

A BRIEF HISTORY OF THE CITY OF DERBY, KANSAS,
AND A SURVEY OF THE DERBY PUBLIC
SCHOOL SYSTEM, 1936-1937

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

By
Marshall S. Hiskey

May, 1938

University of Michigan
JUL 10 1958

Approved for the Major Department

Edward J. Larson

Approved for the Graduate Council

Edward J. Larson

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TO MY WIFE, OLGA MARIE HISKEY,
WHO HAS BEEN A GREAT HELP AND INSPIRATION,
I GRATEFULLY DEDICATE THIS STUDY

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ACKNOWLEDGMENTS

A study of this kind cannot be made without the assistance of many persons familiar with certain incidents used in the study, or who had access to materials which could be used. Extensive use was made of this knowledge or these materials as well as reports and surveys which have been conducted by experts in various parts of the United States.

The author wishes to acknowledge his debt of gratitude to all who have given so freely of their time and knowledge to make this study what it is. Special acknowledgments are due to Mr. Ralph Stinson, State High School Supervisor, and others connected with the office in the State Department of Education, who not only made the various records available but aided in their use; to County Superintendent R.M. Crum; and to Mr. J.J. Butterfield, member of the Derby School Board.

The author wishes to acknowledge especially the help and inspiration received from Dr. Edwin J. Brown, Director of the Graduate School of the Kansas State Teachers College at Emporia, Kansas.

Marshall S. Hiskey

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CHAPTER I

INTRODUCTION

This history was compiled by the author because of his interest in the community in which he is employed. Again, a knowledge of the history of the community should furnish him with a better background and thus give him a better understanding of the community, which in turn should enable him to work more effectively and efficiently.

Such a history cannot be compiled without considerable time and effort being expended. Nor, after it is compiled, is its reliability unquestioned. No authentic records have been kept of many of the events of historic importance. Newspaper articles are never a reliable source because of their tendency to lean toward the spectacular and to write into the article the personal viewpoint and opinion of the narrator. Although much information can usually be obtained from the pioneers of a community, this again is often unreliable, especially in regard to dates and specific incidents.

The author has tried, inasmuch as possible, to check information from these sources, one against the other, and in this manner get a record of past events which will give as true a picture as is possible of what has taken place.

No attempt has been made to make this history a complete source of information in regard to past events. Only the high points of historical interest have been used and these for the sole purpose of tracing the development of the community as a whole.

There will, no doubt, be some incidents about which one cannot be certain. In spite of this it is the hope of the author that many people will receive some measure of enjoyment and profit from reading of the events as they are recorded here.

CHAPTER II

A HISTORY OF DERBY

Although there seems to be no direct account of such proceedings, all related facts seem to verify the assumption that following the Civil War there was a rapid influx of settlers and homesteaders in the vicinity of what is now Derby, Kansas. True, there were a number of settlers here before that time. The Wichita Vidette,¹ one of the earliest papers in this part of Kansas, mentions the fact that trappers and traders frequented this vicinity as early as 1850 and that there were numerous settlers and traders in Wichita and the surrounding territory in the early sixties.

In the early spring of 1869 a covered wagon, filled with a few household and farming necessities slowly followed the winding trail southward from Salina, Kansas. In it were Mr. and Mrs Alexander Garrett. On March 7, 1869, they brought their vehicle to a stop on the bank of Spring Creek at a spot that is just south and slightly east of the present school building.

Thus their goal had been reached for it was to this spot that they were traveling. A place which had been described to them, by a trader and traveler by the name of

¹ Historical Sketch in the Wichita Vidette, for Nov. 17, 1869.

MacWilliams, as the "garden spot of Kansas". So glowing were his remarks concerning the country that the Garretts decided to risk all hardships in order to make it their home.

In this manner the Derby community was started and we might say that the Garretts with their little dugout on the bank of Spring Creek laid the cornerstone of the structure.

At this time the territory south of Derby, which now is the Mulvane Community, was Indian Territory. While this was a constant menace to early settlers there were other factors which were decidedly advantageous. The problem of meat was easily cared for as deer were plentiful and other wild animals provided food and furs.²

The period of rapid growth, however, did not seem to be until after 1870. It was at this time that the little city of El Paso (now Derby) came into existence. How it came into being is quite adequately described in a clipping from some unknown paper, published in 1883, now in the Loan File of the Kansas State Historical Library. It reads as follows:

In the winter of 1870, John Haufbauer owned eighty acres of land in Section 12, Township 29, Range 1 east, platted. By agreement he subse-

² Herman Garrett, Interviewed at His Home, September 5, 1936. Derby, Kansas.

quently withdrew forty acres, and J.H. Minnich joined him, adding about the same amount. Mr. John Hufbauer had previously built a house and rented it to Schlieter and Smith for a general merchandise store, who failed however, to comply with their part of the agreement, and the building was leased to Neelee and Vance, who filled with goods. The same year a ferry boat was started, and a blacksmith and wagon shop erected, and a drug store. In 1873 a bridge across the river took the place of the ferry boat. The town improved slowly until the completion of the railroad thereto, July, 1879, when it received a new impetus. The depot was completed in November, 1879, and during the winter following another bridge was constructed, the old one having been washed away by the flood of 1877. On the last of March, 1879, a portion of the town was consumed by fire but it has been rapidly rebuilt. In September following, the Town Company was reorganized, the railroad company becoming interested. Derby is the second town in the county. The original name of the town was El Paso.³

A little better description of the country is found in the following article taken from the Wichita Eagle, April 6, 1876:

Our town is located on the Arkansas River about 13 miles south of Wichita, on the stage route to Winfield, and being considerable distance from any other trading point, quite an extensive territory is represented. The facilities for running machinery are excellent, the river bed just north of town is composed of rock, affording a good foundation for water power, and the stream of water is of sufficient volume to run an immense amount of machinery. These advantages can and will be utilized in a short time. Considerable timber grows on the bottoms of the Arkansas River and Spring Creek, a stream of water emptying into the river just north of town, from the north and east, affording a sufficient amount of fuel to

³ Clipping found in the Loan File of the Kansas State Historical Library, Topeka, Kansas. 1883.

THE UNITED STATES OF AMERICA,

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING:

West Minnich
CERTIFICATE

No. 5459 Whereas West Minnich of Sedwick County Kansas

has deposited in the GENERAL LAND OFFICE of the United States a CERTIFICATE OF THE REGISTER OF THE LAND OFFICE at Wichita Kansas

whereby it appears that FULL PAYMENT has been made by the said West Minnich according

to the provisions of the Act of Congress of the 24th of April, 1820, entitled "An Act making further provision for the sale of the Public Lands," in and the Act of July 16, 1870,

in the East half of the South West Quarter and the West half of the South East Quarter

of Section three in Township twenty nine South of Range two East in the District

of land subject to Sale at Wichita Kansas containing one hundred and sixty

acres according to the Official Plat of the Survey of the said lands, returned to the GENERAL LAND OFFICE by the Surveyor General, which said Tract has been purchased by the said

West Minnich

Now, know ye that the UNITED STATES OF AMERICA, in consideration of the premises, and in conformity with the several Acts of Congress in such case made and provided,

HAVE GIVEN AND GRANTED, and by these presents DO GIVE AND GRANT, unto the said West Minnich

and to his heirs, the said Tract above described; To have and to hold the same, together with all the rights, privileges, immunities, and appurtenances of whatsoever nature,

thereunto belonging, unto the said West Minnich and to his heirs and assigns forever.

In testimony whereof, J. Edgar S. Grant, PRESIDENT OF THE UNITED STATES OF AMERICA,

have caused these letters to be made Patent, and the Seal of the GENERAL LAND OFFICE to be hereunto affixed.

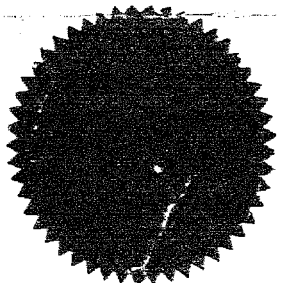
Given under my hand, at the CITY OF WASHINGTON, the eight day of November in the year of our Lord one thousand

eight hundred and seventy three and of the Independence of the United States the thirty eighth

BY THE PRESIDENT: W. S. Grant

By J. B. Sturgeon Secretary

L. H. Spink Recorder of the General Land Office



supply the surrounding country. The waters of this vicinity are pure and good. Fruit is one of the important productions of this part of Kansas; in fact, a failure in a crop of this kind is seldom known. Among the finest orchards in the vicinity are those belonging to John Haufbauer, F.S. Carlton, and Mr. Moon. These parties have been cultivating early and late fruits of a fine quality. Every farm under cultivation is supplied with an orchard, and as the country grows older a considerable surplus of fruit will undoubtedly be produced.

The following are some of the business men of our community: Dr. H.C. Tucker, postmaster, physican and druggist; John Haufbauer, farmer; A. Minnich, dry goods and groceries; H. Minnich, grain dealer; Dr. Harper, practising physican and surgeon; Rev. Thompson, pastor of the United Presbyterian Church; Jack Fields, hotel and feed stable; David Hawkins, confectionery store; Chas. McCormick, shoemaker; Lloyd, blacksmith; Harry Dunham, wagon maker and carpenter; Mr. Gray, carpenter; Judge McCoy, justice of the peace.

El Paso is well represented in literary attainment; preaching by the different denominations every Sabbath, a flourishing Sabbath School in operation, vocal and instrumental music being practiced. In fact the place is equal to the older settled towns of the East. The public school advantages are equal to other states in the Union. The county of Sedgwick alone employs over 100 teachers. The school term averages about six months per annum.⁴

Derby, from all appearances, was a typical, early day pioneer town. The big event of the day was the arrival of the stage coach. The townspeople never tired of leaving their homes each day to saunter down to the

⁴ Historical Sketch in the Wichita Eagle, for April 6, 1876.

stage depot to see "Mickey Jim" come dashing down the street with his four galloping horses and watch him swing them with such dexterity that the wheels of the coach barely grazed the loading platform. Many of the "Old Timers" still sing the praises of "Mickey Jim's" skill with the "ribbons."

This stage from Wichita was met in Derby by two stages from the south. The stage from the west side of the river went to Belle Plaine and Wellington. The one on the east side of the river traveled to Winfield and Arkansas City. This stage line was in existence until the completion of the railroad.

The first bridge, which was mentioned earlier, was a toll bridge. However, most of the people crossed the river by fording it. The river bed just north of town was rocky and made an excellent ford. Incidentally it became the name of the township, Rockford.⁵

The Wichita Beacon of March 12, 1879 gives us another account of the leading citizens and their occupations. It reads as follows:

From Rockford Township, one of the first organized, we are furnished the following names of the progressive farmers, who have lived there from three to nine years.

⁵ J.G. Brownlee, Interviewed at His Home, August 30, 1936. Wichita, Kansas.

Major Burr, first on the list, has his farm all under cultivation. He has a fine apple orchard from which he has already gathered several barrels of apples. He has many other varieties of fruit.

John Hufbauer has his entire farm under cultivation; hedged in, a good apple orchard of five hundred trees, and one of the best peach orchards in the country, from which he has been selling fruit for the past four years, he has a vineyard of two acres and thirty-five varieties of budded peaches.

J. Hart Minnich is one of the largest farmers, cultivating 325 acres.

William Quinnell has his large farm under cultivation, finest grove of forest trees and the largest orchard in the township.

A. Moon has his farm in number one condition with a fine grove of forest trees and a choice variety of peaches. He grows the now famous early peach.

Among the many on Spring Creek who have cultivated and well improved farms and comfortable homes, all made within the past eight years are Mr. Bowen, H. and L. Synder, C. Pittman, L. High, A. Law, J. Cantrell, H. Herren, John Goodacre, H.W. Whalley, Thos. Barnes, Jas. McBee, and Frank Huff.

J.C. Sampson is an extensive orchardist and nursery-man, with his farm in tiptop shape.

Hugh Fortner has done his full share in developing the resources and beauties of the neighborhood.

W.G. Dunshee, Wm. Sutton and J.W. Fink each have a farm and home to be proud of.

W.T. Carlton, D.M. Carlton, Dr. J. Berger, Mr. Pennick and R.A. Hall have possession of a fine portion of East Rockford and they are making the waste place smile. Farmer Doolittle

has an excellent farm on Dog Creek. He has all modern improvements.

Such reports could be had from every section of the country, with the same refrain of the wild prairie wilderness being transformed into productive farms and comfortable homes. Ten years ago there was not a white family in the county who expected to permanently settle, today almost every quarter section is occupied and improved.⁶

Surely no newly settled country could have offered more encouragement to its settlers than did Rockford Township. Such glowing accounts must either have been due to the results of a bountiful harvest or to civic pride and exaggeration. It is a fact, according to old settlers, that the country as a whole, in earlier years, seemed to be more productive and to have fewer crop failures than during the last quarter century. Surely there has been some change for relatively few large orchards are seen today and a fruit failure is not at all uncommon. The prophecy of an over-supply of fruit has fallen far short. However, to the south and along the Arkansas River, one still finds many orchards which are very productive. Perhaps the most staple crops throughout the years are wheat and oats. It is indeed a rare thing to have a failure in either of these crops.

A further account of the early and middle history is found in the History of Sedgwick County. This was written

⁶ Historical Sketch in the Wichita Beacon, for March 12, 1879.

by J. Fitch Houck and, although it repeats many of the items heretofore quoted, I wish to quote it in full (concerning Derby) as it affords an excellent opportunity for comparison. He writes:

The history of Sedgwick County would certainly not be complete without some mention being made of the town of El Paso, now Derby, situated ten miles south of Wichita on Section 12, Township 29, Range 2 East.

The first settlers on the land were John H. Hufbauer and J. Hart Minnich. They laid out the town and had it platted in the spring of 1871. The first store to locate in the place was a general merchandise one, established by Schlieter and Smith who immediately proceeded to fail in business when they sold out to Neely and Vance. About this time a ferry-boat was put in operation so that the people from the west side of the river could get into town, but in 1873 the two townships of Rockford and Salem with the help of the county commissioners built a fine bridge. This of course put the ferry-boat out of commission, but during the flood of 1877 the bridge went out and for two years El Paso was without communication from the west side. At this time another bridge was put in which answered all purposes until the present fine steel bridge was built.

The first train to enter was the A.T.& SF. July 18, 1879. The next improvement being a depot built the following November. On the first of March 1879, the town saw its first fire, which nearly destroyed every building in the place, but the citizens being men of the get-up-and-push variety, the town was soon rebuilt and a new town company organized. From this time on the place seemed to jump and some of its inhabitants fondly hoped and actually believed it would beat Wichita.

When the town was reorganized George Litzenberg (afterward known throughout the State as Farmer Doolittle) started a general merchandise store, and after running it successfully for several years sold out in order to take up his new occupation, that of writing for the press. His first endeavor in that line being on the "Wichita Eagle". E.F. Osborn, now residing in Mulvane, built the first hotel but did not run it long until he sold out. Joseph Mock built the first blacksmith shop and did all the plow sharpening for miles around.

As was the custom in those days every town, no matter how small, had to have a place where wet goods were disposed of and so as to be in the push L.E. Vance opened up a saloon and it is needless to say did what in those days was called a "landoffice business". In 1880, the Santa Fe Railway changed the name of the town from El Paso to Derby, and from that day until this, Derby has always kept in the limelight, so to speak. John Brunton built and operated the first grain elevator which afterwards burnt down but was rebuilt by other parties. In 1872 Judge McCoy settled in the town, and being the only student of Blackstone soon had all the legal business for the community to attend to. The Judge had one son, eight years of age, who attended our public school and in a short time he became our Fourth of July orator. In after years he studied law and was admitted to the bar, but the practice of law did not seem to agree with him and he gave it up in order to accept a clerkship in the Wichita Post Office, and by strict attention to business he was steadily advanced to assistant postmaster, which position he holds at the present time.

Among the early settlers of the place were Osborn, Eaton, McWilliams, Synder Bros., Woodard, Pittman, Gerteis, and Garrett. Anna Mary Garrett having the distinction of being the first white child born in the county.

The first timber used in the place was hauled from Salina, 118 miles, but at the present time we have a large lumberyard of our own, run by the

Davidson and Case Lumber Company. In the early seventies the Tucker Bros., came from Ohio and located here, H.C. being a doctor started a drug store and until the time of his death had all the practice in the southern part of the county. John and Wayne went to farming. John in later years held the offices of county clerk and treasurer.

The Independent Order of Odd Fellows was instituted in 1874, and at the present time is in a flourishing condition, owning their own property, a fine two-story building. The Methodist, Presbyterian, Baptist, German Luthern, and Catholic all have churches of their own, which would be a credit to any town of twice the size of Derby.⁷

A comparison of these articles show several points upon which the authors do not agree. The first is on the location of the town as to whether it is Range 1 East or Range 2 East. A check on this verifies the fact that it is Range 1 East. Although one account gives the date as 1870 and the other as 1871, it might well be said that both are right as negotiations were started in the winter of 1870, and were not completed until 1871.

It is found that in all the early writings there is a marked inconsistency in the spelling of names. However, this is of relatively little importance.

The entrance of the railroad was of course a big help to the town as it is one of the main lines on the Santa Fe. From the very first the railroad has had an abundance of

⁷ J. Fitch Houck, A History of Sedgwick County, (Chicago: Chicago Publishing Co., 1912) 77-79

business, being used for both passengers and freight. In its existence in Derby it has had relatively few accidents. The first of which there is any record is reported by the Derby Dispatch, February 22, 1890:

The first listed railroad casualty happened yesterday when an express train ran into and fell through a burning trestle. The engine, tender, and three cars were smashed. The engine was going about thirty miles an hour. The accident happened about four miles north of Derby. The Roadmaster was killed and several others were injured. All were attended by a Derby Physican, Dr. D. B. Foster.⁸

The only other accident of any importance happened about one-half mile south of the depot. Several men were riding on a handcar when a stock-train came through. The men jumped but were unable to get the handcar off the track. The handcar caught in the cow-catcher of the engine and wrecked the train. There is no record of anyone being killed but several cattle were killed and many others ran loose over the country, requiring considerable time and effort before they were returned. There is no doubt but that the railroad has meant much to the community both in its growth and its maintenance.⁹

This history would not be complete without some

⁸ News Article, in the Derby Dispatch, for February 22, 1890.

⁹ Brownlee, op. cit. p.8.

special mention of one of its outstanding citizens and benefactors, Dr. H.C. Tucker. Dr. Tucker was one of the town's oldest settlers and was quite active in his practice of medicine, in business, and in civic and religious affairs. The following article printed in the March issue of the Derby Dispatch, 1890, tells a little about his early life in the town:

In 1871 Dr. Tucker came to Derby. For many years he was the only physician. In those days there were no bridges across the Arkansas River and it frequently happened that in attending professional calls from west of the river, it was necessary to swim across. This, at night, during high stages of water, certainly, was not an enviable task. Dr. Tucker was for a number of years the postmaster of Derby, and one of the old and well remembered land marks of the town was his little brick drug store in which he kept the postoffice. In 1884 this was torn down and the building now occupied by the bank and drug store was erected. Dr. Tucker has the distinction of being the first superintendent of the first Sabbath School in Sedgwick County.¹⁰

Thus Dr. Tucker was not only the first physician but also started the first drug store and the first bank. The old postoffice and drug store as well as the first bank were all situated where the present bank building now stands.¹¹

¹⁰ Article in the Derby Dispatch, for March 19, 1890.

¹¹ Mrs. W.E. Dixon, Interviewed at Her Home, September 4, 1936. Derby, Kansas.

Perhaps it might be of interest to some to know how the town was named. The original name of El Paso was given to the town by its founder, John Hufbauer, and was named for El Paso, Illinois, a town near which he formerly lived. (It was not, however, his home town.) Some of the streets of Derby bear the names of his children. The name of Derby was given to the town by the Santa Fe Railroad Company in honor of one of its officials.¹² It is said that the name was changed because of the frequent missending of mail to El Paso, Texas and vice versa. At first the name was used only by the railroad station and the postoffice and it was several years before it was generally accepted by business concerns, churches, etc.¹³

The first real hotel or rooming-house was in the home of John Hufbauer, founder of the town. At this time his house was located on what is now the Ed. Sloat property which is now occupied by Chester Smith, present mayor of the town. As was stated in the preceding quotation, a hotel was soon built and the building still stands today.¹⁴

Another old and historic firm is that of the Wardell Hardware. This business was owned in the early eighties

¹² Brownlee, op.cit.

¹³ Charles Waugh, Interviewed at His Home, September 3, 1936. Derby, Kansas.

¹⁴ Mrs. T.D. Wardell, Interviewed at Her Home, September 4, 1936. Derby, Kansas.

by Mr. Waters. According to Mrs. T.D. Wardell the business was bought by Mr. T.D. Wardell in 1886 or 1887. In 1892 Mr. Wardell went into partnership with H.J. Swisher. This partnership did not last for long however and the business has been in the hands of the Wardell family until recently. The firm was originally located in the Sickler property. From this they moved into the lower part of the Odd Fellows Hall where it continued until the present property was bought. The business was sold to R.M. Long in October 1935, after almost fifty years of faithful service to the people.¹⁵

Perhaps the next oldest business in existence is Charles Waugh's Barber Shop. Mr. Waugh came to Derby in 1882. While a boy he worked as an apprentice in the Derby Dispatch office, an early local paper. For the last 45 years he has run a barber shop in Derby. His shop was destroyed by the fire of 1927 and the same year he built the building he now occupies.¹⁶ Although Mr. Waugh is over seventy years of age he still runs his shop and is as active as many men who are years his junior.

15 Ibid.

16 Waugh, op. cit.

In 1892 the town attempted to organize a city library. The Derby Mimeograph of that year made the following announcement:

The circulating library recently bought of Miss Abell of Wichita, a representative of the H. Parmalee Library Co., of Des Moines, Iowa, was delivered here last Monday.

It consists of 54 volumes of choice biography, history, fiction, and science, which must prove an inestimable blessing to all its members.¹⁷

Evidently it enjoyed only a short life because no more is heard about it after that time.

The next item of historic importance that could be mentioned at this time was the storm of 1903. This was one of the worst in the history of the town. The two articles that follow, taken from the Mulvane News, give an adequate description of the damage done:

During the storm Tuesday night the school house east of Derby collapsed, killing a Mrs. Phoebe Farrow and her babe. The Farrow family, six in number, lived near Gordon. They had taken two loads of potatoes to Wichita and were returning home with two loads of watermelons. The storm coming up, they took shelter in the school house. It seems that they had retired when the storm struck the house. The east end of the building fell out and the remaining slid to the north off its foundation and smashed together, catching mother and babe. Her back was broken.

"The half has not been told of the tornado

¹⁷ News Article in the Derby Mimeograph, for May 23, 1892.

near Derby last Tuesday night," said James Goodacre, a farmer living near town. "All the reports stated that it was a straight wind that caused the destruction, but as one who was in the storm I wish to say that it was not a straight one but a genuine Kansas Twister."

Mr. Goodacre lives a short distance east of the schoolhouse which was destroyed and his buildings suffered considerably from the storm. He states that little damage was done at Derby, while a mile east the effects of the storm are still evident. The first farmhouse visited by the tornado was that of Thomas Hopkins who lived a little over a mile east of Derby. From there the storm traveled east of the schoolhouse, which is a mile and a half east of Derby. The schoolhouse, it will be remembered, was completely demolished, and a family named Farrow who were camping there, two were killed. (Eagle)¹⁸

The storm of 1903 was not the only thing that year that left destruction in its path. It was during this year that Carrie Nation was crusading in Kansas and the good people of Derby were inspired by her efforts. The saloons of Derby had been doing a great business for years and many of the people were tired of seeing men spending their money for liquor or on the saloon girls while frequently their wives and children were at home in actual need.

As a result the owner of the most notorious saloon was given to understand that his business would

¹⁸ News Article in the Mulvane News, (Mulvane, Kansas) for September 17, 1903.

would no longer be tolerated. But the owner, a Mr. Mahan, who was a liquor dealer in Wichita, did not react, at least quickly enough, to suit the people. Thus one morning after a drunken brawl a group of the townspeople decided to take matters in their own hands. They immediately proceeded to move him out preparatory for shipment elsewhere. As soon as Mahan heard what was going on he got Sam Amidon, a famous Wichita criminal lawyer, and headed for Derby. Lawyer Amidon at once began defending Mahan and attempted to put the people in, what he said to be, "their place". The women of the town stood it for a time and then moved across the street and purchased some eggs which were quite instrumental in reminding Mr. Amidon that he had other business in Wichita.¹⁹ The following articles tell what took place and what the results were:

The women of Derby, a little town near Wichita, cleaned out a joint in the town a few days ago. They removed the stock of liquors to the depot for shipment, and then went and smashed the fixtures and gave the bartender twelve hours to leave town.

The joint was owned by a wholesale liquor dealer in Wichita. Ten women were arrested and eight fined ten dollars and costs. It

¹⁹ Wardell, op. cit.

was no trouble at all to punish those women, but the infernal scoundrel who owned the joint could have gone on for years and violated the law with impunity for ought the authorities of Wichita would have cared about the matter. More power to the women.²⁰

The third case growing out of the smashing was filed in the Sedgwick county district court on Monday by Thomas Arnold. The amount asked for in the case is \$500, which he states is the value of the counter destroyed by defendants in their crusade. The petition names eleven women and ten men as defendants.

-----, known best as the Derby joint-keeper, has brought suit against the city of El Paso (Derby) for \$5020 damages which he is alleged to have substained by the action of the mob which disrupted his place of business and lacerated his peace of mind Aug. 14, 1903.

In his petition ----- says that on the date mentioned that most twenty or thirty people headed by the mayor of the city Ed. Braden, chief of police McConley, and marshal Sloat, wilfully, maliciously and unlawfully attacked his dwelling house, broke his windows (he does not mention what other glassware) soiled his carpets, tore up his furniture (persumably bar fixtures) and did other damage, for which he asks relief of twenty dollars.

The other \$5000 damages are for personal injuries, unlawful imprisonment, and assault.

This is the case where Myra McHenry led the attack on Sam Amidon, and made it so warm for him that he had to "Skeedaddle" back to Wichita. For their part in the affair eight Derby women were fined \$10 apiece in Judge Alexander's court.

This suit was brought before but was dismissed at the request of the plaintiff. Amidon

²⁰ News Article in the Kansas City Star, for August 21, 1903.

is the attorney. The people of Derby say that they may be sued and lawed for the next twenty years, but they aren't going to have a saloon in town. (Star)²¹

Although the women of Derby resented the fine they felt that it was more than worth the cost. It is said that from that day there has not been an open saloon in Derby. The people of Derby Take pride today in that it is one of the few towns in Kansas where no beer is sold.

The first automobile in the country was owned by Mr. Alex Wilkie, and the second by Ed. Goodin. The first automobile in Derby, however, was owned by Dr. Dixon (1906).

Dr. Dixon, now deceased, will long be remembered by the people of Derby and vicinity. Dr. W.E. Dixon and family came to Derby in 1894 and for thirty three years he was the faithful physician and servant of the people.²²

Derby was again the scene of a violent storm on Nov. 10, 1915. In commenting on the storm the Mulvane News had the following to say concerning Derby and vicinity:

...At Derby occurred the nearest fatality. The wind blew cars off the track into the Mexican bunk camp crushing one poor Mexican's life out and injuring twenty more. Dr. Goelitz of the Santa Fe Hospital went to the scene in Bert Smith's car, and thirteen of the injured were brought here by special engine and car in the

²¹ News Article in the Mulvane News, for May 5, 1904.

²² Dixon, op. cit.

night and their wounds dressed. One is still in the hospital with a broken jaw. The rest appeared on the streets this morning, all bandaged up, and it looked like a battle between Villa and Carranza had been fought here.

The Derby Schoolhouse was touched up. Mrs. Penny's house was moved off the foundation, and other buildings were mussed up. A.P. England's house was damaged and E.G. Cowan's building's were wrecked and Roy Goodwin's barn destroyed and wreckage followed the storm's path clear into Bulter County.

The wonder of the storm is that more people were not killed. Henry Parker was in his house, upstairs asleep. There is not a stick of his house left together. When he came to his senses he was out in his field, and though hurt was able to get over to Watsons. That was two hours after the storm.²³

This was perhaps the most devastating storm the people of Derby ever experienced. In addition to the above mentioned casualties much grain was blown away and livestock injured and killed.²⁴

The people of Derby take much pride in their bank which is one of the most up-to-date and best equipped small banks in the state. The first bank, as was mentioned before, was started in 1884 by Dr. Tucker and was a private bank. This bank lasted only a few years and for a number of years the town was without banking facilities.

²³ News Article in the Mulvane News, for Nov. 11th, 1915.

²⁴ Albert Lauber, Interviewed at His Home, September 7, 1936. Derby, Kansas.

In 1907 the present bank was organized as the Farmers and Merchants State Bank and started business in the old bank building which had been used by Dr. Tucker.²⁵ In 1916 the building was added-to and re-modeled. It was at this time that the large columns which adorn the front of the building were added. A modern, fireproof vault was installed.

The present president of the bank, Mr. J. J. Butterfield, came to Derby in December, 1911, and entered the bank as cashier. Although Mr. Butterfield has controlled the major share of the stock (65 shares) for a number of years, he did not accept the position of president until January 8, 1932 when he filled the office which was left vacant by the death of T. D. Wardell.²⁶

One of the important events in the history of the town was the bold, daylight robbery of the bank on Sept. 5, 1928. The following article taken from the Wichita Eagle gives a good account of what took place:

The Farmers and Merchants State Bank of Derby was robbed Wednesday afternoon in a daring daylight hold-up, and the cashier, J. J. Butterfield kidnapped.

²⁵ Brownlee, op. cit.

²⁶ J. J. Butterfield, Interviewed at His Home, August 27, 1936. Derby, Kansas.

The bandits escaped in their car and after driving more than half-way to Wichita they set Mr. Butterfield out in the open road and sped northward.

Two unkempt men had been noticed about Derby Tuesday and Wednesday forenoon and had excited no little suspicion. At 2:15 Wednesday afternoon, when there were no customers in the bank they drove up in front in a big blue Buick sedan and while one stood guard in front of the bank the other entered and commanded the employees to lie flat on the floor. E.P. Butterfield, assistant cashier, seeing the man enter and suspecting his errand rushed for the vault and was closing the door when he was ordered out. He complied and took his place on the floor beside his father and Miss Ella Pittman, bookkeeper. The bandit scooped up the cash from the counter and emptied the cash drawer. The safe and the vault was under time lock, but at the request of Mr. Butterfield the bandit tried the safe. Then the robber commanded the elder Mr. Butterfield to accompany him, and taking him with them in the big blue sedan the pair sped west from town and north on Hydraulic. Mr. Butterfield said they put him out and sped on after they had gone north about five miles. As the bandits sped away leaving Mr. Butterfield in the road he wrote their car license on the cuff of his shirt sleeve. He walked to a farm house, phoned to Derby and was brought to town by a farmer. After the departure of the bandits with his father the younger Mr. Butterfield spread the alarm and then started in the direction the fleeing robbers had taken to try to find them or to find his father in case he had been put out by the robbers.

"We keep a small amount of cash on the counter and in the drawer, said E.P. Butterfield, and the loss is less than \$500. The rest of the money was locked in the safe in the vault".

Mr. J.J. Butterfield's experience with the bandits was of short duration, but full of anxiety. He fared much better at their hands than have some bankers who have been kidnapped by bandits recently and their lifeless bodies found later. E. P. Butterfield admitted his experience made him "a little shaky", and Miss Pittman, when questioned said, "yes, I was scared, but I didn't faint".²⁷

Although several suspects were held for questioning, none was identified as the bandit.

As a safeguard against a repetition of the above, a bandit-proof counter was installed in 1931. This counter consists of a bullet-proof steel partition set with trick mirrors. The mirrors make the bank employees appear to be standing where they are not. The steel partition contains holes through which the employees may shoot. A good supply of guns are always available.

Mr. Butterfield, though now more than seventy, still assumes the major part of the responsibility of running the bank. He is ably assisted by his son Mr. E.P. Butterfield, who is now the cashier.

In 1927 the town experienced another serious fire. Mr. George Sickler, who owned a store on the west side of the street, struck a match too close to a gasoline

²⁷ News Article in the Wichita Eagle, Sept. 6, 1928.

barrel causing the gasoline to explode. The store being of the frame type was almost instantly in flames. The fire consumed the store, storeroom, and two barber shops before it was brought under control. The people were able to save very little from the flames. Mr. Sickler was badly burned as a result of the explosion.

Two fine new buildings were erected soon after the fire. The first a two division brick building was erected by Charles Waugh in 1927 (immediately following the fire which consumed the barber shop) and now houses Mr. Waugh's Barber Shop and Spencer's Cafe. The second building erected was a fine brick store building erected by Mr. Carr. This building was formerly used for a grocery store by S.L. Edwards and is now occupied by Chester Smith's Mi-Own Grocery.²⁸

In 1931 another fine brick building was constructed by Thos. Homan. Mr. Homan has run a grocery store and meat market in Derby for the past fourteen years. He originally occupied a frame building on the west side of the street. Since its completion he has occupied the new building.²⁹

²⁸ Waugh, op. cit.

²⁹ Thomas Homan, Interviewed at His Home, September 2, 1936. Derby, Kansas.

