

GROWTH AND DEVELOPMENT OF EDUCATION
IN FRANKLIN COUNTY
KANSAS

A THESIS

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

BY

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MAY, 1938

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ACKNOWLEDGMENT

It is with a feeling of deep gratitude that I acknowledge my indebtedness to Dr. Edwin J. Brown, who not only suggested the topic but also has given freely of his time in directing the study.

I also acknowledge with sincere appreciation the valuable information which was so willingly given by old settlers and others who were interested in the study.

L. W. M.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The nature of the study	1
Previous studies	1
The scope of the study	2
Method of procedure	3
Types of data collected	3
Presentation of data	3
II. INDIAN MISSIONS IN FRANKLIN COUNTY	6
Ottawa Baptist Mission	6
Greenwood Mission	11
Moravian Mission	12
III. SOCIAL AND INDUSTRIAL DEVELOPMENT IN FRANKLIN COUNTY	25
Location	25
Townships	26
Crops	26
Railroads	28
County seat	28
IV. EARLY SCHOOL LAWS	29
Duties of the first superintendent of common schools	30
Topeka Constitution	31
Lecompton Constitution	32
Leavenworth Constitution	33

CHAPTER

IV, CONTINUED

Wyandotte Constitution	33
County Superintendent	35
Complete list of county superintendents	36
V. EARLY SCHOOL PROBLEMS	37
District tax	38
Text books	39
Problems of the rural school	40
The value of the county superintendent	41
Irregular attendance	43
VI. ESTABLISHMENT OF THE FIRST SCHOOLS	45
Ottawa public schools	46
First public schools in the county	47
VII. TEACHERS AND TEACHER TRAINING	55
First certificate laws	55
First teachers' institutes	57
Graded certificates	59
Teacher's certificate used in 1870	60
State diplomas	60
State certificates	61
Applicants for teachers' certificates in 1895	61
Certificates of Franklin County, 1936	62
Certificates of one and two teacher schools	63

CHAPTER

VIII. SECONDARY AND COLLEGIATE EDUCATION (EXCEPT RURAL HIGH SCHOOLS)	64
Ottawa University	66
Ottawa University Academy	68
Ottawa High School	69
Wellsville High School	71
Princeton High School	74
Lane High School	76
IX. ESTABLISHMENT OF THE RURAL HIGH SCHOOLS	79
First rural high school	80
The second rural high school	81
The third rural high school	82
The fourth rural high school	83
The fifth rural high school	85
The sixth rural high school	87
X. FRANKLIN COUNTY SCHOOL STATISTICS 1861 TO 1937	91
Interpretation of school statistics in Franklin County, 1861 to 1937	95
XI. SUMMARY	98
BIBLIOGRAPHY	102
INDEX	107

LIST OF TABLES

TABLE	PAGE
I. COMPARATIVE STUDY OF THE ENROLLMENT IN OTTAWA UNIVERSITY, 1880-1927	68
II. OTTAWA HIGH SCHOOL STATISTICS, 1873-1937	70
III. WELLSVILLE HIGH SCHOOL STATISTICS	73
IV. PRINCETON HIGH SCHOOL STATISTICS	75
V. LANE HIGH SCHOOL STATISTICS	77
VI. PEORIA RURAL HIGH SCHOOL STATISTICS	80
VII. RANTOUL RURAL HIGH SCHOOL STATISTICS	81
VIII. APPANOOSE RURAL HIGH SCHOOL STATISTICS	83
IX. RICHMOND RURAL HIGH SCHOOL STATISTICS	84
X. POMONA RURAL HIGH SCHOOL STATISTICS	86
XI. WILLIAMSBURG RURAL HIGH SCHOOL STATISTICS	88
XII. SUMMARY OF FRANKLIN COUNTY RURAL HIGH SCHOOLS, 1937 . . .	89
XIII. FRANKLIN COUNTY STATISTICS, 1861-1937	92

LIST OF FIGURES

FIGURE	PAGE
1. FRANKLIN COUNTY INDIAN RESERVATION MAP	16
2. LAST PAYMENT TO CHIPPEWAS AND MUNSEES	17
3. MORAVIAN MISSION	18
4. SAC AND FOX INDIAN AGENCY	19
5. MONUMENT OF MRS. SABILLA ELLIOTT	20
6. GRAVE OF FRANCIS McCOONSE	21
7. MONUMENT OF FRANCIS McCOONSE	21
8. MONUMENT OF REV. JOTHAM MEEKER AND HIS WIFE	22
9. HOUSE OF REV. JOHN T. JONES	23
10. MONUMENT OF REV. JOHN T. JONES	24
11. LOCATION OF FRANKLIN COUNTY	27
12. FRANKLIN COUNTY	28a
13. KAUB SCHOOL HOUSE	50
14. EUGENE FIELD BUILDING	50
15. FIRST SCHOOL BUILDING AT LANE	51
16. FIRST SCHOOL BUILDING AT POMONA	52
17. FIRST SCHOOL BUILDING AT WILLIAMSBURG	53
18. FIRST SCHOOL BUILDING AT OTTAWA	54
19. HIGHWAY MAP OF FRANKLIN COUNTY	90
20. VALUE OF SCHOOL PROPERTY	94a
21. SCHOOL CENSUS AND ENROLLMENT	94b
22. AMOUNT SPENT FOR INSTRUCTION AND TOTAL OPERATING EXPENSE .	94c

CHAPTER I

INTRODUCTION

The Nature of the Study

The object of this study is to trace the social and industrial development in Franklin County, Kansas. It is the aim of this study to show especially the trends and development in educational matters. It has been found that the records of education for Franklin County are incomplete and inaccurate. This study will attempt to show the development and trends in educational matters beginning with the first missionaries in Franklin County and ending with June, 1937.

Previous Studies

D. W. Wilder¹ published the Annals of Kansas 1541-1886. In his work are found statistical tables showing the number of children of school age, the enrollment, and the cost of education in the territory. He also discusses laws pertaining to the schools and the method of selection of the territorial superintendents. Some of his work is used in this study.

Geo. W. Davey² published a Historical Atlas of Franklin County in 1885. In his works he gives accounts of the establishment of the early

¹ D. W. Wilder, "A Historical Sketch of the Territorial School System," in Annals of Kansas 1541-1886, Dwight Thacher, Kansas Printing House, Topeka, Kansas, p. 298.

² Geo. W. Davey, Historical Atlas of Franklin County, n.p., 1885, pp. 5-6.

mission and public schools of Franklin County before and after organization. He gives a brief historical sketch of the county with its early public and early mission schools. The study will be referred to frequently in the following pages.

Geo. H. Marshall³ published in The Ottawa Herald, June 18, 1936, a short historical sketch of the Ottawa public school system. His resume covers the Ottawa schools from the organization of the district on November 12, 1864, by Jacob Sumstine, county superintendent, to June 1, 1936. This work will be used in this study.

There is no evidence that an educational history of Franklin County has been published. Several books and publications have been written on the history of the county, which deal in part with the organization and development of the schools. These will be referred to as needed.

The Scope of the Study

This study covers briefly the period from 1826 to 1861 and from 1861 to 1937 in greater detail. The section of Kansas which now includes Franklin County was surveyed before and after becoming a territory and as an organized county. The churches, private schools, and denominational schools are dealt with only briefly, while the public schools are discussed more in detail. This study attempts to show the date each school was organized, and to show the following trends: enrollment, census, number of districts, number of buildings, amount spent for instruction, amount spent for all purposes, and value of school property.

³ Geo. H. Marshall, "A History of Ottawa Public Schools," in The Ottawa Herald, June 18, 1936, p. 2c.

This study will not attempt to show trends in the number of teachers employed or the qualifications of teachers; neither will it show the curricula of the various schools.

Method of Procedure

The plan has been to study all accounts, documents, maps, and records which add to the value of the study. Visits were made to the Kansas Historical Society, Topeka, Kansas, to the county superintendent's office at Ottawa, and to several old settlers of the county to collect data. These data were then checked against available records and reports and the whole organized into a chronological record.

Types of Data Collected

The following sources were utilized in making this study:

1. Reports of county superintendents.
2. Personal interviews with early settlers.
3. Biennial reports of the state superintendent.
4. Newspapers.
5. Publications of the Kansas Historical Society.
6. Private manuscripts.
7. Records of Ottawa University.
8. Pamphlets of Franklin County, Kansas.

Presentation of Data

The plan of study was to present a chronological history of education in Franklin County, Kansas. The data used were collected from the above

named sources, beginning with the first missionary visit in 1826 when the Reverend Felix Van Quickenbourne, a Jesuit missionary, visited what is now Franklin County, and down to the present time. Tables were utilized to show growth and development during this period.

CHAPTER II

INDIAN MISSIONS IN FRANKLIN COUNTY

Franklin County is located in the tract of land which was ceded to the Osage Nation by the Treaty of 1808 and receded to the United States Government¹ by the Treaty of 1825.

The missionaries came early to live among the Indians of the desolate plains and wildernesses, and often they suffered and died that the red man might know the better things of life and the teachings of Jesus Christ.

According to W. W. Graves,² one of the first missionaries to visit the Indians of the West was Father Felix Van Quickenbourne, a Catholic priest, who in 1826 preached to the Indians of this locality.

The first mission in what is now Franklin County was established in 1837 among the Ottawa Indians by Jotham Meeker, a Baptist missionary. The Ottawa Mission was located about one and one-half miles east of the present city of Ottawa, Kansas, on the north bank of the Marais Des Cygnes River.³

The second Indian mission in Franklin County was established in 1860 among the Sac and Fox Indians by Mr. and Mrs. R. P. Duval, who were Methodist missionaries. The Greenwood Mission was located in the center of the

¹ D. W. Wilder, Annals of Kansas 1541-1585, T. W. Thacher, Topeka, Kansas, 1886, pp. 21-25.

² W. W. Graves, "Father Van Quickenbourne," in Early Jesuits at Osage Missions, W. W. Graves, 1916, p. 163.

³ Chas. R. Green, "Moses Keekuk," in Early Days in Kansas. Published by Chas. R. Green, Olathe, Kansas, 1912, p. 13.

southwest quarter of section 16, township 17, range 18, Franklin County, Kansas, approximately one mile south of the Marais Des Cygnes River.⁴

About one-fifth of the Sac and Fox Reservation was in Franklin County.

The Moravian Mission was established in 1862 among the Chippewa and Munsee or Christian Indians by Rev. Joseph Romig, who was a Moravian missionary. The Mission was located on the southwest half of section 12, range 18, township 17, Franklin County, Kansas, about six miles southwest of Ottawa, Kansas.⁵

Ottawa Baptist Mission

On September 26, 1833, the Ottawa Indians ceded their land on the west shore of Lake Michigan for a reserve of 72,000 acres in Kansas.⁶ Ottawa, Kansas, is located in the center of the tract which comprised the Ottawa Reservation. A map on page 17 shows the location of the reserves in Franklin County. The Ottawas moved to Kansas in 1837 and settled on the north side of the Marais Des Cygnes River from what is now Forest Park to a point about one and one-half miles east, called the Seventh Street Bridge.⁷ The missionary who came to guide them in ways of civilization was Jotham Meeker, a Baptist missionary.⁸ Jotham Meeker was born in Hamilton County, Ohio, November 8, 1804. He learned printing as a boy and later be-

⁴ A. T. Andreas, "Franklin County" in History of Kansas. R. R. Donnelly and Sons, Chicago. Vol. 1, p. 603. (1883)

⁵ Rev. Joseph Romig, "Chippewa and Munsee or Christian Indians in Franklin County," in Kansas State Historical Society. Kansas State Printers, Topeka. Vol. xi, p. 320.

⁶ Andreas, op. cit., p. 602.

⁷ Douglas C. McMurtrie, Jotham Meeker Pioneer Printer of Kansas, Eyncourt Press, Chicago, 1830, p. 16.

⁸ Andreas, op. cit., p. 601.

came a missionary to the Ottawa Indians at Carey Station, Michigan.⁹ After the missions in Michigan had closed, he came to work among the Ottawa Indians in Kansas.

