Text books were to be rented to students. The board stated it would continue to approve the work done in the institution as long as its standards were maintained.

Trouble Follows Dismissal of Faculty. As would be expected, the wholesale dismissal of a faculty, with the president retained, created a disturbance of great proportions. The dissension was far reaching in its implications in that the legislature, the citizens of Emporia, and the faculty were participants. S. J. Wood, Member of the House, and an opponent of President Pomeroy, gave a scathing criticism of the State Normal School at Emporia that was a masterpiece in satire (R. 109). He denounced C. V. Eskridge in no uncertain manner and accused him of personal abuse on the floor of the House; he charged President Pomeroy with monopoly of the institution; he accused him of driving Prof. Norton from the school in order that Mrs. Pomeroy might be placed on the fac-

ulty; he charged President Pomeroy with personal greed--that he had turned his home into a boarding club where students did the work and where faculty members were compelled to eat. Mr. Wood also denounced the standards of the school by pointing out that "overgrown boys and girls without common school education" were sent from the school and that they made the poorest teachers in the state. He uttered the most crushing accusation of his entire tirade when he ended with: "The last Normal School you ever had was when in charge of Professors Kellogg and Norton."

President Pomeroy answered this attack by stating that his only reason for dismissal of the faculty was based on financial reasons, and that it was necessary that the president be retained to organize the new system. In addition to this reason for the dismissal of his faculty, President Pomeroy intimated that Emporia citizens were not showing interest in the school when they joined forces with S. J. Wood, one of his most bitter opponents (R. 110).

The feeling of one of the factions in Emporia in regard to this trouble was reflected in an editorial that appeared in the Emporia News on July 7, 1876. This editorial gives some interesting sidelights on the dispute. The editor blamed the board's action in creating a chair of languages and hiring Mrs. Pomeroy as teacher at a salary of \$1,200 a year. He pointed out that such a chair "had no business in a normal school (R. 112)." He also stated that President Pomeroy had insisted that he had not created the new chair, nor had he added his wife to the faculty of the institution. The fact that Mrs. Pomeroy's salary had to be raised

by slicing off salaries of the other faculty members aggravated the situation, according to the editor. He ended the article with a stinging rebuke to the faculty, blaming them for keeping up the personal fight with the president, a fight that would eventually injure the school. The climax of this affair came when Emporia citizens demanded the resignation of President Pomeroy in 1879.

Legislature Rejects Appropriation Bills. The 1877 legislature killed an appropriation bill of \$5,500 for the Leavenworth and Emporia institutions; a second appropriation bill, written by Mr. L. B. Kellogg, was also killed. This second bill provided for \$10,000 per annum for the support of the Kansas State Normal School, and also provided for its reorganization (R. 102).

Bill Passed for Sale of Lands. A bill to reorganize the Normal, appoint a new board, and to allow the State Normal School lands to be sold at \$3.00 per acre, was passed on March 13, 1877 (R. 114). The supporters of the institution were enthusiastic about the plan because a fund of \$110,000 could be realized from such a sale of lands. The interest on this fund derived from the sale of the lands could then take care of the financial obligations of the State Normal. Out of this agitation for this sale of lands, came the disgraceful "Baneroft Embezzlement" that added to the gloom that was fast enveloping the State Normal School.

"The Baneroft Embezzlement." No definite steps had been taken in regard to the sale of the salt lands until November, 1876. Realizing the bad condition of the country in general, due to the grasshopper plague, the board decided that any plan to push the sale of the land would prove futile. When the legislature withdrew its support the lands were not considered.

been under the impression that no sale of lands had been made. At its November meeting, the board of regents made preliminary arrangements for the placing of the lands on the market (R. 115). Major E. P. Bancroft, who had been appointed agent for the lands, was authorized to place the lands on the market. Major Bancroft assured the board there was no sale for the lands.

At a special meeting of the board on March 21, 1877, the sale of the lands was again introduced. Prior to this meeting, a member of the board had consulted the books of the State Auditor, and had discovered that a sale of a tract of land made by Major Bancroft had been recorded. Through other sources came the revelation that Major Bancroft had sold other State Normal School lands. Mr. Bancroft was called before the board where he stated that he had been appointed Land Agent in 1872, and testified he had sold several tracts of school land. The board appointed J. H. Crichton and J. J. Wright, members of the board, to investigate the matter thoroughly, and report to the board at its June meeting. Mr. Bancroft was ordered to deposit all moneys received by him as soon as the amount was ascertained by the committee. The committee announced some time later that Mr. Bancroft had sold 1,293 acres of land for which he had received, including interest \$2,828.28. The board dismissed him after he had turned over this amount to the board. Mr. Van R. Holmes was appointed in his place (R.115).

The matter was considered closed, but when the sale of lands was investigated for purposes of appraisal, the board was startled to learn that Mr. Bancroft had sold other lands and had kept the

money. On March 2, 1878, the board held a special meeting at which they authorized suit to be instituted against Mr. Bancroft. Hon. Willard Davis, Attorney General of Kansas, and Hon. Almerin Gillett of Emporia, assisted J. H. Crichton, attorney of the board, in the prosecution. Mr. Bancroft was convicted in September, 1878, and sentenced to five years in the penitentiary. The loss sustained by this trouble was approximately \$6,000, although as late as 1886 claims were submitted by people to whom Mr. Bancroft had sold lands. The loss of the \$6,000 was a serious financial handicap to the institution, but the ugly publicity it brought was a handicap to the struggling institution of a far more serious nature.

✓ Enrollment Slump. A consideration of the enrollment figures of 1876-78 show a decided falling off which was explained by the report of the president for 1877-78. He attributed this slump from 345 in 1876 to 130 in 1878 to three causes: (1) The poverty of the state at this period, (2) The granting of certificates and diplomas by the State; (3) The County Normal Institute which granted certificates to those students who attended the institute four weeks and paid a fee of one dollar. Enrollment fees were raised during this period to meet the lack of appropriation, a move that probably had some effect on the enrollment.

✓ The Tornado. Another disaster that followed on the heels of the land sale scandal, was the tornado of April 13, 1878 (R. 116). The green colored cloud came from the southwest at four-thirty in the afternoon. The rolling of the clouds could be seen for fifteen minutes before the roar was heard. Wind and rain came from the

east, followed by a period of complete silence. The tornado then struck Emporia with fury and destruction. Two-thirds of the roof of the main building of the Normal was torn off, and half the roof of the stone building. Chimneys, ventilators, and windows were damaged. Rain which lasted for nearly three hours went through both buildings from roof to basement, with the result that desks, floors, and walls were seriously damaged (R. 117). Mr. J. J. Wright and President Pomeroy (R. 118) took the responsibility of repairs for the building which amounted to over five-hundred dollars. This amount was borrowed from the bank upon note of the board (R. 116).

* State Normal School Loses Suit To Retain Boarding-Houses. The board of regents in 1872 had asked for a perpetual lease on the two boarding-halls that had been erected by the city of Emporia. The city did not grant the request, but gave the institution an eight year lease instead. The halls were not filled in 1878, so the city asked permission to use a room in one of the halls as a school room for the city schools. The State Normal School refused to comply with this request; as a result of this refusal the city started suit against the faculty. The case was won when tried before the justice of the peace, lost when it was appealed to the district court, and the city won finally when the case was appealed to the Supreme Court of the State (R. 87).

X Buildings Destroyed By Fire. About three o'clock on the morning of October 27, 1878, an Emporia policeman who was crossing the street at Sixth and Commercial, saw flames coming from the basement

of the main building of the Normal. He ran to the engine house and gave the fire alarm. The engine reached the building shortly after, but because firemen had difficulty with the operation of the engine, the fire had spread to the passage-way and the intense heat prevented access to the cisterns near the old stone building. The engine was then sent to the city for water. The fire in the old building was beyond control, so the hook and ladder truck was driven to Merchant Street to extinguish the fires that had been started by the burning cinders. These cinders set fire to grass, wooden walks, and roofs, in at least fifty places, while some of them flew across the Cottonwood, a distance of two miles. The flames could be seen for sixteen miles. Access to the main building was made impossible by the gas and smoke that came from the coal. In spite of heroic efforts of Emporia citizens, the buildings were soon a mass of smouldering ruins. The trees in front of the building were killed by the intense heat. Sleet and snow added to the despondency of the scene. The editor of the Emporia News on November 1, expressed the sorrow of the faculty, students, and townspeople, when he said, "That was the bluest day Emporia has ever seen (R. 119)."

Although a few doors and windows and some furniture were saved, most of the interior was gone—two organs, the library, apparatus, and furniture. Dr. Pomeroy, who had been living in a part of the old stone building, lost his library, private papers, and other personal property. The entire loss of the School was estimated at \$90,000, none of it insured. One of the most serious

losses was the destruction of all records of students who had attended the school. President Welch attempted to collect these data at a later period, but was only partially successful (R. 133).

The origin of the fire was never fully determined. Some believed it to be of incendiary origin, but most people attributed it to spontaneous combustion. President Pomeroy made a statement (R. 120) in which he gave his explanation of the cause of the fire. He explained that on the Wednesday preceeding the fire, the fireman had reported indications of the heating of the coal that had been stored in the bin. On Friday, the fireman had reported that the danger had passed. Several times during the early part of the night, President Pomeroy visited the basement and warned the fireman against leaving the building. At eleven o'clock, the fireman reported that there were no indications of heating. Evidently, the fire had started in a part of the room that had not been inspected.

X City Puts Boarding-Halls in Shape for State Normal School.

In spite of lack of appropriations, lawsuits, embezzlements, tornadoes, internal trouble, and disastrous fires, the State Normal School was not beaten. The students missed but one day of school after the fire, and on the Tuesday following the fire on Saturday, school was resumed in the Methodist church (R. 122). The city authorities voted to improve the boarding-halls as a temporary home for the students, and voted \$1,000 for this purpose (R. 124). These halls were used by the institution until May 11, 1880, when the new building was completed (R. 134).

9. A New Building for the State Normal School

Bill for New Building Passes Senate. On March 7, 1879, a bill was approved by the Senate that appropriated \$25,000 for a new building, with the provision that Emporia or Lyon County contribute \$20,000 (R. 127). When the appropriation was made to the institution with the provision that Emporia or Lyon County contribute over \$20,000, Emporia citizens decided this was their only chance to save the school. During the legislative session they had heard many offers made by representatives to move the school. They felt that this provision of the legislature was an imposition, but the price seemed to be worth the sacrifice. Therefore, steps were taken to raise the necessary money (R. 126).

Emporia and Lyon County Raise Money. When the board of regents met on April 24, 1879, they accepted the proposition of the school fund commissioners to invest \$5,800 of the Normal School fund in the purchase of the Emporia City Bonds issued a short time before. Then Lyon County issued \$15,000 in bonds which were purchased by the school fund commissioners (R. 128).

10. State Normal School Carries On.

Regular school work was uninterrupted during the period the school was housed in the boarding-halls. One building was used for recitation rooms; the other building contained an assembly room, a recitation room, office, and reading room. At the end of the year, there was an enrollment of ninety; twelve were candidates for graduation (R. 123).

It is needless to comment on the self-sacrifice of a facul-

ty that serves two years without pay in order to save a school. The events in themselves tell the heroic story. During these two years, the faculty members received offers to accept positions in other schools, but they did not desert the school in spite of the fact that they did not make expenses part of the time.

11. Resignation of President Pomeroy

Meeting of Citizens to Remove President Pomeroy. The smouldering fires of resentment against President Pomeroy flared again in the summer of 1879, and on July 18, a public meeting, attended by one-hundred citizens of Emporia, was held for the purpose of drafting a resolution to be sent to the board of regents. At this meeting, Mr. J. J. Buck was elected chairman, and H. W. McCune was elected secretary. L. B. Kellogg, C. V. Eskridge, and A. W. Plumb, were appointed as a committee to draft the resolution. In this resolution, the committee stated that it was "injurious, unwise, and detrimental" to the State Normal School to retain President C. R. Pomeroy (R. 129). They also stated that the action of the board of county commissioners in refusing to issue bonds for the proposed building unless the president was removed had the approval of the committee. The third proposal stated that a committee of five would attend the August meeting of the board of regents and present the petition for President Pomeroy's removal. The chairman appointed D. S. Gilmore, I. A. Taylor, C. V. Eskridge, T. L. Hurlburt, and E. Borton, as the committee to wait upon the board.

President Pomeroy Resigns. At the July meeting of the board, President Pomeroy was re-elected and given one month to consider the offer. It was evident that this offer was merely a gesture for the purpose of making President Pomeroy's removal as easy as possible. In August, President Pomeroy sent in his resignation to the board in a letter that was untouched by resentment (R. 130).

In the August 8, 1879, issue of the Emporia News (R. 130), there appeared such a glowing tribute to President Pomeroy written by the editor that the reader pauses in reflection and wishes he might have access to the account of the tragedy as told by President Pomeroy himself. These heart-breaking years of President Pomeroy's administration were tragic and cruel. His last days with the school must have been a terrible strain on him. All of the story has not been told, but that there was a strong feeling of pity and sympathy for the unpopular president is shown in an address by Albert R. Taylor attached to the Twelfth Biennial Report of the Board of Regents in this brief statement: "The record of these years of self-sacrifice, of misunderstanding, and of final defeat is pitiful enough for tears (R. 131)."

CHAPTER V

ADMINISTRATION OF R. B. WELCH, 1879-1882

1. Professor R. B. Welch Becomes Fourth President of the Kansas State Normal School

After the resignation of President Pomeroy in August, 1879, the board of regents elected Prof. R. B. Welch, M. A., of Illinois as fourth president of the Kansas State Normal School. Prof. Welch had been educated in Illinois Wesleyan University at Bloomington. He had been in educational work in Abington, Washington, and Pontiac, Illinois before coming to Emporia (R. 132). Prof. Welch came to his new work under decidedly adverse conditions. The community and faculty had been engaged in an unfortunate quarrel that had left bitterness and animosities in its trail. The faculty was entirely new, having been chosen on August 20 at the same time that President Welch had been elected. The new building was not yet completed and the school was carrying on in the crowded quarters of the boarding-halls. The fire of 1878 had destroyed records of the students; no attempt had been made to secure these records from students after the fire, and the records of work done after the fire to the end of the year had not been preserved (R. 133).

2. Emporia Schools Used as Training School

The board of education of the Emporia city schools entered into an agreement with the Kansas State Normal School in which the city schools were made the practice schools for teacher training. Prof. B. T. Davis, superintendent of the Emporia schools, was elected principal of this newly organized plan. Two large classes

did their practice teaching in the city schools while the regular professional work was carried on at the normal. The work accomplished was satisfactory, but teachers wasted so much time getting to their classes in the schools in the city, the plan was abandoned at the close of the year. A training school was established at the State Normal with regular instructors in charge (R. 138).

In 1880-81, students who did their practice teaching in the training school, first outlined the common school subjects taught in the school. This outlining was followed by practice in the writing of lesson plans. The actual teaching participation was followed by criticisms from the "critic teacher". A study of the clerical work of the schoolroom was also considered. In addition to this intensive work in the training school, the students were enrolled in pedagogical subjects such as Mental Science, Principles of Teaching, Pedagogics, School Economy and Management, History of Education, and school Supervision (R. 157). These courses and the observation and practice teaching in the training school constituted what was known as the "professional year".

3. Organization of Alumni Association

Early Attempts At Organization. As early as 1869, the alumni members of the State Normal School had made plans for the organization of an alumni association. In that year, Mary Jane Watson was elected president, and Martha P. Spencer was made secretary. In 1876, another attempt was made which was short lived. Officers were again elected in 1877 but there is no record to show that this organization was successful (R. 147).

Nothing more is recorded concerning an association until January 18, 1880, when a meeting was held for the purpose of organizing an association. A large assemblage was present and arrangements were made for a "grand reunion" in June. President Welch, Miss Mary Jane Watson, and Mrs. Nellie Newman, were appointed to arrange the program, Prof. B. T. Davis was to arrange for refreshments, and J. H. Hill was to get in touch with non-resident alumni (R. 139). A temporary organization was effected with the approval of President Welch (R. 147) in March, 1880.

Permanent Organization Effected. The first public meeting of the alumni group was held June 15 and 16, 1880, at which time a permanent organization was effected. The officers elected at this meeting were: O. B. Wharton, '76, president; Mary Jane Watson, '67, and Martha Spencer, '69, vice presidents; J. F. Kirker, '75, secretary; Ellen Plumb, '67, treasurer; and Mary Overstreet, '75, historian. J. H. Hill, '76, was chosen orator for the 1881 reunion, M. C. Hodge, '79, was asked to read a poem at the same reunion, and Mrs. Alice Ingersoll, '68, was requested to prepare an essay for the occasion.

Judge W. B. Kellogg gave the main address of the meeting. He spoke on "The power of Combination." B. T. Davis spoke on "Morals in the Public School."

At the business meeting held on June 16, the following resolutions were adopted:

. . . Whereas, we have common interests as graduates of the Kansas State Normal School, and feel the necessity of united, harmonious action: therefore,

Resolved, 1st, That we are deeply gratified at the success of this attempt to effect a permanent organization.

2nd. That we will use our utmost endeavors to promote a fraternal spirit and unity of sentiment, and that we trust our association will continue in prosperity and include in active membership every alumnus of the school. . . (R. 148).

First Alumni Banquet. An article in the Emporia News for June 1880, (R.147), gives a vivid description of the first alumni banquet that sheds not only an interesting light on the newspaper style of that day, but also gives an unusual picture of the social life of the Kansas State Normal in the '80s'.

Were the essays good? So, too, was the ice cream. Were the orations perfect? So, also, were the pickled eggs. Was the music sweet? So, too, were the raspberries and cake. Was Miss Bixler tender, Miss Higgins or Miss Rath delicate? Not more so than the chicken, not better than the iced tea. Is cookery one of the divine arts? is it taught at church? is it a part of Christianity? Then the ladies of the Congregational church are the best Christians in the world. There was nothing soft about that dinner but the custard; nothing sour but the vinegar, There were salads there. If Sidney Smith had been there he would have said, as we do now with great satisfaction, 'I have dined today.'

At the alumni banquet of 1883, the interesting description of the group present follows:

First came the regents, fat and fatherly; then came the faculty, wise and witty; and last came the alumni, rosy and sprightly (R. 147).

4. The New Building

Description. The new building was constructed on much the same general plan of the building destroyed by fire in 1878. John Hammond was elected superintendent of construction and E. T. Carr of Leavenworth was appointed architect. The work on the building was started in the spring of 1879 after some materials had been salvaged from the ruins of the old building (R. 143). The building

was completed on May 11, 1880. It was 75 by 125 feet with three stories and a basement. The twenty-five rooms could accommodate from 400 to 500 students (R. 141). The contract for the building itself called for an expenditure of \$32,800; over \$2,000 worth of furniture was purchased; a piano was added, and the president's office and the assembly-room rostrum was carpeted (R. 143). The coal and engine house were placed in a separate structure north of the main building. The fact that the fire had originated in the coal bins in the basement of the old building made this change advisable (R. 150).

Students and Faculty Occupy Building. After the disastrous fire of 1878, faculty and students had met in the Methodist church to decide the fate of the school. They had sung the old song, "Hold the Fort" as they renewed their courage and determined to save their school. On May 11, 1880, the students and faculty entered their new building and sang the old song "Hold the Fort (R. 144)." The bell was put in place on June 14, and the board of regents held a meeting in the president's office the following day (R. 143).*

5. Period of Expansion

Normal School Is Self-Sustaining. The records in the state treasurer's office for 1880 showed that the Kansas State Normal School was now on a sound financial basis (R. 140). The first payment of interest made to the state treasurer from money derived

* Although this bell is not in use at the time of this writing (1936), a plan is being considered in which the same bell will be mounted as a "victory bell" at the completion of the new athletic field. The bell was cast in 1855 at Troy, New York, and weighs 1,400 pounds.

from the sale of Normal lands, was on December 30, 1878. From that date to February, 1880, interest to the amount of \$9,087.04 was paid into the treasurer's office; upon the invested fund, \$384.39 was paid. This interest was sufficient to run the school without an appropriation from the State. By February of 1880, about 20,880 acres of land had been sold. The balance of money due was \$80,178.86 on this date, and was bearing interest at ten percent. In addition to this money, the school had a permanent fund of \$18,500 invested, \$6,700 of which bore interest at six percent, the remainder, \$11,800, bearing seven percent. By 1882, the number of acres sold was 25,120, making the total amount of sales \$112,888.00 (R. 170.) This would make the land net about \$4.50 an acre.

Ask For Salt Lands. When the state of Kansas gave the Kansas State Normal School its land endowment, it reserved the salt springs and land on which they were located for its own use (R.4). But by 1880, the State realized the springs were of no value; therefore, in this same year, the State Normal School asked that these salt springs lands be added to the permanent endowment (R. 151). At this time, the Normal School had an endowment fund considerably less than the other state schools; but its request for this additional twelve sections of land was not granted until 1886 (R. 180).

Gymnastic Course Resumed. When the school was housed in the boarding-halls, no room was available for physical training of any kind. With the completion of the new building in May, 1880,

this work was resumed. A room had been provided but since there was no equipment available, calisthenic exercises only were made a part of the course of instruction. A comment of interest is found in the report of the school in 1880, which states: "erect, well-developed, strong bodies render mental and moral strength possible (R. 142)." Another comment states: "The beneficial effects of this drill upon the students would hardly be believed by one who has not seen for himself persons with stooped shoulders and awkward gait made straight and graceful in movement (R. 177)."

Library Enlarged and Catalogue System Introduced. When President Welch took up his duties as president of the institution, he found about 200 books in the library. (The library had been destroyed by the fire of 1878.) These books had been donated by publishing houses and townspeople. Sixty weekly papers and two dailies were sent to the library. In August of 1880, the school secured the right and title to 785 volumes from the Athenaeum Library Association of Emporia. This list included 461 volumes that had belonged to the old city library. However, these books were reclaimed in 1884 by the old stockholders of the Library Association, and the regents ordered the books to be turned over to the new Library Association on February 18, 1884 (R. 171).

The Third Biennial Report of the Board of Regents for 1881-82, shows the following books in the State Normal Library: (R.171) (This list does not include pamphlets, charts, and maps.)

Volumes in library on September 1, 1880	170
Added from incidental fund	312
Added by donation	<u>317</u>
	799

From Emporia Library Association	461		
From Athenaeum	<u>324</u>	<u>765</u>	1,584
Volumes discarded to September 1, 1882		24	
Volumes lost to September 1, 1882		<u>56</u>	<u>80</u>
Volumes now in library			1,504

The first catalogue system was introduced in 1881-82 by H. E. Sadler, librarian. After careful consideration, Mr. Sadler chose the decimal or Amherst system, and with the assistance of the faculty and Miss Florence Axtell and Miss Emma K. Davis, library assistants, the task of cataloguing the library was completed (R. 172).

Courses of Study in 1880. According to the report made by the School in 1880, the following courses were available: (1) The Normal department which consisted of three courses of study— one of two years' duration, one of three years', and one of four years'; (2) The Academic course which consisted of the Normal courses, less the professional training; (3) The Preparatory course which consisted of the subjects taught in the country schools, and oral lessons in the laws of health; one term of professional training was required in this course (R. 152). The two-years course of the Normal department was known as the Elementary course and was the first and last year of the four year course, with Algebra and Physics substituted for Pedagogics and History of Education in the last of the professional year. The last certificate for this course was issued in 1884. The three-year course of the Normal department was called the Advanced English course

and consisted of the first, second, and last years of the four-year course. The four-year course of the Normal department called the Advanced English and Latin course.

Fees. An incidental fee of three dollars per term was charged each student in 1880. Students who did not plan to teach were charged an additional tuition fee of three dollars per term in the Preparatory department, and five dollars per term in the Academic department (R. 136). The incidental fee was increased to five dollars for the twenty weeks' term in 1881; tuition in the Preparatory and Model department was increased to five dollars; the tuition in the Normal and Academic courses was increased to eight dollars (R. 154).

Standards Required for Diploma. A student who completed any of the courses above the preparatory with a standing of at least eighty percent in each subject, and ninety in department, received a diploma (R. 145).

Societies Continue To Thrive. The growth of the societies in the '80s was rapid, and their place in the life of the school was a vital one. The record of the contests and social gatherings sponsored by these organizations is a story in itself. The Lyceum Society, organized in 1873, was one of the stronger groups. The hall in which it held its meetings was furnished by members; personal gifts of paintings, busts, and engravings were also contributed (R. 146).

The Literati Society was organized in 1880. The members furnished their room by subscribing one-hundred dollars; personal

gifts added to the attractiveness of the hall.

The Amicitian Society, organized in 1883, was regarded as a junior Literati Society; its members were chosen from pupils from the higher grades in the model school, and from the first-year of the Normal department.

The Alpha Society, organized in 1881, was interested in debate and parliamentary law. This group met in the Normal building where the members engaged in debate and discussions. In 1887, this organization was reorganized and the name changed to the senate.

The Amasagacian Society, organized in 1883, was limited to pupils in the model school and the A class in the Normal department. The purpose of the organization was to give the younger pupils practical experience in literary activities and parliamentary procedure.

The most important activities of the Normal were centered in these societies. Debates, declamations, orations, and essay contests were events that were supported by the entire student body and faculty. That their influence was highly appreciated is evidenced in a testimonial written by a former Lyceum member (R. 146):

I value my acquirements in the Lyceum hall as the most serviceable of all my attainments at the State Normal. How often that hall rises before my mental vision, as the oasis to the natural eye of the parched and weary caravan. Again I am surrounded by old classmates, our souls animated by our common welfare. I hear the animated discussion, the eloquent oration, dropping from silver tongued miniature orators like

manna-biscuits from heaven.

The Normal Cabinet Appears. A new publication called The Normal Cabinet appeared in 1882 under the management of the Normal Publishing Company, a group of Normal School students, whose capital stock was \$200.00. The publication was in magazine form and contained about twenty pages. It lived but a year when it was sold to A. W. Stubbs and L. A. Wright. In 1884, Mr. Wright, who had become its sole owner in 1883, formed a partnership with Dr. Hoss, and the publication was absorbed by the Educationalist, a paper that had been purchased by Dr. Hoss in 1880 and moved to Topeka from Emporia (R. 164).

Scholarship Standards Raised. At the meeting of the board of regents in 1881, several important changes were ordered that were intended to raise the scholarship level of the Kansas State Normal School. The first change was made in the division of the school year in which the year of forty weeks was divided into two twenty weeks periods. Every subject taught in the institution was to be taught each term in order that pupils could enter either term. The second change was the shifting of all professional work into the last year (R. 155); students were required to complete all the academic work of the course before they took this professional year. A fee of five dollars per term was charged students enrolled in the Academic work; no tuition or incidental fees were charged during the professional year. Another new plan was adopted in regard to entrance examinations. The State Normal School allowed county superintendents to give entrance examinations in

the various counties of the state. These examinations were the means of bringing many new and scholarly pupils to the institution (R. 155).

As a result of the requirement that all academic work had to be completed before the professional year, about fifty percent of the students came from other institutions with the purpose of securing their art and science of education courses at the State Normal School.

Kindergarten Department Organized. On April 10, 1882, a Kindergarten department was added by the principal, Prof. B. T. Davis (R. 161). The expense to the school for this new department was about \$325 per term of ten weeks which was met partly by an eight dollar tuition charge placed on each pupil. About thirty-five children from the age of three years and upwards were enrolled the first term, and thirty-five teachers received instruction and training in Kindergarten methods (R. 168). The Kindergarten room was equipped with "gifts" and other materials. Miss Emilie Kuhlmann who had received her training in Germany, was employed as teacher. She had been engaged in Kindergarten work in France eight years before coming to Kansas. (Miss Kuhlmann became naturalized in 1886). (R. 178).

This Kindergarten venture was not financed by the State of Kansas but proved to be so popular that a Kindergarten theory class for outsiders was opened on April 8, 1882 (R. 165). The class met on Saturday and was organized for the benefit of mothers, and teachers who could not attend the regular session. A tuition

fee of five dollars was charged which entitled the members to full privileges in the Kindergarten and any class in the department.

Because so many of the small children lived long distances from the Normal School, they could not attend regularly. Therefore, Prof. Davis made arrangements for them to be conveyed to and from school each day by a city hack. The tuition was raised from eighty cents per week to one dollar because of this added expense (R. 166).

President Welch Visits Normal Institutes. As a means of learning the educational needs of the State and acquainting teachers with the work of the State Normal School, President Welch visited thirty normal institutes in July and August of 1880, and thirty-two in the summer of 1881. He reported that these visits had been of great benefit in adjusting the course of study to the real needs of Kansas teachers (R. 169).

Division of Student Teachers. In the fall of 1881, Prof. Davis, principal of the teacher training department, divided the teaching class into three groups--the supervisors' group, the intermediate group, and the primary group. By this method, teachers would be able to give more attention to their major interest in teaching (R. 153). Children from the first to the fourth readers, representing five grades, were classified as members of the primary school. This department represented the country schools; the preparatory course corresponded to the ordinary graded schools, and pupils entered this department after they had completed the primary department. The majority of pupils

in this department were those who failed to pass the examination for admission to the Normal School.

Seniors in the professional year received instruction in Methods of Teaching, School Economy, Principles and Laws, and other subjects of a pedagogical nature. Each department had two groups of student teachers. As one member of a group taught, the others criticized him. The written criticisms were handed to the principal and thence to the teacher who had been observed. Outlines in lesson planning and report cards for the children were also required (R. 157).

6. First Invitations Sent By Graduates

The class of 1882 was the first class on record that sent printed invitations for commencement week (R. 173).

7. Graduates Prepare Theses

Because of the large number of graduates in 1882, the faculty adopted a plan whereby all members of the class prepared theses from which the faculty chose six. These addresses were then used as part of the regular commencement exercises. These six students whose theses were chosen were excused from rhetoricals, a required course. This class of 1882 numbered forty-two, the largest class that had graduated in the history of the Kansas State Normal School (R. 176).

8. College Y. M. C. A. Formed

On March 19, 1882, a Y. M. C. A. was organized under the direction of Mr. L. H. Wishard. Mr. T. S. Gallagher was elected president and Miss Viola Price was elected secretary. The Normal

had received a special dispensation by which women were allowed to become members of the organization (R. 162). The permanent organization was effected March 27 of the same year (R. 163).

9. Extra Courses

There were several courses offered in the Kansas State Normal School that were not in the regular school course. French and German could be taken upon payment of a three dollar fee per term of ten weeks, tuition fee (R. 137). Instrumental and vocal music could be taken by the student at a rate of ten dollars for twenty lessons (R. 181).

10. President Welch Resigns

On March 6, 1882, President Welch presented his resignation to take effect at the close of his third year as president. President Welch resigned his position in order that he might practice law (R. 132).

When President Welch came to the Normal in 1879, there were ninety students enrolled in all departments, most of them from Lyon county. When he resigned in 1882, the enrollment was over 400. These students represented forty-three counties in Kansas, and nine different states (R. 175).

CHAPTER VI

ADMINISTRATION OF DR. A. R. TAYLOR, 1882-1901

1. Albert R. Taylor Elected President of the Kansas State Normal School

When Rev. G. C. Morse of Emporia, member of the first board of directors of the Kansas State Normal School, arrived at Illinois Normal University in 1864 to secure a teacher for the school, Professor L. B. Kellogg was conducting a class in the model school. Rev. Morse interviewed Prof. Kellogg during the class period and was so favorably impressed with the teacher, he employed him as principal. In this class in the model school which L. B. Kellogg was teaching, was Albert R. Taylor, who became president of the State Normal School in April, 1882 (R.179).

Dr. Taylor had been engaged in several different occupations before entering college. He had been a farmer, a machinist, and a merchant. In 1872, he graduated from Lincoln University where he studied law. He was offered a teaching position in the University which he accepted; this teaching experience proved to be so interesting he accepted a professorship in the school a year later.

Professor Taylor continued in this position as head of the department of natural sciences until 1882 when he was elected president of the Kansas State Normal School. Before Professor Taylor left for Emporia his alma mater conferred upon him the degree of Doctor of Philosophy.

2. Legislature Adds Twelve Sections of Salt Springs

Land as permanent Endowment

Original Land Endowment Disposed of in 1884. Although the salt springs land given to the State Normal School had been placed on the market after its appraisal in 1881, no sale was made. Therefore, in 1883 the board of regents voted to lease the unsold lands at fifty dollars per section; they reserved the right to sell the lands at any time they saw fit to do so. By 1884 the School had 7,520 acres yet unsold. This tract of land in Mitchell county was of such character that the board felt it must dispose of the land in bulk rather than demand four or five dollars per acre for some quarter-sections that were most desirable. The entire lot was closed out at \$3.50 per acre, the highest bid received (R. 188). The attorney general of the state was asked to bring suit to cancel this contract on the grounds that the sale was not made under proper authority but the Lyon county court pronounced the sale valid in 1888 (R. 235).

Senator Kellogg Introduces Endowment Bill. For many years the State Normal School had been anxious to secure the twelve sections of land on which the salt springs were located. But the legislatures had refused the request. Some agitation had been made to give the lands to the common-school fund; others had wished to use them for a state geological survey (R. 235). Senator L. B. Kellogg of Emporia, former principal of the institution, led the fight for the lands in the legislative session of 1885 and

introduced the bill providing for the endowment which had been recommended by the committee on education (R. 191).

Endowment Bill passed. At a special session of the legislature in 1886, this additional grant of twelve sections of land was made. The act, approved February 15, 1886, provided that the money from this grant would be used for salaries and incidental expenses of the school (Rs. 180, 191). The State would provide appropriations for fuel, water, gas, and permanent improvements. The law also authorized the governor to appoint commissioners to appraise the newly acquired sections of land. The commissioners appointed were Hon. D. W. Finney of Woodson county, Hon. A. L. Voorhis of Russell county and Hon. J. F. Billings of Clay county. These men met and appraised the land at \$77,860, exclusive of improvements. That this commission did satisfactory work is evidenced by the fact that no appeal was taken from the valuation of improvements made by the appraisers (R. 180).

Additional Lands Sold. The commissioners had appraised the twelve sections of land from fifty cents to fifty dollars per acre. These lands were advertised in the newspapers of the state and the publicity and sales were managed by a committee composed of W. H. Caldwell, J. H. Franklin, and E. W. Warner (R. 235), members of the board of regents who lived in the north central section of the State where the lands were located. The lands were sold to resident farmers for the most part. The lowest price received was for some land in Cloud county that sold for fifty cents an acre; the highest price was fifty dollars per acre, for

land in Saline county (R. 197). The regents had received \$78,882 from the sale of the land by the close of the Fifth Biennial Report of 1885-86; the remainder of the land, fourth-sections in Saline and Republic counties, later sold for approximately \$2,000 (R. 180).

3. Mileage For Students Who Lived More Than One Hundred Miles From Emporia

One of the first important steps to popularize the School was the recommendation of President Taylor to refund mileage to students who lived in excess of one hundred miles from Emporia. The board accepted this plan of President Taylor a few years later although some people in the State felt it would prove too great a drain. According to this plan, a student who lived more than one hundred miles from Emporia presented his receipt from the ticket agent to President Taylor who refunded the railroad fare beyond the one-hundred mile limit. This fare was counted for one round-trip only, and applied to the students who paid incidental fees for the entire year. The student who attended one term was refunded one-half of the fare. Many students took advantage of this saving and the plan was considered successful from the standpoint of the institution (R. 189).

The sixth Biennial Report of 1887-88 stated that no other school in the West, as far as was known, had adopted such a plan. The report also stated that "no one thing has aided more largely in popularizing the school than the provision for the payment of mileage (R. 208)." The plan remained in force for about fourteen or fifteen years.

4. The Common School Course Abolished

A slump in the number of graduates in 1884-1885 was due to the abolishment of the common school, or two-year course. The total attendance of these years was from twenty-five to fifty per cent higher, but the number of graduates was cut down by the elimination of this course. The scholarship of the life certificate candidates was, however, materially raised (R. 186) by demanding a three-year course as the minimum for a certificate from the State Normal School.

5. State Normal School Is Crowded

Lower Grades Need More Room and an Increased Faculty. By 1883-84, the lower grades were so crowded, President Taylor refused admittance to many students who wished to enroll. The rooms themselves were filled to utmost capacity and there were not enough instructors to instruct those who wished to enter (R. 187).

State Normal School Faculty Inadequate. The crowded condition of the school became so acute, that President Taylor presented a plea for an increase in faculty in his 1883-84 report. He pointed out that the enrollments of Kansas University and the Agricultural College were smaller than the enrollment of the State Normal School, yet the University had a faculty of sixteen, the Agricultural College at Manhattan nineteen, while the Normal had but eleven on its faculty. He also pointed out that teachers in the other two state schools were receiving from \$100 to \$400 per year more in salaries than was being paid teachers in the institution at Emporia (R. 185).

Another interesting item was presented by President Taylor in regard to salaries paid to graduates of the State Normal School. The report stated that while the average salary paid to male teachers in Kansas in 1883-84 was \$39.19 and female teachers was \$32.52, the graduates of the state Normal School were paid an average salary of seventy-two dollars (\$72) and forty-four dollars (\$44) respectively (R. 184).*

6. Organization of Alumni Teachers Agency

A meeting of unusual interest to alumni of the State Normal School was held in June, 1883 in the assembly room of the School. After the election of officers a "Teachers' Agency" was established for benefit of the alumni. Although records of the agency are not available, the Emporia Daily Republican for June 15, 1883, states: "The resolution of Mr. H. J. Stout that the projected teachers' aid society be encouraged by the alumni, was adopted on motion of B. T. Davis (R. 182)."

At this date, the total enrollment in the Alumni Association was 166; the first member on the roll was Ellen P. Plumb, the last member Mr. E. R. Van Ness. Of the 160 enrolled, 140 had taught after leaving school (R. 183).

7. President Taylor Appointed on N. E. A. Committee

In 1886, President Taylor became a member of the Normal Section Committee of the National Education Association. He was asked to make an intensive survey of all normal schools in the

* Evidently training tended to increase salaries of male teachers proportionally more than for women teachers.

United States, and to report on their organization, endowments, and general plan of procedures. The findings of this survey were reported at the N. E. A. meeting in Topeka; this report was also included in the Fifth Biennial Report of the Regents and Faculty of 1885-86. President Taylor suggested that the findings of this survey be carefully studied in order that the efficiency of the school be increased. He also pointed out that the organization of the State Normal School was along lines of the most approved methods (R. 196).

8. Tuition in 1885-86.

No tuition fee was charged students who pursued regular Normal courses. A fee of eight dollars was charged students who were not in the regular courses but were enrolled in special subjects such as music and languages. Model school pupils paid a five dollar fee. An incidental fee of five dollars per term was charged all students except during the professional year, when no fees were charged for those who signed the teaching pledge.

Funds received from these sources were used for salaries, traveling expenses of those students coming from more than one hundred miles, and for incidental expenses not appropriated for by the legislature (R. 194).

9. Classes Divided Into Sections

The class in first-term subjects was divided into two sections at the beginning of each term according to rankings in the entrance examinations. The group that ranked above average completed the work in ten weeks while the second group completed the

work in the prescribed time--twenty weeks. The first section entered half-term subjects which began with the second half of the term (R. 199).

10. Departments and Courses in 1886

The catalogue* for 1885-86 lists the following courses in the Normal department: Elementary course which consisted of the first, second, and fourth years' work; the English course that consisted of all the work of the four years and special drill in methods of grading and superintending schools; the Latin course which was the same as the English course with the exception of a Latin substitution for English.

The Academic course consisted of the first three years' work. The student enrolled in this course did no professional work.

The work of the entire four years of the Normal department is listed below:

Normal Department

X (Each term continues twenty weeks)

First Term

Arithmetic,	20 weeks
Declamation,	weekly
Elocution,	20 weeks
Geography,	20 weeks
Grammar,	20 weeks

Second Term

Algebra,	20 weeks
Bookkeeping,	10 weeks
Declamation,	weekly
Drawing,	10 weeks

* State Normal Catalogue, 1885-86, pp. 23-24.

History, United States	10 weeks
Penmanship,	10 weeks
Rhetoric, Elements of	20 weeks

Third Term

Algebra,	20 weeks
Botany,	20 weeks
Drawing,	10 weeks
Essay,	weekly
Etymology,	20 weeks
Latin (optional with Etymology)	
Music,	10 weeks

Fourth Term

Drawing,	10 weeks
Essay,	weekly
Geometry,	20 weeks
Latin (optional with Science of Rhetoric)	
Music,	10 weeks
Physics,	20 weeks
Science of Rhetoric,	20 weeks

Fifth Term

Chemistry,	20 weeks
English Literature,	20 weeks
Latin (optional with any other fifth term subject)	
Zoology,	20 weeks
Trigonometry and Surveying,	20 weeks

Sixth Term

General History,	20 weeks
Geology,	20 weeks
Latin (optional with any other sixth term subject)	
Political Economy,	20 weeks

Seventh Term

Methods of Teaching,	10 weeks
Mental Sciences,	20 weeks
Teaching and Criticism,	20 weeks
Oration,	weekly
Physiology and Hygiene,	20 weeks
School Economy and Management,	10 weeks

Eighth Term

Civil Law,	8 weeks
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History of Education,	20 weeks
Pedagogics,	10 weeks
Oration,	weekly
Outlines and Reviews,	20 weeks
Teaching and Criticism,	20 weeks
Kindergarten and Primary Methods,	10 weeks

11. An Additional Wing for Building

Appropriation Made By 1887 Legislature. The crowded condition of the Kansas State Normal School necessitated a campaign for an additional wing for the building to accommodate the rapid growth in enrollment. Through the efforts of friends of the school, especially George Johnson and D. A. Hunter, representatives, a \$25,000 appropriation for a new wing and a \$1,200 appropriation for toilets for the school, was made by the 1887 legislature (R. 200).

Emporia Celebrates Appropriation. When W. P. Wilcox of Emporia brought the news of the appropriation to Emporia on March 4, 1887, students, faculty, and friends of the Normal met in the assembly room to celebrate the event. Songs were sung, speeches were made, and cheers were given for the legislature, the State of Kansas, and the Kansas State Normal School. A bonfire was kindled in the street in front of the building while a fireworks display and a brass band added to the festivity (R. 202).

Ground Broken for New Wing. In an appropriation celebration, ground was broken for the new building addition on March 11, 1887 (R. 203).

New Wing Completed. The wing of the Kansas State Normal School was completed in February, 1888. The wing which was added

to the west end of the building was 72 by 75 feet and contained twenty rooms. It was a three story building with a basement. The contract for the building had been given to John Hammond of Emporia for \$19,584; the steamfitting, plumbing and gasfitting had been given to Sheehan and Jacobs for \$4,300 (R. 204).

12. Grounds Improved in 1887

The parking of the Normal was extended out ten feet in order to provide for a line of hitching posts in 1887. Walks of hard limestone flagging were laid from the two main entrances to the walks on either side of Commercial Street. The fence was set on a line with Perley's addition (R. 205).

13. A Museum Is Started

In the summer of 1886, a cabinet collection was started in connection with the classes in zoology. The first collections came mainly from Vineyard Sound, and consisted of invertebrates. In the summer of 1887, the collection was confined to Kansas. A trip to the Pacific Coast and Yellowstone Park in 1888, yielded some valuable specimens.

In 1889, many additions were made by purchase which consisted of mounted mammals and birds. Mr. A. M. Collett was hired to aid in this work. By 1890, the museum contained 306 specimens of birds, 146 species of which were Kansas birds. Over 150 different species of eggs were in the collection. In addition to this bird and egg collection, there were skeletons of the mammalia and specimens of typical minerals (R. 214).

14. Entrance Requirements Broadened

By 1887-88, there were four ways in which students might enter the State Normal School: (1) If he held a first or second-grade certificate; (2) If he held a diploma from a first class high school; (3) If he held a diploma from a regularly organized college or seminary; (4) By passing examinations in the common branches. The standard for entrance was approximately the same standard as was required for a second-grade certificate, although the mental ability and development of the candidate was considered important. Candidates who wished to enroll with advanced standing were required to pass examinations in those subjects they did not wish to pursue, or to present passing grades in these subjects from accredited schools (R. 206).

15. President Taylor Refuses Offer of Presidency of Lincoln University

During the year of 1888, repeated rumors came to Emporia that Lincoln University, the alma mater of President Taylor, was endeavoring to secure him as president of that institution. A report was brought to the State Normal School that Illinois friends of President Taylor were willing to provide the necessary increase in salary if he would accept the position. An article in the Emporia Daily Republican on March 27, 1888, stated that President Taylor had answered the call and had said that he saw no reason for leaving his present office as president of the State Normal School (R. 209).