The first real service station in the town was started by W.H. Chamberlin and E.S. Gross. They started their business on November 6, 1924 and continued in partnership until September 17, 1928. Soon after that Mr. Gross erected the service station he now runs. Four years ago Mr. Gross erected the garage and service building which he now runs in connection with his service station. He is assisted in his work by his son, Edwin.

Mr. and Mrs. Chamberlin are early settlers of the town. Mr. Chamberlin still runs the original station and retains the original name, The Independent Oil Company. Five years ago the owners made an addition to the north side of the building where they now maintain a cafe.³⁰

The town was again the scene of a disastrous fire during the early morning of December 24, 1934. The following article taken from the Wichita Beacon of that date tells what took place:

Fire of undetermined origin broke out shortly after midnight Sunday and destroyed three one-story frame buildings in Derby, before 150 townsmen and farmers from surrounding territory could squench the blaze by bucket brigade.

³⁰ W.H. Chamberlin, Interviewed at His Home, August 31, 1936. Derby, Kansas.

The buildings, two store-houses and a restaurant, were the property of D.J. Spencer. Mr. Spencer could not be reached by phone, the local service at Derby having been disrupted when most of the equipment was moved from the phone building when it became apparent it too would be consumed.

The fire was discovered by John Masterson, returning to his Derby home from Wichita. Mr. Masterson went to the telephone office, quarters of Mr. and Mrs. James Alley and awakened them. Mrs. Alley immediately placed a "line call" which aroused the country side and brought the aid that held the fire to the three structures.

When sighted by Mr. Masterson the flames were climbing up the side of the restaurant building. Evidently, it was said, the blaze started in the back of the establishment. The buildings were dry and susceptible to fire, which accelerated the spreading of the blaze. By the time the volunteers began arriving with buckets, the fire had leveled the restaurant building and was well over the other structures, which were the first and second doors north of the restaurant.

The restaurant is the second building north of the road that leads west out of Derby to the Big River Bridge. All buildings concerned were located on the west side of the north and south road, facing east. The telephone office is the fifth building north of the road and it provided the barricade from which the bucket brigade waged its successful fight against the blaze.³¹

For her faithful efforts, Mrs. James Alley, telephone operator received a Certificate of Honor, a gold medal and

³¹ News Article in the Wichita Beacon, December 24, 1934.

a gold pin from the telephone company. The loss was estimated at \$15,000.

The other business firms that have not been mentioned in this history thus far, but which are active today are: Claude Alley and Son, Garage; Baker, Elevator; Davidson and Case Lumber Company; Aldrick's Blacksmith Shop; John Osmore's Service Station; and Armour's Cream and Poultry Station.

CHAPTER III

A BRIEF HISTORY OF THE CHURCHES OF DERBY

From almost the very first Derby has been well represented by churches. Some of the earlier denominations failed to prosper and were forced to unite with another denomination. A complete history of all this will not be attempted. However, a brief history (especially the early history) of the present churches follows.

PREBYTERIAN CHURCH

The following historical sketch of the Derby Presbyterian Church was written by Mable Minnich and was published in the Derby Mimeograph of Nov. 13, 1891:

The Presbyterian Church of Derby was organized Nov. 24, 1877, with 14 charter members, the names being the following: Mr. and Mrs. Sampson, Mr. and Mrs. Burr, Mr. and Mrs. Burnside, Mr. and Mrs. Barton, Dr. Tucker, Mrs. Neeley, Mrs. Cole, Mrs. Baldwin, B. Carter and Mr. McCoy, Rev. A.M. Mann officiating at the organization.

The church building was erected in 1878 while Rev. McQuoun was in charge of the congregation.

Mr. McQuoun preached for the church three years, being followed in the labor by Rev. McClung, who presided three years and was followed by Rev. Wells and then S.L. Hamilton and he by the Rev. Symmes, the present minister who has preached each Sabbath morning and evening during the last four years, with much favor and excellent results. Sabbath school was organized in 1879, and has resulted in much good and been the means of increasing the church membership

which at the present numbers about 80.¹

According to the history of the church written by Reno Haughey² services were held in the school house from 1877 to 1879. He gives the date of erection of the old building as 1879 instead of 1878 as given in the above quotation. He also states that the first pastor after organization was B.H. Lea.

The old building was a frame structure and had a seating capacity of about one hundred. The membership in 1884 was forty-four. In 1886 the building was enlarged and the membership had increased to eighty nine.

In 1885 Mr. T.S. Davidson was elected ruling elder and he still holds that office (1936), having the distinction of which few can boast, that of holding the same office for fifty-one years.

The name of the church was not changed to Derby until 1899. The Ladies Aid and Missionary Society was organized in 1903 and the Christian Endeavor in 1904. The manse was built in 1909.

In 1926, services were again held in the schoolhouse. The old building was being torn down preparatory to the building of a fine new brick building that stands today.

¹ Mable Minnich, "A Brief History of the Presbyterian Church," in the Derby Mimeograph, Nov. 12, 1891.

² Reno Haughey, History of the Presbyterian Church, written for and read at the dedication of the new building September 12, 1926.

Most of the work on the building was donated by members of the church. It was completed and dedicated September 12, 1926.

Mr. J.G. Brownlee holds the distinction of having been a member of the church for the longest period. His name was added to the roll more than fifty one years ago.

At this writing there are 228 names on the church roll. Rev. E.S. Kreidler is the pastor.

Baptist Church

In the Derby Mimeograph of January 29, 1892 is found a brief history of the Baptist Church. It reads:

The Baptist Church of Derby was first organized west of the river in Salem township, and known as the Salem Baptist Church. From the time of its organization in 1877, until the congregation moved its place of meeting to El Paso in 1878.

The little band that composed the congregation at the beginning were: Mary L. Fleshman, R.C. Culter, M.J. Culter, M.F. Church, Wm. Wolcott, Harrison M. Culter, Ella M. Culter, Moses Parker, elder, presided. Since that time 126 names have been enrolled on the register.

The ministers in charge to date have been as follows: Elder Moses Parker, 1877; Rev. Wm. Parker, 1877; J.W. Drury, 1883; Elder Merrifield, 1885; then followed G.W. Churchhill, J.H. Miller, W.M. Williams and G.N. Fortune.

The house now owned and occupied was dedicated

Nov. 22, 1885. Elder Merrifield preached the discourse for the occasion.³

This house served as a meeting place for the members of the congregation for the next forty years. The last service held in this church building was on Dec. 27, 1925. At this service a history of the church was read, which had been compiled by three active members of the church: Mrs. Flora Pittman, Mrs. Dora Wardell and Mrs. Jennie Braden. Excerpts from this history are as follows: 4

Elder Moses Parker having been preaching the gospel and laboring to bring the Baptists of this vicinity together for some time, on the fourteenth day of January 1877, the Baptist Brethern and Sisters organized themselves as the Salem Baptist Church, and adopted the New Hampshire Articles of Faith and a Church Covenant. . . .

Elder Moses Parker was called to the pastorate and W.H. Fleshman was elected Church Clerk. The meeting place being the Pleasant Valley School house west of the river. Business meetings were held on Saturday afternoon once a month at which time the brothers and sisters renewed their covenant, and attended to such business as might come before them. They continued to worship in the Pleasant Valley Schoolhouse until Jan. 26, 1878, when they met at El Paso (Derby). The first deacons were chosen Jan. 10, 1880. On April 4, 1880 a committee was appointed to confer with the trustees of the Presbyterian Church in regard to getting the use of the new church building for half-time preaching, but failing to make satisfactory arrangements

³ Historical Sketch in the Derby Mimeograph for January 29, 1892.

⁴ Flora Pittman, Dora Wardell, and Jennie Braden, A Brief History of the Baptist Church. (Not Published).

the Brethern met on July 10, 1880 and put up hitching posts at the schoolhouse, and continued to use the schoolhouse for some time. . . .

. . . . For two years no record of church activities. On May 12, 1883 a committee was appointed to ascertain the cost of lots and select a suitable location for a church building. There is no record as to the time of the purchase of lots. May 16, 1885 at the regular covenant and business meeting the name was changed from Salem Baptist Church to Derby Baptist Church. The Church building being completed in the meantime, the Dedicatory Sermon was preached on Sunday, Nov. 22, 1885, by State Missionary Merrifield. Elder Moses and Elder Wm. Parker, the first pastors of the church assisting. At this meeting a debt of \$300 against the building was reported. The first protracted meeting was held in the new building by Pastor Churchill and Bro. Brady, resulting in fifty additions. The first Baptist Young Peoples Union was organized May 11, 1902.

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Rev. Robinson came in Sept. 1924 and remained one year. Then Brother Diedrick was called to the field. Plans for a new church being made the last service held in the old building was on Dec. 27, 1925. They began wrecking the building on Dec. 28, 1925. Thus reads the history of the old church, now beginnith the new.

In July, 1927 the new building was dedicated and it has been in use by the congregation since that time. In January, 1937, the church celebrated its fiftieth anniversary with a bounteous basket dinner and special services. Reverend Walter Herrington is the present pastor.

Evangelical Church

Concerning the German Evangelical Church the Derby
Mimeograph of Dec. 24, 1891 says:

The Congregation has been organized for many years and is an active, zealous band, whose untiring efforts have resulted in much good. The following ministers have preached regularly beginning as follows: F. Harder, beginning 1878, H. Toedman, 1880, C.H. Geiser 1882, R. Brunner, 1884, S.H. Bower, 1886, M. Walter, 1888, L.E. Becker the present minister began his labors in 1890 and is highly esteemed by all.

The Sunday School was organized in 1885 and is in a flourishing condition at the present time.⁵

Derby was one of the early units of the Evangelical Church in this part of the state, Wichita being an out-growth of the Derby Church. The first services in this vicinity were held at the Fleschman School (now Pleasant Valley) which is about one and one-half miles west of Derby.

The early meetings were all conducted in German. Later the morning services were conducted in German and the evening services in English. During the past thirty or more years the services have been entirely in English.

A little more concerning the early history is found in a book entitled, Fifty Years in the Kansas Conference,

⁵ Historical Sketch in the Derby Mimeograph for December 24, 1891.

which deals with the early history of the Evangelical Churches of Kansas. Concerning Derby it says:

At the seventh session of the Kansas Conference, held in 1871, a mission was located in South Central Kansas, in Sedgwick County, which was called Arkansas River Mission, and supplied with F. Hareder as its first missionary. The two following years the work was left unsupplied. In 1874 it was changed to Wichita Mission and supplied with Rev. H. Toedman.

This mission comprised appointments south of Wichita along the Arkansas River, at Derby and Antelope Creek west of Udall, where members of the Evangelical Association had located and were waiting for the church of their choice. Among those located at Antelope Creek were the families: Shoup, Troutwine, Anderson and others. At Derby were the families: Adam Glaser, John Glaser, Phil Peoples, John Kriebel, C. Mohr, John Yergler, Dan Glaser and Philip Yergler.

There seems to be no record of the organization of the work at either place. The work at Antelope was abandoned during the latter part of the "nineties" because many of our people moved from the community. At Derby the work prospered, and in or about 1886 a church was built which was used for many years by the congregation as a place for worship.

A Sunday-school was organized at an early period in the history of the work, however, none of the records can be found. The school prospered and has had some very successful workers connected with it.⁶

The above quotation is wrong in one respect, in that there was no new church built in 1886. Instead the building acquired at that time was the old school building. H.S. Bower was pastor at that time.⁷

⁶ Fifty years in the Kansas Conference, 1864-1914.
(Press of the Evangelical Association, Cleveland, Ohio, 1914) p.92

⁷ Samuel Austin, Interviewed at His Home, March 26, 1937. Derby, Kansas.

In 1903 the Young Peoples Society was organized with Fred Yergler as president. And on May 26, 1903 the Women's Missionary Society was organized with Mrs. Stienmetz, wife of the pastor M.J. Stienmetz, as the first president.⁸

In 1904 the present building was erected. In 1926 the basement and kitchen was added. A.E. Kurth was pastor at the time.

Reverend Herbert Iwig is pastor at the present time. The church roll contains eighty-two active members, and the Sunday School has ninety-four members.

The Catholic Church

The following article taken from the Derby Mimeograph, February 26, 1892, tells something of the early history of the Catholic Church:

The church held their first services in Derby in 1880 and built their home in 1883, Reverend McCaul presiding at the time. He was followed by Reverend Kelly and he by Reverend Casse.

At present Rev. Nichols has the care of the congregation, which consists of seventy-five members and meets the second Sunday of each month.⁹

There seems to be little if any information to be gained from past records kept in connection with the

⁸ Ed. Sloat, Interviewed at His Home, March 26, 1937. Derby, Kansas.

⁹ Historical Sketch in the Derby Mimeograph, Feb. 26, 1892.

church. This is probably due to the fact that there is no resident pastor and thus all records are kept and taken by the various Fathers that have been connected with the church.

One of the earlier and most active societies of the organization was known as the Altar Society and was formed about forty years ago. The duty of this society was to care for the church linen and to have charge of all social affairs.

Some of the priests that have been connected with the church during the past years are Fathers: Cody, Lavenick, James Nickolas, Domback, La Grande, Sullivan, Dowling, O'Sullivan, Henry, Joyce Kelly, and McCullough.¹⁰

Services are still held in the original building every two weeks. Father Steward has charge of the services at the present time.

¹⁰ Ruth McNeil, Interviewed at Her Home, April 1, 1937. Derby, Kansas.

CHAPTER IV

HISTORY OF THE DERBY SCHOOLS

Organized education did not make an appearance in Sedgwick County until about 1868. It is rather doubtful if it could be called organized at that time. The first report on record at the state house in Topeka was received in 1870, although it is quite probable that there were one or two reports made before that time. These reports give a fairly clear picture of the educational advantages offered at that time. They were as follows:¹

Sedgwick County has ten districts organized and eight reporting. There are sixty-two pupils enrolled with an average of forty-six. There are five teachers employed at \$35 and \$30 per month. The length of the average school term is three months. There are no school houses reported nor school lands sold.

There was no amount reported received by the district treasurer for school purposes during that year. The next report made in 1871 by William C. Little continues:

It affords me much pleasure in submitting my third annual report to note the progress that has been made in educational interests of Sedgwick County. Twenty new districts have been organized and are in good working order. Ten of them have erected good and commodious buildings, and a number have buildings in the process of erection. Many others will be added the coming year.

At Wichita a graded school has been established

¹ William C. Little, County Superintendent of Sedgwick County, State Report, May, 1870.

and is in a thriving condition. We have 1200 youth between 5 and 21 years of age, in the place of 600 reported last year, with an enrollment of 400.

We have paid better wages, and secured more efficient workers. We are endeavoring to establish a uniform series of text books, and more closely test the qualifications of our teachers.

Very much yet remains to be done, but the people are taking a lively interest in the cause of education, and advancement must be the certain result.²

County Superintendent Albert Emerson submitted the following report in 1873:³

It affords me much pleasure in the 4th annual report, to note the progress that has been made in educational interests in Sedgwick County.

The first teacher's institute of this county commenced on the 19th day of August, 1873 and ended the 24th day of the same month, and was attended by thirty teachers, all of whom took a great interest in the institute. The lectures given during the evenings of the institute by Supt. McCarthy, Profs. H.B. Norton, and P.J. Carmichael were well attended. The general interest manifested demonstrates the idea that the city of Wichita appreciates the cause of education.

There has been one brick and 16 new frame school houses built during the past year. The attendance has largely increased. The people are taking an active interest in the matter of education and it will only be a short time until our county will be fully organized and have as good a system of schools as will be found in the country.

Thus the setup for education in Sedgwick County at

² William C. Little, County Superintendent of Sedgwick County, State Report, June, 1871.

³ Albert Emerson, County Superintendent of Sedgwick County, State Report, June, 1873.

the time the first school was organized at Derby is presented. Collie Carlton, a student of the Derby School, wrote the following brief history of the school which was published in the Derby Mimeograph on October 30, 1891: ⁴

The first school meeting of the District No. 6 was held at the house of John Hufbauer in El Paso at 2 P.M. April 6, 1872. At this meeting the district was organized. J.H. Minnich was elected director, John Hufbauer, clerk, and A.G. Burr, treasurer. At a meeting on the 4th of May, 1872, the district voted to issue \$1500 in district bonds, for a schoolhouse to be located in El Paso. A proposition to receive bids for the building of the house was advertised in the Wichita Vidette.

On the 5th of June bids were considered by the board, and the contract awarded to R.R. Costin at \$1129, the house to be located on Georgia Avenue. It was occupied by the school in the fall of that year and until 1886 when it was sold to the Evangelical Church.

The first school of the district was taught by E.H. McClung, for a term of three months, commencing on the 11th day of September 1872, for which the teacher received \$35 per month. Since then twenty-three teachers have guided the youth of the district with varied success. The highest wages paid was sixty dollars and the lowest twenty dollars per month.

Seventeen different men have served on the board of directors, among which we see the names of A.G. Burr, who served six terms, J.H. Minnich, five terms, and H.C. Tucker, four terms.

The present house (erected 1886) stands on a slight eminence at the east side of town surrounded by a beautiful blue grass lawn, upon which many young trees are growing. It was erected in 1886 at a cost of \$2500. The present principal, Mr.

⁴ Collie Carlton, "A History of the Derby School," Derby Mimeograph, October 30, 1891.

Lightfoot, is in charge of the school for the second time having taught here in 1888.

Thus the school of Derby came into being and began to grow as the schools of the county were growing, and they were growing rapidly. The following article taken from the Wichita Eagle shows how rapidly education was really coming to the front:

Eight years ago there was not a schoolhouse in this county. Now there are 120 organized school districts, with 103 schoolhouses, of which three are brick. Most of these houses are commodious, convenient, and comfortable. There are, according to the annual report made to the state superintendent, about 5000 children of school age in this county. There is no doubt that our teachers, our schoolhouses, and all that goes to make our school system efficient, are equally as good, if not superior, to those of eastern and older states.⁵

It is evident that the school then, as today, was the center of community activity. This article taken from the Derby News of the Wichita Eagle in 1876, will bring recollections of similar instances to the people of the community:

The Christmas Eve festivities held in the school house, under the management of the Good Templars, were well attended, many persons not being able to obtain seats. The programme of the evening consisted of instrumental and vocal music, an oration on the nature of the evening ceremonies by M. Mahin, an essay "History of the Lodge," by Miss Carrie Moon, recitation by Byron Yaple, charade, by Misses Carrie and Hettie Moon, Miss Barnard, Messrs. Cole, Woodcock, and Chamberlain.

⁵ News Item in the Wichita Eagle, for May 23, 1878.

Old Santa Claus in the person of Jim Hellar, then appeared on the stage to greet his friends and distribute the presents on the tree. All the performances were well executed.⁶

An early and well known teacher of the Derby School was Mrs. J.G. Brownlee, then Miss Lou Synder, who taught in the primary department in 1886-1887. The fact is of more than usual interest since her daughter, Miss Ethel Brownlee, had the unique experience of teaching in the same school, the same room, and teaching the children of the children her mother taught.⁷

One teacher who will long be remembered by the people of Derby was J.W. Swaney. Mr. Swaney not only taught for a number of years in Derby but was well known all over the state of Kansas. An article entitled, "Out of the Harness After Forty-five Years of Teaching " gives an interesting account of his life:

On May 16, when he hands out diplomas to seventeen members of the graduating class of Derby High School, J.W. Swaney will have ended a forty-five year career as a school teacher.

"Ended" is used advisedly, for the end of this term will find him on the voluntary retired list, confining his activities to the management of his fruit farm which adjoins Derby on the south.

It has been a very satisfactory career from the standpoint of any pedagogue. In the present graduating class is his daughter, Alice. She will be the third and last of his children to receive a

⁶ News Item in the Wichita Eagle, for January 12, 1876.

⁷ Brownlee, op. cit.



Figure 2

The above is a picture of the old frame school building erected in 1886. This was the second school building erected in Derby and was the first to occupy the present building site. Later this building was seriously damaged by a severe storm (1915) and had to be condemned. The gentleman standing in the center of the picture was J. W. Swaney who was at the head of the Derby Schools for a number of years. A close examination of the picture will reveal many who are prominent citizens of the community today.

diploma from his hands. And this is the third year he will be handing diplomas to the children of people to whom he gave diplomas years ago. He believes this is a record no other teacher in this part of the state can boast.

. . . Mr. Swaney was born in Senacaville, Ohio. When he was ten years of age he came to Kansas with his father, arriving at Emporia, October 1, 1870. Emporia then was the southern terminus of the Santa Fe. The elder Swaney bought an ox team and a wagon and resumed the journey. The family headed straight for Rockford Township where they had a friend Mac-Williams.

"There wasn't any town where Derby now stands," Mr. Swaney recalls. "John Hufbauer was the only resident at that spot and he lived in a tent. Later, Hufbauer established a postoffice and called it Rockford. Still later my father surveyed his claim and helped him lay out the town. It was called El Paso at that time. I had the proud job of carrying the chain for my father while he did the surveying."

. . . Mr. Swaney attended Carlton School District No. 4. Upon graduating there he went to Emporia to attend the State Normal School, teaching some during his attendance there. Leaving Emporia, he accepted the position offered at his home school at Carlton. That was in 1883.

In the fall of 1892 he moved to Derby finding himself back in Sedgwick County where he was destined to follow through his career. He was quite proud to find himself principal of a two-room school, although he had but one assistant, Miss Anna Weaver. And in Derby he stayed for seventeen straight years. He left in 1908 upon being elected County Superintendent of Public Instruction. But he left no two-room school behind him. Instead there was an accredited high school.

He served two years as county superintendent and then went to Coldwater where he was superintendent two years. He was also superintendent at

Clearwater, Valley Center, and Bentley, in order, and then signed a contract to return to Derby where he is closing his fifth year as superintendent. Mr. Swaney signed that contract shortly before the school term ended. A few days after the end of the term, the school burned to the ground and it was a peculiar situation in which he found himself. He opened the first term with classes scattered all over the town of Derby. Some were in the Woodman and Odd Fellows Halls. Others found room in a church that could be devoted to other things other than purely religious services. There was a class in a carpenter shop, classes in empty store-rooms and some even in private residences.

. . . "It hasn't been a bad life at that, for I like teaching. I would advise against entering the profession unless one can gain some compensation merely from his liking for the job and out of being a missionary with an aim to further the cause of society," said Mr. Swaney.⁸

The table found on the page following gives a good picture of the enrollment in the early days and also the growth of the school. It also shows the average daily attendance in its relation to the enrollment. One can easily see the effect of the compulsory law once it was enforced. In the early days of the school it was not at all unusual to have no more than half the pupils enrolled, be in attendance. Now the average attendance is usually more than 95 per cent of the enrollment.

In 1905 another teacher was added to the faculty making a grand total of three. About the same time the ninth grade was added. In 1908 the high school was organized. At first

⁸ Feature Story in the Wichita Eagle, for May 12, 1928.

TABLE I

GRADE SCHOOL ENROLLMENT FROM 1880 TILL 1908 (BEGINNING OF H.S.)
ALSO AVERAGE DAILY ATTENDANCE

Year	Number Enrolled	Average Daily Attendance
1880	51	27
1881	44	18
1882	45	22.3
1883	53	25
1884	65	29
1885	96	44
1886	116	35
1887	117	58
1888	119	69
1890	125	83
1891	87	52
1892	83	53
1893	79	57
1894	89	77
1895	106	70
1896	106	68
1897	86	57
1889	111	83

Read table thus: In 1880 there were 51 pupils enrolled. The average daily attendance was 27. Read in like manner for succeeding years.

TABLE I (CONTINUED)

GRADE SCHOOL ENROLLMENT FROM 1880 TILL 1908 (BEGINNING OF H. S.)
ALSO AVERAGE DAILY ATTENDANCE

Year	Number Enrolled	Average Daily Attendance
1898	86	35
1899	93	75
1900	104	78
1901	102	87
1902	111	77
1903	100	80
1904	112	90
1905	98	84
1906	84	71
1907	86	76
1908	110	79

Read table thus: In 1898 there were 86 pupils enrolled. The average daily attendance was 35. Read in like manner for succeeding years.

it met with much opposition from a number of townspeople. Plans were made to elect a board member that was against the high school and since another member was about to resign, those who opposed the high school had hopes of getting in two members who were against it, thus being able to do away with it. This was averted when the member who was resigning waited until after the annual meeting to resign and County Superintendent Swaney appointed a member who was for the high school.⁹

In 1909 another teacher was added, making two in the high school and two in the grade school. Since the teacher load in the grade school was very heavy, another grade teacher was added the following year. The high school enrollment gradually increased and in 1912 another high school teacher was added. The number of teachers in the system remained constant from this time until 1921 when the continued increase in enrollment called for an additional teacher in the high school. In 1928, in order to offer a more extensive music program, both in the grades and the high school, another teacher was added to care for this phase of the educational program.

Table II, page 51, gives an interesting review of all the teachers that have taught in the Derby Schools from 1872 until 1937. Here we are able to compare types of certificates held by the teachers; the number of months taught; and the salaries received.

TABLE II

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1872	McClung	No Record	3 Months	\$35.00
1873	No Record			
1874	No Record			
1875-76	Hall, R.A.	Second	6 "	
1876-77	Bidwell, Sadie	Second	6 "	
1882-83	Herring, J.C.	Third	6 "	40.00
1883 3/26	Ransome, Eva	Third	3 "	40.00
1883-84	Harrie, H.H.	Third	3 "	40.00
1884 4/7	Hays, Dora	First	3 "	33.33
1884-85	Lieurance, L.D.	First	6 "	50.00
1885-86	Lieurance, L.D.	First	6 "	50.00
	Vance, Fannie	Second	6 "	45.00
1886-87	Lieurance, L.D.	First	6 "	50.00
	Vance, Fannie	Second	6 "	45.00
1887-88	Alexander, V.L.	First	6 "	55.00
	Synder, Lou	Second	6 "	40.00
1888-89	Lightfoot, Luke	First	6 1/2 "	60.00
	Synder, Lou	Second	4 "	40.00
1889-90	Springer, Lorin	First	8 "	60.00
	Springer, Mrs. L.	Third	8 "	40.00
1890-91	No Record			
1891-92	No Record			
1892-93	Swaney, J.W.	First	8 "	50.00
	Weaver, Anna	Second	9 "	40.00
1893-94	Swaney, J.W.	First	8 "	50.00
	Wilkie, Phronie	Second	9 "	35.00
1894-95	Swaney, J.W.	First	8 "	50.00
	Weaver, Anna	Second	9 "	35.00
1895-96	Schowalter, Grace	Second	9 "	35.00
	Swaney, J.W.	First	8 "	50.00

Read table thus: In 1872 Mr. McClung was the teacher. There is no record of his certificate. The school term was three months and the salary \$35 per month. Read the remainder of the table in a like manner.

TABLE II (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO.6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1896-97	Jeffreys, U.M.	First	8 Months	\$40.00
	Hibarger, Ella	Third	8 "	40.00
1897-98	Swaney, J.W.	First	8 "	40.00
	Showalter, Grace	Second	8 "	40.00
1898-99	Swaney, J.W.	First	8 "	40.00
	Weaver, Eva	Second	8 "	40.00
1899-1900	Swaney, J.W.	First	8 "	40.00
	Page, Chrissie	Third	8 "	40.00
1900-01	Swaney, J.W.	First	8 "	50.00
	Showalter, Grace	State	8 "	40.00
1901-02	Swaney, J.W.	First	8 "	55.00
	Stanton, Jennie	Second	8 "	40.00
1902-03	Swaney, J.W.	First	8 "	55.00
	Sherwood, Jennie	Second	8 "	40.00
1903-04	Swaney, J.W.	First	8 "	55.00
	Hill, Delcie	First	8 "	45.00
1904-05	Swaney, J.W.	First	8 "	55.00
	Palmer, Alice	Second	8 "	45.00
	Braden, Mary	Second	8 "	40.00
1905-06	Swaney, J.W.	Prof.	8 "	55.00
	Palmer, Alice	First	8 "	45.00
	Braden, Mary	Second	8 "	45.00
1906-07	Swaney, J.W.	Prof.	8 "	60.00
	Palmer, Alice	First	8 "	50.00
	Slade, Daisy	Second	8 "	45.00
1907-08	Swaney, J.W.	Prof.	8 "	60.00
	Palmer, Alice	First	8 "	50.00
	Stormer, Cassie	Second	8 "	45.00
1908-09	Swaney, J.W.	Prof.	9 "	55.00
	Keister, Irma	B.A.	9 "	55.00
	Campbell, Edith	First	9 "	45.00
	Stormer, Cassie	Second	9 "	45.00

Read table thus: In the school year 1896-97, Mr. Jeffreys was one of the teachers with a first grade certificate. He taught for a term of 8 months and a salary of \$40. per month. Read the remainder of the table in a like manner.

TABLE I (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO.6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1909-10	Lauk, C.D.	Supt.	9 Months	\$90.00
	Campbell, Edith	First	9 "	65.00
	Thoman, Minde	Second	8 "	50.00
	Glaser, Allie	Second	8 "	50.00
1910-11	Hall, Cornelia	State	9 "	90.00
	Campbell, Edith	State	9 "	65.00
	Sawin, Pearl	State	8 "	50.00
	Frank, Pearl	State	8 "	50.00
1911-12	Brownlee, Ethel	State	8 "	50.00
	Hall, Cornelia	State	9 "	90.00
	Campbell, Edith	State	9 "	65.00
	Frank, Pearl	State	8 "	50.00
1912-13	Sawin, Pearl	State	8 "	50.00
	Brownlee, Ethel	State	8 "	50.00
	Hall, Cornelia	Supt.	9 "	100.00
	Campbell, Edith	State	9 "	75.00
1913-14	Jones, Cassie	State	9 "	65.00
	Kendrick, Grace	State	8 "	55.00
	Sawin, Pearl	State	8 "	55.00
	Brownlee, Ethel	First	8 "	55.00
1914-15	Hall, Cornelia	Life	9 "	100.00
	Jones, Cassie	Life	9 "	75.00
	Moon, Kate	Life	9 "	65.00
	Smith, Edith	First	8 "	55.00
1914-15	Sawin, Pearl	First	8 "	55.00
	Brownlee, Ethel	First	8 "	55.00
	Hill, Chas. W.	State	9 "	100.00
	Jones, Cassie	Life	9 "	95.00
	Davis, Nellie	3-yr. State	9 "	65.00
1914-15	Alley, Ethel	First	8 "	55.00
	Sawin, Pearl	First	8 "	55.00
	Brownlee, Ethel	State	8 "	55.00

Read table thus: In the school year 1909-1910, Mr. C.D. Lauk was the superintendent, he taught for a term of 9 months at a salary of \$90.00 per month.

TABLE I K (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1915-16	Calloway, Arthur	Life	9 Months	\$100.00
	Jones, Bessie	State	9 "	75.00
	Davis, Nellie	State	9 "	65.00
	Alley, Ethel	First	8 "	55.00
	Sawin, Pearl	First	8 "	55.00
	Brownlee, Ethel	First	8 "	55.00
1916-17	Jones, Bess	Supt.	9 "	110.00
	Samuel, Frank	Temporary	9 "	75.00
	Spencer, Lucille	State	9 "	65.00
	McComb, Mabel	Normal Tr.	8 "	55.00
	Sawin, Pearl	First	8 "	55.00
	Brownlee, Ethel	Elem. State	8 "	55.00
1917-18	Jones, Bess	Supt.	9 "	110.00
	Foley, Vera	State	9 "	80.00
	Spencer, Lucille	State	9 "	70.00
	Weston, Anna	Third	9 "	65.00
	Sawin, Pearl	First	9 "	60.00
	Brownlee, Ethel	State	4 $\frac{1}{2}$ "	60.00
	Ransome, Izma	Temporary	4 "	55.00
1918-19	Shore, B.B.	State	9 "	122.25
	Miltner, Ella	State	9 "	100.00
	Carr, Francis	State	9 "	80.00
	Weston, Anna	Second	9 "	75.00
	Sawin, Pearl	First	9 "	75.00
	Braden, Katherine	Life	9 "	75.00
1919-20	Dannelly, Paul B.	State	9 "	150.00
	Miltner, Pearl	State	9 "	100.00
	Carr, Francis	State	9 "	100.00
	Parrish, Gertude	Normal Tr.	9 "	75.00
	Sawin, Pearl	First	9 "	80.00
	Braden, Katherine	Life	9 "	85.00

Read table thus: In the school year 1915-16, Mr. Calloway was the superintendent, he taught for a term of 9 months at a salary of \$90.00 per month. Read the remainder of the table in a like manner.