In the seventeen years that Rev. Meeker labored among the Indians, his main objective was to teach them to read that they might learn to know the teachings of Jesus Christ. Rev. Meeker brought the first printing press to Kansas and printed books in the Indian language.¹⁰

According to Meeker's Journal and his communications to the Baptist Board of Foreign Missions,¹¹ the school attendance was very irregular after the first few months. Most of his time was spent in preaching, caring for the sick, and teaching at intervals when the Indians were willing to be taught.¹²

The following letter, addressed to Rev. Lucius Bolles, corresponding secretary of the Baptist Board of Foreign Missions, by Rev. Meeker, tells of the conditions of the mission¹³ on November 20, 1837:

Ottawa Mission
Nov. 20, 1837.

Rev. Lucius Bolles,
Cor. Sec. B.B.F.M.

Dear brother;

.....I have done but little in the missionary work as yet. We have had considerable sickness in our

⁹ McMurtrie, op. cit., p. 16.

¹⁰ Meeker's Papers, in Manuscript Dept., Kansas Historical Society, Topeka, Kansas.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

family, which together with the amount of manual labor I have found it necessary to engage in, has occupied much of my time. The Indians are anxious to have an English and Indian school commence. I have promised to commence in the spring.

Jotham Meeker

In a letter from the Mission Board dated January 12, 1838, permission was granted for the expenditure of eight hundred dollars on buildings at the Mission.¹⁴

In a letter to the Mission Board on November 20, 1838, Rev. Meeker reports as follows:

Ottawa Mission
November 20, 1838.

Rev. Lucius Bolles,
Cor. Sec. Bap. Bd. For. Mis.

Dear brother;

..... I have spent two or three days of each week among the Indians to acquire a better knowledge of their language, and also to exert some influence in favor of Christianity. Since October 22 have had Indians attend services. I speak to them through an interpreter. I have employed a young Ottawa man to assist in teaching at three dollars per week. I hope to be able to give my time mostly to missionary work. The buildings will cost about four hundred dollars. We shall get along as economically as possible.

Jotham Meeker

In a report to the Baptist Foreign Mission Board¹⁵ on February 13, 1839, Meeker reports that he had started on July 9 of that year an English and Indian school. According to this report the Indians fed and clothed the children at home. The report shows that 16 children attended the school

¹⁴ Meeker, loc. cit.

¹⁵ Meeker, loc. cit.

with an average daily attendance of 8 or 9. It also states that "many refused to send their children," because they were not fed by the Mission.

On April 10, 1839, a letter from the Mission Board¹⁶ stated that they would not maintain a boarding school for the following reasons: (1) the Board was not able to support it, and (2) it would make the Indians too dependent.

Rev. Meeker¹⁷ wrote the following letter to the Mission Board as to the condition of the Mission in May, 1839:

Ottawa Mission
May 15, 1839.

Rev. Lucius Bolles,
C. S. B. B. F. M.

Dear brother:

..... My school is regularly attended. I have in all 24 scholars. Sometimes only 6 or 7 attend. Four read in the testament, two in easy reading, 6 in spelling, and the balance in alphabet. Our Sabbath meetings are well attended. The Catholics oppose us as much as possible. A Catholic priest visits the Indians regularly.

Jotham Meeker

According to Meeker's Journal¹⁸ of March 11, 1840, the Indians gathered often at Meeker's house to learn to read and sing in Indian. Rev. Meeker used a phonetic system to teach the Indians to read their own language. He printed many books in the Ottawa language on his printing press, which was the first to be brought to Kansas.¹⁹

¹⁶ Meeker, loc. cit.

¹⁷ Meeker, loc. cit.

¹⁸ Jotham Meeker, Daily Journal, in Manuscript Department, Kansas Historical Society, Topeka, Kansas.

¹⁹ Wilder, op. cit., p. 517.

The Indians seemed to react unfavorably toward the school in the fall of 1839. In Meeker's Journal the following entries were found:²⁰

November 15, 1839--No school due to no attendance.

January 3, 1840--Council to induce the Indians to have English school.
Chance of English school is very dark.

March 13, 1840--We have made various attempts to re-commence school, but chiefs object.
No school since June of 1839.

According to the Journal no regular school was maintained after June of 1839 except for those who went to the home of Rev. Meeker during the evenings.

In 1844 the flood made it necessary for the mission to be moved five miles northeast of Ottawa, where it was maintained until the Indians were moved to Indian Territory²¹ in 1867.

Rev. Meeker had very little success in his teaching but a great deal in preaching which he continued until his death on January 11, 1854. He was succeeded in his work by J. T. Jones, a half-breed Chippewa Indian, who had been living with the Pottawatomies.²² The efforts of Jotham Meeker and his successor were not in vain; it is evident that the Ottawa Indians had begun to realize and appreciate the value of religion and education as they deeded 2,000 acres of their land to Ottawa University in 1862 for certain educational privileges. Ottawa University is discussed in a later chapter.²³

²⁰ Meeker, loc. cit.

²¹ Wilder, op. cit., p. 553.

²² Meeker, loc. cit.

²³ Wilder, op. cit., p. 449.

Greenwood Mission

The Sac and Fox tribe, led by Chief Keokuk, moved from Iowa to the Sac and Fox Reservation in 1848. The Greenwood Agency was located near the center of the Northwest quarter of section 16, township 17, range 18, Franklin County, Kansas, about one mile south of the Marais Des Cygnes River. The tribe, which numbered about 2,000, located near the agency until 1862, when it was moved to the new agency at Quenemo and one-fifth of the reservation, which was located in Franklin County, was sold to the government.²⁴

The missionaries were able to accomplish very little among the Sac and Fox Indians, who were decidedly opposed to any civilizing influences. It was not until 1859, about eleven years after the death of Chief Keokuk, that the Indians consented to a mission among them. The Greenwood Mission was located a short distance southwest of the Agency.²⁵ Rev. and Mrs. R. P. Duval conducted the Mission until 1862, when they were moved to the new agency at Quenemo. According to Mrs. Ida Ferris,²⁶ the reports showed the following condition at the Greenwood Mission in 1861:

There were twenty church members, two Sunday schools with ten officers and teachers and sixty-five pupils including whites.

Records do not show that Charles, the grandson of Chief Keokuk, ever attended the mission.²⁷

²⁴ Green, op. cit., p. 35.

²⁵ Mrs. Ida Ferris, "The Sac and Foxes in Franklin and Osage Counties, Kansas," in Kansas Historical Society, State Printing Office, Topeka. Vol. xi, p. 357.

²⁶ Ibid., p. 358.

²⁷ Ferris, op. cit., p. 375.

According to Mrs. Ferris, the Duvals maintained a good school and church for the Indians at the Quenemo Agency but were forced to leave in 1865 as the government failed to supply funds for the support of the school. The only funds they had were four hundred dollars supplied by the Indians and a small amount from the so-called Civilization Fund.²⁸

Moravian Mission

By the Treaty of 1836 the Swan-Creek band and the Black-River band of the Chippewa Indians ceded to the United States Government 8,320 acres of land in Michigan for a reservation in Kansas, two and one-half by six miles in area, located about eight miles southwest of the present site of Ottawa, Kansas.²⁹ They were led to their new home in 1839 by their chief, Esh-ton-o-quot or Francois McCoonse, whose son R. K. McCoonse* at the age of about eighty years is the oldest living Chippewa.

The Munsee or Christian Indians,³⁰ who had been living with the Delaware Indians near Leavenworth, moved to the Chippewa reservation in 1860 with the consent of the Chippewas.

No regular school or church had been held among the Chippewas, except occasional visits by missionaries from the Ottawa Mission,³¹ until the

²⁸ Ibid., p. 378.

²⁹ Andreas, loc. cit., p. 602.

³⁰ Andreas, loc. cit., p. 602.

³¹ Meeker, op. cit.

* The writer interviewed Mr. R. K. McCoonse on June 24, 1937, and found him living alone on a part of the land deeded to him by the government in 1900. Mr. McCoonse is about eighty years of age, and is the son of Esh-ton-o-quot, the old Chippewa chief, who is buried in the Chippewa Burying Grounds located not far from the home of R. K. McCoonse. Mr. McCoonse is the oldest living descendent of the tribe that came to Kansas in 1837. He is very alert and was able to verify many of the statements of this work.

Munsees arrived.

Agent Perry Fuller³² reports the following in 1860:

The Munsee or Christian have been so sadly neglected that it is now difficult to persuade them in habits. I would earnestly and respectfully request that some immediate action be taken in assisting them in the erection of a church and school buildings, also toward maintaining teachers among them capable of taking charge of their instruction.

According to Rev. Romig, on August 19, 1863, the school long needed by the tribes was opened on what is now the south half of section 12, range 16, township 18, Franklin County, Kansas.³³ Forty acres were set aside for school and church purposes. Besides the common branches for the elementary grades, sewing and singing were taught. Sabbath school and preaching were regularly kept up and the "Indians were advanced in farming."³⁴

Agent C. C. Hutchinson³⁵ reported the following concerning the Mission in 1867:

A small building has been erected for school and church purposes having a seating capacity of 100, with graduated desks and hard finished blackboards. A convenient dwelling was provided for the use of the teacher, with a well of water. There is no school in the state better suited for the purpose for which it was intended.

There has been kept during the past year seven months of school, with average daily attendance of twelve. Whole number capable of attending is about 25. The studies have been the common English branches. The progress has been good. The Mission, or preaching and Sabbath school has been remarkably prosperous; quite a number of persons who were turbulent and immoral are peaceable and humble worshipers in the house

³² Romig, op. cit., p. 320.

³³ Ibid., p. 321.

³⁴ Romig, op. cit., p. 320.

³⁵ Romig, op. cit., p. 321.

of God. Our congregation now numbers a majority of the tribe; in industry, too, these people have made laudable progress and have in prospect excellent crops.

Rev. and Mrs. Romig were the first missionaries to live among them.³⁶ The Romigs stayed until 1871, when they were succeeded by Rev. Levi Ricksecker, who remained until 1879. The next missionary was C. R. Kinsey, who served six years and was replaced by Charles Steinfort, who served until the Romigs returned in 1900 to take charge until the Mission closed in 1906.

School was maintained by the Moravian Board until about 1885, while church services were continued until 1920, when the property was sold to Mr. George Young without the right being reserved to hold meetings.³⁷

According to Mrs. Josephine Flake,* who as Josephine Elliott attended the first seven terms of school at the Moravian Mission, the following attended while she was enrolled:³⁸

<u>Chippewa</u>	<u>Munsee</u>	<u>White</u>
Lucy McCoonse	Louise Wilson	Elizabeth Randel
Joe McCoonse	Josephine Elliott	Eliza Randel
R. K. (Gappy) McCoonse		Mary Fitzgerald
Julia McCoonse		Tommy Fitzgerald

³⁶ Andreas, op. cit., p. 502.

³⁷ Interview with Mrs. Josephine Flake on June 25, 1937.

³⁸ Loc. cit.

* Mrs. Flake is the daughter of Sebilla Elliott, who migrated from Canada at the age of 21 years and died a few years ago at the age of 91. Mrs. Flake came to the Chippewa Reserve at the age of seven years and attended the first school at the Moravian Mission with Rev. Romig as teacher. She told of wading the river and walking on the ice to get to school, and sometimes she stayed with the Romigs. Mrs. Flake quit school at the age of 14 to get married and has lived in the neighborhood since that time. At the age of 87 years she enjoys good health and lives at 614 South Cedar Street, Ottawa, Kansas. Mrs. Flake is the oldest living Munsee Indian and is very willing to give and capable of giving valuable information concerning the history of the Chippewa Reserve.

In 1900 the Indians received, from the government, patents to their land and the remainder of their trust fund which amounted to \$43,000, or \$494 per capita. After the settlement many of the Indians went to the Indian Territory in Oklahoma.³⁹

In the Chippewa Hills, which are included in the old reservation, there are three old landmarks, namely: the Munsee Burying Grounds, the Chippewa Burying Grounds where Esh-ton-o-quot,* the Chippewa chief, is buried, and the Moravian Mission. The Munsee Burying Ground is being taken care of by the Moravian Missionary Society, but the Chippewa Burying Grounds and the Moravian Mission are being neglected and will soon pass into the hands of strangers and be forgotten. It seems that since these historic spots are located on such beautiful sites, they should be taken over by the county or state before it is too late.

³⁹ Romig, op. cit., p. 322.