16 The Quarter-Centennial

Celebration Marked End of First Twenty-Five Years of School.

Commencement week of 1889 was of particular importance in that a great celebration was held at the State Normal School in commemoration of the close of the first twenty-five years of the institution. A large delegation of alumni, teachers, and friends of the school, participated in the festivities. There were reunions among the society members, classes, and club members. Three ex-presidents-- Dr. Hoss, Mr. Welch, and Mr. Kellogg, gave addresses at the general meeting. The Seventh Biennial Report of the Board of Regents and Faculty (R. 222) pointed out the prestige the State Normal School had achieved in the Sunflower state as evidenced by the spirit and enthusiasm of this celebration.

A History of the State Normal School of Kansas for the First Twenty-Five Years. Through the cooperation of alumni, faculty, and friends of the state Normal School, a history of the first twenty-five years of the School was published early in the fall of 1889. This book contained many interesting sketches, etchings, reminiscences, and reports of all phases of the School. Interestingly written with much of the personal element running through it, the book is valuable for the local color and intimate pictures it presents. Due to loss of documentation it is not unquestionably reliable enough to make for an accurate history. The catalogue of the school for 1889 was also included in the book. Although there were no lists of authors mentioned except in a few cases of personal reminiscences, the preface seems to indicate that President Taylor was the managing editor. Over 1,000 copies of the book

were sold. Several copies of the book are now on the shelves of Kellogg Library of the State Teachers College of Emporia (Rs. 222, 223).

17. Period of Expansion

Introduction. It is quite difficult to mark the beginnings or endings of expansion periods of an educational institution, but the period in which the quarter-Centennial was celebrated may be properly classified as a period in which the State Normal School "came into its own". As has been stated in the preceding paragraph, this celebration focused attention on the accomplishments of the institution and proved that the school had demonstrated a consistently healthy growth since the dark days of the late '70's.

Analysis of Attendance. At the close of the year of 1881-1882, the attendance was 402; by 1885-86, it had increased to 724 students (R. 195). At the close of the year ending June 12, 1890, the total attendance was 1,120. Nine hundred and eight students were enrolled in the Normal department, and 212 were enrolled in the Model School. Over 400 students held teachers' certificates on entering; seventy-five held first grade, and 200 held second-grade certificates. Less than 100 had been graduated from high schools. Fifty-three members of the graduating class of 1890 had over two years' teaching experience, and the age average was twenty-three years. Nine members of the class were already graduates of colleges or short courses in the State Normal School. The roll call on Memorial Day showed that about 400 students were relatives of ex-soldiers. In 1890 comparisons of enrollment with the Agric-

ultural College and State University were interesting. Kansas University had a total enrollment of 508; Manhattan's enrollment was 514, and, as has been stated, the State Normal School enrollment was 1,120 (R. 217).

Largest Normal School in United States. The Eighth Biennial Report for 1891-92, stated with considerable pride that the Kansas State Normal School with an enrollment of 1,404, was the largest Normal in the United States, if not in the world (R. 231).

The report expressed the hope that Kansas would "guard and preserve the dominancy and efficiency, for all time, by avoiding

the mistakes of some of our sister states in breaking its unity, harmony, and strength by establishing and maintaining other concurrent Normals in the state; at least, not 'till the State has fully equipped this institution, commensurate with the importance and magnitude of its present work."

Needless to say, the State Normal had not forgotten the Leavenworth and Concordia Normal Schools!

Request For Teachers of Special Subjects. The Sixth Biennial Report of the State Superintendent of Public Instruction for 1887-88 contained a plea for the addition of faculty members who were qualified to teach "special" subjects such as drawing, language, science, reading, and music. The State Superintendent stated in his report:

. . . The demand for special teachers . . . is also pressing itself upon us, and the School ought to meet it. . . . By this means many bright students will be encouraged to remain here and fit themselves for specialties. . . (R.207).

Post-Graduate Course Added. A post-graduate course was added in 1887-88 for the convenience of alumni who desired to

continue their education (R. 219). The catalogue of 1887-88 shows four graduates* of this course: Carry Americus Bishop of Atwood; Nellie Cunningham of Kingman; Bertie Collins Hastings of Topeka; and John A. McClain of Osage City.

Manual Training Department Added. A room in the basement of the building was furnished with tables and tools in 1889-90 for students enrolled in Manual Training. The work followed by students included wood-carving, joinery work, and other wood work. The course was added in the hope it would furnish opportunity for practice in making simple apparatus for illustrations, and as an aid in fitting manual-training teachers for the public schools (R. 221).

Physical Training Services. The physical training of the State Normal School in this period of the late '80's, served two purposes. First, all students enrolled were required to take physical training for the improvement of their health. The older forms of calisthenic exercises had, by this time, been supplanted by other forms of developing exercises. The students were given physical tests at the beginning and close of each term (R. 218). The physical education system at this period had been inaugurated by Professor Davis and was later developed by Professor Wilkinson. Delsarte drills were added in the elocution classes; a voluntary military battalion was organized under the direction of Professor Stevenson (R. 233). Later this

* State Normal Catalogue, 1887-88, p. 5.

organization was to see service. In addition to this individual health program, the School also trained students for teaching physical education. These advanced students received special instruction in theory and practice, and they assisted the regular teacher by conducting some of the physical education classes. In 1888-89, there were sixty students doing this special work; this number had increased to 76 the following year. The Seventh Biennial Report stated that Eastern schools acknowledged the physical superiority of the State Normal School students (R. 218).

Plans For Accepting Credit From Other Schools. As indication of a more business-like attitude toward the standardization of credit, the State Normal School, in 1889-90, adopted some new plans in the matter of placement of students from other schools. Graduates in the arts courses or in corresponding courses of first-class colleges were given such credit as would admit them to the last year (Senior year). The faculty designated the subjects they were to pursue. Graduates of high schools and academies that fitted students for admission to the freshman class of the state university, or graduates of high schools and academies of like qualifications, were given such credits as would admit them to the second-year class. The faculty designated the courses to be pursued. In both cases mentioned, the course included a review of the common branches (R. 216).

Library Facilities Increased. The library committee submitted a detailed report in 1889-90 which was published in the Seventh Biennial Report (R. 215). The total number of books in

the library was 5,992. Of this number, 1,335 had been added since 1888 when a \$500 appropriation for books from the legislature had been approved. The library was fairly well supplied with general reference books, about 150 volumes of philosophy, a few books on theology donated by friends of the institution, a few books on sociology, some excellent volumes on philology, about 600 science books, and a few books on practical and fine arts. The largest collection was in the fields of literature and history. The library books included 250 volumes of standard fiction, 150 books of poetry, 150 volumes of essays and general literature. Many volumes of history, especially in geography, travel, biography and brief historical sketches were available.

In 1891-92, Mrs. Carrie S. Plumb donated to the school the valuable private library of selected public documents of Senator Preston B. Plumb. This collection numbered almost 1,000 volumes (R. 238). The collection was to be known as the "Plumb Collection" (R. 239). The library accommodations were so inadequate, there was a problem of finding a suitable location for the collection. The books were placed later in a room in the city library which was rented for the purpose, and then moved to the school library.

Beginning of the Commercial Course. With the beginning of the 1892 school year, book-keeping and penmanship became a regular department of the School, and Prof. W. C. Stevenson was appointed to that chair (R. 234). Shorthand and typewriting were added the following year (R. 244).

Department of Natural History Organized. In 1885, the board of regents organized the department of natural history (R. 240). By 1892, the museum, started in 1886, was exceptionally well equipped.

First Department of History and Economics. Because of the many students who demanded professional instruction in history and economics, a department was established in 1893-94 with Prof. W. H. Johnson, a graduate of the state university, as head (R. 245). Prof. Johnson's wide experience in secondary education aided in his efficiency as a Normal school instructor.

New Wing Added. As early as 1889, agitation was strong for more room for the increased enrollment of the School. The accommodations offered by the assembly room were pitifully inadequate. The commencement exercises of 1889 were held on the campus because the hall could not accommodate the crowd. (R. 236). In 1890, over 400 students were unable to attend the graduating exercises. Since the seating capacity of the hall was 500, over 100 chairs were placed against the walls and on the rostrum, but between 200 and 300 students were unable to attend. This lack of room also worked a decided hardship on the evening entertainments given in the building (R. 237).

The legislature of 1893 made an appropriation of \$50,000 for a new wing and assembly room (R. 247). Since the new wing was to be erected on the east of the building, it was necessary to purchase an entire block, 100 feet front and 400 feet deep. Citizens of Emporia raised nearly \$1,500 for the land, \$500 of this amount

having been pledged by the faculty. This fund was raised by Emperians in order that all of the appropriation might be used for the building.

The new assembly room was dedicated September 3, 1894. The Emporia Daily Republican for September 4, 1894, stated:

. . . As the visitors reached the main entrance and first beheld the beauty and grandeur of the proscenium arch with its six sections of staff work surmounted by two dozen electric lights, many expressions of surprise and admiration were heard. . . . (R. 254).

The program began with the singing of Gloria by the "famous prize-winning chorus of eighty voices." After the devotional exercises, President Taylor gave a history of the institution, and eulogized many of the old friends of the School. A poem, written by Dr. Norton and read when the first Normal building was completed, was read by President Taylor. Judge L. B. Kellogg, the first president of the school, gave a history of the little building donated by the Emporian whose children attended the Normal in the first years of the school. Chancellor Snow of the University of Kansas gave an address, followed by an informal talk by Prof. Wilkinson who surprised his audience by appearing on the platform when everyone had supposed he was still in Europe. Hon. Rodolph Hatfield of Wichita represented the board of regents, and christened the new assembly as Albert Taylor Hall (Rs. 254, 253). This dedication in honor of his service to the school, was a complete surprise to President Taylor.

As an added feature of the dedication services, the new electric lighting system of the Normal was demonstrated by

E. L. Overton of the firm of Overton and Lee, electricians of Topeka. At the close of the services, Mr. Overton gave a display of "lights and shadows" to show the beauty of an electric lighting system. A few days before the exercises, the Emporia Daily Republican of August 29, 1894, stated:

. . . There are, including the gas jets, 240 lights in the building and when they were all turned on last night, the effect was most brilliant. . . .

Two thousand tickets were sold for the dedicatory services for which a charge of fifty and twenty-five cents was made (R. 255).

The Normal Is Awarded Two Medals at the World's Fair. The State Normal School was awarded two medals at the World's Fair in 1893-94, one for students' work in the Normal department, and the other for work of pupils in the Model school. These awards were based on excellence of work, completeness, and the practical nature of the instruction offered (R. 250).

Athletic Association. The State Normal School catalogue of 1893-94 mentions an athletic association composed of members of the faculty and students. This organization provided outdoor exercises and amusements, including baseball, lawn tennis, croquet, bicycling, and military drill. The field day exercise was the high point of the year (R. 242).

Entertainment Receipts. The Emporia Weekly Republican for June 25, 1891, stated that the receipts of the winter's course of entertainment at the Normal were \$1,015. The societies which sponsored these entertainments netted \$326.31. The high quality of talent presented was commented on in glowing terms by the

editor (R. 224).

18. The First Summer School

In the Summer of 1891, Prof. M. A. Bailey of the faculty conducted a special summer school in the Normal building for advanced students in mathematics and Latin. The work was organized for the purpose of enabling the students to "graduate at an earlier date than would otherwise be possible," and to provide systematic work for students and teachers who wished to "more thoroughly equip themselves for the higher duties in their profession. . . (R. 228)." The subject was divided into twenty lessons that required ten hours of preparation. Written examinations were required after every fourth lesson, and were returned with corrections by Prof. Bailey. An examination at the end of the course was also given (R. 227). Fifty-three students were enrolled in this summer school.

In the summer of 1892, three members of the faculty offered courses--M. A. Bailey, J. H. Hill, and D. S. Kelly. These courses were of ten weeks duration and were taken by 166 students (R. 229).

19. Friends of the School Borrow Money

The Attorney General of Kansas, handed down a decision in 1891-92 that worked a serious hardship on the State Normal School. It had been the custom to draw an order on the state treasurer against the fund derived from interest on the balance of unpaid purchase-money on land contracts and on the permanent fund invested under the direction of the School Fund Commissioners. The

Attorney General gave as his opinion that no part of this fund could be rightfully drawn from the state treasury without a specific appropriation by the legislature. The Supreme Court confirmed this opinion. Thus, the principal part of the revenue of the school was made unavailable. The members of the board, some of the faculty members, and citizens of Emporia borrowed \$9,000 on their personal responsibility in the spring of 1892, and arrangements were made to borrow \$4,000 or \$5,000 in the fall. This amount carried the school until the legislature met and made the desired appropriation (R. 238).

20. First Guest Slips and Police Patrol For Girls

In March, 1889, a new ruling was passed by the school that prohibited all persons from attending evening exercises on the campus unless they presented tickets that proved they had been recommended by some member of the institution. This student was held responsible for the conduct of the guest (R. 213).

That conditions were somewhat precarious is evidenced by the fact that it was necessary to place a police patrol around the campus on "Society Night" so that order might be preserved among the town boys who gathered there to see the girls home (R. 265).

21. Boundary Dispute

The Tenth Biennial Report of 1895-96 contains a rather detailed account of a boundary dispute that concerned the legal center of the section from which the east line of the Normal grounds and the recent purchase from C. V. Eskridge should be determined. The school finally accepted the 1886 survey as legal,

and proceeded to erect a fence upon the line as located from that center. Mr. Eskridge claimed this survey was illegal and that the survey should have placed it five feet further to the west. When a new survey was made after a petition by Mr. Eskridge, the new center established threw the north end of the fence a few inches on Mr. Eskridge's land, and the south end some three feet and seven inches on his land. The school received over one-half of the strip in question and a strip of 350 square feet on the north. The dispute was settled amicably (R. 260) because the amount involved was so small.

22. Another Destructive Tornado.

On September 8, 1895, one week after the opening of classes, a tornado blew off the roof of the north end of the east wing of the main building. A deluge of rain (8 inches) swept through the opening. Great damage to the amount of \$3,687.80 was done to walls, furniture, and equipment. After a careful examination of the building, the state architect discovered faulty construction of the upper wall and roof had cause the building to yield much sooner than it should have done. The money for repairs was taken from incidental and interest funds (R. 259).

23. Football Is Censured

One of the first reports of football in the community is found in the Emporia Daily Republican of April 29, 1885. A short item states that "twenty-five or thirty young fellows played a very exciting game of football at the M. K. & T. grounds last evening" (R. 190). The article stated that all under fourteen

were excluded because of the dangerous nature of the game. In 1895 the board of regents held a meeting (after witnessing a College of Emporia-Normal game) in which they declared that football was banned forever at the Normal! The brutality of the game was the reason for this move on the part of the regents (R. 295). The Emporia Daily Gazette approved heartily of the board's decision (R. 241). Soon after this ultimatum by the board, an athletic association was formed (R. 242) that was to compensate for the loss of the sport. (R. 241)

That the decision of the regents was not rigidly enforced is shown by mention of Normal games as early as 1895. The State Normal Monthly for December, 1895, carried an urgent plea for the abolishment of football. Statistics showing the deaths and accidents from the game were pointed out. A gruesome plea against football by William Allen White of the Emporia Gazette was a feature of the article (R. 256). Probably the most startling account of this agitation against football was that found in the State Normal Bulletin for 1897 that stated, modestly enough, "The Secretary of War and the Secretary of the Navy have forbidden football games between West Point and Annapolis. . . . So, one by one, the institutions of the earth fall in line with the State Normal School on the question of games with non-resident teams (R. 266)."

24. Alumni Incorporated

In May, 1895, the alumni of the State Normal School drew up definite plans for the incorporation of the Alumni Association.

Membership fees of one dollar per year were adopted and a permanent membership fee of ten dollars that guaranteed exemption from all other fees was also adopted. A note might be given for the fee for any period not exceeding five years. The note was to bear eight per cent interest. Three dollars of the membership fee was to be used for an alumni pin provided a sufficient cash payment had been made. The entire rules and regulations of the Association appeared in the State Normal Monthly for May, 1895, with the signatures of J. H. Hill and Ellen Plumb attached*.

25. Publications

In 1889, the State Normal Quarterly was started by faculty members. The subscription price was twenty-five cents a year (R. 261). This publication was changed to the State Normal Monthly in 1894 with a subscription price of fifty cents a year. In 1897, one student from each of the literary societies helped the faculty publish the publication. The Students' Salute, the first student publication, was started in 1895, and lived for two years. The Oven made its appearances in 1898. It was published by the Literati society and was issued twice a month (R. 257). It existed until 1901.

The Kodak, the first State Normal School annual, was published in 1898. The title of Sunflower was not used until six years later, and was adopted as the official yearbook title in 1910 (R. 261).

* State Normal Monthly, May, 1895; Vol. 7, No. 8; p. 118.

26. First Secret Society

The Students' Salute of November 22, 1897, complimented quite highly a secret fraternity that had recently been organized. This complimentary article is especially interesting since it welcomed a type of organization that was, in a few years, to bring dissension and discord to the social life of a particular period in the school's history (R. 264).

27. Growth of Music Department

Vocal music had always been a part of the school curriculum since it was assumed that teachers should be able to teach their pupils how to sing. However, the board did not consider instrumental music as a part of the regular work. When students demanded instrumental music, the board provided "good instruction" for which the student paid tuition fees. As early as 1886 the receipts from this work amounted to \$341.25 (R. 181). In 1896, the first commencement exercises of this department were held (R. 263). In 1897, a children's course was added (R. 267).

28. Courses Offered in 1900

The four-year Latin and English courses were still offered in this period. The Elementary course consisted of the first, second, and last, or professional year of the English course (R. 291). The Academic course consisted of the first and second years of either the Latin or English course in addition to psychology or physiology, and seven subjects or their equivalents from the third year. Graduates of these courses received diplomas which were life certificates to teach in the schools of Kansas. Those

who completed the first two years of any course and psychology, or a full term of strictly professional subjects, received one-year state certificates good in any county (R. 288).

In 1899, French and German, which had not been considered a part of the regular school work, were allowed as substitutions for the Latin course (R. 291).

29. Degree of Bachelor of Pedagogy

Graduates of the four-year courses of English and Latin were granted the degree of Bachelor of Pedagogy in 1898. As an inducement to alumni to work for this advanced degree, the board suggested that these students be paid for assistance they might give to the school (R. 269). Any graduate in the Latin or English course was eligible for this degree provided he was a graduate of three years' standing and had taught two years. At graduation, he was required to pass an examination in certain prescribed courses with a grade of eighty percent or more. In addition to these requirements, the student presented an original thesis of from 4,000 to 5,000 words on some educational subject. This thesis was to be bound and placed in the files of the Normal library (R. 220).

Records show that there were but five degrees of Pedagogy granted by the school. In 1898, the following students received the degree: Charles Edward Johnson, a teacher in the Beloit high school; Mary Louise McCreary, business manager of the Gazette; Eli L. Payne, of the Normal faculty; and Jennie Whitbeck, also of the Normal faculty.¹ In 1902, the degree was conferred upon

¹ State Normal Catalogue, 1897-98, p. 8.

Ada Hogle of Emporia² who became a teacher of Manual training in the State Normal School of Whatcom, Washington.

30. Chair of Physical Culture Established

In the year of 1897-98, a chair of physical culture was established, and Prof. Mandie L. Stone, graduate of the University of Chicago was put in charge. The records showed at this time that physical training had been a part of the curriculum for twenty years, but this appointment of Miss Stone marked a definite step toward recognition of the department (R. 270).

In June, 1900, the board of regents received a petition signed by 145 students asking for a man director for the gymnastics for men and field athletics. In answer to this response, the board appointed a man teacher who was to devote half of his time to this work (R. 287).

31. State Normal School Suggests Auxiliaries

Through the years, the institution had fought the establishment of auxiliary schools on the assumption that they would cripple the School. Then, too, it remembered the dissension caused by the Concordia and Leavenworth Normals. But this worry evidently was a dead issue by 1897, for in the Eleventh Biennial Report for 1897-98, the president suggested that since the institution was now so large, the State would do well to establish schools in which students could do the first two years of work and the Emporia Normal School would handle the advanced courses. The fact that some other states such as Indiana, Iowa, and Michigan

² State Normal Catalogue, 1901-02, p. 10.

were following this plan, was pointed out as a proof of Kansas' need to expand (R. 268).

32. The Spanish-American War

The first effect of war on the life of the State Normal was in its pre-school days when the able-bodied men marched to the border for picket duty during the Civil War, a situation that deferred the formal opening of the school for almost a year. The Spanish-American War had more direct bearings on the life of the State Normal School. A battalion had been organized as part of the physical training work of the School in 1888 (R. 271), and had trained at least 600 men in military drill. Arms were provided by the State government at this time but the National government took the rifles over when the war started. Because of this, the members of the battalion rented their own Springfield breech-loader cadet rifles in 1899 (R. 280). When war was declared and the call came for volunteers, many of the former members of the Normal battalion enlisted. Over thirty per cent of the first three Kansas regiments were school-teachers, many of them from the State Normal School. Professor W. C. Stevenson of the department of penmanship and bookkeeping, who had organized the battalion enlisted in the army and was elected captain of Company H in the Twenty-second Kansas Regiment. His teaching position was held for him until he was mustered out of the army (R. 272).

The home-coming of Company H and Company E on their furloughs was a gala occasion in October, 1898. Business houses closed and a parade from the Santa Fe to the Normal was a feature

of the day. Addresses were made by prominent Emporia citizens and by President Taylor (R. 274). Some of the "boys in blue" attended the Normal during their furloughs that lasted one month.

In November, 1899, the school celebrated the return of the Twentieth Kansas. The celebration began with patriotic exercises in Albert Taylor Hall early in the morning. Tributes were read in honor of General Funston and a patriotic address was given by C. B. Graves. The students, faculty, and townspeople, gave the Normal salute to the flag, the Normal yell, the Kansas University yell, and the program closed with the Funston yell:

Hoo-rah! Hoo-rah!
 Who's in the swim?
 Funston! Funston!
 Zep! Boom! Bim!

At 9:20 the crowd marched down Commercial street to Fourth Avenue, then west to the station. Three thousand people welcomed in the first section of the regiment. General Funston and his wife were almost mobbed in the excitement until President Taylor rescued them. General Funston was escorted to a farm wagon where he made a talk. The second section arrived at 12:40. Lieutenant Tefft, a former student, presented an ebony cane and two Filipino hats to President Taylor. (These hats had been captured in battle.) He also presented the Philomathian society with a gavel made from the main mast of one of the warships sent to the bottom by Admiral Dewey. The third and fourth sections of the regiment came in later with great celebration. The account of these stirring days of the post-war period are masterpieces of enthusiasm

and loyalty for the state Normal School (R. 278).

33. University of Chicago Places State Normal School on Its Accredited List

In the school year of 1897-98, the University of Chicago sent a faculty member to Emporia to inspect the State Normal School. After inspection of the school, the University placed the Kansas State Normal school and three other State Normal schools in the United States on its accredited list. This recognition meant that graduates of the Latin and English courses would be admitted to the University with advanced standing of sophomore or junior ranking (R. 273).

34. Normal Loses Some Faculty Members Because of Low Salaries

The Twelfth Biennial Report for 1899-1900 pointed out the loss of several influential faculty members who resigned to accept larger salaries. Among these were Prof. M. A. Bailey who accepted a position in the New York City Training School; Prof. W. C. Stevenson, of the commercial department, who accepted a position in Tome Institute at Port Deposit, Maryland; and Prof. Sue D. Hoaglin, teacher of elocution, who accepted a position in the Northern Illinois State Normal School at DeKalb. The report warned against a continuance of this exodus of teachers (R. 283).

35. Citizens and Faculty Donate Money For More Land for Normal

In 1899-1900, Gov. C. V. Eskridge offered to open a street from Twelfth avenue north through to the Macke tract, provided

the school would purchase the strip of land lying between the east line of the campus and the proposed street. This would give the school a street on the east and a rear entrance to the grounds and boiler house, as well as adding to the width of the strip donated by Emporia citizens. The purchase price was \$1,500 of which the faculty assumed \$500 and citizens contributed \$500. This purchase increased the width of the tract to 470 feet. The faculty's share of this amount was derived from the entertainment fund (R. 284).

36. Appropriation for New Boiler-house, Remodeling of Old Boiler House for Gym, and Janitor's House

The legislature of 1899 made an appropriation of \$18,000 for a new boiler-house and the remodeling of the old boiler-house for a gymnasium. The appropriation was found to be \$7,000 below the school's estimate, so plans for the improvements were altered. The new boiler-house, forty feet by seventy-five feet, was erected 250 feet northeast of the main building, and provided for six boilers, a large coal-bin, a power room, and a sleeping room for the fireman. The entire expense was \$14,129.00, almost twice the amount proposed. The rapid rise in the cost of materials was responsible for the under estimation (R. 282). The boiler house was erected in a ravine on a site northeast of the main building. The site had been purchased from Mrs. Rachel Patterson. D. L. Thomas of Emporia was the contractor (R. 281).

When bids were received for the remodeling of the old boiler-house, to be used as a gymnasium, the board found it could finish

the building for immediate use by advancing between \$3,000 and \$4,000 from the incidental and interest fund of the school. The allotments to the various departments of the school were cut down for the first term and the money used to complete work on the boiler-house. The gymnasium, which utilized the walls and basement of the old boiler-house, was forty by one-hundred five feet, two stories high, and contained a main hall, four bathrooms, eight offices, a waiting room, and an apparatus room. The walls of the old boiler-house were the restored walls of the first Normal building erected in 1867 and destroyed by fire in 1878.

A house between the site of the new boiler-house and the main building was purchased with money from the incidental fund and part of the appropriation, as a residence for the school janitor (R. 282).

37. The First Hospital Fee

In 1899-1900, a new health plan was inaugurated in which each student in the State Normal School was assessed twenty-five cents per term for the purpose of raising a fund with which to employ a resident nurse. Miss Faye Lemmon, a registered nurse, was employed. This first year of the plan was a trying one, because of epidemics of chicken-pox, small-pox, and measles, but the Twelfth Biennial Report for this period stated that "so wise were her administrations that not a single student of the nearly 2,000 in attendance died during the year--a most remarkable record." During the second year of the plan, the nurse's room was provided with supplies for use in emergencies. The old office of the direc-

tor of physical training was used as an emergency hospital (R. 285).

38. Appropriation For Summer Session Is Defeated

Although the summer session had been functioning since 1891, the teachers relied on the fees of the students for their salaries. The legislature of 1899 was asked to provide an appropriation to enable the board to employ teachers for the summer term and to offer free tuition as was done during the regular year (R. 279). But the proposition was defeated. However, faculty members were willing to depend upon fees for their salaries, and the session was continued. The first appropriation for a summer school was made by the 1901 legislature which appropriated \$10,000 for the following biennium (R. 298).

The session at this time included the courses of the regular school year, and with the exception of rhetorical and gymnastic exercises, the organization was the same. In case an instructor did not wish to remain for the summer session, the president and head of the department involved were authorized to employ a substitute (R. 279).

39. The Class of 1899 Establishes a Student Loan Fund

The class of 1899 voted to start a students' loan fund, and deposited the surplus of \$113.25 in its treasury, with a board of trust composed of the president, the vice president, and the head of the department of physics and chemistry. The class suggested that this fund, if properly managed, would approximate \$100,000 in a hundred years. One student took advantage of the

fund the year it was established (R. 277).

40. The First Colored Graduates

For the first time in the history of the school, colored graduates received diplomas. These graduates were members of the class of 1899. The State Normal Monthly for June, 1899, stated that these graduates "are of genuine ebony and have right royally earned their sheep skins." John R. Smith was a teacher in the Kansas City, Kansas schools, and Gaithe Page was elected to a position in the Topeka schools. The attitude of the Normal toward the negro as a member of the student body was expressed in the same article: "We hope others of their people may imitate their example." (R. 276).

41. President Taylor Resigns

At the close of the school year of 1900-01, President Taylor sent in his resignation, after having served the State Normal School for nineteen years, the longest period of service of any president of the institution up to this time. He accepted the presidency of James Milliken University, Decatur, Illinois, not so much for salary considerations, as for the service he could render his church through his affiliation with the University. Vice president J. N. Wilkinson, who stood next to President Taylor in rank and length of service, was chosen his successor; J. H. Hill, a graduate of the institution and next in term of office, was made vice president. At this same meeting of the board, J. H. Glotfelter of Atchison, superintendent of schools, was elected director of the training department, the position

held formerly by Prof. Wilkinson (R. 292).

These nineteen years of President Taylor's term of office, were years of rapid growth and development--practically free from discord and dissension. Eulogies are unnecessary in the historical account of an institution; the events speak for themselves. And the events in the period of the institution's history from 1882 to 1901, give evidence of the judicial administration and keen educational foresight of President Albert R. Taylor.

CHAPTER VII

ADMINISTRATION OF J. N. WILKINSON, 1901-1906

1. Prof. J. N. Wilkinson Becomes President

When President A. R. Taylor's resignation was accepted by the board of regents at the close of the 1900-1901 school year, Prof. J. N. Wilkinson of the training school department, was elected president. Prof. Wilkinson had been a member of the faculty of the state Normal School since 1884 when he was elected head of the training school after having been engaged in educational work in Buda, Illinois; Peoria, Illinois; and later as principal of the high school at Decatur. His degree was from the Normal University of Illinois.

Before his election to the presidency of the State Normal School, Prof. Wilkinson had been active in the educational activities of Kansas and the nation. He had been director of the National Education Association for Kansas and had been the conductor of the Kansas delegation to the N. E. A. meeting in San Francisco. His work in institutes in the State had been especially successful (R. 294).

2. Legislature Aids Summer School

The legislature of 1901 appropriated \$10,000 for the summer sessions of the biennium of 1901-02. These sessions had been carried on previously by fees paid by the students. With this appropriation, students were now required to pay only the "irregular" fee of the other terms. This irregular fee entitled them

to enroll in any course offered. Although the enrollment for the summer session of 1901 was nearly 600, the fees collected and the appropriation made by the legislature were not sufficient to meet the entire expenses of the session (R. 298).

3. Changes In the Organization and Courses of the School.

Failing Students Excluded: The scholarship standards of the school were raised in 1901-02 by a new ruling which prohibited unsatisfactory students from continuing their work. The Thirteenth Biennial Report showed a decrease of students in the year of 1902 as compared with the first of the biennium partly due to the enforcement of this new ruling. When a student did unsatisfactory work and gave no evidence of successful teaching qualifications, he was barred from the school. The Report expressed the belief that the reduction in enrollment was only temporary; the board believed the enrollment would be increased in time by strong students who respected this ruling of the school (R. 307). Weak students would not care to attend a school that boasted of high scholastic standing. This move marks the beginning of a tendency in the institution to restrict instruction to those who can best profit by it.

Academic Course Abolished. One of the first moves toward higher standardization of the State Normal School had been the abolition of the two-year life certificate course in 1884. The next step was the dropping of the Academic course which had been a part of the curriculum for many years. This course had been maintained for those students who did not care to teach and con-

sisted of the work of the Normal department less the year of professional training. A diploma was granted at the completion of the course which was not a certificate to teach. This change made it necessary for the student who did not plan to teach to do some of the work of the professional year (R. 308) a part of which was transferred to the non-professional year.

Teaching Pledge Discontinued. When some of the professional work was transferred to the non-professional year with the elimination of the three-year course, students who did not care to teach were required to do some of this professional work. Therefore, the board in 1901-02 felt it should exercise its option in regard to the declaration of intention to teach, and to omit the teaching pledge (R. 309).

No Diplomas Except for Completion of Four-Year Course Advocated. In the Thirteenth Biennial Report for 1901-02, a new plan of certification was mentioned. The board suggested that it was highly in favor of the elimination of all diplomas except for the one issued at the completion of the four-year course. There had been a trend toward simplification of certification and this proposed plan would be a decided step in that direction. The State Board of Education had issued a great variety of certificates which had added confusion to the situation. The board of regents and faculty regarded the completion of four years of work at the State Normal School beyond the common schools, in addition to a record booklet furnished each graduate, as "the most trustworthy creden-

tials a candidate can furnish" (R. 310).

It is well at this time to make a brief resume of the diplomas and certificates offered by the school, since this particular period of President Wilkinson's term of office was the turning point of the State Normal School from a secondary school to one of collegiate rank.

In 1902, the following courses were offered: (1) The Elementary course which consisted of the first two years and fourth year of the regular four-year course; (2) The English course which included all four years, and which allowed no substitution of foreign language; (3) The Latin course which included the full four years of work and which required three years of Latin; (4) and, the English-French course, English-German course, or English-Latin course which were combination courses of the two languages named. The diplomas given at the completion of the courses were also certificates to teach and were without renewal valid for life. The holder was eligible to teach in any of the public schools of Kansas.

Those students who completed the first two years of any of the above courses, in addition to spelling and rhetorical, and who showed an aptitude for teaching, were entitled to a legal certificate to teach in any of the public schools of Kansas, high schools excepted, for one year.

The certificate issued after completion of the Kindergarten course, was not valid as a teacher's certificate. In 1902

there were rumors that the certificate would not be offered after June 1903 but the work was to continue (R. 317).

Allowances In Fees Made for Adjustments in Courses. Because of the changes made in the course of study, students were permitted to adjust their old courses to the new without paying the "irregular" fee.

The confusion that would come from any change in courses is evident when the organization of classes is reviewed. Classes were arranged alphabetically with the A class representing the first term of the first year of the old four-year life certificate course. The H class was known as the graduating class (progressing alphabetically from A to H in four years.) The A, B, C, and D classes, representing the first two years, were later relegated to the secondary course. The E, F, G, and H classes, representing the last two years, came to be the freshman and sophomore classes of the college.*

According to the new schedule of courses, a student who had one subject in the E group and nothing else below D, might take that and the D work without extra fees although the rule indicated that one could take nothing in D until he had finished A and B (R. 301).

4. Y. M. C. A. and Y. W. C. A. Organized

Prior to 1885, the Y. M. C. A. had included both men and women students in its organization. But in 1885, the national organiz-

* The Development and Growth of the Kansas State Teachers College of Emporia, 1865-1925, J. Scott McCormick, January 23, 1925, p. 40.

ation demanded the expulsion of women students from the State Normal School organization. The society then became an independent organization because members were not in favor of expelling the women students. The society was called the Young People's Christian Association. This organization became the Young People's Society of the Christian Endeavor in 1889 (R. 305).

In 1901, the Upper Room appointed a committee to investigate and report upon the plan of changing the Christian Endeavor to the Y. M. C. A. and Y. W. C. A. In the summer of 1901, three members of the organization were sent to the summer conference of the Y. M. C. A. at Lake Geneva by the executive committee of the state Y. M. C. A.-Y. W. C. A. These members were so enthusiastic when they returned to the Normal in the fall, they recommended the disbanding of the Christian Endeavor Society and the organization of the new association. On September 13, 1901, the Y. M. C. A. and Y. W. C. A. were organized (R. 322a).

5. Basketball Becomes Popular

The first basketball organization was mentioned in the fall of 1901. The game had been popular in the East for some time, but had not been introduced in the State Normal School until after 1900 (R. 299). The first out-of-town game was played on November 8, 1901, when the State Normal team went to Florence and played against the team there in the Florence Opera House. The score was 13 to 12 in favor of Florence. The records indicate that it was a rough game and the students complained that

the official did not penalize the Florence team for fouls their members made that were called on the State Normal School team! On December 16, 1901, Florence came to the Normal to play a return game, the first game played in the home gymnasium with an out-of-town team. Florence lost this game 43 to 10. Three officials were used. The charge for admittance was twenty-five cents (R. 299a). By 1904, the game was extremely popular and large crowds of students attended the games. An interesting account of the basketball season is found in the 1904 Sunflower in which the popularity of the game among the girls is mentioned. The following statement is indicative of the girls' enjoyment of the game: "It is a game that can be well played and thoroughly enjoyed by girls, hence we believe in supporting the game because of the majority of our students are girls (R. 329).

6. Students' Index and State Normal Bulletin Merged

In the fall of 1902, The Students' Index and the State Normal Bulletin were issued as one paper. The form of the Index was retained, and the name of the Bulletin was chosen. The faculty and students made the change in order that the concentrated effort of the two publications would insure a better paper (R. 311).

7. Students May Buy Baths

One of the assets of the school of which the students were extremely proud, were the baths in the new gymnasium. These baths, "for ladies and gents", were located at opposite ends of the gym. Members of the Athletic Association had special rates of thirty-six baths for one dollar. The students who were not

members could buy transferrable tickets for twenty-five baths for one dollar. A report in a 1901 Bulletin suggests: "This (the baths) will put all the bath houses in town to sleep as far as the Normalites are concerned) (R. 300)."

8. Library Building Is Added

Introduction. Enrollment in the State Normal became so large in 1901-02, that some classes were compelled to meet in that portion of the main building assigned to the library. The school felt an acute need for a separate library building that would take care of the rapidly growing library and would furnish a quiet place where students might study without interruption. Fire hazards would also be diminished.

Negotiation For Land. Some time previous to 1901, the state had been offered a site for the proposed library building west of the main building at a price of \$11,800. On December 1, 1901, citizens of Emporia gave their notes to President Wilkinson, trustee, for the payment of such part of the price, and the interest, as might be unpaid April 1, 1903, and the owner of the land accepted in payment this note at six per cent interest (R.302). The board held options, good until April 1, 1903, on the land west of this newly acquired portion, at a price of \$10,300. Part of this land was used as an athletic field. A citizen of Emporia, "Mit" Wilhite, having made \$1,000 worth of improvements on the park, donated them to the school (R. 320).

The 1903 legislature reimbursed President Wilkinson, trustee, for the purchase of the site for the library already deeded to the

state and occupied by the library building." The \$10,300 for the additional land for the site of the building to house the Training School and for the athletic grounds was also appropriated. This land was known as the Borton Addition (R. 303).

Appropriation for Library. The 1901 legislature (R. 304) passed an appropriation bill for \$60,000 for a library building for the state Normal School. The library at this period contained nearly 15,000 volumes crowded into a suite of four small rooms, so this \$60,000 appropriation was received with joy. A cut of the proposed building appeared in the 1901-02 catalogue.

Building Is Dedicated November 5, 1903. The library building, erected at a cost of \$60,000 was dedicated November 5, 1903, at the time of the meeting of the State Library Association in Emporia (R. 316). The building, made of brick and terra-cotta, contained two floors, the first floor containing a large entrance hall, a lecture-room with a seating capacity of 200, an unpacking room, and four large seminar rooms where students or faculty might study. The unpacking room was connected with the stacks above by a book-lift. The main feature of the second floor was the spacious reading room that could accommodate two-hundred students. Open shelves for the reference books were placed around the walls of the room. A delivery-room was placed near the stairway, closely connected with the stacks. The stack system of shelving, which provided for the storage of the greatest number of books, was used. These stacks were made of steel and the part of the building

in which they were placed was constructed of "slow-burning" material as a protection against fire hazards. The librarian's office, the work-room of the cataloguer, and the children's room were located on the first floor (R. 315).

At their June meeting in 1907, the board of regents voted to call the new library building "The Kellogg Library" in honor of the first principal of the institution, L. B. Kellogg (R. 350).*

9. Auxiliary At Hays Organized

Congress Donates Fort Hays Military Reservation. On March 28, 1900, Congress gave the Fort Hays Military Reservation to Kansas for educational purposes. In 1901, the legislature gave 4,000 acres of this reservation for a western branch of the State Normal School (R. 289), and made a \$7,000 appropriation for fitting up a building to house the school.

Opening Is Delayed. The organization of the Auxiliary Normal School could not be effected until the title to all the land was free from contest and surrendered to the state. When that was done, the appropriation could be used as provided by the legislature. Some trouble arose from homesteaders who claimed portions of the land. When the board assured them free use of the disputed land for a period of time not to exceed five years, the land was surrendered.

Temporary Quarters Used. In March, 1902, the appropriation made

* At the time of this writing (1936) this same building is serving as a library that takes care of 1,600 students. Although reserve books are kept in the old cafeteria building, conditions are extremely crowded. The library contains more than 75,000 volumes.

in 1901 that plans were made to improve the quarters in the old fort building. The hospital buildings were repaired and furnished for school rooms, laboratory, library, and office. The colonel's quarters were repaired for the principal's residence. Hays' citizens donated a building to be used as a gymnasium. The course of study was the same as the first two years of the regular course at the main school in Emporia (R. 314). The school opened June 23, 1902.

10; Football Comes Into Its Own

In spite of dire warnings of regents, legislators, editors, and the public in general, football had not vanished from the State Normal School. On December 15, 1902, an entire issue of the State Normal Bulletin was devoted to praises of the game (R. 296). In this issue of The Bulletin, the entire history of the game as it was played in Emporia by State Normal School students was reviewed. An article entitled A Retrospect (R. 295) is well worth the reading of any State Normal School alumnus in that it serves as a backward glance over dramatic events of the school's football history.

A trophy in football called the Mit-Way Cup, was offered by O. M. Wilhite, referred to in the State Normal Bulletin as "The big-hearted supporter of athletics." The cup was contended for by the State Normal School and the College of Emporia. The school winning the larger number of games during the football season was declared winner and received the cup. If the school kept it for three years in succession, it was to become its per-

manent property (R. 297). Thus did the old rivalry in football between Emporia's two colleges originate.

11. Alumni Building Plan Inaugurated

At the meeting of the Alumni Association in June, 1901, the need for an alumni building was discussed. Local alumni had discussed the question some time during the year, and at the June meeting serious consideration was given to the erection of a building which would be financed wholly or in major part by the alumni, former students, and friends of the school. The plan called for lecture rooms, parlors, rest rooms, and in general a building that would serve as a meeting place for returning alumni and as a place where the schools' treasures might be housed. A unanimous vote for the plan followed the discussion and an appointed committee was authorized to raise the sum of \$15,000. This committee which included C. S. Fowler, president of the Alumni Association, J. H. Hill, W. S. Picken, Mrs. G. W. Newman, and Mrs. David H. Stone, submitted a plan whereby the necessary \$15,000 might be raised. By this plan, alumni could pledge fifty dollars, payable June 1, 1902, or pay this amount in five payments starting on June 1, 1902 and the other four payments due December 1, 1902, June 1, 1903, December 1, 1903, and June 1, 1904. Twenty-five dollar pledges could be made that followed the same plan. Three days after the plan was put into operation, members of the faculty pledged \$875; by January 7, 1902, the amount pledged was \$1,000 (R. 312). By October, 1904, the Alumni

building fund aggregated \$2,600 in spite of the lack of response of 100 alumni (R. 324). From this movement the present Student Union building finally emerged.

12. Employment Bureau Established

By 1903, an employment committee was functioning that had charge of the work of men students who desired to earn a part or all of their expenses. The student filled out a card in which he stated the type of work he wished to do, and the employer filled out a card on the student's qualifications. In 1902, over \$1,000 worth of work was done by students. H. L. Gladdis of the faculty was chairman of the committee (R. 318).

13. Sub-Normal Department Abolished

The sub-normal department of the State Normal School, established in 1891, was the department between the eighth grade and the Normal department. A student who could pass the entrance examinations was placed in the A class; those who failed to pass the examinations were placed in the Sub-Normal class. It is probable that older students entering the Normal were placed in this class so they would not be embarrassed by being in a class with eighth grade children, and the young children would not be put to such great disadvantage. At any rate, these students were below average in the common school subjects and received special help before entering the Normal proper.

In 1902, the board abolished this department and provided that special classes should be organized with pupil-teachers in charge to help the pupils needing help in penmanship, civil law,

bookkeeping, physics, and physiology (R. 313). Although this class was abolished, there were undoubtedly many students classified later as "irregular" who would previously have been placed in this class.

14. Mileage For Third and Fourth Year Students Only

The mileage refund system introduced about 1887, was restricted to third and fourth year students by the board of regents in 1902. The increased enrollment and the establishment of the Western Branch at Hays made such a move imperative (R. 313).