TABLE I (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1920-21	Davis, Ben'j	3-Yr. State	9 months	\$222.22
	Knorr, Jessie	3-Yr. State	9 "	150.00
	Dixon, Madge	3-Yr. State	9 "	150.00
	Farrish, Gertrude	Normal Tr.	9 "	\$95.00
	Sawin, Pearl	First	9 "	95.00
1921-22	Teater, Myrtle	First	9 "	100.00
	Davis, Ben'j	Supt.	9 "	222.22
	Dixon, Madge	Life R.	9 "	150.00
	Kessler, Caroline	Life R.	9 "	150.00
	Dean, Gladys	Life	9 "	150.00
	Farrish, Gertrude	3-Yr. State	9 "	105.00
	Dunshee, Florence	3-Yr. State	9 "	\$97.00
1922-23	Baxter, Susanne	3-Yr. State	9 "	95.00
	Traxler, Arthur	Life	9 "	222.22
	Dean, Gladys (Mrs)	Life	9 "	150.00
	Dixon, Madge	Life	9 "	150.00
	Wellman, Alice	Life	9 "	150.00
	Brian, Norma	Life	7 "	100.00
	Dunshee, Florence	3-Yr. State	9 "	100.00
	Baxter, Susanne	3-Yr. State	9 "	100.00
1923-24	Swaney, J.W.	Life	9 "	222.22
	Dixon, Madge	Life	9 "	150.00
	Wellman, Alice	Life	9 "	150.00
	May, Kittie	Life	9 "	150.00
	Dunshee, Florence	First	9 "	100.00
	Sawin, Pearl	First	9 "	100.00
	Baxter, Susanne	First	9 "	100.00
1924-25	Swaney, J.W.	Life	9 "	222.22
	Dixon, Madge	Life	9 "	150.00
	Lipp, Lotchen	Life	9 "	140.00
	May, Kittie	Life	9 "	150.00
	Dunshee, Florence	First	9 "	100.00
	Sawin, Pearl	First	9 "	100.00
	Robinson, Ozene	Normal Tr.	9 "	95.00

Read table thus: In the school year 1920-21, Mr. Davis was superintendent. He held a 3-Yr. State certificate, taught for a term of 9 months and had a salary of \$222.22 per month. Read the remainder of the table in a like manner.

TABLE IX (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH.

Year	Teacher	Certificate	Term	Salary
1925-26	Swaney, J.W.	Life	9 months	\$222.22
	Swaney, Madge(Mrs.)	Life	" "	150.00
	May, Kittie	Life	" "	150.00
	Lipp, Lottchen	Life	" "	150.00
	Dunshee, Florence	First	" "	100.00
	Sawin, Pearl	First	" "	100.00
	Robinson, Ozene	Normal Tr.	" "	100.00
1926-27	Swaney, J.W.	Life	" "	222.22
	Beitel, Susie Louise	3-yr. State	" "	150.00
	Johnson, Leone	Life	" "	150.00
	Messmer, Grace	3-Yr. State	" "	140.00
	Dunshee, Florence	Life	" "	100.00
	Sawin, Pearl	First	" "	100.00
	Sickler, Louise	Normal Tr.	" "	100.00
1927-28	Swaney, J.W.	Life	" "	222.22
	Hadley, Carleton	3 Yr. State	" "	160.00
	Johnson, Leone	Life	" "	150.00
	Messmer, Grace	Life	" "	150.00
	Dunshee, Florence	Life	" "	100.00
	Sawin, Pearl	First	" "	100.00
	Sickler, Louise	Normal Tr.	" "	100.00
1928-29	Brown, J.I.	Life	" "	222.22
	Johnson, Leone	Life	" "	150.00
	Whitwam, Juanita	Spec. Music	" "	115.00
	Richards, L.J.	Life	" "	170.00
	Holleiche, Bessie	Life	4 "	150.00
	Schmidt, Lillian	Life	4 "	150.00
	Spears, Minion	Normal Tr.	9 "	105.00
	Sickler, Louise	Normal Tr.	" "	100.00
	Sawin, Pearl	First	" "	105.00
	Brown, J.I.	Life	" "	245.00
1929-30	Johnson, Josephine	Spec. Music	" "	125.00
	Johnson, Leone	Life	" "	150.00
	Richards, Lewis	Life	" "	185.00
	Schmidt, Lillian	Life	" "	150.00
	Spears, Minion	Normal Tr.	" "	105.00
	Sawin, Pearl	First	" "	105.00
	Hall, Margaret	3-Yr. State	" "	95.00

Read table thus: In the year 1925-26, Mr. J.W. Swaney was the superintendent. He taught for a term of 9 months and received a salary of \$222.22 per month.

TABLE IX (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH.

Year	Teacher	Certificate	Term	Salary
1930-31	Brown, J.I.	Life (Supt)	9 months	\$245.00
	Richards, L.J.	Life	" "	185.00
	Schmidt, Lillian	Life	" "	150.00
	Neal, Harryet	3-Yr. Life	" "	145.00
	Johnson, Josephine	Spec. 3-Yr	" "	135.00
	Spears, Minion	Normal Tr.	" "	105.00
	Sawin, Pearl	First	" "	105.00
1931-32	Hall, Margaret	Normal Tr.	" "	100.00
	Mordy, S.B.	Life	" "	245.00
	Ames, Alice	3-Yr. Life	" "	135.00
	Calkins, I.R.	Life	" "	150.00
	Neal, Harryet	3-Yr. State	" "	140.00
	Schmidt, Lillian	Life	" "	145.00
	Spears, Minion	Normal Tr.	" "	100.00
1932-33	Anderson, Mildred	Life (60 hr)	" "	100.00
	Sawin, Pearl	First	" "	100.00
	Mordy, S.B.	Life	" "	300.00
	Hiskey, Marshall	Life	" "	135.00
	Schmidt, Lillian	Life	" "	125.00
	Neal, Harryet	3-Yr. Life	" "	125.00
	Ames, Alice	3-Yr. Life	" "	125.00
1933-34	Calkins, I.R.	Life	" "	105.00
	Swaney, Betty	Permanent	" "	90.00
	Anderson, Mildred	Life (60 hr)	" "	90.00
	Mordy, S.B.	Life	" "	140.00
	Hiskey, Marshall	Life	" "	120.00
	Ames, Alice	3-Yr. Life	" "	105.00
	Schmidt, Lillian	Life	" "	110.00
Neal, Harryet	3-Yr. Life	" "	105.00	
Dunshee, Maurine	Elementary	" "	75.00	
Anderson, Mildred	Life (60 hr)	" "	70.00	
Swaney, Betty	Permanent	" "	75.00	

Read table thus: In the school year 1930-31, J.I. Brown was the superintendent. He held a life certificate, taught for a term of 9 months and received a salary of \$245.00 per month. Read the remainder of the table in a like manner.

TABLE I X (continued)

TEACHERS OF THE DERBY SCHOOL DISTRICT NO. 6 FROM 1872 TO
1938. THE KIND OF CERTIFICATE HELD, NUMBER OF MONTHS
TAUGHT AND SALARY OF EACH TEACHER PER MONTH

Year	Teacher	Certificate	Term	Salary
1934-35	Mordy, S.B.	Life(Supt)	9 months	\$150.00
	Hiskey, Marshall	Life	" "	140.00
	Dungan, Marjorie	3-Yr.Life	" "	100.00
	Miller, Ethel	3-Yr.Life	" "	100.00
	Smith, Luella	3-Yr.Life	" "	100.00
	Dunshee, Maurine	Elementary	" "	75.00
	Swaney, Betty	Life	" "	75.00
	Riblet, LaVerne	3-Yr.Life	" "	75.00
1935-36	Hiskey, Marshall	Life	" "	150.00
	Morrill, Bert	Life	" "	115.00
	Morton, Olivia	Life	" "	100.00
	Smith, Luella	3-Yr.Life	" "	100.00
	Berry, Edith	Life	" "	100.00
	Dunshee, Maurine	Elementary	" "	80.00
	Swaney, Betty	Life	" "	77.50
	Riblet, LaVerne	Life	" "	77.50
1936-37	Hiskey, Marshall	Life	10 "	157.50
	Morrill, Bert	Life	9 "	125.00
	Berry, Edith	Life	" "	100.00
	Peterson, Gwendolyn	Life	" "	100.00
	Whitten, Marguerite	3-Yr.Life	" "	110.00
	Sutter, Belva	Life	" "	85.00
	Swaney, Betty	Life	" "	80.00
	Riblet, LaVerne	Life	" "	80.00

Read table thus: In the school year 1934-35, S.B. Mordy was superintendent. He had a life certificate, taught for a term of 9 months and had a salary of \$150 per month. Read the remainder of the table in a like manner.

The following history taken from the School Annual published in 1911 by the Junior Class and dedicated to the first graduating class will be of interest to many:

No accurate history of the first years of the school could be found, but perhaps this is not necessary. It will be enough to say that the present school is merely the product of development. From a little school, which was situated upon the land now occupied by the Evangelical Church, has grown our present school. Gradually the school grew, as the number of children increased, until in 1886 a new building was built on the hill east of town. It would interest but few readers to relate in full the particulars of the early life of this school in its present situation.

The school, however, from its very beginning has had the reputation of being a strong school. Mr. Lightfoot, one of the earlier teachers, will be remembered by many as a faithful and excellent teacher. After Mr. Swaney began work in the school, it ranked, perhaps first, among the schools in Sedgwick County. Those were the days when spelling and ciphering contests were popular. Joint matches were frequently held, and Derby always won her share of the prizes.

Mr. Swaney was at the head of the school for seventeen years, and naturally, such consistency tended to strengthen both teachers and school. Until the year 1907 no regular high school work was attempted. For those pupils who wished to continue their schooling, after receiving their county diplomas, a course in higher grammar, algebra, physical geography, and bookkeeping was offered. These subjects were practical, both to the students who wished to take advanced work elsewhere, and to those who were completing their school life.

When the school was taken under the Barnes Law, which provides aid from the county to all schools which fulfill the required conditions,

there was considerable opposition. This opposition, however, has been largely overcome since the high school has been in existence. The school work has been founded upon the course of study prescribed by the State University. This year the high school graduates its first class. Though not a large class, the two young ladies are strong in scholarship. The present Junior class has ten members, and the school will doubtless increase in numbers.

The history of the school, both before and since the high school department has been maintained, is very simple. Regardless of what may be said to the contrary, the school has always had a moral standing which is somewhat above the average. This fact is important because the chief aim of education is the development of character.

On November 10, 1915, the storm that struck Derby (mentioned in Chapter II) badly damaged the school house. The windows were shattered, one side of the building partly blown in, and the roof damaged. In general the building was damaged to the extent that the board decided not to try and repair it but to make plans for a new building. A special meeting was called on November 26, 1915, to vote on the project.

While the building was in the process of construction, school was held in the Presbyterian and Baptist Churches and in the Woodman Hall. The following article appeared in the Wichita Beacon December 8, 1915:

The Derby Public Schools are working under a handicap this winter and probably will continue to do so until next September. They are holding classes in two churches and the Woodman Hall, because the tornado which recently swept across southern Sedgwick County shook the Derby schoolhouse so hard that it has been unsafe since.



Figure 3

The above building was the first brick building to be erected in the Derby Community. It was erected in 1916 at a cost of approximately \$15,000. It took the place of the old frame building which was seriously damaged by a storm. It embodied most of the modern conveniences of the time. The life of the building was short, however, as it was destroyed by a fire of a mysterious origin on May 31, 1923.

Immediately after the storm County Superintendent R.M. Crum and a Wichita architect inspected the Derby school and found it unsafe. In order that the one hundred students would not miss a year's work, permission was secured to use the Baptist and Presbyterian Churches and the lodge hall for class rooms.

Members of the Derby school board met this week and decided to call a large meeting January 4, to discuss plans for a new school building. When plans have been adopted a special election will be called to vote bonds for the structure.¹¹

In January, 1917, the new building was completed and ready for use. The new building was far superior to the old one and also offered the advantages of a complete high school course, including manual training and home economics, together with a good gymnasium. The building was erected at an approximate cost of \$15,000. The school board at that time was composed of T.D. Wardell, J.J. Butterfield, and C.M. Wallace.

School moved along quietly in the new building for the next few years but the life of the building was not long. On May 31, 1923 the building was destroyed by fire. The Mulvane News gave the following account:

The pretty school building at Derby which occupied one of the most commanding sites in Sedgwick County was totally destroyed by fire about eight o'clock last Thursday night. A hurry-up call was sent to the Mulvane fire department, which answered the call and made the run to Derby in

¹¹ News Article in the Wichita Beacon, for Dec. 8, 1915.

record time, but arrived too late to be of any service.

The fire seems to have originated near the roof, but was under such headway when discovered that nothing could be done to stay the flames, and in an hour or less the building was totally destroyed. A bucket brigade worked heroically to save the building but the only water available was from a well on the school grounds, and this soon gave out. The piano and some of the furniture was removed from the building, but most of the equipment burned.

The origin of the fire is a matter of mystery, although many theories are advanced. One theory was that the wires of the Delco lighting system had become crossed and started the flames, but this could hardly be possible. Another is that spontaneous combustion caused the fire, but this is also doubted, and it is quite probable that the true cause of the fire will always remain a mystery.

The Derby school building was erected in 1916 at a cost of \$16,000 of which the sum of about \$4500 is yet due. There is an insurance of \$19,000 on the building and contents. And the sum will be a great help in the erection of a new building.

The destruction of the building and the absence of anything with which to fight fires has caused the people of Derby to think seriously about the installation of waterworks. It will probably be some time before this is done.¹²

Plans were made immediately for the erection of a new building. The contract was let to Ross Hammond at \$46,400. The architectural plans were by S.S Voight.¹³

12 News Article in the Mulvane News, for June 2, 1935.

13 Lauber, op. cit.

School was again held in the churches and lodge rooms. An account of the manner in which school was conducted was given in the quotation concerning the life of J.W. Swaney and will not be repeated here.

The school was completed and opened for school in March, 1924. A dedication program was held on the evening of April 7, 1924. The members of the board were W.E. Brian, J. J. Utterfield, and Albert Lauber.

The building was much larger than the former building and much more modern. It contains ten rooms, an office, two cloak rooms, a large study hall and library, two modern laboratories, and a combined gymnasium-auditorium that will hold over 500 persons. The building has a water system of its own, thus allowing for shower baths, although the city of Derby does not have a water system. It contains a large basement which houses a steam furnace. The home economics room ranks with the best in the state, according to the State High School supervisor, Mr. Stinson.

Upon being established in the new building the high school was given a ranking of "B" by the state department, and the grade school was classed as a "Standard School". The community is quite proud of the fact that the grade school was ranked as a "Class A School" last year (1935) and that the high school was



Figure 4

This picture shows the present school building. It was erected at a cost of approximately \$46,400. It was opened for school in March, 1934. The building is strictly modern throughout, having both gas and steam heat as well as its own water system. The above picture was taken (March, 1934) from the west and does not show the large gymnasium and auditorium that occupies the east side of the building.

given a "Class A" ranking this year (1936).

The County Music Contest was started in 1924 and was won the first three years by the Derby School. The first dramatics contest was started by the Derby School and was held here in 1929. This was also won by Derby.

The school has always ranked high in county activities. In 1921 and 1922 the boys won the county basketball trophy. In 1932 they won the track championship. In 1933 Derby entrants won the music contest. In the school year 1934 and 1935 the teams had their most successful year, winning the championship in softball, basketball, and track. Many are the years when they didn't win first that Derby teams will be found second or third on the list. The girls basketball teams have also had their good years, winning the championship in 1919 and ranking high many other years. During the past five years they have entered tournaments and although not winning first they were able to bring home a trophy each year with the exception of 1934.

In the spring of 1934, the writer with the aid of some of the students and Mr. James Alley, and Mr. Frank Simonsen installed the flood lights on the field south of the school building that night ball might be played.

The present school board is composed of Mr. E.G. Williams,

director; Mr. Albert Lauber, Clerk; and Mr. J.J. Butterfield, treasurer. They have the interest of the school at heart and do all they can to keep it in the best condition for the children of the community. Much new and needed equipment has been added by their orders, to the school during the last few years. The industrial arts shop contains much new power machinery and this past summer (1936) the old tables were replaced with fine new oak benches. The floors of the entire building have also been refinished during the past summer (1936) and are now in better condition than the floors found in most homes. The people of the community feel that their school building now ranks with the best in the state.

In addition to the above, the board has purchased about four acres of land just south of the school building to be used as a ball field and upon which a quarter mile track has been constructed.

Mr. Butterfield and Mr. Lauber will go down in the history of the school as being among those who have long been on the board and were instrumental in the growth of the school. They have given unselfishly of their time for the good of the boys and girls of the community. When they finish their present terms, Mr. Butterfield will have served 24 years and Mr. Lauber 18 years.

TABLE III

DERBY SCHOOL BOARD MEMBERS 1872-1937

Year	Director	Clerk	Treasurer
1872	J. H. Minnich	J. H. Hufbauer	A. G. Burr
1873	J. H. Minnich	J. H. Hufbauer	A. G. Burr
1874	J. H. Minnich	J. H. Hufbauer	A. G. Burr
1875	S. W. McCoy	B. F. Trickey	A. G. Burr
1876	S. W. McCoy	L. W. Vance	A. G. Burr
1877	J. M. Bradford	H. C. Tucker	A. G. Burr
1878	J. M. Bradford	H. C. Tucker	A. G. Burr
1879	J. M. Bradford	H. C. Tucker	A. G. Burr
1880	Al. Minnich	H. C. Tucker	S. W. McCoy
1881	Al. Minnich	H. C. Tucker	S. W. McCoy
1882	Al. Minnich	E. W. Waters	S. W. McCoy
1883	Al. Minnich	E. W. Waters	S. W. McCoy
1884	Al. Minnich	E. W. Waters	S. W. McCoy
1885	Al. Minnich	E. W. Waters	S. W. McCoy
1886	Al. Minnich	E. W. Waters	S. W. McCoy
1887	Al. Minnich	E. W. Waters	B. F. Youngs
1888	H. C. Tucker	Ed. Braden	B. F. Youngs
1889	W. C. Carpenter	Ed. Braden	B. F. Youngs
1890	W. C. Carpenter	G. W. Cantley	Fred Gerteis
1891	W. C. Carpenter	C. Nachtrieb	Fred Gerteis
1892	A. J. Swisher	C. Nachtrieb	Fred Gerteis
1893	A. J. Swisher	C. Nachtrieb	Fred Gerteis
1894	A. J. Swisher	L. M. McCroeklin	Fred Gerteis
1895	T. D. Wardell	L. M. McCroeklin	Fred Gerteis
1896	T. D. Wardell	L. M. McCroeklin	Fred Gerteis
1897	T. D. Wardell	L. M. McCroeklin	Fred Gerteis
1898	T. D. Wardell	L. M. McCroeklin	Fred Gerteis
1899	T. D. Wardell	L. M. McCroeklin	Fred Gerteis
1900	T. D. Wardell	W. H. Elliott	A. Goeldner
1901	T. D. Wardell	W. H. Elliott	A. Goeldner
1902	T. D. Wardell	W. H. Elliott	A. Goeldner
1903	T. D. Wardell	W. C. Foley	A. Goeldner
1904	T. D. Wardell	W. C. Foley	A. Goeldner
1905	T. D. Wardell	W. C. Foley	N. J. Nelson
1906	T. D. Wardell	C. W. Waugh	F. L. Sanger

Read table thus: In 1872 J. H. Minnich was Director of the Derby School Board, J. H. Hufbauer was Clerk, and A. J. Burr was Treasurer. Read the remainder of the table in a like manner.

TABLE III (continued)

DERBY SCHOOL BOARD MEMBERS 1872-1937

Year	Director	Clerk	Treasurer
1907	L. Maupin	S. Townsdin	F.L. Sanger
1908	L. Maupin	S. Townsdin	F.L. Sanger
1909	L. Maupin	C.W. Spencer	N.J. Nelson
1910	T.D. Wardell	W.H. Elliott	Geo. Pittman
1911	T.D. Wardell	W.H. Elliott	Geo. Pittman
1912	T.D. Wardell	C. Goeldner	Geo. Pittman
1913	T.D. Wardell	C. Goeldner	Geo. Pittman
1914	T.D. Wardell	C. Goeldner	J.J. Butterfield
1915	T.D. Wardell	C.W. Spencer	J.J. Butterfield
1916	T.D. Wardell	C.M. Wallace	J.J. Butterfield
1917	T.D. Wardell	C.M. Wallace	J.J. Butterfield
1918	T.D. Wardell	A. Lauber	J.J. Butterfield
1919	J.W. Watson	A. Lauber	J.J. Butterfield
1920	W.E. Brian	A. Lauber	J.J. Butterfield
1921	W.E. Brian	A. Lauber	J.J. Butterfield
1922	W.E. Brian	A. Lauber	J.J. Butterfield
1923	H. Garrett	A. Lauber	J.J. Butterfield
1924	H. Garrett	A. Lauber	J.J. Butterfield
1925	H. Garrett	A. Lauber	J.J. Butterfield
1926	H. Garrett	A. Lauber	J.J. Butterfield
1927	H. Garrett	S. Mohr	J.J. Butterfield
1928	H. Garrett	S. Mohr	J.J. Butterfield
1929	H. Garrett	S. Mohr	J.J. Butterfield
1930	H. Garrett	A. Lauber	J.J. Butterfield
1931	J.W. Watson	A. Lauber	J.J. Butterfield
1932	J.W. Watson	A. Lauber	J.J. Butterfield
1933	J.W. Watson	A. Lauber	J.J. Butterfield
1934	E.G. Williams	A. Lauber	J.J. Butterfield
1935	E.G. Williams	A. Lauber	J.J. Butterfield
1936	E.G. Williams	A. Lauber	J.J. Butterfield
1937	E.G. Williams	A. Lauber	J.J. Butterfield

Read table thus: In 1907 L. Maupin was the Director of the Derby School Board, S. Townsdin was Clerk, and F.L. Sanger was Treasurer. Read the remainder of the table in a like manner.

(Note: This table was compiled from records found in the Sedgwick County Court House, Wichita, Kansas.)

PART II

CHAPTER V

INTRODUCTION

The school survey as it is carried out today is a relatively new idea, although it is in reality an expansion of an old idea and an old practice. The term "survey" was borrowed from the field of sociology. It is now used to describe the process by means of which we sought to define the efficiency of the school system. The term in general has been applied to careful factual studies of educational conditions and results together with constructive criticisms and findings.¹

Two forces are responsible for the movement. One of these is the economic and the other the scientific. The economic force is the result of the increased cost of education to the taxpayer. This increase is due to the fact that there has been an increase in the number of pupils to be educated and because of the growing popularity of the idea of securing an education. The scientific force is the result of our educational procedure and practices being questioned by experts within the field. Our aims, our curricula, our organization, our management, and our results have been questioned and in some cases criticized severely. As a result studies

¹ J.B. Sears, The School Survey, (Boston: Houghton, Mifflin Company, 1925), 440pp.

were made and assumptions and opinions were forced to give way to facts.² Thus with public opinion demanding economy and efficiency it is little wonder that the public took readily to the survey idea.

Education is no longer the simple process it once was. Teachers are getting away from the idea of haphazard imitations in teaching and are endeavoring to teach the systematic way. The three "R's" are no longer sufficient. Children are no longer trained simply that they may make a better living and that they may serve in the maintenance of the best that has been experienced thus far by the race, but further, that they may make actual contributions to the knowledge that the race already possesses. Thus is found the need of a careful examination of our product to see whether it meets expectations or not.³

In order to aid in the intelligent solution of these problems the survey has been called into service. The educational survey should reveal what is being done with the children who are being worked upon and just what the conditions are, under which the work is being done.

It is granted that the schools have made great progress as the result of hit and miss efforts. Yet who will deny that,

² Loc. cit.

³ H.L. Smith, Plans for Organizing a School Survey. Bureau of Publications, Teachers College, Columbia University, New York City, 1917, p. 97.

had these efforts been based on the results of scientific study, schools could be years in advance of what they now are.

The general survey thus has for its aim, the appraisal of the entire school system. H.L. Smith in his article on, Plans for Organizing School Surveys, says:

A school survey will naturally aim to deal with those phases of school organization which are capable of exact objective review. Thus the financial management of the school should be taken up. The physical equipment of the schools should be examined. The attendance at school can be definitely determined. The rate of promotion within the grade can be definitely determined. The number of children in a given class room should be ascertained: the provisions that are made for exceptional children, including defectives, the methods of training teachers, their qualifications, the method of their appointment, and the method of eliminating inefficient teachers should be considered. The salaries of the teachers and the rules governing their tenure of office, the inefficiency of instruction, including an examination of the courses of studies; the methods of class instruction, including the variations in these methods of class instruction, the variations of these methods which are to be observed in the different parts of the system, and the measurement of the achievements of pupils in the subjects commonly taught; all will be subject to careful review. There should also be made an examination of the provisions which exist within the system for recording such data as are necessary for the proper study of educational problems together with recommendations concerning the use to be made of these factors.

Any school inquiry should, as far as is practicable, observe, measure, and record the conditions of the community's political, industrial, social, and educational life which favor or interfere with the work of the schools. Investigators should dwell upon the achievements of the school system, especially noting the direction in which

it is moving. The measure of efficiency of any school must always be made in terms of the changes, developments, improvements or growths in efficiency which have taken place under a given administration or during a given period of years.⁴

INVENT
Thus it is found that if the survey is carried out as it should be not only is the efficiency of the school system determined as scientifically as possible with the means at hand, but recommendations based upon these facts as found, are made to show how the school system may be improved. It must be understood that only a few of these recommendations should be adopted at one time. To try to adopt them all at once would place such a burden on the school and cause such an upheaval that more harm than good might be done.

The school survey, of course, must point out the strong or good features as well as the weaker ones. In spite of the fact that weak features are brought to light, the aim of the survey is constructive. The disclosure of weak points must always be followed by recommendations for the better. Only with these disclosures, however, will those in charge of the schools be able to provide remedies. It is only fair to the taxpayer that these things are recognized and many dollars of his money can be saved through scientific discovery and connection.

All general school surveys treat about the same topics

⁴ Sears, op. cit.

such as, facts about the community, its location and needs, the school population, the school building and grounds, the board of education, the school finances, administration and organization, the teaching staff, and school achievement.⁵

Such a survey will tend to prevent one from confusing what a school has been doing with what it should be doing. Further, it tends to keep recommendations within reach of the proper needs and within the reach of the community's capacity to meet these needs.

⁵ Sears, *op.cit.* p. 13.

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CHAPTER VI

THE PURPOSE AND PROCEDURE OF THE DERBY (KANSAS)
SCHOOL SURVEY

The purpose of this survey is to determine the educational and financial status of the Derby (Kansas) Public Schools. To determine their strength and their weaknesses with the single purpose always in mind of making them better from the standpoint of their educational value and opportunities offered to the people, especially the youth, of the community.

The writer wishes to emphasize the fact that all criticisms and commendations made, are neither for the purpose of flattery nor discredit to the community or of the persons involved. His sole motive is the establishment of facts which may be used by the community, the board, and himself to further the interests of education and make the schools more effective.

Every effort has been made to handle and present the facts as impersonally and impartially as possible. All adverse criticisms are followed by recommendations which the writer feels would help to improve the situation. All weaknesses are presented in the true light in which they appear when compared with educational

practices and theories.

Method of Procedure

The phases studied and commented upon are those which the author believes to be of vital importance in this particular setup. The problem as studied from the social, economic, and educational viewpoints, since they are factors which are so closely interrelated, is such that it would be almost impossible to study one without taking into consideration the other two.

Several methods of collecting data for study were used. Much information was gained or assumptions verified through the use of school records which were made available by the board of education. Much of this information was explained in greater detail by the officials who were more than glad to help out in the study. Much information and help was also obtained from the records in the county superintendent's office and from the county superintendent. Other facts were obtained from the records found in the Office of the State Superintendent, which were made available by the office staff who were also of great help.

Another source of obtaining data was through the use

of standardized tests, which were used to measure general intelligence and achievement. These tests were obtained from the Bureau of Measurements of the Kansas State Teachers College of Emporia, Kansas. They were selected under the guidance of Dr. H.E. Schrammel, head of this department. In each case the test selected was the one which was felt to be the best for pupils of a particular age and grade. The tests were administered and supervised by the author with the assistance of the faculty.

The tests were graded by the teachers of the various classes. The analysis and interpretation of the data collected were done by the writer. Interpretation was based on a comparison of the intelligence and achievement and on a comparison with the norms which had been established through previous testing.

In addition to the afore-mentioned methods of collecting data, the surveyor was aided invaluablely through his experience in the community. Having spent five years in the community as a teacher and citizen, a better background and foundation was acquired for this study than could have been possible for an outsider. Through his association with the people there has been gained an understanding of the likes and dislikes, the needs and desires, and the pride of the

people in their community and school. No expert could gain a true knowledge and understanding of the above in the short time he would have at his disposal. Thus the author with the opportunity of thoroughly familiarizing himself with every phase of the community life would grasp many things of supreme local importance that would escape the observation of a person unfamiliar with the situation. No cursory examination can reveal the educational sentiment of any community.

In every case an effort has been made to present the facts and observations with sufficient clearness that they may be easily understandable both as to the reason for their weakness or strength and as to the proper remedial channels to follow.

Only those recommendations have been made which the author feels are for the betterment of the school. If, however, only a few of the recommendations are adopted, and make for a better school, the author will feel that this study has been worth while. Few communities take greater pride in their school than do the people of Derby and if necessary changes are pointed out the community is almost sure to see that these changes are made. As far as their school is concerned, most of the people want the best.

The Setting

Derby is probably a typical rural town of Kansas. It is located on State Highway 15, and is twelve miles south of Wichita. To the southeast, thirty-five miles, is the city of Winfield and to the southwest, thirty miles, is the city of Wellington. Northeast, thirty-five miles, is the city of El Dorado. Three and one-half miles west of Derby is the paved highway, no. 81, which connects Wichita and points north with Oklahoma City. Thus the people of the Derby community are connected to several large cities by all-weather roads.

The town of Derby, as was mentioned in Part I, is located on the main line of the Atchison, Topeka, and Santa Fe Railroad. Most of the shipping, however, is now done by trucks, with by far the greatest part of it going to Wichita. Most of the grain is sold to the elevators of Derby and Mulvane, although some is trucked directly to the Wichita mills.

The population of Derby in 1930 was 320 according to the United States Census. The census figures show that the population has been fairly stable during the last thirty years and that there is very little chance of growth during the next

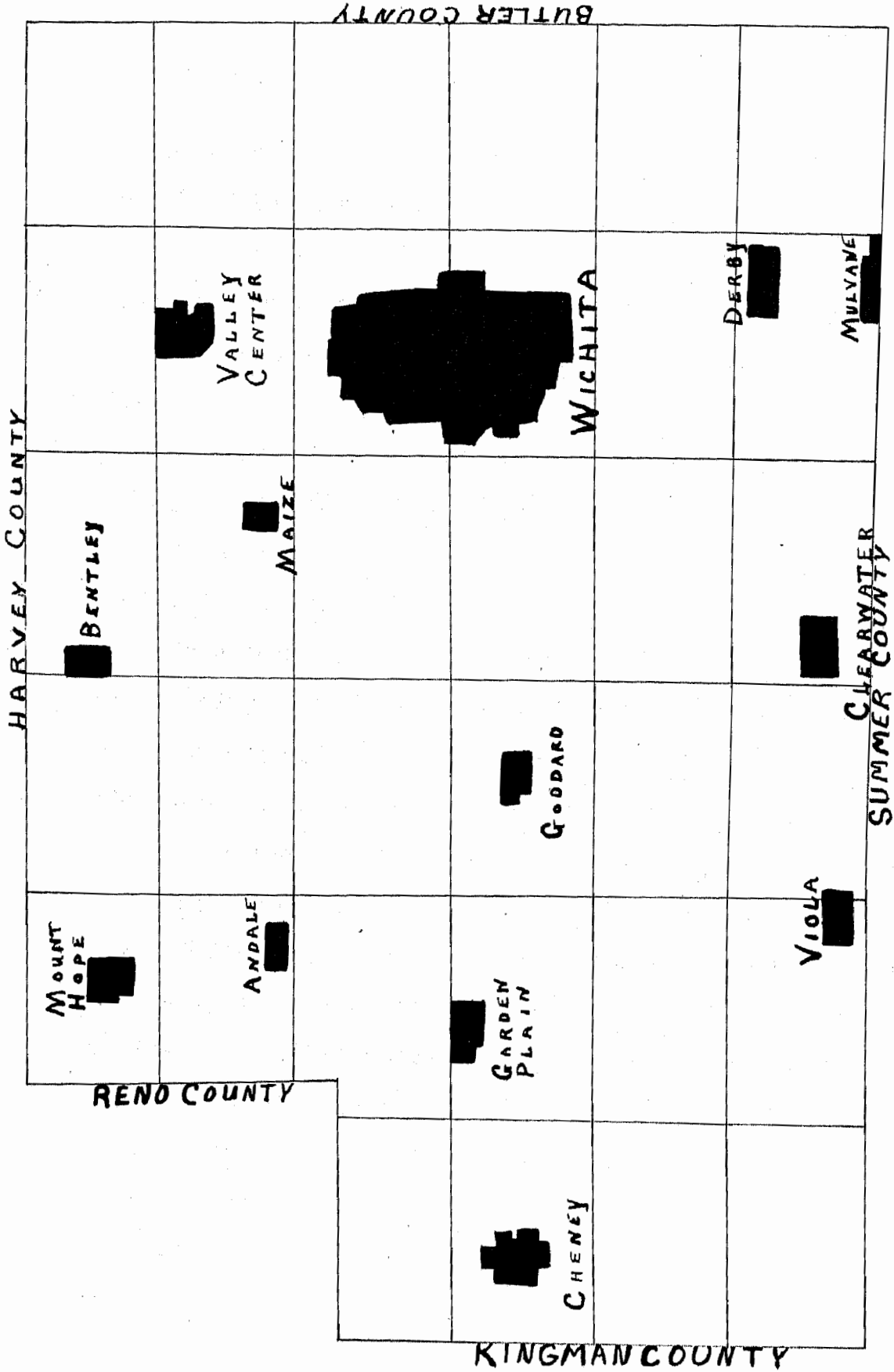


FIGURE 5
 MAP OF SEDGWICK COUNTY CITIES

of moderate means. A few families are on relief although probably no more than will be found in any other town of this size. The people are happy in spite of the adverse conditions and there is little of the grumbling that is often heard in communities when there is a crop failure.