* Chief Esh-ton-o-quot was part French and could speak the language fluently. In 1830 he and twenty-one Indians visited England to pay their respects to their "Great Father," King George IV, whose death occurred in 1830. They visited the French capital and received a great deal of notoriety.

Franklin County
Scale 1" = 4 mi.

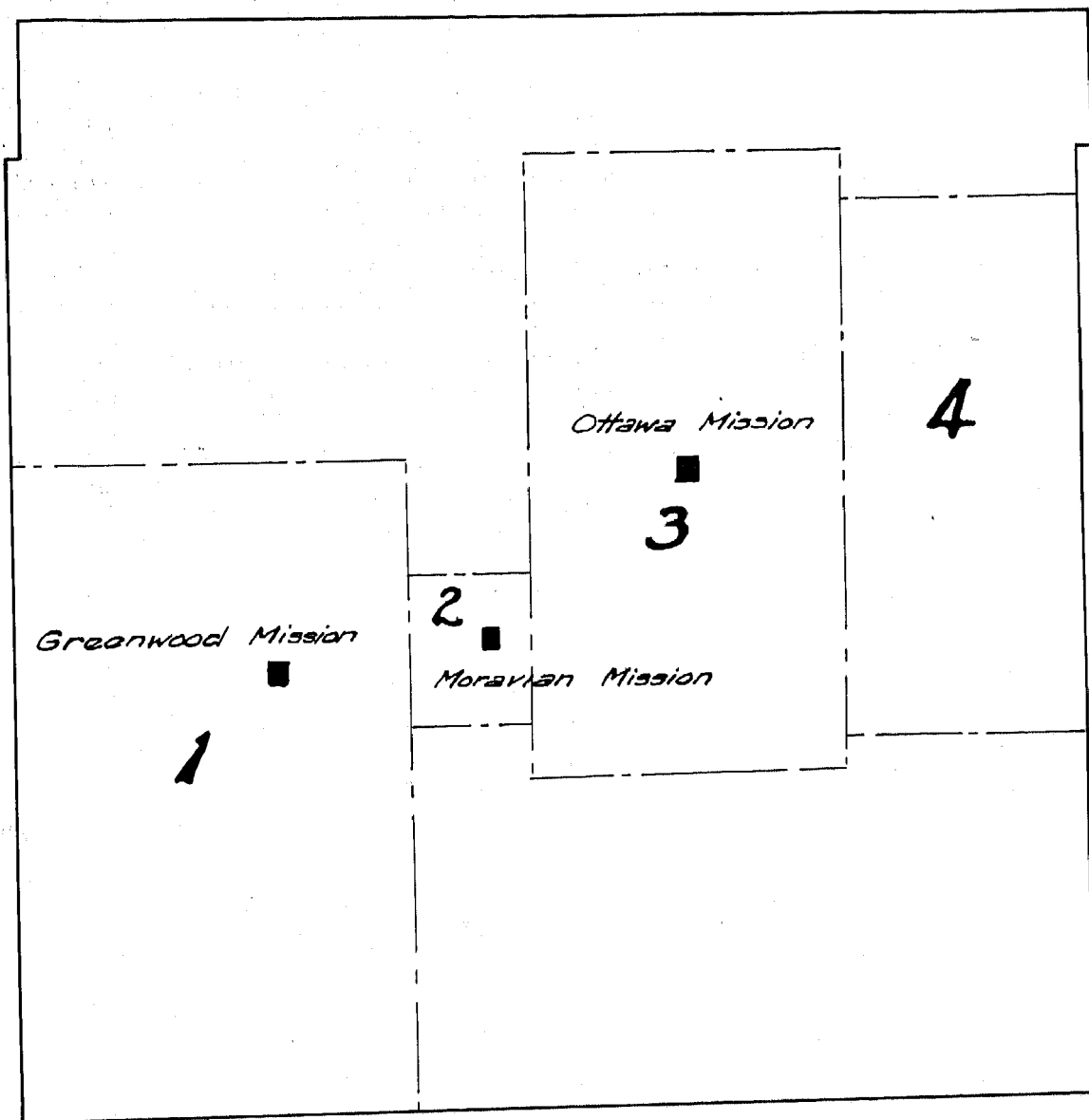


Figure 1

Franklin County Indian Reservation Map

Copied from the Indian Reservation Map in archives of the Kansas Historical Society. 1. Sac and Fox Reserve; 2. Chippewa Reserve; 3. Ottawa Reserve; 4. Piankeshaw, Weas, and Peoria Reserve.



Figure 2

Last Payment to Chippewas and Munsees

The picture above was taken in 1900 beside the Moravian Mission southwest of Ottawa. The people are Chippewa and Munsee Indians and relatives gathered to receive their "last payment" from the government for land. They also received patents from the government for the land they retained.

x -- Mr. Romig, first missionary to work among the Munsee Indians in Franklin County, Kansas.

xx -- Mrs. Josephine Flake, who at the age of 87 years is the oldest living Munsee. Mrs. Flake came to Franklin County, Kansas, in 1860 at the age of seven years. Mrs. Flake lives with her son at 814 South Cedar Street, Ottawa, Kansas. Mrs. Flake is very keen of intellect and able to give accurate and detailed information of the early settlers in Franklin County, Kansas.

xxx -- R. K. McCoonse, who at the age of about 80, is the oldest living Chippewa Indian. He is the son of Esh-ton-o-quot, the old Chippewa chief who led his people to Kansas in 1837. Mr. R. K. McCoonse is quite active and lives alone on his farm seven miles southwest of Ottawa, Kansas.



Figure 3

Moravian Mission

The picture above is that of the Moravian Mission, which is located about six miles southwest of Ottawa on the George Young farm. This building is the third building, the other two having been destroyed by fire. This building has been remodeled and is used as a dwelling house. The original building was built in 1863.

Mrs. Flake told the writer in an interview on January 29, 1938, that the Indians voted in 1900 to give the Mission and 40 acres to the Moravian Mission Board, and they in turn sold it to Joe Kilbuck, a Chippewa Indian, reserving the right for the Indians to have church in the building and the possession of one acre of land upon which the Mission was located. The land was measured by Silas Vix, a Munsee Indian. The papers were made out, but it seems they were lost as, after the farm was sold by Joe Kilbuck to a Mr. Acres, the papers could not be found. Mr. Acres, however, permitted the Indians and their friends to worship in the church, but upon the sale to Mr. Young this privilege was no longer allowed. The pulpit and bell are being used by the Greenwood Church. Mrs. Flake has the Bible.



Figure 4

Sac and Fox Indian Agency Building

One of the original Sac and Fox Indian Agency buildings, which is located on the George Birch farm, one mile west of the Greenwood Church. It is being used as a corn crib and cattle shed.

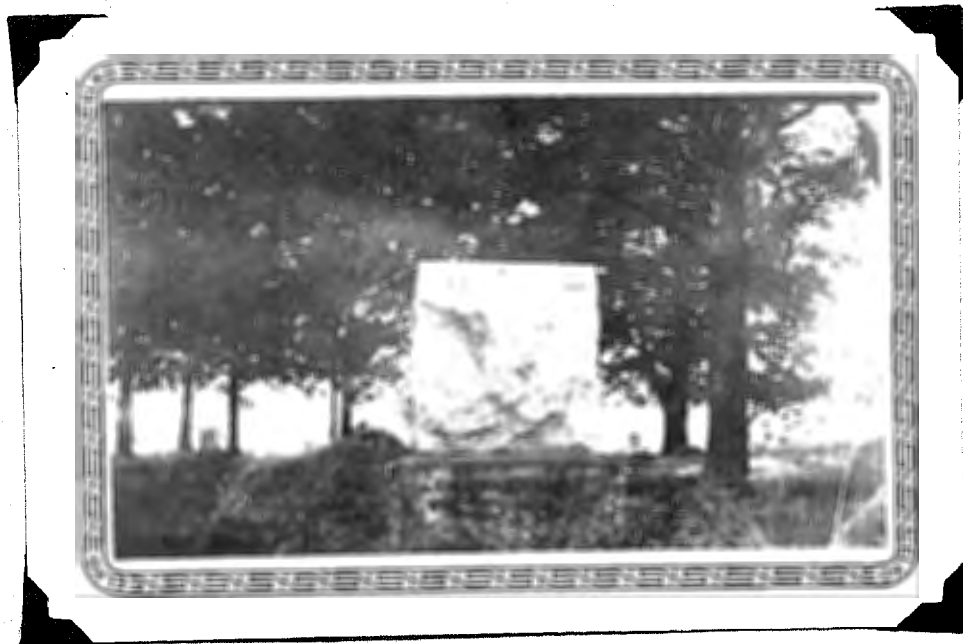


Figure 5

Monument of Mrs. Sabilla Elliott

The monument of Mrs. Sabilla Elliott, who was born in Moravian-town, Ontario, Canada, in March, 1817. Mrs. Elliott came to Kansas in 1837 and died September 6, 1908, aged 91 years and six months. This grave is in the Munsee Cemetery, which is located about nine miles southwest of Ottawa, Kansas. Mrs. Elliott is the mother of Mrs. Josephine Plake, who is the oldest living Munsee Indian. The Munsee Cemetery is fenced but not well kept.



Figure 6
Grave of Francis McCoonse



Figure 7
Monument of Francis McCoonse

The white stone marks the grave of Francis McCoonse (or Esh-ton-o-quot), the Chippewa Chief who led his people to Kansas in 1837. Chief McCoonse died January 25, 1868, aged 67 years and 8 months. He was laid to rest in the Chippewa Cemetery, which is located about 5 miles southwest of Ottawa, Kansas, on the John Higgins' farm. The grave is covered by a huge limestone rock which is about 3 feet by 8 feet. The Chippewa Cemetery is not fenced and is growing up to weeds and underbrush.



Figure 8

Monument of Rev. Jotham Meeker and his Wife

The monument of Rev. Jotham Meeker and his wife, Elenor D. Meeker. This grave is in the Ottawa Indian Cemetery, which is located about 5 miles northeast of Ottawa, Kansas. Rev. Meeker was laid to rest on January 12, 1855, after working among the Ottawa Indians at the Ottawa Mission for eighteen years. His wife, Elenor, who gave her life to the same cause, passed away on March 15, 1856. This cemetery is fairly well kept by Ottawa University and friends.

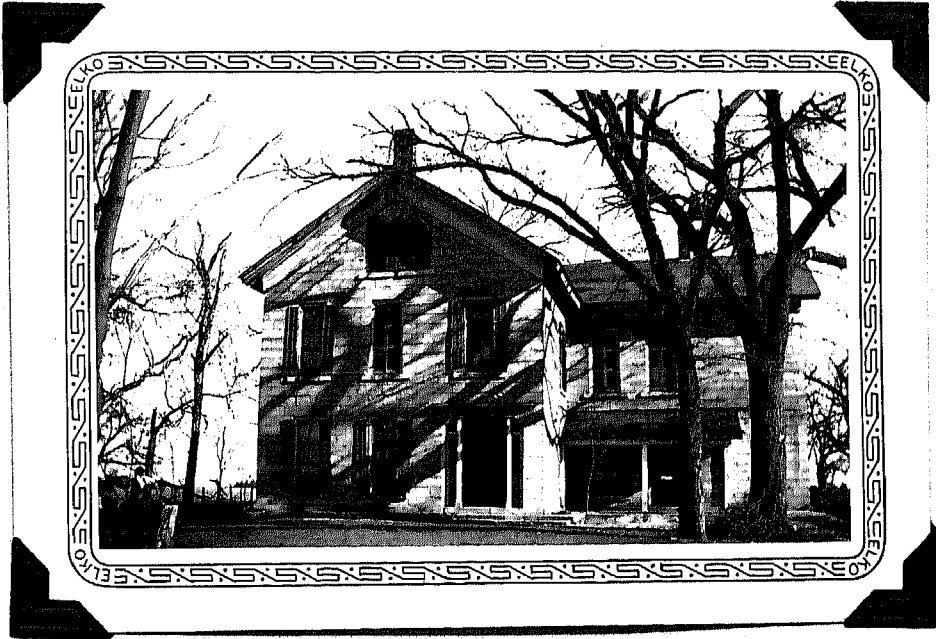


Figure 9

House of Rev. John T. Jones

The house of Rev. John T. Jones, which was built in 1865 and used for a mission house. The house consists of 15 rooms and is in good repair. The farm is owned by an insurance company and is tenanted by Mr. A. E. Anderson and family. This house is located about 5 miles northeast of Ottawa on the east bank of Tarry Creek.