15. Interstate Contests

The inter-society contests had been a part of the school's activities since the early life of the Normal, reaching their peak in the '80's. By 1900, the interstate contests had, to some extent, supplanted these local affairs. School publications of these years show the eloquence of the period, and the almost frenzied enthusiasm that grew out of the competition. Student body, faculty, and Emporia citizens marched to the depot to greet a winner in debate and oratory with as much pomp and ceremony as the modern student body hails a returning victorious football team. One of these contests of the Interstate League (composed of Wisconsin, Missouri, Illinois, Iowa, and Kansas) was held in Emporia in May, 1902. The School was elaborately decorated and various activities entertained the visitors. One feature was a ball game between the Missouri State Normal and the Kansas State Normal School to be played in Mit-Way Park. A debate between

Missouri and the Senate men's debating society representing the Kansas State Normal School, ended in victory for Kansas. Illinois won first in oration and the Normal second. The Alpha Senate gave a reception for the visitors and the visiting presidents of the institutions represented gave talks. A banquet was held in the gym; the last day, the colleges entered participated in a track meet.*

16. County Contests Encourage Educational Improvement

The faculty of the State Normal School offered a twenty-five dollar prize each year to the teacher in the state who presented the best written essay of not more than 200 words. In addition to this prize, the county association represented was given a sterling silver loving cup to be held one year as a trophy. The teachers were chosen by the county association on the basis of exercises of not more than 200 words that were presented before the group. These manuscripts were sent to the Normal faculty not later than April 15 with the assurance that the teacher chosen would present her manuscript in Emporia in June if she were one of the five whose work was chosen (R. 326). Some of the topics suggested by the School were: (1) A Scheme for the Improvement of School Grounds in Rural Districts; (2) How to Use a Course of Study in Rural Schools; (3) Value and Methods of Teaching English Literature in the grades; (4) Value of a District Library and How to Use It; (5) A Course of Study in Morals Recommended for State

* State Normal Bulletin, May 13, 1902, Vol. 1, No. 34; pp. 233-235.

Adoption for Rural and Village Schools.

17. Two New Departments Added

In 1904 the department of "Themes and Public Speech" was added as a means of lightening the work of the departments of Elocution and English; a department of Library Management was added "in view of the fact that school libraries need expert management to make them successful" (R. 327).

18. Manual-Training Auxiliary Organized

The legislature of 1903 authorized the organization of the Manual-training Auxiliary (R. 330) at Pittsburg and by 1904, the school was in successful operation. Its specific purpose was to prepare teachers for the industrial and domestic science work in the schools of Kansas which was, in this period, becoming extremely popular in the United States. As legislature had made specific provisions in regard to the addition of home economics and manual training in the public schools (R. 330), this new school satisfied a definite demand for those teachers who desired to teach these subjects in the Kansas schools.

The new school established at Pittsburg was the only school in Kansas that had a definite course in domestic art and science which would lead to a certificate that qualified the student for such a position in a school that received state aid (R. 376).

19. Training School Has New Home

Appropriation. The legislature of 1903 appropriated \$30,000 for a training school building to be erected on the site known as the "Borton Addition" (R. 303).

Building Is Occupied. The new Training School building, erected at a cost of \$31,508.15 on the tract of ground purchased in 1903, west of the main building, was ready for occupancy in 1904. The training school, which had been housed in the east end of the main building, at once experienced a spurt in enrollment likely due to the improved facilities offered by the new building. The words Training School appeared above the main entrance with the dates 1864 and 1904 as a reminder that it had been forty years since the Normal was founded. There were three floors in the building. In the east end of the ground floor was located the gymnasium which had a floor of wood. The manual training room was on the west end of the first floor. Heating rooms and lavatories were also on this floor. The second and third floors were divided into recitation rooms, halls, cloak rooms, and closets. Eight recitation rooms were on each of these floors. Yellow pine was used for finishing and floors, while stairways were finished in oak. Walls were not tinted. Blackboards were placed near the floor so that children could reach them without difficulty. The office of the principal was located in the front end of the second floor.

The wall system of ventilation was used in the building--the same method as was used in the main building. Steam heat was used, and radiators, the first of their kind found in Euporia, were suspended from the walls, instead of being on the floor. The building was also fitted with pipes so that the fan system of hot air heating could be installed later (R. 321).*

* At the time of this writing (1936) this building houses Roosevelt High School.

20. Change in Plan of Payment of Fees

Prior to 1906, the student paid his fees before he arranged his regular class schedule. This plan was not entirely satisfactory since changes in the schedule necessitated refunds or additions in fees. Therefore, in 1906, for the first time, the permit for class work was issued first and the fees collected afterward (R. 338).

21. Boston Declares Sunflower "Handsomest" Annual in the United States

The annual of 1904 called the Sunflower, received much favorable publicity in the State and Nation. The State Normal Bulletin for September 8, 1904, paid a glowing tribute to this first Sunflower, and stated that "word comes from Boston, a town of schools, that it is the handsomest class annual in the United States" (R. 323). The Sunflower was not used as the year book title again until 1910 when it became the permanent title of the book.

22. Last Three-Year Course Diploma Issued

For several years, the faculty and board had advocated the abolishment of three-year diplomas, and with the class of 1904, the last diplomas were issued for this course (R. 342). When the announcement was made that the last three-year diplomas would be issued in 1904, the enrollment at the Normal was increased tremendously by those students who wished to take advantage of a three-year course. This partially explains the decrease in the number graduating in 1905--39 graduates as compared with 245 in 1904.

23. Grandstand for Athletic Field

At a meeting of the Athletic Association in March, 1905, the Association voted to borrow \$500 for the purpose of erecting a grandstand. The committee recommended a building 90 feet long, 36 feet wide, 22 feet high, all enclosed, with a painted shingle roof. Seventy-five students voted to donate labor and some of the faculty members agreed to help in order that the money invested might go for better equipment (R. 332).

24. The Upper Room

One of the most popular organizations in the Normal in the period from 1897 to 1913, was the Upper Room, an organization composed of a majority of the men of the school. On Saturday night, the members met together and listened to discussions of the Bible led by Dr. T. M. Iden, the founder of the organization. These meetings had been held in various rooms in Emporia--the Chase Music Hall between Sixth and Seventh Avenues, the Harcastle and Kenyon Hall on East Sixth, and the second floor above the Gazette building. Dr. Iden assumed all responsibility of the expense of the Upper Room. In 1906 a fund was started for the erection of a permanent home for the members (R. 322).

25. First Alumni Magazine

The Alumni Association began the publishing of an alumni periodical in 1906 which was called the Normal Alumnus. The magazine was issued each month at a subscription rate of one dollar per year (R. 344).

26. Diplomas and Certificates Offered in 1906

At the beginning of the school year of 1906, the following diplomas and certificates were offered by the State Normal School:

- (1) A one-year state certificate that was granted on the completion of the first two years of the life-certificate course and after twenty weeks of teaching;
- (2) The three-year course, giving a three-year state certificate, which included all of the first two years of the life-certificate course and added oration, twenty weeks of teaching, and fourteen weeks of any other subjects that would count in the life-certificate course;
- (3) Life certificate course which was granted after four years of work;
- (4) College Course which required four years above the course of accredited four-year high schools and gave the degree of Bachelor of Arts in Education;
- (5) A music course diploma which was issued by the music department but was not a certificate to teach;
- (6) A Music Supervisors' course which required one year's work for a certificate of proficiency, and two years' work in addition to the first two years' work in the Normal department for a special supervisors' diploma.

After a student completed twenty weeks of drawing and sixty weeks or more of the manual-training work, the State Board of Education granted him a one-year state certificate provided the student held some kind of a valid county or state certificate.

Beginning with 1905, a proficiency testimonial was granted graduates of four-year courses in the departments of drawing and manual-training, elocution and vocal music, English, geog-

raphy, and history, German, Latin, and Mathematics and Natural Sciences. The student was required to complete at least forty-weeks of work over and above what was required for the completion of the four-year course (R. 337).

27. Collegiate Normal Course Added

With the beginning of the fall term on September 4, 1906, work was offered in all departments in the course leading to a Bachelor of Arts degree in Education (R. 339). In the Fifteenth Biennial Report of the Board of Regents for 1905-06, a discussion of this proposed course gave every indication that its organization was practically completed. The board suggested in this discussion that the demand for a teachers' training college might well be met by the school at Emporia, and that this advanced work which had been authorized early in the biennium would awaken much interest in the graduates of the State Normal School and other alert teachers in Kansas. The board also stated that the school's curriculum already included advanced courses that would eventually count on collegiate level (R. 339). (R. 339)

This actual transition from a secondary school and a junior college to one of full collegiate rank in 1906 was not a new idea. If one reflects on the steady development toward this goal as indicated in this particular account of the schools' history, or if he examines the reports of the board, this final step will appear inevitable. It is interesting to note that it required forty-one years to accomplish this change! The school started by Prof. L. B. Kellogg in 1865 was a secondary school in every sense

of the word but the transition to definite collegiate rank cannot be accurately dated although the legislature of 1905 authorized such a move. Because records of this early period are particularly inadequate and confusing, and because there were courses of so many levels, it is very difficult to show definitely where the change came. When the change did come, a graduate of an accredited four-year high school might begin the third year of the life diploma course which was, in reality, the first year of college. When he had completed the last two years of this course and then added the two years of collegiate work he acquired the degree of Bachelor of Arts in Education.

28. Interesting Facts About the Kansas State Normal School

The State Normal Bulletin for September 8, 1905, presented the following facts of the Normal:

. . . The Kansas State Normal School is the first State Normal School (1) In the United States to receive an endowment, land granted by the act admitting the State into the Union, (2) In the Louisiana Purchase to be established in the interior, (3) In the West to establish a manual training department. . . . (R. 324)

29. President Wilkinson Resigns

At a meeting of the board of regents held at Hays on April 13, 1906, President J. N. Wilkinson presented his resignation which was to take effect July 1, 1906. His resignation was accepted with regrets. When the final report of President Wilkinson was accepted on July 6, 1906, the board adopted the following resolution:

Resolved, That in accepting the final report of J. N. Wilkinson as president, . . . we here place on record our high appreciation of his faithful and efficient services to the State of Kansas during the entire time of his connection with the institution, a period of twenty-two years. Formerly principal of the training department, then vice-president, and for the last five years president, he has been faithful to every trust, and has performed the duties of his high office as president with untiring zeal and great ability. . . . (R. 345)

November 13-14, 1906. . . .
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CHAPTER VIII

ADMINISTRATION OF JOSEPH H. HILL, 1906-1913

1. Prof. J. H. Hill Becomes President of the Kansas State Normal Schools

Elaborate ceremonies marked the installation of Prof. Joseph Henry Hill as president of the Kansas State Normal Schools on November 15-16, 1906. Professor Hill was not a stranger to Emporians and the Normal. He had lived in Emporia in his boyhood and had attended the Emporia city schools. He graduated from the Kansas State Normal in 1876 after which he taught in Oswego, Americus, and the Emporia city schools. When Mr. Hill decided to enter the ministry, he enrolled in Northwestern University where he was graduated from the theological course in 1887. He was pastor of the Methodist Episcopal church at Maywood, Illinois in 1886. In 1887, Joseph H. Hill was offered the chair of Latin at the Kansas State Normal School which he accepted. After serving in this capacity for nineteen years, he was elected president of the Kansas State Normal Schools in July, 1906 (Rs. 347, 348).

2. Important Changes and Additions in Courses

Introduction. It is necessary to review briefly the important changes that were made in the course of study within the later years of President Wilkinson's administration, adding the changes in the first years of President Hill's administration, so that the reader may more clearly understand the significance of this period that was establishing the school as a college in its own right.

Students Receive Degree of Bachelor of Arts in Education. The new degree course covered four years of Normal collegiate work above high school, or two years in advance of the life-diploma course (R. 339). The graduates of the 1907 class, the first to receive this degree, were: Allen H. Bushey of Pittsburg; William A. Sturba of Cuba; and Katherine Pearl Stuckey of Emporia (R. 370). The graduates of the 1908 class were: Achsah May Harris; Daisy May Martin; Hugh A. Owens; Earl L. Thompson; and Peter A. Claassen.*

The Organization of the Normal Training High School. The Normal Training High School, organized in September, 1907, had for its purpose the offering of high school instruction to graduates of the common schools and the eight grades of the city schools. It also provided an opportunity for directed observation for those college students who desired to teach in the high schools of Kansas. Three full-time teachers were employed and six-half-time teachers (Rs. 367, 368, 371).

Preparatory Department. Closely allied with this new department, the Normal Training High School, was the reorganized preparatory department that provided high school instruction for the less mature student who desired to enter the Normal department of the institution, and "the large class of students who were entering teaching through a county certificate." This latter group did the work of the "county-certificate year", a short-cut for the more mature student.

* Sixteenth Biennial Report of Board of Regents, 1907-08, p. 18.

The Four-Year Diploma Course. This course was reorganized so that its subjects would fit in more efficiently with the credits presented by high school graduates, and would also provide a better balance of electives.

The Two-Year Diploma Course. The catalogues of 1911-12 do not mention this two-year secondary course, but there is evidence that it existed until that date. This course, which had been the two lower years of the life-certificate course for many years, was organized for the mature student. He did practically the same amount of work as the student in the four-year course.

Normal College Course. This course offered a life diploma at the completion of two years of college work.

Kindergarten Course Reorganized. Primary and Intermediate Departments. During the biennium of 1907-08, the Kindergarten course was reorganized and made a regular course, although some kindergarten training had been offered at the Normal since 1882. The student who was a high school graduate was eligible for this course. Two years of college work were required for the kindergarten certificate (R. 368).

There was one kindergarten graduate in 1907 and five in 1908. Eighteen students were enrolled in the course in 1908. About forty children were enrolled. Kindergarten Methods was offered each year in which many primary teachers, in addition to the kindergarten students were enrolled.

The primary department at this period offered special training to students who desired to teach lower-grade work. From

twenty to thirty students were enrolled in this department. The intermediate department had fifty student teachers enrolled; three "critics" directed the work. With the establishment of the high school, students could now receive training for teaching from the kindergarten to the college (R. 367).

Post Graduate Course. In 1907, a post graduate course was functioning which offered advanced work to students who had completed 64 weeks of work or who had received life diplomas. (Post graduate work had been offered as early as 1887-1888 for students who were graduates of the Elementary, Latin, or English courses). The purposes of this course were stated as follows: (1) To enlarge the fund of general intelligence; (2) To encourage alumni to return to the school for advanced work; (3) To stimulate school spirit.

This class was a permanent organization, functioning in the summer as well as in winter. President Hill was the class teacher. Seven members of the class were faculty instructors and ten members were doing fellowship teaching (R. 366).

Rural School Management Course. The board of regents report for 1908-10, summarized the progress of the course in rural school management which was organized in the spring term of 1908. This undertaking was a pioneer movement in education, for the report states that "no one thus far has distinguished between rural and city school management."

There were thirty-six students in this first class; all but five completed the course with a passing grade. By the end of

1910 over 300 students had completed the course.

The course included "topics" on the personality of the teacher, preparation of the teacher, suggestions for securing a school, the first day of school, the daily program, school government, incentives, moral training, school grounds, school hygiene, consolidation, etc.

In the summer of 1910, a model rural school was conducted by Mrs. Emily K. Hoelcel in district 53 which was about a mile east of the Normal. The rural school management class attended this school once each week and observed the teaching methods used by Mrs. Hoelcel (R. 381).

Organization of Department of Pedagogy. When Dr. J. R. Jewell and Dr. E. F. Riley were elected to the faculty in 1907, their training and experience in addition to that of other faculty members made possible the organization of a department of pedagogy. Under this new plan, the professional work of the school including psychology, philosophy, history of education, school administration, and other courses of a pedagogical nature were organized into one department (R. 369).

Rhetoricals Dropped. Since the early years of the school, rhetorical exercises had been required of all students. The course had been subjected to minor changes through the years, but its essential features of oral expression and theme writing had been preserved. By 1905, the subject required two declamations per term for the first year, two essays per term the second year, two orations the third year, and one theme the fourth year. A

book review might be substituted for one declamation per term, and a grade in extemporaneous speech might be substituted for one term's work above the second year. The exercises were prepared by the English department and the "memorizing and delivering" was under the department of elocution. This requirement was dropped from the curriculum in 1906 (Rs. 336, 351).

3. Alumni Association Purchases Building

By 1907 the Alumni building fund that had been started in June, 1901, had reached about \$2,500. Approximately half of the pledges had been paid at this time. At a meeting of the Association in June, 1906, a committee was appointed to revise those by-laws of the constitution that were concerned with an alumni building. When the committee reported in February, 1907, the revised by-laws concerning the building program of the association were adopted. A committee composed of J. M. Rhodes, G. A. Hege, Fremont Miller, Mrs. D. H. Stone, and Mrs. G. W. Newman, completed arrangements for the purchase of the property at 1128 Commercial street at a price of \$2,800.00. This property, across the street from the Normal, consisted of seventy-five feet front on the east side of Commercial street. A house on the property brought some returns to the Association. Twelve hundred dollars was paid on the purchase price of the property; the remainder was to be secured by a mortgage and note. With the purchase of this property, the Association started plans for an alumni building to be erected in the future (R. 354).

4. Founders' Day Becomes An Institutional Day

Although Founders' Day had been observed through the years on February 15, it was not until 1907 that the day became a recognized date of celebration. At a State Normal School chapel on February 8, 1907, President Hill announced that, beginning with February 15, 1907, the day would become an "institutional day" and that a "suitable program would be planned in its honor" (R. 358).

Three activities marked the celebration--a special general assembly in the morning, an alumni reception in the afternoon, and a special meeting in the evening. The general assembly program consisted of school songs, orchestral music, the reading of the parable of the sower by Judge L. B. Kellogg who had read this same scripture when he opened the first day of the State Normal School forty-two years before, and the Haydn quartette. The welcome address was made by Miss Stella Graves; Mrs. G. P. Plumb of Emporia gave the response. After the presentation of the picture of the first Normal building to the school, there were addresses by Mr. R. M. Overstreet, former member of the board of regents, Mrs. Abby P. Morse, who had been preceptress in the early days of the school, and J. N. Wilkinson, former president. A holiday was declared for the students and faculty for the remainder of the day.

At an alumni reception in the afternoon, Miss Ellen Plumb spoke to 104 members and guests. The night meeting of the alumni

was attended by a great many alumni of the School. The following program was given (R. 353):

Invocation,	President Hill
"Ad Astra Per Aspera", O. P. McClintock,	Class of '88
"Per Aspera", Ellen Plumb,	'67
"The Mental Menu", Mrs. Fremont Miller,	'84
"The Normal School Scrap Book", A. B. Carney,	'92
"The Finished Product", Clarence H. Lyon,	'95
"Our Alma Mater Today", Gertrude M. Burr,	'95
"Ad Astra", Katherine Morrison,	'01

5. First Athletic Sweaters

In 1906 the Athletic Association voted to present sweaters with the Normal monogram to the members of the various athletic teams. Students who played in a majority of the inter-collegiate games in any one sport received sweaters "for their loyalty" (R. 357).

The traditional KN monogram used on the athletic sweaters was changed to the single letter K in the fall of 1910 (R. 392). The school color was Old Gold worn with white.

6. A New Science Building

Appropriation for Building. The legislature of 1905 voted an appropriation of \$50,000 for a science building. The contract for the building, except heating and plumbing, was let to the Morse Contracting Company of Topeka, the same company that had built the Emporia Free Library (R. 335).

Land Purchased for Building. The board of regents appointed Colonel Steele, Mr. Howard Dunlap, and Mr. Will Wayman as a committee whose task was to appraise the Peters property just east of the Normal. After meeting together on June 5, 1905, and going

over the property, the committee decided that the State should pay Mrs. Elizabeth Peters \$3,600 for her house and lot. The house was to be moved to the rear of the lot and fitted as a hospital, while its place was to be taken by the science building. When the matter of the condemnation of the land had first been considered, Mrs. Peters had been offered \$3,500 which she had refused. The action of the appraisal committee added \$100 more to this original offer (R. 333).

Sod Broken For Science Building. When the contract was let for the new Science building on November 17, 1905, a celebration was planned for the breaking of the sod on the site of the building. The Second Regiment Band, in full uniform, "drummed a crowd" from the down-town district to the campus. A. H. Bushey of Pittsburg, vice president of the board of regents, introduced Congressman James Monroe Miller who gave the address. President Wilkinson introduced John F. Stanton, state architect, who had drawn the plans for the building. Mr. Stanton broke the ground for the new building. The outside dimensions of the proposed new building was outlined in white that the crowd might gather some general idea as to its size (R. 335).

Dedication of Science Building. The formal dedication of the Science building occurred at ten o'clock on November 15, 1907. The exercises took place in Albert Taylor Hall. The principal address was made by David Starr Jordan, president of Leland Stanford University. A. H. Bushey, president of the board of regents, C. G. Messerley, who read a speech prepared by Judge L. B. Kellogg, and

President Hill also spoke. At this service, W. H. Singular speaking for the class of 1907 presented a clock to the school as a gift (R. 355). The building was dedicated "Norton Science Hall" in honor of Henry B. Norton, the first science teacher of the School. Mr. Norton had been dead fifteen years when the building was dedicated (R. 356). The building was located at what was then the extreme east end of the campus just as the Training School was located on the extreme west end. The contract price of the building was between \$39,000 and \$40,000. The front entrance to the building was as "magnificent as that of the library." There were Corinthian columns of terra cotta at each side of the main entrance; on the lintel, over the entrance, was Science, MCMV. The vestibule had a floor and wainscoting of red and grey Tennessee marble; the basement floor was of cement, and the first and second story floors were made of yellow pine. The chemistry laboratory, a lecture room, and a class room, were located in the basement. A psychology room, physical science room, botanical laboratory, and two class rooms, were located on the second floor. A museum and botanical laboratory were also on the second floor (R. 335).*

7. Entire Corps of Teachers in Summer School

The Sixteenth Biennial Report indicates that by 1908, the summer school enrollment had reached such proportions that practically the entire corps of teachers had to be retained for this

* At the time of this writing (1936) this building is still serving as a Science building.

summer session. The board also asked that this situation be taken into account when comparisons of salary rools were made with the other institutions (R. 372).

8. Entrance Requirements in 1908

According to the catalogue of 1908, students were enrolled in the State Normal School through the following credentials:

(1) Students who were holders of county diplomas or those presenting credits that indicated they had completed eighth grade work. These students were generally immature. They were assigned to classes of high school subjects in the Normal Training High School.

(2) Students who held third-grade certificates were admitted to the county-certificate year, without examination. Those who held certificates above the third-grade, were admitted to the work of the first year of the Normal Certificate course, without examination, except they were required to complete the preparatory work of the county-certificate year in those subjects that were below 80 per cent on their certificates.

(3) Students who had completed sixteen units of a standard high school course or its equivalent were admitted to the third year of the life-diploma course, or to the first year of the four-year Normal College course which led to the life-certificate and degree.

(4) Students who entered the school with two years of high school were assigned to the high school (Normal Training) or to the county-certificate year.

(5) Students over sixteen years of age without high school or other credentials who wished to secure county certificates were assigned to the county-certificate year or to preparatory classes in the common school branches that led to the work of the county-certificate year, provided they could show their ability to do this work.

(6) Candidates who could not meet any of the above requirements might pass examinations in arithmetic, reading, political geography, U. S. History, grammar and penmanship, with a grade of at least eighty per cent (R. 365), thus qualifying for the county-certificate year or the preparatory classes in the common school subjects.

9. Eskridge Property Bought For Music Department

Growth of Music Department. In 1908, the music department was reorganized. Graduates in violin, piano, and voice were required to pass examinations in harmony, music history, and music appreciation. Piano graduates were also required to take one year of counterpoint and composition. A senior was required to give at least one recital, take part in the annual music concert, and to participate in the commencement week exercises. A public school music course required two years of work. A juvenile course for children from six to twelve years of work was available as well as a preparatory course for adults who had not done previous music study (R. 362).

This reorganization was effected in order that the individual or private work might be brought under control of the School, and

that a wider interest in music training for the public schools would be made possible. The responsibility of this expansion in the music field was undertaken by Prof. Henry D. Guelich and Prof. F. A. Beach of the department of music (R. 382).

With a decided increase in the enrollment of students in public school music, and the individual lessons more than doubled, more room was necessary.

Appropriation For Eskridge Property. In the 1907-08 report of the board of regents, an urgent request for the Eskridge tract was made. This tract adjoined the campus on the east—150 feet front and extending back about 1,500 feet. A large brick residence was on the tract which it was suggested could be used as a music school (R. 364).

The legislature of 1909 allowed \$20,000 for the purchase of this site, and preparations were started for the remodeling of the residence (R. 363). By 1910, the music work had been transferred to the building with the exception of the vocal work which was kept in the main building. The reception room was in the center of the building; Dr. Guelich's office occupied the east room on the first floor. Glass rooms were on the southwest corner on the lower floor. In spite of this addition, the department was extremely crowded.*

10. New Gymnasium For the Normal

Appropriation. The legislature of 1907 appropriated \$75,000

* State Normal Bulletin, Sept. 27, 1910; Vol. 10, No. 3, p. 30.

for a new gymnasium building, and in 1909 appropriated \$20,000 more for equipment. This last appropriation made \$95,000 allowed by the legislature, the largest sum appropriated for a building since the school had been founded (R. 360).

Dedication of Building. The dedication of the gymnasium on April 15, 1910, was a gala affair. The program of the occasion began on Thursday, April 14, and did not end until Friday night. The dedication took place at ten o'clock on Friday with music by the chorus, scripture reading by Judge L. B. Kellogg, addresses by E. T. Fairchild, State Superintendent of Public Instruction, Dr. Henry Curtis of Clark University and vice president of the American Playground Association, and the dedicatory address by J. E. Junkin of the board of regents. There was a luncheon at noon, followed by a high school inter-scholastic track meet in the afternoon, and a dinner at night. The building was opened to the public on Friday night (R. 384).

The building was shaped like the letter "I" and was 206 feet long, 80 feet wide at the ends; the main part was 64 feet wide. The basement contained the locker and bath rooms and some of the heating and ventilation equipment. The swimming pool, which had at first been given up because of its expense, was twenty feet by fifty feet, and was located in the center of the building.

The first story above the basement was divided into two exercise rooms, seventy-nine by sixty feet in size. A rolling partition was placed between the two rooms. The floor was unique in that it was free of supports, a condition not duplicated in any other building of a similar size in Kansas. The floor above was supported

by eleven steel girders, sixty-six feet long and weighing nine tons each.

The men's room on the second floor was sixty by sixty-six feet in area equipped with heavy apparatus. The women's room was sixty by ninety-two feet. On this floor, were located a lecture room, recitation rooms, offices for the directors, and an office for physical examinations (R. 375).

Two galleries were built in the top, one which contained a running track, and the other supplied with seats for observation of games.

The heat was supplied by the power-house; the ventilating system was one of the best in the State.

The regents experienced some embarrassment in their planning for the estimates of the proposed building. They had made these estimations on the assumption that brick from the penitentiary would be used in the building as was done in the construction of the Science Hall. The warden sent word that demands for this brick were so heavy, the penitentiary could not supply the materials for the Physical Training building. This made an additional expense of \$5,000 in this one item alone but the legislature of 1909 granted an additional appropriation of \$5,000 which met the added expense (R. 361).

The building cost approximately \$100,000 (R. 375). Mr. John Stanton, state architect, planned and directed the construction (R. 361).

11. Activities of the Physical Education Department

The activities of the physical education department are summarized here as a conclusion to the description of the new \$100,000 gymnasium. The morning classes, under the direction of men and women instructors, consisted of free gymnastics, long wands, short wands, Indian clubs, Swedish gymnastics, military tactics, and rings. These classes followed a regular routine. The first and last part of the class was spent in marching; the drill with light apparatus, or free gymnastics, followed, and breathing exercises were always included before the class ended. The heavy gymnastics work came in the afternoon when boys and girls worked separately. These exercises were used for body building.

Sports included baseball, basket ball, soccer, football, tennis, track and field exercises (R. 374). Intercollegiate sports were followed by many students in most of these fields; but the board of regents in 1910 pointed out the fact that over seventy per cent of the boys in the School were engaged in some form of athletics (R. 402) not necessarily in the field of inter-collegiate competition.

The first-inter-collegiate game of soccer played in Kansas was a game played in Wichita between the Normal and Friends University in November, 1909 (R. 378). In 1906, soccer (English football) was introduced into the school and the Normal was the first college in Kansas to play the game. By 1910 about 150 students were qualified to supervise the game which was recommended highly for high schools and grade schools.

Students who could not pass the physical examinations were given corrective exercises (R. 374).

12. School Visitation Department Organized

A department of school visitation was organized in the latter part of the summer of 1909 by Dr. J. R. Jewell. The purposes of this new department were indicated in the board's report for 1909-10 in which it stated:

"What the University is properly doing in its various plans for university extension and the popular dissemination of its benefits, what the Agricultural College is accomplishing through the farmer's institute and the economic services of its trained experts, I believe should represent the ideal of the Normal School in dealing with the problems of education through cooperation with city and county superintendents, with teachers associations, and with school officers in disseminating educational information, organizing schools of methods, and by every feasible means rendering direct service to the teachers in the field as well as to those coming directly under class room and school instruction (Rs. 401, 400)."

This department did not wish to control or direct the schools, but desired to render service where needed. Dr. Jewell distributed bulletins, gave educational addresses, attended and spoke at teachers' associations and institutes conducted by faculty members of the three Normal Schools. He visited the other educational institutions of Kansas in order to get suggestions for improvement of this service. In 1909 a new normal training law for high schools and academies was passed, which offered teacher-training work to juniors and seniors. Dr. Jewell visited these schools and aided in the organization of the courses. By the close of the first year of the department, Dr. Jewell had visited eighty-four schools, and had arranged fifty-one addresses

for county teachers' associations.

Out of this popularity of the School Visitation department grew two new activities--the correspondence course and the Kansas State Normal press. Teachers in the state became more interested in their own academic and professional improvement, and suggested that they would be interested in courses that the school could offer by correspondence. That this suggestion was followed is indicated by courses called in absentia first mentioned in the 1909 catalogue (R. 380) and later enlarged to a formal correspondence department in 1913.

With the popularity of the bulletins sent out from the school in this department, more adequate press facilities were necessary. To answer this need, the school started its own press department in 1911.* This school press work which was not financed by a State appropriation, soon became an important activity on the campus, especially when the publication of tests became extensive.

13. State-Wide Institute in Emporia

In the summer of 1909, a two-weeks' institute was held in Emporia for the purpose of organizing the normal training work in the high schools that had recently been added by law. This institute was so popular, teachers asked that it be broadened to include other phases of educational work (R. 399).

By 1912 the institute included work offered by seventeen

* Thirty-First Biennial Report, 1924-26, p. 16.

lecturers and instructors—eight from the State Normal School. Several hundred teachers attended this meeting, including city and county superintendents, high school principals, normal-training teachers, and city grade teachers (R. 427). The rural model school, which had been conducted by Mrs. Hoelcel for three summers, was an added attraction for the institute.

14. Home Economics Department Organized

The first sewing classes in the Normal were started in the fall of 1908 with classes in hand sewing, elementary machine work, and pattern drafting, offered to the girls in the Normal High School. Two years before this date, some hand sewing had been done by girls in the upper grades of the Training School. In the summer of 1909, Miss Gertrude Flinn conducted some advanced sewing courses which marked the beginning of a teachers' course in sewing. The sewing classes met in the east half of the manual-training room in the basement of the training school until the fall of 1909 when a room in the basement of the main building was fitted up as a "household art" department for both secondary and college students. Fifty-four students were enrolled in the various sewing classes at this time.

In January, 1910, the old chemistry laboratory in the basement of the main building was fitted up as a temporary kitchen and the cooking classes were conducted by Miss Flinn and Miss Jane Blair.

In the summer of 1910, both cooking and sewing were offered.

An office, and a fitting and locker room were added. Some of the lockers from the old gymnasium were utilized. At this time, the department offered two years of work in both the household art and the household science divisions. The household art was composed of four courses in sewing, each of which offered a four-hour credit (R. 397).

15. Literary Study of Bible Added

A literary study of the Bible was added as a regular course in the 1909-10 school year. This course was justified on the assumption that the Bible study increased good writing and that it was the "best illustration of power in literature." In this course, the student studied the

"epic-drama Job, or the growth of a soul toward self-trust; Esther and Ruth, types of character-biography that reveal how the self-reliance of the individual upon its own conscious integrity of purpose may establish higher social stratification, afford a widening of national responsibility; how the Bible sets forth racial beginning and develops racial evolution until it merges into the dawn of national life and power."

Masterpieces of oratory and lyric literature were also studied (R. 395).

16. Final Examinations Abolished and Marking System Changed

In January, 1910, the faculty adopted a plan that abolished the system of final examinations. It also voted to adopt a marking system that used the digits "1", "2", and "3" to indicate the degrees of excellence in scholarship, and the letter "F" to show failure (R. 393). This plan replaced the percentage system that had been in use since the early period of the school.

At this meeting, the faculty also voted that each faculty member should file in the office a written estimate of each student's work within twenty-four hours after the last recitation of the course.

17. Differentiation of College and Secondary Students

An important change in the classifications of students was made in 1909-10, when a complete differentiation was effected between college and secondary students. The old preparatory course was abolished to the extent that it now covered a period of two years as first and second years of the Normal secondary course; the first two years of the four-year course were reorganized so that students who were below high school graduation rank, were put in the four-year Normal secondary course. The course that had been called the "four-year Normal course", now became the two-year Normal college course.

This change raised the standards of requirement for immature students without teaching experience. Experienced teachers who were not high school graduates were placed in the secondary course for advanced certificates so that they might complete their high school work in less than four years. High school graduates were admitted directly to the Normal College (R. 394).

18. Origin of Normal "Yap".

One of the most popular school yells of the Normal at this period was the following yell used especially at the annual football and baseball games with the College of Emporia:

Me no Chinese!
 Me no Jap!
 Me State Normal
 Yap! Yap! Yap!

This yell was also used by the College of Emporia with certain modifications in the third line--"Me no Normal."

The origin of this term "Yap" as applied to the Normal students was explained in a 1909 issue of the Kansas City Journal, reprinted in the State Normal Bulletin of May, 1909. The story is offered for what it is worth.

When Charles Harris, chief of the free labor bureau, was night editor of the Emporia Republican in the '80's, a group of Normal students came into the newspaper office to watch the printing of the paper. A news reporter in the office asked Mr. Harris who the visitors were. "Oh, they are Normal Yaps," Mr. Harris replied. When the reporter, Leroy Wright, asked Mr. Harris what a "Yap" was, he replied, "Well, over in Missouri is where the word started. It means 'yawp'; somebody going about with his mouth open, yawping at things. But the Missourians shortened it to 'yap!'" (R. 377).*

19. Department of Physiology and Hygiene Added

A new department of physiology and hygiene was established in 1911-12 under the direction of a trained physician, Dr. F. W. White, whose duty was to work out courses of instruction in per-

* For many years Normal students were occasionally called "yaps" by collegiate rivals who frequently suffered at their hands; at the time of this writing (1936) the unflattering epithet is almost obsolete.

sonal and community hygiene and sanitation for the prospective teachers, and to supervise the conditions of health among students with the cooperation of the resident nurse and the department of physical education. The inspection of rooming houses was also a part of his work (R. 426).

20. Changes In Semesters and Class Periods

Beginning with September, 1911, the ten-week system was abolished and the semester plan was adopted in which the school year was divided into two and one-half semesters.

Instead of fifty-five minute periods in the college and forty-minute periods in the secondary school, all classes were to be fifty-minute periods with ten minutes intermission between classes. General assembly was set at ten o'clock (R. 409).

21. New General Assembly Plan Adopted

For many years, chapel attendance had been required of every student. This assembly was a part of the regular work and took place each day. In the fall term of 1911, a new plan was adopted in which an all-school assembly was held on Monday, a college chapel on Tuesday and Thursday, and the secondary chapel on Wednesday and Friday (R. 408). In March, 1911, the students circulated a petition asking the faculty to make chapel attendance elective (R. 408a), but the records of the 1913 school year show that chapel, which met at 10:00 to 10:20 on Wednesday and Friday, was still required of all students.*

* At the time of this writing (1936), assembly attendance is elective.

22. Weakening of Early Societies

By 1910, the literary societies that had been the most important organizations of the school in the '80's and '90's, were now disbanding. The Literati had disbanded by September 15, 1910; the Philomathian had endeavored to organize the secondary students and was now barring college students. The Belles Lettres disbanded before December, and the Lyceum was experiencing disturbing controversies among its members. The State Normal Bulletin of September 15, 1910, carried an editorial on the question which stated that "many students asserted the societies were dead and that they have done their part in the development of the school (R. 390)."

23. Summer Graduates Listed With June Graduates

Prior to 1910, students who completed the work for graduation at the close of the summer session, were listed with the graduating class of the following year. The board of regents changed this plan in 1910, and passed a ruling that all students who completed the work at the end of summer school would be listed with the June graduating class. The board made this new arrangement because it believed the interests and friends of the students finishing at the end of the summer session were with the June class, and because the certificate for teaching could be issued upon completion of the work in the summer (R, 385).

24. Lightning Strikes Main Building

At three o'clock on a Monday morning in September, 1910, lightning struck the cupola of the main building and was carried by

pipes about 100 feet to Miss Mary Whitney's room in the west end of the second floor. A fire started which was detected by Ernest Dillman, night watchman. He fought the fire with extinguishers until the fire department arrived. There was a fifty dollar damage to the building (R. 389).

25. The First Student-Faculty Council

In the fall of 1910, president Hill recommended the organization of a student-faculty council and an organization was effected in November. The group was composed of seven faculty members, including the President, Vice-president, and Dean of Women, who were ex officio members, and three representatives from each college class. These students were all well known in some activity of the school and were chosen because of their qualities of leadership (R. 396).

26. Office of Dean of Women Added

In order to secure a better organization of the social life of the school and to provide for a more efficient watch over the personal and social life of the women students, the first dean of women, Miss Harriet L. Barber, who had received her Master's degree from Columbia University and had been an instructor in English at the south Dakota Normal School, started her duties in the fall of 1911 (R. 414). President had asked for such an additional office the year before, and had stated, "I think it very desirable that . . . next year there be added to our faculty, as "Dean of Women", a woman of culture, refinement, and the sympathetic qualities that make her a wise counsellor of young women, whose duties (R 470)

shall be largely administrative."

The secretary of the Y. W. C. A. became assistant to the dean of women and the Y. M. C. A. secretary aided the registrar and dean of the college. Prof. Iden acted as dean of the college, and devoted an hour a day to this work. Although his position was not exactly in the capacity of dean of men, his work closely resembled such an official position (R. 420).

27. Registrar is Made Full-time Officer

In the 1911-12 school year, a registrar was appointed on a full-time basis to direct all matters concerning registration, credits, and the classification of students. Mr. W. S. Bixler was the first official registrar. During the first year, he inaugurated a plan of faculty advisors (R. 425).

28. Appointment Bureau Is Maintained By Alumni and School

A plan was inaugurated in 1911 in which teachers who held State Normal certificates could register with the appointment bureau on a cooperative basis, and if a position were secured, the Alumni Association should receive one per cent of the first year's salary (R. 423). This money was to be regarded as a contribution--not a fee. The Alumni Association was to assume half of the expenses for a general secretary. About one-hundred alumni participated in a gift of \$500 to finance the expenses of the first year. During the 1911-12 year, under the direction of Mr. Carl Salser, Alumni secretary, over 500 teachers were enlisted (R. 403).

A report of this first year's enrollment is as follows:

Primary	80
Intermediate and Grammar	100
H. S. Instructors (Women)	108
Instructors and Principals (Men)	88
A. B. candidates	25
Specials (Music, etc.)	45
Superintendents	67
Reserve (other Certificates)	44
TOTAL	557

More than 500 requests came for teachers, and 136 persons secured positions. The total salaries paid these persons amounted to \$87,000. The average salary was \$669.00 (R. 424).

29. Suggestion Made for Separate Heads for the Three Normal Schools

The board of regents was of the opinion that duplication of courses and competition among the three Normal schools were detrimental. Therefore, at its meeting in June, 1912, several resolutions were adopted: (1) The three schools should be under separate heads (2) These three heads should constitute a curriculum and extension committee that would make recommendations to the board in regard to scholarship standards and organization (3) The legislature should clearly define the scope of the three schools so that Emporia's school could emphasize general teacher-training, Pittsburg, the Industrial phases, and Hays, the agricultural phases.

With these suggestions in mind, the board appointed a committee that was to formulate these ideas before the legislature met in 1913 (R. 422). The suggestion was adopted by the 1913 legislature which passed a bill giving the board of administration

the power to separate the schools (R. 450).

30. Main Building Is Declared Unsafe

In 1910 the legislature was asked to appropriate \$200,000 for the "reorganization, restoration, and modification" of the main building, and for an auditorium addition. During this session of the legislature, many legislators visited the campus and all agreed that such improvements were necessary. However, the appropriation was not made. At this time, no part of the building was being used for its original purpose, except the assembly hall. The building was "unsafe so far as fire risk is concerned, unsymmetrical, unsanitary in some respects, and in no particular is it commensurate as a central administration building with the dignity and needs of the school (R. 421)."

31. Publications

The Kansas School Magazine, published jointly each month by the Hays, Pittsburg, and Emporia Normal Schools, was a magazine for Kansas teachers. It was not primarily an Emporia publication, although the board of editors was composed of faculty members of the Emporia school. It had for its purpose the advancement of educational ideas (R. 429).

Quid Nunc, a Latin paper, started publication in 1907-08, but was discontinued in 1909. However, a Latin bulletin was printed that contained suggestions for Latin teachers. This bulletin was available to teachers in the State (R. 387).

32. Definite Completion of Organization of Departments That Make The State Normal School a Teachers' College

For six years, there had been definite trends in the school that were changing it to college rank. Now, in the 1911-12 report of the board of regents, the Eighteenth Biennial Report, the statement could be made that "it is in fact, as it should be in name, a teachers' college, complete in its recognition of every phase of work demanded by the public-school system of the state." To summarize the status and organization of these departments in detail would be useless repetition, but for purposes of a general backward view over these six years, the following brief resume is included:

(1) The Elementary Model or practice School, including the kindergarten, primary, intermediate and grammar grades, enrolling from 300 to 400 pupils, directed instruction of the children and supervised the practice teachers.

(2) The secondary school, the Normal Training High School, served as a model school for teaching and cared for the teachers needing normal training who were not high school graduates. The first graduating class of the Normal Training High School department numbered seventy, and exercises were held in June, 1912.

(3) The Normal College contained the departments of psychology and philosophy, school administration, zoology and geology, agriculture (grouped with biology), botany, chemistry, physics, physiology and hygiene, geography, English, mathematics, Euro-

pean history, American history, political science, economics and sociology, Latin, modern languages, library science, music, drawing, manual-training, home economics, commerce, speech arts, and physical training.

By way of contrast, the following subjects offered in 1865 when the School opened are included: Arithmetic, grammar, physical geography, geography, spelling, reading, music, and writing.* This growth referred to in the preceding paragraph, had taken place in forty-seven years!

At least 124 "semester hours" were required for graduation in the four-year course, thirty hours of this total which must be in the education courses (general), thirty more hours in the major subject, the remainder being made up of prescribed and elective work. Proficiency certificates were granted in primary and grammar work, in music, drawing, and other special subjects, in the two-year college course. With the exception of vocal and instrumental music, where individual instruction was given, no organization of work for special students was available. In courses in home economics, library science, and commerce, the work was a part of the general course.

A group of activities that were classified as a department of Normal School Administration and Extension, included the library, the museum, correspondence instruction, extension lectures, school visitation, appointment bureau, lecturers for educational

* Report of the Principal of the Kansas State Normal School To The Board of Directors for 1865, p. 5-7.

meetings, leaders for institutes, state-wide institute, etc. It was with a sense of pride that these reports on the "social service" phase of the school were submitted in 1911-12 (R. 419).

33. Faculty Club Organized

The faculty members of the school organized a faculty club in November, 1912, and voted to have the club's headquarters in an apartment house built by the Emporia Building and Investment Company, at 1119 Merchant Street.* The club was a social organization and was organized for the purpose of establishing a closer bond between the faculty members. The club entered into an agreement with the Emporia Building and Investment Company (R. 415), a company composed of faculty members, whereby the club was to use a part of the house. The members hoped to build a \$40,000 club house, on the corner of Twelfth and Merchant in the future. The club was managed by a board of five governing members (R. 416).

34. Senior Class of 1908 Donates \$235 to Loan Fund

Prior to 1899, the graduating classes had chosen to leave gifts to the school when they graduated rather than class funds. But the class of 1899 established a students' loan fund rather than follow the custom of traditional gift-giving. This first contribution was \$111.60. The class of 1900 and 1901 followed its example by contributing gifts of \$107.56 and \$141.65, respectively, but the graduating classes of 1902, 1903, and 1904

* At present (1936), this house is owned and occupied by the Phi Sigma Epsilon fraternity.

went back to the old plan of class gifts. The 1905 class added \$27.50 to the loan fund; no more cash gifts were given until the 1908 class which contributed the largest gift since the fund had been established--\$235.00. In a rather satirical spirit, the class pointed out:

"It has been the custom for the graduating classes to leave with the institution some memento, such as a brass clock that was never known to keep time; a fountain that was never intended to hold water. . . . The senior class of 1908 decided that if it could help some worthy student to get an education, it would be a better memento than a worthless clock or fountain. . . (R. 373)."