The town is situated in the midst of a rich farming valley, being situated just a few blocks east of the Arkansas River. Although chiefly a wheat and oats country, much kafir is raised and in an ordinary year considerable corn is gathered. Many farmers are engaged in dairying as the city of Wichita affords an excellent market for milk and cream. During years of good crops, considerable cattle and hogs are fed.

The business houses of the town are well patronized especially when one considers the proximity of a city the size of Wichita. The two grocery stores, two restaurants, hardware, and cream station meet the demands of the community. The other business enterprises consisting of a lumber yard, two garages, a blacksmith shop, a bank, a barbershop, an elevator, a hatchery, and three filling stations, are ample to supply the needs in their particular lines.



FIGURE 6

COPY OF THE ORIGINAL PLAT OF THE CITY OF DERBY

Churches and Organizations

The community is well supplied with churches, as was pointed out in Part I. No repetition of that discussion will be given here. These churches have active organizations of Christian Endeavor or Epworth League, Ladies Aid and Missionary Societies. The Women's Christian Temperance Union and the Young Women's Christian Association are also quite active.

The town has active chapters of the Odd Fellows Lodge, the Woodman Lodge, Rebecca Lodge, and the Royal Neighbors. A great number of the men belong to the Masonic Order, the women to the Eastern Star, and the girls to Job's Daughters. These latter are joint chapters with the town of Mulvane and their meetings are held in that town.

A great number of the boys and girls belong to the 4-H Club which is one of the most active in the state and has won many county and state honors.

The people of the community are proud of their town and especially of their churches and school. The growth these institutions have made, as was pointed out in their history given in Part I, indicates something of the progressiveness and spirit of the community.

CHAPTER VII

THE SCHOOL PLANT AND EQUIPMENT

General Facts About the Building

The school building is located on a slight hill just east of town. It is just about five blocks from the main street. The map of the town (Figure 6) will give a good idea of its location in relation to other points of interest.

The location is particularly good in that the building occupies a commanding site. Also, that it is within easy walking distance of all parts of town and yet is not so close to the business district that there is trouble with the children leaving the school grounds or being endangered by traffic.

The grounds are ample for playground equipment and for recreational purposes. The only objection to the school ground proper is that there is just a little too much slope to it for the playing of certain games. However, this makes for exceptionally good drainage. The chief criticism is that the grounds are not well seeded and are not kept up during the summer. This failure to care for the grounds during the summer permits the weeds

Thus, perhaps, the main drawback to the building is that it is only semi-fire-proof. It is, however, well equipped for fire control. Each room contains an automatic fire-extinguisher, consisting of a glass filled with a liquid which upon striking air vaporizes, and the gas settling to smother out the fire. These hang on the walls and when the temperature reaches slightly above normal the holder releases the container letting it fall to the floor. This breaks the container, thus working automatically.

Each hall is equipped with two large soda-water and sulphuric acid extinguishers. These in connection with 150 foot of hose (the building has its own water supply) afford a relatively good opportunity for fire control.

The building is planned so that all grade classes are on the first floor. This is well, in that it saves the younger children from climbing stairs, and in case of fire would make for a much easier task in emptying the building.

A fire escape is provided for the balcony and is accessible to the upstairs. All doors open outward. The main hall doors are of the type that will unlock automatically, from the inside, by simply pushing the

handle. Fire drills are held regularly and the children are usually able to clear the building without crowding in less than a minute. All in all there is very little probability of danger to the children as far as fire casualties are concerned.

The building is heated by a large up-to-date steam furnace. In ordinary winter weather the plant is adequate to heat the entire building comfortably. This is especially true if the fire is well banked for the night. However, to insure comfort during the most extreme weather, gas heaters have been installed in the north rooms. The building is well ventilated by means of numerous windows, and by ventilating shafts running from the rooms up to the roof of the building.

The building contains ten classrooms (6 downstairs and 4 upstairs), a large study-hall and library, a superintendent's office, an outer office which is now used for a printing room, two large cloak rooms, a gymnasium and auditorium combined (which include the main floor, balcony, stage, and two shower and dressing rooms), two lavatories, and a basement which includes the main room housing the furnace and pump, a coal room and a storage room.

The average-sized classroom is 28 feet by 21 feet, inside dimensions, and can accommodate from thirty to forty pupils at one time. The study hall is 50 feet by 21 feet and seats eighty-five pupils. The library, which is separated from the study hall by a glass partition, is 21 feet by 9 feet. All are inside dimensions.

At the present time there are eight teachers employed, five being in the high school and three in the grade school. They care for about 80 to 100 pupils in the high school and from 60 to 75 pupils in the grade school.

The halls are sufficiently roomy and are adequate for the enrollment. The stairs are wide enough for four pupils to walk abreast, and they are built with a platform "cut-back" so they are not too steep. The grade children, as was mentioned before, do not have to use the stairs. The lower hall is of cement of an inferior quality, containing too much sand. Because of this it is rapidly becoming rough and pitted. Although it is not in a bad condition now, it is recommended that when major improvements are made (within the next three to five years) that this floor be removed and one of good quality installed.

The drinking and washing facilities of the building are

quite adequate for the enrollment. A drinking fountain is located at each end of the hall making a total of four, two upstairs and two downstairs. Washing facilities are provided in each of the toilets, the domestic science room, the science laboratory, and in each of the shower rooms.

The toilet facilities are also adequate. They are located in rooms 21 feet by 9 feet which are well lighted and ventilated. The number of toilets is ample and are located in separate booths. The booths are made of wood and are fitted with doors which allow for seclusion and privacy. The booths show some marring from whittling with knives but to no great degree. At the present time they are well painted and free from writing. The toilets are of the automatic-flushing type and chemicals and disinfectants are used at all times, thus eliminating almost entirely unpleasant and unhealthy odors.

Specific Facts About Each Room

The floor plan gives a reasonably good picture of the use to which each room is put. The three downstairs rooms, which are used as the primary, intermediate, and grammar rooms, are what might be called home rooms and

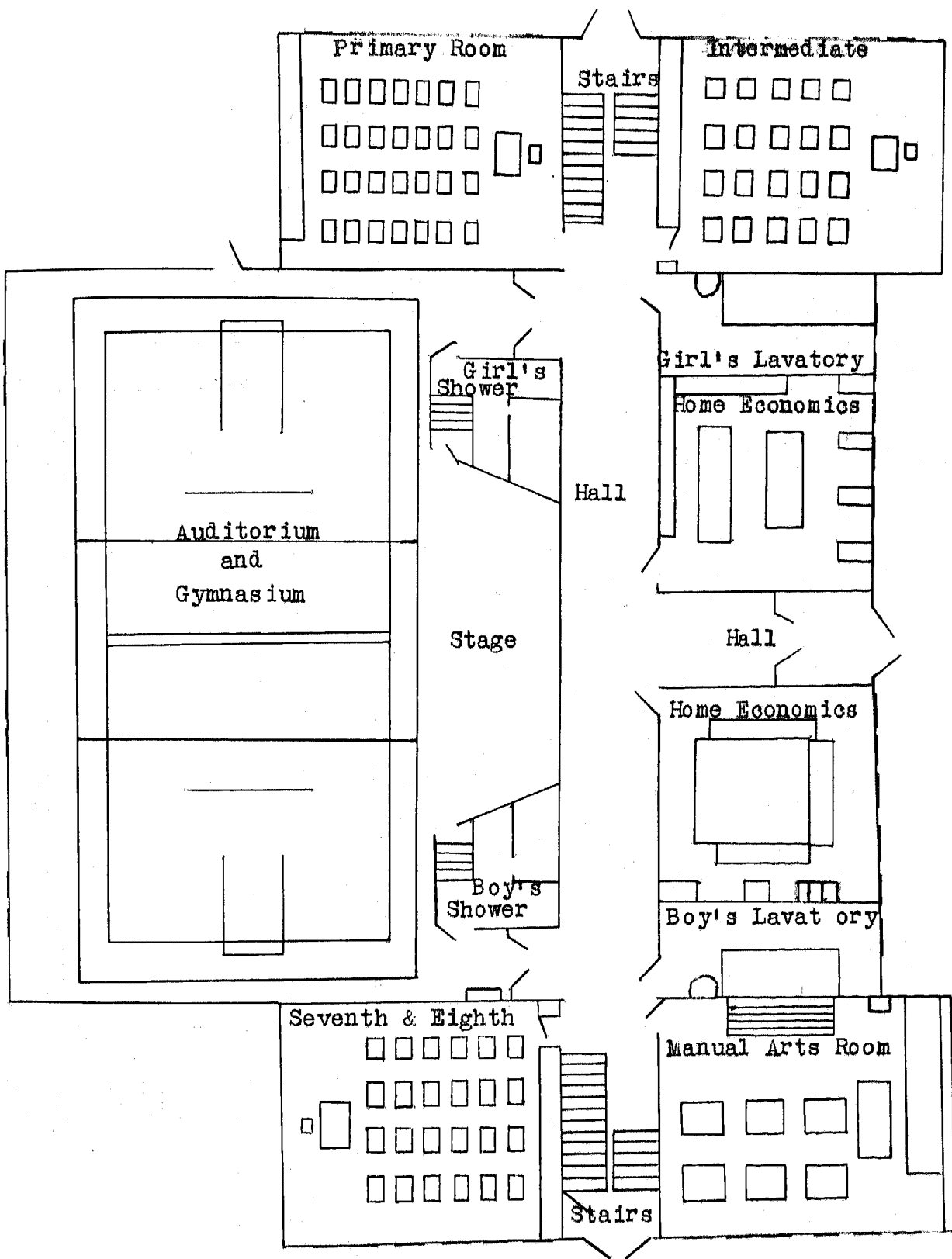


FIGURE 7

FLOOR PLAN OF THE DERBY SCHOOL BUILDING (FIRST FLOOR)

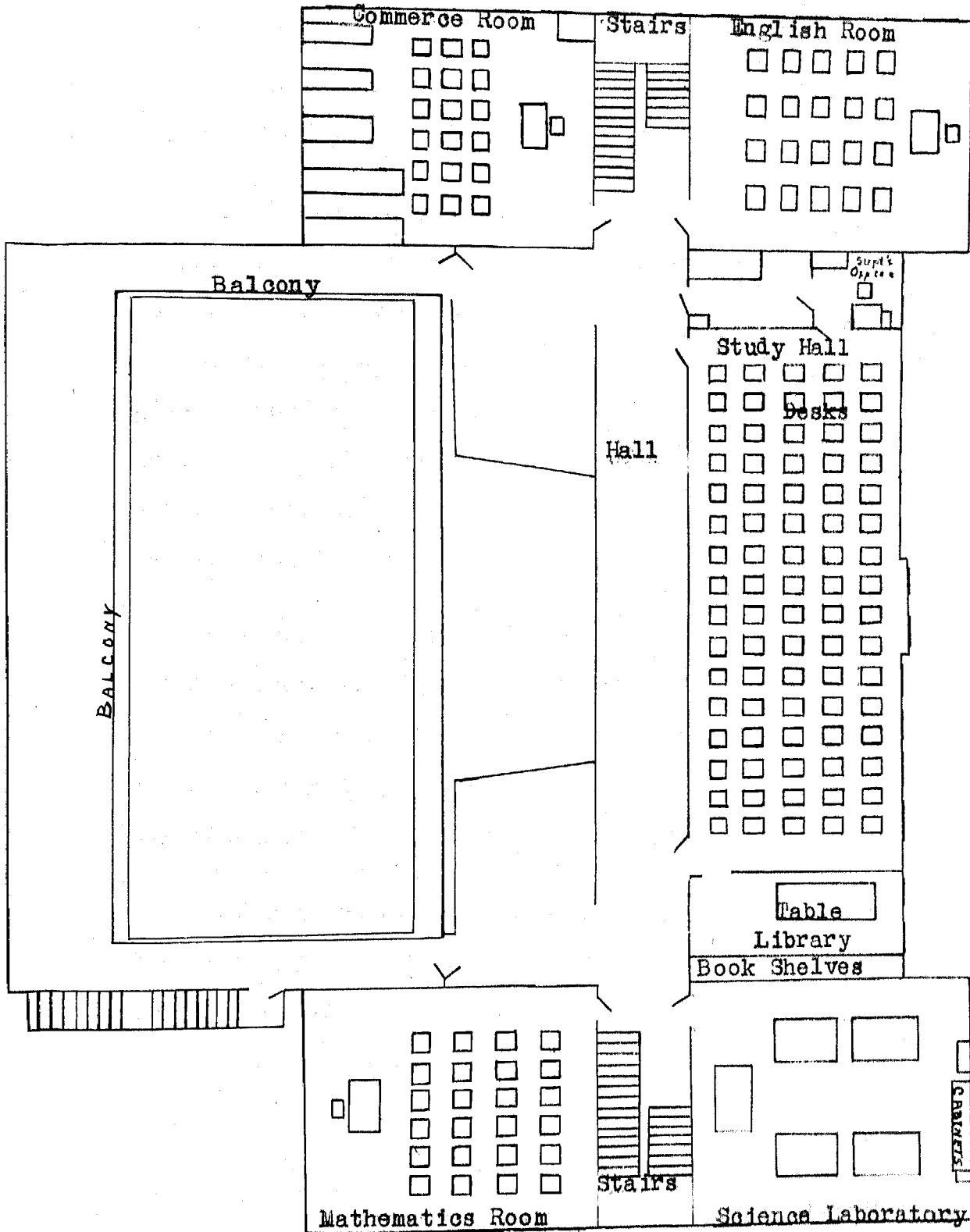


FIGURE 8

FLOOR PLAN OF THE DERBY SCHOOL BUILDING (SECOND FLOOR)

recitation rooms combined. The pupils spend all their time in their particular rooms except when they are doing music and dramatics work, then they use the auditorium.

The rooms are equipped with seats graded in size, according to the grades that occupy the room. Although the seats are not of the completely adjustable type, they are of various sizes and in most cases the pupil can be given a seat that is comfortable and conducive to good posture. The desks are in good condition, but the author recommends that when it is possible for a change to be made, new adjustable desks be added.

The rooms are ten and one-half feet in height. Thus since a room seldom if ever has more than 25 pupils in it at one time, this allows for at least 247 cubic feet of air space per pupil and 23.5 square feet of floor space per pupil which is more than adequate.¹

The blackboards in the primary room are 28 inches above the floor, in the intermediate and upper rooms, 30 inches, and in the high school 36 inches. According to accepted standards, the blackboards in the primary and intermediate

¹ Frank Cooper, Report of Committee on Schoolhouse Planning, pp.90-121. N.E.A. Bulletin, Washington, 1925, 164 pp.

rooms are about two inches too high.² However when there are several grades in one room it is difficult to have the blackboards fitted to each grade.

The blackboards are of good quality slate and are free from scratches and cracks. The available amount of blackboard space is approximately 137 square feet per room. This, of course, does not hold true in the shop rooms and the science laboratory.

The rooms are reasonably well lighted, having six large windows to each classroom. The light space area is 108 square feet per room, making the ratio of the light space to the floor space approximately 1 to 5. This is slightly less than it should be as the accepted standard³ is 1 to 4.

The electrical lighting facilities of the rooms are very poor. There is only one light outlet in each room with the exception of the study hall which contains three. The condition is aggravated by the fact that less than 100 watt bulbs are used. This fact has been called to the attention of the board and it is strongly recommended that at the first opportunity additional lights be added to each

² H. W. Schmidt, "Blackboards; Their Height and Width", American School Board Journal, (Vol. 81, Sept. 1930) p. 43.

³ Cooper, op. cit.

class room and, until that opportunity presents itself, stronger bulbs be used.

An employee of the Kansas Gas and Electric Company of Wichita, Kansas, was secured to test the lighting in the various rooms. In every case the lighting was found to be insufficient.

The Equipment of the Building as a Whole

The high school library is conveniently situated and is adequate for a school of this size. There are approximately 1100 volumes in the library at the present time. More books are added from time to time and the board appropriates a minimum of \$100 each year for the purchase of new books.

The books are well divided, each field or division having a fairly good representation. There are more fiction books than any other kind, this group accounting for about 400 volumes. The next in order are those belonging to the social science group and then the English group. There are several good reference sets, chief among which are: the World Book, 1932 edition; the Americana, 1934 edition; the Lincoln Library, 1934 edition; and the New International Encyclopedia.

Each grade room has a small library of selected books which are suitable for the children of that particular age and grade. Each room has approximately 300 volumes. Grade pupils are also permitted to use the high school library, thus they have access to an abundance of reference and fiction books.

All the books are catalogued under the Dewey Decimal System, both by title and author. All books have been examined during the summer and those found to be damaged have been thoroughly repaired. All magazines which are deemed worthy are bound and filed in the library.

The library contains a large reading table capable of caring for sixteen pupils at a time. It is under the supervision of a librarian at all times. In general, the library set-up is excellent.

The music department is well supplied in the way of sheet music and music books for orchestra, glee clubs, and quartette work. There are relatively few selections for solo work and this deficiency should be made up at an early date.

The school owns few musical instruments. At the present time it possesses only a bass horn, a bass drum, and a snare drum. It might be well for the school to gradually add, piece

by piece, some of the other less common instruments, in order that a well-rounded band and orchestra might be maintained at all times. If such instruments were available, there is little doubt that pupils who could not afford such instruments would be glad of the opportunity to use them.

The music department has a good piano, radio, victrola, and a complete set of instruments for a rhythm band for the smaller children. Although the instrumental division of the music department is in the best condition that it has experienced for the last several years, there is still much leeway for growth.

The manual arts department is well equipped in some phases and insufficiently equipped in others. The benches are in general, satisfactory as they are new and modern, having been added during the past summer (1936). Twelve boys can be cared for at one time and this is sufficient to the needs of the school, as the number of boys in a class is seldom greater than that number. Power tools now in use are: a lathe, a circular saw, a jig saw, a sander, and an emery wheel. Two new electric motors are used as power for the above. The smaller tools are numerous and diversified enough to care for the average class.

Although the equipment is sufficient to care for the work required, it is far from being an ideal set-up. More and different power tools should be added. At least one more lathe is needed, so that the students would not necessarily kill so much time waiting their turns to use this piece of machinery. Smaller tools should be added until each table has a set of the most common tools. In this way each boy can care for and be responsible for his own tools. Another great need in this department is for a finishing room. The shop is crowded when used only for construction work. There is no room or place for finishing, or for storing finished articles. Finishing an article in the shop is unsatisfactory as there is always much dust, saw-dust, etc., in the air, making it almost impossible to do good work. In addition there is always a possibility if not a probability that the article being finished will be scratched or marred (accidentally) by some worker in the shop.

It is recommended that the board of education continue to build up this department as it has during the last two years. It would also be desirable at the first opportunity to add a finishing room or to make changes so that one is made available.

The home economics rooms are well equipped for a school of this size and type. The foods room is equipped with seven stone-topped tables, thus being able to care for fourteen pupils at one time, which is adequate for the average enrollment. The tables are of the regulation type, being equipped with a stool, and individual cabinet and drawers. Each table also has a double gas plate, thus enabling all enrolled to do individual work at all times. A separate cabinet contains additional cooking utensils and dishes. There are sufficient dishes to serve over 100 people. There is an oven for each table, to be used for baking purposes. The room also contains a refrigerator and a sink with running water. State High School Supervisor, Mr. Ralph Stinson, pronounced the Derby equipment as being among the best in the state for a school of its size.

The sewing room contains four, 5 by 3.5 foot tables for use while doing hand work. There are four sewing machines. It is equipped with an electric iron for pressing. The room contains a cabinet which has individual lockers where the girls may keep their supplies; a cabinet where they may hang their work on hangers when it is nearing completion, and still another cabinet where miscellaneous articles used in connection

with the course may be kept. There are two full-length mirrors. The room has been found, in the past, to be adequate.

The typing room contains twelve typewriters. This number is adequate for the present enrollment, by running two classes daily. However, if the course continues to increase in popularity, it is essential that more should be added. All twelve of the machines are new and in splendid condition. Although the little double tables now in use are in excellent condition, it is desirable that they be replaced by individual desks at the earliest opportunity.

The school as a whole is well equipped in regard to globes, maps, charts, etc. A new set of maps having been purchased last year, this phase of equipment would seem to be adequate.

The science laboratory contains four regulation science tables and one additional table. The apparatus is diversified and ample for laboratory work in physics and general science, if the pupils work in groups of four. The chemical supply cabinet, however, is depleted and should be restocked. Money has been set aside for this purpose and it should be cared for at once.

The school has just started developing a new phase of educational endeavor; namely, visual education. Five sets of stereoscopic lens are now in use in connection with pictures related to the work being carried on in the classes. A motion picture projector has been added to further aid in this line, both in the grade school and in the high school. Due to the unfamiliarity with this phase of work, there is much to be learned by the superintendent and members of the faculty as to methods and means of making it most effective. There is no doubt but that visual education is one of the most rapidly growing aids to school work, and any effort toward greater efficiency in its use will be well worth while.

CHAPTER VIII

ORGANIZATION, ADMINISTRATION, AND SUPERVISION

The general plan of organization of the Derby Schools was discussed in the history found in Part I, and no further discussion is needed at this point.

The Board of Education

The men who comprise the board of education of the Derby Public Schools are, and have been, men of the highest morals and ethical character. They are the outstanding men of the community and have been elected because of their interest in the school and in the advancement of better educational practices; not because of political influence.

The board is composed of three officials; namely, director, treasurer, and secretary. One member is elected each year. Thus the term of office is three years, which keeps a majority of old members on the board at all times. The members are elected at an annual meeting held in the spring of each year. The date of this meeting is set by law. Candidates are nominated by the patrons of the district and voting is usually done by ballot. A

There are no required qualifications for school board members other than that they be residents of the district, men of good character, and have the interest of the school at heart. They are expected to give unselfishly of their time with no remuneration other than seeing the school advance. This, the board at Derby has done.

The work of the board of education; with comments and criticisms. As has been stated before, the school board is composed of men held in the highest esteem by the community. The comments and criticisms which follow are not aimed at any one individual but rather at the practices of the board as a whole. Neither are they set forth with malicious intent, but instead with the interest of the school uppermost in mind. It is here acknowledged, that most of the features which are criticized are the result of misunderstandings by the board as to their real duties and lack of knowledge as to best educational procedures. It should be stated again that there is no intent to discredit the board, school, or community in the least, for, as has been indicated previously, it is above the average in matters of this sort.

Englehardt says:

The actions of competent and incompetent school

boards are reflected at once in the work of the schools in spite of the professional staff employed. Progress in public education is dependent on the degree in which the people are able to select from among those eligible the person best able to represent them at the council table, where lay boards of education confer with members of an employed professional staff.¹

It is with this thought in mind that the following criticisms are made. All criticisms are followed by recommendations for improvement.

One serious weakness of the board is their method of holding meetings. There are no regular dates set for meetings. Meetings are called only when some urgent business makes them necessary. Meetings are sometimes called without the superintendent being invited to attend, even when the matter to be discussed concerns the school proper and thus should concern him. The board on such occasions seem to have the attitude that they are quite capable of handling the situation without his guidance or counsel.

This, of course, is contrary to good educational practices, or good business methods for that matter. It is universally agreed that the superintendent should be the ex-officio member of the board and should be present at each and every meeting of the official board unless it is one

¹ Fred Engelhardt, Public School Organization and Administration (Chicago: Ginn and Company, 1931), p. 58.

in which he himself is being discussed.² His presence at the meeting should be invaluable as he should be the one person who thoroughly knows the school. He has been hired to look after the business and administrative ends of the school. If the board does not value his criticisms, opinions, and suggestions he should not be kept from the meetings but should be replaced by a man whose opinion and position they do respect.

The meetings are not carried out in an orderly and business like manner. Due to their method of meeting, all members of the board are not aware as to why the meeting has been called. This coupled with the fact that the superintendent is not always present at the meeting, or consulted, results in measures being passed or acted upon which have had little or no thought. This in turn results in waste and inefficiency, as often the measures passed are not entirely for the best interests of the school. Commonly no accurate record is kept of the meeting. Business may be transacted or motions acted upon and no entry as to either be made in the minutes. This can, and sometimes does, leave a loop-hole for arguments and misunderstandings later on.

² Ibid. Chap. IV.

Harry P. Smith³ points out that since the board is a corporate body, it must have a recording officer who records all the proceedings of the board. Hans Olsen⁴ in his study on The Work of Boards of Education says that the importance of the fact that a schoolboard must have an official record of all its proceedings must not be overlooked. This is imperative since a board is a corporate body and its official records constitute the evidence of its proceedings. Legally, such a record is necessary in the event that litigation arises.

The author would make the following recommendations:

1. That a regular meeting night be decided upon and regular meetings held once a month.
2. That the superintendent be present at all meetings directly concerning the school.
3. That notice of the points for discussion be sent to the members several days before the meeting is held. This could be done through the superintendent's office.
4. That an accurate account be kept of all meetings and that those minutes be read at the next meeting.

Another serious weakness of the board in the past has been the method of hiring teachers. Here again the board

³ Harry P. Smith, Business Administration of Public Schools, (Boston: Houghton, Mifflin Company, 1925), p. 172.

⁴ H.C. Olsen, The Work of Boards of Education, (New York: Teachers College, Columbia University, 1926), p. 50

has assumed the entire responsibility and initiative.

In some cases the superintendent did not even know that a teacher had been hired. The board has seemed to feel that the superintendent was infringing upon its authority if he made any suggestions as to what teachers should be chosen. This has made it rather difficult for the superintendent as the teachers have felt they were not responsible to him for their selection.

The above has not been a serious difficulty recently since the superintendent has explained the situation to the board and since the board is not familiar with the qualifications of the various teachers under the new state laws. During the past two years the teachers have been hired upon the recommendation of the superintendent. However, it has been deemed best to bring out the facts since all members of the present board have not reconciled themselves to the idea that they are not entirely capable of selecting teachers without help from the superintendent.

A similar practice to the above has been in use by the board in preparing the annual budget. Until the last year the budget was made out entirely by the board. The superintendent saw it for the first time when it was posted. This was contrary to good business practice since the

school board could not possibly know how to arrange intelligently the budget as it did not have any conception of what would be necessary for the coming year.

The budget for the present year was worked out by the board and superintendent working together. In several instances the board recognized their lack of knowledge of various situations, but it is not at all certain that it will remember the fact when it comes time to make out the new budget this spring.

To cover these situations the following recommendations are made:

1. That the board hire only those teachers which meet with the approval of the superintendent.
2. That the budget be made out by the superintendent and be submitted to the board for their approval. The final decision, of course, rests with the board.

It would be only fair and just to the individual members of the school board to say that many of the mistakes are not entirely their fault but are partly due to tradition and misunderstanding. Two members of the board have been on the board approximately twenty years. They still use twenty-year ago methods. This is not entirely their fault but more the fault of the superintendents who have not pointed out

changes or demanded the recognition due the position. From all reports the superintendents during the last fifteen years have been rather elderly gentlemen who were content to follow the lines of least resistance. Men who have perhaps been splendid teachers and administrators in their day but now were content to hold their present job with as little effort as possible.

Many school boards, just as this one, make the aforementioned mistakes due to a misunderstanding of the real job for which they were elected. The purpose of the school board is to represent the people of the district, and to appoint a trained professional staff to manage the schools. The function of the board is not to run the schools but to pass on the recommendations made by their appointed chief official, namely, the superintendent.

The school represents what might be termed the "chief business" in most communities. This is true both as to the number of people it serves and as to the amount of money expended. Surely then it is only good common sense to demand that it be run by an expert, an individual who is highly trained in this particular kind of work. It is a job which the ordinary layman could not possibly execute in-

telligently. The board should no more try to run the school than the superintendent should try to assume the responsibility or accountability for the cash or funds of the school district.

Thus, it would seem that much of the misunderstanding as to method and procedure which has at times existed at Derby could be done away with if there were a clear delegation of powers and duties of both the board and the superintendent. Engelhardt says, "The development of the science of education brought with it a new interpretation of the relationship which should exist between the board of education and the trained superintendent selected as its executive".⁵

It is not the intention to leave the impression that the superintendent should have complete authority. Engelhardt elsewhere says:

Nevertheless, with all the weaknesses inherent in the school board organization, no educational authority will advocate the administration of public schools without the aid and co-operation of a school board made up of citizens who reflect the ideals and aspirations of the people.⁶

He later continues:

The schools must never be fully in the hands of the professionally trained expert. It will always remain desirable for lay representatives of

⁵ Engelhardt, op. cit., p. 71.

⁶ Ibid., p. 74.

the people to view the recommendations of the professional employees in terms of their local significance in order to allay distrust and avoid misunderstanding.⁷

In a study of this kind the object is not simply to point out the undesirable features. Again, it is only fair in behalf of the board to emphasize the fact that these board members, each and every one has the interest of the school at heart and are willing to do all possible for its advancement. However, it is only reasonable to believe that much good would result from the board and superintendent drawing up a list of powers and duties which should be delegated to each. A good guide for the board to follow in the study of this matter is "The School Board Member" by Almack.⁸ In this book Almack points out that the duties and responsibilities of the board are to:

1. Select the chief executive officer and support him in the discharge of his duties.
2. Pass upon the annual budget for maintenance prepared by the chief executive and his assistants.
3. Debate and pass upon recommendations of the chief executive for additional capital outlays--buildings, sites, improvements, and determine the means of financing such outlays.
4. Advise with the chief executive, affording a good judgment, on his recommendations for extensions or readjustments of the scope of educational activities.

⁷ Ibid., p. 81.

⁸ John C. Almack, The School Board Member, (New York: The MacMillan Company, 1927), pp. 74-75.

5. Appoint--upon nomination and recommendation of the chief executive--teachers, principals, and supervisors.

6. Determine, after consultation and discussion with the chief executive the schedule of salaries.

7. Require and discuss reports of the chief executive concerning progress of the schools--in terms of achievements of pupils, teachers, and supervisors.

8. Require and consider reports of the business transacted or pending and the financial status of the system.

9. Adopt, upon consultation with the chief executive, a set of by-laws or rules for the government of the school system, i.e., designate authority of executive and administrative officers, and duties to be performed by the board.

10. Pass upon architect's plans approved by the chief executive for buildings that have been authorized.

11. Represent needs of the schools.

12. Approve the list of bills for expenditure previously authorized and approved by executive officers.

13. Consider recommendations of executive officers on legal matters, decide steps to be taken, e.g., suits to quiet title, condemnation.

14. Approve text-books selected by the chief executive and approve courses of study recommended by him.

15. Represent the needs of the school before the public, e.g., press, platform.

16. Serve as laymen, ready (even after retiring from the board) to champion needs and to further public support of the schools.

The superintendent of schools is elected by the board for a term of one year. The present qualifications are: that he must have a master's degree or have been superintendent or principal in a "Class A" school; he must also be able to teach three or four subjects, thus requiring

him to have a major or minor in the field or subjects he is teaching.

The board seldom if ever considers a man for this position who has not had several years teaching experience, and in most cases only those who are experienced administrators.

The academic qualifications were not so high until recent years when the state qualifications were raised. Prior to that time any person who had a college degree was qualified. The higher qualifications are thus the results of the state's action, not that of the local board.

In past years ladies were eligible for the position but during the last fifteen years only men have been considered. There is no particular age requirement. However, as in most cases, the board demands a person physically fit and in good health.

The superintendent is held responsible for the running of the school as a whole. He must prepare the course of study and see that it is carried out. He must take charge of all school correspondence, inter-school activities, and many school activities such as programs, carnivals, parties, etc. He must teach at least four classes.

he must supervise as much as possible. He has charge of all buying of school supplies other than janitor supplies. He must guide, instruct, and advise members of his staff to the best of his ability. He is held directly responsible for disciplinary problems or measures in the school. He is expected at all times to take part in or help with community activities. He must keep a record of, and be responsible for, all money coming into the school through school activities. He must keep records of the achievements of the pupils. He must make recommendations for improvement. He must direct the preparation of reports of members of his staff.

The fact that the superintendent has not time to do justice to all the above is quite evident, especially since there is no clerical help. In the opinion of the author, it is quite impossible for an administrator, teaching four classes and without clerical help, to carry out efficiently the above. Help by members of the staff in keeping records has been of great assistance but is not nearly sufficient.

There is no principal employed in the high school so there can be no assistance from this angle. The seventh-eighth grade teacher acts as principal of the grades, but

due to her teaching load can be of but little assistance except in collecting reports. The qualifications of the principal are no different from those of the other grade teachers. The present principal, however, lacks only one summer's work of having her A.B. degree.