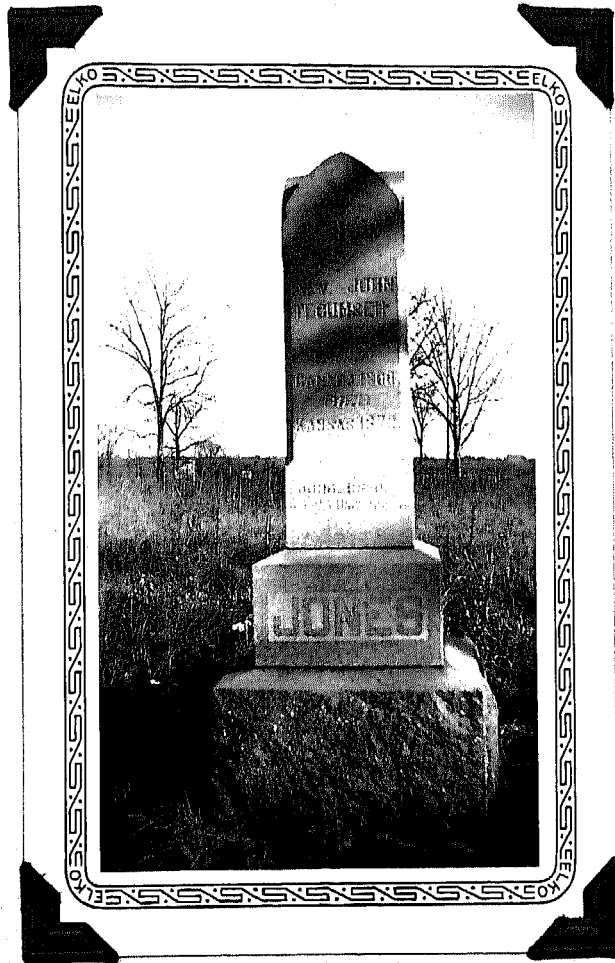


Figure 10

Monument of Rev. John T. Jones

The monument of Rev. John T. Jones and Jane Kelley Jones, his wife, is in the Ottawa Indian Cemetery which is located about 5 miles northeast of Ottawa, Kansas. They were the founders of Ottawa University. Rev. Jones, who was an Indian, was born in Canada in 1800 and passed away at the Ottawa Mission on August 16, 1872. Mrs. Jones was born in Maine in 1809 and died in Maine in 1901. This man and wife spent their lives working among the Ottawa Indians.

CHAPTER III

SOCIAL AND INDUSTRIAL DEVELOPMENT IN FRANKLIN COUNTY

The people of the Kansas Territory held a convention in Topeka on the 23rd day of October, 1855, to formulate the Topeka Constitution.¹ They made the first laws pertaining to county organization. This convention designated eighteen districts by natural boundaries without naming them. A few months later the legislature passed an act relative to the establishment of the counties in the Territory.² By this act, thirty-four counties of eastern Kansas were established and named. Franklin County was among this number and was designated in the following manner:

Beginning at the south east corner of Douglas County thence south 24 miles; thence west 24 miles; thence north 24 miles; thence east 24 miles.

These limits bound Franklin County into an area of twenty-four miles square.

Location

Franklin County is located in the second tier of counties from the eastern boundary of the state. It is bounded on the north by Douglas County,

¹ A. T. Andreas, "Franklin County," in History of Kansas. R. R. Donnelly and Sons, Chicago, vol. 1, p. 601. (1883)

² D. W. Wilder, Annals of Kansas, 1845-1865, Dwight Thacher, Printing House, Topeka, Kansas, 1886, p. 102.

on the west by Coffey and Osage Counties, on the south by Anderson County, and on the east by Miami County. It is 24 miles square and contains 8,526 acres. The census of 1937 shows its population to be 21,022, ranking it twenty-first in the state. It was named in honor of the great philosopher, Benjamin Franklin.

Townships

Franklin County is divided into fifteen congressional townships. The general surface of the county is slightly rolling with the exception of one township in the southwest corner and a narrow strip across the east side, which is rather rough. The Chippewa Hills are in the southwest corner township. About ten per cent of the county is underlaid with a vein of coal averaging about twelve inches in thickness. The streams of the county all flow to the east and cover about four per cent of the county. The valleys along the streams are covered with timber containing hickory, elm, oak, maple, walnut, sycamore, and wild cherry trees. The county as a whole is well supplied with water, which can be obtained at an average depth of thirty feet.

Crops

The leading crops of Franklin County are corn, wheat, oats, and legumes. There are 28,207 fruit trees at the present time, according to the last count made.

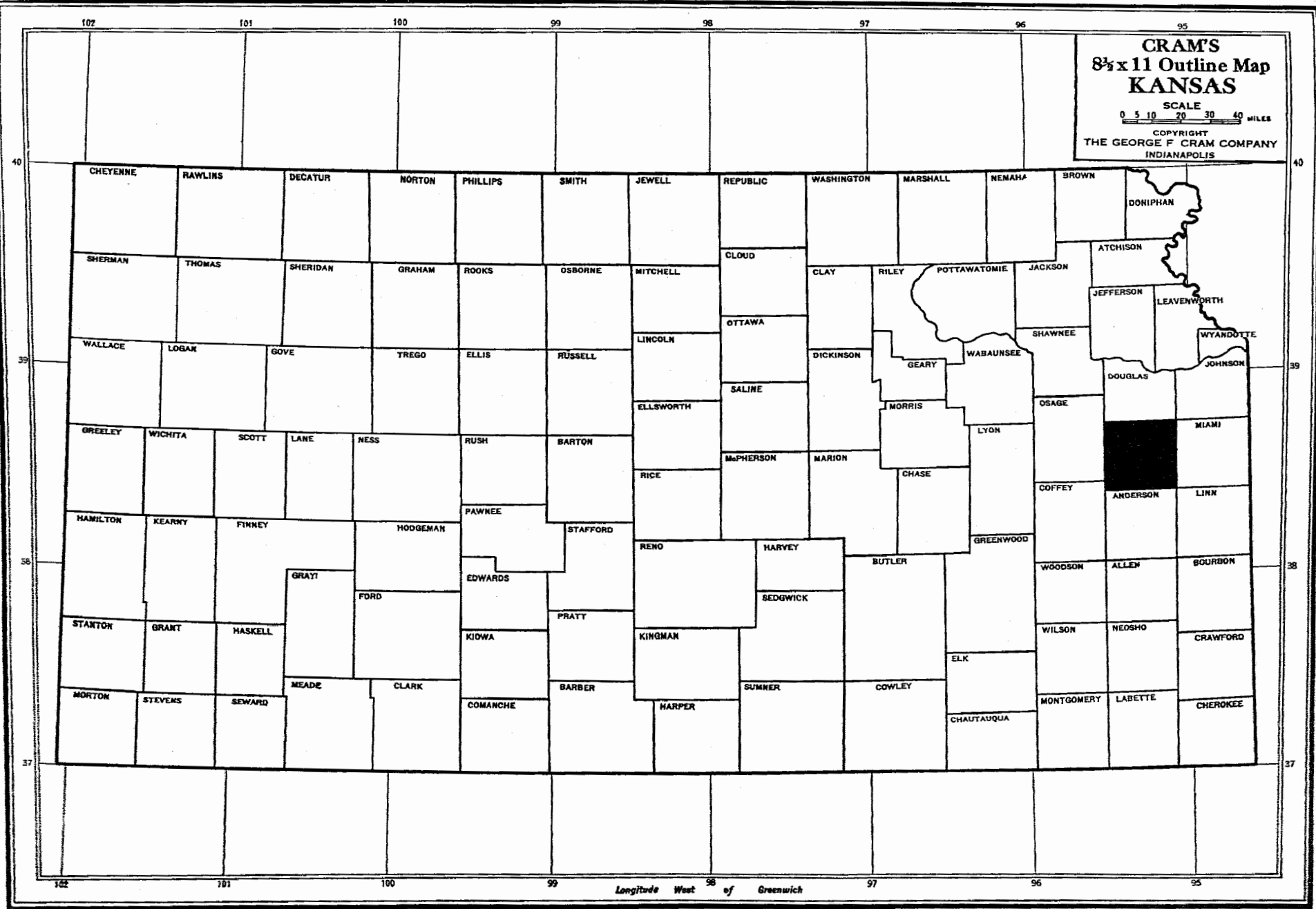


Figure 11. Franklin County

Railroads

A main line of the Atchison, Topeka and Santa Fe Railway runs from Kansas City to Ottawa and west through the center of the county. A branch line of the same system runs from Ottawa southwest through the county. A similar branch runs north from Ottawa to Lawrence. The main line of the Missouri-Pacific runs across the county from east to west through Ottawa. The Missouri and Pacific Railway Company also maintains a line across the southeast corner of the county. There are approximately 98 miles of railroads in Franklin County.

County Seat

Ottawa,⁵ which is located near the center of the county, was voted to be the county seat in 1864. It was organized and incorporated as a city of the second class in 1868. Ottawa was named in honor of the Indians, who gave 2,000 acres of land where Ottawa now stands for educational purposes. It is a growing city of 9,563 inhabitants and is located on the Marais Des Cygnes River. Ottawa is about sixty miles from Kansas City on one of the all-weather roads which lead into the town from each direction. The county seat of Franklin County is a beautiful town located in the center of a fertile farming district, making an ideal location for retired farmers.

⁵ Andreas, op. cit., p. 807.

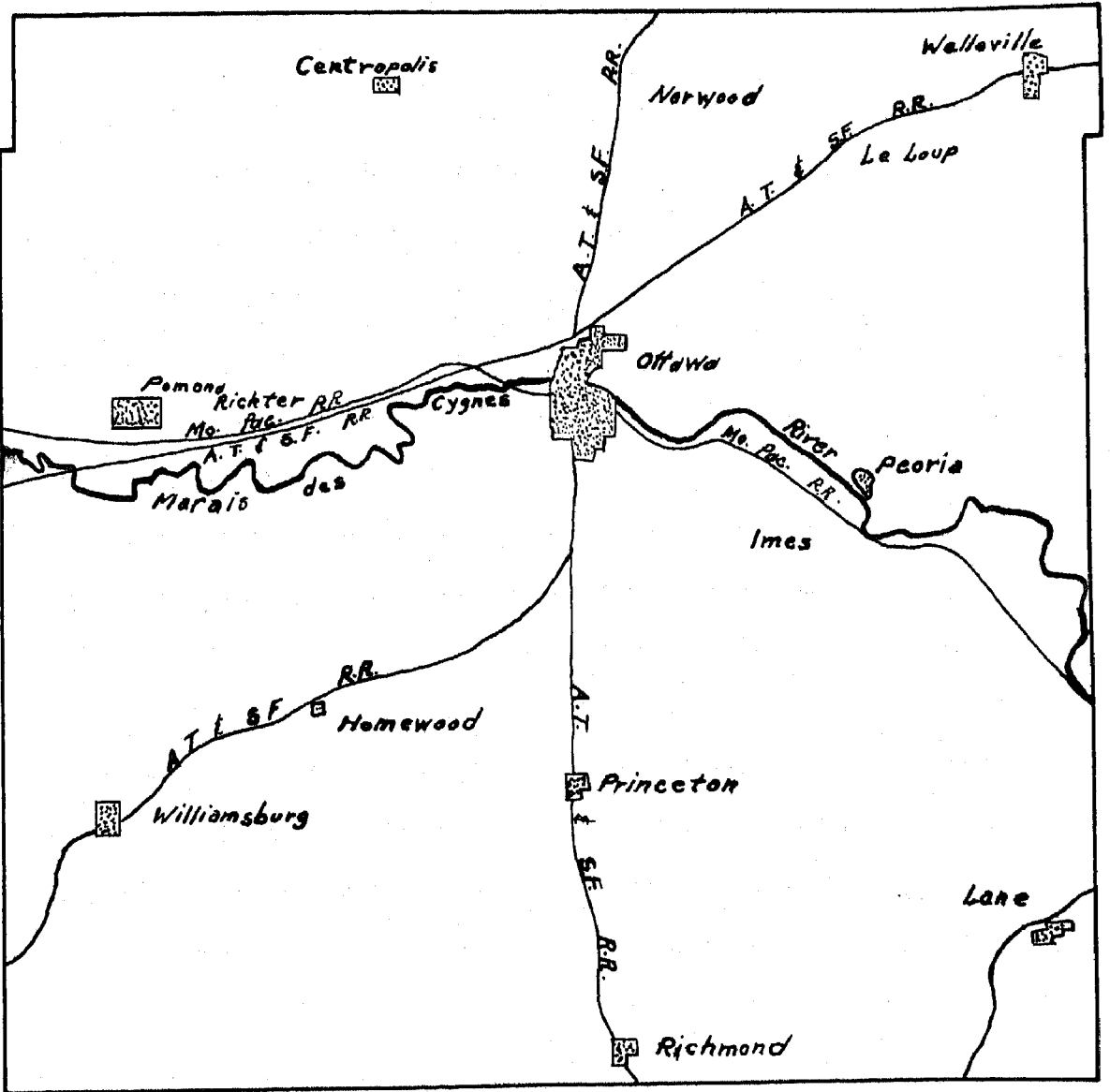


Figure 12

Franklin County

Showing location of towns, railroads, and rivers.