35. Student-Faculty Council Adopts Pin

At a meeting of the Student-Faculty Council in November, 1912, the adoption of a pin for the school was effected. The pin was to be known as the graduate pin and one type was to be worn by graduates of the A. B. course, the other form by graduates of the two-year college course. A special clause in the resolution provided that candidates for graduation might wear the pin on and after Founders' Day of the year of graduation. In case the candidate failed to graduate, he turned the pin back to the school until he did graduate (R. 417).

36. First Council of Faculty Women

In the fall of 1912, the women of the faculty were called into the office of the dean of women to consider the organization of a council. The plan met with the approval of the faculty members, and a committee was appointed to draft a constitution and by-laws. The organization was effected in December (R. 428).

37. The First Music Festival

In an attempt to place the advantages of the Music department before the public schools of the state, the Publicity Committee of the Kansas State Normal School issued 500 invitations to music teachers and pupils for a recital in March, 1912. A program was given for the visitors that represented the various departments of music. After the recital the faculty of the department held a reception. A large number of teachers and pupils from various Kansas communities responded to the invitation. The following comment on the recital was made in the March 26 issue of the Bulletin: "We hope that the few who were able to attend the recital of last Wednesday will be instrumental in bringing many new students to the Normal (R. 411)."

38. Plans for Permanent Home For Upper Room

Since the organization of the Upper Room by Dr. Iden in 1898, most of the meetings had been held in a room above the office of the Emporia Gazette. Dr. Iden had borne the expense of the room himself. At the eighth anniversary celebration of the organization in November, 1906 (R. 359), the members decided to start plans for a permanent home. Mr. William Allen White, who was called the stepfather of the organization, offered to give \$1,000 annually for five consecutive years provided the group raise the same amount. He also offered to raise

* Nearly 5,000 high school students of Kansas participated in the Twenty-Fourth All-Kansas Music Festival April 21-24, 1936.

\$5,000 more among the business men of Emporia if the members of the Upper Room would raise a like amount. By the end of the year, almost \$1,800 had been pledged. The organization purchased lots at 709 Merchant Street. The building fund had reached \$6,500 by 1912 (R. 359a).

When Dr. Iden left the Normal in 1913 to accept a position as faculty member in Ann Arbor, Michigan, the work was carried on at that place.*

39. President Hill Leaves the Kansas State Normal School

On June 29, 1913, the chapel exercises were given over to a farewell for President Hill who was serving his last day as president of the institution. Albert Taylor Hall was crowded for the occasion. After the singing of two hymns by the congregation, led by Prof. F. A. Beach, the parable of the sower was read by Dr. W. A. Parker of Claremont, California, who had participated in the installation ceremonies of President Hill in 1906. Dr. Iden, who was in charge of the program, called upon Dr. L. C. Wooster, representing the faculty, who gave a farewell address to President Hill. President Hill's address was directed to the students although he included the faculty in his remarks concerning his years of association with the school. He concluded his talk with personal reminiscences in which he stated he had

* In 1932, when the building fund had grown to \$9,000, Dr. Iden and the Upper Room committee decided to convert the fund into scholarships for students of the Kansas State Teachers College of Emporia and the University of Michigan. James Putnam of Kansas State Teachers College received the 1935 scholarship, the first one given after the death of Dr. Iden in 1935.

entered the Kansas State Normal forty years ago as a student; twenty-six years ago he had become a teacher, and that he was now completing his seventh year as the school's president (R. 431).

CHAPTER IX

ADMINISTRATION OF THOMAS W. BUTCHER

BIENNIUM ENDING JUNE 30, 1914

1. Thomas W. Butcher Inaugurated President of Kansas State Normal School

Early Life and Education Background. Thomas W. Butcher, eighth president of the Kansas State Normal School who was born in McDonough County, Illinois, came to Kansas when he was eleven years old. He completed his common school education in the rural schools. After completing his secondary education at the preparatory school of Garfield University at Wichita, he became a district school teacher. Thomas W. Butcher became principal of the Sumner County high school at Wellington, Kansas, after he received his Bachelor of Arts degree in 1894 from the University of Kansas. In 1904 he received a Master of Arts degree from Harvard University. He later became president of the Central State Normal School of Oklahoma at Edmond where he served for two years. After a year's study at the University of Berlin, he became superintendent of the city schools of Enid, Oklahoma. He served in this capacity for four years. In 1905 Mr. Butcher was elected president of the Kansas State Teachers' Association, a position he had also held in Oklahoma. That he understood thoroughly the educational institutions of higher learning in the state is evidenced by the fact that he served on the board of regents of the University of Kansas for three years (Rs. 432, 434).

On April 11, 1913, he was chosen president of the Kansas

State Normal School for the term beginning July 1, 1913, by the State Board of Administration consisting of E. T. Hackney of Wellington, Mrs. Cora G. Lewis of Kinsley, and E. W. Hoch of Marion (R. 432).

President Butcher Assumes New Duties July 1, 1913. On July 1, 1913, Thomas W. Butcher was given a formal welcome at the assembly period by the student body of 1,600, the faculty and townspeople. Dr. Thomas Iden presided at the services. Dr. E. F. Riley gave the welcome address in behalf of the school; H. E. Ganse represented the city of Emporia. When Dr. Iden presented the new president-elect to the audience, applause and the waving of banners by a group of young women from Sumner County, the former home of the President, welcomed him (R. 433).

Inauguration of Thomas W. Butcher. Formal inaugural exercises were held on February 12, 1914 (R. 435). Addresses were made by E. T. Hackney of the Board of Administration, and President John R. Kirk of the Kirksville, Missouri Normal School.

The Bulletin for February 12, made the following comment:

Today Dr. Butcher was inaugurated president of the largest State Normal School in the United States. To those who day after day have heard his crisp, "you are dismissed", at the end of the chapel exercises, there has come a firm belief that this institution will move forward to higher standards. "A big job", did you say? Echo--"A big man" (R. 435).

2. School Under New Governing Body

Reorganization of Board of Regents. The last year of the biennium which ended in 1914, was under the Board of Administration, whereas the year of 1913 was under the Board of Regents. Prior to

1905, the state institutions of Kansas had been divided under three heads--educational, penal, and charitable. These three groups were governed by separate boards. The legislature of 1905 abolished the State Board of Charities which consisted of five members, and organized the State Board of Control composed of three members.

In 1913 the legislature abolished the three boards of regents with their twenty-three members that governed the educational institutions, and created a State Board of Administration consisting of three members "to have charge of these institutions, adding to the list of institutions formerly governed by the various boards of regents, the School for the Blind and the School for the Deaf." The State Board of Corrections was also created at this same time (R. 436).

Work of the Board. Although the board was not formally organized until July 1, 1913, it proceeded with the work of conferences with the heads of the educational institutions of the state. The presidents of the institutions were held responsible for the internal management of the schools, such as employment and re-election of faculty members, and other work relative to the welfare of the schools (R. 436).

3. Buildings and Improvements

An Appropriation for Remodeling of Administration Building.

The legislature of 1913 appropriated \$60,000 for the remodeling of the administration building which had been erected in 1880. The board called in Mr. George Kessler, a landscape architect of St. Louis, to assist Mr. Charles H. Chandler, state architect, in

determining how the appropriation should be spent on the building. The suggestion of Mr. Kessler that no money be spent on the old building, and that the appropriation be turned back to the legislature, was adopted. Mr. Kessler's suggestion that the location of the building be changed from the site occupied by the old building to a location approximately 600 feet north of the head of Commercial Street, was also adopted (R. 445).

Building Is Condemned. After the careful consideration by Mr. Kessler in regard to the advisability of remodeling the building and the ultimate decision of the board to abide by his suggestion, the inadequacies and hazards of the building were pointed out to the legislature. The suggestion was made that the unused \$5,000 appropriation for a boiler in the heating plant should be reappropriated when further appropriations were made for the building (R. 445).

4. New Departments and Courses Added

Correspondence Courses Established. As a part of the extension work of the Kansas State Normal School, correspondence work was added in 1913 under the supervision of Carl W. Salser. The catalogues of 1909-12 carry announcements of a five dollar fee per course for work carried in absentia (R. 380), but no records are available as to the general plan of organization of these courses. According to the plan as adopted by the Normal, in 1913, the courses were the same as those offered in the regular curriculum. Regular faculty members were in charge of the work. The student received the same amount of credit as the student enrolled

in the regular school year. Examinations were required when the course was completed and the course had to be finished within one year (R. 438). By the close of 1914, work was being offered in practically every department of the school, and over 300 students were taking advantage of the plan (R. 439).

Night School. As another feature of the extension work, the Normal offered night school classes in many subjects in 1913. Full credit was given this work which was also directed by Carl W. Salser. These classes which were extremely popular, helped carry out the policy of the board of administration to have the state schools get in closer touch with the people of their communities (R. 444).

Credit for Sunday School Work. Another addition to the securing of credit outside of the regular class room, was the plan adopted in 1913 whereby the Normal student received credit for systematic Sunday School instruction. The student was required to submit a record of the work done in the Sunday School to the Advanced Standing committee. If the work met the requirements set down by the faculty committee, he received credit (R. 437).

5. Changes and Additions in the Curriculum

Music Departments Under One Head. Beginning with the fall term of 1913, the ten departments of music were united, and Frank A. Beach was appointed as head of the combined departments. Mr. Beach had been head of the rural school department (Rs. 440, 442).

Prior to 1913, various divisions in the music department had cost the state about \$15,000 per year. In 1913 individual music

instruction was placed on a self-sustaining basis by which students who were given private instruction paid for the lessons. Instructors who taught classes in public school music were paid regular salaries since the "music at the Normal was given primarily for the benefit of teachers of music in the public schools of the state" (R. 442). By the end of 1914, Prof. Beach had made not only all private music self-sustaining, but had also practically sustained the entire music department.

The first symphony orchestra of the Normal was organized in the fall of 1913. The music department agreed that the school was now large enough to support an organization that would play classical music and symphonic overtures. This orchestra was composed of about forty members (R. 441).

6. Other Changes and Additions

Late Enrollment. A new regulation concerning late enrollment was adopted in 1915 in which all students who were not enrolled by Thursday of enrollment week were required to pay a \$1.00 late enrollment fee, provided they were unable to present reasonable excuses for their late entrance (R. 452).

New Reporting System for Bulletin. In 1914 the State Normal Bulletin, a student publication, adopted a new system for its reporting. By this new method, the members of the journalism class were used as the reporting staff (R. 454).

Uniform Grade Registration System Adopted. A new plan of registration, record keeping, and evaluation of grades, was adopted in 1913-14. By this new system, grades were easily transferred

from one school to another, and a student's record was made readily available in any of the state institutions. The old method had been confusing, expensive, and led to inaccuracy (R. 451).

7. Publications

Joint Publication of Kansas School Magazine and Interstate Schoolman. In 1913 the management of the Kansas School Magazine completed arrangements with the officials of the Interstate Schoolman for a combination of the magazines. The Interstate Schoolman, published in Hutchinson, had been in existence about twelve years. It was edited by J. O. Hall and George Winans in 1913, and had a circulation of about 2,000. The Kansas School Magazine was first published in 1912, with Dr. Edgar Riley as editor-in-chief and J. H. Gletfelter as business manager. It had a circulation of 1,000 and was published monthly, except in July and August. Its purpose was the advancement of modern educational ideas, and many noted educators of the nation were contributors (R. 429).

8. Publications In Summer Sessions

In the summer session of 1914, the Journalism class of the school published a magazine called The Birchrod. There were seven issues of the paper during the summer. The publication contained news items, special features and alumni contributions (R. 447).

The Spoiled Child was published by the Journalism class in the summer of 1915.

9. Social Fraternities Unofficially Approved

That sororities and fraternities had existed on the campus

prior to 1913, was a well known fact. But the organizations were considered "outlaw" groups until 1913. In that year, Phi Sigma Epsilon was unofficially recognized.

The first home of the fraternity was the Cross property on the corner of Sixth and Union (R. 749).

Several local fraternal organizations that were social in nature, were active prior to 1917, but it was not until the installation of the sorority, Alpha Sigma Alpha in the early spring of 1917 that the local fraternal groups became integral parts of national organizations.

THE BIENNIUM ENDING JUNE 30, 1916

1. Buildings and Improvements

Appropriation For Administration Building. The legislature of 1915 appropriated \$175,000 for a new administration building for the Kansas state Normal School of Emporia. By the spring of 1916, the wrecking of the west end of the old building was completed (R. 476).

Model School Frieze Purchased. A frieze painting, "The Holy Grail," was purchased by the children of the Model School in 1915 and was placed in the corridor of the Training School building. The picture, an exact duplicate of the original in the Boston Public Library, was purchased with money earned by the children (R. 454) through school entertainments.

Moving Picture Machine Purchased. A high-powered moving picture machine costing more than \$300 was installed at the Normal in January, 1916. The machine was purchased as part of

the equipment of the visual education department (R. 464). By 1918, the collection of films was extensive. These films were secured through the cooperation with the National Bureau of Commercial Economics and through the industrial organizations of the country. The department also carried on experiments in visual education in the classes of the College, Training School, and High School (R. 494).

B. New Bureaus Added

Bureau of Measurements. During the biennium, the Kansas State Normal School established a bureau of measurements. The bureau was established for the purpose of aiding superintendents and teachers in measuring their instruction, but within a short period of time the bureau had established a national reputation. This publicity grew out of the school's activities in working out a system by which the teacher could measure and compare her work with other teachers' work. Typical subjects were standardized during the 1914-1916 biennium as efficiency and economy measures for the public schools (Rs. 470, 471).

Rural school Bureau. A rural school bureau was established during the biennium that had for its purpose the improvement of the administration and organization of the rural schools of the state. The bureau was composed of eight members with H. M. Culter, professor of rural school administration, as chairman (R. 474).

3. Changes and Additions in Curriculum, Certificates, and Degrees

Bachelor of Science in Education. In 1915 the last Bachelor

of Arts degrees in Education were conferred upon seven graduates; the new Bachelor of Science degree in Education was conferred upon fifty-three students. The degree required a total of 124 hours of work with at least two semesters completed in residence. This diploma had the same legal significance as a teacher's certificate (R. 449). The degree required a major of not to exceed 25 hours in one department, and a minor of 15 hours in an "allied department (R. 450)".

Practice Teaching in High School. For many years the purpose of the secondary school had been to provide academic training sufficient for teachers in the rural and small town schools. During the 1914-16 biennium, practice teaching in the high school was added to the courses of those students who desired to become high school teachers. With this additional opportunity, practice teaching was now available from the kindergarten to the college (R.472).

A student who completed the secondary school received a one-year state certificate which made him eligible for a teaching position in the rural schools (R. 473).

Special High School Certificates. In 1915, the legislature adopted a new type of certificate to be issued in connection with the life certificate. This certificate was issued for a period of three years and was issued at the completion of thirty hours of additional work beyond the life certificate in the subjects of agriculture, drawing, home economics, manual training and physical training (R. 460).

Life Certificate Is Limited By Board. The legislature of 1915 limited the life certificate, based upon two years of college work, to the grades, junior high school, and the two-year high schools (R. 459).

Other Certificates Offered. Special proficiency certificates were issued for the kindergarten, primary, intermediate and grammar grades; for the junior high school, and rural school, and for physical training as a special subject. A one-year course in library science was offered. A teacher's certificate was awarded in public school music; a supervisor's certificate was also awarded in public school music and a supervisor's diploma was conferred which was not a certificate to teach (R. 461).

4. Other Changes and Additions

Medical Inspection In State Schools. Medical inspection was put in all of the educational institutions as a health service to the students. This new plan "saved the state much waste in sickness and helped to eliminate waste in time caused by students' absences" (R. 467).

Board sanctions Student Help On Campus. The board established a new policy of employing students for janitor service and other work on the campus in 1914-16. The board adopted this plan in order that deserving students might attend the institution, and for the purpose of fostering a more democratic feeling among the students (R. 457).

Scholarship Ranking for Organizations. As an incentive to

higher standards of scholarship, the board requested that each organization on the campus be ranked annually as to scholarship (R. 457).

Requirements for Unclassified Students. The catalogue of 1915-16 announced the requirements for entrance to college courses of those persons who were unable to present high school or preparatory school credits and who were not seeking certificates or diplomas. These individuals might enroll in college courses provided they were 21 years of age, with teaching experience of not less than three years in the special field they wished to follow, and provided they were recommended by the heads of the departments in which they desired to work (R. 466).

Publications Under Faculty Committee. All publications of the school such as Teaching, and bulletins prepared by the publicity department were placed under the general direction of the publicity committee of the faculty (R. 462).

Free Library Service to Kansas High Schools. In the fall of 1916, the library inaugurated a new personal service to high schools of the state whereby members of the library staff of the Normal offered to spend a week in nine cities for the purpose of systematizing the school libraries. This service, available between November and February, was contributed free of charge except for the expense of traveling and entertainment (R. 465).

5. Board Considers Activity Fee

The first indication that the board considered the adoption of a student activity fee is found in the Second Biennial Report

for 1914-16. Since President Butcher and the board believed that the college life of the student should be enriched by lectures, music recitals, social life, athletic competition, and religious entertainments, and because the state was not yet in a position to offer these activities free to the student they advocated a student activity fee which would offer these activities at a low cost. The board was of the opinion that such a plan would encourage student attendance at entertainments that might not be of interest, otherwise (R. 468).

6. Board Encourages Public Speaking Courses

For many years, the old style of elocution was prominent in the speech classes of the Normal, but with the new style of a practical and "rational system" the public speaking classes were encouraged by the board. By 1916 these classes had increased nearly 300 percent in the state schools (R. 469).

The three Kansas Normal Schools organized a debating league and oratorical contest association in 1913.

7. Company L of Second Regiment To Border

Company L Transferred to Normal. Because the Kansas State Normal School members of Company L, Second Regiment of the National Guard, composed of sixty-three members, found difficulty in fulfilling their duties as soldiers, the company was moved to the Normal School where headquarters were maintained in the gym. Under the command of Col. Perry M. Hoisington, the militia men did their training for which they received gym credit (R. 456). The Com-

pany was called to the Mexican border on July 3, 1916.

Company L Returns From Border. A rousing welcome was given the company when it returned to Emporia on November 13, 1916. The entire student body welcomed the boys, and school was dismissed for the celebration. This company covered more territory during its stay in Texas than any other Kansas organization. The boys were first stationed at Eagle Pass and were then sent to guard the Indio Cattle Ranch of 200,000 acres which was located eighteen miles from Eagle Pass (R. 475).

8. Publications

Teaching Replaces State Normal Record. The first issue of Teaching, a continuation of the State Normal Record was released on August 1, 1914. This publication, issued twenty times per year, represented the official and professional interests of the school. Its purpose was to promote educational interests and to "bring teachers to a uniform professional standard". It was sent free, upon request, to any individual who was interested in education. President Butcher was honorary editor-in-chief and Baker Brownell of the English department, was editor. The editorial committee was composed of Carl W. Salser, W. H. Kerr, E. R. Barrett, W. H. Carothers, W. H. Keller, and Baker Brownell (R.448).

10. The Fiftieth Anniversary

June 1, 1915, was designated as "Anniversary Day" in celebration of the fiftieth year of the Kansas State Normal School's existence. Elaborate preparations were made for the entertainment of the many friends and alumni who returned to honor the school. Three

of the four living ex-presidents of the institution were present and participated in the program--Judge L. B. Kellogg of Emporia; Dr. A. R. Taylor of Decatur, Illinois; and Mr. J. N. Wilkinson of Muskogee, Oklahoma. Four of the "original eighteen" were also present--Mrs. M. L. Hollingsworth of Long Beach, California; Mrs. E. F. Brown of Los Angeles, California; Mr. Timothy McIntire of Emporia; and Mrs. George Plumb of Emporia.

In the morning, an alumni meeting was held and a faculty-senior baseball game entertained students and visitors. After a ride around the city, a cafeteria lunch was served in the gymnasium. The old literary societies--Lyceum, Literati, Belles-Lettres, and Philomathian, held reunions in the afternoon. This was followed by the reception of President Butcher to the visiting alumni and friends.

In the evening, Dr. Albert R. Taylor delivered the Anniversary address. Flower showers were given President Butcher and the ex-presidents by the alumni who marched in from the east and west entrances of Albert Taylor Hall. Judge Kellogg gave the fiftieth commencement address, June 2 (R. 518).

The proceedings of this celebration, in addition to brief summaries of the various departments of the school, were published in the Fiftieth Anniversary Number in 1918. The book also contained a complete roster of the alumni of the school.

11. Organization of Kappa Sigma Epsilon

Kappa Sigma Epsilon, social fraternity, was organized in

1915 at the Kansas State Normal School. The first home of the fraternity was the old Pratt house at 132 East 12th Avenue. The fraternity became inactive in the fall of 1918 when many of the members enlisted in the army. On one day, eleven active members withdrew from school to enlist in Company L of the 137th Infantry (R. 735).

This fraternity was the second fraternal organization to become unofficially recognized.

BIENNIUM ENDING JUNE 30, 1918

1. Buildings and Improvements

Preston B. Plumb Memorial Building Occupied. The administration building, erected at a cost of \$250,000, was occupied in June, 1917. The building was four stories high and 268 feet in length. It contained ninety class rooms and had an auditorium with a seating capacity of 2,500. The school authorities decided to open the auditorium to some of the entertainments not connected with the Normal since Euporia was without an adequate auditorium. The administrative offices were located in the building, but the larger portion was constructed for the use of class rooms.

The building contained three rest rooms and two checkrooms. Although elevator facilities had been included in the planning and building of Plumb Memorial Building, the appropriation was not sufficient for this service, (Rs. 507, 508).

A Sunken Garden. The basement excavation of the old administration building was converted into a sunken garden three feet deep and 150 feet long. Near the center, a sun dial and monument

was built with funds donated by the senior class of 1918. The sun dial was of bronze and was purchased at a cost of fifty dollars. On the face of the dial were the words?

"Grow old along with me, the best is yet to
be (R. 502)".

Cafeteria Building Is Completed. The legislature of 1917 appropriated \$14,000 for the wreckage of the old main building and for the erection of a cafeteria on the campus. Permission was given to use materials from the wrecked building for this purpose. The board estimated a saving of \$26,000 by using these old materials in the construction of the cafeteria. The plans for the building were drawn by the state architect, Charles H. Chandler. By 1920 walls of the building had been covered with stucco and a porch built across the front of the building. The dining room, with a seating capacity of 500, was equipped with golden oak furniture. The home economics department was located in the second story of the building.

The Biennial Report of the State Board of Administration for 1918 pointed out that the three Normal Schools and the State Agricultural College were successfully maintaining cafeterias, and that the students at these institutions were saving at least seventy-five cents per week on their board. The social value of the cafeteria was also pointed out (Rs. 508, 509, 510).

The board recommended the removal of the old power plant to a location away from the main building. The smoke from the plant marred the building and its beauty was decreased because of its

close proximity to the plant (R. 506). This recommendation of the board was adopted, and a plant and steam tunnels were added from an appropriation made by the legislature in 1919.

Campus Lake Under Construction. In the fall of 1917, many campus improvements were made through a special appropriation of the legislature. One of the features was a lake constructed by building a dam in a ravine back of the administration building. The filling for the campus in front of the building was taken from the excavation for this new lake known as "Wooster Lake". The dam of the campus lake was built from bricks and mortar from the old administration building.

Mr. C. R. Phipps, who became head of the department of Agriculture in 1911, directed many improvements that added to the charm of the campus. The building of the lake was completed under his supervision (R. 490). The construction of the sunken garden was started in November, 1917 (R. 491).

2. Reorganization of Board of Administration

Another change was made in the organization of the board of administration in 1917, although the board at this time had been organized in 1913--just four years before. The legislature of 1917 abolished the three boards of nine members set up in 1913, and created another state board of administration which consisted of four members, including the governor, who was ex officio chairman, and also provided for a business manager. These five people had complete charge of all state institutions except the Soldiers' Home and the Mother Bickerdyke Home (R. 505).

4. Changes and Additions in Curriculum, Certificates, and Degrees

Bachelor of Science In Music Offered. The first degree class in music composed of three members, was graduated in 1918 with the degree of Bachelor of Science in Music. The requirements for this degree were sixty hours of Music and sixty hours of academic work. Twenty-four hours of the academic work were required to be in education, and fifteen hours were taken as a minor in another academic subject (Rs. 512, 513).

Bachelor of Science In Commerce Offered. The first degree in business education was granted in 1919. This degree also required the completion of 120 hours of work in addition to the required work in physical education (R. 513).

Changes In B. S. Requirements. As a move toward higher standards in teacher training, the following changes were made in May, 1917: (1) A minimum of forty hours of senior college work was required; (2) Three hours of composition and rhetoric for those students who did not do superior work was required, and those upper classmen who were weak in English were required to do extra work without credit; (3) Entrance credits in history, mathematics, foreign languages, physical science, and biological science were required. Students who presented high school units in these subjects were excused from the courses; (4) The professional requirements were increased by the addition of six hours of chosen work; (5) Three hours of public speaking and expression were required; (6) Three hours of sociology were added to the requirements (R.499).

Change In Training School Curriculum. Supervised study in all grades of the training school was added in 1917. In addition to this new feature, the "problem method of instruction" and a "school planning" period were adopted in the school (R. 477).

A Junior High School Is Added. In the spring of 1917 the reorganization of the Normal Training High School included the addition of a junior high school which was composed of the seventh and eighth grades of the training school, and the ninth grade of the freshman class of the high school. These grades were organized as a separate unit. The last three years of high school was a separate unit, also (R. 483).

A One Year State Certificate Added. At a meeting of the faculty on April 3, 1917, a plan was adopted whereby the school would offer a one-year state certificate to graduates of a four-year accredited high school who passed successfully certain prescribed courses amounting to eight hours in the summer session. This certificate was to be available for teachers of rural schools and village schools that employed not more than five teachers (R. 485).

5. Other Changes and Additions

First Activity Fee and Other Fees. Adopting the plan of a blanket activity fee recommended by the board and President Butcher in 1916, the 1917 legislature approved of an activity fee of \$2.50 per semester (R. 484).

A one dollar fee for the summer term was put into effect in

1918. This fee admitted students to athletic contests, lecture course numbers, debates, and campus movies. This fee was increased to \$4.00 in 1920.

Other fees included a \$3.00 fee for general materials used in class work, laboratories, and for the "wear and tear" in the gym, etc." A \$1.00 "health" fee was charged. This fee was collected but once a calendar year. The non-resident fee was set at \$10 per semester and \$5.00 for the summer term. Those who enrolled in courses leading to civil service or office work paid from \$4.00 to \$12 per semester, in addition to the regular fee (R. 519).

Artists Course. With the establishment of the activity fee, the school was able to extend its entertainment policy as approved by the board. President Butcher advocated the plan of bringing to the campus the best talent available in the fields of art, drama, music, and public speaking. Under his direction, some of the greatest national and international artists were brought to Albert Taylor Hall for the entertainment of students, townspeople, and persons in the neighboring communities. Some of these artists who have appeared at the school are as follows: Schumann-Heink; Sir Harry Lauder; May Robson; Will Rogers; Paul Whiteman; Minneapolis Symphony Orchestra; Mischa Elman; Pavlova; Fritz Kreisler; Marion Talley; The Russian Ballet; and many others whose names may be found in the Source Book (R. 731).

New Bulletin Control. The Student Executive Council recommended a change in the general control of The Bulletin published by students, which was adopted in May 1918. Under this new plan,

a board of management under the authority of the State Board of Administration was formed, which consisted of two members of the faculty appointed by the president, and four student members. The news was gathered by the newspaper English classes, a plan adopted a few years earlier, and was edited by the instructor of the courses (R. 493).

Student-Alumni Council Formed. In the fall of 1916, a Student-Alumni Council was formed as a means of securing more effective cooperation between students and alumni of the school. The group consisted of twelve students, three selected from each of the college classes, and eight alumni members chosen by the governing board of the alumni association. The following rules were adopted:

(1) All fees and commissions were abolished from the appointment Bureau.

(2) A fee of \$10 was paid for life membership in the Alumni Association by those graduating prior to 1917 and by students failing to take out life memberships at the time of graduation.

(3) A fee of \$6,000 for life membership was paid by degree graduates; a fee of \$5.00 was paid by life-certificate graduates.

(4) The pledge was collected before November 1.

(5) Active membership in the Association carried privileges of permanent enrollment in the Appointment Bureau, a free ticket to the annual June dinner, and a free subscription to the alumni publication (R. 489).

The class vacancies for the organization were filled on October 1 of each year.

Employment Bureau Transferred To Extension Division. For several years, the employment bureau had been conducted by the

Normal Y. M. C. A. But the bureau was transferred to the extension division in September, 1917. William O'Connell was placed in charge of the work, replacing Cloudsley Lockman of the Y.M.C.A. bureau. Student help was paid twenty cents an hour except for especially heavy work (R. 482).

New Rules. prior to 1918; the student who met a prescribed standard of grades was excused from final examinations. Beginning with the second semester of the 1918-19 school year, the final examinations were required of all students except the seniors who were graduating. Examinations were given at the last meeting of the class.

New rules were adopted in regard to "cuts" in which each cut deducted 1/16 of a semester hour's credit, and cuts "before and after holidays were doubled". A "Cut" was defined as a deliberate absence from class without good cause. Three tardies constituted a "cut" (R. 525).

Visitors who came to class longer than a few days were required to register in the course. After the first week of the term, the visitor was not allowed to change his registration for credit (R. 498).

6. Education Department of University of Kansas Accepts Normal Credits

The acceptance by the University of Kansas of the degree of Bachelor of Science in Education from the Normal as a basis for graduate work in its school of education came in 1917. Thus the recognition of the undergraduate work of the Normal as being

suitable background for graduate work in the state university was secured. Also, students who had not completed their undergraduate work in the Normal would have their work accepted at face value toward the degree of Bachelor of Science in Education at the University. This important agreement was reached between the two schools on March 29, 1917, but, was not put into effect until the fall of 1918. This agreement indicated to some extent the academic standards that the Kansas State Normal School had reached. Virtually this recognition stated that the University of Kansas recognized the State Normal School as being a bona fide four year college. The Normal had been a member of the North Central Association of Colleges and Secondary Schools for several years prior to this time (Rs. 486, 511).

7. Chandler Loan Fund Established

In 1917 Mr. and Mrs. C. Q. Chandler of Wichita, the latter an alumna of the school, offered to donate \$500 toward a new loan fund if the school could raise the same amount. The fund was named the Chandler Loan Fund in honor of the donors. The conditions of the bequest were met by the School, and friends of the institution contributed to the fund (R. 572) on order to make the \$1,000 available to students desiring financial aid.

8. Alumni Activities

Alumni Property Sold. The property at 1128 Commercial Street which was purchased by the Alumni Association in 1907 (R. 354) was sold to E. A. Spady, for \$3,500. The property was unoccupied when

sold. The Association had considered several plans without success for utilizing the property. It had considered a dormitory for girls, a college for girls, and a cooperative store where books and general merchandise would be sold to students (R. 492).

The Alumni Quarterly. An alumni newspaper, published quarterly, and known as The Alumni Quarterly, was established in October, 1917. Harry James, editor of the 1916 Sunflower, and president of the class of 1913 was the first editor. The purpose of the publication was to create a closer bond between the alumni and students and to foster a closer unity among alumni. Two thousand copies of the first issue were sent to alumni members. The content of the publication was contributed largely by members of the Alumni Association (R. 481).

9. Gilson players

On December 9, 1914, the Dramatic Club was organized that had for its purpose the fostering of good drama. The Normal Masques was a similar organization in the high school. The Gilson Players first appeared in the 1918 Sunflower and State Normal Bulletins, taking the place of the old Dramatic Club. However, the Gilson players was not a formal organization since it had no officers and scheduled no meetings. The group was called the Gilson Players for advertising purposes in the Extension department. The group consisted of outstanding players in the dramatic productions who were chosen by members of the speech department.

10. Pi Kappa Delta Installed

Pi Kappa Delta, honorary forensic fraternity, was installed in 1917 with a charter membership of seventeen young men who had represented the school in debate and oratory. The installation exercises were held at the home of F. L. Gilson, head of the speech department (R. 478).

11. Alpha Sigma Alpha, Delta Sigma Epsilon, Pi Kappa Sigma, and Sigma Sigma Sigma Installed

Alpha Sigma Alpha. A group of young women had organized a social group known as Delta Phi prior to 1910. In the fall of 1910, the organization joined with Kappa Theta and became Kappa Delta Theta. This group joined Alpha Sigma Alpha, national sorority, in 1917 and became Epsilon Epsilon chapter (R. 732).

Delta Sigma Epsilon. A group of members of the Omega Literary Society effected an organization that was installed as Epsilon Chapter of Delta Sigma Epsilon on March 21, 1917 (R. 734).

Pi Kappa Sigma. Pi Kappa Sigma, social sorority, was installed February 22, 1918. The organization had started as a club which changed to a sorority called Sigma Gamma. This group was organized as an Eastern Star sorority and maintained such requirements until 1917. A year after the Eastern Star requirements were dropped, the group became Iota chapter of Pi Kappa Sigma. This organization was the first group to maintain its own house (R. 738).

Sigma Sigma Sigma. Pi Chapter of Sigma Sigma Sigma was installed on the campus. The organization had been known as Rho Mu

Gamma since 1910. The group had been disorganized, as were all the others on the campus at that time, but had been reorganized in 1914 (R. 742).

12. The World War and the Kansas State Normal School

S. A. T. C. Activities. More than 100 men enlisted in the students' army Training Corps of the Normal. The boys were barracked in the gymnasium of the school and were rationed at the cafeteria where army regulation food was served. Several of these students were sent to Ft. Sheridan in July, 1918, for intensive training for sixty days after which most of them received commissions and were sent into active military service. The S. A. T. C. was demobilized December 14, 1918, after ten weeks of training. The influenza epidemic hindered the progress of the men in their classes, but there were no severe cases or deaths in the organization. During the epidemic, the Emporia Country Club was used as an emergency hospital where faculty members assisted the regular nurses for three weeks (R. 495). (The state educational institutions trained 3,200 men in the S. A. T. C.)

Student Friendship War Fund. The Normal students and faculty raised \$3,326.22 in the state-wide campaign conducted on the campus in 1917 for the Students' Friendship War Fund. The national and state directors had accepted a \$1,000 pledge for the fund, but the response was so enthusiastic and generous, each student and faculty member averaged approximately four dollars.

Credits For Farm Work or Enlistment. President Butcher announced on April 17, 1917, that normal students who wished to enlist in the army or to work on farms, would receive their college credits on the basis of their present standing (R. 487). This was in line with practice in colleges and universities throughout the United States.

Adjustment of School To War Conditions. The Kansas State Normal school cooperated with the plans of the war authorities and board of administration in every way possible. All of the courses required for the S. A. T. C. were offered, and the institution which had been operating on a semester basis, changed classes required of S. A. T. C. members to a quarter basis to accommodate this group (Rs. 496, 564). Changes were also made in the daily schedule. Courses in radio and gas engines were added, in addition to evening classes for men in and near Emporia who could not leave their work during the day.

The department of home economics offered training in the use of substitutes in bread and other foods. The girls of the school were required to attend lectures on food conservation. Most of them volunteered in the activities of the Red Cross (R. 504).

Correspondence and Extension Work Emphasized. So many students were compelled to leave school during the war period that the school made every effort to enable these students to continue their educations. This work was done through correspondence or through extension classes conducted in centers in

and around Emporia. Members of the faculty met these groups once every two weeks and held recitations two hours in length. Two hours of credit were given for twenty-four weeks' work (R. 503).

Number of Normal Students In the War. The Normal was represented in the World War by 549 men, twenty-one of whom gave their lives in the service of their country (R. 534).

Attendance and Faculty Decreases. The attendance of the regular school year had decreased thirty-eight percent by the close of 1918. The faculty was reduced from 100 in 1917 to eighty-five in 1918. The summer school attendance remained practically normal (R. 514).

Salaries Low During War. In spite of the depreciation in the value of the dollar, the appropriation of the legislature of 1917 was the same as for 1915. Because of the 67 per cent increase in the cost of living from December, 1914, to September, 1918, and the 13 per cent increase from December 1917, the salary reductions of the faculty were from forty to sixty per cent (R. 515).

BIENNIUM ENDING JUNE 30, 1920

1. Improvements

Oil Burners Installed. During the Christmas vacation of 1920, oil burners were installed in the power plant at an approximate expense of \$400. The Normal management arranged a contract with the Standard Oil Company for three cars of fuel per week (R. 531).

Little Theatre Constructed. A small stage was constructed in 1919 on the third floor of the Preston B. Plumb Memorial Building, more commonly known as the Administration Building. The double type stage was built with a front and back section, the latter section, eighteen feet by twelve feet, raised about seven inches higher than the front section which was eighteen feet by seven feet. A modern lighting system was installed and the stage was equipped with simple hangings of monks cloth in natural color (R. 521).

2. Post-war Activities

Special Concession For Agriculture Teachers. Because of an acute shortage of agriculture teachers who had adequate teaching requirements, the State Board of Education approved for teaching in the high schools of Kansas that received state aid for normal training and industrial training, persons who presented not less than eight hours credit in agriculture. If the student did this preparation in a single summer session, his entire time was required to be spent in agriculture and methods of teaching agriculture (R. 523).

Chimes Selected For Memorial. At a chapel period in May, 1919, the student body of the Normal voted to purchase chimes as a memorial to the students who served in the World War. Fifteen thousand dollars was set as the sum to be raised by students, alumni, and faculty of the school (R. 524).

Service Flag Presented To School. At a special Armistice Day celebration in 1920, a service flag, which represented the

549 men who served in the World War, was presented to the Normal by Captain J. C. DeVoss, a member of the faculty. The original plan called for individual stars for each man represented, but because the plan was found to be impractical, numerals were used for the totals (R. 534).

3. Summary of Degrees and Certificates; A Resumé of the School plant

Degrees and Certificates Offered. In the biennium of 1918-20 the following certificates were offered at the Kansas State Normal School: (1) One-year State certificate which required the completion of a course in a standard four-year high school, and the completion of eight hours of work during a summer session, or graduation from the Normal Training High School; (2) Three-year State certificate based upon the completion of thirty hours of college work; (3) Life Certificate based upon the completion of sixty hours of college work, which entitled the student to teach in the elementary school, junior high, or two-year high schools; (4) Special certificates, good for three years and renewable for a like period, on completion of thirty additional hours of work, issued in the subjects of agriculture, commerce, drawing, home economics, manual training, music, and physical training. During the biennium ending July 1, 1920, the school granted 2,262 certificates. Seventy-seven high school diplomas were given.

The Bachelor of Science degree in Education, and Bachelor of Science degrees in Commerce and Music were the three degrees

offered. These degrees were life certificates to teach in all of the schools of the state (Rs. 537, 538). In the biennium ending in 1920, there were 151 degrees granted by the school.

Buildings on the Campus. The following buildings were on the campus in 1920: Kellogg Library; Music Hall (old Eskridge home); Norton Science Hall; Plumb Memorial Building; Cafeteria; emergency hospital; Gymnasium; Superintendent's home; Training School; power plant; and garage.

In addition to these buildings, there were bleachers and a grandstand on the athletic field. These buildings were in a fair state of preservation with the exception of Music Hall, the hospital, and the superintendent's residence (R. 539).

4. Changes and Additions

Redirection of Social Life. A decided effort was made by the school during the 1918-20 biennium to make the campus the social center of the school life. Prior to this period, a few students attended parties in halls down town which were not under the supervision of the school. Parties were now held on the campus, in addition to motion picture entertainments, and excellent outside entertainment furnished by great artists in the fields of drama, music, and other arts. The Christian organizations, departmental clubs, and athletic contests also gave opportunity for participation in activities on the campus (R. 535).

First August Session. In the summer of 1919, the school adopted a new policy of offering a second summer session to stud-

ents who desired to continue their college work through the month of August. The plan also kept the school plant running through the entire year. Students were permitted to enroll for four hours of college work with the possibility of an extra hour by special permission. The fees were \$3.00 for each hour of credit. There were ninety-eight students enrolled during the summer of 1919. W. H. Carothers was chairman of the session (R. 546).

Renaming of Normal High School. In 1920 the Normal High School was renamed Roosevelt High School in honor of Theodore Roosevelt. Because the aim of the Normal Training High School was to train its pupils in Americanism and citizenship, the students and faculty, at the suggestion of Dr. H. G. Lull, head of the department of education, named the school in honor of "the man in American history who has stood out from all the rest as a champion of these aims, these ideals. . . . (R. 527)"

An article on this renaming of the school written by Miss Maude Minrow, principal of Roosevelt High School, appeared in the February, 1920, issue of the Outlook (R. 528). Mrs. Theodore Roosevelt had correspondence with Miss Minrow and Mr. Frank Agrelius in regard to the honor given her husband (R. 533).

Branch of Kellogg Library. In the winter of 1920, a branch of Kellogg Library was opened on the fourth floor of Plumb Memorial Hall for the accommodation of the high school students who carried on their school work on this floor (R. 529).

First Dramatic Recital. In January, 1919, the first dramatic recital was given by the speech department. In the second semester of the year, these recitals given on Friday afternoon, were made regular features (R. 520) of the department.

5. Kappa Delta Pi Installed

In 1917 an honorary scholastic fraternity known as Phi Delta Delta, was organized on the campus. On March 15, 1920, this fraternity became Iota Chapter of the National Kappa Delta Pi scholarship fraternity. It was installed by Prof. F. E. Thompson of the University of Colorado (R. 530). Dr. H. G. Lull was elected president and Miss Vida Askew was elected secretary.

6. Columbia University Recognizes Bachelor of Science Degree of the School

With the recognition of the Bachelor of Science degree in Education in 1920 by Columbia University, the Kansas State Normal School became established as an institution that ranked high in the educational world. It was now possible for the graduate of the school to complete the Master's degree in Education after one year of study at Columbia University, the University of Kansas, the University of Chicago, Stanford University, and other institutions of high rank (R. 532).

BIENNIUM ENDING JUNE 30, 1922

1. Buildings and Improvements

Plans For a Memorial Building. Although the students of the Kansas State Normal School had voted to purchase chimes in May, 1919, as a memorial to the students who had participated as

soldiers in the World War, the plan was changed in 1921 to a Student Alumni building. A meeting of the Student Alumni Council was held in September for the purpose of discussing the proposed plan whereby a building would be erected on the campus as a memorial to the 21 men who had given their lives and to the 549 men who had enlisted. The Council met again in October and voted to launch a campaign for a \$100,000 building which would serve as a social center for the school (Rs. 549, 549a).

In 1922 the amount of money to be raised was increased to a quarter of a million dollars for the building which was to cost \$150,000, an athletic stadium which would cost \$75,000, and a pipe organ estimated at \$25,000 (R. 566). The money was to be subscribed by students, alumni, and the city of Emporia.

Edwin J. Brown Directs Drive. In June, 1922, Edwin J. Brown of Clifton who was completing his college work with the class that year, was chosen campaign director of the Memorial Union Corporation. Mr. Brown directed the drive for the \$250,000 fund. (The chimes fund of \$8,000 was turned over to the Memorial fund (R. 567). It was largely through the efforts of Dr. Brown, at present head of the graduate school, and of Prof. Carl W. Salsler now of the Oregon State College faculty that the Memorial Union Building became a reality. These men were leaders in the campaign with R. C. Maul, Noel P. Gist, Clarence McGregor, and Walker Cross as full time assistants. Hundreds of loyal former students contributed freely of their

time and money.

Memorial Union Corporation Receives Charter. On August 15, 1922, the state of Kansas issued a charter to the Memorial Union Corporation (R. 564). In the spring and summer of 1922, under the direction of Edwin J. Brown, almost \$40,000 was pledged. The senior and sophomore classes contributed more than \$9,000. When the school held its "Governor's Day" in the summer session, a free will offering of over \$8,000 was secured (R. 564).

Options Secured On Land On Market Street. Options were secured on one-half the land between Market street and the east line of the campus in 1921 at a valuation of \$31,000. The board recommended that the State purchase all of this land for further use in the building program of the institution (R. 560).

Appropriation For Girls' Dormitory. The legislature of 1921 appropriated \$187,500 for a dormitory for the women students of the Normal (R. 551).