The relation of the superintendent and the board has already been discussed and no further comments are needed other than to say that the relationship and co-operation is much better at the present time than was experienced several years ago. There is no question but that many of the things done by the board should be done by the superintendent. Almack⁹ in his discussion of the school board member and his relation to the superintendent says:

The principle of giving to the chief executive officer a wider range of authority is commonly accepted among careful students of administration as a cardinal principle of good administration. This principle is based upon the facts (1) that successful performance of executive functions is a matter requiring professional training and skill, (2) that the public is interested primarily in getting results, and (3) that having selected executives possessed of adequate professional ability to perform the actual work of administration, any undue restriction which prevents the chief executive officer from employing such professional knowledge is economic waste.

⁹ Ibid., p.87.

Almack¹⁰ later points out that the duties and powers of the superintendent include that:

1. No person shall be appointed or elected to any position if the chief executive officer disapproves of such appointment or election.
2. The superintendent shall make such assignments and reassignments or transfers as in his professional judgment are necessary to secure the highest efficiency in teaching.
3. The superintendent shall be charged with the responsibility of all measures for the improvement of the teachers in the service. He shall at all times, with the aid of such professional assistance as he may command, labor for improvement in the efficiency of the teaching and supervisory staff.
4. The superintendent shall keep detailed records of efforts and achievements in the direction of improvement.
5. The superintendent shall recommend the schedule of salaries to the board for approval.
6. No teacher shall be recommended for dismissal except upon evidence that the superintendent has used every available means to improve the efficiency of the teacher in question without success.
7. The superintendent shall, with the aid of such professional assistance as shall be available, select all text-books to be used in the schools.
8. The superintendent shall propose the subjects to be taught. After approval by the board, he shall with such professional aid as may be available, prepare minimum courses of study, including therein statements of principles and aims, suggestive methods and lesson plans.
9. The superintendent shall initiate all new policies.
10. The superintendent shall annually prepare the budget of expenditures and receipts for all departments. He shall recommend transfers of funds within the budget.
11. The superintendent shall make recommendations to the board for the erection of new buildings and the alteration or improvement of old buildings. He shall

¹⁰ Ibid., p.91.

recommend the location and shall approve all plans and specifications for construction.

12. The superintendent shall recommend all apparatus, supplies, and equipment purchased, and the specifications thereof to the board as a part of the detailed budget.

13. The superintendent shall prepare and submit to the board for approval by-laws prescribing the authority and responsibility of executive officers. He shall prepare rules for the government of supervisors, principals, teachers, and pupils.

14. The superintendent shall report to the board on all important matters of administration. He shall make such reports as may be necessary to exhibit the efficiency of all departments. He shall direct the preparation of the reports of all subordinate executive officers. He shall direct the records to be kept and reports to be made by principals, supervisors, and teachers.

The Teacher

There are eight teachers employed in the system. The table on page 114 gives a good picture of each of them as to school attended, major field, minor field, subjects now teaching, years of experience, years in the present system, and salary.

The qualifications for teachers are high. In the grade school only those teachers who hold three-year state or life certificates are considered (with at least 60 hours of college work). Inexperienced teachers are not considered, and their previous work must have been along the same lines as that demanded by the position for which they make application.

TABLE IV

STATISTICS CONCERNING THE TEACHERS IN THE DERBY PUBLIC SCHOOLS

Teacher Number	School Attended	Major	Minor	Now Teaching	Years Exp.	Years in Present System	Salary
1	K.S.T.C. Emporia B.S.'32 M.S.'37	Science	Ed. and Psy. Math.	Supt. Math. and Science	7	5	\$1575.
2	K.S.T.C. Emporia B.S.'34	Phy. Ed.	Ind. Arts & Soc. Sc.	Soc. Sc. Ind. Arts Coach	3	2	\$1125
3	W.U. Wichita B.S.'16 M.A.'34	English & Social Science	Hist.	English Latin	19	2	\$990
4	K.S.T.C. Emporia B.S.'36	English & Social Science	Psy. & Comm.	Soc. Science & Comm.	1	1	\$900
5	K.S.C. Manhatt- B ⁿ .S.'36	Home Ec.	Sc. & Music	Home Ec. Music	1	1	\$990
6	W.U. Wichita	Eng.	Hist.	6-7-8.	10	1	\$797.
7	W.U. Wichita	Ed.	Eng.	3-4-5.	9	5	\$765.
8	F.U. Wichita B.S.'33	Eng.	Ed.	1-2	5	3	\$765.

Read Table Thus: Teacher number 1, attended school at the Kansas State Teachers College, Emporia, Kansas. His major is Science, his minors are Education, psychology and mathematics, he has seven years teaching experience, five of which have been in the present system, his salary is \$1575. Read the remainder of the table in a like manner.

The high school teachers must have a major or minor in the field of the subjects taught and some work in that particular subject. The community demands that all teachers be persons of good character and habits with an interest in the affairs of the community. Incidentally no married ladies are considered for teaching positions.

The teacher tenure is not as high as it should be. The average tenure during the last ten years is 3.5 years. This is low and in the long run has probably handicapped the school. The average tenure for a school of this size or any size for that matter should be considerably more than this. The sooner the board and community realize that a teacher grows more valuable to a school only as she grows with the school, the better for all concerned.

The average number of pupils per teacher in the grade school is twenty-three, and in the high school is nineteen. This is neither too high nor too low. With groups of this size the teacher should be able to do her best work.

Each high school teacher conducts five classes daily. In addition to this each supervises a study hall. Since the schedule is based on the hour period, this means that each teacher has a full day.

In the grade school the primary teacher cares for two grades, the intermediate teacher for three grades, and the principal for three grades. This of course means that each teacher has a relatively full day conducting classes.

Due to the full schedule of the teachers, practically all preparation, grading of papers, and planning for new activities must be done before and after school. The teachers are required to spend the hours from eight to four-thirty in the school. Thus due to the above and to extra demands many hours each week must be spent on school work aside from the regular school hours.

The salaries of the teachers of Derby are about average for the state but are slightly lower than the norm for this particular part of the state (for similar sized schools). Perhaps the board would be wise in meeting the salaries of other progressive communities and thus better insure against the loss of good teachers who receive more attractive offers elsewhere.

The Child

During the past fifty years a great many changes have taken place in methods of transportation, industry, etc.

These changes resulted in more intimate relationships, and the problems of living with one another. Compulsory education was the result and brought into being the school census.

The school census is taken each June by the clerk of the school board. The usual method of collecting these data is to copy all names of youth still in the community, which have been recorded previously, and then visit those families who are new or whose names have not been recorded. These data include the names of the parents, and the year of birth, age, and sex, of the children. When collected it is sent by the clerk to the county superintendent who in turn sends a copy to the state superintendent. The superintendent of schools sees a copy only on request.

This method is the all too common one that exists in most school districts similar to Derby. When carried out in this way it has little or no direct value to the school.

The census was originally used as the basis for distributing state or county funds (and still is to a certain extent). As a result the census has consisted merely as a head-count to determine numbers, with the census being taken at stated intervals and the results rarely, if ever,

used after this determination has been made. The compulsory school law created a demand for accurate data concerning the district's child population and this demand certainly is not satisfied under present census methods.¹¹

It is recommended that a continuous census or record be kept of all children in the Derby District. This would contain the name, age, and grade of the child, the name of the parents, their address, a statement regarding the physical and mental condition of the child, the education of the parents, home ownership, and perhaps nationality. This record should be kept on file in the superintendent's office and regularly brought up to date. This information could be on either individual or family cards. Thus they would be at the disposal of both teachers and board members.

The pupils of the Derby Schools, as a whole, appear to be a fine group of boys and girls. For the most part they are neat and courteous. There is an exceedingly fine spirit of friendliness and comradeship between teachers and

¹¹ A.B. Moehlman, A State System of Uniform Child Accounting. (State Department of Education, Lansing, Michigan, 1924), Chapter IV.

pupils. The pupils are always more than willing to do their share in making a school function a success.

In order to understand whether the Derby Schools are functioning properly or not it is necessary to make a study of the progress of the pupils through the school. To help do this the table on the following page has been prepared giving an age-grade distribution.

The average age at which a child enters the first grade in Kansas schools is about six years. However, some do not enter until seven years of age. Thus in a table of this type it is customary to regard children of six or seven years of age as normal for grade I, seven and eight years of age as normal for grade II, etc. A child of eight years of age in grade I is considered to be "average", whereas, one of five years of age is considered as "under-age", and so on through the remainder of the grades. Thus with two years allowed each grade for normal-age, this really allows a child of six years nine years to finish the eight grades in the elementary school for normality. This is a liberal allowance but is the basis used for most age-grade studies.

The most unusual fact noted in this table is that in the entire system there is only one case of over-ageness

TABLE V

AGE-Grade DISTRIBUTION OF ENROLLMENT, 1935-1936

Grades	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
1	2	3													5
2		4	6												10
3			1	6											7
4				1	3	2									6
5					5	2									7
6						2	3	1							6
7							2	4	2						8
8									3		1				4
I									7	13	2				22
II										8	10				18
III											11	6	3		20
IV												6	9	3	18
Total	2	7	7	7	8	6	5	5	12	21	24	12	12	3	131

Read table thus: There are two five year olds in the first grade and three six year olds. Read the remainder of the table in a like manner.

and that only by one year. On the other hand, there are forty-nine pupils that are under-age. Thus as a basis of comparison, if the above table were computed in terms of per cent of the total enrollment it would be found that 73 per cent of the pupils are of average-age, and 36 per cent are under-age. The table also reveals that in no instance is the spread more than two years. This is entirely favorable to the Derby Schools.

CHAPTER IX

THE QUALITY OF INSTRUCTION AND ACHIEVEMENT OF PUPILS

The strength and success of any school system depends to a large extent upon the curricula of that school and upon the quality of the work done by the teachers. The value of the curricula depends upon its ability to care for the needs of the particular setup. The quality of the teacher's work is measured in how well trained the pupils are in working with the above independently.

The Courses of Study

The State Board of Education prescribes the general courses of study for the schools of Kansas. However, this course may be somewhat modified and adapted to the needs of the locality. There is much useless subject matter that should be eliminated. The state course of study is now being studied and worked upon and many changes have been made.

The new social studies units have given the teachers an opportunity to make the work more productive and adaptable. The Derby elementary teachers are trying to correlate this work with the needs and conditions of the commu-

nity. No course of instruction in the public schools is complete that does not give the child a closer and more definite knowledge of his immediate environment.

The Derby High School offers a total of twenty-three courses in the fields of: English and Literature, Foreign Languages, Mathematics, Science, Commerce, Social Science, Speech, Home Economics, Industrial Arts, and Instrumental and Vocal Music. In as much as possible, every effort is being made to relate the instruction to the life which surrounds the pupil.

A study of the graduates of Derby High School reveals the fact that during the past six years slightly less than twenty-five per cent of the graduates have entered institutions of higher learning. A large number remain in the immediate community. The old idea of preparation for college is being displaced by an educational program that looks toward a complete living in the community. This idea is being developed extensively in the Industrial Arts and Home Economics departments. Other departments are gradually falling in line, but are progressing more slowly, as in many cases the problem of "how to do it" is a more difficult one.

It is recommended that since so many of the graduates

from the high school, spend the remainder of their lives on the farm, that, if it is ever possible, a course in vocational agriculture be added. Surely it would be a useful and important phase in the educational program.

Intelligence of the Pupils

In order that a study of this kind be complete, it is necessary to know the quality of the pupils with which the study concerns itself. This like all measuring devices must be done by means of comparison with some criterion or standard. This was accomplished by the use of standardized intelligence tests and the results measured or interpreted in terms of the norms for these tests which had been established through previous testing.

The intelligence tests selected were those which the author and Dr. H.E. Schrammel, Head of the Department of Measurements of the Emporia State Teachers College, Emporia Kansas, felt were the best for each particular group. In the primary grades the Pintner-Cunningham Primary Mental Tests were used. In the intermediate and upper grades the Henmon-Nelson Tests for Mental Ability, Form B, and in the high school the revised form of the Army Alpha were used.

The tests were given during the week of February 25 to February 29, and under the direction of the author. The

tests were scored by the author and members of the faculty.
All interpretations were made by the author.

TABLE VI

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF PUPILS ACCORDING
TO GRADES IN ELEMENTARY AND HIGH SCHOOLS

I.Q.	Elementary School by Grades								High School by Years			
	1	2	3	4	5	6	7	8	I	II	III	IV
130 to 134	1		1									
125 to 129	1								1	1		1
120 to 124		2			1	1			2			
115 to 119		3				2	2		4	2	5	1
110 to 114		2	1		3	1	2	1	2	5	1	2
105 to 109	1	1	1		2				3	5	5	3
100 to 104		1		2		1		1	2	1	3	4
95 to 99	1	1	3				1		2	2		7
90 to 94				1		1	1			1	2	1
85 to 89								1			1	1
80 to 84						1		1	3		1	
75 to 79				1				1	1			
70 to 74	1								1			

Read table thus: One pupil in the first grade and one pupil in the third grade had an I.Q. which was between 130 and 134. Read the remainder of the table in a like manner.

Table VI shows that the range of I.Q.'s for the elementary grades is from 72 which indicates ability considerably below average (borderline) to 132 which indicates ability that is quite superior. It is also noted that the two extremes lie within the same class. The high school shows about the same range with the low being 74 and the high 129. The median I.Q. for the elementary grades is 107.5 and for the high school is 107.1.

For the purpose of further study Table VII has been prepared which shows the medians of the intelligence quotients of the different grades. The highest median is found in the sixth grade with 114.5, and the eighth

TABLE VII

CLASS MEDIANS OF INTELLIGENCE QUOTIENTS ARRANGED
ACCORDING TO GRADES AND YEARS

Grades	Elementary School Medians	Years	High School Medians
1	105	I	108.0
2	114		
3	102	II	109.0
4	96.5		
5	112	III	106.2
6	114.5		
7	110	IV	100.0
8	87		

Read table thus: The first grade had a class median of 105, while the first year of high school had a class median of 108. Read the remainder of the table in a like manner.

author through comparison with the afore-mentioned norms.

For the first three grades the Every Pupil Primary Achievement, Form B was used. The authors of the test were Kathryn Kayser and Dr. H.E. Schrammel. The test consists of six parts: arithmetical computation, reading, sentence spelling, word knowledge, sentence understanding, and paragraph comprehension.

The following table presents the Derby median and the Kansas median for various grades, also the range for Derby and for Kansas.

TABLE VIII

MEDIAN CLASS SCORES AND RANGE OF SCORES ON PRIMARY ACHIEVEMENT TEST FOR ELEMENTARY SCHOOL AND STATE

Grade	Derby		State	
	Median	Range	Median	Range
I	25	10 to 41	24	0 to 67
II	59	12 to 77	55	11 to 117
III	88	50 to 94	82	19 to 117

Read table thus: In the Primary Achievement Test the median score for the Derby first grade was 25 and the range of scores was 10 to 41, whereas the median for the state was 24 and the range 0 to 67. Read the remainder of the table in a like manner.

It will be noted from Table VIII that Derby ranked slightly above the State medians in each grade. The range is also smaller in each case due to the small number in each class. So slight is the difference in the Derby medians that the three grades would probably be classed as average and the pupils as doing average work.

In the fourth to the eighth grades the New Stanford Achievement Tests were used. The authors of the tests are: Truman L. Kelly, Giles M. Ruch, and Lewis M. Terman. The tests are composed of ten parts. They are:

1. Paragraph Meaning
2. Word Meaning
3. Dictation
4. Language Usage
5. Literature
6. History and Civics
7. Geography
8. Physiology and Hygiene
9. Arithmetic Reasoning
10. Arithmetic Computation

In the tables that follow, numbers will be used to indicate that particular part of the test and will correspond to the test number as cited above.

In these tables the pupils actual score is given for each test and also his average score for the entire test. This average score is then interpreted (through the use of the norms provided by the Bureau) in terms of the pupils

average grade equivalent and average age equivalent. For the purpose of further study and comparison the pupil's actual age is given, also the class median and test median on each test and equivalent.

Table IX shows that the fourth grade ranked below the State median on Tests 1, 3, 5, 7, 9, and 10, but

TABLE IX

SCORES MADE BY MEMBERS OF THE FOURTH GRADE ON THE
STANFORD ACHIEVEMENT TESTS

Pupil Number	Test Number										Total Av.	Av. Grade Equiv	Av. Age Equiv	Pupil Actual Age
	1	2	3	4	5	6	7	8	9	10				
1	78	68	29	97	64	82	49	44	31	67	61	4.8	10.9	9-9
2	23	43	28	94	37	20	22	23	26	61	38	3.3	9.0	10-8
3	59	72	28	91	90	74	86	88	53	61	70	6.0	11.7	11-2
4	54	63	22	93	53	54	42	48	26	56	51	4.1	10.0	10-5
5	52	64	27	90	87	86	22	81	53	61	62	4.9	10.5	11-4
6	69	62	29	87	23	93	70	88	42	62	62	5.0	10.11	9-8
Class Median	57	64	28	94	59	78	46	65	37	61	62	4.9	10.5	10-7
Test Median	62	62	62	62	62	62	62	62	62	62	62	4.9	10.0	

Read table thus: In the fourth grade pupil number one made a score of 78 on test number one. The class median was 57 and the State median was 62. Read the remainder of the table in a like manner.

the total average score was the same as that of the State. Especially were the fourth grade below in dictation which probably was the result of lack of much work along that line. On the other hand, the fourth grade were much higher than the State in language usage showing considerable achievement along that particular line. It should also be remembered here that this grade ranked second from the bottom in general intelligence.

TABLE X

SCORES MADE BY THE MEMBERS OF THE FIFTH GRADE ON THE
STANFORD ACHIEVEMENT TESTS

Pupil Number	Test Number										Total Av.	Av. Grade Equiv.	Av. Age Equiv.	Pupil Actual Age
	1	2	3	4	5	6	7	8	9	10				
1	78	68	39	102	100	93	107	87	85	94	86	7.7	13.6	9-11
2	81	27	33	110	73	85	111	73	73	79	78	6.7	12.8	10-3
3	75	79	35	89	34	77	108	95	73	85	70.3	6.2	11.9	10-10
4	84	83	35	108	97	93	106	96	62	75	83.9	7.5	13.1	10-5
5	106	91	33	112	95	88	115	91	65	75	87	7.7	13.8	10-10
6	73	70	32	89	81	84	99	86	58	108	78	6.9	12.7	10-8
7	66	70	32	98	67	68	22	23	75	75	49	5.1	10.6	10-2
Class Median	73	75	33	100	77	84	108	87	73	79	78	6.9	12.8	10-8
Test Median	73	73	73	73	73	73	73	73	73	73	73	6.9	10.9	

According to Table X the fifth grade medians were all higher than the State medians with the exception of Test numbers 3 and 9. Here again it is found that the class is considerably below the average in dictation. The total average median of the class is 78 as compared to 73 for the State. The table also shows that the grade equivalent is one full year above the State, and that the age equivalent is almost two years above the State median and is two years above the actual ages of the pupils.

By studying Table XI it is found that the medians of the sixth grade rank above the State medians except on Tests 3, 4, and 7. Here the highest ranking test is number 3 or dictation. This would seem to verify the assumption that the fourth and fifth grade teacher has neglected the use of dictation in her work. The median of the total average of the sixth grade is 87 as compared to 81 for the State. Thus the average grade equivalent of this class is ten months above that of the State. The average age equivalent nine months above the State, and one year and five months above the actual ages. Table XI will be found on the following page.

TABLE XI

SCORES MADE BY THE MEMBERS OF THE SIXTH GRADE ON THE
STANFORD ACHIEVEMENT TESTS

Pupil Number	Test Number										Total Av.	AV. Grade Equiv	Av. Age Equiv	Pupil Actual Age
	1	2	3	4	5	6	7	8	9	10				
1	66	73	104	54	44	66	67	81	83	75	71.3	6	11.10	13.2
2	95	96	92	102	96	94	107	95	105	88	97	9	14.9	11-10
3	88	94	104	58	75	83	87	73	83	83	83	7.1	12.10	11-6
4	102	92	110	66	87	92	106	90	103	103	95.1	8.8	14.6	11-5
5	91	97	110	85	69	85	75	78	90	72	85.2	7.4	13.2	12
6	99	86	108	92	76	85	78	78	88	94	88	7.8	13.7	11.11
Class Median	93	93	106	76	75	85	79	84	89	86	87	7.6	13.4	11-11
Test Median	81	81	81	81	81	81	81	81	81	81	81	6.8	12.7	

Read table thus: In the sixth grade pupil number one made a score of 66 on test number one. The class median was 93. The test score for the State was 81. Read the remainder of the table in a like manner.

Table XII, on the following page, shows that the seventh grade medians are below those of the State in only two instances, Tests 3 and 5, and there by only one point. The total average median is 95.8 whereas that of the State is 89. This gives the grade an average grade equivalent of .9 year

TABLE XII

SCORES MADE BY THE MEMBERS OF THE SEVENTH GRADE ON THE
STANFORD ACHIEVEMENT TESTS

Pupil Number	Test Number										Total Av.	Av. Grade Equiv	Av. Age Equiv	Pupil Actual Age
	1	2	3	4	5	6	7	8	9	10				
1	105	100	84	113	87	100	115	111	122	113	105	9.37	16.16	12-4
2	104	99	83	92	97	100	113	99	96	85	96.88	9.98	15.5	13-8
3	95	93	85	78	81	94	83	88	107	100	90.48	12	13.98	14-4
4	101	104	101	114	100	92	123	114	103	94	104.69	16.64	16.38	12-4
5	95	90	88	54	79	64	73	85	77	81	76.66	5.9	12.2	14-8
6	105	99	82	85	79	91	93	95	100	83	91.17	17.54	14	12-1
7	101	100	100	85	99	97	114	106	103	96	100.19	3.36	15.6	12-1
8	107	96	94	100	88	79	104	92	107	71	93.88	18.59	14.7	13-3
Class Median	103	99	88	89	88	93	109	97	103	90	95.88	7.9	15.30	12-9
Test Median	89	89	89	89	89	89	89	89	89	89	89	7.9	12.9	

Read table thus: In the seventh grade pupil number one made a score of 105 on test number one. The class median was 103 and the test score for the State was 89. Read the remainder of the table in a like manner.

above the State median. Thus the average age equivalent median is 2.3 years above that of the State.

According to Table XIII the eighth grade medians ranked

TABLE XLII

SCORES MADE BY MEMBERS OF THE EIGHTH GRADE ON THE
STANFORD ACHIEVEMENT TESTS

Pupil Number	Test Number										Total Av.	Av. Grade Equiv	Av. Age Equiv	Pupil Actual Age
	1	2	3	4	5	6	7	8	9	10				
1	85	84	84	81	71	83	67	87	58	58	75.8	6.36	12.2	16-7
2	102	107	97	78	88	103	111	112	109	61	100.6	9.24	15.4	14
3	104	106	103	96	91	105	104	111	112	85	101.7	9.46	15.8	13-6
4	91	100	85	95	75	103	87	102	103	85	92.6	8.54	14.2	14-7
Class Median	97	103	93	88	82	103	96	107	106	85	96	9.08	15.6	14-4
Test Median	95	95	95	95	95	95	95	95	95	95	95	8.9	14.1	

Read table thus: In the eighth grade pupil number one made a score of 85 on test number one. The class median was 97 and the test score for the State was 95. Read the remainder of the table in a like manner.

below the State medians in Tests 3, 4, 5, and 10. However, the total average was one point above that of the State causing them to rank slightly higher in average age equivalent and average grade equivalent.

Thus in every instance it is found that the Derby total average median is equal to or above the State total average median. This indicates that achievement in the Derby Elementary Schools, on the whole, is above that of the State.

In the high school five tests were selected that would give a comparison of the several grades. These tests were of a general nature and could be given to everyone in the high school, thus allowing for a comparison of the progress of the various years. The tests were: (1) Barrett-Ryan English Test, Form X; (2) Spelling (H.E. Schrammel and Vera Davis); (3) Vocabulary (H.E. Schrammel and Vera Davis); (4) Kansas Arithmetic Test (H.E. Schrammel, Mildred Peak, and Dodds Turner); (5) Thorndike-McCall Reading Scale, Form 3.

For the purpose of study and comparison graphs have been made of the individual pupil's scores showing the State median and the class median.

A study of Figures 9, 10, 11, and 12, reveals that on the Barrett-Ryan English Test the sophomore class alone has a median above that of the State. The sophomore median is also above that of the junior class. Although there is an increase in the median scores from the freshman class to the senior class there is a strong probability that this department is relatively weak on the material covered in this test.

Figures 13, 14, 15, and 16 show that all classes except the senior class ranked above the State median in Spelling. Here again the sophomore class has a median

Pupil

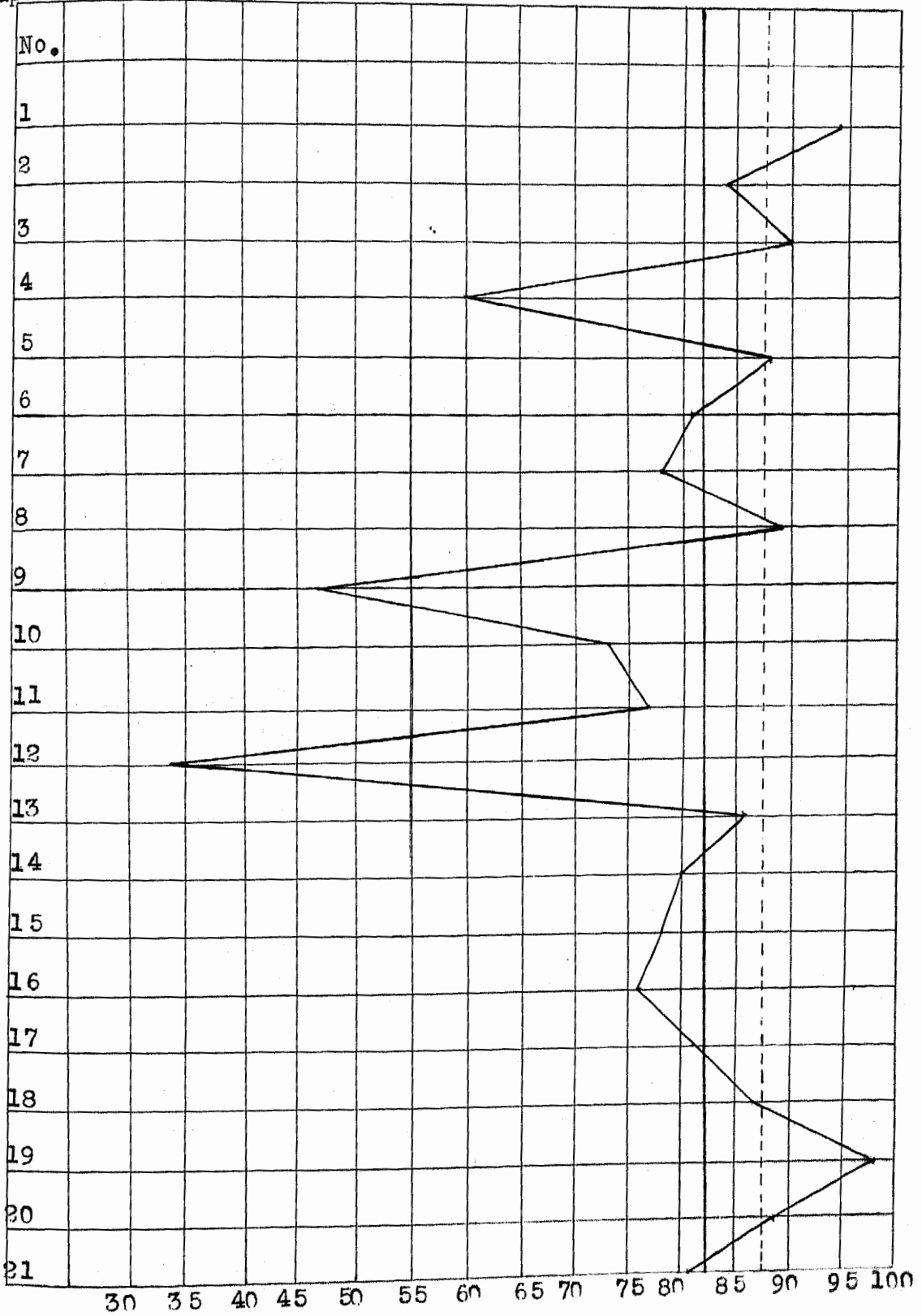


Figure 9

Scores of the members of the Freshmen Class on the Barrett-Ryan English Test. — Class median; - - - - - Test median.

Pupil

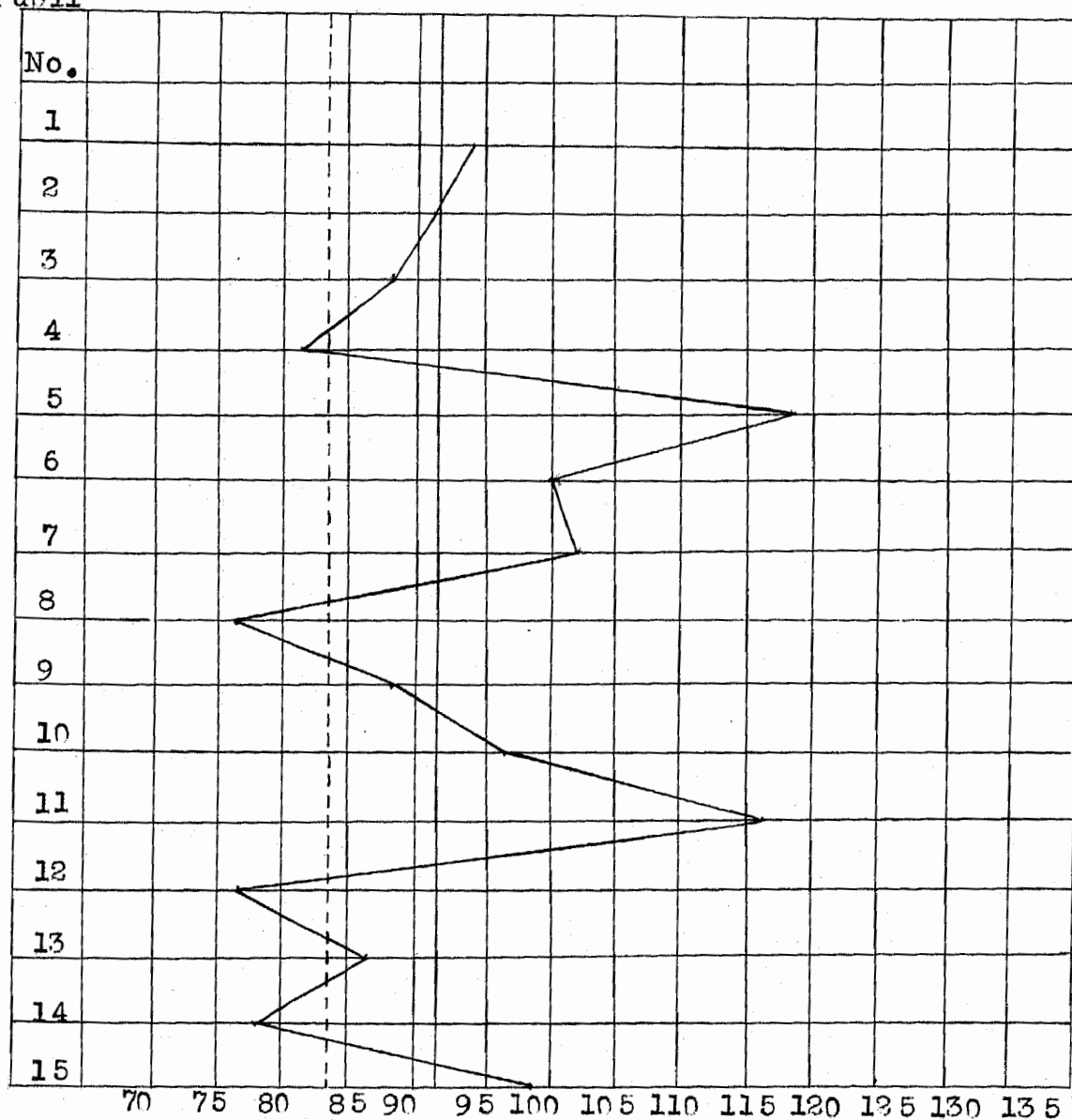


Figure 10

Scores of the members of the Sophomore Class on the Barrett-Ryan English Test. — Class Median; ---- Test Median.