CHAPTER V

EARLY SCHOOL LAWS

The Territorial Legislature¹ met in July, 1855, in the Shawnee Mission School building and enacted the first school laws for the Territory of Kansas. The first school law reads as follows:

That the schools shall be open and free for every class of white citizens between the ages of 5 and 21 years, and shall be established in every county.

Three years later the word "white" was stricken from the school law, and "no sectarian instruction shall be allowed" was added.

The first school laws further provided that persons over the age of 21 may be admitted into the schools on such terms as the school trustees may direct. The first free-state legislature met in 1858 and passed additional school laws for the supervision, organization, and maintenance of common schools. It provided that all children between the ages of 5 and 21 years should be admitted to the common schools free of tuition, and that no sectarian teacher should be permitted to teach in the schools.

The office of the territorial superintendent was created by the school laws of 1857. The first territorial superintendent of common schools was James N. Noteware, who was appointed by the territorial governor. He entered upon his duties March 1, 1858.

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

Duties of the First
Superintendent of Common Schools

The duties of the first territorial superintendent were as follows:

- (1) To visit every school for the purpose of inspecting and awakening an interest in the cause of education.
- (2) To recommend approved text books and, as far as possible, secure a uniformity of text books through the Territory and to discourage the use of sectarian books in the schools, and embody the information received by corresponding with other states and counties into the educational system.
- (3) To prepare forms for the school officials for making reports and conducting proceedings, to cause the school forms to be printed, together with a suitable index in pamphlet form, at the expense of the Territory.
- (4) To examine and determine appeals from the decisions of the district meetings, and to apportion by the 10th day of February in each year the school money to be distributed among the counties according to the number of children of school age as shown by the returns in his office for the preceding year.

According to Hazelrigg,² the first territorial superintendent did not report on the conditions of the schools. His salary was \$1,500 per year, with an allowance of \$300 for traveling expenses. Noteware held office but a short time and at the election of October 4, 1858, S. W. Greer was appointed territorial superintendent of the common schools.³ He held the office until

² Clara H. Hazelrigg, "The Common Schools," in History of Kansas. Crane and Company, Topeka, Kansas, pp. 194-195.

³ Lemmon, op. cit., p. 38.

January 1, 1861. J. C. Douglas succeeded Greer and served until the conclusion of the Territorial Government in January, 1861.

The first school laws provided that before a teacher in the common schools could receive pay for his services, he must secure from the school inspector a certificate of morality. The adoption of school districts came early and each district had four officers to elect annually, three trustees and one inspector. The trustees had general control over school affairs of the county, and were subject to the will of the people in the district. The school laws of 1855 provided that the district trustees must make an annual report of the condition of the schools to the secretary of the territory. The report was made to the county commissioners in 1857, and in 1858 to the office of the county superintendent, which was created during that year.

Topeka Constitution

The people of the Territory of Kansas assembled at Topeka on the 23rd of October, 1855, and framed the Topeka Constitution.⁴ The following school laws were enacted:

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

Section 2. The general assembly shall make such provisions, taxation or otherwise, as, with the income arising from the

⁴ Earle E. McKown, Historical Development and Growth of Schools in Johnson County, in a thesis submitted as partial fulfillment of the requirement for the degree of Master of Science, Kansas State Teachers College of Emporia, 1934, p. 29.

school fund, will secure a thorough and efficient system of common schools throughout the state; but no religious or other sect or sects shall ever have any exclusive right to, or control of any part of the school funds of the state.

Lecompton Constitution

When the Lecompton Constitution⁵ was framed in 1857, it enacted the following laws concerning education:

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

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

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

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

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

⁵ Ibid.

Leavenworth Constitution

The Leavenworth Constitution⁶ framed by the Constitutional Convention in session at Leavenworth, May 18, 1858, adopted the following school laws:

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

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

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

Wyandotte Constitution

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

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

Section 3. The proceeds of all lands that have been or may be granted by the United States to the States for the support of schools, and the five hundred thousand acres of land granted to the new States under an act of congress distributing the proceeds of public lands among the several States of the Union, approved September 4, A.D. 1841, and all estates of persons dying without heir or will, and such per cent as

⁶ McKown, op. cit., p. 31.

⁷ Loc. cit.

may be granted by congress on the sale of lands in the State, shall be the common property of the State, and shall be a perpetual school fund which shall not be diminished, but the interest of which, together with all the rents of the land, and such other means as the legislature may provide, by tax or otherwise, shall be inviolably appropriated to the support of common schools.

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

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

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

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

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

The State Constitution was put into operation in 1861, when the State was admitted into the Union.

County Superintendent

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

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

(2) To receive all money for the use of common schools in his county; to apportion these on the first Monday in April in each school year to the several districts and parts of districts within the county, in proportion to the number of children of school age, provided that no money be apportioned to any district in which a school has not been taught by a qualified teacher for at least three months in the year preceding;

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

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

⁸ Lemmon, op. cit., p. 37.

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

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

Since the re-establishment of the office of the county superintendent in 1859, the office has been continuous.

Complete List of County Superintendents⁹

<u>Name</u>	<u>Year Elected</u>
1. James Hanway	1859
2. W. L. Delano	1860
3. Dr. J. C. Allen	1862
4. Jacob Sumstine	1863
5. R. H. Howard	1864
6. A. H. Dow	1865
7. Asa Harris	1866
8. Philetus Phales	1868
9. A. C. Peck	1875
10. W. W. Manning	1876
11. Philetus Fales	1879
12. H. F. Ellis	1881
13. F. M. Dicklow	1885
14. F. A. Hilderbran	1889
15. J. F. Maxey	1891
16. J. M. Morrison	1895
17. E. E. Smith	1899
18. J. E. Baker	1903
19. C. A. Jacobus	1907
20. Etta Joe McCarty	1911
21. W. A. Vickers	1915
22. Florence Akin	1919
23. Ellen Larson	1921
24. Nellie Nordyke	1925
25. Fern Streebin	1931
26. Fred Settles	1933

⁹ Fred Settles, Records of the County Superintendent, Ottawa, Kansas, 1937.

CHAPTER V

EARLY SCHOOL PROBLEMS

Due to political conditions brought on by the slavery question, very little was done in the administration of the first school laws. The law of 1858, which provided for the election of a county superintendent and was abolished in 1859, made it the duty of the school trustees to make the school reports to the Territorial Superintendent, Mr. Greer. The first report as to the condition of the schools in Franklin County was made by J. R. Allen in the fall of 1863. The report of Mr. Allen reads as follows:¹

Upon coming into office last January, I found it necessary to reorganize the school districts of this county. We are almost in the condition of a new county in which no school has been kept. In most of the districts we have no school houses, and where we have one, we often find rude benches without backs and most usually no such thing as a blackboard, or even an excuse for one.

But I hope by another year to have a better record. We are worse off about school books. If we could have an agency established in the county for the sale of standard books, I think it might obviate a large part of the difficulty. But I have not as yet been able to receive any uniformity of textbooks.

Very truly,

J. R. Allen, Superintendent of
Public Instruction.

This report by Mr. Allen showed that there were 28 school districts with 664 pupils enrolled and that \$903.95 was spent for instruction. The

¹ Isaac T. Goodnow, in Annual Report of the Superintendent of Public Instruction, 1863-1870, State Printer, Topeka, Kansas, p. 55.

expenditure for all purposes was \$1,019.00, and the value of all school property was \$1,415.00.

Many factors operated against the school districts which were organized under the Territorial Government. The border troubles of 1855 and 1856, the financial crisis of 1857, the drought of 1860, and finally the rebellion of 1861, all hindered the growth of the schools.

District Tax

Many problems confronted the early schools. The district tax was the most important one. The law limited the power of the districts to a tax of one-half of one per cent to build school houses, one-half of one per cent for teachers, and one-half of one per cent for supplies. This levy was entirely insufficient to maintain the schools. Many of the early settlers opposed the early tax, feeling that the people should be allowed to levy as much as they pleased for the education of their children. According to Goodnow the heavy land-owners had the following to say about the tax for education:²

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

There was a second group of persons who opposed the school because either they had educated their children or had no children. They objected

² Ibid., p. 11.

to helping educate the settlers' children. According to Goodnow, the rich settlers would say:³

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

Text Books

Another problem of the first schools of the county was the text books. Settlers coming from several different states brought their books with them and were not able to purchase new ones. This created the problem of free text books if uniformity was to be realized. It was suggested in many districts that if the family was too poor to buy books the expense of furnishing books should be borne by the districts. The school law provided as follows:⁴

All school districts, in order to draw money for school purposes, shall in the use of text books conform to the official list as recommended by the State Superintendent of Public Instruction.

According to Goodnow the book list recommended by the State Superintendent in 1863 was as follows:⁵

1. The Bible.
2. Webster's Dictionary.
3. Wilson's series of Readers.
4. Ray's series of seven books in Arithmetic.
5. Montith and McNally's series in Geography.

³ Goodnow, loc. cit.

⁴ Ibid., pp. 23-24.

⁵ Loc. cit.

6. Pinneo's series of analytical Grammar.
7. Brookfield's first book in Composition.
8. Spencerian system of Penmanship.
9. Common edition of Bryan and Stratton's Bookkeeping set.
10. Cutter's Physiology.

Problems of the Rural School

The large increase in the number of rural schools from 1867 to 1880 made a serious problem for education. During this period the rural schools increased in number from 46 to 91. The early rural schools had many weaknesses such as the following:⁶

1. Short term.
2. Low teachers' salaries.
3. Poor equipment.
4. Poor attendance.
5. Method of taxation.
6. Uneven distribution of wealth.
7. Unequal size of districts.
8. All school tax derived from railroads going to the district through which the railroads ran.
9. Some districts with high levy had a poorer school than another district which levied less, due to unequal value of the districts.

Suggested remedies are as follows:⁷

⁶ William Stryker, "Rural School Problems" in Eleventh Biennial Report of Superintendent of Public Instruction, Kansas Printer (1897-1898), pp. 24-26.

⁷ Ibid.

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

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

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

The Value of the County Superintendent

Another problem which interfered with the growth of the schools in the county was the status of the county superintendent. In most of the counties the county commissioners were in favor of spending as little as possible for the superintendent's visits and other work of that office.

The Law of 1858 provided as follows:⁸

The choice, at the general election each year, of a county superintendent, who should receive for his services such compensation as might be allowed for transacting county business.

The duties prescribed for the county superintendent were as follows:

1. Give bond for double the amount of money to be in his hands at any one time.
2. Divide the county into school districts and to regulate, alter, and describe the districts.
3. Receive all moneys for the use of common schools.
4. Apportion on the first of April receipts among the districts having a three-month school taught by a qualified teacher made according to school census.
5. See that the districts file annual reports correctly.
6. Collect penalties and forfeitures.
7. Make reports to Territorial Superintendent by October 1.
8. Examine annually all candidates proposing to teach and give to each found qualified a certificate for one year unless sooner revoked.
9. Visit and examine schools.

There was a great field for the early superintendent as the schools were being organized; the teachers were poorly qualified; the school board members were not versed in school law, and the people needed to be encouraged to take more interest in the education of their children.