2. New Departments Added

Department of Public School Service. A department of Public School Service with W. D. Ross in charge, was established in 1920. The purpose of this department was to cooperate with the superintendents of Kansas in the increase of efficiency of instruction, equipment, and organization in the school systems of the state (R. 548).

School Consolidation. The department of School Consolidation was organized early in 1920 with Mr. M. L. Smith in choice, for

the purpose of aiding the rural schools in their problems of consolidation. During the first two and one-half years of its organization, the department held 530 public meetings with 25,000 persons present; over 13,000 pieces of literature were sent out. The department succeeded in forty consolidations in twenty-three counties which effected approximately 10,000 children (R. 547).

3. Changes and Additions

Glasses Begin In April. For the accommodation of teachers whose schools closed in March, classes were arranged to begin in the middle of the second semester. The courses offered were double courses, covering in a half semester (with double time) the work done in the regular semester. By this plan, a student who entered in April and remained in school through the summer session, could complete the work of one semester (R. 550).

Practice Teaching In City, Town, and Rural Schools. Those students who did not have teaching experience and wished to teach in the city schools, did a part of their practice teaching in the Emporia city schools in order to learn the regular routine of a city school system. Students who desired to teach in the rural and small towns, did their practice teaching in neighboring rural and small town schools designated by the Normal. Each student taught for a month and received four hours credit. The other two hours were taken in the Training School (R. 543).

No Student Excused From Term Examinations. The faculty

passed a ruling on September 11, 1922, which provided that in the future no student would be excused from any final examination (R. 570). This ruling included the second semester seniors who had previously been excused provided their grades were satisfactory.

Suspension For Six Hours Of Failure. High school students who failed in two courses in the regular session or in one course in the summer term, and college students who failed in six hours of the regular semester or three hours in the summer term, were suspended from school for the following semester unless reinstated by the president (R. 545).

Activity Fee Increased. At a chapel meeting in January, 1921, the student activity fee was voted to be increased from \$2.50 a semester to \$4.00 (R. 541).

A New Course For Freshmen. In the fall semester of 1922, a new course known as an Introduction To College Life was introduced. This course was required of all freshmen (R. 557).

Enlarged Service of Bureau of Measurements. The work of the Bureau of Measurements became much more extensive during the 1920-22 biennium. In addition to the aid given by the department in the use and interpretation of tests, research studies were made and contests were supervised. A scholarship contest prepared and supervised by the department for the high schools of Cloud county was so successful that the Biennial Report for 1920-22 suggested: "The success of this county contest was such that it is now proposed to conduct a similar state-wide contest under the

auspices of the Kansas State Normal School. . . ."

The Bureau had charge of the intelligence-testing of the Eugenics Institute at the State Fair in Topeka, beginning in 1919. It cooperated with the American Classical League in its research studies. Many other activities were sponsored, such as the building of special tests for school faculties, studying loads of faculties, etc.

The sales of the department, which was directed at the time by Ernest R. Wood, from January 1 to October 23, 1922, were over \$14,000, and the sales from October 1 to October 23, were \$3,788.77, the greatest output in any one month in the history of the department. Tests were supplied to every state in the Union and to seventeen foreign countries (R. 553).

4. Bronze Tablet Unveiled

On Armistice Day of 1922, a bronze tablet on which were inscribed the names of the twenty-one men who had lost their lives in the World War, was unveiled in Albert Taylor Hall. The ceremony was a part of the Home-coming Day Program (R. 569).

5. Zeta Kappa Psi Installed

The Epsilon chapter of the Zeta Kappa Psi, honorary forensic sorority, was installed in March, 1921 (R. 542). At this time, membership in Pi Kappa Delta, forensic fraternity, was limited to men students of the school.

6. Carlson Loan Fund Established

In memory of Augusta Carlson, a former teacher of Marshall

County who died in 1918 the teachers of that county established a loan fund for the use of students in the Kansas State Normal School. The fund was to be known as the Carlson Memorial Loan Fund (R. 572).

By the end of 1922, the total amount of money available for loans had reached \$5,000.00.

7. College of Emporia Honors President Butcher

At the Founders' Day celebration of the College of Emporia in 1922, the honorary degree of Doctor of Laws was conferred upon President Thomas W. Butcher by the College of Emporia. President Butcher, one of the speakers at the celebration, received this honor along with six other persons, before a large audience (R.554).

8. An Increase In Enrollment

The enrollment which had reached the high mark of 2,469 in 1916-17 decreased more than one-third in 1918-19 due to the World War. By the close of the 1922 biennium, the enrollment had reached 2,932, as compared with 2,194 for 1918-19. The Biennial Report for 1922 pointed out the return of students was caused primarily by the financial depression, smaller salaries, and loss of positions (R. 555).

9. Theta Sigma Upsilon, Lambda Phi Delta, and Phi Delta Chi Organized

Theta Sigma Upsilon. The Theta Sigma Upsilon sorority was known as the Sigma Literary Society until 1921 when it became the Alpha Chapter of the national sorority. The Sigma Literary Society had been on the campus since 1907. Through the efforts of

its members, the society became a national sorority. The organization was the first Alpha chapter of a social organization on the campus (R. 743).

Lambda Phi Delta. In the spring of 1917, Theta Chi Theta, a local fine arts sorority, was organized. Its first sorority home was at 1010 West Street. The group became installed as the Delta chapter of Lambda Phi Delta in 1921 (R. 739).

Phi Delta Chi. On March 3, 1921, Phi Delta Chi, social fraternity, was formally organized by a group of men composed largely of veterans of the World War. Official recognition was given the new organization by the administration at once (R. 736).

10. The Weekly News Review Published

Prof. W. E. Myer became the editor of a new publication on the campus in 1922, known as the Weekly News Review. This two-page paper, published for use in the study of current events in the high schools, was first sent out to about 300 high school principals and superintendents on January 1, 1922*. The purpose of the publication was "to provide teachers and students of current events with something definite as a basis for discussion (R. 552)".

* Mr. Myer is, at present, the editor of the American Observer, a paper published in Washington, D. C.

BIENNIUM ENDING JUNE 30, 1924

1. Buildings and Improvements

Girls' Dormitory Occupied. On February 1, 1924, the dormitory for women, provided for by the 1921 legislature, was occupied by 80 women students of the school. The building was named Abigail Morse Hall in honor of Mrs. Abigail (Abby) Morse who had become the preceptress of the Normal in 1873 after the death of her husband, Rev. G. C. Morse. The building, erected at a cost of \$187,500, was 68 by 132 feet and was situated about 300 feet north of the Plumb Memorial Building (R. 590). The fire-proof building was equipped with lavatories in each room, tubs and shower baths on each floor, and closets and two or more windows in each room. It contained a large reception room, two small parlors, office, social director's rooms, and kitchenettes on each floor.*

Ground Broken For Memorial Union. Ground was broken for the new Memorial Union Building on November 29, 1923, by Victor Trusler, a Normal student who had participated in the war activities of the World War. After the ceremony which was a feature of the Homecoming program, homage was paid to the hero dead at a special dedicatory exercise (R. 578).

Memorial Union Building Under Roof. By the close of 1924, the Memorial Union Building was under roof. It was located between the Administration building and the cafeteria (R. 593).

* This building is used as a dormitory at the present time (1936).

In June, 1923, the city of Emporia pledged \$50,000 to the Memorial Union Fund, some \$44,000 of which was made available at an early date (R. 568).

An effort was made to collect the chimes pledges in 1924 from those persons who had desired to aid in the purchase of the memorial in 1919 (R. 586).

Grandstand Razed. A landmark of the old Kansas State Normal School passed away in April, 1923, when the grandstand which had been built by the faculty and students in the spring of 1903, was torn down. The old grandstand, erected in the administration of President Wilkinson, had been planned by Prof. J. M. Rhodes, director of athletics, and Dean Norman Triplett. Work was started immediately on the new track and field while drawings for the new stadium were being completed. Both projects sponsored by the Memorial Union Corporation (R. 603).

2. The Kansas State Normal School Becomes the Kansas State Teachers College of Emporia.

In 1923 the legislature passed a bill which was signed by Governor Jonathan M. Davis that changed the name of the three Normal schools of the state. The Emporia institution became the Kansas State Teachers College of Emporia. The change was made because the schools "had outgrown the general conception of what the public holds a normal school to be" (R. 576). The name, although official, was not accepted immediately by students in the schools nor by alumni and friends scattered throughout the country, not because they objected to the new name, but because

the name had been associated with the institution for fifty-eight years (R. 577).*

3. Changes and Additions In Curriculum

High School Correspondence Courses Offered. Although no high school work was offered in the regular college year, other than that in Roosevelt High School, the Extension department offered a limited number of secondary courses by correspondence. The courses were available to teachers who were certified under the old law of certification and who wished to fulfill high school requirements, and to mature people who had completed two years of the regular high school course and found it impossible to continue their course in residence (R. 583).

Vacation Plan In Training School Dropped. For several years, the pupils in the summer school of the Training School had participated in the "vacation school plan" in which the regular school subjects were not emphasized as in the winter terms. Because of the increase in the demand for practice teaching in the summer term, the "vacation school plan" was abandoned and pupils followed the regular winter course (R. 585).

Roosevelt Senior High Discontinued. The Roosevelt Senior High School was discontinued in 1923 because of the impracticability of maintaining the school on the fourth floor of the Plumb Memorial Building, and because the enrollment had decreased to seventy-five

* At the time of this writing in 1936, the Emporia Gazette often refers to the "Normal"--thirteen years after the changing of the name.

in the second semester of 1923. The practice teaching for high school work was transferred to the Emporia city high schools until such time as adequate building facilities might be acquired. The Biennial Report for 1924 suggested a new elementary training school building which would convert the present Training School building into a high school building (R. 579).

4. Other Changes and Additions

New Marking System. In 1923, the marking system used by the institution was the letter method--A, B, C, D, and F. No student was granted a certificate or degree until 75% of his total hours received a grade of C or better. Grades of freshmen were reported to parents or guardians at the close of each semester (R. 584).

Art Gallery Started. The school bought William P. Silva's "Wind Swept Cypress" valued at \$750, in 1923 which assured the art lovers of the institution that a gallery had been started. This painting had received honorable mention in the French exhibit at Paris in 1922. The money used for the purchase of the picture which was on display at the school, came from careful saving through the years (R. 573).

5. Wells Memorial Fund Established

In memory of their son who died in August, 1924, Mr. and Mrs. George K. Wells, the former a member of the faculty of the Teachers College, contributed \$110.30 as a loan fund for students (R. 598).

6. Zl Phi, Leadership Fraternity, Established

An honorary leadership fraternity was organized in 1923 by a

group of twenty-one student leaders who had acted as captains during the memorial drive. The idea of a permanent organization originated with Edwin J. Brown and Carl W. Salser who instigated the organization and acted as sponsors. Election to the organization was based on the ability of the student to direct and organize. Membership, which was limited to twenty-four was based largely on leadership ability as evidenced by successful work in positions of responsibility. Positions such as presidents of the junior and senior classes, presidents of organizations, captains of athletic teams, editors and business managers of the Sunflower and Bulletin, presidents of the Y. M. C. A. and Y. W. C. A. and other positions requiring leadership, made the candidate eligible for consideration. Fifty-five hours of credit was a prerequisite to election (R. 574).

In December, 1924, a representative from Emporia installed a Xi Phi chapter at Kearney, Nebraska. One other chapter was installed--Beta chapter at Pittsburg (R. 587).

7. The Yellowjacket Is Published

An alumni quarterly magazine, The Yellowjacket, was first issued on October 30, 1923 and reached at least 3,000 alumni of the Teachers College. This publication grew out of the memorial campaign for the Union Building and stadium (R. 595). Noel P. Gist was the editor for the Memorial Union Corporation publicity sheet which was the forerunner of the alumni quarterly of the same name.

8. State Scholarship Contest Established

The scholarship contest conducted in the Cloud county high schools in the 1920-22 biennium proved so successful, the idea was enlarged upon and a scholarship contest was adopted as a permanent policy of the school. By 1924, the contest tests had been given to 467 pupils in fifty-four different schools (R. 596).

9. Comparison of 1914-1924 Students

The Thirtieth Biennial Report for 1922-24 carried an interesting comparison of the students of 1914 and 1924 of the institution prepared by president Butcher. In 1914, at least sixty per cent of the enrollment in the Normal was in the high school department. Most of the students were over twenty-one years of age, many of them thirty years of age. Many came from communities where high school facilities were adequate but these students were unwilling to attend the local high schools because of their maturity. In 1914, there were 700 students enrolled in the high school department.

In 1923, the senior high enrollment was seventy-five, and none of the members were materially over-age. In 1924, the college enrollment was 1,115. As has been designated in the enrollment tables, throughout the years of the school's history, the high school decreased as the college enrollment increased (R. 597).

BIENNIUM ENDING JUNE 30, 1926

1. Buildings and Improvements

First Unit of Memorial Union Completed. In February, 1925,

the Memorial Union Building opened its doors to the student body and faculty. This first unit of the building marked the completion of the second project of the Corporation; the first one was the track which was built on the athletic field. By June 6, 1925, all of the service rooms in the building were occupied. The tea room, barber shop, and beauty shop were opened for business, and the dormitory rooms on the third floor were occupied. Quarters were provided for the Y. W. C. A. and Y. M. C. A. and other rooms where the departmental clubs and societies could meet were furnished. Work on the new wing was started in 1927 (Rs. 601, 602).

Athletic Stands and Track. The new Stadium of the Teachers College was officially opened on October 23, 1925, on the occasion of the Southwestern-Yellowjacket football game. The merchants of Emporia participated in the "Emporia Day" celebration, an idea that was originated by the Boosters' Club, sponsored by Clair K. Turner. The completed portion of the stadium accommodated 4,000 persons. A running track and the steel and concrete stand on the west side of the field cost the Memorial Union Corporation about \$35,000. At the close of the year, 1926, the Corporation had spent more than \$100,000 on the campus (Rs. 607, 616).* This was a gift from loyal alumni and friends of the institution to the State of Kansas in appreciation of the state's generous backing of its teacher training school.

* At the time of this writing (1936) a new athletic field is under construction north of the Administration building.

Appropriation For Music Hall. The legislature of 1925 appropriated \$150,000 for a music building (R. 606). (The old music hall, the former home of Governor Eskridge, was not torn down until the fall of 1929 (R. 653).) The legislature of 1925 also appropriated \$35,000 for the purchase of land, a part of which was a strip between Twelfth and Thirteenth Avenues and lying on the east side of the campus next to Market Street. Five houses were on this tract, one of which was sold (R. 618). The largest house, the Thomas home which was located at 108 East 12th was moved to the slope east of Lake Wooster and was fitted up as an annex to the girls' dormitory at an expense of \$3,000 (R. 619). This new residence hall for women was opened January, 1927, and accommodated fourteen students (R. 589).

2. Changes In Terms and Certificates

One-Year State Certificate Dropped. The catalogue for 1925 carried the announcement that the One-year State Certificate added by the faculty in April, 1917, had been annulled (R. 612).

Spring Term Abolished. The spring term which had been added in the 1920-22 biennium for teachers whose schools were dismissed in March, was discontinued in 1925. All departments of the school returned to a regular two semester schedule of eighteen weeks each. The term had been only an accommodation designed to serve the people of Kansas and the longer school terms in rural schools made it serve no real purpose (R. 582).

3. "Campus Day"

The first "Campus Day" was observed in May, 1926, with a special chapel in Albert Taylor Hall at ten o'clock in the morning. After a pep meeting in honor of the track team, the group adjourned to the campus where the "real business of the day, the digging of dandelions", was started. The workers were served lunch on the campus (R. 613).

4. The Bulletin and Sunflower Receive Honors

In June, 1926, The Bulletin received a cup awarded by the Central Inter-Scholastic Press Association for the highest rating granted to a college paper. In the Junior College and Normal School publication contest, the Bulletin received first place; first rating was received in the All-American rating in which papers from all types of colleges and universities were judged. The Columbia Press Association gave The Bulletin highest honors in 1928 (R. 609).

The 1927 Sunflower was given first class honor rating in the seventh annual All-American contest for year books (R. 621).

5. High School Contests on Campus

By 1926, several high school contests were held on the Teachers College campus. The State Music Contest was held in the latter part of April. The Art Exhibit, composed of work submitted by high school pupils in the state, was held at the same time. The State Scholarship contests were held May 1; the County Scholarship Meet was held in April. Dual Scholarship contests were held in January, February, and March (R. 608).

6. The Barrett-Ryan English Tests

The Alumni News for February, 1926, announced two new tests for college freshmen, one in English Composition and one in the English Classics. These tests, built by Prof. E. R. Barrett and Miss Teresa Ryan of the English department, consisted of three different forms. Ten thousand copies of each form were printed (R. 610).

7. Yellowjacket Changed To Alumni News

In October, 1925, the Yellowjacket magazine which was six by nine inches in size, was changed to the Alumni News. (In 1928, the size was changed to 9 by 12 inches.) The Alumni News became the official organ of the Alumni Association (R. 683) with this October issue.

8. Kansas State Teachers College Has Third Largest Enrollment

According to a statement found in the January 9, 1925, issue of The Bulletin, the State Teachers College of Emporia was the third largest teachers college in the United States. Its enrollment of 1,900 was exceeded by Ypsalanti, Michigan with an enrollment of between 2,600 and 2,700, and by Cedar Falls, Iowa, with an enrollment of between 2,500 and 2,600. Although not official, the figures present an indication of the school's growth (R. 599).

9. First "Every Pupil" Contest

The first "Every pupil Contest" was held in 1925 in which pupils participated in scholarship tests in their own school rooms. Over 65,000 pupils participated in the contest in 1926 and 140,000

participated in 1927 (R. 640).

10. Sigma Mu Delta and Pi Delta Theta Organized

Sigma Mu Delta. The Sigma Mu Delta social fraternity was organized January 19, 1926, as a Masonic and DeMolay organization. The first chapter house was at 1304 Highland Street (R. 741).

Pi Delta Theta. In 1924-25, a social organization known as Entre Nous, became the local sorority, Zeta Sigma Alpha. This organization was pledged as Beta chapter of Pi Delta Theta in February, 1926. Its first home was at 706 Union Street (R. 737).

11. Organization of "pep" Fraternity and Sorority

Phi Epsilon Phi. In the spring of 1925, a group of men students organized a "pep" fraternity known as Phi Epsilon Phi. The membership was composed of four representatives from each fraternity and four non-fraternity members. One of the activities sponsored by the organization was the distribution of the freshmen caps (R. 603a).

Sigma Pi Sigma. A group of women of the school organized a "pep" sorority in the fall of 1926. Its purpose and organization was similar to Phi Epsilon Phi, "pep" fraternity. Three representatives from each social sorority were chosen in addition to three representatives from the non-sorority group. The organization endeavored to build up school spirit and loyalty through joint participation with Phi Epsilon Phi in rallies "stunts", and parades (R. 614).

BIENNIUM ENDING IN 1928

1. Buildings and Improvements

Appropriation For Elementary Training School. The legislature of 1927 appropriated \$150,000 for an elementary training school and its equipment. At the completion of the building, the junior high school was to be moved from the fourth floor of Plumb Memorial building to the old Training School (R. 634).

New Music Hall Is Occupied. The new music hall, authorized by the legislature of 1925, was erected at a cost of \$150,000. The building was planned to be both fire proof and sound proof. It contained large rehearsal rooms on the third floor for the use of bands, orchestras, and other ensemble organizations. Smaller rooms were provided for practice rooms and studies. The auditorium had a capacity of 400 (R. 611). The building was erected northeast of the old Music Hall.*

Memorial Union Addition Under Construction. The Memorial Union Corporation began an addition to the first unit of the building in 1927, and by the close of June, 1928, the addition was half completed. The wing consisted of a structure 70 feet wide and 100 feet long, connected to the north side of the original structure (R. 633). French doors were installed at the entrance of the alumni room along with other decorative improvements (R. 627).

Correction of Acoustics in Albert Taylor Hall. As early as

* This building is in use at the present time of writing (1936).

1922, faulty acoustics of Albert Taylor Hall had been pointed out to the legislature. It was not until 1928 that the condition was remedied by authority of the board by funds set aside by President Butcher from the regular appropriations for maintenance. The cost was approximately \$5,000. At this time, the walls of the hall were tinted and velvet curtains, made by the home economic department, were hung from the railing around the balcony.

Other improvements on the campus included a new bridge across the Campus Lake, and a decorative fence and gateway to the athletic field. The latter was financed by the Memorial Union Corporation as a part of its project (R. 631).

2. College Is Admitted To Liberal Arts College List

At the meeting of the North Central Association of Colleges and Secondary Schools in Chicago in March, 1928, the Kansas State Teachers College of Emporia was admitted to membership in the Association on the same basis that liberal arts colleges were admitted. Dr. Charles W. Hunt, president of the Cleveland School of Education, representing the North Central Association, visited and inspected the school in January after application had been made for membership. This was the first year that teachers colleges were eligible for membership. With this new classification, a graduate of the Bachelor of Arts course of the college was eligible to membership in the graduate school of any liberal arts college (R. 630).

3. Other Recognition of K. S. T. C.

The Peabody Journal of Education for September, 1927, listed twelve teachers colleges of the United States as outstanding colleges, according to a selection made by thirty-three educational leaders. The State Teachers College of Emporia was high in the list, an honor that gave evidence of the prestige of the school in national educational circles (R. 632).

Another significant recognition came in March, 1928, when the institution was admitted to the first or regular list of the North Central Association. For many years, the association had maintained two lists. The first list consisted of colleges and universities while the second one was composed of normal schools and teachers colleges. The plan of maintaining these two lists demonstrated the academic inferiority of the second list in the eyes of the Association. But at the Chicago meeting in 1928, twelve institutions, Kansas State Teachers College of Emporia included, were placed on the first list.

4. School Is Placed on A. A. U. W. Fellowship List

National List. In 1928 the school was placed on the list of schools from which a woman student might be granted a \$1,500 fellowship for study at home or abroad by the Southwest Central Section of the American Association of University Women (R. 637).

Local A. A. U. W. Fellowship Loan Fund. The Emporia branch of the American Association of University Women announced a fellowship loan fund of \$500 for graduate study for the year of 1928-29.

The fund was intended primarily for graduates of the Teachers College or the College of Emporia, but any woman in Emporia who was a graduate of an approved Kansas college might be considered an applicant (R. 638).

5. Other Changes and Additions

Library Certificate Offered. Beginning with the fall of 1928, a professional certificate in librarianship in connection with the degree of Bachelor of Science in Education was offered. This new plan made the library science department of the Kansas State Teachers College of Emporia, the first department in the territory from the Mississippi to the Rockies and from Canada to the Gulf of Mexico to offer a full one-year curriculum in library science, with the exception of the library school at the St. Louis Public Library. With the adoption of this new certificate, the librarian, Mr. C. P. Baber, planned to work for full recognition by the American Library Association Board of Education for Librarianship (R. 656).

Athletic Coaching School. A summer coaching school was organized in the summer of 1928 and Dick Hanley of Northwestern University was put in charge of the new school. Craig Ruby and Dr. W. J. Huff were also on the staff (R. 639).

Fees are Raised. The incidental fees of \$10.50 required in 1926, were advanced to \$18 in 1927. This amount was required in the regular term or semester as well as in the summer session (R. 623).

Sunflower Board Organized. Beginning in the fall of 1927, a new policy was adopted for the Sunflower in which the Sunflower Board was organized as a governing body for the policies of the annual. The members of this board were chosen from the student body, one from each class (R. 622).

"Every Pupil Contest" for Elementary Schools. The first Every Pupil Contest for high school pupils established in 1925 became so popular, a similar contest for pupils in the elementary grades was sponsored in 1928 by the Bureau of Measurements. Nearly 100,000 pupils participated in this contest (R. 640). At the close of 1928, the work of the Bureau was carried on by a director who devoted half of his time to the department; an assistant director who devoted one-sixth of his time; and seven student assistants who worked by the hour.

Caps and Gowns Purchased For Seniors. Caps and gowns were purchased the 1927 Senior class and were to remain as permanent property of the institution. The caps and gowns were to be used by future members of graduating classes (R. 625).

6. Sabbatical Leave of Absence

The board of regents in 1926 adopted a plan whereby faculty members might be granted leave of absence with part pay provided that the amount paid did not exceed fifty per cent of the absentees' regular salaries. Another provision stated that the amount paid must not exceed the difference between the absentees' regular salary and the salary of the person employed as substitute (R.641).

7. Phi Sigma Epsilon and Sigma Mu Delta Broaden Influence

In December, 1927, the Sigma Mu Delta fraternity which was organized December, 1925, as a local social and educational order became affiliated with other organizations of a similar type outside of Kansas (Rs. 628, 624).

The Phi Sigma Epsilon fraternity increased its sphere of influence in 1927 by affiliating with fraternities of similar purpose and characteristics at the state teachers college at Pittsburg, Kansas and Kirksville, Missouri (R.).

8. Awarding of Scholarship Honors

At a Heads of Departments meeting on February 2, 1927, a plan was adopted whereby scholarship honors were to be given to those students in each class who were in the upper ten per cent. According to this new plan, publication of these honor lists were to be made in The Bulletin, The Emporia Gazette, and in the home papers of each honored student. A special recognition chapel was recommended for March 15. The purposes of this recognition were: (1) To stimulate greater effort in scholarship; (2) To aid in bringing the class members into a more unified organization; (3) To aid in the building up of student body that would become more permanent (R. 620).

BIENNIUM ENDING JUNE 30, 1930

1. Buildings and Improvements

Memorial Union Unit Completed. By the close of 1928-30 biennium, the Memorial Union Building was practically completed.

The first unit was opened in 1925, and the second unit was opened in May, 1929. The upper floor of this addition contained a large ball room which provided ample room for the recreational activities of the school. The building had cost the Memorial Union Corporation approximately \$102,000. The lower floor of the second unit was to be completed as soon as the "outstanding obligations" of the organization were retired (R. 666).

Training School Occupied. In April, 1929, three hundred twenty children of the training school moved from the old building to the new training school building on the east side of the campus. This building, erected at a cost of \$150,000, was designed according to the latest ideas in modern elementary education. It contained a kindergarten room with a fire place, sets of double class rooms, a library, medical and psychological testing rooms, stages, and a large auditorium-gymnasium (R. 649). Plans for the building from the viewpoint of its educational usefulness were the results of the efforts of H. G. Lull, head of the department of teacher training. The playground was equipped with swings, a base ball diamond, and sand piles.*

The Roosevelt High School moved from the fourth floor of Plumb Memorial Building to the building vacated by the elementary school. The building was redecorated, two laboratories were installed, two rooms were equipped for manual training and printing equipment was added. New furniture added much to the general utility of the old building (R. 650).

* This building is in use at the present time of writing (1936).

With adequate facilities now available, plans were made to extend the high school until all grades were represented between the kindergarten and the college.

Lights for football Field. Flood lights for the football field were installed during the biennium in order that night games might be played. Sets of four 1,000-watt lights were mounted on six poles on each side of the field making a total wattage of 48,000. Attendance for the first season under the new lighting system at the night games was considerably larger than at the day games (R. 663).

2. Masters Degree Is Offered

For a number of years prior to 1929, the school had been building a foundation for graduate work. This planning was maintained through the years because of the growing demand for teachers in the high schools and junior colleges of Kansas with masters' degrees. In answer to requests from the three teachers colleges in 1928, the board of regents in 1929, voted to allow these institutions to confer the masters degree. The summer session of 1929 offered courses at the graduate level for the first time. These were taken by a number of students who desired to begin their graduate work. In the fall of 1929, twenty-five students enrolled for graduate study. By the end of September, 1930, seven students had received the advanced degree (R. 667).

The Graduate Council which administers the graduate work was appointed by President Butcher. Its personnel was as follows:

Edwin J. Brown, professor of education, chairman and director; Henry E. Schrammel, professor of Psychology and Director of the Bureau of Tests and Measurements; Oscar J. Peterson, head of the department of Mathematics; W. D. Ross, Registrar and head of the department of History; and Marion W. Roper, head of the department of Sociology and Economics. These men have served in the capacity mentioned since 1929 to the present writing, 1936.

Departments offering Work in Graduate School. According to the 1930 catalogue the following departments were recognized by the Graduate Council as being prepared to offer work leading to a major: Education; Mathematics; Modern Language; and Psychology. The work leading to a minor was as follows: Biological Science; English; History; Government; Latin; Physical Science; Sociology and Economics; and Speech (R. 668).

In October, 1930, English was added to the major group (R. 669).

Graduate Fellowships Offered. President Butcher, with the approval of the board of regents, and upon the advice of the Graduate Council, established eight graduate fellowships in July, 1929. These fellowships paid \$400 per year for two semesters. Students were required to do about forty hours of work a month. The fellowships were awarded annuably by the Graduate Council (R. 672).

In 1931, the following fellowships were available: three in the training school; one in the psychology clinic; one as assistant to director of graduate division; two as assistants

in other fields (R. 673).

Students were chosen by the Graduate Council on a competitive basis. Qualities of scholarship, research ability, and fitness for service in teaching were considered (R. 672).

Studies in Education Published. The first issue of Studies in Education, a publication containing researches in education, was published in January, 1930. The establishment of the graduate division added many significant research investigations that were worthy of publication. The magazine was published four times a year (R. 670).

3. Changes and Additions in Certificates and Departments

Special Certificates Discontinued. In 1929, the so-called "special" certificates were abolished. Four year courses were offered in these subjects that would lead to degrees (R. 647).

Visual Education Department Discontinued. Because of the well developed department of visual education maintained by the Extension department of the University of Kansas, an agreement was reached between the two schools whereby the State Teachers College withdrew its department (R. 664).

4. Other Changes and Additions

Modern Language Service Bureau Organized. Teachers of high school French, German, and Spanish were given practical aid in the teaching of these languages through the organization of a Modern Language Service Bureau established in January, 1930 under the direction of Miss Lillian Dudley, head of the department of

Modern Languages. This service included: information regarding publications and texts in the languages; suggestions for organization of courses of study; the making and administering of tests; and other aids such as posters, postcards, and books lent out from the department (R. 661).

Scholarships Tests Given At Centers. Prior to 1929, students who participated in the state scholarship contests were required to come to Emporia for these tests. Because of the great distances many of the students were obliged to travel and because of the rapid increase in the number of contestants, six additional centers, were chosen for the 1929 contest.

An eighth grade contest was begun in 1929 in which 2,229 pupils participated.

In 1930 over 850,000 pupils of forty-one states participated in the elementary schools and the high school contests. The sale of tests for the biennium amounted to \$35,895.61 (R. 665).

Psychology Clinic Established. In 1929 under the direction of Dr. B. A. Nash, professor of educational and child psychology, an experimental effort was made to aid students in adjusting themselves to college life by establishing a student personnel department (R. 644).

Activity Fee Raised. At a special chapel of students on January 10, 1929, the activity fee was raised to six dollars per semester (R. 646).

New System of Music Judging. At the sixteenth All-Kansas

Music Festival held on the campus in the spring of 1929, a new system of judging was inaugurated. According to this new plan which was originated by Prof. Frank A. Beach, the following ratings were used: honor rating I, highly superior; honor rating II, superior; honor rating III, excellent; honor rating IV, good; honor rating V, average; honor rating VI, below average; and honor rating VII, inferior (R. 654).

Senior "Swing-out" Recognition Service. The recognition service for seniors of the institution had been in the form of a formal chapel for many years. A new plan was adopted in 1930 called the senior "swing-out". The senior class went in a body from one building to another where brief talks were made by representative faculty members and students. The last building visited was Plumb Memorial Building where a talk was made by President Butcher (R. 662).

Summer School Has Five Day Plan. The summer school of 1929 was changed from a six day plan to one of five days. The change was made under the approval of the Heads of the Departments. Sixty (R. 645) minute class periods for the summer session were adopted.

Xi Phi Publishes Student Directory. Xi Phi, honorary leadership fraternity, voted to publish a directory of Teachers College students and faculty during the fall semester of 1930. This directory contained the name, classification, home, Emporia address and telephone number of each student (R. 657). The service has been continued annually since 1929 under the same

auspices.

5. Robbery of Enrollment Fees

A sum of money amounting to approximately \$1,130, part of the enrollment fees collected in the fall term of 1929, was stolen from the vault in the bursar's office early in the morning of September 9th (R. 643).

6. Lambda Phi Delta Becomes Phi Mu Gamma

On June 24, 1930, the Lambda Phi Delta sorority of the Teachers College, and the national organization of the sorority, announced the merging of Phi Mu Gamma, dramatic sorority, and Lambda Phi Delta, fine arts sorority (R. 659).

7. Group Insurance For Faculty

After investigation by the board of regents and various committees of the faculty, an organization known as the Teachers Association of the Kansas State Teachers College of Emporia was effected which had charge of a local group insurance project. The project, incorporated under the laws of Kansas, became effective May 1, 1930. Persons who received appointments to the faculty subsequent to May 1, 1930, were required to participate in the plan; the plan was optional with all other faculty members. The face of the individual policy was \$1,000 with the first semi-annual premium amounting to \$6.55. There were seventy charter members of the group (R. 660).

BIENNIUM ENDING JUNE 30, 1932

1. Improvements and Land

Land Purchased. In 1931 the board of regents purchased ten lots--eight from the Cora Borton Rider estate and two from Mary H. Fowler, at a price of \$3,800. These lots were located on North Merchant Street--approximately 500 feet south of Eighteenth Avenue (R. 695).

Pillars For Campus Gate. In the spring of 1931, brick pillars were constructed at the front of the campus financed partly by money left by the senior classes of 1930 and 1931. The class of 1930 left \$236.12; the 1931 class contributed \$395.02 (R. 682).

2. Depression Measures Adopted

Faculty Reduction. A reduction of the teaching staff which began in 1929, was continued throughout the period of the depression. No departments were closed, but classes were increased in size and courses withdrawn. Some of the student-assistant help was discontinued (R. 693).

Salary Reductions. At a meeting of the board of regents in April, 1931, an emergency cut of nearly \$1,000,000 was made in the budget for the five state educational institutions. Such a cut necessitated a general reduction of 10 per cent in the salary schedules (R. 674).

Unemployed Relief Program. An agreement was made between the Teachers College and the city of Emporia in the fall of 1931 whereby unemployed men of Emporia worked on the campus as a part of the un-

employment relief program. The college furnished materials, tools, trucks, and foremen for the fifteen to twenty-one men, and the city paid the workers from the unemployed fund which was raised by donations of one day's wage, for four months, from the salaried persons of Emporia (R. 680).

Student Employment Centralized. Although the employment problem had always been handled by the school, a new plan was adopted in September, 1932, in which this work was placed in the hands of two committees, one for men students, the other for women (Rs. 691, 692).

3. Changes and Additions

New Health Service. In March, 1931, a new health plan was inaugurated by President Butcher in which arrangements were made with the city hospitals to care for students who were ill. (The school paid the hospital fees not to exceed \$2.50 a day.) The patient was responsible for the physician's fees. The school also paid the expense of the operating room. In addition to this service, emergency service was furnished by the health department of the school. Prof. Clair K. Turner of the Health department, directed the service. The position of school nurse was discontinued in 1931 (Rs. 678, 679).

Student Advisory System Approved. A plan was adopted in 1932 which organized the students into sections under the direction of an advisor whose duty was to secure a closer contact between faculty and students and to promote better advising of students. The organization consisted of a chairman of advisors, an executive committee, and a group of advisors who were responsible for twenty

students (R. 684).

Roosevelt High Extended. In the second semester of 1931, the addition of an 11A unit in Roosevelt High School completed the curriculum for the regular third year of high school (R. 676). The plan was adopted of adding a grade each semester until the four years were available.

4. Distribution of the Activity Fee

The distribution of the activity fee changed so rapidly, a full report of its distribution through the years is impossible. However, the two years of 1923 and 1931 may well be compared (R. 675):

	1923	1931
Men's Athletics	43%	45%
Bulletin	15	13
Artist's Course	17	20
Debate & Oratory	3	7
Women's Athletics	6	4
Motion pictures	4	0
Art Exhibits	4	2.5
Social	5	3.5
Chapel Speakers (outside school)	0	2.5
Music	3	2.5

5. Senior Loan Fund Established

The senior class of 1932 created a new loan fund of \$400 from their class funds. The fund was made available to underclassmen as well as seniors. The maximum fund per student was twenty-five dollars (R. 687).

6. Local Chapter of the American Association of University Professors Formed

A local chapter of the American Association of University Professors was organized December 7, 1932, by eleven men members of the Teachers College faculty (R. 689).

7. Library School Fully Accredited

On May 6, 1932, the Teachers College Library Science department received word it had been fully accredited by the American Library Association. This honor was significant in that only two other teachers colleges in the United States were operating a fully accredited library school. There were but twenty-three accredited schools in the country including the one at the Teachers College of Emporia at this time.

The student of library science was awarded the Library Certificate in addition to the Bachelor of Science in Education upon completion of the curriculum (Rs. 685, 686).

Library work had been started in the Kansas State Normal School in 1902, the first library school west of the Mississippi. After offering a full year of instruction for some time, the school was discontinued. Library science courses were not dropped, however.

8. Requirements for the Degree of Bachelor of Science in Education

At a Heads of Departments meeting on April 23, 1930, the following requirements were adopted for the degree of Bachelor of Science in Education:

Required	
Library Methods or Use of Library	1 hour
Freshman Lectures (for Women)	
Freshman Survey	2 hours
Education and Psychology,	
Minimum 16 hours, maximum	24 hours
English, Rhetoric and Composition	6 hours
Speech	3 hours

Foreign Language 10 hours
 (To be reduced 5 hours for each unit
 in high school)

At least five or six hours each from four of the following groups:

- I. Economics and Sociology
- II. History and Government
- III. Mathematics
- IV. Science
- V. English
- VI. Foreign Language

A major of from twenty to thirty-five hours was required; a minor of fifteen hours was required (R. 658).

BIENNIUM ENDING JUNE 30, 1934

1. Buildings and Improvements

Memorial Building Completed. During the biennium ending in 1934, the Memorial Union Building was completed and took its place as the social center of the campus. The Memorial Union Corporation established in 1922 for the purpose of erecting a fitting World War memorial, had now reached its goal. In 1929, the Corporation borrowed \$15,000 through the Central Trust Company of Topeka, for the completion of the second unit of the building. By 1934, only \$2,000 of the obligation remained unpaid. At this writing, assets are equal to liabilities. The Corporation spent \$2,000 of its money for the purchase of materials for this second unit; the P. W. A. (Public Works Administration) contributed over \$4,000 in labor. The northwest room of the basement was finished and redecorated and the fountain moved to this room. A two-arch entry way was cut between the fountain room and the game room (R. 723).

In July, 1934, the students named the northwest or recreation room "The Hornet's Nest." Several names were suggested, but the ballot clearly indicated the popularity of the name chosen (R. 699).

Cafeteria Closed. The Twenty-Eighth Biennial Report for 1918-20, gave a decidedly optimistic report on the cafeteria which opened in September, 1918. But its popularity began to wane in 1932 for several reasons. One reason was the revival of the boarding club on a cooperative basis; another reason was the self-boarding in which students who lived close to Emporia returned from their homes Monday morning bringing food for the week. This plan was strengthened by the advent of good roads. All, of course, summed up in the term "depression". The Coffee Shop also tended to cut down the business of the cafeteria. Therefore, the board of regents officially closed the cafeteria in August, 1933 (R. 709).

8. Depression Measures

Reduction of Fees. Beginning with the summer session of 1933, all general fees for Kansas students were reduced 25 per cent by the legislature of 1933. The incidental fee was changed from \$18.00 to \$13.50; the activity ticket was reduced from \$6.00 to \$4.50; the hospital fee was changed from \$1.00 to seventy-five cents. Class fees and the Student Union fee remained the same (R. 696).

Certificate Moratorium. The legislature of 1933 also passed a bill that made all teachers' certificates regardless of grade or kind in force at that time effective until September, 1935.

According to this ruling, the teachers who held county or normal training certificates were not held to other requirements except perhaps attendance at a county institute (R. 703). Such a bill was a contributing factor in the low enrollment of the 1933 summer session.

Increase in Student Employment. An increasing demand for student employment came with the 1932-34 biennium. Many students came to the campus with very little money--some of them without enough to pay the nominal fees mentioned above. Every effort possible was made to help these students remain in school. The employment committees formulated rules for student employment that required a passing of twelve hours of credit in order to hold a job on the campus.

By June, 1934, the school was employing 332 students including the federal help (Rs. 716, 718).

Federal Aid Students. During the first semester of 1934, approximately 160 students were employed by the federal government. The government supplied funds for work done by college students that would not be done otherwise. Campus employees could not be replaced by this federal aid. The pay ranged from \$10 to \$20 a month (R. 715).

Emergency Extension Courses. Because of the failure of many students to attend college because of financial conditions, a new program was offered called "emergency extension instruction". According to this plan, college courses were offered to groups of students that numbered at least five. The fee was \$10 for a two

or three-hour course, \$13 for a four-hour course, and \$16 for a five-hour course. The college from which the course was bought furnished an outline for the instructor who was not a regular member of the college teaching staff. Full college credit was given. The local community assumed the financial obligations of the work. Instructors were employed in various ways--some by local boards of education and some by the unemployment relief agencies supported by the federal government (Rs. 720, 721).

Curriculum Reductions. Another economy measure adopted by the school was the discontinuance of certain courses (seventy in all) and a reduction in the number of majors offered (R. 719).

3. Changes and Additions in Certificates

New Regulations for Teaching in Class A High Schools. On June 15, 1934, the State Board of Education announced a new set of regulations for teachers of Class A high schools. Prior to this period, the high school teacher who held a general certificate could teach any subject. Under these new regulations, a teacher in a Class A high school could not qualify to teach languages, the sciences, social science, home economics, industrial arts, commerce, or the arts, without fifteen semester hours in that particular field. Other requirements were set up which may be found in full in the Source Book (R. 717).

Although these rulings by the State Board of Education are not primarily a part of the school's history, they are so closely knit into the curriculum of the institution they cannot be ignored.

4. Other Changes and Additions

Xi Phi Point System. Proposed. In the spring of 1933, Xi Phi set up a point system that had for its purpose the distribution of offices and activities among a greater number of students. The plan limited the number of offices a student might hold. Each student was limited to 140 points (R. 704).

First Music Clinic. A Pre-Festival music clinic was held on the campus in January, 1934, under the direction of Prof. Frank A. Beach. The purpose of the clinic was to acquaint music supervisors with the music chosen for the Twenty-Second All-Kansas Music Festival (R. 714).

Bulletin Adds Retrogravure Section. Beginning with October, 1933, The Bulletin, added a pictorial review for students. This review which covered events of interest in the college world, was distributed weekly. The 'review' was furnished to The Bulletin without cost by a syndicate for its advertising content (R. 705).

5. School Is Recognized By the American Association of University Women

At the biennial session of the American Association of University of Women held in Minneapolis, Minnesota, in May, 1933, the Kansas State Teachers College of Emporia was admitted to this association. At this meeting, three other teachers colleges were admitted—Ypsilanti, Michigan; Terra Haute, Indiana; and Greeley, Colorado. Prior to this meeting, no teachers colleges had been accepted (R. 727).

The Thirty-Fifth Biennial Report for 1932-34 stated: "This achievement removed practically the last academic barrier against which the teachers' colleges had struggled for almost a century".

6. Faculty Group Insurance Dropped

The group insurance which the faculty had taken out in April, 1930, was dropped in May, 1933 by action of the group. Because of conditions brought on by the depression, the faculty remained practically the same with the result that the age average increased. From 1930 to 1933, the premium advanced to \$18.96. The policies were cancelled at the end of the year (R. 712). Two claims for \$1,000 were paid during the life of the project (R. 694).

7. School Partially Reimbursed For Money Lost In Fidelity State and Savings Bank

When the Fidelity State and Savings Bank of Emporia closed its doors in the summer of 1933, the school had \$21,000 of its funds on deposit. This fund also included money of some of the various school organizations. The legislature reimbursed the school with an appropriation of one-half (\$10,869) of this amount (Rs. 700, 701).

8. Martha George Rider Omega Loan Fund

During the biennium of 1932-34, a loan fund was established by the Omega Literary Society in memory of Martha George Rider, a former member of the organization. This loan fund was sponsored by members of the class of 1912 (R. 726).

An audit of the school's loan funds in September, 1934, showed

a balance of \$9,192.29.

9. A Pipe Organ for the School

A pipe organ for the institution became a reality in October, 1934, when an organ was purchased at the R. A. Long auction sale by President Butcher. The twenty year old \$42,500 Aeolian organ was in the beautiful home of R. A. Long, lumberman of Kansas City. President Butcher secured the organ for \$5,000 from funds obtained from entertainments, the print shop, and other sources.