Pupil

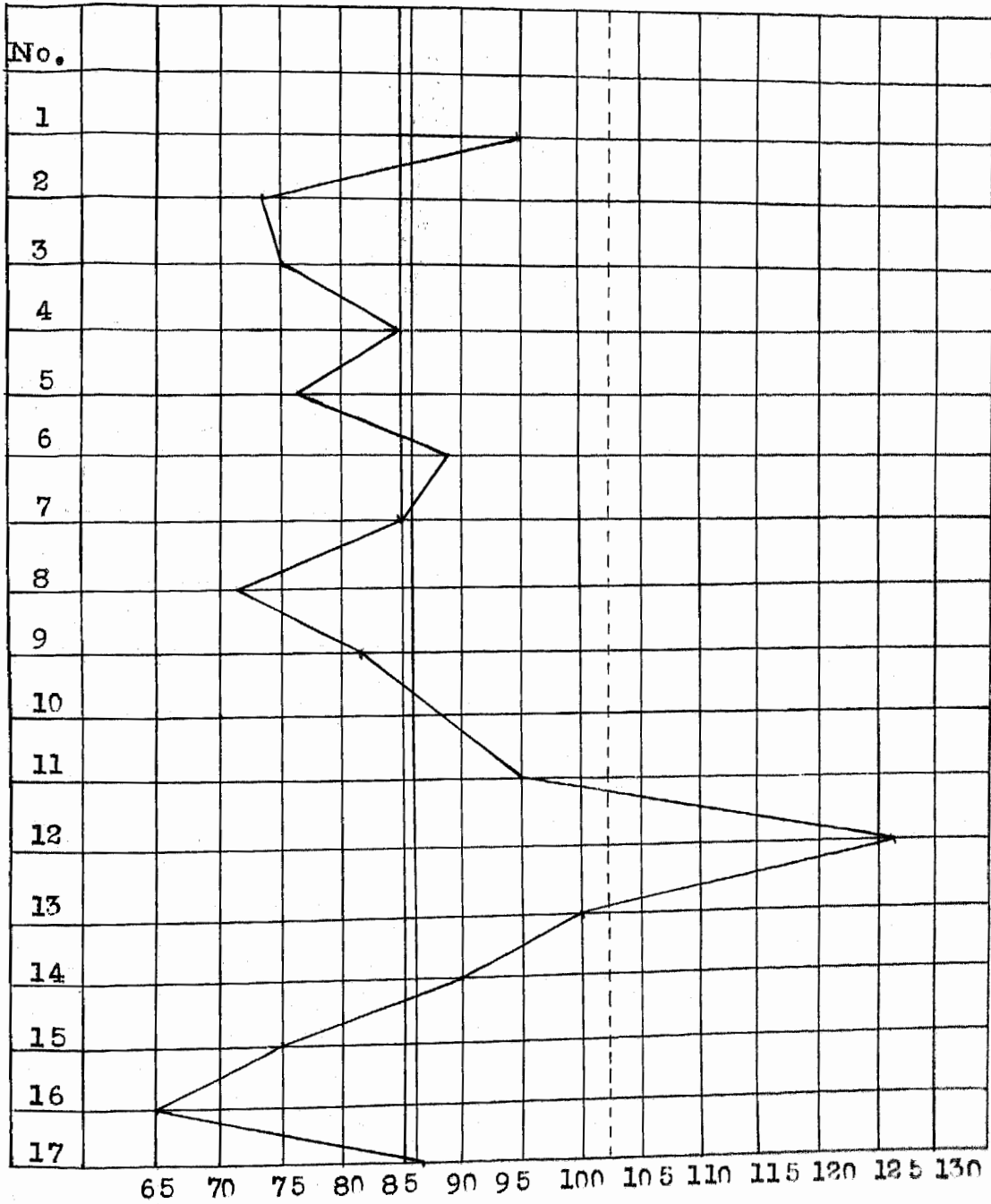


Figure 11

Scores of the members of the Junior Class on the Barrett-Ryan English Test. — Class median; ----- Test median.

Pupil

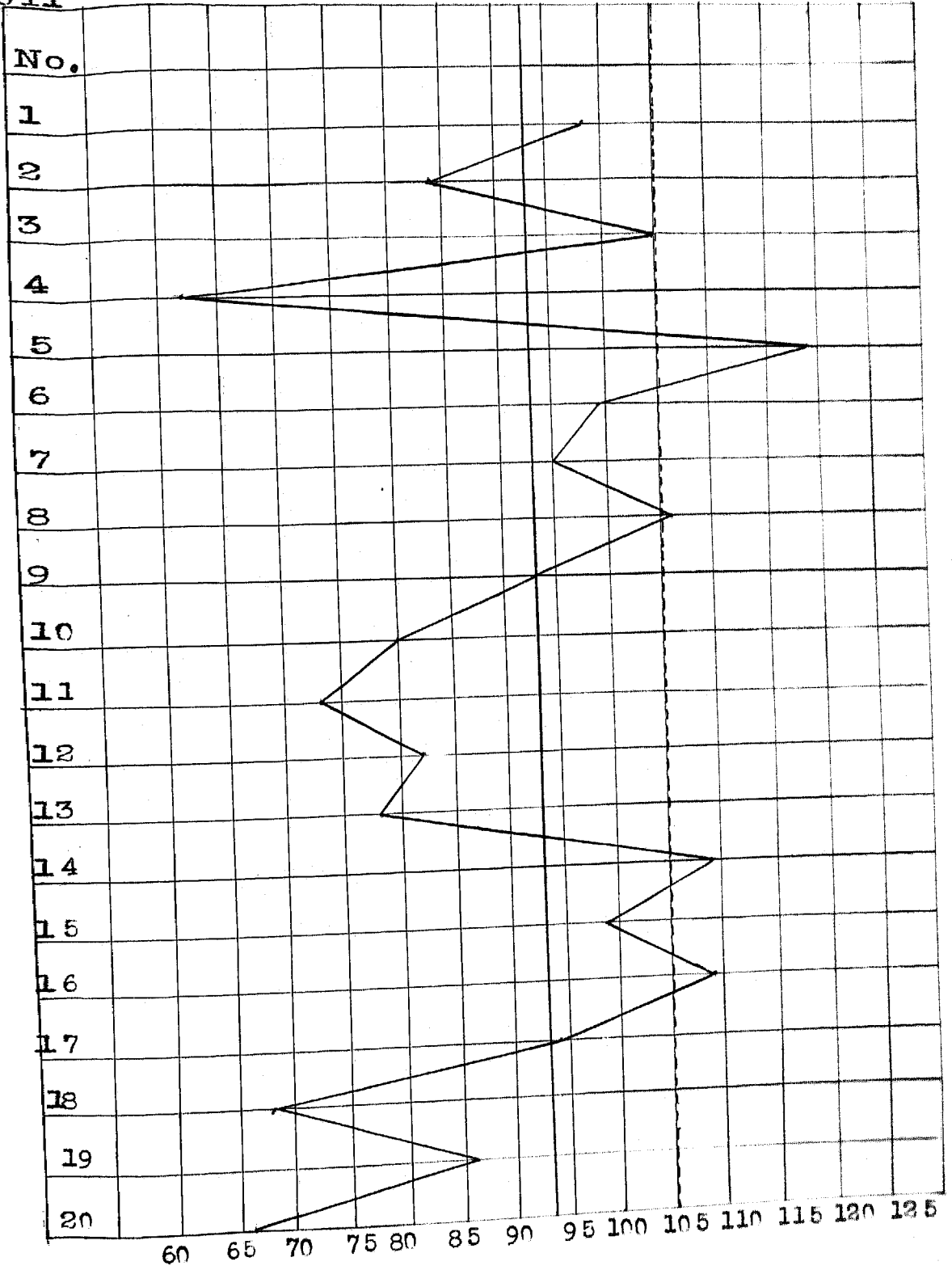


Figure 12

Scores of the members of the Senior Class on the Barrett-Ryan English Test. — Class median; ----- Test median.

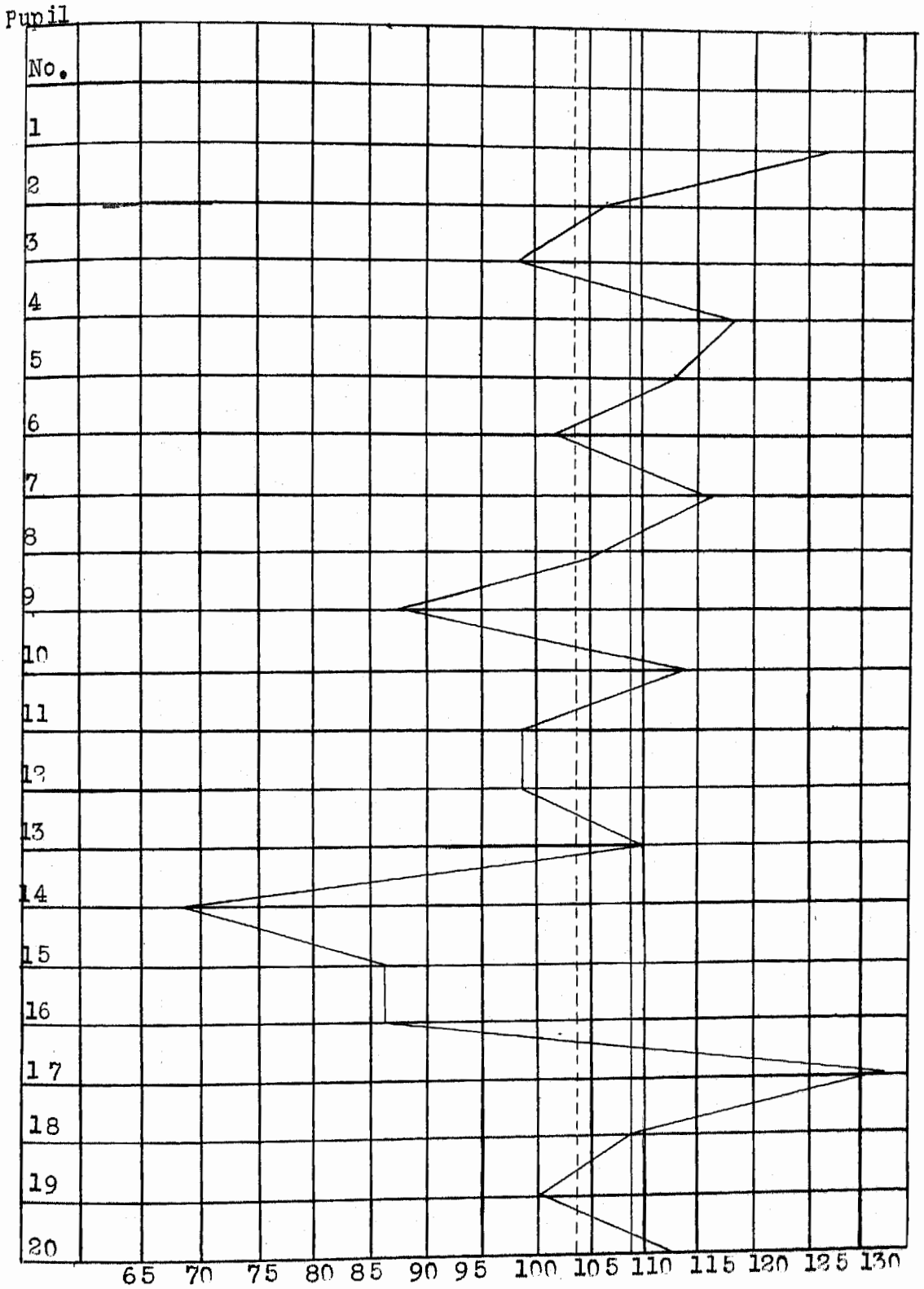


Figure 13

Scores of the members of the Freshmen Class on the H.E. Schrammel and Vera Davis Spelling Test. — Class Median; Test Median.

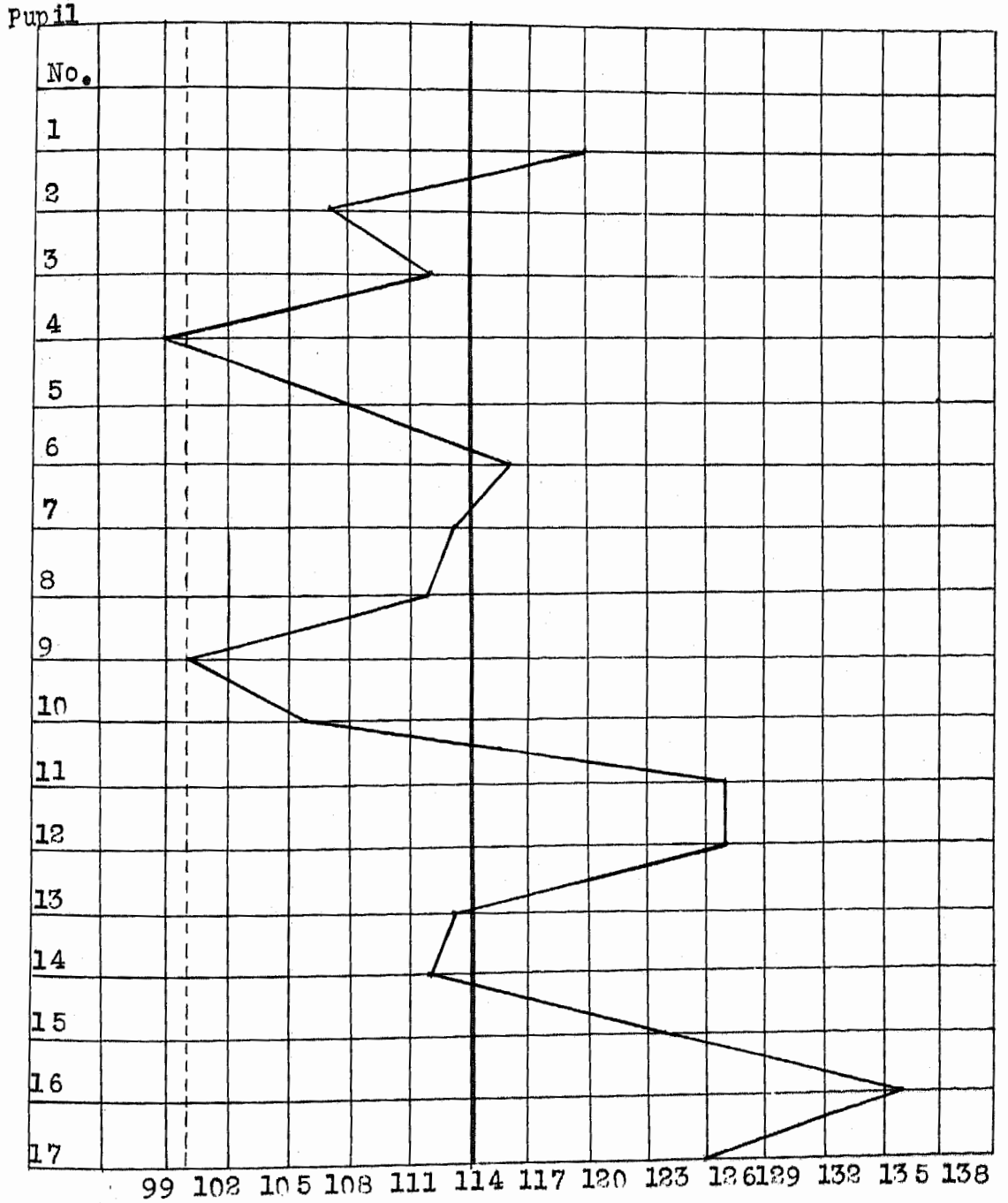


Figure 14

Scores of the members of the Sophomore Class on the H.E. Schrammel, Vera Davis Spelling Test. — Class Median; ----- Test Median.

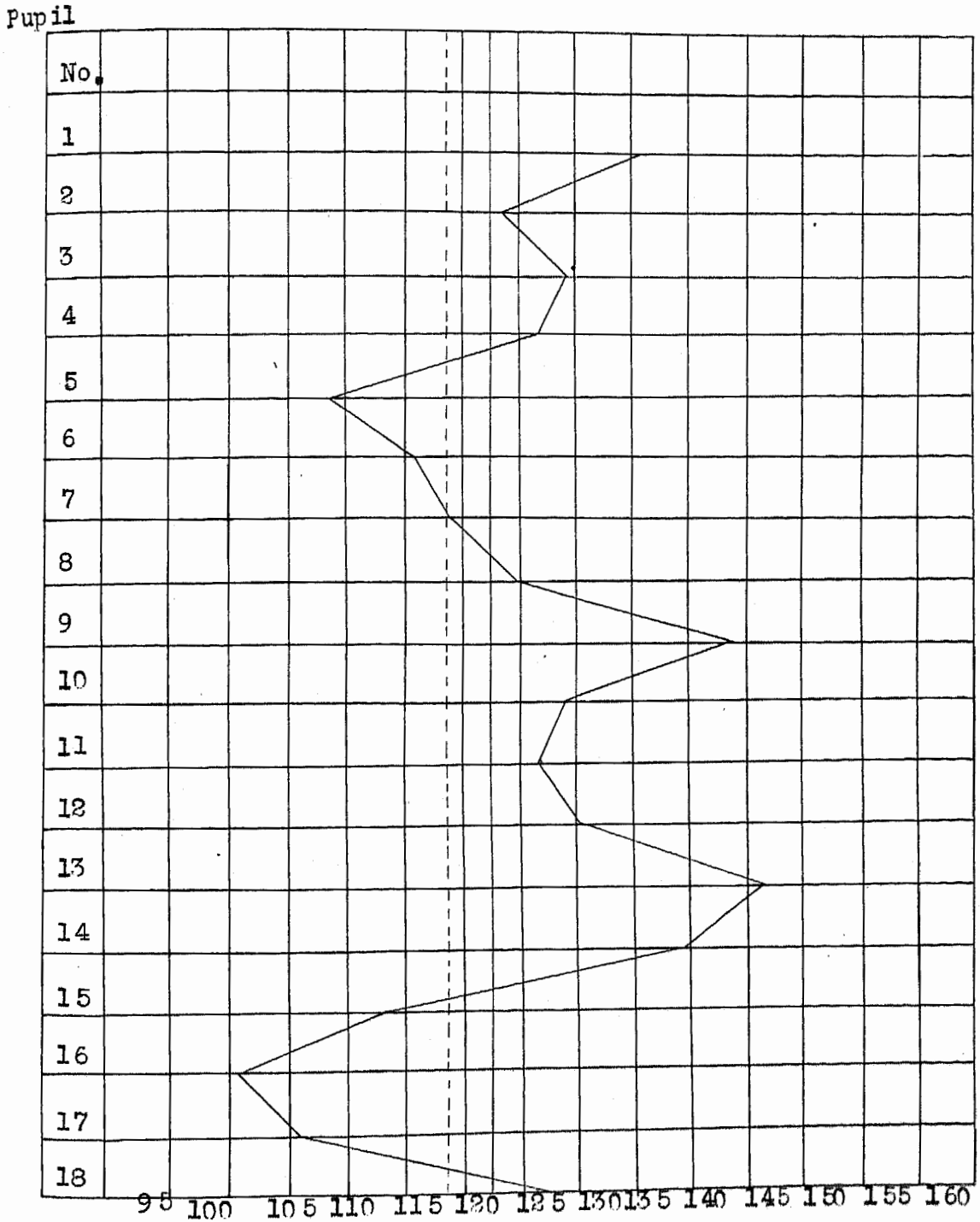


Figure 15

Scores of the members of the Junior Class on the Schrammel-Davis Spelling Test. — Class median;-----Test median.

Pupil

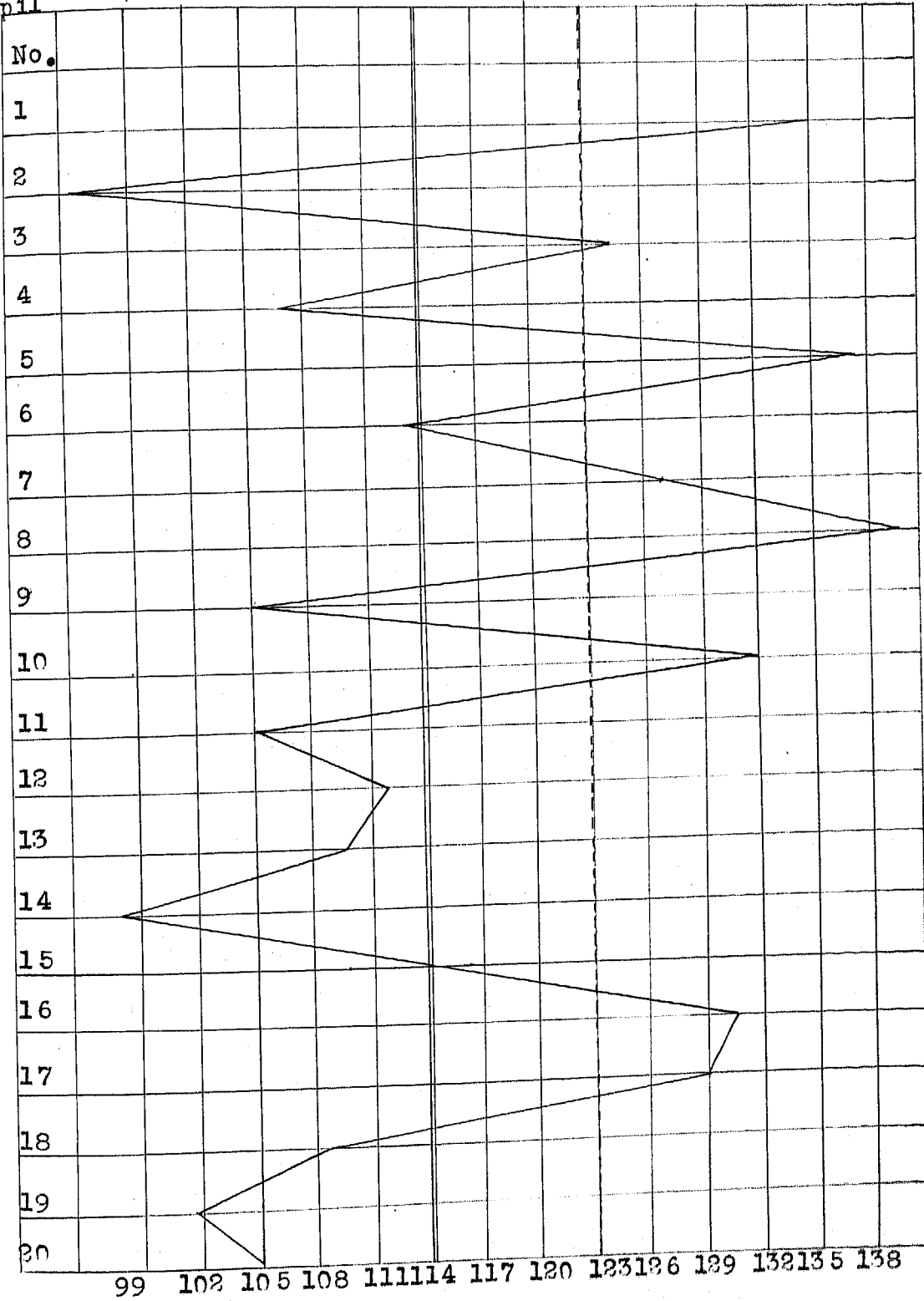


Figure 16

Scores of the members of the Senior Class on the Schrammel-Davis Spelling Test. — Class Median; - - - - - Test Median.

above that of the State. The sophomore median is slightly above that of the senior class.

In the vocabulary test (Figures 17, 18, 19, and 20) the freshmen and sophomores ranked above the State median. The juniors ranked one point below and the seniors again ranked considerably below the State. The sophomores here again rank in the highest median.

In arithmetic (Figures 21, 22, 23, and 24) comparisons were made with the eighth grade medians since norms were not complete for the high school. Each class ranked considerably above the eighth grade median for Kansas but there was no great margin between the medians of the various classes. It is noted that the freshmen and juniors have almost identical medians, but the sophomores still continue to lead the group. It is also noted that the seniors ranked comparatively higher on this test than on those previously discussed.

For the purpose of still further comparison, especially on the basis of specific subject matter, the Every Pupil Scholarship Tests, published and distributed by the Kansas State Teachers College of Emporia, Kansas, were used. The results of these tests are pictured in Table XIV. According

Pupil

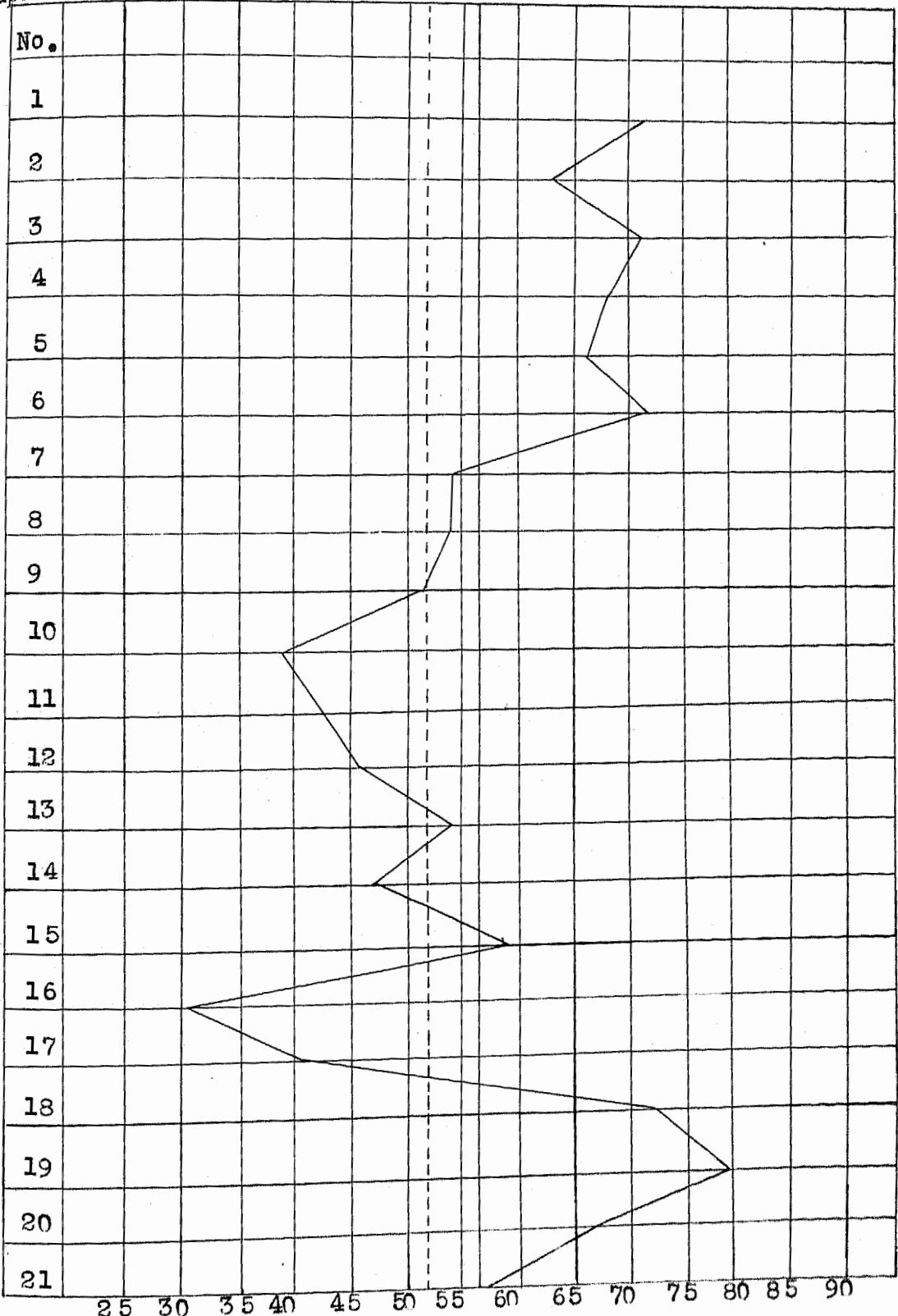


Figure 17

Scores of the members of the Freshmen Class on the Schrammel-Davis Vocabulary Test. — Class Median; ---- Test Median.

Pupil

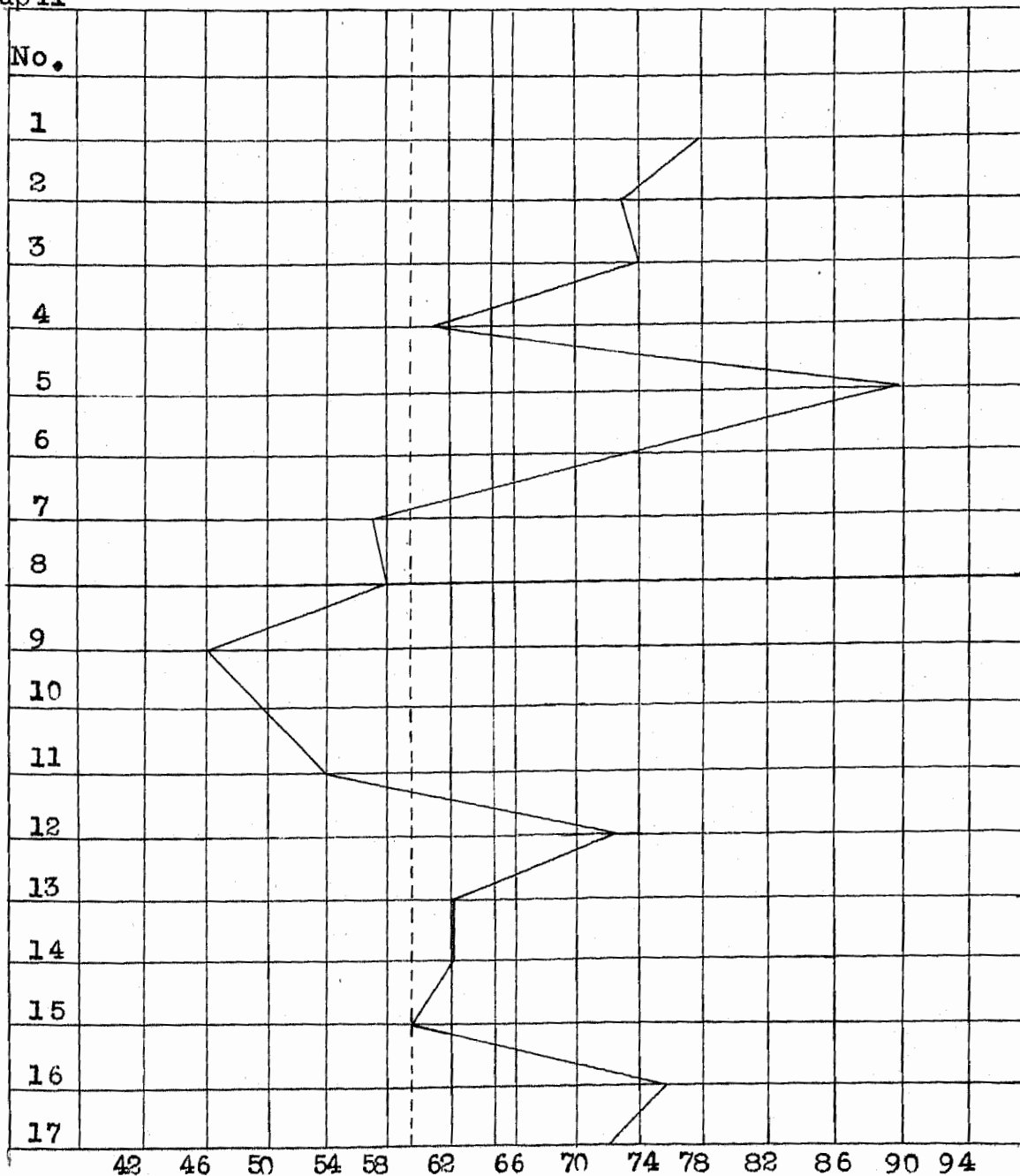


Figure 18

Scores of the members of the Sophomore Class on the Schrammel-Davis Vocabulary Test. —Class Median; ----Test Median.

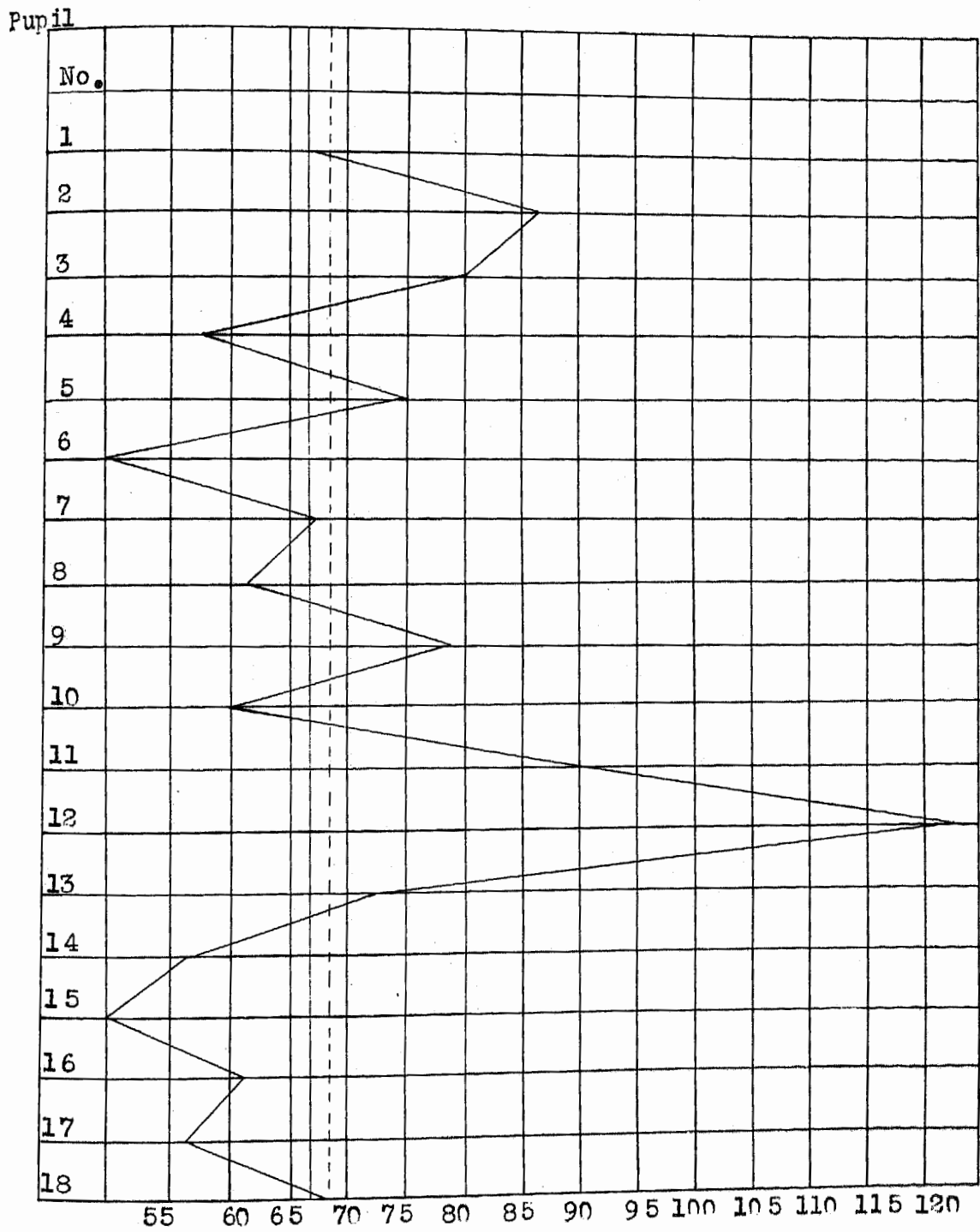


Figure 19

Scores of the members of the Junior Class on the Schrammel-Davis Vocabulary Test.—Class Median; ---- Test Median.