Goodnow had the following to say about the importance of the early county superintendents:⁹

⁸ Allen B. Lemmon, in First and Second Biennial Report of Superintendent of Public Instruction, State Printer, Topeka, Kansas, p. 74.

⁹ Goodnow, op. cit., p. 55.

For the literary qualifications required and hard work necessary to be performed by this office, his salary is entirely inadequate. The same talent and energy exercised in almost any other employment would command a salary of two to three thousand dollars. Many could be hired for five hundred dollars per year but would be of no value. One worth and paid two thousand dollars would be cheaper.

The county superintendent has been one of the most valuable persons in the work for educational betterment. He has contacted the masses in the interest of better educational facilities for their children and has been valuable in helping the patron and the teacher understand each other. The qualifications of the county superintendent have been greatly improved, and possibly more efficiency could be attained if this office were taken out of politics.

Irregular Attendance

Irregular attendance became one of the most serious of the early school problems.¹⁰ It was estimated that not more than fifty per cent of those on the daily record attended. This indeed was an economic loss as it cost no more to teach all of the pupils than it did a part of them, and those that did not attend regularly retarded those that were regular. One of the first Territorial School Laws provided that "all school funds should be distributed to the counties in proportion to the number of children (5 to 21)." The people within the district were careful to see that all children were reported that the district school tax would be as low as possible. Many of the parents did not see that their children took advantage of the

¹⁰ Ibid., pp. 58-59.

opportunity of an education and kept their children home to work. The older children attended only the required term of three months while in some cases school was maintained longer for the younger children. The average length of term in 1862 was four months in Franklin County.

In many cases when the public schools were closed for want of funds private schools were opened for the children of the wealthy. As a result the poor families would secure very little of the school advantages.

It was not long until school interests were gradually awakened in almost every district in the county to the point where the people demanded more and better schools. With the felt need the people increased their taxes and more revenue was forthcoming due to the increase of improvement and also from the sale of public land. Statistics show that the amount spent for instruction increased fifteen-fold from 1862 to 1870 and the length of school term was increased from four to six months. The value of school property increased from one thousand to twenty-seven thousand during the same period.¹¹

¹¹ Lemmon, op. cit., p. 73.

CHAPTER VI

ESTABLISHMENT OF THE FIRST SCHOOLS

The first school established in the Territory of Kansas now comprising Franklin County was the Ottawa Baptist Mission for the Ottawa Indians. According to Greene¹ the first school for white children was a subscription school at Greenwood in 1853 and 1854 taught by Thomas Benton of St. Louis. The second term of four months was taught by Marcus Rose of New Castle, Pennsylvania, a settler of Burlingame. The school was supported by the Indian agents and white settlers. The first public school² in Franklin County was at Centropolis in 1855. The school was taught by Mr. Cator for a term of four months. According to Mr. J. O. Seymour* the second public school was organized at Ohio City in 1857, and the third, which Mr. Seymour attended during its first term, was organized at Rantoul the same year. The building was located east of Mr. Seymour's home, which is one mile south of Rantoul. The first teacher was Robert Smith, who taught the school for a term of four months.

¹ C. R. Greene, Early Days in Kansas, published by C. R. Greene, Olathe, Kansas, 1916, p. 33.

² Geo. W. Davey, Historical Atlas of Franklin County, n.p., 1885, pp. 5-6.

* In an interview with Mr. Seymour on July 30, 1937, he told of attending the first public school held in Rantoul. Mr. Seymour came to Kansas eighty years ago at the age of four years. He said very little was accomplished in the early schools due to poor methods.

Ottawa Public Schools

According to Mrs. Mary Ward Smith,³ who was the first teacher in the public schools of Ottawa, the first public school was held in 1864 in a large building on the present site of the People's National Bank. Miss Ward received fifty dollars per month, and as the enrollment for the term was over one hundred Miss Lottie Myers was secured as an assistant.

The second term of school was held in the spring with Mrs. Ruth Mayhew and Miss Fannie Thomas as teachers.

In 1866 a school building between Fourth and Fifth Streets on Walnut was erected at a cost of \$6,000. School was held in this building in the fall of 1866 with J. N. Holloway as principal and the following assistants: Miss Ricksecker, Miss Hemenway, and Mary Kelsey. After three months, G. V. Ricksecker succeeded Mr. Holloway and Miss Jennie White succeeded Miss Kelsey. A third term followed with Misses Ricksecker and White in the higher grades and Misses Clara Emerson and Mary Ward in the primary. A separate school was maintained for the colored children and was taught by Mrs. F. E. McCoy.

The annual school census of 1867 was 479 in the district which included nearly the whole county. Taxes were levied on people near Pomona for the support of the Ottawa schools.

In 1868 the Cumberland Presbyterian Church, on Main Street near Fifth, was purchased for \$2,500.00 in bonds which were sold at par. The school

³ Mary Ward Smith, in The High School Opinion, published by Ottawa High School in January, 1898.

opened on October 1, 1868, for a term of six months. C. S. McArthur of Bowdin College had been elected principal at a salary of \$100.00 per month. His assistant was Miss Sallie Johnson. In the primary grade were Laura Sayle and Susie Norris; in the colored school, Cynthia Hiller; in the Cumberland Church--known from that time as the White School House, Mr. Van Slyek.

First Public Schools in the County

CENTROPOLIS.⁴ The first public school in Centropolis was held in 1855 for a term of four months. Mr. Cator was the teacher and has the distinction of being the first public school teacher for white children.

RANTOUL.⁵ The first public school in Rantoul was maintained for four months during the winter of 1858 and 1859. The teacher of the school was Robert Smith and the school was held in a log house located about one mile east of Mr. J. O. Seymour's house.

LANE. The date of the first school in Lane is not available as the oldest settlers have passed away and no records have been kept. According to G. E. Truby,* superintendent of schools at Lane, the first school building was erected in 1866. The structure is about twenty by thirty feet and was made from native stone. The building is located on the west side of

⁴ Geo. W. Davey, in Historical Atlas of Franklin County, n.p., 1885, pp. 5-6.

⁵ Interview with J. O. Seymour on July 31, 1937. Mr. Seymour attended the first school at four years of age.

* After the writer had made two trips to Lane and was unable to secure any data, Mr. Truby gathered the above data from relatives of old settlers.

South Kansas Avenue and is used for a stable by Mr. Crite.

WILLIAMSBURG.⁶ The Williamsburg common school district number 51 was organized on July 16, 1868, and a frame school house was built in 1870. The first term of school was held during the winter of 1868 and 1869 in a frame building on the present park site. The first teacher was Miss Helen Beardsley. The first school building still stands as a part of Mrs. D. Fogle's house.

WELLSVILLE.⁷ The first public school in Wellsville was taught by Miss Mary Adams at the home of her father who lived on the creek north of town. In 1873 a school building was built on Main Street at a cost of \$2,100.00.

POMONA.⁸ The Pomona public school district was organized in 1870. The first term of school was held during the winter of 1870 and 1871 in the house which is occupied by Mr. and Mrs. James Bushnell. The first teacher was Mr. Quay. The first school building was built in 1871 by voting \$12,000.00 in bonds and selling them at fifty cents on the dollar. The building was made of stone and is still in use with the addition which was made in 1885.

PRINCETON.⁹ The Princeton public school district was organized on September 13, 1869. The first building was built on the corner of Park and Main Streets in 1870; the first term of school was held for four months

⁶ Interview with W. C. Fogle on July 31, 1937. Mr. Fogle attended the Williamsburg schools from 1880 to 1888.

⁷ C. A. Smith, in Wellsville Globe, published at Wellsville on January 9, 1914.

⁸ Interview with John Parkinson on August 2, 1937. Mr. Parkinson attended the Pomona schools from 1872 to 1880.

⁹ Interview with Mrs. Edith Waddle on July 31, 1937. Mrs. Waddle taught in the Princeton schools in 1880.

and was taught by Miss Lenda Matthews. In 1878 a two-story brick building with two rooms was built on the present location.

RICHMOND.¹⁰ The first public school in Richmond was taught in 1875 by Miss LaCretia Brown. The school was held in a private house located on the present site of the Bryan Valiere's home in the southwest part of town.

¹⁰ Interview with Mr. C. E. Kelsey on July 31, 1937. Mr. Kelsey attended the first school at Richmond and told of his father's receiving the first teachers certificate issued in Franklin County. He told of Mr. Hanway, who was the first county superintendent, examining his father, J. F. Kelsey, while plowing in the field. Mr. Kelsey wrote the answers in the dirt with a stick.

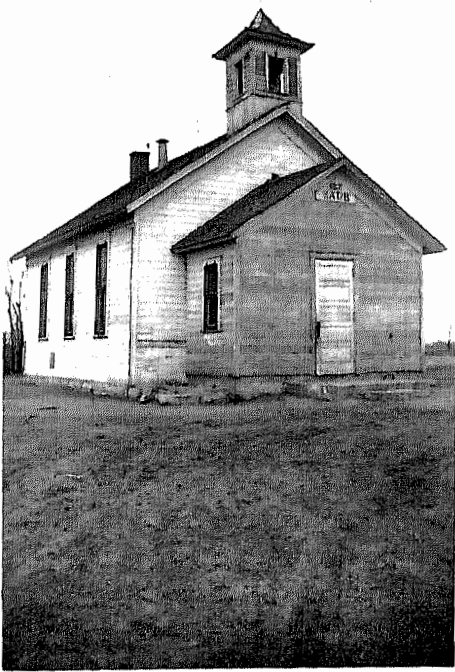


Figure 13

Kaub School House

The Kaub School House, District 7, was built in 1868 and is the oldest building in the county used for school purposes.

The lower picture is that of the Eugene Field Building in Ottawa, Kansas. It was opened for use on November 1, 1937.

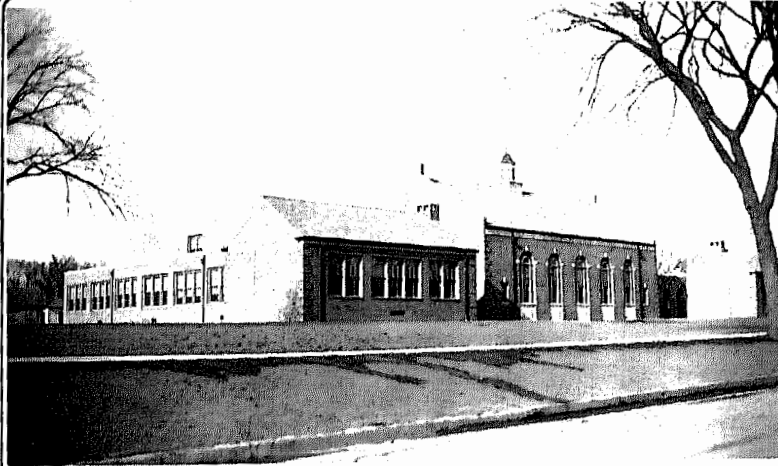


Figure 14

Eugene Field Building

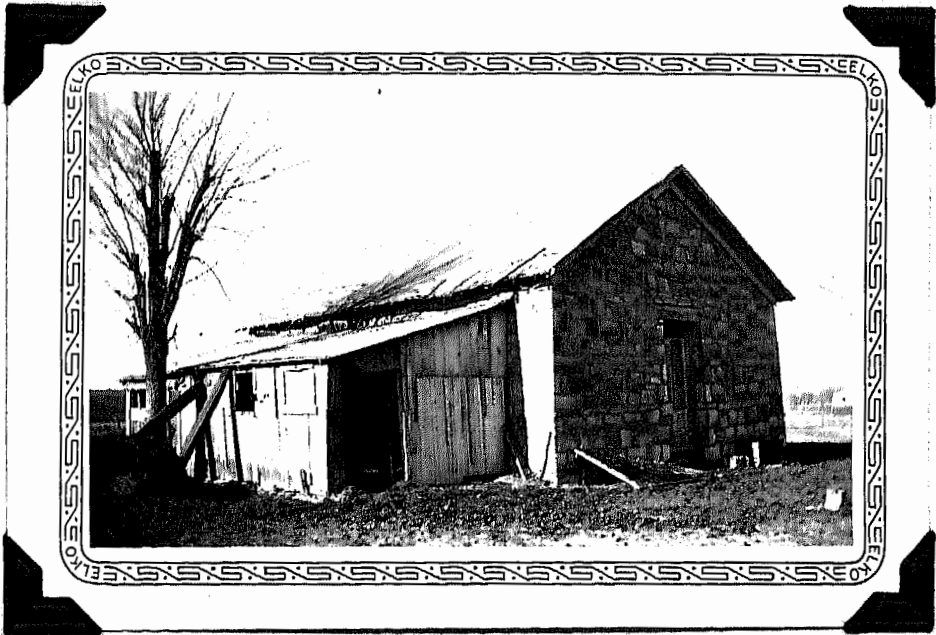


Figure 15

First School Building at Lane

The first school building in Lane, Kansas, was built in 1861. It is located on the west side of South Kansas Avenue and is being used for a stable.