The organ was installed in Albert Taylor Hall by the Reuter Organ Company of Lawrence, Kansas. The space formerly occupied by the stairs was converted into small sound proof rooms (R. 713).

The first organ concert was played in March by Prof. A. D. Schmutz (R. 729). The organ was dedicated April 25, 1935 by Russell Hancock Miles of the University of Illinois (R. 729a).

10. Kappa Mu Epsilon Installed

The Kansas Beta chapter of Kappa Mu Epsilon National Mathematics fraternity, was installed in May, 1934. Its membership was based on high scholastic ranking in mathematics and general academic work, and members were required to present at least fifteen hours of credit in the mathematics department (R. 710).

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¹ The report for the years, 1897-98, should be the Eleventh--the title page had the Tenth.

² This report appears to be a part of the State Normal Record publication.

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Thirty-Second Biennial Report of the Kansas State Teachers College of Emporia, Emporia, Kansas For the Two Years Ending June 30, 1928: Resident Officer, Thos. W. Butcher, President. Printed by Kansas State printing Plant, B. P. Walker, State Printer, Topeka, 1928.

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*Summer school catalogue (separate issues) were used for years 1913-1924. In most instances, summer session announcements are included in the regular general catalogues.

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TABLE I

TOTAL ENROLLMENT OF ALL COURSES FROM KINDERGARTEN TO GRADUATE DIVISION, INCLUSIVE

As has been emphasized, the first years of the institution were years of stress. Many hardships were endured by the personnel of the student body in order to attend the institution. Difficult problems faced the administrators and friends of the school as to how to keep the doors open; its' very existence was precarious several different times. The first school term opened February 15, 1865, with eighteen students in attendance the first day. This term ran 19 weeks, ending June 28, with a total enrollment of forty-three students. There have been several different enrollments given for this first term but the number used in this study was taken from President Kellogg's first Report to the Board of Regents.

At this time, the horse and buggy was the only mode of transportation to Emporia, consequently the personnel of the student enrollment was composed, largely, of local students. Leavenworth was the nearest railroad center and it took three days of riding on a good pony to reach this point. After the first year of existence, the school attracted much attention in the newspapers of the state so a surprisingly large number of students from different sections of the state were enrolled. Naturally, the largest county representation has always been from Lyon, the county in which Emporia is located. The local students took advantage of the new school, then too, it was necessary to have the local elementary school children

for the "Model" school. The first noticeable representation from farther points in the state was in 1883-84, when president Taylor influenced the Board of Regents to inaugurate the mileage plan. Under this plan, all students living more than one hundred miles from Emporia had their railroad fare refunded.

The school has been one in which the women have always outnumbered the men. The amount varies with the different years, but roughly estimated the women have outnumbered the men two to one, with the exception of the period during the World War and immediately following. During this period, the women outnumbered the men three or four to one.

The students of the early years were much more mature than those of the present, although they were classed as only secondary students. The average age for the first year was 18½ years. Several reasons are probable for this age difference. Educational facilities which permitted pupils to pass through the elementary grades as they do now were lacking. Some did not get the advantage of an elementary education until later years and others were forced to pass up a year or two because of being needed at home. Of those who attended the institution in the early years, few finished in consecutive semesters. For economic reasons, they were forced to drop out and teach or earn enough money in some other occupation to pay their expenses for future study. In the early years, the school officials were in favor of students gaining teaching experience before completing their courses. The Sixth Biennial Report of the Board of Regents and Faculty of the State Normal School, for the

year of 1887-88 gives some definite information on this subject.

. . . About 300, of the 475 students reporting, stated that they had experience in teaching in the public schools; sixty having taught five or more years, and several from ten to sixteen years. Over 150 held second-grade certificates on entering. More than 225 are over twenty-one years of age. The graduating class of 1887 average over twenty-three years of age, and three years in experience in teaching. The class of 1888--forty-one members--average twenty-three years of age and over two years' teaching experience.

It is difficult to discuss the different trends in the enrollment and be satisfied that all affecting agencies have been mentioned. There is the possibility that many minor conditions which affected the enrollment are not recorded in history. If one were to state certain causes he would likely find prompt disagreement. It is interesting to note the tables on enrollment during such historical periods as wars, depressions, and days of plenty. An attempt has been made to list a few of the outstanding trends in enrollment through the years.

The first fifteen years of the school were years of uncertainty and unsteady growth. The attendance rose and fell reaching its peak in 1874-75. Immediately following this high peak in enrollment, the school faced several difficulties and many unfortunate things happened. The years from 1876 to 1879 were probably the most strenuous the school has ever encountered. The legislature withdrew its support and the faculty taught for little or nothing, none of them making enough to pay for his or her board and room. There was an embezzlement of the money received from the sale of its' land. A tornado demolished part of the building. Dissension grew in the faculty, and to climax these catastrophies, the one building was completely destroyed by fire. One can appreciate

the stress the administration, faculty and friends of the school were under, trying to keep the institution from closing during these years of misfortune. In all probability, the school owes its' existence at the present time to the groups mentioned above. The enrollment dropped to 90 students in 1878-1879.

After these trying years, the school slowly but surely regained its' prominence in the educational field. A new building was constructed, courses were revised and new ones were offered. This caused a constant increase in enrollment. By 1882-83, the enrollment numbered 456, four years later 746, and by 1900-01 the enrollment had reached a peak of 2,134.

In 1901-02 the school announced that the last year for graduation from the three-year elementary course would be in June, 1904. Consequently, many students came in to take advantage of this short course. During the following two years, the enrollment took a slight tumble, regained its number in 1905-06 and increased to 2,137 in 1906-07, which was the largest enrollment of any year up to this time.

The increase in enrollment from 1904-05 up to United States' entrance into the World War was very rapid, reaching a peak in 1916-17 of 4,178 students. The effect of the war caused a noticeable decrease for the next two years. Immediately after the war, the enrollment started another climb, a slight decrease occurring in 1923-24 when the high school was discontinued. Since 1924 to the year 1933-34 there has been a steady decrease in the enrollment. The outstanding cause is attached to the depression which started in 1929. An act of the legislature in the spring of 1933

which extended all expiring certificates to the fall of 1935, caused many teachers to postpone further study.

This study on enrollment has been difficult to compile because of the lack of data, confusion of material, the the disagreement of existing sources. For ten years, there were no catalogues issued, then the fire of 1878 caused a great loss of valuable historical records. Figures in the early years were not clearly stated. Sometimes records were scantily written and at other times much was recorded. Records were not definitely listed in the years to which they belonged. Not only did different sources disagree but the same source would contradict itself.

The annual and biennial sources from which these data were compiled were: the school catalogues, reports of the Board of Regents, reports of the State Superintendent of Public Instruction and the reports of presidents and principals which were found in latter two publications. From 1916 to the present date, the annual record of student enrollment kept in the Registrar's office was used. The Emporia News and the Emporia Gazette were referred to frequently. Other sources which were very valuable in collecting and verifying data were: A History of the Kansas State Normal School for the First Twenty-five Years, and a study made by J. Scott McCormick, The Development and Growth of the Kansas State Teachers College of Emporia, 1865-1925.

Much material was taken from the latter study. It was also used constantly as a check on reliability in compiling data for the enrollment tables. Mr. McCormick spent many hours in the counting

of names in the catalogues to make a complete check of the enrollment. For this reason, his figures were used for the years the catalogues printed the names of students. The problems he encountered were identical to the problems faced in this study.

. . . In making the study of the growth in the enrollment of the Kansas State Teachers College every effort has been exerted to collect reliable data for it is realized that inaccurate information is worthless. But in the preparation of the various tables included in this study, none have been as difficult to complete with a feeling that they were accurate and information reliable as the tables on enrollment in the various departments of the school. Numerous difficulties have been encountered due to inadequate records. Some of these difficulties will be pointed out with the hope that others, who may feel that certain figures are incorrect, or may discover apparent inaccuracies, will appreciate the work involved and the weighing of values entailed in the collection and compiling of this material. . . .

. . . Another source of difficulty has been the practice, even up to and including 1915-16, of counting many students twice and in some cases even three or four times. Such repetitions usually are regular normal students who may also have been taking voice, or typewriting, or piano or half a dozen other special courses. It was necessary to go through long lists of names many times in order to check these repetitions in an attempt to count each student but once. This became a laborious task after the enrollment had extended into the one and two thousands.

Not until 1916-17 did the school in its tabulation of records separate the enrollment of the men and women. In order to get this information for the fifty-one years prior to that time it was also necessary to go through the names of students listed in the catalogues as mentioned above, but this time to separate the men from the women. This method encountered many obstacles. The writer can be reasonably sure that the division made and recorded in the various tables on attendance is nearly correct, but certain problems could not be overcome and estimates or guesses had to be resorted to. In all of the lists there were some students for whom but one given name was recorded. As names of men and women are in some cases spelled alike one could but surmise to which they might refer. Other names had only initials to represent the given name or names. In every case these were tabulated as men for such a practice is more common among the men than among women. In numerous cases where students would be listed in two or more courses there would be an interchange or a different spelling of the name as Maimie for Mayme or Maria Belle for Marcia Belle. Such cases were located by

referring to the home town of the students concerned. Again where students were enrolled in more than one course "pet" names or "nicknames" were used as Fannie in one place and Frances in another, or Prudie and Prudence, Melina and Mary Lena, Maly and Mary Ellen. Here, as before, the home town was used to determine if they were one and the same person. If Frank Smith in the Model school came from Herington and Frankie Smith in the special piano course also came from Herington they were considered as referring to one and the same boy. Such problems arose by the score. However, in the end the number of repetitions located in some cases equalled the number of repetitions which were always mentioned on the enrollment summary page of the catalogue. Beginning with 1916-17 the process was simple as the records of the Registrar with some exceptions showed the division. The exceptions in most cases were correspondence students and in a few cases elementary students. . . .

. . . . As stated above, there are certain portions of the table which are no doubt inaccurate but the figures have been included only after a careful weighing of values. As an example, in reference to the possible inaccuracy of the year 1878-89, President Welch said: (15)

"Upon assuming my duties in September 1879, I found no record whatever of the attendance or work of the school, the records having been burned with the building in October 1878; no record having been kept for the remainder of the year. Through the kindness of the former president and the resident members of the old faculty, I collected the records of 56 students who attended during 1878-79; but this is quite incomplete, as I am informed by the students that as many as 90 were enrolled during the years."

No doubt there are many errors in the enrollment tables.

These tables may or may not be of great importance and the errors may or may not be significant. After all available sources have been exhausted by two different studies, there is reason to believe these errors will never be corrected. For each year that the data were confusing, missing, contradicting and vague, a note of explanation has been made.

TABLE I

TOTAL ENROLLMENT OF ALL COURSES FROM KINDERGARTEN
TO GRADUATE DIVISION, INCLUSIVE

Year	Men	Women	Total	Year	Men	Women	Total
*1865			43	*1900-01	790	1344	2134
*1865-66	31	54	85	1901-02	696	1338	2034
*1866-67			75	*1902-03	650	1378	2028
*1867-68	75	78	153	*1903-04	617	1286	1903
1868-69	76	74	150	*1904-05	540	1158	1698
*1869-70	96	102	198	*1905-06	545	1398	1943
*1870-71	111	132	243	*1906-07	613	1524	2137
1871-72	72	118	190	*1907-08	652	1518	2170
*1872-73	89	129	218	*1908-09	664	1517	2181
*1873-74			236	*1909-10	727	1586	2313
1874-75			375	*1910-11	785	1753	2538
1875-76			345	*1911-12	778	1785	2563
*1876-77			125	*1912-13	836	2036	2872
*1877-78			130	*1913-14	807	2105	2912
1878-79			90	*1914-15	763	2244	3007
*1879-80	83	116	199	*1915-16	914	2470	3384
1880-81	161	205	366	1916-17	949	3229	4178
*1881-82	175	227	402	1917-18	777	2955	3732
*1882-83	191	265	456	*1918-19	635	2876	3511
1883-84	209	325	534	*1919-20	817	3014	3831
1884-85	235	370	605	*1920-21	799	3194	3993
1885-86	198	526	724	*1921-22	961	3424	4385
1886-87	277	469	746	*1922-23	1240	4045	5285
*1887-88	343	532	875	1923-24	1240	3990	5230
1888-89	402	528	930	*1924-25	1360	4382	5742
1889-90	389	731	1120	1925-26	1271	3783	5054
*1890-91	495	811	1306	1926-27	1278	3860	5138
*1891-92	495	909	1404	1927-28	1145	4083	5228
*1892-93	518	870	1388	1928-29	1069	3583	4652
*1893-94	493	855	1348	1929-30	1035	3479	4514
*1894-95	521	1129	1650	1930-31	1070	3362	4432
*1895-96	661	1179	1840	1931-32	1346	3292	4638
*1896-97	741	1186	1927	1932-33	1243	2903	4146
*1897-98	793	1303	2096	1933-34	1290	2281	3571
*1898-99	706	1198	1904	1934-35	1358	2424	3782
*1899-00	713	1280	1993				

*Read the table thus: In the school year 1865-66 there were 31 men and 54 women in residence. The total was 85 students. Read in like manner for the following years.

*Refer to the explanation notes on following pages.

TABLE I

EXPLANATORY NOTES

In the early years there were no records of the division of men and women and not enough evidence to justify an estimation. For this reason figures are missing in columns two and three. The following explanations are to justify the figures for the years when the data were obscure and also for the years different sources disagree in the total number of attendance.

- 1865- The first term, February 15, 1865, to June 28, 1865, opened with an enrollment of 18 and closed with 43. Different sources vary in their report—The nineteenth catalogue, page 53, gives 42. The State Superintendent in a report gives 43.
- 1865-66 The fall term had an enrollment of 78 of which 29 were men and 49 were women. The spring term ended with an enrollment of 85. The increased enrollment of 7 in the second semester was estimated between men and women making the total of 31 men and 54 women.
- 1866-67 The enrollment estimate. The report of the Board of Visitors stated that in the month of December 1866, the enrollment numbered 75.
- 1867-68 The official report of Principal Kellogg made in 1870, places the enrollment at 75 men and 78 women, a total of 153. The catalogue gives a total enrollment of 152.
- 1869-70 A class graduated in December, 1870 which was probably the 1869-70 class. No class graduated in 1871. The enrollment data are for 1869-70 because of this graduating class in the middle of the school year. The enrollment figure used was taken from the official report of Principal Kellogg. The Ninth Biennial Report of the Superintendent of Public Instruction for 1893-94, gives 199 enrollment.
- 1870-71 The catalogue for this year gives 240 enrollment but there is one student death which is not counted in the catalogue. Principal Kellogg in his report for 1870, gives the enrollment as 111 men, 132 women, a total of 243.
- 1872-73 The catalogue for this year lists 171 names; although the summary total enrollment is 172 of which 67 are men and

105 are women. The reports elsewhere vary to a great extent. The History of the State Normal School of Kansas for the First Twenty-five Years gives an enrollment in the Normal Department at 172, and 47 in the Model Department, making a total of 219. The Model School data of the latter publication are used with reluctance; the reason is given in the explanation notes of the elementary enrollment chart.

- 1873-74 There is no catalogue published for this year. Data taken from A History of the State Normal School of Kansas for the First Twenty-five Years. The data from this source are used for the next five years.
- 1876-77 The President's report in the First Biennial Report of the State Superintendent of Public Instruction, page 321, gives the enrollment as 45 men and 49 women, the summer term having 37 men and 25 women, for a total of 156. Of this number there likely would be repetitions.
- 1877-78 On page 321 of the source mentioned, it is stated that the fall term numbered 29 men and 46 women, the winter term 43 men and 50 women, the spring term 28 men and 64 women, for a grand total of 232. It is possible there were many repetitions in this source so the source used for 1873-74 is used here.
- 1879-80 The catalogue gives a total enrollment of 173. The President's report in the Second Biennial Report of the State Superintendent of Public Instruction gives a total of 199.
- 1881-82 The division of boys and girls for 35 Kindergarten pupils is estimated.
- 1882-83 The catalogue places the total regular enrollment at 452. This is raised to 456 because of four students listed as special in kindergarten methods.
- 1887-88 The president's report in the Sixth Biennial Report of the Superintendent of Public Instruction offers a total of 343 men and 532 women, a total of 875 enrollment. This is five more names than can be accounted for in the catalogue.
- 1890-91 The division of boys and girls for 259 elementary pupils is estimated.
- 1891-92 The total of 1404 is 8 larger than the summary total of the catalogue. Only 143 names which were counted more than once, could be located, although the summary gives 151 repetitions.

- 1892-93 The catalogue gives a summary total of 1377. Counted names gives a total of 11 more. Withdrawals after the report was made and prior to the catalogue release may be the explanation.
- 1893-94 The summary total of the catalogue is 1335, or 13 less than names counted in the catalogue. The same reason given in the preceding note may be the explanation.
- 1894-95 The summary total of the catalogue is 1649 or one less than names counted.
- 1895-96 The division of men and women for 136 summer school students is estimated. The catalogue summary total is 105 less than used in the table. In previous years the names of the summer school students have been listed so that a check could be made of the number to be deducted because of being in attendance in the following school terms. This year the names of the summer school students were not listed. The repetitions located are 121. This added to the difference of 105 shown in the catalogue total will make the number in the table 105 too great. A similar discrepancy will occur in the three succeeding years.
- 1896-97 The catalogue summary total is 1801, or 126 less than the total of the table. This, when added to the 107 names which were counted twice in the catalogue, gives a total of 233, being but 1 less than the total repetitions of the catalogue summary. The 126 represents, as in the previous year, those of the summer school who attended the regular school year immediately following. In all probability the total of this year, as shown in the table, is 126 too great. The division for men and women was estimated for 240 summer school and 10 irregular and special students.
- 1897-98 The catalogue summary total is 139 less than the total shown in the table for this year. This number added to the 122, whose names were counted twice in the catalogue, gives a total of 261, or the exact number of repetitions listed in the catalogue summary. Thus the 139 represents as in the two years previous, those summer school students who also attended the regular school year immediately following. In all probability, the total of this year as shown in the table is 139 too great. The division for men and women was estimated for 189 summer school and 26 shorthand students.
- 1898-99 The catalogue summary total is 102 less than the total shown in the table for this year. This number added to 109 names which were counted as repetitions, gives a

total of 211 or 1 more than the total repetition of the catalogue summary. The 102 represents, as in the three years previous, those of the summer school who also attended the regular school year immediately following. In all probability the total of this table is 102 too great. The Twelfth Biennial Report of the State Superintendent of Public Instruction gives a summer enrollment of 239 which is 112 greater than the enrollment of the catalogue summary. If the former is correct, then the enrollment of this year as shown in the table is too small. The division of men and women for 127 summer school students and 32 special students and kindergarten pupils is estimated.

1899-00 The divisions of men and women for 19 special and irregular students is estimated. The report of the State Superintendent for this year gives a total of 1993 students while the catalogue summary gives 1983.

1900-01 The presidents report for this year gives one more than names counted in the catalogue.

1902-03 The catalogue summary gives 15 less than the names counted for this year.

For the following ten years the names counted in the catalogue were used in the table without consideration of the conflicting reports found in following reports:

1903-04 The president's report gives 2049.

1904-05 The catalogue summary total is 1697.

1905-06 The president's report gives 1987.

1906-07 The catalogue summary is 2157.

1907-08 The catalogue summary is 2196.

1908-09 The catalogue summary is 2183.

1909-10 The catalogue summary is 2251. The president's report is 2224.

1910-11 The catalogue lists a total of 2639. The president's total is 2635.

1911-12 Catalogue total is 2951.

1912-13 The catalogue total is 2767.

1913-14 The catalogue total is 2808.

1914-15 The division of boys and girls for 274 elementary school pupils is estimated. The catalogue for this year gives 3217. The greatest repetition comes in the correspondence, irregular and music enrollment of which many students are regularly enrolled in college work.

1915-16 The catalogue summary and Registrar's record gives 3707. The figures used in the table for this year is based on the actual names listed in the catalogue. The report of

the State Superintendent for this year gives 3232. The division of boys and girls in the elementary school is estimated.

1916-31 The enrollment figures from 1916 to the present date have been taken from the official enrollment book of the Registrar. This year marks the beginning of an accurate account of enrollment by this office.

1918-24 The division of men and women in the correspondence, extension division, and special classes were estimated on previous attendance when the data were accessible.

TABLE II

TOTAL ELEMENTARY ENROLLMENT FROM KINDERGARTEN
TO GRADE NINE, INCLUSIVE

The elementary school enrollment includes the kindergarten, model school classes, preparatory courses, grammar school, and the eighth and ninth grades of the Junior High school which was organized in 1917-18. It is doubtful whether the grammar school students and the preparatory students should be included in the elementary enrollment. For a few years, they were carried as secondary students but in 1880-81 and following years were included in the grades from one to eight. The preparatory course was, according to the catalogue of 1868, "To fit for the regular teachers course and general business". It is probable that these were pupils who were not qualified to do college work and they were placed in the elementary grades for better preparation.

The Model School was opened September 16, 1867, the enrollment being limited because of lack of room. For the two years 1871-73, the Model School was discontinued because of insufficient funds as well as a lack of room. After the Model School resumed enrollment, there was a question as to what division the enrollment should be placed in. During this year 1873-74, there was a course advertized in the local paper, offering classical study and a business course in the Model School. This course was to serve as the medium for teaching observation. In general, the aim of the Model School was for the purpose of practice teaching and observation of

grade school pupils.

The kindergarten was established April 10, 1882. This school was not supported by the state, but by tuition paid by both pupils and practice teachers enjoying its privileges.

TABLE II

TOTAL ELEMENTARY ENROLLMENT FROM KINDERGARTEN
TO GRADE NINE, INCLUSIVE

Year	Men	Women	Total	Year	Men	Women	Total
**1867-68	15	12	27	1900-01	104	110	214
*1868-69	18	19	37	1901-02	98	103	201
*1869-70			32	1902-03	87	94	181
1870-71	31	32	63	1903-04	102	105	207
*1871-72				1904-05	114	127	241
*1872-73				1905-06	117	164	281
*1873-74			45	1906-07	148	200	348
1874-75			230	1907-08	152	169	321
*1875-76				1908-09	132	150	282
*1876-77				1909-10	157	185	342
1877-78				1910-11	210	208	418
1878-79			50	1911-12	206	234	440
1879-80	54	82	136	1912-13	223	190	413
1880-81	93	109	202	1913-14	183	160	343
*1881-82	92	110	202	*1914-15	150	124	274
1882-83	91	111	202	*1915-16	193	96	289
1883-84	95	156	251	1916-17	185	144	329
1884-85	126	178	304	*1917-18	150	135	289
1885-86	86	242	328	1918-19	124	120	244
1886-87	119	160	279	1919-20	162	164	326
1887-88	107	125	232	1920-21	152	170	322
1888-89	120	125	245	1921-22	173	152	325
1889-90	114	144	258	1922-23	160	155	315
*1890-91	110	149	259	1923-24	250	133	383
1891-92	86	122	208	1924-25	290	297	587
1892-93	66	97	163	1925-26	297	301	598
1893-94	51	75	126	1926-27	422	374	798
1894-95	53	104	157	1927-28	295	335	630
1895-96	75	124	199	1928-29	304	312	616
1896-97	84	119	203	1929-30	300	337	637
1897-98	91	126	217	1930-31	297	359	656
1898-99	61	126	187	1931-32	275	294	569
1899-00	71	145	216	1932-33	246	255	501
				1933-34	242	252	494
				1934-35			

*Read table thus: In the school year 1867-68 there were 15 men and 12 women in residence. The total was 27 pupils. Read in like manner for following years.

*Refer to the explanation notes on following page.

TABLE II

EXPLANATORY NOTES

- 1867-68 The "Model" school was formally opened for students September 16, 1867.
- 1868-69 Preparatory students of this year and succeeding years are included as elementary students. The object of this course was to prepare students for regular teachers' course.
- 1869-70 The Visitors Report of December 1869, gives 32 preparatory and "model" school students. The exact data at the end of the spring term are not available.
- 1871-73 Some sources gives an enrollment for this year but in the Biennial Report of the Superintendent of Public Instruction, from the President's Report, 1871-73, page 192 states:
- The lack of room compelled suspension of the model school. This is a serious loss. The president felt that the school would have to have an appropriation before it could be reopened.
- The Kansas State Normal Catalogue, of 1873, page 14, has an announcement of the model school opening at the beginning of next term. If these sources are correct, the model school was closed for the years 1871-72 and 1872-73.
- 1873-74 No data available regarding the division of boys and girls. This applies to following five years.
- 1875-78 No data could be found on elementary enrollment for these years.
- 1881-82 The division of boys and girls is estimated.
- 1890-91 The division of boys and girls is estimated.
- 1914-16 The division of boys and girls is estimated for the two years.
- 1917-18 The Junior High School enrollment is included this year and hereafter.
- 1923-24 The division of boys and girls is estimated.

TABLE III

TOTAL SECONDARY ENROLLMENT

This table includes the three-year high school and all the equivalent classes which were offered in the institution before the college division was organized. Prior to the organization of the college division, the secondary school carried such courses as: preparatory, academic, normal department, county certificate, subnormal, normal classes A go G, irregular and special students, and later the high school department, which was organized in 1907-08.

The chief problem found in organizing the enrollment for this division was to determine the transition of the institution from a secondary school to a college. According to present day standards, the change was in 1908-09; but inspection of the courses before this time, the field covered and the intensity with which it was taught, leads one to believe that the courses were on a college level. For many years previous to 1908-09 there were high school graduates entering the institution. The catalogue for 1890-91 states that sixty of the new students were high school graduates. These students were placed in the second year of the four-year normal course which leads one to believe there were several students doing work on a college level. The school laid no claims to being a college, but offered courses to suit all students, for the purpose of training teachers. J. Scott McCormick, in a study of The Development and Growth of the Kansas State Teachers College

of Emporia says:

. . . A graduate of Baker and Kansas University had to spend one year in the Normal School in order to complete the professional work required for graduation. A student of the earlier days states that, "High School graduates were in the same classes with common school graduates and a graduate of the Kansas State Agricultural College had to take education with little country school children."

The sub-normal enrollment was another division difficult to describe as to the level of work done. According to present day standards, the pupils of the sub-normal division were doing eighth grade work, and also were doing special work in preparation for entering the normal course which course was that of teacher training. Some think the sub-normal division was a stepping stone between the eighth grade and the normal classes. If a common school graduate could pass an entrance examination, he was placed in the A class of the normal, if the examination was failed he was placed in the sub-normal group from ten to twenty weeks. The sub-normal course is last mentioned in 1901-02.

The academic students were those who did not wish to teach and did not take the teaching pledge which was required of all students taking professional work. The academic students were asked to pay a higher tuition fee than the students who intended to teach.

The preparatory county certificate, and irregular and special students included various levels of work. These students were all preparing to teach, some being high school graduates, some common school graduates, and others were those who had little or no schooling but were mature and experienced enough to start teacher

training after preparation in certain knowledges they seemed to lack. This group was much older in age, so it was placed in these special classes to save the embarrassment of attending school with the elementary children.

Although the separation of the junior and senior high school was made in 1917-18, the high school retained four grades for three years. For this period there were two ninth grades. The grade nine of the high school was included in the secondary enrollment, the grade nine of the junior high school was included in the elementary enrollment. This substitute grade nine was retained in the high school for the more mature students.

TABLE III
TOTAL SECONDARY ENROLLMENT

Year	Men	Women	Total	Year	Men	Women	Total
1865			43				
*1865-66	31	54	85	1900-01	686	1234	1920
1866-67			75	1901-02	598	1235	1833
1867-68	70	55	125	1902-03	563	1284	1847
1868-69	58	55	113	1903-04	515	1181	1696
1869-70			95	1904-05	424	1031	1457
1870-71	79	99	178	1905-06	428	1234	1662
1871-72	64	103	167	1906-07	465	1324	1789
*1872-73	66	105	171	1907-08	500	1348	1849
1873-74			191	1908-09	357	902	1259
1874-75			145	1909-10	368	881	1249
1875-76				1910-11	322	759	1081
1876-77				1911-12	309	711	1020
1877-78				1912-13	311	736	1047
1878-79			40	1913-14	235	626	861
1879-80	29	34	63	1914-15	196	542	738
1880-81	68	96	164	1915-16	177	451	628
1881-82	83	117	200	1916-17	152	434	586
1882-83	100	154	254	*1917-18	87	291	378
1883-84	114	169	283	1918-19	85	261	346
1884-85	109	192	301	1919-20	68	233	301
1885-86	112	284	396	1920-21	69	221	290
1886-87	158	309	476	*1921-22	87	173	260
1887-88	231	407	638	1922-23	139	92	231
1888-89	282	403	685	*1923-24			
1889-90	275	587	862	*1924-25			
1890-91	390	657	1047	*1925-26			
1891-92	409	787	1196	*1926-27			
1892-93	452	773	1225	*1927-28			
1893-94	442	780	1222	*1928-29			
1894-95	468	1025	1493	*1929-30	16	5	21
1895-96	586	1055	1641	1930-31	32	41	73
1896-997	657	1067	1724	1931-32	55	59	114
1897-98	702	1177	1879	1932-33	60	85	145
1898-99	645	1072	1717	1933-34	71	64	135
1899-00	642	1135	1777	1934-35	56	59	115

* Read the table thus: In the school year 1865-66 there were 31 men and 54 women in residence. The total was 85 students. Read in like manner for the following years.

* Refer to the explanation notes on the following page.

TABLE III

EXPLANATION NOTES

- 1865-66 For the early years the data are obscure.
- 1872-73 This enrollment of 171 probably includes among its first year group a number of preparatory students who should be included in the elementary division. A distinction between preparatory and First Year Students is not made.
- 1900-01 Many high school graduates were attending school at this time but the catalogue did not distinguish between the secondary student and college student. This also applies for the seven years following.
- 1907-08 During this year the department called the High School made its debut with the enrollment of 18 men and 35 women.
- 1908-09 This is the transition period from the secondary school to the college division, and it is difficult to separate the enrollment exactly. The enrollments of the normal classes A to D, preparatory course, County Certificate course, and the High School Training course are included in this table. It is likely there were secondary students in the upper classes E and H.
- 1917-18 The Junior High School was organized this year and the enrollment is included in the table of elementary enrollment; consequently there is a sharp decrease in the secondary enrollment.
- 1921-22 For the years 1917-18 to 1920-21 there were two Freshman classes. One was a part of the regular high school and the other a grade nine of the Junior High School.
- 1923-24 The Senior high school is abolished because of the lack of room. It appears again in 1929-30.
- 1929-30 The high school begins this year. This enrollment figure includes a three-year high school.
- 1929-30 For 1934-35 the number of students is less than the years before which may lead one to believe the school is not growing. The larger enrollment for the years before is due to the large number of city school children attending in the summer session. When a Roosevelt student attends the summer session he is counted only once.

TABLE IV

TOTAL COLLEGE ENROLLMENT

As stated elsewhere in this study, there is no definite period to distinguish between collegiate students and secondary students. The first definite announcement of collegiate work being offered was in 1908. The table on college enrollment was started in 1900 with such data in evidence as to justify the action. The catalogues for the following years have carried the numbers of high school graduates which entered the institution. These were as follows:

1899-90	100 had been educated in high schools.
1890-91	60 were high school graduates.
1891-92	126 had partially completed courses in high schools, academies or colleges. 76 were high school graduates.
1892-93	122 were high school graduates.
1893-94	100 were graduates of high schools or colleges.
1894-95	100 were high school graduates.
1895-96	200 were high school graduates.
1896-97	200 were high school graduates.
1897-98	215 were high school graduates.
1898-99	250 were high school graduates.
1899-00	250 were high school graduates.

The years 1900 to 1908 have included the college enrollment because of the large number of high school graduates entering the school and because of the advanced level certain courses were for this period. A description of the courses which were offered prior to 1908, indicating that they were of college level, is given by J. Scott McCormick in a study, The Development and Growth of the Kansas State Teachers College of Emporia, 1865-1925.

. . . During the 1903-04 and before there had been a three-year life diploma course called the elementary course.

According to students and instructors of the earlier days this came to be the equivalent of a high school course with one year college work added. After 1903-04 the diploma was granted only upon the completion of four years of work although this four year course had been established many years earlier (there being five graduates in 1875-76). This four-year course was called the Latin course or the English course depending upon whether students took extra work in one or the other. This four-year course was really equivalent to a high school course with two years of college work in addition. In 1905, by legislative enactment, the Board of Regents was empowered to confer the degree of Bachelor of Arts in pedagogy, and to meet the demands for advance work leading to this degree two additional years of college work were added to the life diploma course. Graduates of accredited high schools then could enter the third year of the life diploma course which was in reality the first year of college. By completing the life diploma course and taking the two extra collegiate years added, the degree could be acquired.

After the change from a secondary school to a college, the increase in enrollment continued its' rapid growth. The entire educational program of the state was progressing rapidly, turning out many more in numbers who were seeking a higher education and training in the professional field of teaching. The school retained the practice of accepting and training all students that came to the campus; adapting its course and affording educational facilities at any level a student would desire.

TABLE IV
TOTAL COLLEGE ENROLLMENT

Year	Men	Women	Total
*1900-01			396
1901-02			380
1902-03			403
1903-04			478
1904-05			266
1905-06			302
1906-07			376
1907-08			450
*1908-09	138	350	488
1909-10	173	377	550
1910-11	215	631	846
1911-12	230	705	935
1912-13	253	915	1168
1913-14	333	1072	1405
1914-15	368	1363	1731
1915-16	467	1660	2127
1916-17	484	1985	2469
1917-18	318	1962	2280
1918-19	231	1963	2194
1919-20	318	1980	2298
1920-21	326	2178	2504
1921-22	450	2482	2932
1922-23	629	3080	3709
1923-24	627	3063	3690
1924-25	714	3056	3770
1925-26	706	2565	3271
1926-27	682	2626	3308
1927-28	599	2446	3045
1928-29	573	2252	2825
1929-30	563	2272	2835
1930-31	559	1999	2558
1931-32	615	2013	2628
1932-33	633	1683	2316
1933-34	647	1148	1795
1934-35	874	1706	2580

* Read this table thus: In the school year 1900-01 there was no division made of men and women in residence. The total was 396. In the school year 1908-09 there were 138 men and 350 women, a total of 488 in residence. Read in the like manner for the following years.

* Refer to the explanation notes on the following page.

TABLE IV

EXPLANATION NOTES

1900-01 The first record of a definite division of college students and secondary students was made in the catalogue of 1908-09. However, the president's third biennial report found in the Eighteenth Biennial Report of the Board of Regents listed the students who were high school graduates upon entering the institution, for the twelve years, beginning with 1900-01 and ending with 1911-12.

This was a period of transformation from a high-grade secondary normal school to a teachers' college. For several years students were doing work at a college level, but none were classified as college students at that time. In 1905-06 courses were offered which lead to a degree.

1908-09 The R and H classes, which were the two upper years of the old four-year life certificate or diploma course; the Junior degree class, which is equivalent to the present Junior college class; the Kindergarten Training Students class, which required high school graduates for admittance to the course, are all included in the totals of this table. The Eighteenth Biennial Report of the Board of Regents, page 23, gives an enrollment of 531 for this year.

TABLE V

TOTAL GRADUATE STUDY AND POST GRADUATE
ENROLLMENT

For the early years in which Post Graduate work was offered, the data are obscure. These data are also confusing because many of the students would return to school after completing a course and take a course which was more advanced. In some instances, students would complete a two-year course and after a years' absence return and complete the three-year course and then after another period of absence return and complete the four-year course. A Bachelor of Pedagogy degree was offered with only five students completing work for the degree. No data are available concerning this degree other than those which are reported in a study made by J. Scott McCormick, The Development and Growth of the Kansas State Teachers College of Emporia, 1865-1925.

. . . A post graduate course was offered for a number of years in the 90's and for a short period after 1900. This consisted of one year of graduate study after graduation from a four year course, but only 5 ever received the Bachelor of Pedagogy degree offered. It did not seem very popular. According to an early instructor the "Bachelor of Pedagogy" was really seminar work although a few may have done it by correspondence. You were given a book to study and you had to write a paper on it and meet with the instructors, sometimes at night."

Post Graduate students are students who take work in the college after completing a Bachelor's degree. This work does not count toward a Master's degree.

The first year the Master of Science degree was offered in the history of the institution was 1929-30. Graduate students are students who are officially enrolled in the Graduate Division for

the purpose of working toward a Master of Science degree. Twenty-five semester hours of academic work, a thesis credited with five semester hours, and a satisfactory oral examination are required for this degree.

TABLE V
TOTAL GRADUATE STUDY AND POST GRADUATE
ENROLLMENT

Year	Post Graduate			Graduate			Grand Total
	Men	Women	Total	Men	Women	Total	
1887-88	1	3	4				
1888-89	2	4	6				
1889-90		5	5				
1890-91	6	8	14				
*1897-98	2	2	4				
*1901-02		1	1				
1912-13	7	4	11				
1913-14	6	12	18				
1914-15	13	26	39				
1915-16	19	38	57				
1916-17	17	43	60				
1917-18	16	41	57				
1918-19	3	34	37				
1919-20	5	12	17				
1920-21	6	13	19				
1921-22	6	37	43				
1922-23	15	19	34				
1923-24	20	32	52				
1924-25	20	46	66				
1925-26	35	50	85				
1926-27	20	54	74				
1927-28	25	53	78				
1928-29	17	52	69				
1929-30	16	51	67	27	27	54	121
1930-31	17	52	69	27	21	48	117
1931-32	27	74	101	48	37	85	186
1932-33	37	44	81	56	43	99	180
1933-34	34	53	87	44	34	78	165
1934-35	22	65	87	48	31	79	166

*Those receiving the Bachelor of Pedagogy degree.

*Read this table thus: In the school year 1887-88 there was one man and three women in residence. A total of 4 students. Read in like manner for the following years.

1. Post Graduate students are students who take work in the college after completing their Bachelor's degree. This work does not count toward a Master of Science degree. These students have been in evidence since the first bachelor's degree was offered, although data are obscure during the early years.
2. Graduate students are students who are officially enrolled in the Graduate Division for the purpose of working toward a Master of Science degree. The first year this degree was ever offered in the history of the institution was 1929-30.

TABLE VI

TOTAL SUMMER SCHOOL ENROLLMENT

In 1891, Professor M. A. Bailey offered private instruction during the summer in Latin and mathematics. The total attendance in his classes was fifty-three. The success of this first private summer school and the two summer schools following it, prompted the organization of a summer school for 1894. With the permission of the Board of Regents, Professors Bailey, Hill, and Kelly conducted classes in subjects in their respective departments during the summer. These had a total attendance of 166. The administrative officers of the school realized the demand for a summer school which would give instruction in all the branches. The make-up of the summer school was largely teachers who were desirous of improving their status by summer work. No appropriation was granted for salaries of the summer faculty until 1900. Prior to this time the faculty was paid from the tuition paid by the students. This tuition was slightly more than the winter school students paid.

The summer school enrollment reached its' peak in 1924-25, when 3,424 students were enrolled. From the date the summer school was organized, it had had a steady increase in enrollment. The year 1924-25 was not only the largest summer enrollment up to that time but is the largest summer enrollment in the history of the institution. Since that time there has been a gradual decrease, reaching a low mark of 1277 in the summer of 1933-34. This low point of enrollment was likely caused by an act of the legislature in the spring of 1933 which extended all expiring certificates to

the fall of 1935.

All divisions of the school are included in the summer enrollment. The figures in this table on enrollment of the summer term are included in the enrollments of the other tables.

Year	Enrollment	Enrollment
1933-34	74	82
1934-35	124	81
1935-36	88	88
1936-37	101	100
1937-38	94	95
1938-39	87	87
1939		
1940		
1941		
1942		
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TABLE VI
TOTAL SUMMER SCHOOL ENROLLMENT

Year	Men	Women	Total	Year	Men	Women	Total
*1891-92			53	1915-16			2344
*1892-93	90	76	166	1916-17	471	1873	2344
1893-94	78	60	138	1917-18	313	1757	2070
1894-95	124	151	275	1918-19	164	2071	2235
*1895-96	68	68	136	1919-20	311	2110	2421
*1896-97	100	140	240	1920-21	284	2142	2426
*1897-98	94	95	189	1921-22			2790
*1898-99	63	64	127	1922-23			3519
1899-00			353	1923-24			3342
1900-01				1924-25	683	2741	3424
1901-02			600	1925-26	456	2149	2605
*				*1926-27	481	2092	2573
1904-05			733	1927-28	451	1943	2394
*				1928-29	406	1769	2175
1906-07			830	1929-30	400	1862	2262
*				1930-31	427	1740	2267
1908-09			885	1931-32	484	1735	2219
1909-10			1110	1932-33	467	1441	1908
1910-11				1933-34	383	894	1277
1911-12			1334	1934-35	423	1184	1607
1912-13							1578
1913-14			1518				1518
1914-15			1834				

*Read the table thus: In the school year 1891-92 there were no division of men and women. In the year 1892-93 there were 90 men and 76 women in residence. The total was 166 students. Read in like manner for the following years.

*The division of men and women is estimated.

*Data were not available for several of the early years, which accounts for the skipping of years and open places in the columns.

TABLE VII

TOTAL ENROLLMENT IN MUSIC, CORRESPONDENCE,
EXTENSION, UNCLASSIFIED, AND NIGHT
COURSES

The correspondence department did not officially start until the fall of 1913. Some data were found concerning correspondence for the year of 1910-11, but the data were too confusing to give it an explanation here. In 1913-14 the correspondence offered practical work in all lines. The student was allowed three times the length of time to complete the work by correspondence that he would have in regular classroom attendance, but every course started had to be completed within a year. Instruction was given by the regular members of the faculty. To enroll in college work the student had to meet all requirements of registration, the same as if doing residence work. Correspondence had its highest enrollment, 1,230, in the year 1927-28, this is the largest correspondence enrollment in the history of the department.

There never has been a large enrollment in the unclassified division of the school. Students who were unable to present high-school or other preparatory-school credits, and who were not seeking a certificate or diploma were allowed to take college work; provided, they were 21 years of age, and three years of teaching experience in the lines of work which they wished to do, and carried a written recommendation from the head of each department in which they wished to work. Included in this column are visitors. Occasional visitors were welcome in the class room or laboratory work but persons who wished to visit for any length of time were required to register as visitors.

Extension courses existed before 1915-16 but that is the first year an accurate enrollment could be found. Groups of students in different localities of the state would form classes which were visited and conducted by faculty members of the institution. Extension classes were especially popular during the World War and immediately following.

1915-16
 1916-17
 1917-18
 1918-19
 1919-20
 1920-21
 1921-22
 1922-23
 1923-24
 1924-25
 1925-26
 1926-27
 1927-28
 1928-29
 1929-30
 1930-31
 1931-32
 1932-33
 1933-34
 1934-35

about 1915
 enrollment
 no available
 period
 1915-16
 1916-17
 1917-18

TABLE VII

TOTAL ENROLLMENT IN MUSIC, CORRESPONDENCE,
EXTENSION, UNCLASSIFIED AND NIGHT
COURSES

Year	Music	Correspondence	Extension	Unclassified	Faculty	Night
*1910-11		13				
1911-12		4				
1912-13						
*1913-14		73				
1914-15	274	188		86		
1915-16	480	196	375	41		100
1916-17	123	341	65	120		145
1917-18	84	386	101	98		120
1918-19	158	436	65	68		
1919-20	177	418	250	157		
1920-21	185	401	230	61		
1921-22	189	500	75	74		
1922-23	172	715	45	98		
1923-24	200	746	70	141		
1924-25	171	963	51	99		
1925-26	247	794	60	66		
1926-27	143	735		56		
1927-28	251	1230	26	46		
1928-29	254	903	8	46		
*1929-30	223	755		23	16	
1930-31	280	805	22	22	21	
1931-32	184	1035		15	13	
1932-33	208	922	29	10	15	
1933-34	207	661	101	4	9	
1934-35	205	562	27	5	2	

*Read table thus: In the school year 1910-11 there were no music enrollment, 13 enrolled in correspondence, no extension enrollment, no unclassified enrollment, no faculty enrollment and no night school enrollment. Read in the like manner for the following years.

*During the early years many students did correspondence while in residence and attending regular college classes. For the year 1913-14 there were 17 men and 29 women doing residence study that were also enrolled in the correspondence department.

*Visitors are included in the Unclassified column.

TABLE VIII

THE PROFESSIONAL ATTAINMENT OF THE FACULTY
OF THE KANSAS STATE TEACHERS COLLEGE
OF EMPORIA, 1865-1935

The highest professional attainment as shown by academic degrees of the Kansas State Teachers College of Emporia from 1865 to 1936 have been listed in the following table.