Pupil

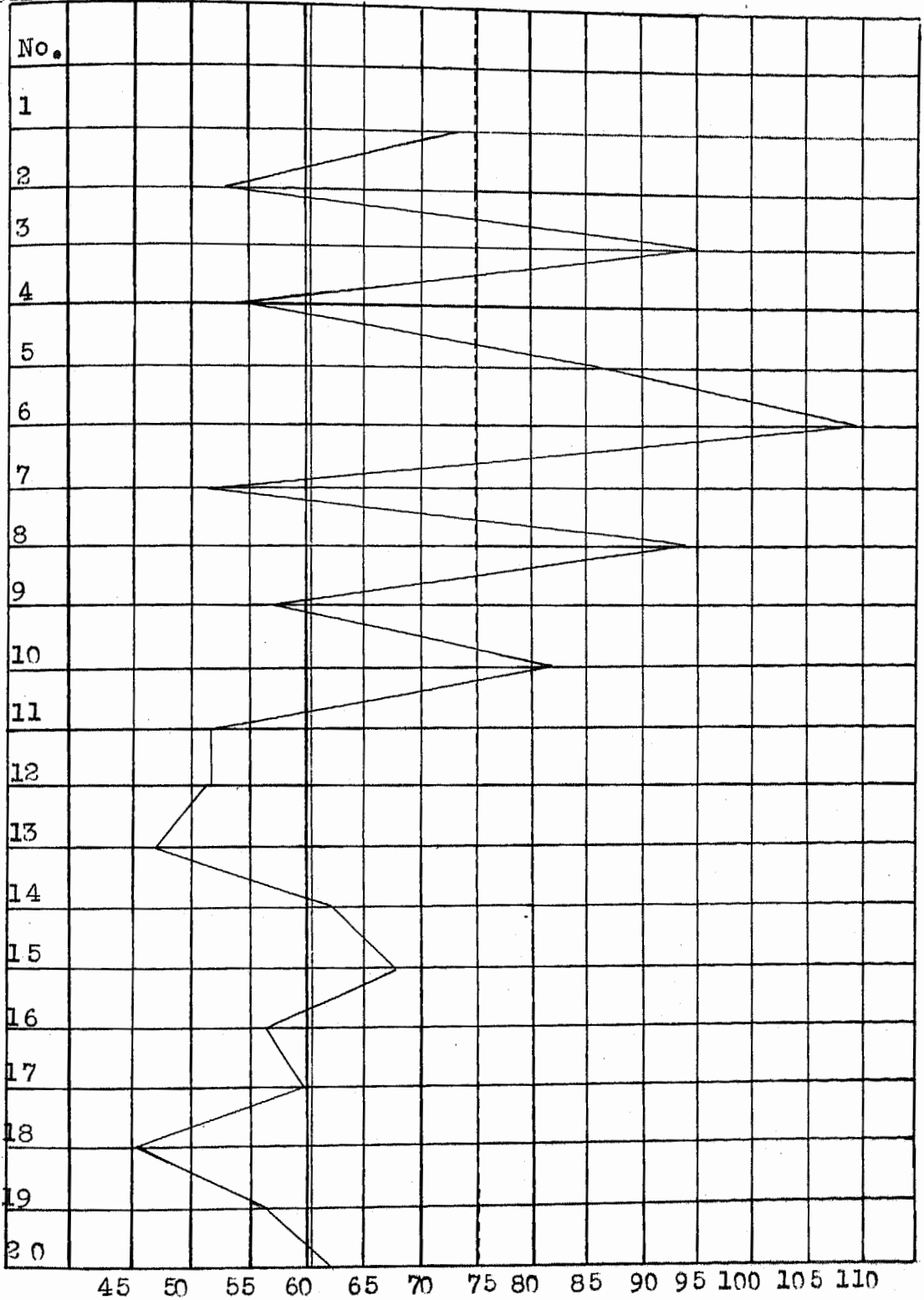


Figure 20

Scores of the members of the Senior Class on the Schrammel-Davis Vocabulary Test. — Class Median; - - - - - Test Median.

Pupil

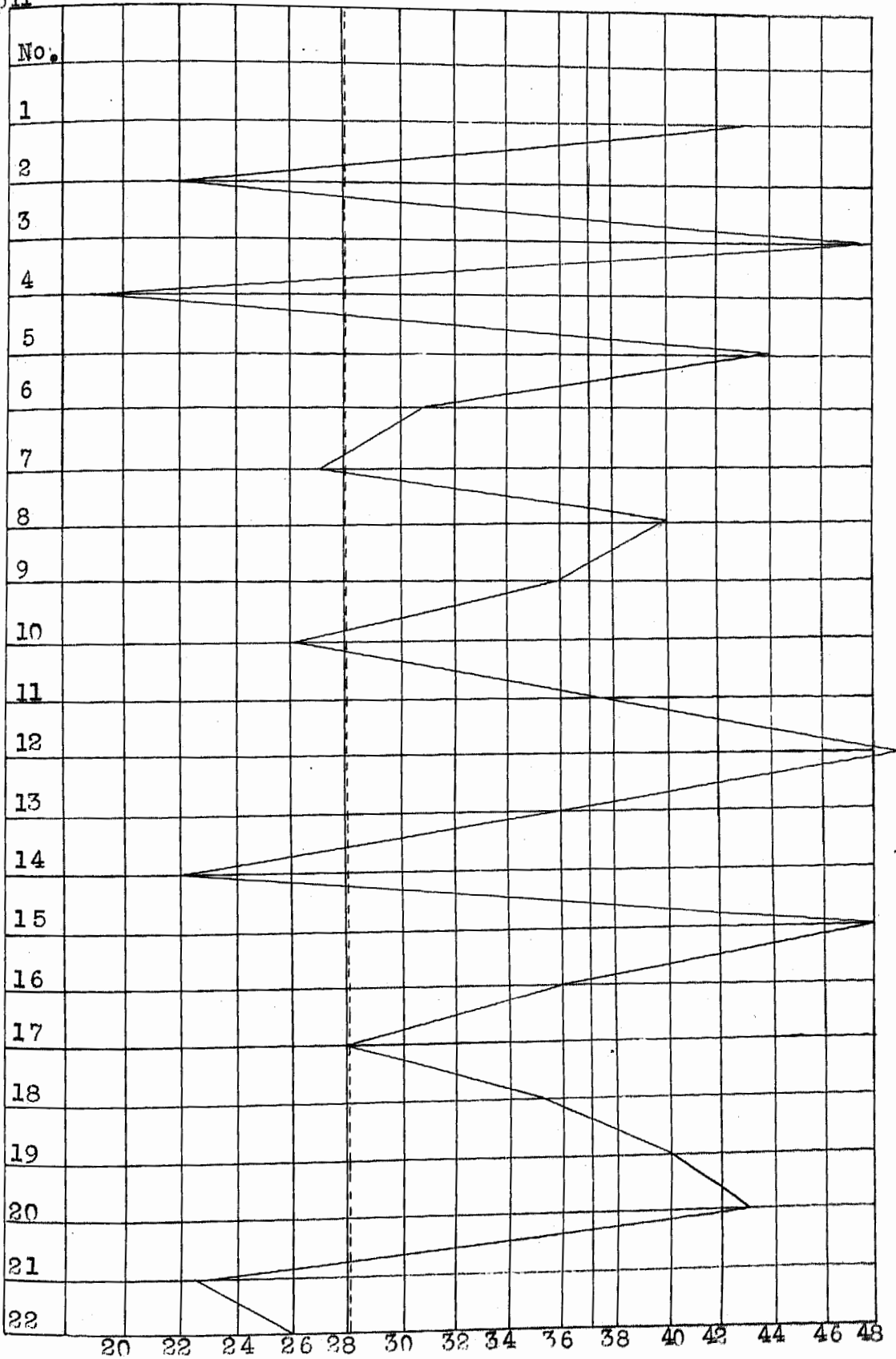


Figure 21

Scores of the members of the Freshmen Class on the Schrammel-Peak-Turner Arithmetic Test. — Class Median; ---- Test Median.

Pupil

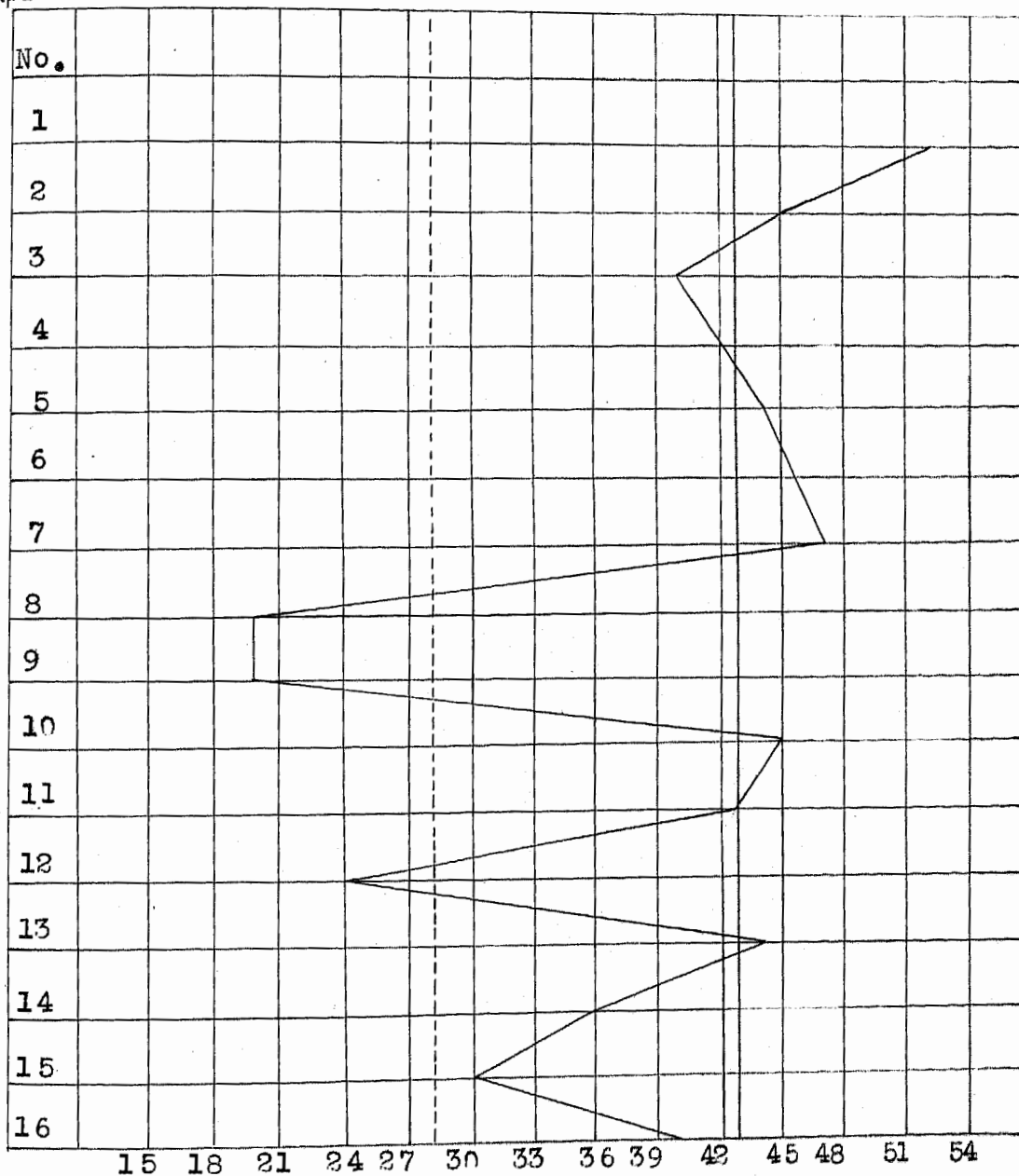


Figure 22

Scores of the members of the Sophomore Class on the Schrammel-Peak-Turner Arithmetic Test. — Class Median; ----- Test Median.

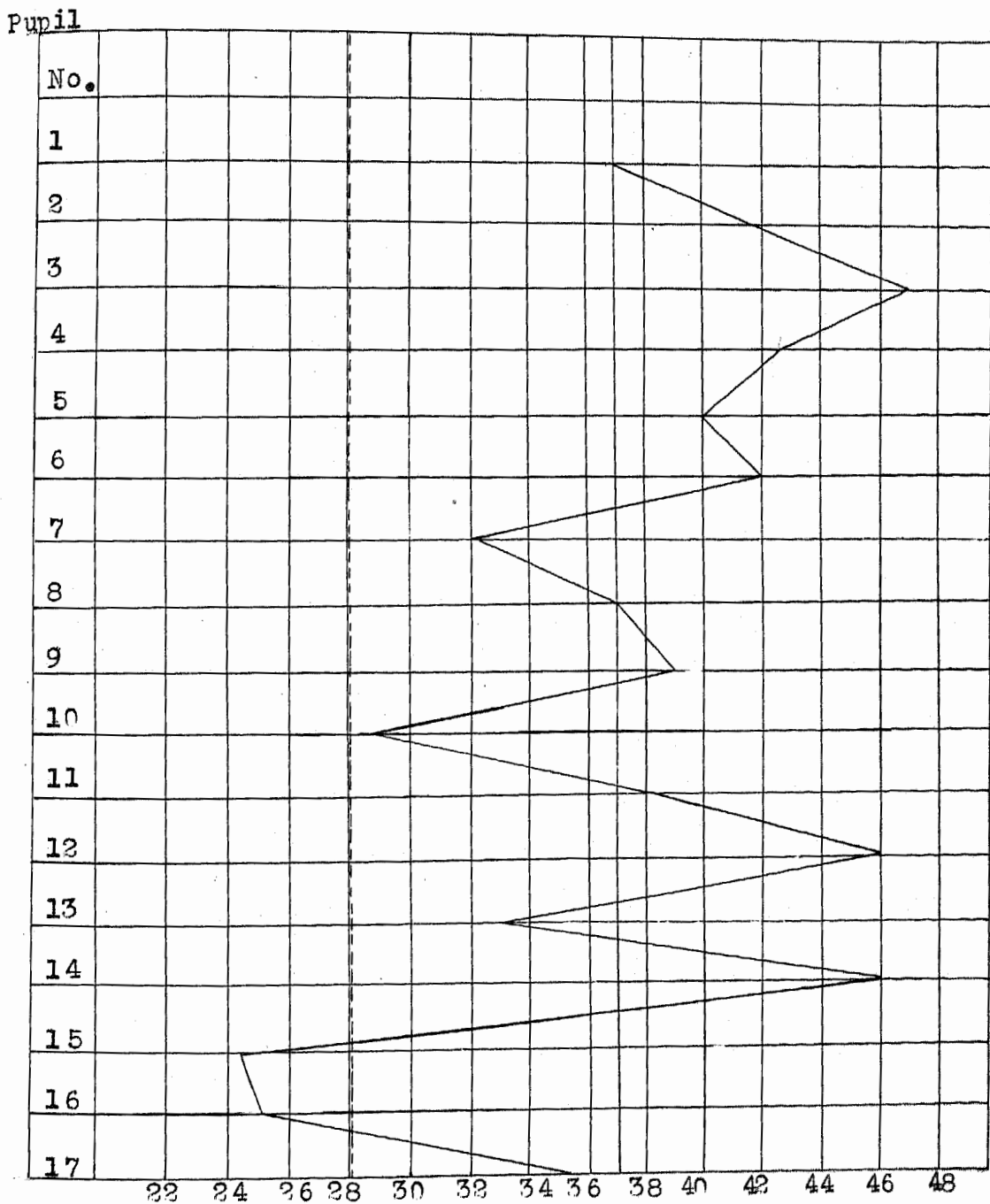


Figure 23

Scores of the members of the Junior Class on the Schrammel-Peak-Turner Arithmetic test. — Class Median; ----- Test Median.

Pupil

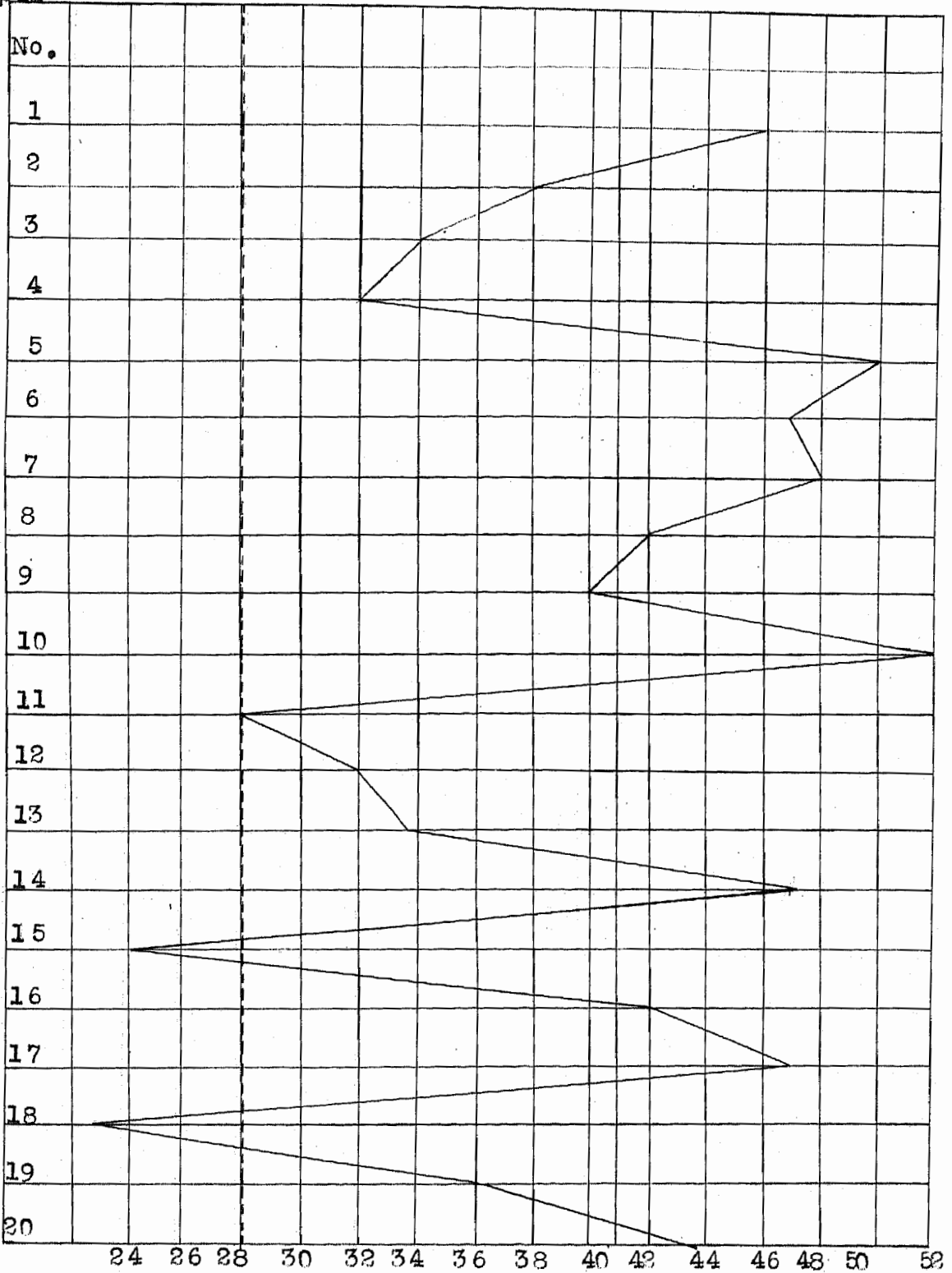


Figure 24

Scores of the members of the Senior Class on the Schrammel-Peak-Turner Arithmetic Test. — Class median; ---- Test median.

Pupil

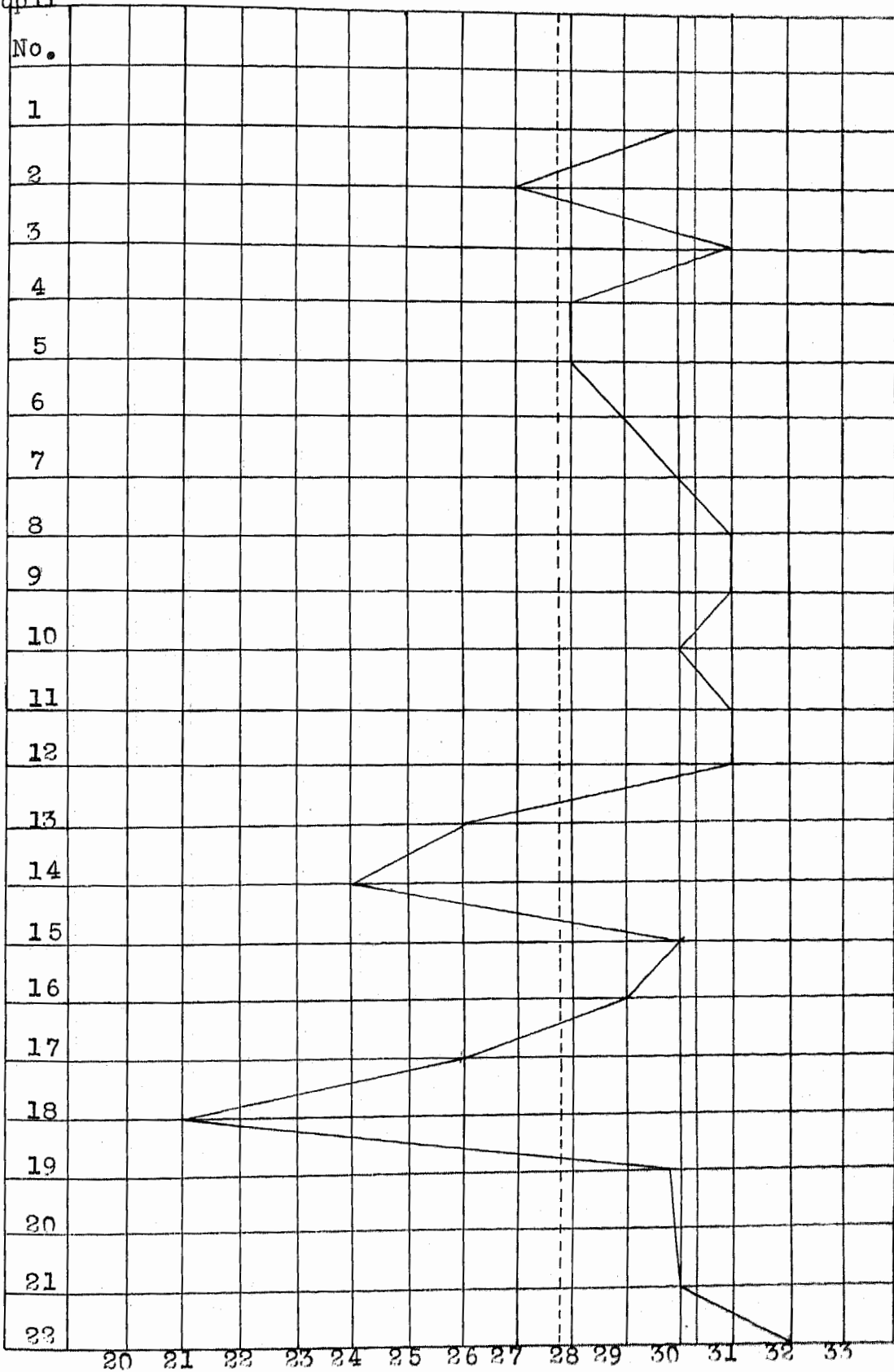


Figure 25

Scores of the members of the Freshmen Class on the Thorndike-McCall Reading Scale, Form 3.— Class median; ---- Test median.

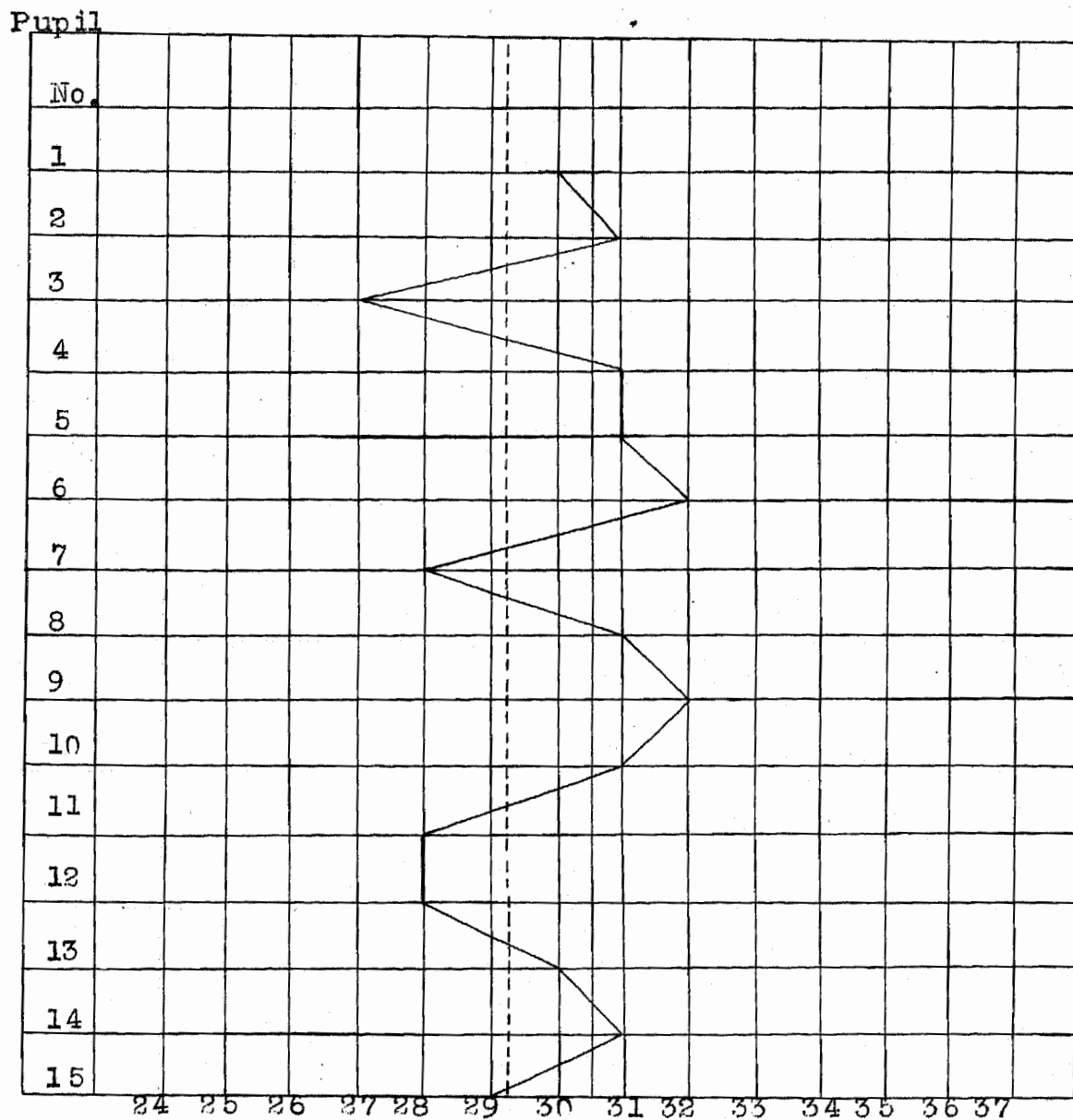


Figure 26

Scores of the members of the Sophomore Class on the Thorndike McCall Reading Scale, Form 3. — Class Median; ---- Test Median.

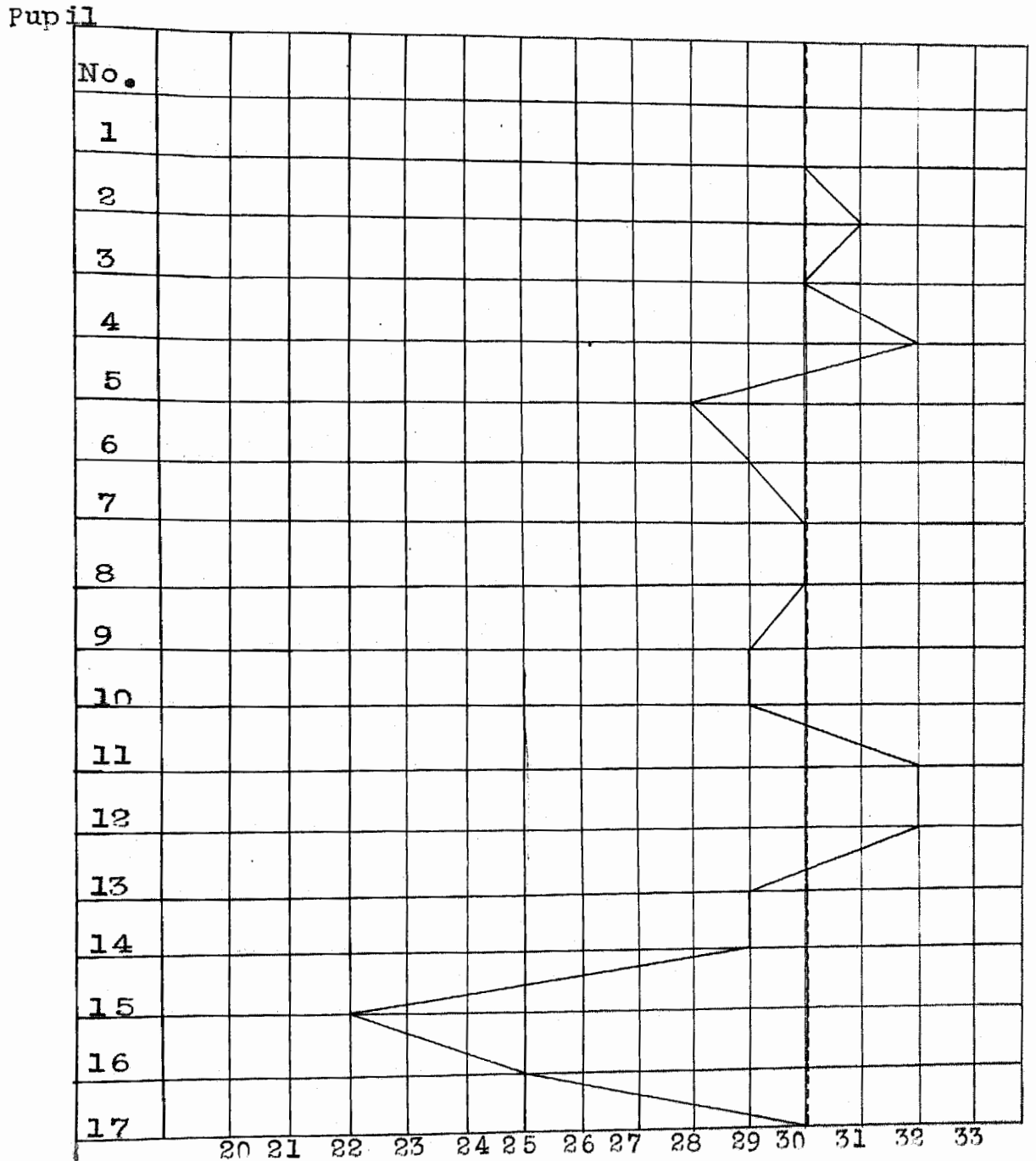


Figure 27

Scores of the members of the Junior Class on the Thorndike-McCall Reading Scale, Form 3. — Class Median; ---- Test Median.