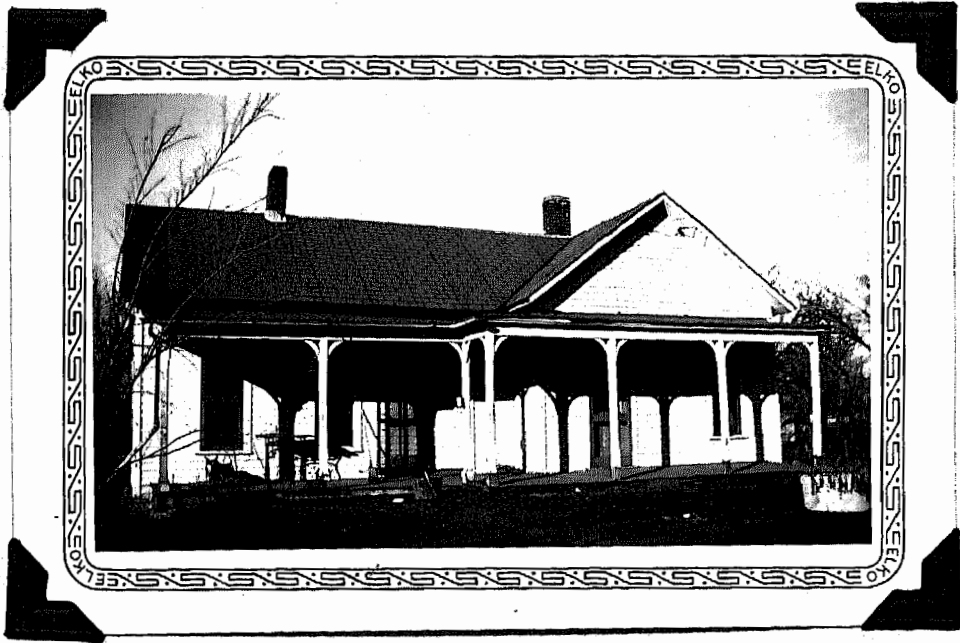


Figure 16

First School Building at Pomona

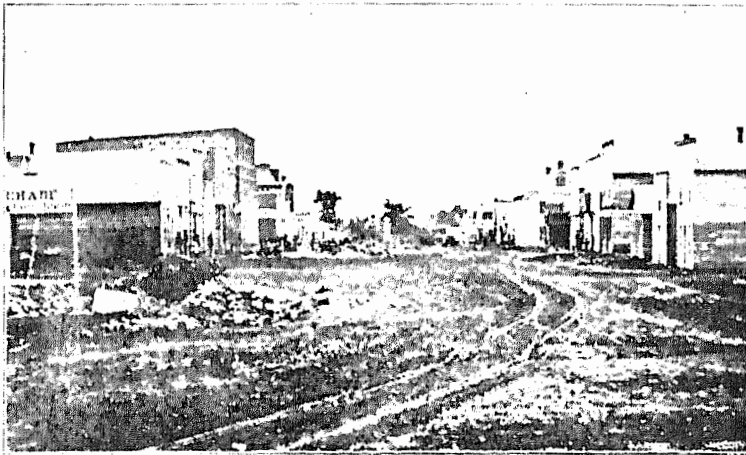
The first school in Pomona, Kansas, was held in 1870 in the north part of this house, which is located on the south side of East Franklin Street. It is the home of Mr. and Mrs. James Bushnell.



Figure 17

First School Building at Williamsburg

The first school to be held in Williamsburg was in 1868 in the center part of the D. Fogle house, which is located on the north side of Main Street adjacent to the west side of the park. Additions on the north and south have been made to the original building.



OTTAWA IN 1867.

(Two-story building apparently jutting out into the street on right hand side, is where, on upper floor, Miss Mary F. Ward taught Ottawa's first school. This building stood where the People's Bank now stands at corner of Second and Main.)

Figure 18

CHAPTER VII

TEACHERS AND TEACHER TRAINING

The missionaries among the Ottawa Indians in 1837 were the first teachers in the territory which included Franklin County, Kansas. Rev. Jotham Meeker and his followers were the first missionaries to establish themselves among the Indians in what is now Franklin County. They devised a phonetic alphabet system, taught the Indians to read and write, wrote hymn books in the Ottawa language, and taught the Christian religion. In Cincinnati, Meeker received his training as a printer, but at what age or in whose office it is not known. According to McMurtrie,¹ he made several unsuccessful efforts as a boy and youth to get a more formal education, but in the end had to matriculate in the school of experience from which, like all men, he never graduated. The missionaries made many sacrifices and endured great hardships that the Indians might be instructed in Christianity and learn the better ways of life.

First Certificate Laws

The first school law passed by the Territorial Legislature, which met in July, 1855, in the Shawnee Mission school building, reads as follows;²

¹ Douglas C. McMurtrie, Jotham Meeker Pioneer Printer of Kansas, Eyncourt Press, Chicago, 1930, p. 6.

² Allen B. Lemmon, "Early School Laws," in First and Second Biennial Report of the State Superintendent of Public Instruction, State Printer, Topeka, Kansas, p. 37. (1877-81)

School shall be open and free to every class of white children. There shall be no sectarian instruction allowed.

The first school law provided also that:

A teacher must secure a certificate of morality from the school district inspector before he may receive a salary from the funds of the common schools.

The school law of 1858, which created the office of county superintendent, gave the office the power to examine all teachers. The law reads as follows:³

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

The school law of 1858 provided also that:⁴

The county and state superintendents shall take the oath of allegiance to the United States and to the state government before entering upon their duties. The county superintendent shall be required to administer the oath to all teachers at the time of their examination.*

The first time-limit on the teachers' certificates of Kansas was embodied in the legislative act of 1869, which reads as follows:⁵

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

³ Loc. cit.

⁴ Lemmon, op. cit., p. 37.

⁵ Session Laws of Kansas, p. 179 (1869).

* The requirement of the oath of allegiance by teachers is not new. The idea may have been revived by the anti-Red spirit brought about by the Russian propagandists.

First Teachers' Institutes

The school law of 1864 made provision for the first teachers' institutes to be held in Franklin County, Kansas. The law of 1864 reads as follows:⁶

The superintendent of public instruction, with the county superintendent, shall organize and hold a teachers' institute, each year, in each senatorial district in the state.

The law of 1865 further provided⁷ that each county superintendent should have an annual teachers' institute in his county; that while the institute was in session all the schools in the county should be closed; and that the teachers should be required to attend the institute.

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

The law of 1864 provided that:⁸

Board and room shall be provided, by the citizens of the place where the institute is held, to all members of the board and the teachers.

⁶ Session Laws of Kansas, p. 187 (1864).

⁷ Lemmon, op. cit., p. 41.

⁸ Session Laws of Kansas, p. 187 (1864).

According to the report of the State Superintendent of Public Instruction, Isaac T. Goodnow, the Franklin County Teachers' Institute was organized in 1866. Mr. Goodnow's report on the first teachers' institute held in Franklin County reads as follows:⁹

A teachers' institute has been held in Franklin County with encouraging success.

Many teachers failed to attend the institutes because they feared the examinations which were given. It was possible at that time to pay one dollar and take a private examination. This examination was eliminated by the legislative act of 1867.

Superintendent Fales¹⁰ reported the following on the Franklin County Institute of 1869.

The class examined at the close of the institute in September was much the best of any which has been before the superintendent or examining board.

The law of 1869 provided that¹¹ "the county superintendent should receive ample compensation for his service of conducting the teachers' institutes, and should spend the entire time looking after the interests of the schools in the county." At this time the examination of teachers was taken from the county superintendent and given to a board of county examiners consisting of three members. The county superintendent and two competent persons to be appointed by the county commissioners constituted the county board of teacher examiners.

⁹ Isaac T. Goodnow, "Teachers' Institutes," in Annual Reports of the State Superintendent of Public Instruction, Topeka, Kansas, p. 7, (1866).

¹⁰ Ibid., p. 136, (1869).

¹¹ Loc. cit.

The institute helped to encourage the teachers, who were laboring under decided disadvantages such as irregular attendance, few conveniences, lack of uniform text books, and few teaching aids. The patrons gave very little support except to pay their taxes. They did not seem to realize the value of a well-qualified teacher and were willing to hire a friend regardless of his ability to teach. This condition had its effect on the efficiency of the educational system.

Graded Certificates

Franklin County in 1869 issued three kinds of certificates. According to State Superintendent Goodnow, the certificates were graded as follows:¹²

An applicant for the third grade* certificate is required by law to pass a satisfactory examination over the branches ordinarily taught in the common schools. Applicants for the second grade are examined in all the branches of the third grade and certain additional branches. Those applying for the first grade shall pass in all subjects of second and third grades, and in higher branches as algebra and geometry.

The reports indicate that some of the many certificates issued would represent a very low standard of qualification. This had a tendency to place many in the teaching field who were incompetent.

The value of a qualified teacher was not appreciated, and the poorly qualified were in demand, as they could be secured for less wages. In this way the poor teacher hindered progress in education.

¹² Goodnow, op. cit., p. 15.

* Italics by author.

Teacher's Certificate Used in 1870

The following is a copy of the teacher's certificate used in 1870,¹³

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

This certificate shall be valid for . . . months, unless sooner revoked.

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

Dated at this day of 187....

..... BOARD OF
..... COUNTY
..... EXAMINERS

The county certificates were valid only in the county in which they were issued.

State Diplomas

The State Board of Education, which was formed in 1877, consisted of the following members: the State Superintendent of Public Instruction, the Chancellor of the State University, the President of the Agriculture College, and the principals of the Emporia and Leavenworth Normal Schools.¹⁴

¹³ Allen B. Lemmon, in Kansas School Law of 1877, Geo. W. Martin, State Printer, Topeka, Kansas, p. 31.

¹⁴ Loc. cit.

This board was authorized and empowered to issue state diplomas to such professional teachers as might be found, upon critical examination, to possess the requisite scholarship and culture, and who might also exhibit satisfactory evidence of moral character. It was also necessary that the applicant have two years' experience in the state.

State Certificates

The State Board of Education also issued state certificates of high qualifications to the teachers who possessed good moral character, ability to teach, and skill to govern children. This certificate was of two grades, one for three years and one for five years. These certificates were good in any county or town in the state.

Applicants for Teachers' Certificates in 1895

The State Board of Education held a meeting on March 21, 1895, and granted the following certificates:¹⁵

Six first-grade certificates, fifty-eight second-grade certificates, and thirty-three third-grade certificates.

There were eighty-eight who failed to pass the examinations, making the total number of applicants two hundred twenty-one.

Franklin County employed 103 teachers in 1895; of this number one held a state certificate, twenty-one held first-grade certificates, fifty-two held second-grade certificates, and thirty-three held third-grade certificates.¹⁶

¹⁵ Edmund Stanley, Tenth Biennial Report of the Superintendent of Public Instruction, State Printer, (1896), p. 122.

¹⁶ Ibid.

Very little was done to raise the standard of certification until 1903 when the "professional" certificate was introduced. In 1925 the third-grade certificates were discontinued and by legislative act of 1937 the county examination was eliminated.

Certificates¹⁷ of Franklin County*
in 1936

Third-Class Cities

Wellsville	9 Life Certificates 2 Three Year Life Certificates 1 Three Year State
Lane	5 Life Certificates 1 Three Year State 1 First Grade County
Williamsburg	9 Life Certificates 2 Normal Training
Princeton	5 Life Certificates 2 Three Year State
Pomona	9 Life Certificates 1 First Grade County
Richmond	6 Life Certificates 1 Three Year Life 2 Three Year State
Rantoul	4 Life Certificates 2 Three Year State
Appanoose	2 Life Certificates 1 Three Year State 1 Three Year Life

¹⁷ Records, County Superintendent's Office, Ottawa, Kansas, 1936.