The personnel of the faculty is constantly changing, so to avoid padding, omitting, and overlapping, the year has been divided into three parts. The first division, the regular year and summer, includes the summer session, the fall semester and the spring semester. The second division, the summer, consists of the summer session. The third division, regular year, consists of the fall semester and the spring semester. The summer session consists of eight weeks of work, usually starting the first week in June and ending the last week in July. The fall semester consisting of eighteen weeks, usually starting the first or second week in September and ending shortly after the Christmas holidays. The spring semester is of equal duration, usually starting the latter part of January, ending the latter part of May.

A constant change in the personnel of the faculty has made it necessary to supplement the table with explanatory notes, to secure exactness. A change in the personnel of the faculty occurring at any other time than designated in the three divisions of the year, is recorded in the explanatory notes.

These data have been compiled from the catalogues of the in-

stitution, Board of Regents reports, reports of the State Superintendent of Public Instruction, and A History of the State Normal School of Kansas for the First Twenty-five Years.

TABLE VIII

THE PROFESSIONAL ATTAINMENT OF THE FACULTY
OF THE KANSAS STATE TEACHERS COLLEGE,
EMPORIA, 1865-1935

Year	Doctors' degree				Masters degree				Bachelors degree				No degree		Grand Total		
	Regular year and Summer	Summer only	Regular year	Total	Regular year and Summer	Summer only	Regular year	Total	Regular year and Summer	Summer only	Regular year	Total	Regular year and Summer	Summer only	Regular year	Total	Grand Total
1935-36	20		1	21	63	1	10	79	12	1	4	17	5		1	6	123 *
1934-35	16	1	2	19	62	4	11	77	17	1	3	21	6			6	123 *
1933-34	13	3	1	17	64	2	4	70	22		1	23	10		1	11	121 *
1932-33	13	2	2	17	56	3	3	62	29	4	2	35	10	2		12	126 *
1931-32	11	3	3	17	50	7	3	60	38	3	2	43	3	1		9	129 *
1930-31	14		1	15	46	13	3	62	41	4	3	48	10	2	2	14	139 *
1929-30	13	2		15	44	10	3	57	44	8	4	56	12	1	1	14	142 *
1928-29	7		2	9	26	11	14	51	36	12	15	63	7	8	8	23	126 *
1927-28	5	1	1	7	26	7	8	39	42	7	15	64	11	8	6	25	137 *
1926-27	6			6	25	10	8	43	41	11	14	66	18	6	4	28	143 *
1925-26	5	1	1	7	21	5	7	33	42	10	14	66	17	6	10	33	139 *
1924-25	4	1	1	6	18	15	9	42	37	18	11	66	20	13	10	43	157 *
1923-24	5			5	18	16	11	45	27	22	21	70	13	20	10	43	163 *
1922-23	5			5	21	13	8	42	30	17	13	60	22	11	5	38	145 *
1921-22	3	1	1	5	24	6	2	32	31	20	14	65	19	10	5	34	136 *
1920-21	4	1		5	25	8	2	40	30	24	10	64	15	15	9	39	148 *
1919-20	5	1	2	8	16	8	8	32	25	17	12	54	16	13	10	39	133 *
1918-19	4	1	4	9	14	7	1	22	23	11	6	40	17	8	3	28	99 *
1917-18	7			7	21	4	1	26	23	11	7	41	21	11	6	38	112 *
1916-17	5		3	8	24	7	3	34	31	7	8	46	25	7	4	36	124 *
1915-16	7	1		8	25	4	1	30	32	12	3	47	30	5	3	38	122 *
1914-15	7			7	19	5	2	26	35	7	2	44	21	9	1	31	108 *
1913-14	5	3	8	16	18	5	2	19	34	6	1	41	27	10		37	105 *
1912-13	7	1	2	10	8	5	7	20	16	10	14	40	18	8	19	45	115 *
1911-12	8	3	3	14	6	3	5	16	23	5	12	40	17	9	8	34	104 *
1910-11	9	1		10	11	2	2	15	17	2		19	28	8	1	37	81
1909-10	9			9	11	3		14	15	1	2	18	29	5	1	34	75 *
1908-09	7			7	13			13	13			13	37			27	60 *
1907-08	6	1		7	11	1		12	14	5		19	22	4		26	64 *
1906-07	3			3	8	1		9	12	1		13	24	4	1	29	54 *
1905-06	3			3	8			8	7			7	22	4		26	44

* Refer to the explanatory notes on the following pages.

TABLE VIII (continued)

Year	Doctors' degree			Masters degree			Bachelors degree			No degree			Grand Total
	Regular year and Summer	Summer only	Regular year	Total	Regular year and Summer	Summer only	Regular year	Total	Regular year and Summer	Summer only	Regular year	Total	
1904-05	3			3	7			7	7			25	42
1903-04	3			3	7			7	7	1		24	42 *
1902-03	3			3	7			7	7			25	42 *
1901-02	3			3	8			7	7			28	46 *
1900-01	4			4	6			5	5			26	41 *
1899-00	4			4	6			6	6			25	41
1898-99	4			4	5			5	5			29	43 *
1897-98	3			3	4			4	4			29	40 *
1896-97	3			3	4			3	3			20	30 *
1895-96	3			3	5			3	3			21	31 *
1894-95	3			3	5			3	3			21	30 *
1893-94	3			3	6			3	3			16	27
1892-93	3			3	4			2	2			16	25 *
1891-92	3			3	3			1	1			17	24 *
1890-91	2			2	3			2	2			14	21
1889-90	2			2	3			1	1			11	17
1888-89	2			2	3			2	2			8	15
1887-88	2			2	2			1	1			10	15
1886-87	2			2	2			1	1			9	14 *
1885-86	2			2	2			2	2			9	13
1884-85					1			1	3			8	12
1883-84					1			1	4			6	11
1882-83					1			1	4			6	11
1881-82					2			2	3			7	12 *
1880-81	1			1	1			1	3			8	13 *
1879-80	1			1	1			1	4			7	13 *
1878-79	1			1					1			5	7
1877-78	1			1								5	6
1876-77	1			1					1			5	7
1875-76	1			1					1			6	8

* Refer to the explanatory notes on the following pages.

TABLE VIII

EXPLANATION NOTES

- 1935-36 1. One master's degree absent the first semester--counted in R. Y. S.* column.
- 1934-35 1. One bachelor's degree deceased--counted in R.Y.S. column.
2. One master's degree began Jan. 29, 1934--counted R.Y.S. column.
3. One master's degree A. L.* from June 1, 1934 to Jan. 31, 1935, counted in R. Y.* column.
- 1933-34 1. A master's degree A. L. from Jan. 1923 to sept. 1933--counted in the R. Y. column.
- 1931-32 1. A bachelor's degree resigned Jan. 22, 1932--counted R.Y. column.
- 1930-31 1. A master's degree A. L. second semester and Summer--counted in the R. Y. S. column.
- 1928-29 1. A bachelor's and a master's degree A. L. first semester--1928--counted in R. Y. S. column.
- 1927-28 1. A bachelor's degree and a master's degree A. L. the second semester and summer of 1927--counted R.Y. column.
2. A master's degree deceased Dec. 30, 1927--counted in R. Y. S. column.
- 1926-27 1. Two master's degrees, two bachelor's degrees and a "no" degree began Jan. 1926--counted in R. Y. column.
- 1925-26 1. A master's degree, a bachelor's degree and a "no" degree began Jan. 1926--counted on R. Y. column.
2. A "no" degree returned Jan. 1926--counted in R.Y. column.
3. A bachelor's degree began Feb. 1926--counted in R.Y. column.
4. A "no" degree here the first semester--counted in R.Y. column.
5. A bachelor's degree A.L. first semester--counted in R.Y.S. column.
6. A bachelor's degree A.L. summer and second semester--counted in the R.Y. column.
7. A "no" degree A. L. summer and first semester--counted in R.Y. column.
8. A bachelor's degree deceased March 3, 1926--counted in R. Y. S. column.
- 1924-25 1. A bachelor's degree and a "no" degree here first semester--only--counted in R. Y. column.
- 1923-24 1. A "no" degree began Sept. 11, and resigned Nov. 20--counted in R. Y. column.

* R. Y. S. -- Regular year and summer.

* R. Y. -- Regular year.

* A. L. -- Absent on leave.

2. Two bachelor's degree here first semester only--counted N.Y.* column.
3. Two bachelor's degrees and a "no" degree A.L.* during July--counted in the R.Y.S.* column.
4. A bachelor's degree resigned Jan. 25, 1924--counted R.Y.S. column.
- 1921-22
1. A doctor's degree returned Jan. 1922--counted in R.Y. column.
2. A "no" degree absent the first semester--counted in R.Y.S. column.
3. Six bachelor's degrees began Jan. 1922--counted in R.Y. column.
4. A bachelor's taught in the summer, resigned and returned in Feb. 1922--counted in R.Y.S. column.
5. Two bachelor's resigned Jan. 1922--counted in R.Y.S. column.
6. A master's degree and a "no" degree began in Oct. 1921--counted in the R.Y. column.
- 1920-21
1. A bachelor's degree absent during summer, came back and then resigned in Jan. 1921--counted in R.Y. column.
2. A doctor's, a master's, a bachelor's, and a "no" degree resigned Jan. 1921--counted in R.Y.S. column.
3. A bachelor's degree resigned Feb. 1921--counted in R.Y.S. column.
4. Two bachelor's and a master's degree began Jan. 1921--counted in the R.Y. column.
5. A bachelor's degree began Feb. 1921--counted in R.Y. column.
- 1919-20
1. A master's degree and two "no" degrees began Jan. 26, 1920--counted in R. Y. column.
2. A bachelor's degree began Sept. 1919, resigned Feb. 29, 1920--counted in R. Y. column.
3. A bachelor's degree began Feb. 16, 1920--counted in R. Y. column.
4. A "no" degree resigned Jan. 26, 1920--counted in R.Y.S. column.
5. A "no" degree and a master's degree began Jan. 5, 1920--counted in R. Y. column.
6. A "no" degree began Sept. 1919 and resigned Jan. 23, 1920--counted in R.Y. column.
7. A "no" degree taught in the summer session 1919 and returned Feb. 1920--counted in R.Y.S. column.
8. A doctor's degree began March 1, 1920--counted in R.Y. column.
9. A bachelor's degree A.L. Jan. 1, 1920--counted in R.Y.S. column.
10. A bachelor's degree began May 10, 1920--counted in R.Y. column.

* R. Y. -- Regular year

* R.Y.S.-- Regular year and summer

* A.L. -- Absent on leave

- 1918-19
1. A bachelor's degree resigned Feb. 21, 1919--counted R.Y.S.* column.
 2. A bachelor's degree began March 1, 1919--counted in R.Y.* column.
 3. A master's degree began Sept. 1, 1918, resigned Feb. 28, 1919--counted in R.Y. column.
- 1917-18
1. A master's and a bachelor's degree resigned March 15, 1918--counted in R.Y.S. column.
 2. A "no" degree and a bachelor's degree A.L.* second semester--counted in R.Y.S. column.
 3. A master's degree A.L. first semester 1917--counted in R.Y.S. column.
 4. A "no" degree resigned Feb. 1, 1918; a "no" degree resigned Dec. 31, 1917; a bachelor's degree resigned Dec. 7, 1917--counted in R.Y.S. column.
 5. A "no" degree here first semester only--counted in R.Y. column.
- 1916-17
1. A doctor's degree and three bachelor's degrees began Jan. 29, 1917--counted in R.Y. column.
 2. A "no" degree began Jan. 12, 1917; a bachelor's degree began Nov. 20, 1916--counted in R.Y. column.
 3. A bachelor's degree resigned Jan. 29, 1917; a "no" degree resigned Nov. 15, 1916; a bachelor's degree resigned Jan. 27, 1917; a "no" degree resigned Jan. 1, 1917--counted in R.Y.S. column.
 4. A bachelor's degree resigned July 1, 1916--counted in Summer column.
- 1915-16
1. A bachelor's degree A.L. first semester--counted in R.Y.S. column.
 2. A doctor's degree resigned Feb. 1, 1916--counted in R.Y.S. column.
 3. A bachelor's here first semester only--counted in R.Y. column.
 4. A master's degree and two "no" degrees began the second semester--counted in R.Y. column.
 5. A bachelor's degree began Feb. 1916--counted in R.Y. column.
 6. A bachelor's degree began March 1, 1916--counted in R.Y. column.
 7. A "no" degree filled vacancy from Sept. to Oct.--counted in R.Y. column.
 8. A "no" degree resigned March 1, 1916--counted in R.Y.S. column.
- 1914-15
1. A bachelor's degree A.L. first semester--counted in R.Y.S. column.
 2. A two bachelor's, two masters and a "no" degree here for the second semester only--counted in the R.Y. column.

* R.Y. -- Regular year.

* R.Y.S.--Regular year and summer.

* A.L. -- Absence on leave.

3. A "no" degree and a bachelor's degree and a master's degree resigned Jan. 1, 1915--counted in the R.Y.S.* column.
4. A bachelor's degree A.L.* second semester--counted in the R.Y.S. column.
- 1913-14 1. A bachelor's degree and two masters' degrees here the second semester only--counted in the R.Y.* column.
2. Two bachelor's degrees resigned Jan. 1, 1914--counted in the R.Y.S. column.
- 1912-13 1. Two bachelor's degrees and a "no" degree began the second semester--counted in the R.Y. column.
2. A "no" degree began Nov. 1912--counted in the R.Y. column.
3. A "no" degree resigned Nov. 1912--counted in summer column.
- 1911-12 1. A bachelor's degree A.L. from Nov. to Jan.--counted in R.Y.S. column.
2. A bachelor's degree resigned March 1912--counted in R.Y.S. column.
3. A master's degree here for fall term--counted in R.Y. column.
4. A master's degree here for the spring term--counted in R.Y. column.
5. A bachelor's degree A.L. second semester--counted in the R.Y.S. column.
6. A "no" degree for the last semester only--counted in the R.Y. column.
- 1909-10 1. Two bachelor's degrees for the 5th term only--counted in R.Y. column.
2. A "no" degree for the 5th term only--counted in R.Y. column.
3. A "no" degree resigned Dec. 1909--counted in R.Y.S. column.
- 1908-09 1. Two "no" degrees resigned Jan. 1908--counted in R.Y.S. column.
- 1906-07 1. A "no" degree here spring term only--counted in R.Y. column.
- 1903-04 1. Two "no" degrees and a bachelor's degree resigned--catalogue does not give the date--counted in R.Y.S. column.
- 1902-03 1. A "no" degree resigned--counted in R.Y. S. column.
- 1901-02 1. Five "no" degrees resigned--counted in R.Y.S. column.
2. A bachelor's degree resigned--counted in R.Y.S. column.
- 1900-01 1. A "no" degree resigned--counted in R.Y.S. column.
- 1898-99 1. Two "no" degrees A.L.--counted in R.Y.S. column.
- 1897-98 1. A "no" degree resigned--counted in R.Y.S. column.
- 1896-97 1. A doctor's degree resigned--counted in R.Y.S. column.

* R. Y. S. -- Regular year and summer
* R. Y. -- Regular year
* A. L. -- Absent on leave

- 1895-96 1. Two "no" degrees working part time--counted in R.Y.S.* column.
- 1894-95 1. A "no" degree resigned--counted in R.Y.S. column.
- 1892-93 1. A "no" degree resigned--counted in R.Y.S. column.
- 1891-92 1. A "no" degree resigned at close of first semester--counted in R.Y.S. column.
2. Two "no" degree assistants part time--counted in R.Y.S. column.
- 1886-87 1. A "no" degree resigned--counted in R.Y.S. column.
- 1881-82 1. A master's degree resigned--counted in R.Y.S. column.
- 1880-81 1. Two "no" degrees, a doctor's degree and a bachelor's degree resigned--counted in the R.Y.S. column.
- 1879-80 1. Two "no" degrees resigned--counted in the R.Y.S. column.
- 1867-68 1. "No" degree one term only.
- 1865-79 1. Data is obscure for this period. Three catalogues were published, 1870, 1872, and 1875 which could be used for checking the faculty. Data for the remaining years was secured from "A History of the State Normal School of Kansas for the First Twenty-five Years".

* R.Y.S.--Regular year and summer

* R.Y. -- Regular year.

* A.L. -- Absent on leave.

TABLE IX
PRESIDENTS AND THEIR PERIOD OF SERVICE

Name	Title	Period of Incumbency
Lyman B. Kellogg	Principal	Elected in 1865 Resigned 1871
Geo. W. Hoss	President	Elected 1871 Resigned 1873
Dr. C. R. Fogerey	President	Elected 1874 Resigned 1879
R. B. Welch	President	Elected 1879 Resigned 1882
Albert R. Taylor	President	Elected 1882 Resigned 1901
Jasper N. Wilkinson	President	Elected 1901 Resigned 1906
Joseph R. Hill	President	Elected 1906 Resigned 1913
Thomas Walter Butcher	president	Elected 1913

TABLE X

RESIDENT FACULTY AND NON-RESIDENT FACULTY
1865-1936

This is a complete list of the faculty of the Kansas State Teachers College of Emporia from 1865 to 1936. The faculty members' names, highest degree held, years of service and records of absences during their employment in this school is listed. The faculty is divided into two different lists. One list includes those individuals for the complete school year beginning in September running through to the end of the summer school in July. This includes the faculty members who taught the full year before there was a summer school. The other list includes individuals who were employed for the summer term only. In some instances these persons were called non-residence faculty members. There are duplications of names in the two lists. In some instances individuals were employed for the summer term and after duration of that period they were reemployed on the regular faculty.

This record has been compiled from the catalogues of the school, regents reports, reports of the presidents and A History of the State Normal School of Kansas for the First Twenty-five Years. There have been several errors detected in the original sources but no doubt there are several which the authors did not find or had sufficient evidence to justify a correction. There is only one source from which an accurate record can be made and that is by a check of vouchers the State of Kansas has issued to the employees of this institution; these will be found in the

State Treasurer's office. In the different spellings of the same name, the most commonly used spelling has been accepted. There are several instances where faculty members have been away a year, a semester, a summer or a short time and the sources did not make note of it. Corrections have been made when evidence justified it. It is assumed that there are few or no errors of omitting names from the official lists when they are employed by the institution.

TABLE X
RESIDENCE FACULTY

1865-1936

Abbot, Fredrick B.	Ph. D.	(1900-1907)	*A.L. Sept. 1906- June 1907
Abrams, Dorothy	A.B.	(1919-1920)	
Adams, Mrs. A.		(1879-1880)	Term ending Jan.1880
Adams, George I.	A.B.	(1892-1894)	
Adamsen, Charles R.		(1908-1910)	
Agrelus, Frank U.G.	M.A.	(1910-)	*A.L. summer of 1911
Aiken, Frances B.	B.M.	(1823-1928)	
Aiken, Riley	A.M.	(1931-)	
Alder, Louise M.	A.M.	(1911-1918)	*Resigned July 31, 1918; A.S.* 1917.
Allen, Berd R.	M.S.	(1923-1924)	
Allen, Fiske	M.A.	(1911-1913)	
Altman, Beulah	A.M.	(1919-1921)	Began Oct. 1,1919- Resigned Jan.1921
Armstrong, Charles	A.B.	(1911-1912)	Began Oct. 1911- Resigned Aug.1912
Arnett, Claude E.	Ph.D.	(1932-)	
Askew, Vida L.	M.A.	(1916-)	A.S.1921,1922,1923,1925 1927, A.on L. 1929
Atkinson, Mary A.	B.S.	(1923-1930)	A.S. 1928, 1929.
Atwood, Jane K.	M.S.	(1906-1925)	A.L.1910-11; A.S.1911, 1912; A.L.First Sem. 1914-15; A.L.1918-19; A.S. 1921,1923
Avery, Harold	B.M.	(1927-1928)	
Babb, Alvin L.	A.M.	(1914-1915)	
Babb, George R.	A.B.	(1915-1916)	(1917-1918)
Babcock, S. S.		(1872-1873)	
Baber, Carrol P.	A.M.	(1927-)	Began July 1, 1927
Bailey, Middlesex A.	A.M.	(1885-1899)	
Baker, Mary		(1870-1873)	
Baker, Hazel	B.S.	(1913-1915)	Assistant second sem. both years
Balcomb, Ernest E.		(1901-1902)	
Baldwin, Ira p.	A.M.	(1906-1911)	Resigned Aug.1911
Bancroft, Ruth	B.S.	(1927-1930)	
Barber, Harriett L.	A.M.	(1911-1913)	Resigned Sept. 1913
Barnes, Nora P.	A.B.	(1924-1925)	Here first semester 1924-25
Barrett, Edwin R.	A.M.	(1914-)	

*A.L. -- Absence on Leave

*A.S. -- Absence on Leave for the summer

*() Employed by the school at the present date.

Barroll, Lucy	Ed.B.	(1912-1914)	
Bartholomew, E.T.	A.B.	(1909-1912)	Resigned March 1912
Bass, Beulah	B.S.	(1911-1912)	
Bassett, Hattie E.		(1897-1901)	
Baum, Ada M.		(1917-)	* A.S.1919,1924; A.L.* 1929-30
Bauman, Zola C.		(1915-1916)	(1917-1919)
Beach, Frank A.	B.L.	(1908-1935)	Deceased 1923; A.S.1922, 1925
Beck, Iva L.		(1914-1915)	
Beck, Rena		(1913-1914)	
Belting, Charles H.	B.S.	(1912-1916)	
Bell, Etta R.	A.B.	(1921-1922)	
Bennett, Rama V.	B.S.	(1921-1923)	Began Jan.1921; A.S.1921, 1922
Benson, Beatrice	Ph.B.	(1924-1927)	
Berg, Dora A.	A.B.	(1923-1925)	
Berkey, Mary L.		(1886-1887)	
Berkstresser, Katheryn	B. of E.	(1927-1928)	
Berry, Jane M.	Ph.D.	(1916-1917)	Here for second sem. only
Berslin, Lenore M.	A.M.	(1930-1931)	
Beye, Elizabeth	B.S.	(1915-1921)	A.S. 1920
Bidez, Eva E.		(1901-1903)	
Bidez, L. Aloys	LI.D.	(1902-1903)	
Billig, Florence G.	A.M.	(1915-1923)	A.L.1922-23; A.L.1918-19
Bingham, Anne		(1915-1920)	A.S.1918; A. part of sum. 1919
Bird, John S.		(1905-1906)	
Birdsong, Henry E.	A.B.	(1918-1922)	A.S. 1919
Bissell, Anna		(1902-1903)	
Bixler, Lena	B.S.	(1921-1923)	Began Jan. 1921
Bixler, William S.	Ph.M.	(1911-1925)	A.L.1923-24; A.L.1924-25
Black, F. L.	A.M.	(1911-1918)	Began June 1911, Resign- ed June 1918
Blackman, Leslie E.	Ph.D.	(1934-)	
Blair, Robert T.		(1904-1912)	Resigned Aug.1910; A.L. Sept.-April 1912
Blanton, Rose		(1888-1889)	
Bodensieck, Anne M.	A.M.	(1920-1921)	Began Jan. 1921
Boomhower, Mildred		(1909-1915)	Resigned Aug.1914
Borchers, Orville J.	Ph.D.	(1935-)	
Borman, Ina M.	M.A.	(1925-)	A.L. 1932-33
Botsford, Horace C.		(1902-1903)	
Boughton, George G.		(1928-1929)	
Bowles, Verne	A.B.	(1917-1919)	Here sec. sem.1914-15
Boyle, Charles A.	B.M.	(1893-1908)	

*A.L. Absent on leave

*A.S. Absent on leave for the summer

* () Employed by the school at the present date

Boyle, Hattie E.	B.M.	(1893-1908)	
Brandom, Lena	A.B.	(1924-1928)	*A.S.1924; A.L.*1927-28
Branm, Pearl		(1906-1909)	Resigned Jan.1909
Branstad, Lavena	M.S.	(1931-1933)	A.S. 1932
Braucher, Herbert H.	A.B.	(1906-1922)	Resigned July 1921
Brazil, Jeanne H.		(1888-1889)	
Brehmer, Robert G.	A.M.	(1926-1927)	
Breukelman, John W.	Ph.D.	(1929-)*	
Brewer, Emelia F.		(1871-1873)	
Brigham, Rosalie		(1915-1921)	Resigned Jan. 1921
Brite, John Duncan	A.M.	(1924-1927)	
Brogan, Anna H.	A.B.	(1913-1919)	L.A.1918-19
Brookover, Hortense D.	A.M.	(1908-1918)	A.L. 1912-13
Brown, Edwin J.	Ph.D.	(19289)	A.S. 1933
Brown, Erma	B.S.	(1920-1921)	Resigned Jan. 1921
Brown, Gertrude E.	A.M.	(1919-)	A.S. 1922, '23, '27, '29; A.L. sec. sem.1927-28
Brown, Irvin E.		(1912-1915)	Resigned Aug. 1914
Brown, Leona M.	A.M.	(1925-1928)	(1929-1932)
Brownell, Baker	A.M.	(1913-1917)	A.S.1916; A.L. sec.sem.1914
Buchanan, Rebecca C.		(1874-1880)	
Buchtel, Forrest L.	A.B.	(1925-1931)	A.S.1929; A.L. 1930-31
Buck, Gertrude A.	B.L.S.	(1904-1917)	A.S.1911; A.L. 1st sem.1915-1916
Buck, Nadine	B.S.	(1932-1933)	
Buck, Phil W.	B.S.	(1930-1931)	
Burgy, Mabel K.		(1921-1929)	A.S. 1928
Burris, Van W.	A.B.	(1911-1912)	
Bushey, Allen H.		(1890-1891)	Part time
Butcher, Thomas W.	LL.D.	(1913-)	
Butler, William G.		(1898-1902)	
Buzzard, Guy A.	M.S.	(1925-)	A.S. 1931
Cahill, Marguerite A.		(1912-1913)	
Cain, Lulu	A.M.	(1924-1926)	
Calkins, Edward J.	M.S.	(1931-)	
Callahan, Catherine	B.S.	(1921-1928)	A.S.1924; A.L.1924-25
Campbell, H.J.	A.B.	(1912-1913)	Began Oct. 1912
Campbell, Laurel M.	A.M.	(1912-1913)	
Carll, Anna L.		(1898-1899)	
Carmichael, P.J.		(1873-1876)	
Carney, Earl M.		(1900-1904)	
Carothers, Willis H.	A.M.	(1913-1927)	A.L.1917-1919; Deceased
Carry, Beulah	A.M.	(1923-1924)	
Caton, Dorothy	B.S.	(1929-)	
Chamberlin, Louie		(1893-1895)	

*A.L. Absent on Leave

*A.S. Absent on leave for the summer

* () Employed by the school at the present date

Chaplin, Calista	A.B.	(1924-1925)	
Chrisman, Oscar	Ph.D.	(1896-1901)	
Claasen, Peter A.		(1894-1895)	
Clarke, Enola E.		(1892-1910)	Resigned April 1910
Clarke, John A.	B.S.	(1919-1920)	Resigned Feb. 29, 1920
Clemens, Alice	B.S.	(1924-1926)	
Clisbee, Kate S.		(1877-1879)	
Cochran, Beatrice		(1894-1899)	
Cochran, Hattie L.		(1897-1906)	
Collette, Alonzo M.		(1891-1893)	
Collins, Berta B.		(1901-1902)	
Collins, May C.		(1887-1892)	Resigned at close of 1st sem.
Comfort, Annabel	M.M.	(1928-1929)	
Conrad, Elнора	B.S.	(1920-1921)	
Cook, Lloyd A.	A.B.	(1927-1932)	*A.L. 1930-1932
Cook, M?R.	C.E.	(1879-1880)	
Cooper, Grace	A.M.	(1922-1923)	
Corey, Elizabeth B.	A.B.	(1930-1931)	
Cox, Richton	B.S.	(1926-1927)	
Crary, Charlotte E.	A.B.	(1896-1913)	*A.S. 1912
Cremer, Raymond G.	B.S.	(1917-1919)	(1925-)*
Crichton, Susan E.		(1880-1887)	
Crispin, George		(1912-1915)	Resigned Aug. 1914
Cross, Ethel	B.S.	(1919-1920)	(1923-1925) Began Jan. 26, 1920; A.S. 1920; Began Jan. 1923; A.L. 1924-25
Cross, Florence		(1906-1907)	(1909-1912)
Crutchfield, Harriet H.		(1930-1931)	
Culter, Horace M.	A.B.	(1908-1933)	A.S. 1912; A.L. 1927-1933
Curtis, Bertha		(1908-1911)	Resigned Aug. 1910
Curtiss, Minnie E.	Ph.M.	(1888-1889)	
Dale, Ella A.	A.B.	(1906-1909)	
Davies, Ann		(1927-)	A.S. 1928; A.L. 1931-32
Davis, Buel T.		(1880-1884)	Began Jan. 1880
Davis, Emma K.	A.B.	(1880-1881)	
Davis, Sallie I.	B.S.	(1928-1929)	
Davis, Vincent A.	Ph.D.	(1920-)	A.S. 1925, 1931, 1932; A.L. sec. sem. 1931
Day, Harriet	A.B.	(1921-1922)	Began Jan. 1922
Deatherage, Charlaine	A.M.	(1920-1923)	
Delap, S.C.	M.D.	(1875-1877)	(1878-1879)
Delap, Mrs. S. C.		(1876-1877)	(1878-1879)
Deputy, E. C.	Ph.D.	(1929-1930)	

*A.L. Absent on leave

*A.S. Absent on leave for the summer

*() Employed by the school at the present date

Dewey, Henry E.	A.M.	(1932-)*	
Dewhurst, Helen M.	A.M.	(1928-)	Began June; *A.L. 1931-32
De Voss, James Clarence	A.M.	(1914-1922)	A.L. March 9, 1918 to June 1919; A.L. 1921-1922
Dexter, Grace	A.B.	(1917-1921)	A.L. Nov. 5, 1918 to Dec. 1, 1918; Resigned Feb. 1921
Dick, Margaret S. (Maude)	A.B.	(1913-1915)	Resigned Jan. 1915
Dickason, Mary A.		(1875-1876)	
Dietrich, John F.	Ph.B.	(1935-)	
Dilwerth, R.B.		(1870-1873)	
Dinkman, Dorothy	B.S.	(1929-1933)	A.L. 1932-33
Dinsmore, Thomas H. Jr.	Ph.D.	(1885-1897)	
Dixon, Asenath E.		(1879-1880)	
Doddridge, Amelia	Ph.B.	(1923-1924)	First sem. only
Benica, D. Sophia	A.B.	(1908-1913)	A.L. 1912-13
Deeley, Irma		(1925-1927)	
Downey, L.W.	A.B.	(1924-1925)	
Drake, John P.	A.M.	(1914-)	
Duback, U.G.	A.B.	(1911-1912)	
Dudley, Lillian Mae	A.M.	(1903-1931)	Deceased Aug. 7, 1931; A.L. Sept. 1911-April 1912; A.L. 1915-16; A.L. 1st sem. 1917-1918. A.S. 1923, 1928
Duffin, Orley L.	B.S.	(1929-1931)	
Ebling, Mayme		(1905-1907)	
Ekdall, Dannetta M.		(1907-1934)	Resigned Aug. 1, 1933; A.L. July, 1923; A.L. 1931-32; A.S. 1912, 1916, 1918, 1924, 1925, 1927, 1928, 1929, 1930, 1932,
Edgar, Lucile	A.B.	(1922-1923)	Resigned Jan. 1923
Edmister, L.R.	A.B.	(1918-1919)	Began Mar. 1, 1918; resigned July 26, 1918
Edmondson, Helen L.	B.S.	(1927-1929)	
Elcock, Harriet A.	B.S.	(1915-)	
Elias, Edward		(1895-1904)	
Elliott, Evelyn	B.S.	(1930-1931) (1932-1933) (1934-)	
Ellis, George W.	A.M.	(1899-1934)	Deceased Aug. 5, 1934; A.S. 1912
Ellsworth, Daniel A.		(1893-1913)	A.S. 1911, 1912
Esden, Margaret		(1881-1882)	
Farley, Fern	A.M.	(1926-1927)	Began Jan. 1927
Fax, Ruth Ann	B.S.	(1928-1929)	
Fay, Agnes E.	B.S.	(1924-1928)	
Fish, Everett D.	B.S.	(1929-)	
Fitch, Aura L.		(1906-1910)	Resigned Aug. 1909

A.L. Absent on leave

A.S. Absent on leave for the summer

(- Employed by the school at the present date

Flanders, Marion E.	(1924-1929)	A.S.* 1928
Fleming, Irene	B.S. (1923-1924)	First semester only
Flinn, Gertrude	(1909-1913)	A.L.* 1st and sec. terms 1911
Flower, Gretchen	(1912-1914)	Began Oct. 1912
Foots, W.C.	A.B. (1912-1914)	
Forde, Jessie L.	A.B. (1908-1913)	A.L. 1910-11
Foster, Charlotte	A.B. (1933-)	*A.S. 1935
Fotheringham, Janet	(1920-1921)	Began Nov. 1920
Fowler, George	A.B. (1879-1885)	
Fox, Louise	(1887-1888)	
Franz, Ida May	A.M. (1924-)	A.L. 1933-34
Frederickson, Otto F.	A.M. (1930-1931)	
Friend, Susan	B.S. (1922-1924)	
Fuhlbruegge, Edward	A.M. (1923-1924)	
Fullwood, Margaret T.	A.B. (1926-1927)	Began Feb. 1926
Funk, Grace	(1915-1916)	
Furna, Edith	Ph.B. (1915-1916)	Assistant 1st. semester
Gapen, Marie	A.B. (1919-1920)	
Gallagher, Bernice	B.S. (1913-1915)	
Gamble, Gertrude	(1916-1920)	A.S. 1920
Gamble, Lena	(1912-1914)	
Garman, Helen, R.	A.M. (1929-)	
Garvin, Josephine	(1924-1925)	A.S. 1924
Gause, Elvin, S.	(1900-1906)	
Gearhart, Mildred	A.M. (1928-1929)	
George, Anne	A.B. (1920-1921)	Began Feb. 26, 1920; Resigned July 1920
George, Mary	B.S. (1918-1923)	Began June 1, 1918; A.S. 1919 A.L. 22-23
Gilbert, Irene	(1875-1876)	
Gilmore, Allis	(1925-1926)	
Gilson, Franklin L.	A.M. (1913-)	A.S. 1925, '26, '28; A.S. Part 1919
Gladfelter, Clarence R.	M.S. (1930-)	A.L. 1933-34
Glotfelter, John H.	Ph.D. (1901-1913)	
Godden, Adelle M.	B.M. (1930-1931)	
Geebel, Anne M.	M.S. (1924-)	A.L. 1930-31; A.S. 1928
Goodbrod, Norman	B.M. (1925-1927)	A.S. 1926
Goodwin, Maude A.	(1915, 1916)	
Gordon, Edgar B.	(1897-1898)	

A.L. Absence on leave

A.S. Absence on leave for the summer

(- Employed by the school at the present date

Gorham, Mrs. J. H.	(1867-1871)	
Gottschald, Louella	(1924-1925)	First sem. only
Grady, Marcellus	(1910-1912)	
Grant, Elicabeth L.	B.S. (1922-1923)	A.S.* 1922
Grant, Nell	(1917-1920)	Resigned July 1920; A.S. 1919
Graves, Irma E.	A.B. (1922-1923)	Began in June 1922
Graves, Johnie Mae	(1914-1918)	Resigned Feb. 1, 1918
Gray, Mae	(1923-1924)	
Gray, William H.	Ph.D. (1929-)	*
Gridley, Emma Loretta	A.B. (1888-1932)	A. part S. 1918, '19, '22, '23; A.S. 1926, '27; Resigned Jan. 22, 1932
Griffith, William A.	(1893-1894)	
Grigsby, Lilla	(1910-1911)	
Guelich, Henry D.	Mus. Doc (1908-1913)	
Gulledge, Josephine	(1922-1923)	Began Jan. 1923
Guerrera, Anthony	(1930-1931)	
Guervera, William G.	A.M. (1928-1929)	
Haggart, Alice G.	(1902-1911)	Resigned Aug. 1910
Hall, Nora M.	A.B. (1921-1936)	Began Feb. 1922; Resigned July 31, 1935; A.S. 1926; *A.L. 1932-33; A.L. 1930-31
Hamilton, Maude	A.B. (1897-1911)	A.L. 4th and 5th terms 1911
Haney, Emma J.	(1902-1903)	
Hangen, Luther H.	A.B. (1922-1923)	
Hansen, Lena B.	A.B. (1913-1920)	Resigned Aug. 1, 1919
Hansen, Marjorie	A.M. (1923-1924)	
Hardie, Hope	(1921-1922)	
Hare, Emily M.	B.S. (1925-1926)	Began Jan. 1926
Hargiss, Genevieve	B.M. (1935-)	
Hargiss, Homer W.	(1914-1928)	Resigned Aug. 15, 1918; Re- turned June 1920;
Harper, Queen C.	A.M. (1921-)	Began June 1922; A.S. part 1922
Harris, Aehsah M.	A.M. (1890-)	A.L. 1893-1895; A.S. 1917, '17 '19, '21, '23, '25, '28, '31, '33 '34, '35
Harris, P.	(1877-1878)	
Harrison, Mary W.	A.M. (1921-)	A.S. 1923; A.L. 1928-29
Hartley, Evaline M.	(1913-1920)	Resigned Jan. 26, 1920
Haskell, Charles O.	M.A. (1935-)	
Hassler, Violet	B.S. (1925-1929)	A.L. 1928-29
Hastings, Beatrice H.	(1887-1888)	
Hatfield, Gertrude	(1920-1922)	
Hatfield, Martha B.	(1920-1926)	Absent S. and 1st sem. 1925-26
Hawkins, Alma M.	A.M. (1933-1934)	
Hawkins, Gladys	(1915-1921)	Resigned July 1920; A.S. 1918
Hays, Frances S.	(1890-1899)	A.L. 1898-99
Haynes, Margery	A.M. (1913-1914)	Assistant sec. sem.