Pupil

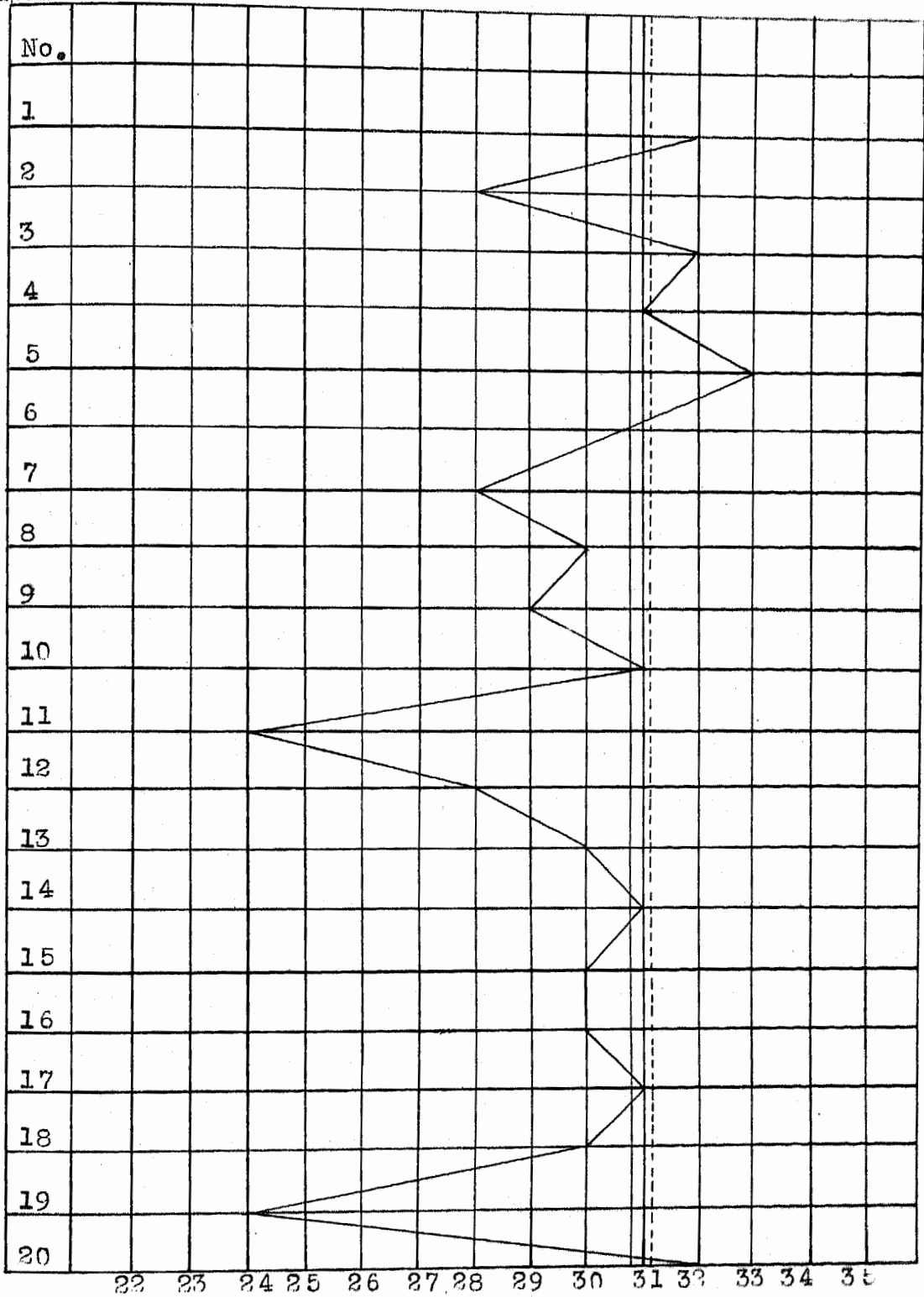


Figure 28

Scores of the members of the Senior Class on the Thorndike-McCall Reading Scale, Form 3. — Class Median; ---- Test Median.

TABLE XIV

COMPARISON OF MEDIAN SCORES AND RANGE OF SCORES IN HIGH
SCHOOL SUBJECTS

Subjects	Derby		State		Derby
	Median	Range	Median	Range	%ile Ranking
Physics	92	59-98	70	29-98	100
Geometry	85	64-106	65	15-109	96
Algebra	58	38-67	42	7-87	95
English I	84	57-111	78	18-147	80
English II	83	69-97	83	29-150	50
English III	95	66-116	39	30-150	70
Latin II	44	31-55	40	7-64	70
Gen. Science	71	34-84	62	15-104	85
Typing	72	0-92	77	0-99	25
Steno- graphy	299	78-381	312	21-483	45
Am. History	101	76-118	99	25-145	57
Constitution	60	53-71	60	23-98	50

Read table thus: The Derby median in Physics was 92 while the State median for the same subject was 70. This gives the Derby class a percentile ranking of 100, which means that they ranked higher than 100% of the schools in the State in that particular subject. The lowest Physics grade in the Derby class was 59 and the highest 98 as compared to 29 as the lowest in the State with 98 as the highest.

to this table all classes in which tests were used, ranked on or above the State median with the exception of typing and stenography.

One fact worthy of comment was that the physics class made the highest ranking in the State. Also several of the other classes ranked in the 70th, 80th, and 90th percentiles.

The fact that the two commerce classes ranked below the Kansas medians would indicate that that particular department was weak. However, since those particular tests dealt with skills, errors might have been the result of excitement and nervousness.

From the results of the tests given there is evidence to warrant the statement that in specific subject matter the Derby High School ranks higher than does the median high school in Kansas on the achievement tests given.

CHAPTER X

EDUCATIONAL EXPENDITURES

At a time when schools are handicapped through lack of funds, the financial status of the district is a source of much concern.

The fact that the cost of education has, during the last twenty years been greater than ever before, is well known. In past years this increase in cost was probably due to the rapid growth of the schools. Today too many people are prone to criticize the increased cost of education in terms of cost rather than the results. They seldom take the time to realize what the cost or conditions might be, if there were no schools. Ignorance can be, and is, much more costly than education. Money spent for schools is an investment for citizenship. The financial problem of education is not how cheaply the schools may be operated, but how wisely the school revenues are expended. Good schools can not be maintained cheaply but the money can be spent wisely.

The Derby Educational Needs

The educational investment of a community cannot be judged in terms of cost alone but rather by a comparison with its educational needs. As has been pointed out in a

previous chapter, only a small per cent of Derby graduates are able to attend college. Thus, it would seem that every educational advantage possible should be granted to those attending the local schools. For the purpose of further comparison the other schools of Sedgwick County have been selected. These schools are similar to Derby in respect to population, type of school organization, and community characteristics.

In order to show specifically the educational need of the community, the table on the following page is given to show the enrollment and the average daily attendance in the grade and high school since 1914.

A study of this table shows that the enrollment in the grade school is subject to considerable fluctuation from year to year, but that a continual increase or decrease is not to be expected. It would seem that the grade enrollment would probably continue to be between sixty and eighty-five.

The high school has shown some increase since 1920, having practically doubled its enrollment. However, Table XV indicates that the enrollment is now relatively stable and that on the average about seventy-five to eighty-five can be expected to enroll in high school. This would seem to infer that there will be no necessity for plans

TABLE XV

ENROLLMENT AND AVERAGE DAILY ATTENDANCE OF THE DERBY
SCHOOLS FROM 1915 TO 1935

Year	Grades		High School	
	Enrollment	Av. Daily Attendance	Enrollment	Av. Daily Attendance
1915	73	53	42	34
1916	68	62	50	42
1917	70	52	49	43
1918	86	54	52	44
1919	59	49	41	37
1920	58	52	54	48
1921	85	64	42	34
1922	92	75	60	48
1923	70	62	52	48
1924	87	65	63	55
1925	75	67	76	71
1926	63	51	81	76
1927	67	64	81	72
1928	74	70	79	70
1929	75	64	83	74
1930	86	69	84	76
1931	76	66	87	82
1932	71	65	90	83
1933	65	57	83	75
1934	60	55	78	74
1935	67	61	84	76

Read table thus: In the year 1915 there were 73 pupils enrolled in the grade school with an average daily attendance of 53. In the same year there were 42 pupils enrolled in the high school with an average daily attendance of 34. Read the remainder of the table in a like manner.

plans being made for expansion due to an increased enrollment. In other words, as far as enrollment is concerned

the cost of running the school should remain relatively constant. An examination of Table XVI indicates a verifi-

TABLE XVI

EDUCATIONAL EXPENDITURES AND THE NUMBER OF MILS LEVIED FOR
EACH YEAR FROM 1920 TO 1936

Year	Total Expenditure	Mils Levied	Total Salaries	Supt.'s Salary
1920	\$7,361.32	8	\$5,845.00	\$1,350.00
1921	9,804.65	7.3	7,154.50	2,000.00
1922	10,581.82	7.6	9,289.00	2,000.00
1923	12,024.07	9	9,380.00	2,000.00
1924	61,201.44	11	8,750.00	2,000.00
1925	13,478.75	13.5	7,455.54	2,000.00
1926	13,549.30	13	8,676.00	2,000.00
1927	12,562.39	12.2	8,093.26	2,000.00
1928	12,711.23	12.2	9,523.22	2,000.00
1929	17,214.95	12.4	10,496.51	2,000.00
1930	14,713.15	12.4	10,490.00	2,205.00
1931	14,606.87	12.4	10,850.87	2,205.00
1932	14,055.40	13	10,372.18	2,000.00
1933	12,614.56	10.14	9,278.70	1,800.00
1934	9,852.87	10	7,139.00	1,260.00
1935	10,437.73	10	7,580.00	1,350.00
1936	10,937.89	10.4	7,475.00	1,350.00

Read table thus: In the year 1920 the total expenditure for the school was \$7,361.32, the mils levied were 8. The total salaries of the teachers were \$5,845.00 and the superintendent's salary was \$1,350.00. Read the remainder of the table in a like manner.

cation of the above statement. This table leads to the assumption that the approximate cost of running the schools will be

within the vicinity of \$12,000 to \$14,000 per year. The large drop in cost in 1934 was due to the large cut in salaries, especially that of the superintendent. It is noted that in this year the total cost of running the school was less than the amount that was usually paid for salaries. Although salaries are on the incline, the table indicates that it will probably be several years before they return to their previous level.

The Expenditure of the Tax Dollar

The educational needs of a community should determine the amount of money that a community spends on its schools. However, the resources govern to a certain extent the amount that can be spent. The percentage of the tax dollar that is spent on the schools is an indication of the relative value which the community places upon the education of their children.

The county records are of such a nature that the expenditure of the tax dollar can be shown without too much calculation. Figure XXV pictures the expenditure of the tax dollar for the years 1935 and 1936.

An examination and a comparison of the two circle graphs on Figure XXV reveals that the percentage of the

tax dollar spent for schools in the Derby district lowered over eight per cent from 1935 to 1936. The charts from which these tables were compiled revealed the fact that in 1935 the total tax levy in Derby amounted to \$26.44 per one thousand dollar valuation and in 1936 the total tax levy was \$25.03 per one thousand dollar valuation.

This, as is pictured in Table XVII shows that in 1935 the amount of taxes spent on the school was \$10.10

TABLE XVII

A COMPARISON OF THE TOTAL AMOUNT OF MILS LEVIED WITH THE AMOUNT LEVIED FOR GENERAL PURPOSES FOR THE YEARS 1935 AND 1936 (FOR SCHOOLS)

School	Total Mills Levied for School Purposes (General + Bond)		Amount Levied for General School Purposes	
	1935	1936	1935	1936
Derby	10.10	7.50	4.50	6.00
Clearwater	8.00	8.20	8.00	5.30
Mount Hope	9.60	13.40	5.60	9.40
Valley Center	8.60	8.70	7.70	8.10
Maize	10.40	4.10	9.20	2.50
Garden Plain	4.70	3.20	4.70	3.20
Mulvæ e	13.60	9.20	13.60	9.20
Cheney	5.20	4.20	2.40	2.60
Goddard	10.80	9.50	7.30	7.30
Viola	5.30	6.00	3.90	4.80

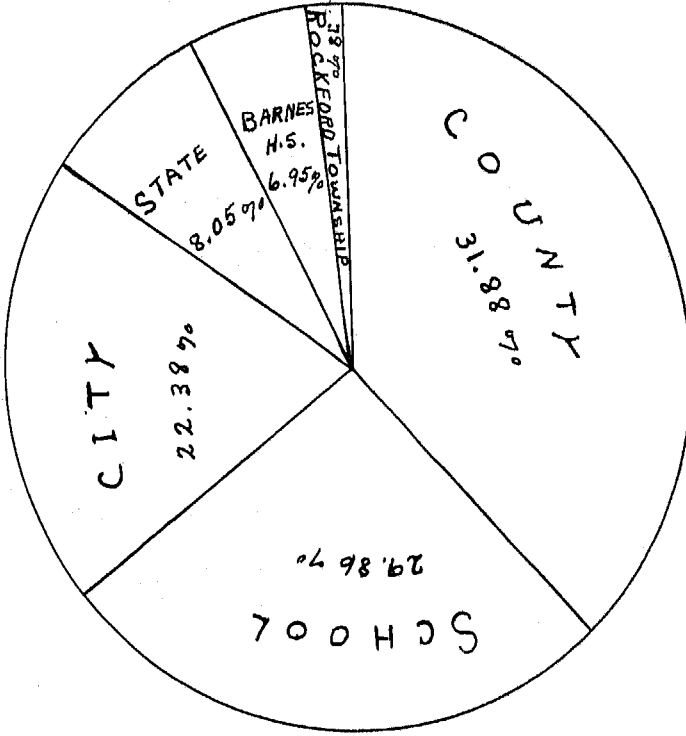
Read table thus: In the year 1935 the total mills levied for school purposes for Derby were 10.10, while in 1936 they were \$7.50. The amount levied for general school purposes in 1935 was \$4.50 while in 1936 it was \$6.00. Read the remainder of the table in a like manner. Schools listed in the above table according to district numbers.

per one thousand dollar valuation, whereas in 1936 with a lower county levy the amount spent on the schools was only \$7.50 per one thousand dollar valuation, or a decrease of approximately twenty-five per cent. On the other hand, the amount used for county purposes increased from \$5.27 in 1935 to \$7.98 for 1936. Thus the burden of taxation during the past year did not lie with the schools, but rather, with the county.

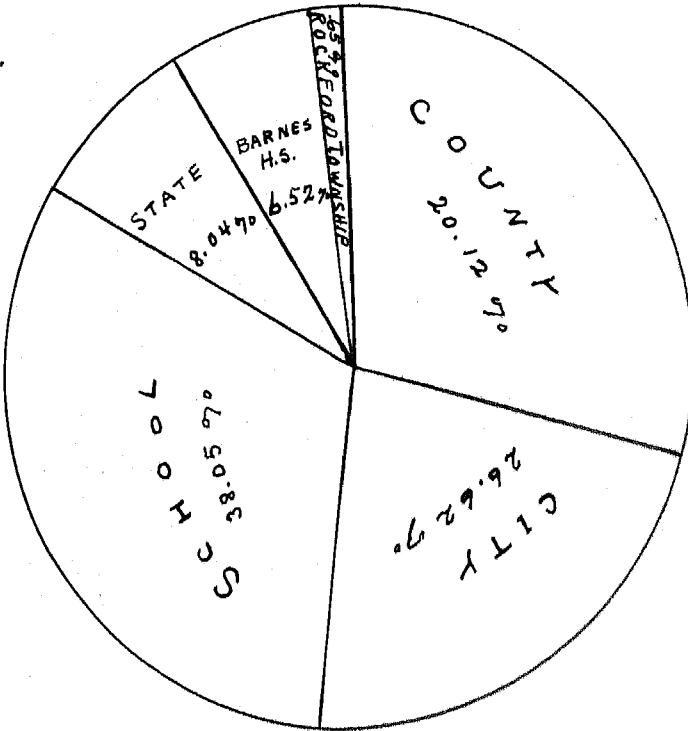
No attempt will be made to explain the various other phases of expenditure of the tax dollar. However, a slight comparison of the two circle graphs on Figure XXV on the expenditure of the tax dollar will reveal that the levy for the State, Barnes High School, and Rockford Township remained relatively constant. There is a slight drop in the levy for the city of Derby. It is noted that the levy for the schools was only 7.58 per cent more than that for the city. Incidentally the Derby city levy was next to the lowest in the county.

In order to compare on the same basis the educational investment of Derby with that of other Sedgwick County Cities, Table XVIII has been prepared.

This table shows that Derby spends 29.96 per cent of the tax dollar for school purposes, and is the second ranking city in the county in this respect. The average for



1926



1925

FIGURE 29

A COMPARISON OF THE 1925 AND THE 1926 TAX DOLLARS

IN ROCKFORD COUNTY, ILLINOIS

the group is 22.66 per cent, which means that Derby spends 7.3 per cent more of the tax dollar for education than does the average.

TABLE XVIII

RATIO OF TOTAL TAX RATE TO RATE FOR EDUCATIONAL PURPOSES
IN TEN SEDGWICK COUNTY CITIES 1936

City	Total Tax Rate in Mils	School Tax Rate in Mils	Per Cent
Mt. Hope	32.10	13.40	41.74
DERBY	25.03	7.50	29.96
Mulvane	31.03	9.20	29.65
Clearwater	30.64	4.20	27.09
Valley Center	39.61	8.70	21.96
Goddard	50.29	9.50	18.89
Maize	23.49	4.10	17.45
Viola	36.39	6.00	16.49
Cheney	35.24	4.20	11.94
Garden Plain	28.11	3.20	11.39

Read table thus: For the year 1936 Mount Hope's total tax rate in mils was 32.10, while the school tax rate was 13.40 mils, thus showing that 41.74 per cent of the total tax rate was used for educational purposes. Read the remainder of the table in a like manner.

However, the Table also shows that, whereas, Derby is next to the high ranking city in per cent of the tax dollar spent for schools it ranks next to the bottom in the total tax rate. Also that it ranks sixth in the school tax rate. Thus it appears that the high per cent rate is due to the low total tax rate.

Another factor which would enter into the above is shown in Table XIX which shows that Derby has the lowest

TABLE XIX

DISTRICT VALUATION AND VALUATION PER PUPIL ENROLLED IN
SCHOOL IN SEDGWICK COUNTY CITIES FOR THE YEAR 1936

School	Valuation of District	Valuation per Pupil Enrolled
Valley Center	\$1,614,784	\$3,967.53
Mount Hope	1,502,288	5,868.08
Mulvane	1,443,057	3,986.35
Maize	1,443,057	6,117.02
Clearwater	1,225,612	4,226.25
Goddard	1,055,461	9,021.04
Viola	942,456	8,726.44
Garden Plain	804,424	9,353.77
Cheney	757,433	4,184.71
DERBY	694,733	5,108.33

Read table thus: The valuation of the Valley Center school district for 1936 was \$1,614,784, making the valuation per pupil enrolled \$3,967.53. Read the remainder of the table in a like manner.

valuation of any of the districts used for comparison. This, of course, would lead to a higher school tax rate, in order to maintain the Derby Schools, than if the valuation were as high as in other cities. The fact that the tax rate is comparable to the valuation per pupil enrolled is also shown by Table XIX, where Derby is found to rank sixth.

Table XX gives a comparison of the average cost per pupil based on enrollment and also on average daily attendance. This table shows that Derby High School ranks seventh in the cost per pupil based on enrollment and eighth on the cost per pupil based on average daily attendance.

TABLE XX

COMPARISON OF THE AVERAGE COST PER PUPIL BASED ON ENROLLMENT
AND ALSO ON AVERAGE DAILY ATTENDANCE 1936

School	High School		Elementary	
	Enrollment	Av. Daily Attendance	Enrollment	Av. Daily Attendance
Goddard	\$16.43	\$17.12	\$8.67	\$9.52
Viola	15.67	16.69	6.37	7.47
Garden P.	14.82	15.88	8.57	9.50
Mt. Hope	10.91	12.63	6.15	6.75
Cheney	10.01	10.77	5.79	6.38
Maize	9.97	10.58	7.68	8.43
DERBY	9.85	9.89	7.47	7.87
Mulvane	8.90	10.21	5.33	6.12
Valley C.	8.49	9.85	6.19	7.33
Clearwater	7.71	8.26	6.01	6.77

Read table thus: In Goddard H.S. the cost per pupil per month was \$16.43 based on enrollment and \$17.12 based on av. daily attendance. Read elementary and remainder of table in a like manner.

The Derby Grade School ranks fourth in cost per pupil based on enrollment and also on average daily attendance. This is probably due to the fact that the grade school has a relatively small enrollment, due to the small district. Another noticeable feature presented in this table is that both the Derby High School and the Derby Grade School show the least margin in cost per pupil based on enrollment as compared with cost per pupil based on average daily attendance. This, of course, is an indication that the Derby Schools have a higher percentage of attendance than do the other schools of the county.

As a final comparison Table XXI has been prepared. Here the enrollment of the schools used for comparison is shown in connection with the salaries paid and the total operating cost of running the school.

The table shows that in total operating expense, Derby ranked third from the bottom. It is noticed that the two schools which rank below Derby have approximately half the enrollment in the high school where the burden of the expense usually lies. The county superintendent's records show that these two schools have one less teacher than does the Derby High School. This would seem to indicate that the Derby Schools are maintained as economically as

TABLE XXI

COMPARISON OF TOTAL OPERATING EXPENSES, THE ENROLLMENT,
AND THE SUPERINTENDENT'S SALARIES FOR TEN SEDG-
WICK COUNTY CITIES FOR THE YEAR 1935-1936.

School	Supt. Salaries	Enrollment H.S.	Grade	Total Operating Expenses
Valley C.	\$2208	183	224	\$26,456.77
Mulvane	2100	146	216	22,094.32
Mt. Hope	1600	100	156	18,527.57
Clearwater	1800	138	152	17,743.40
Maize	1800	87	131	17,052.35
Cheney	1620	84	97	12,634.78
Goddard	1250	50	67	12,621.79
DERBY	1350	78	53	10,725.38
Garden Plain	1800	45	41	9,167.54
Viola	1260	33	75	8,960.93

Read table thus: The superintendent of the Valley Center Schools had a salary of \$2208. The enrollment of the high school was 183 while the grade school enrollment was 224. The total operating expenses of the Valley Center Schools were \$26,456.77. Read the remainder of the table in a like manner.

are any of the schools used for comparison. However, an examination of Table XXI bears out the point that this econ-

omy is being maintained at the expense of the teachers' salaries.

Derby has a small indebtedness that will be paid out in the year 1937-1938. There has always been a surplus of money on hand. There are no outstanding school warrants that are unpaid.

Both the high school and the grade school are sufficiently large to house the probable enrollment. The one possibility whereby more room might be needed would be that the legislature would compel some of the small rural schools that lie within two to five miles of Derby to consolidate. The other deficiencies or necessities mentioned before could be cared for through a few additions and rearrangements.

Thus it has been shown that the financial condition of the Derby Public Schools is sound. An examination of the financial records found them to be neat and well kept. The records are maintained in such a manner that one can easily ascertain items which refer to instruction, operation, new equipment, etc. This is in accordance with good business procedure, and only in this manner may the schools be maintained successfully. Educational returns cannot be

calculated in dollars and cents and only through good business practices can the tax-payers money be spent wisely and economically. The tax-paying public is greatly concerned as to the spending of public funds and the proper accounting is a necessary factor.

The study indicates that on the whole the Derby Schools are being maintained wisely and economically. The tax rate compares favorably with that of other schools of Sedgwick County. The fact that Derby maintains its schools as well as it does speaks well of the community, with such a small district and low valuation. However, the district is sound enough financially that it should not attempt to economize too much through the maintaining of low teacher salaries. This would only tend to eliminate the better teachers and be more costly in the long run.

An attempt has been made to present the financial status of the schools as clearly and accurately as possible, that it might be easily understood by the average citizen. If the average citizen sees clearly the expenditure of the tax dollar and how it compares with that of other communities he will be even more willing to support his school.

CHAPTER XI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This survey has had as its main objectives, the study of the history or background of the Derby Schools and a critical study and evaluation of the present status of the Derby School System. The purpose is:

1. To present a brief history of the Derby Community, thereby showing its development and progress.
2. To show the progress that has been made by the Derby (Kansas) Schools and to compare the Derby Schools with similar schools of other third-class cities in Sedgwick County, Kansas.
3. To ascertain how the students of the Derby Schools compare with students of the same age and grade throughout the State of Kansas.
4. To make recommendations which should aid legislative and administrative officers to run the schools more effectively and efficiently.

The greater part of the data used in this study was obtained from records found in the office of the State Superintendent of Public Instruction at Topeka, Kansas; and the office of the County Superintendent of Schools located at Wichita, Kansas. Historical sketches and other items of interest were obtained from past issues of periodicals. Interpre-

tations of tests were based on the State norms for the same. The building and equipment were evaluated according to accepted standards.

The following types of data were assembled from the various sources:

1. Grade school enrollment from 1880 until 1935 and High School enrollment from 1915 to 1935.
2. Statistics concerning teachers and school board members of the Derby Schools from 1872 to 1937.
3. Scores made by the respective classes of the Derby High School on the (a) Barrett-Ryan English Test; (b) Schrammel-Davis Spelling Test; (c) Schrammel-Davis Vocabulary Test; (d) Schrammel-Turner-Peak Arithmetic Test; and (e) Thorndike-McCall Reading Scale.
4. A comparison of the median class scores, and the range of scores, made by the Derby Schools on the Primary Achievement Test, with the State norms on the same.
5. A comparison of the median scores made by grades four to eight on the Stanford Achievement Tests with the State norms.
6. A comparison of the scores made by the Derby High School Pupils on the Every Pupil Scholarship Tests, with the State norms.
7. An age-grade distribution for grades one to twelve in the Derby Schools, and a comparison with the normal age-grade distribution.

8. Distribution of the intelligence quotients of the pupils according to their grade in school.

9. The amount of money levied for educational purposes in the Derby School District, and comparison of educational levies and expenditures of the Derby District with other third-class city schools of Sedgwick County.

10. A comparison of the total amount of mills levied for educational purposes with the amount levied for general purposes in the years 1935 and 1936.

11. The ratio of the total tax rate to the rate for educational purposes, for ten Sedgwick County Cities.

12. The district valuation and the valuation per pupil enrolled in school for ten Sedgwick County Cities for the year 1936.

13. Comparison of the average cost per pupil (based on enrollment) and the average daily attendance for ten Sedgwick County Cities for the year 1936.

14. A comparison of the total operating expenses, the enrollment, and superintendent's salaries for ten Sedgwick County Cities, for the year 1936.

In summarizing, there are several points which should be considered:

1. The town of Derby, Kansas is located in the midst of a rich farming district and at the same time is just a few

miles from the city of Wichita.

2. The population of the city of Derby has been fairly stable during the last thirty years.

3. The school building was constructed in 1924. The grade school and the high school occupy the same building. The building has sufficient room to adequately care for the present enrollment and in most respects the equipment is also adequate. The building, as a whole, is well planned for natural light, but there are insufficient electric lights for proper artificial lighting.

4. The board of education is composed of three members. No qualifications other than being residents of the community are required. Two of the present board members have held office for approximately twenty years.

5. The qualifications for the position of superintendent are high. The superintendent must satisfy State requirements for superintendents of "Class A" schools. He must also be able to teach several classes in addition to his administrative duties.

6. The qualifications for teachers are also high. No teacher is considered for a grade school position who does not have at least sixty hours college credit and said teacher must be the holder of a three year state or life certificate. High school teachers must have a college degree and must have a major or minor in the subjects taught.

7. There is only one case of over-ageness in the entire system; whereas, there are forty-nine cases of under-ageness. In terms of per cent, over seventy-three per cent of the pupils are of average age, and thirty-six per cent are under age.

8. The intelligence quotients of the pupils range from seventy-two to one hundred thirty-two in the elementary school, and from seventy-four to one hundred twenty-nine in the high school. The median I. Q. for the elementary grades is 107.5 and for the high school is 107.1.

9. The median scholastic achievement of the pupils as measured by standardized tests is found to be slightly above the State median in every grade of the elementary school. In the high school, using tests in : English, spelling, vocabulary, arithmetic, and reading, all classes ranked above the State median with the exception of the freshmen, juniors, and seniors in English, and the seniors in vocabulary. In the Every Pupil Scholarship Tests the Derby pupils ranked on or above the State median in every subject except typing and stenography. The physics class made the highest record in the State.

10. Educational expenditures have decreased during the last few years, due chiefly to the decrease in teacher's salaries. Expenditures for the year vary from approximately \$10,000 to \$14,000, and the number of mills levied from 10 to 12.

11. The percentage of the tax dollar spent for schools in the Derby District lowered over twenty-five per cent from 1935 to 1936; whereas, the amount used for county purposes increased forty-seven per cent. However, the per cent of the school tax rate to the total tax rate for the Derby District is the second highest in the county, since the Derby District has the least valuation of any district in the county.

12. The cost per pupil per month of the Derby Schools is below the average for third-class city schools of Sedgwick County. The Derby Schools show the least margin in cost per pupil based on enrollment, as compared with cost per pupil based on average attendance.

13. In total operating expenses, the Derby Schools rank third from the bottom when compared with the other third-class city schools of Sedgwick County, and operate the most economical of any similar schools in the county when enrollment and number of teachers are concerned.

14. The district has a small indebtedness that will be paid out in the year 1937-1938. There are no outstanding warrants unpaid. As a whole, the financial condition of the Derby Public Schools is sound, and the financial records are neat and well kept.

Conclusions

1. There is no reason to expect a rapid growth in the attendance of the Derby Schools, nor to expect a gradual increase in attendance over a period of years. This is assumed through a comparison of the enrollment and average daily attendance from 1915 until 1935. (Table XV, page 165.)

2. The building as a whole is adequate to care for the present enrollment, but in certain respects needs some changes and additions. This is made evident by a study of:

- (a) The specific facts concerning each room.
(Pages 90 to 94.)
- (b) The need for better artificial lighting.
(Page 94.)
- (c) The equipment of the building as a whole.
(Pages 95 to 101.)
- (d) Inadequacy of the manual arts department.
(Pages 97 and 98.)

3. There should be a definite understanding on the part of the board of education and the superintendent as to the powers and duties of each. This is revealed through a review of:

- (a) The work of the board of education. (Page 103.)

(b) The work of the superintendent. (Page 112.)

4. Teacher qualifications are high and this high standard should be maintained, even if it means paying teachers a somewhat higher salary. This is indicated through a study of:

(a) Teacher qualifications and requirements.

(Pages 117 to 119.)

(b) Statistics concerning the teachers in the Derby Public Schools. (Table IV, page 118.)

5. The pupils of the Derby Schools are average or slightly above average in general intelligence and progress in school. This is shown by:

(a) The age-grade distribution. (Table V, page 124.)

(b) The distribution of the intelligence quotients of the pupils of the Derby Schools. (Table VI, page 128.)

(c) The median I.Q. for each grade. (Table VII, page 129.)

6. The pupils of the Derby Elementary School are slightly above the median for the State in scholastic achievement. This is evidenced by:

(a) Scores made by grades I to III on the Primary Achievement Test. (Table VIII, page 131.)

(b) Scores made by grades IV to VIII on the Stanford Achievement Tests. (Table IX, page 133; Table X, page 134; Table XI, page 136; Table XII, page 137; Table XIII, page 138.)

This is clearly shown by:

- (a) The comparison of the total educational expenditure and the number of mills levied in the Derby District from 1920 until 1936. (Table XVI, page 166.)
- (b) The comparison of the total mills levied, with the number of mills levied for educational purposes in ten third-class cities of Sedgwick County. (Table XVII, page 168; Figure 25, page 170; Table XVIII, page 171.)

Recommendations

The preceding pages have shown that the Derby Schools have made great progress during the past years. But they have also shown that in spite of this progress there are still many features that could be improved. It is apparent that the author has, in general, approved of the Derby System. However, never has his personal interest prevented his making true criticisms, recommendations, and suggestions as he has felt were warranted by the survey.

The value of any survey should lie in the recommendations for improvement which it shows are needed. It now remains to summarize the most important of these recommendations. Not with the thought in mind that the recommendations must be cared for and acted upon immediately, but that they may be

more accessible and thus stand a better chance of becoming embodied in the regular school program within the course of a few years. A summary of the major recommendations follows:

1. That a closer relationship exist between the superintendent and the school board, with the school board acting as a legislative body and delegating all executive functions to the superintendent of schools.

2. That board meetings be held at stated intervals with the superintendent of schools present at all meetings. The problems to be discussed, to be submitted to the board by the superintendent, prior to the meeting, in order that the board may be enabled to give them proper consideration.

3. That a complete record of all meetings be kept by the secretary of the board.

4. That the superintendent of schools be relieved of enough routine work to enable him to supervise properly both the grades and the high school.

5. That the building be rewired, and sufficient electric lights be added to light the building properly and adequately.

6. That, at the first opportunity, additions or changes be made that will enable the manual arts program to be carried on properly.

7. That a course in vocational agriculture be added to the educational program as soon as possible.

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