A.L. Absent on leave

A.S. Absent on leave for the summer

(- Employed by the school at the present date

Heacock, Florence	Ph. B. (1923-1924)
Heide-Mann, Ethel	(1914-1916)
Hemphill, Irene	(1923-1925)
Henderson, John D.	Ph. M. (1935-)*
Henderson, Pauline	A. M. (1927-)A.L.* 1929-30
Herwig, Wilhelmina A.	A. M. (1925-1930)A.L.1925-26;A.L.1928-29
Hess, Blanche	(1914-1915)Resigned Jan. 1915
Hesser, Ernest G.	(1911-1912)Began June 1, 1912
Hiecock, Frances L.	A. B. (1915-1917)Began Feb. 1916
Hiett, Victor C.	M. A. (1935-)Began June 1, 1935
Hilbom, Tor	(1924-1927)Returned Jan. 1926
Hill, Charles E.	A. M. (1907-1913)A.S.*1911
Hill, Joseph H.	LL. D. (1886-1913)
Hilyard, Treva	(1922-1924)Resigned July 21, 1924
Hoag, Alma Ruby	A. M. (1926-)A.L. 1932-33
Hoaglin, Sue D.	(1890-1899)A.L.1898-99;Part time 1890-92
Hobart, Florence	(1912-1917)Resigned Nov. 15, 1916
Hobbs, Nell E.	(1899-1901)
Holcomb, Esther L.	A. M. (1930-1931)
Hodgson, Ada, E.	A. B. (1929-)A.S. 1935
Hogle, Ada	(1897-1898)
Holley, Carmille	B. S. (1924-1930)A.L. 1929-30
Holman, Araminta	(1912-1913) Second semester only
Holmes, Lulu H.	(1883-1885)Deceased June 5, 1885
Holmes, Mary Grace	A. B. (1913-1917)Resigned Jan. 27, 1917
Holmes, Willis Kerr	(1923-1925)A.S. 1923
Holt, Beatrice H.	M. A. (1928-1935)Began June 1, 1928;Resigned July 1, 1935;A.L.1930-31
Holtz, William L.	A. M. (1906-)A.S. 1927, 1929;A.L. Nov. to Jan. 1911-12;A.L.1st sem.1928
Homer, Abbie G.	(1866-1867)
Honhart, Fred E.	B.P.E. (1908-1913)Resigned Nov. 1912
Hess, G.W.	LL. D. (1971-1873)
Hestetter, Anita M.	B.L.S. (1920-1924)
Houlton, Beulah, A.	A. M. (1924-)A.S.1928;A.L.1932-33
Howland, Betsy M.	B. M. (1929-)A.S. 1934
Howat, Irene	A. M. (1916-1918)Began S. 1916;Resigned May 31, 1918
Howe, Sara G.	B. S. (1929-1930)
Howell, May O.	(1908-1909)
Hoxie, Lillian F. (Picken)	(1881-1887)
Huffman, Faye	M. S. (1913-)Resigned Dec. 31, 1917; returned 1918
Hughes, Clara L.	A. M. (1912-1913)
Hughes, Louise	(1920-1924)Returned June 1922
Hughes, Mary Ella	A. B. (1928-1929)

A. S. Absent on leave for the summer
A. L. Absent on leave
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Humble, Emma L. Hurd, Alice	A.M. (1925- (1920-1921) }	* A.L.*1928-29 Resigned July 1921
Icke, Mary Ellen	Ph.D. (1919-1922)	
Iden, Thomas Medary	Ph.M. (1897-1913)	
Illick, Elda	A.M. (1915-1917)	Resigned Sept. 1, 1917
Ingersoll, Blanche	B.S. (1913-1915)	
Irwin, Grace	A.B. (1920-1925)	
Issaac, Rheta	(1916-1917)	Resigned Jan. 1, 1917
Jack, Ella	(1926-1927)	
Jack, June	Ph.D. (1930-1933)	Resigned Oct. 14, 1932
Jackson, Agnes	A.B. (1922-1923)	
Jackson, Clark L.	A.M. (1922-)	
Jackson, Theodore A.	A.M. (1926-1927)	Began Jan. 1927
Jacobs, Judith A.	A.M. (1924-)	A.S.* 1934, 1938
Jacobs, Mabel R.	B.M. (1923-)	A.S. 1928
Jaggard, Louise	(1908-1913)	
James, Harold E.	M.A. (1934-)	
Janssen, Curtis W.	(1923-1925)	
Jarrell, Isabel	Ph. D. (1929-1933)	A.L. 1932-33
Jeffery, Harry R.	A. M. (1922-1925)	
Jewell, James R.	Ph.D. (1907-1913)	A.S. 1912
Johansen Maren	(1926-1927)	
Johnson, Bernice B.	(1911-1918)	A.S. 1912, '16; A.L. sec. sem. 1917-18
Johnson, George C.	A.M. (1932-)	
Johnson, Mabel H.	(1919-1931)	A.S. 1923, '28; A.L. 1930-31
Johnson, Samuel A.	Ph. D. (1928-)	A.L. 1930-31
Johnson, William H.	A. M. (1893-1896)	Part time in 1891
Jones, Josephine	(1915-1917)	A.S. 1916
Jones, M' Louise	A. M. (1890-1911)	Resigned Aug. 1911;
Jones, Myrtle	(1887-1888)	
Jones, T. G.	(1872-1874)	
Jones, W. E.	(1925-1927)	Began Jan. 1927
Jordan, Lillie	B. M. (1923-1925)	
Jordan, Violetta R.	(1915-1916)	
Joseph, Anna	A. M. (1901-1902)	(1906-1907)
Joy, Martha	(1879-1881)	
Karr, Harrison M.	A. M. (1915-1917)	A.S. 1916
Kauzer, Adelaide M.	A. M. (1923-)	A.S. 1926, '27, '35
Kayser, Kathryn E.	B. S. (1928-)	A.S. 1933
Kennan, George	(1915-1925)	
Keene, Frank W.	(1895-1897)	
Keeney, Opal Ada	A. M. (1930-1935)	Resigned July 11, 1934

A.L. Absent on leave

A.S. Absent on leave for the summer

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Keeran, Bessie H.	A.B.	(1917-1919)	Resigned Feb. 21, 1919
Keller, Margaret E.	B.S.	(1929-1931)	
Keller, William H.	A.M.	(1908-1926)	*A.S. 1911, '17; *A.L. 1920-25; Deceased, March 3, 1926
Kelley, Frederick J.	Ph.D.	(1914-1916)	Resigned Feb. 1, 1916
Kelly, Dorman S.	A.M.	(1885-1897)	
Kellogg, Mary V.	A.B.	(1908-1910)	
Kellogg, Lyman B.		(1865-1871)	
Kemp, Gladys M.	M.A.	(1927-)	* A.L. 1933-34
Kent, Harry L.		(1902-1904)	
Kerr, Mary N.	A.M.	(1919-1923)	
Kerr, Willis H.	A.M.	(1911-1925)	A.L. March 9, 1918 to Oct. 1, 1919
Kickhafer, Emily R.	Ph.B.	(1926-1928)	
Kiefer, Mildred S.	A.M.	(1933-1935)	Resigned July 31, 1934
Kildow, Fred Leslie	A.B.	(1925-1929)	A.L. 1928-29
King, Agnes	A.M.	(1914-1920)	Resigned Dec. 31, 1917 return- ed Sept. 1, 1918
King, Eva Rector	B.S.	(1922-1929)	
King, Grace A.		(1893-1895)	
Kinney, Lucille		(1925-1930)	A.S. 1927, '28; A.L. 1929-30
Kinzie, Richard A.		(1883-1884)	
Kirby, M. D.		(1881-1882)	
Kitchin, Eleanor H.		(1910-1913)	Here 4th and 5th terms 1910 A.S. 1912
Kitchin, Joseph	M.B.	(1914-1916)	Resigned Aug. 1, 1915
Kittell, Carrie R.	B.S.	(1915-1916)	
Kizer, Frank		(1879-1880)	
Knappenberger, Bessie		(1897-1901)	
Knight, Ona May	B.S.	(1929-1931)	
Knisely, Harry	A.M.	(1928-1930)	
Knowles, Flo		(1922-1928)	A.L. 1927-28
Krafka, Elizabeth	A.M.	(1922-1923)	Resigned Jan. 1923
Kuhlmann, Emilie		(1882-1893)	A.L. Sept. 1, 1893
Kutnink, Paul Edwin	M.S.	(1928-)	
Lackens, Georgia	B.S.	(1922-1924)	Began Jan. 1923
Lambertson, Floyd W.	A.M.	(1922-1924)	
Lamprey, M.C.		(1871-1872)	
Larremore, Amy H.		(1926-1927)	
Larson, Bird	B.S.	(1914-1915)	
Lasher, George Starr	A.B.	(1914-1917)	Resigned Oct. 1, 1916
Lawrence, J. Hamilton	A.M.	(1916-1917)	(1918-1919)
Lavery, Lorna	A.B.	(1918-1921)	Resigned Jan. 1921
Leaf, Grace M.		(1891-1919)	Resigned May 1, 1918; A.L. 1911-12, A.S. 1912
Lee, Mrs. J. D.		(1874-1875)	

* A.L. Absent on leave

* A.S. Absent on leave for the summer

* (- Employed by the school at the present date

McLeod, Archibald	M.A.	(1934-1935)	
McNally, Eva	M.L.-Ph.B.	(1890-1915)	*A.S.1911; Deceased 1915
Madders, Caroline		(1911-1915)	Resigned Aug. 1914
Merrill, Ray M.	A.M.	(1914-1916)	Began the sec. sem; resigned Aug.1, 1915
Meuser, Louise		(1915-1916)	Assistant sec. sem.
Meyerholz, Charles	Ph.D.	(1907-1908)	
Miller, Mildred S.	A.M.	(1933-1936)	
Miller, Minnie May	Ph.D.	(1929-)*	*A.L.1930-31
Milligan, B. Isabel		(1897-1901)	
Mills, Joye	A.M.	(1928-1930)	
Minor, Ruby		(1919-1920)	Resigned Jan. 23, 1920
Minrow, Maude E.	M.A.	(1910-)	A.S.1912, '28; A.L. 1st half sec. sem. 1917; A.L. sec. sem. 1917-18
Mitchell, Darnetta		(1902-1903)	
Mitchell, Orva Lorraine	B.S.	(1934-)	A.S. 1935
Monroe, Walter S.	Ph.D.	(1912-1919)	A.S.1916, 1918, Resigned
Montgomery, Sadie L.		(1892-1898)	
Montoliu, Lucie De.		(1921-1922)	
Morgan, Charline P.		(1898-1904)	
Morris, Inez	A.B.	(1919-1924)	Resigned Jan.1922, Returned Sept. 1922; A.S.1923
Morrison, Katherine	B.S.	(1902-1908)	
Morse, Mrs. A.P.		(1873-1875)	
Morton, Vesta C.	A.B.	(1925-1928)	A.S. 1926
Mosher, Orville W.	Ph.D.	(1929-)	
Moss, Alfred G.		(1884-1888)	
Moss, Cornelius	A.B.	(1912-1913)	
Muir, Lura Virginia		(1910-1912)	
Mull, Beth Warner	A.B.	(1906-1913)	A.L.1909-10; A.S.1912
Mullins, Arthur E.	M.S.	(1912-1915)	Resigned July 1914
Murdock, Ella		(1876-1877)	
Murray, George Stanley		(1905-1908)	
Murrison, Harry		(1914-1919)	A.S. 1918, Resigned
Murrison, Mabel D.		(1916-1919)	A.S. 1918, Resigned
Myers, Stella E.		(1900-1902)	
Myer, Walter E.	A.M.	(1915-1918)	(1920-1925) Resigned March 9, 1918, Returned Sum. 1920; A.S. 1922
Nagge, Joseph W.	Ph.D.	(1935-)	Began Jan. 21, 1935
Nash, Bert Allen	Ph.D.	(1923-1930)	A.L. 1926-28
Newland, T. Ernest	A.B.	(1926-1928)	Began Jan. 1927
Newman, Caroline A.	B.S.	(1926-)	
Newton, Annabel	A.M.	(1908-1920)	Resigned Sept.1920; A.S. 1912, 1918, 1919

* A.L. Absent on leave

* A.S. Absent on leave for the summer

* (- Employed by the school at the present date

Nolte, Adar	B.S. (1921-1922)	
Norris, Julia E.	(1914-1916)	Began sec. semester
Northrup, Charlotte	(1919-1920)	
Norton, H. B.	(1865-1870)	(1873-1875)
Norwood, Alice M.	B.S. (1932-1935)	Resigned July 31, 1934
Noss, Theodore K.	M.A. (1932-1935)	
Olin, Charlotte	A.M. (1919-1923)	
Osborn, Margaret F.	A.M. (1928-1929)	
Osborne, Thomas B.	B.S. (1915-1916)	
Osia, Mary	A.B. (1922-1923)	Began Jan. 1922
Ostby, Jean	A.B. (1921-1923)	Began Jan. 1922
Ostlund, Emma C.	A.B. (1912-1913)	
Otterstrom, Ruth E.	A.M. (1922-)	* *A.S. 1925, '29; *A.L. 1929-30
Overholt, Ward H.	A.M. (1931-)	
Owen, Lucile	A.B. (1914-1933)	Formerly record clerk-became bursar Aug. 1, 1918; A.S. 1928
Owen, Theodore C.	A.M. (1926-)	A.L. 1930-32; A.S. 1933
Page, Ralph	(1919-1931)	Began June 1919; A.S. 1930
Palmer, Mildred V.	A.B. (1921-1933)	A.S. July 1923; A.L. 1924-25; resigned Oct. 31, 1932
Paramore, Grace G.	A.B. (1930-1931)	
Park, Bessie L.	(1909-1911)	Resigned Aug. 1910
Parke, Charles Ernest	M.B. (1916-1917)	Began March 1, 1916; resigned July 1, 1916
Parke, Leonard A.	LL.B. (1908-)	A.S. 1912
Parker, Cora	A.B. (1913-1920)	A.L. Sept. 1918; A.L. Jan. 1, 1920
Parsons, Winifred	A.B. (1919-1921)	(1923-1925) A.S. 1924
Partch, Effie	(1877-1879)	
Payne, Eli Lawrence	M.S. (1891-1912)	Resigned Aug. 1911; part time 1891
Peebles, Miss	(1876-1877)	
Penny, George B.	B.S. (1888-1890)	
Penny, Laura	(1889-1890)	
Perkins, Emily	(1915-1916)	Filled vacancy in Sept. and Oct.
Person, Virgil	(1924-)	A.L. 1928-1929
Peterson, Oscar J.	Ph.D. (1928-)	
Pflaum, George R.R.	A.M. (1924-)	A.S. 1928, '29; A.L. 1930-31
Phelps, Caroline B.	O.M. (1901-1903)	
Phifer, Ardene	(1920-1929)	A.S. 1921, '24; A.L. 1928-29
Philbrick, Mrs. A.M.	(1869-1873)	

* A. L. Absent on leave

* A.S. Absent on leave for the summer

* (- Employed by the school at the present date

Philips, Alfred W.	A.M.	(1924-)*	
Phillips, George H.	A.M.	(1935-)	
Phipps, Charles Rush	M.S.	(1911-1935)	Deceased Oct. 6, 1934
Picken, Lillian H.		(1886-1887)	
Picken, William S.		(1898-1902)	
Pickett, Ralph R.	Ph.D.	(1929-)	
Pierson, Maria		(1920-1923)	
Pine, Elsie H.	A.M.	(1922-)	A.L.*1926-27; A.S.*1930; A.L. 1932-33; A.S.1934,1935.
Pitman, Mary R.		(1867-1868)	
Plasman, Charles		(1925-1927)	
Flock, Carolyn M.		(1910-1911)	
Flum, Ellen		(1868-1870)	
Flummer, George W.		(1893-1895)	
Pomeroy, C. R.	D.D.	(1873-1879)	Elected Jan. 1, 1874
Pomeroy, Mrs. M. J.		(1875-1879)	
Porter, K. H.	Ph.D.	(1918-1919)	
Porter, Mary Ellen	Ph.B.	(1912-1914)	
Porter, Robert Russell	M.S.	(1931-)	A.L. 1930-31
Pressy, Julia C.	A.B.	(1923-1925)	
Preston, Edith F.		(1915-1916)	
Preston, Margorie	B.S.	(1921-1922)	Began Jan. 1922
Price, Viola V.	Ph.M.	(1881-1890)	
Priest, Harold M.	Ph.D.	(1933-)	
Prutsman, Harriet	A.B.	(1916-1917)	(1918-1922) A.S.1920
Redmond, Leo Leslie	A.M.	(1930-1932)	
Reed, Mary M.	M.E.	(1911-1912)	
Rees, John T.		(1882-1883)	
Rees, Olive	B.S.	(1919-1922)	Began Jan.26,1920; resigned July 1921
Rees, William		(1881-1882)	
Reneau, Georgia	Ph.M.	(1911-1913)	A.L. 1912-13
Rhodes, Jeremiah M.	A.M.	(1901-1910)	
Rhodes, Mabel		(1906-1907)	(1909-1913) Resigned Nov.1912
Rice, Bernice	Mus.B.	(1909-1915)	A.L. 190-1911
Rich, Everett Ora	A.M.	(1924-)	A.L. 1931-32
Richards, Grace		(1908-1910)	Resigned Dec. 1909
Richardson, R.F.	Ph.D.	(1918-1919)	Began March 1, resigned July 31, 1918
Ricketts, Dean D.	A.B.	(1918-1919)	Began March 1,1919
Ridgeway, Carol W.	M.S.	(1931-1932)	
Riley, Edgar F.	Ph.D.	(1907-1913)	
Ritchie, Rowland H.	Ph.B.	(1906-1913)	
Roahen, Richard L.	A.M.	(1928-)	A.L. 1935-36
Robb, Lucy M.		(1906-1908)	

* A. L. Absent on leave

* A. S. Absent on leave for the summer

* (- Employed by the school at the present date

Robbins, Dorothy	(1923-1924)	Resigned Nov. 30, 1923
Robinson, Bertha	M.A. (1934-)	*Began Jan. 29, 1934; A.S.*1935
Roberts, Bessie M.	(1912-1913)	
Robertson, R. W.	B.S. (1916-1917)	Began Jan. 29, 1917
Roper, M. Wesley	Ph.D. (1925-)	A.L.*1927-28; A.L.1st Sem. 1928-29; Sabbatical L. June 1, 1934 to Jan. 31, 1935
Roske, P. Melvin	B.S. (1916-1918)	Resigned March 15, 1918
Ross, Eleanor C.	A.B. (1930-1931)	
Ross, Felix Bruno	A.M. (1922-1929)	
Ross, Wilbert D.	M.A. (1920)	A.S. 1926, '33, '34, '35
Rumble, Helen Hart	M.A. (1935-)	
Rumney, Ethel A.	M.S. (1924-1931)	A.S. 1927, '28; A.L. 1929-30
Rush, Edith F.	B.S. (1925-1933)	A.L. 1927-28; A.S. 1928, 1929; A.L. 1931-32; Deceased
Ruttinger, Cora E.	(1909-1910)	
Ryan, Teresa Marie	M.A. (1919-)	A.L. 1925-26, 1930-31; A.S. 1924, '28
Sadler, Holmes E.	B.A. (1880-1885)	
Salsler, Carl Walter	Ed.M. (1911-1929)	A.L. 1st sem. 1925-26; A.S. 1926
Salsler, Everett E.	(1897-1900)	
Samson, Paul B.	M.Di. (1903-1913)	A.L. 1911-12; resigned Aug. '12
Sawyer, Edna Clarke	B.S. (1914-1915)	(1916-1918) Resigned Sept. 1, 1917
Sawyer, Louise	(1906-1908)	
Saville, Nell	B.S. (1926-1927)	Began Jan. 1927
Schabinger, A. A.	A.B. (1920-1922)	
Scheidemann, Norma V.	A.M. (1923-1924)	
Schleef, Mabel	B.S. (1918-1919)	
Schmutz, Albert D.	B.Mus. (1928-)	
Schork, Elizabeth G.	(1914-1915)	
Schrammel, Henry E.	Ph.D. (1924-)	A.S. 1925; A.L. 1931-32
Schumacher, E. Floy	(1909-1913)	Began 5th term 1910; A.S. '12
Schwanzle, Rudolph L.	A.M. (1924-)	A.L. 1930-31
Scott, Preston H.	A.B. (1921-1922)	Began Jan. 1922
Seller, Mary Alice	A.M. (1925-)	A.S. 1927, '32, '35
Sewell, Harriet	M.S. (1910-1911)	
Sharp, E. P.	(1917-1919)	A. July 1918
Sharraid, Kate	(1901-1906)	
Shawhan, Gertrude	B.L.S. (1902-1904)	
Shelton, Mabelle M.	(1914-1916)	Resigned March 1, 1916
Shepherd, Earl R.	(1893-1894)	
Shimonek, Mary I.	(1921-1923)	Resigned Oct. 1922
Shore, Maude E.	B.S. (1908-)	
Shoup, Earl L.	A.B. (1919-1921)	Resigned July 1920
Sibley, Mildred	A.B. (1920-1930)	

* A.L. Absent on leave

* A.S. Absent on leave for the summer

* (- Employed by the school at the present date

Simms, Georgia M.	B.S.	(1928-1929)	
Simmons, Gertrude		(1891-1893)	
Simpson, Daisy Isabel	M.A.	(1925-)	* *A.S. 1926, '29; *A.L. 1934-35
Simpson, Ruth Virginia	M.A.	(1924-)	A.L. 1927-28
Singular, W. H.		(1907-)	A.L. 1917 to Jan. 1928
Sisler, Della J.		(1900-1902)	
Skeen, Kenneth C.	B.S.	(1931-1932)	
Skoglund, D.S.	A.B.	(1913-1917)	Resigned Oct. 1, 1917; A.S. 1916
Smith, Avis	A.M.	(1926-1927)	
Smith, Clarence J.		(1902-1903)	
Smith, Edna C.	B.S.	(1931-1932)	
Smith, Elizabeth B.	B.S.	(1920-1929)	A.L. 1923-24, 1926-27
Smith, Mabel L.		(1912-1916)	
Smith, Maurice L.	B.S.	(1918-1925)	*. L. 1924-25
Smith, Maurine		(1920-1923)	
Smith, Rose M.		(1873-1874)	
Smith, Walter R.	Ph.D.	(1908-1909)	(1910-1919) A.S. 1912, '18
Snodgrass, Marjorie		(1924-1925)	
Snyder, Anna E.	B.S.	(1903-1914)	A.L. 1909-10, 1910-11
Snyder, Georgia	A.B.	(1918-1919)	
Sogard, Thyde		(1880-1881)	
South, Jay F.	B.S.	(1919-1922)	Resigned July 1921
Spears, Dorothy		(1915-1916)	(1918-1919)
Speer, D. Anna	A.B.	(1911-1912)	
Spencer, Francis H.	B.L.	(1914-1915)	
Spencer, Martha P.		(1883-1890)	
Spencer, Viola	Ph.B.	(1919-1922)	Resigned July 1921
Sperling, Louis	B.S.	(1927-1928)	
Sprague, Sarah E.		(1874-1875)	
Stadt, Edward	B.L.	(1925-1927)	A. S. 1926
Stadler, Babetta	A.M.	(1914-1918)	A. S. 1916
Stackhouse, Lelia T.		(1899-1900)	
Stanley, M. Eleanore		(1897-1900)	
Stark, Mabel Claire	B.S.	(1910-1911)	
Steffen, Frank		(1917-1918)	1st sem. only
Stephens, Ethel	A.B.	(1916-1917)	
Stephenson, Lizzie J.		(1887-1889)	
Stevenson, William C.		(1889-1900)	
Stewart, Albin	A.M.	(1910-1911)	Sec. and 3d term
Stiebeling, Hazel K.	B.S.	(1919-1924)	A.S. part 1922; A.L. summer and 1st sem. 1923-24
Stimpson, M. J.		(1867-1868)	One term only
Stockton, Pearl	A.B.	(1921-1922)	
Stone, Anna E.		(1895-)	Years missed 1902-04, '06-07, 1908-12, 1917-19

* A. L. Absent on leave

* A. S. Absent on leave for the summer

* (- Employed by the school at the present date

Stone, Mabel M.		(1911-1913)	
Stone, Maudie L.	B.S.	(1897-1901)	
Story, Isabelle M.	A.M.	(1923-1924)	
Stout, Aaron J.		(1892-1893)	
Stowe, A. Monroe	Ph.D.	(1909-1913)	Resigned Aug. 1912
Strome, Arthur F.	A.M.	(1912-1913)	
Stroud, James Bart	Ph.D.	(1929-)*	
Strouse, Catherine E.	M.S.	(1910-)	A.S.* 1912, '26, '28, '32; A.L.* 1st sem. 1921-22; A.L. 1930-31; A.L. Jan. 1933 to Sept. 1933
Strote, Esther		(1929-1930)	
Stuckey, Katherine P.	A.B.	(1901-1908)	
Suderman, George	A.M.	(1927-1929)	A.L. 1929
Sullens, Elsie Deane	M.A.	(1935-)	
Summerbell, Faith		(1922-1923)	
Swanson, Myrtle E.	M.S.	(1934-)	A.S. 1935
Swart, Esther P.	M.S.	(1924-)	A.L. 1929-30; A. S. 1931
Swart, Gladys H.	B.S.	(1929-1930)	
Taylor, Albert R.	Ph.D.	(1882-1901)	
Taylor, Alva P.	A.M.	(1914-1915)	Resigned Jan. 1915
Taylor, Bernice		(1920-1925)	A.L. 1923-24
Taylor, Garland M.	A.M.	(1929-1931)	
Taylor, Helena		(1915-1918)	Resigned Aug. 15, 1918; Began S. 1916
Taylor, John E.	A.M.	(1927-1929)	
Taylor, Mary S.	A.B.	(1894-1906)	A. L. 1900-01; (Resigned 1894-95)
Taylor, Meta H.	B.D.	(1906-1908)	
Taylor, Ruth		(1919-1920)	
Tear, Grace Lulu	A.M.	(1911-1917)	A.S. 1912; A.L. sec. sem. 1914-15
Thrasher, Elsie	B.Mus.	(1929-)	
Thayer, Miriam	A.B.	(1910-1912)	A. S. 1911
Thomas, Ola	B.S.	(1922-1923)	Resigned Oct. 1922--began in Sept.
Thompson, Alex S.		(1890-1891)	
Thompson, Alta M.		(1913-1914)	
Thompson, Clar Dutton		(1890-1891)	
Thumser, Agnes	B.S.	(1923-1926)	A. S. 1925
Hidd, George W.	M.S.	(1912-1917)	
Hilford, George R.		(1907-1908)	
Tomlinson, Brian E.	Ph.D.	(1930-)	
Townsend, C. L.	A.B.	(1912-1913)	Second sem. only
Townsend, Guendolyn C.	A.M.	(1932-)	
Trautwein, Olive	B.L.	(1923-1928)	A.S. 1925, '27

* A. L. Absent on leave

* A. S. Absent on leave for the summer

* (- Employed by the school at the present date

Tredway, Dorothy M.	B.S. (1932-1934)	A.L.* 1933-34
Trice, Ruth M.	(1918-1919)	
Trigg, Mae F.	B.S. (1925-1926)	
Triplett, Norman	Ph.D. (1901-1932)	Resigned July 31, 1931
Trusler, Victor T.	M.S. (1921-)	* A.S.* 1931; A.L.1925-26
Tucker, Charles B.	M.S. (1935-)	
Turner, Clair K.	M.A. (1909-1917)	(1924-) A.L.summer and sec. sem. 1925-26; A.L. 1913-14
Turvey, Nora Esther	A.M. (1932-1933)	
Tyler, Elza E.	(1894-1895)	
VanBuskirk, Anna	A.M. (1919-1921)	Began Jan.5,1920,resigned July 1920
VanVoris, William A.	A.B.(1896-1928)	A.S. 1911
VanWey, Marie	B.S. (1929-1930)	
Vestal, Dorothy	(1915-1920)	
Visser, Birdie	B.S. (1927-1928)	
Vogal, William A.	A.B. (1922-1925)	Began Oct. 1922; A.S. 1924
Vollintine, Grace	(1912-1915)	A.L. 1914-15
Vollrath, Pearl L.	A.M. (1927-)	A. L. 1933-34
VonKeller, Alice	M.A. (1934-)	
Waggar, Charles A.	B.S. (1911-1915)	Resigned Aug. 1914
Wait, Marie J.	B.M. (1928-1929)	
Wakeland, Floyd V.	B.M. (1931-)	
Walden, Alice R.	(1912-1913)	
Wallace, Maude B.	(1921-1922)	
Walton, Jessie B.	(1916-1917)	
Warden, Della A.	A.M. (1928-)	
Watson, Irene	(1913-1918)	Resigned Sept. 1, 1917
Watson, Jo S.	(1913-1915)	
Watson, Mary J.	(1868-1869)	
Watson, Vesta K.	A.M. (1933-1934)	
Wattenbarger, Eunice	A.M. (1918-1919)	Resigned Feb. 28, 1919
Waugh, Mary P.	A.B. (1918-1919)	Resigned May 31, 1919
Webster, W. A.	(1881-1882)	
Weidman, Pearl J.	(1928-)	
Welch, Francis G.	M.S. (1919-)	A. L.
Welch, R. B.	M.A. (1879-1882)	
Wells, George K.	(1914-1918)	Resigned Sept. 1917
West, D. Vernon	(1913-1914)	
Westenberg, William H.	(1913-1915)	Resigned July 1914
Weyler, Irma G.	A.B. (1927-1929)	
Wheat, Florence C.	A.B. (1880-1881)	

* A. L. Absent on leave

* A. S. Absent on leave for the summer

* (- Employed by the school at the present date

White, Frank W.	M.D. (1911-1922)	A.L.* Nov. 5, 1918 to Dec. 1, 1918; resigned July 1921
Whitebeck, Jennie A.	A.M. (1896-1910)	A.L. 1905-06; resigned Sept. 1910
Whitney, Alice	B.S. (1916-1919)	Began Jan. 29, 1917; A.S.* 1917; resigned May 31, 1918
Whitney, Mary Alice	A.M. (1889-1919)	L.A. for two years beginning Sept. 1, 1893; A.S. 1911; A.L. 1912-13
Wickard, Laura	(1901-1902)	Resigned
Wilber, Horace Z.	(1902-1908)	A.L. Sept. to June 1907-08; Resigned June 1908
Wilhelm, Dan L.	A.M. (1928-)*	
Wilkinson, Jasper N.	(1884-1906)	
Willig, Susie M.	(1930-1931)	
Williams, Florence	(1931-1934)	
Williams, Frieda K.	A.B. (1919-1922)	Began May 10, 1920
Williams, Jenny	A.M. (1908-)	A.L. 1912-13, 1918-19, 1930-31 A.S. 1916, 1924, 1926
Williams, Mary	Ph.B. (1908-1909)	
Williams, Mary R.	B.S. (1930-1931)	
Williams, Muriel	(1910-1911)	
Williams, Pelagius	A.M. (1908-1924)	A.L. 1910-11, 1923-24
Williamson, Clarissa	(1924-1934)	A.S. 1927, 1929, 1933
Willman, Flora	B.M. (1922-1924)	Began June 1922; A.L. 1st sem. 1923-24;
Wilson, Catherine	A.B. (1912-1913)	Second semester only
Wilson, George C.	A.B. (1931-)	
Wilson, Joe H.	A.B. (1916-1918)	Began Nov. 20, 1916
Wilson, Virginia	B.S. (1920-1921)	Began Sept. 20, 1920
Wingate, Ray Winthrop	(1910-1912)	
Wipf, Adeline	M.A. (1930-)	A.L. 1933-34
Wood, Carlton	(1910-1913)	
Wood, Ernest Richard	Ph.D. (1922-1929)	A.S. 1927
Woodrow, Lorena A.	Ph.B. (1907-1909)	
Woodward, Grace	(1911-1913)	Began Oct. 1, 1911
Wooster, David	B.S. D.V.M. (1920-1921)	Began March 1, 1920
Wooster, Lyman Child	Ph.D. (1897-)	A.S. 1931, 1932, 1911
Wooster, Ruth	A.B. (1916-1917)	Began in summer 1916
Worcester, Dean Amory	A.M. (1920-1925)	A.L. 1924-25
Worcester, Martha J.	(1895-1912)	Resigned Aug. 1911
Wright, Althea	(1924-1926)	Began in summer 1924
Wright, Avice R.	A.B. (1915-1918)	Resigned Dec. 7, 1917
Young, Emma Frances	B.S. (1932-1934)	

* A. L. Absent on leave

* A. S. Absent on leave for the summer

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Zahorik, Edward J.
Zeisler, Emma L.
Zeller, Dale

B.S. (1922-1923)
A.M. (1922-1923) Began Oct. 1922
A.M. (1922-) *Began Jan. 1922; A.L.*
1926-27; A.L. 1932-33; A.L.
sec. sem. and S. 1927

Zwinggi, Antoinette

A.M. (1929-1930)

* A. L. Absent on leave
* A. S. Absent on leave for the summer
* (- Employed by the school at the present date

TABLE X

NON-RESIDENCE FACULTY

Adamson, Virginia	B.S. 1927, '28, '29
Alder, Louise M.	A.B. 1909
Alford, Ilda	
Allen, Fiske	A.M. 1913
Altaman, Beulah	A.B. 1911
Anderson, Ada	B.S. 1926, '29
Anderson, Ingeborg	B.E. 1935
Apel, Elizabeth	A.M. 1920
Atherton, Goldia	B.S. 1924, '25, '26, '27, '29, '31, '34
Bailey, Marcia	1916
Baird, Alexander	1909
Baldwin, E. H.	B.S. 1928
Balyeat, Wilma	1919, '21
Barger, Maude	1918
Batley, Lita	A.M. 1914
Bauer, M. G.	1928
Bechman, F. S.	1911
Becker, S.	1928
Belding, F. K.	A.M. 1930, '31, '32
Bell, Alice R.	A.B. 1922
Bird, John Sterling	1906
Bishop, Florence Eudora	B.L. 1915, '16
Blair, Robert T.	1907
Bloxom, Carlisle	B.S. 1924
Boatman, H. M.	A.M. 1928
Bowman, Carl	B.S. 1921
Bowman, Elsie Leitch	1919
Bradley, Alice V.	B.S. 1919
Bradley, Carrie F.	1909, '10, '11
Brashear, Minnie	M.S.D. 1919
Bratton, Ethel	M.S. 1914
Brickell, Helen	B.S. 1924
Briggs, C. H.	1918
Brewer, Hugh Roland	A.M. 1914, '15, '16
Brown, Elizabeth	B.S. 1921
Brown, Lorraine	B.M. 1922
Buck, Gertrude	B.L.S. 1903
Bunch, E.	B.S. 1928
Burkhard, Samuel	Ph.D. 1931, '32, '33
Burns, Hazel F.	A.M. 1921
Burris, Van W.	A.B. 1912
Bush, Florence L.	A.B. 1921, '24, '25, '26, '27
Byrns, Arthur G.	M.S. 1921

Cain, A.	M.S. 1930	
Callahan, Catherine	B.S. 1929	
Callahan, J. P.	A.M. 1930	
Campbell, Harry J.	A.B. 1913	
Campbell, Maurel N.	A.M. 1913	
Carlson, C. F.	A.B. 1932	
Cates, Quinta	B.S. 1919	
Chaffee, Nell E.	A.B. 1919	
Chapin, A. T.	A.B. 1914,	'16
Cheney, Anne	L.B. 1924,	'25
Christian, Eleanor	Ph.M. 1907	
Classen, Peter A.	A.B. 1907	
Cleveland, Lucile	A.B. 1926,	'27
Cochran, Isaac M.	A.M. 1910	
Colburn, M.	B.S. 1928	
Conover, R. W.	A.M. 1931	
Cook, G. S.	A.M. 1931	
Cope, A. B.	A.M. 1919	
Cowan, J. R.	M.S. 1929	
Cox, Fleming W.	M.A. 1924	
Craig, Ailsa	1919	
Cramer, Della	1919	
Crary, Lottie E.	A.B. 1913	
Crotty, Henrietta	A.M. 1924	
Crutchfield, Harriet	1932	
Cummins, Robert A.	Ph.D. 1924	
Curlin, Berta	A.M. 1928,	'29, '30, '31
Cushman, Milton	A.M. 1919	
Custer, A. H.	B.S. 1928	
Daugherty, Lucy	B.S. 1921,	'22
Davis, Maude Alice	B.S. 1912	
Davis, William R.	A.M. 1912	
Davis, Winifred	A.M. 1913	
Davison, W. S.	A.M. 1932	
Dawes, Pansy	1912	
Deane, Lara	Ph.B. 1924	
Deane, Harlowe F.	1912	
Deihl, Joseph D.	A.B. 1915	
Delay, Glen A.	M.S. 1930	
Denesha, Ruth	1917,	'21
Denneen, Irene E.	Ph.B. 1919,	'20
Dolbee, Cora	A.M. 1914	
Dow, C. L.	PH.D. 1930,	'31, '33
Downing, Myrtle	B.S. 1920	
Drennen, George L.	1920	
Dubach, N. G.	A.M. 1909	
Edminston, Marion	1926	
Elcock, Helen E.	A.B. 1919	

Ellsworth, Daniel A.	1913
Engle, Amos	B.S. 1924
Filler, Agnes	A.M. 1924
Fisher, Bessie	1917
Fisher, Josephine	A.M. 1924, '25
Fitch, Aura E.	1905
Florida, Edna May	1912
Foster, Nancy Caroline	1920
Fox, Florence C.	1907
Frelich, Frank J.	A.M. 1926
Friend, Susan	B.S. 1925, '26
Garrett, Helen V.	B.M. 1928
Gates, Donald S.	A.M. 1930
Gerardy, H. H.	1912
Gilbert, John	A.B. 1914, '15, '16
Gillespey, Irene M.	B.S. 1935
Gilliam, Lev Ellen	B.S. 1922
Gilmore, Allis	1926
Glisson, Mary E.	A.B. 1920
Goodwin, Maude A.	1916, '17, '19, '20
Gould, Edwin M.	B.S. 1926
Gray, Mae	A.B. 1925
Green, Isa	1913
Guecklich, Sadie	A.M. 1922, '23
Guenther, Hilda	B.S. 1928
Guenther, Lelia	1916
Guffler, Augusta	B.S. 1922
Guild, Susan M.	A.B. 1920
Gullick, Henry D.	Mus.Doc. 1913
Gunkle, Pearl	B.S. 1924
Hahn, Magdalene	A.M. 1916
Halik, Glen	B.M. 1928
Hall, Clifford	B.S. 1922
Hall, Flora	1913
Hall, Nora	B.S. 1919, '20
Hamer, Dorothy	A.B. 1922
Hamilton, Betha	A.M. 1922
Hamilton, Lissa Lea	1921
Hampton, Eleanor	1910
Hansen, Walter	M.A. 1934
Hardy, Lida	1918
Harlan, Etta	1922
Harrin, F. H.	A.M. 1911
Harris, Ruby	1922
Harrison, Florence	1919
Hart, Clay	M.Mus. 1930
Hausam, L. H.	B.S. 1927, '28, '29, '30, '31, '32

Hawes, Josephine	1906	
Hawkes, Annie	B.S. 1920	
Hawkins, Julia Lee	B.S. 1921	
Hayes, Maude	A.M. 1910	
Heath, Florence E.	1915	
Hedde, Wilhelmina	A.M. 1920	
Heffelfinger, John B.	A.M. 1927,	'29
Hemphill, Irene	A.B. 1927,	'28
Henley, Ursula	B.S. 1935	
Hesalroad, Lorraine	B.S. 1931	
Higgie, Mabel	1920	
Hill, Charles E.	A.M. 1913	
Hill, Katherine	A.B. 1924	
Hindman, Cecile	1915	
Hoelcel, Emily K.	1911,	'12
Hollman, Eraminta	1911	
Holtz, W. L.	1905	
Hopkins, Mariel	M.S. 1924	
Howarth, Jane	A.B. 1910	
Howell, Grace	A.B. 1914	
Hawkinson, Adeline	A.B. 1934	
Hudson, W. A.	B.S. 1919	
Huffman, Hazel	1914	
Hull, Myra	A.M. 1922	
Humphrey, Rose W.	1919	
Hutchinson, Julia S.	1911	
Hyde, A. M.	A.M. 1917	
Hyde, Emma	A.M. 1919,	'20
Hyde, M. F.	A.M. 1930	
Hyland, Erma	1924,	'25
Ice, Ellen	A.M. 1918	
Iden, Thomas Medary	Ph.M. 1914	
Jack, Ella	B.A.E. 1929	
James, Harry	B.S. 1924,	'25
James, Nelle M.	A.M. 1934,	'35
Jansen, Florence E.	A.M. 1919	
Jensen, Katherine	M.S. 1912	
Jent, Lena E.	B.S. 1928	
Jeremey, Ruth	M.S. 1934	
Jewell, Ralph James	Ph.D. 1913	
Johnson, Elizabeth	B.S. 1910,	'18, '19
Johnson, Samuel	A.B. 1926,	'27
Jones, Bernice E.	A.B. 1907	
Jones, Cassie F.	A.M. 1924	
Jones, Charles F.	B.S. 1922	
Jones, Esther S.	A.B. 1920	
Jones, Fred C.	B.S. 1920	
Jones, Mabel T.	B.S. 1927,	'30

Judkins, Pearl	A.M. 1924
Judson, Lyman S.	M.S. 1929, '30
Kayser, Kathryn	1928
Keller, Anne	1906
Keohane, Marjory	A.M. 1925, '26, '27
Kildow, Florence M.	B.L. 1926
King, Clyde L.	A.B. 1907
Kirkpatrick, Ruth	1919
Kitchern, Eleanor H.	1913
Klemme, E. J.	A.M. 1924
Knapp, Carrie V.	1921
Koehring, Dorothy	A.M. 1928
Krohn, Ruth I.	B.S. 1926
Langmas, A. L.	A.B. 1912
Lawrence, J. H.	A.M. 1916, '17, '21, '27, '28
Leonard, John Paul	Ph.D. 1929, '31
Lewis, C. F.	M.S. 1927
Lewis, Charlotte	A.B. 1911, '13, '14
Lewis, Howard T.	A.M. 1918
Lewis, Lura	A.M. 1919, '20, '22, '24
Lindsay, Frances	1918
Little, C. F.	A.M. 1922
Lock, Lura	B.S. 1916, '18, '19, '21
Lodle, George B.	1924
Loefler, Mildred	B.S. 1935
Long, C. D.	M.ACCT. 1925, '26, '27
Lott, Henry C.	M.Ed. 1924
Lowenstein, Milton D.	A.B. 1922
Ludwig, Margaret	B.S. 1930
Lunceford, A. E.	A.M. 1921, '22
Lyon, Ethel E.	A.B. 1918
Mackintosh, Jennie	1921, '22
Madden, Katy	1922
Mahar, Effie	1928
Major, Ruth	B.S. 1924
Malcom, David J.	B.S. 1924
Manley, Anna R.	A.B. 1918
Manning, Celia	1913
Markham, Mildred	1920
Markham, Osmon G.	Litt.D. 1915
Martin, B. F.	1919
Martin, Gertrude	1916
Martin, Thora	B.L. 1925
Maxwell, P. A.	Ph.D. 1929
Mayberry, Mignon	B.S. 1920
McConkey, Elizabeth	A.M. 1916
McConnell, W. W.	B.S. 1921, '22

McCullough, Helen E.	A.B. 1918	
McFarlan, Lee H.	Ph.D. 1925	
McFarland, David L.	Ph.D. 1934	
McGinnis, Myrta Ethel	A.M. 1919	
McGuire, Harry	B.S. 1922	
McLeod, Mae	B.S. 1915	
McNeil, Floyd A.	B.S. 1920, '21, '22	
McQuiston, Ramer	A.M. 1924	
McWilliams, R. H.	A.M. 1919	
Mealey, Ethel	B.S. 1920	
Meek, Kate M.	A.B. 1912	
Mercier, Celo E.	B.S. 1925	
Mergendahl, T. E.	M.S. 1916	
Miller, C. L.	A.M. 1929	
Miller, Frank L.	1929, '30, '31	
Miller, H. S.	A.B. 1918, '19, '20, '21, '24, '25, '26	
Miller, Irene	B.S. 1921	
Miller, Marvel	1920	
Miller, Merlin G.	A.M. 1933	
Miner, Bertha	1919	
Mitchell, Margaret	A.M. 1922	
Mehler, R. E.	M.S. 1918	
Monroe, Lena P.	B.S. 1919, '20, '21	
Montgomery, Catherine	A.B. 1918, '25	
Moon, Allan J.	LL.D. 1927	
Moon, V. H.	M.D. 1911	
Moore, Katusue	1920	
Morrarty, D. W.	Ph.D. 1911	
Morris, Eve	1924	
Morris, Inez	A.B. 1917	
Morse, Josiah	Ph.D. 1910	
Muhm, John R.	A.M. 1925, '26, '27, '28	
Muir, Jessie A.	1919	
Muir, Maude	1919	
Murphy, Edith B.	1922	
Murphy, Mabel	B.M. 1920	
Murphy, J. W.	A.M. 1926, '27, '28	
Myer, Maurice B.	M.A. 1934, '35	
Nash, Florence	B.M. 1924	
Nelson, Mary D.	1907	
Newman, Clara G.	A.B. 1926, '27	
Newsom, C. V.	A.M. 1929, '32	
Newton, Harriet	A.B. 1921	
O'Keefe, Ruth	B.S. 1925, '26	
Olds, Edwin F.	A.M. 1926	
Osborne, Elizabeth	B.S. 1917	
Ostlund, Emma C.	A.B. 1912	

Parks, Joseph F.	1914
Parson, Adelaide	B.S. 1910
Patterson, Helen E.	A.M. 1928
Patterson, Helen M.	A.B. 1922
Pearson, Anna	A.B. 1924
Pierce, Martha	1917
Pietsch, Ewald Carl	M.S. 1935
Poeck, E. C.	B.S. 1915, '18, '19, '20, '21, '24, '26
Polk, Ethel M.	1909
Pollock, Rosalie	B.S. 1915
Porter, Alice S.	1911, '14, '15
Powell, Mary	A.B. 1917
Preston, Valentine	1926
Price, Guy V.	A.M. 1922, '26
Prunty, Merle C.	A.B. 1914
Ptacek, Ernest	M.S. 1924
Ptacek, Rose	1924
Pulliver, Grazella	B.S. 1918
Pyle, Anna	1917
Rector, Eva	B.S. 1919, '20
Reed, Alma Hays	1917
Reed, Esther	1920
Rees, Olive	B.S. 1920
Regier, C. C.	A.M. 1919, '20
Repine, Ruth F.	1920
Rice, Myrtle	1916
Richards, Pauline	A.M. 1922
Richardson, Lillian	A.M. 1929
Richardson, Roy F.	A.B. 1912
Ridgon, Vera H.	A.B. 1922
Riley, Edgar F.	Ph.D. 1913
Ritchie, Roland Henry	Ph.B. 1913
Roberts, Bessie M.	1913
Roberts, Jennie	B.S. 1928
Roeser, Emma L.	1917
Roll, Ella L.	A.M. 1929, '30, '31
Rosendale, Christena	A.M. 1915, '16, '17
Rowand, Ethel Ida	A.M. 1912
Rowland, Ethel M.	1926
Ryan, Eunice	B.S. 1920
Ryan, Margaret	A.M. 1925
Sale, Anna E.	A.M. 1922
Scanland, Robert	1926, '27
Schien, Vera	1920
Schersten, Albert F.	A.M. 1919
Schmalzried, Mary D.	A.B. 1909, '11
Scott, Ira Q.	A.M. 1915, '22, '26, '28, '30
Scott, Katherine	1918

Scott, Ruth B.	1924	
Scully, Henry V.	A.M.1930	
Sellards, Mary W.	A.M.1927	
Senter, A. F.	B.S.1920	
Setzer, Bernice	A.B.1930	
Sharp, Earl P.	1919	
Shaw, Wayne F.	A.B.1920,	'21
Sherrill, Estella V.L.	A.B.1907	
Shore, Ethel M.	A.B.1921	
Showalter, D. F.	A.M.1924	
Sixler, Della J.	B.L.S.1906	
Skoglund, D. S.	B.S.1922	
Slinker, Clay D.	1907	
Small, Jennie	B.S.1912	
Smith, Wells	1927	
Spears, Dorothy	1917	
Sperry, Keith	B.L.1917	
Spoor, Lena M.	1912	
Sproat, A. Maude	B.S.1919	
Stark, W. O.	B.S.1922	
Starr, Winnie E.	1919	
Stratton, W. T.	A.M.1928	
Steeper, H.T.	A.B.1915	
Stevens, E. R.	A.M.1927,	'28
Stevenson, Dwight H.	A.M.1924	
Stevenson, Harriet M.	A.B.1919	
Stewart, Blanche	1912	
Stiles, Dorothy	1913	
Stone, Mabel	1913	
Stone, Vera	1915,	'16, '20
Streighthoff, F. H.	Ph.D.1919	
Summerbell, Faith	1921,	'24
Sweet, Frank	B.S.1918	
Swift, Mary E.	1922,	'24
Talmage, Velma	1925	
Thompson, William R.	M.S.1925,	'26
Titus, R. W.	A.M.1922	
Tomlin, Blanche	1915,	'16
Tool, Margaret	1924,	'28
Tope, Donald E.	Ph.D.1935	
Townsend, C. L.	A.B.1913	
Trautwein, Olive	1921,	'22
Trettien, A. W.	Ph.D.1911	
Trigg, T. S.	B.S.1924	
Turner, Florence	1928	
Tyson, Ivernia	M.A.1935	
Upshaw, Mary E.	B.S.1926,	'27

Vandervelde, Conrad	B.D. 1920, '21, '22, '24, '25, '27, '28, '29, '31, '32
Vaughn, Cera	1921, '22, '24, '25
Visser, Birdie	B.S. 1928
Volk, Maude	B.S. 1924
Vollintine, Grace	1913
Walls, Thelma	B.S. 1921, '22
Walsworth, Adelbert M.	A.B. 1915
Waters, Nancy M.	A.B. 1924
Weidman, Pearl	1920, '21, '24
Weimer, Corabell	A.M. 1922
Welch, Francis G.	B.S. 1919
Wells, George K.	B.S. 1920
West, C. Omar	B.S. 1920
Whitney, Louise A.	1914
Wiggins, Geneva	R.N. 1929
Wilkie, John Richard	A.M. 1918, '21, '22
Williams, Jennie	1905
Williams, Muriel	A.B. 1915, '16, '17
Williamson, Clarissa	1922
Wilson, Ruth	1922, '24
Woestemyer, Clara M.	B.S. 1914
Woodson, Myrtle F.	1911
Woodward, Jean M.	B.S. 1935
Wooster, Dwight L.	A.B. 1911
Wooster, Ruth	A.B. 1917
Worcester, D. A.	A.B. 1917
Wright, M. L.	A.B. 1917
Wyman, W. B.	Ph.D. 1934

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