* Excluding Ottawa.

Certificates of One and Two Teacher Schools

- 14 Life Certificates
- 17 Three Year State
- 14 Normal Training
- 19 First Grade County
- 9 Second Grade County
- 1 Three Year Life

The legislature¹⁸ of 1937 passed an act which reduced the number of certifying agencies authorized to issue teachers' certificates from 197 to 4, namely the State Board of Education and the three teachers' colleges. The teachers' colleges will continue to issue the same kind of certificates they have issued during the past several years. The state normal training certificates are issued as formerly. After July 1, 1937, certificates formerly issued by the county superintendent will be issued by the State Board of Education.

¹⁸ Kansas Teacher and Western School Journal, vol. xiv, May, 1937, p. 7.

CHAPTER VIII

SECONDARY AND COLLEGIATE EDUCATION (EXCEPT RURAL HIGH SCHOOLS)

The mission schools for the Indians marked the beginning of the educational system in Franklin County. When the white settlers began to establish homes they became interested in the education of their children. In the summer of 1855 the First Territorial Legislature passed a law providing for the establishment of the common schools and thus laid the foundation of the public school system. Before the public support came, conscription schools were provided for by the parents by paying a certain amount per month for each pupil. Common public schools were established early in Centropolis, Rantoul, Ottawa, Wellsville, Williamsburg, Pomona, Princeton, and Richmond. The early settlers were widely scattered, making the dangers during the raids and warfare so great that country schools were an impossibility during the Territorial Days.¹

When Territorial conditions became settled the legislature turned its attention to education and in 1859 passed a set of school laws which have served since as the basis of the Franklin County school system. A few districts were organized and school houses were built while Kansas was still a Territory, but very little was accomplished until the Civil War was over and

¹ A. T. Andreas, "Franklin County," in History of Kansas, R. R. Donnelly and Sons, Chicago, Vol. I, p. 602.

peace was restored. In some communities the people gathered and built their school houses before they organized their district. Many of the early school houses were built of logs with dirt floors.

The older boys and girls usually did not attend more than the minimum term of three months as they were needed to work at home. The term was held longer for the younger children. The children did not graduate in the early schools but continued until they were ready to quit.² Some attended until they were twenty-one years of age. There was no high school in Franklin County until 1873; hence few of the children received more than a common school education.

Lemmon has the following to say about educational opportunity for boys and girls who had finished the common schools:³

Our common schools do not now furnish that class of naturally inquisitive youth from 14 to 16 years, anything like adequate opportunity. Very few teachers are qualified to give the needed instruction . . . Our city graded schools attempt to meet the felt need, in what are dominated high schools. A crowded condition of the lower grades in nearly all of our city schools compels the too rapid advance of the pupils so that the higher grades are pushed out with best only a grammar school education. . . . In most cases the city or village does not provide for the children from outside the district . . . A false theory prevails that only those of the professions need higher education; that farming requires very little brains and less learning. A conclusion is somehow reached that farmers' children are to be farmers and the public affairs are to be managed by townspeople; and that the learned constitute a superior caste.

² Andreas, loc. cit.

³ Allen B. Lemmon, in First and Second Biennial Report of the Superintendent of Public Instruction, State Printer, Topeka, Kansas, p. 43 (1877-1880).

The institutions of secondary and higher education will be discussed in the order of their establishment.

Ottawa University

Ottawa University⁴ is the daughter of the old Roger Williams University and the Ottawa Indians. Roger Williams University was a school founded by the white Baptists of Kansas in 1860. The Ottawa Indians were a tribe taught by the Baptists at Cary Station, Michigan, as early as 1823. The tribe settled near Ottawa in 1837 and became interested in education under the guidance of Rev. Jotham Meeker and his successor, J. T. Jones, who was an educated Indian.

At the first general meeting of the Kansas Baptists, J. T. Jones and Rev. I. S. Killoch, a trustee of Roger Williams University, were entertained by Rev. Anderson, pastor of the First Baptist Church of Atchison. At this time J. T. Jones suggested that a school be established at Ottawa for the Indians and whites. The suggestion was accepted. In 1862 a treaty was made with the United States government, and six hundred forty acres were selected as a site for Ottawa which was coeval with the Ottawa University, which took the place of Roger Williams University.

Owing to disturbed conditions of the war, the school did not get started until 1865. It was held in a building down town until 1868; then it was suspended due to financial conditions until the next year when the Science Hall was completed.

⁴ The Ottawan, published by the Junior Class of Ottawa University, Ottawa, Kansas, 1909, pp. 9-13.

On the fifth of January, 1874, the building was burned and was not insured. The citizens of Ottawa, under the direction of Rev. Atkinson repaired the building.⁵ School was maintained down town while repairs were made.

In 1883 Prof. M. L. Ward came from the State Agriculture College and spent his first year with three objectives in view: (1) to organize the school so that it would deserve the patronage of the Baptist people of Kansas; (2) to secure from the government the patent to the section of land south of town which belonged to the university; (3) to make this land productive. From 1883 the school began to grow and continued to grow during the twenty-two years of service Dr. Ward gave the school.

In 1909 the General Educational Board of New York⁶ recognized only three of the fourteen denominational colleges of the state; one of these was Ottawa University.

Ottawa University has continued to operate and has offered work in several departments of a quality that is accepted in all colleges and universities of the United States. Table I on page 68 shows the development of the university from 1880 to 1937.

⁵ Samuel M. LePage, A Short History of Ottawa University, published in 1929, p. 28.

⁶ Ibid.

TABLE I

TABLE ...: COMPARATIVE STUDY OF THE ENROLLMENT IN⁷ OTTAWA UNIVERSITY 1880-1927

YEAR	BUSINESS	NORMAL	ACADEMY	FINE ARTS	PUBLIC SPEAKING	ART	COLLEGE	GRAND TOTAL	DUPLICATES	TOTAL
1879-1880										77
1890-1891			196	83			67	279	12	267
1900-1901	133	7	111	217	112	58	146	784	181	603
1910-1911	53		82	207			148	490	158	332
1920-1921			50	258			237	545	109	436
1936-1937										241

Read Table thus; In 1879 there were 77 students enrolled in Ottawa University. Read in like manner for other years.

Ottawa University Academy

According to Dr. W. B. Wilson,* Ottawa University Academy had its beginning in 1869. This school was maintained by tuition until 1925 as a preparatory school to Ottawa University. Instruction in the academy was discontinued in 1925 when the public high school had developed sufficiently to

⁷ Samuel M. LePage, in A Short History of Ottawa University, published in 1929, p. 8.

* Dr. Wilson graduated from Ottawa University in 1903 and has been closely connected with the institution since that time. He is an instructor in the University at present and is serving his thirty-third year in that capacity. In an interview with Dr. Wilson on November 30, 1937, he stated that Ottawa University could hardly be considered a secondary school before 1869, but rather an elementary one. Dr. Wilson also stated that the University began to offer instruction on a college level in 1873. The first graduating class was in 1886. Dr. Wilson plans to write a history of Ottawa University.

afford free preparatory instruction.

Ottawa High School⁸

The first high school work to be offered in the public schools of Franklin County was at Ottawa on March 15, 1873,* in the Central Building which had just been completed on the present site of the Junior High School Building at a cost of \$30,000.00, which was met by the sale of bonds. William Wheeler, who served as superintendent at that time at a salary of \$1,000.00, drew up the course of study for this two-year course. There were eleven teachers employed and 692 students enrolled during the year of 1873 and 1874 in the eleven grades. In 1877 the third year of high school was offered under the same principal. There seemed to be a demand for the advanced work as the enrollment was increased from fifty to a hundred upon each addition of a higher course. The four-year course was not added until 1904 when J. Adams was superintendent at a salary of \$1,200.00. During the year 1904 and 1905 there were 35 teachers employed and the enrollment was 1834 in the twelve grades. The Ottawa Public Schools have made a consistent growth from 1864, with two teachers and 100 pupils, to 1937, with 2525 students and 71 teachers, exclusive of the superintendent and high and junior high school principals.

The following table shows the growth and development of the Ottawa schools⁹ from 1873 to 1937.

⁸ Forty-Sixth Annual Report of the Board of Education, Ottawa, Kansas, N.P., 1914, p. 24.

⁹ Ibid., p. 26.

* Pomona maintained a paid academy from 1872 to 1877, with an enrollment of about 100, but after investigation the writer believes the work was below the high school level. Ottawa University maintained an academy from 1869 to 1925 as a preparatory school to Ottawa University.

TABLE II
OTTAWA HIGH SCHOOL¹⁰ STATISTICS, 1873-1937

Date	Supt.	Salary	Enrollment Grades and High School	Total Teachers	Total Amount for Instruction	Total Expense	High School Enrollment	Principal	Salary
1873	W. Wheeler	1000	692	11				W. Wheeler	1000
1877	W. Wheeler	900	797	11	4,230	6,414		W. Wheeler	900
1881	W. Wheeler	1100	720	15	8,375	9,036	51	W. Wheeler	1100
1887	G. Harvey	1300	1627	24	11,246	15,127	61	G.I. Harvey	1300
1894	F. P. Smith	1400	1663	28	13,016	18,425	170	F.P. Smith	1400
1900	W. H. Olin	1200	1789	35	15,083	29,391	194	W.H. Olin	1200
1904	J. H. Adams	1250	1854	36	14,688		246	J.H. Adams	1250
1907	A. L. Bell	1500	1368	35	14,815		238	R.E. Gowans	765
1912	A. L. Bell	1700	1634	38	21,879	26,280	265	R.E. Gowans	1260
1916	A. L. Bell	2000	1854	44	28,017	70,624	330	R.E. Gowans	1700
1920	A. F. Senter	2500	2073	54	54,324	119,318	411	R.E. Gowans	1800
1930	A. F. Senter		2245	67	87,410	130,561	430	R.E. Gowans	
1937	G. H. Marshall	3400	2525	71	99,488	224,082	514	R.E. Gowans	2754

Read Table thus: In 1873 Mr. W. Wheeler was superintendent of schools; his salary was \$1000.00 per year; the total enrollment was 692; and 11 teachers were employed.

¹⁰ Compiled from the Twenty-Eighth Biennial Reports and Records of County Superintendent.

In the early history of Kansas the county superintendent's reports seem to be considered of little value. The complete records of the Ottawa High School are not available; in fact, the county superintendent's reports show practically nothing, and the reports of the state superintendent and the Ottawa High School office records are incomplete. A definite high school course has been offered since 1873, and the State Uniform Course of study was adopted in 1907. This course covered a period of four years of thirty-six weeks each, and the recitation periods were to be not less than forty minutes each.

The Ottawa School has experienced a continuous growth from 1873 with an enrollment of 692 pupils and eleven teachers employed to 1936 when the enrollment was 2525 pupils and 71 teachers were employed. It cannot be said that Ottawa High School has reached its peak of development as each year shows a larger enrollment than the year previous.

Wellsville High School¹¹

The second school in the county to offer high school work was Wellsville, when a three-year course was offered in 1887. The school was held in a building on Main Street which was built in 1873 at a cost of \$2,100.00. The course of study offered in the three-year high school was as follows: bookkeeping, reading, higher arithmetic, civil government, English analysis, rhetoric, physical geography, physics, etymology, general history, declamation, and composition. In 1904 the four-year course was added, and in 1911

¹¹ C. A. Smith, in The Wellsville Globe, January 9, 1914.

normal training and domestic science departments were added. In 1914 the present building was built at a cost of \$25,000.00. The Wellsville High School has received a class "A" rating for the year 1937 and 1938. The following table shows the growth and development of the Wellsville High School from 1902 to 1937.

TABLE III
WELLSVILLE HIGH SCHOOL STATISTICS¹²

Date	Superintendent	Salary	High School Teachers	Enrollment	Expenditure High School and Grade
1902	E. B. Albaugh	520	1	40	840*
1903	E. B. Albaugh	520	1	24	1,965
1904	C. A. Jacobus	520	1	30	2,680
1905	C. A. Jacobus	600	1	36	2,370
1906	C. A. Jacobus	650	1	38	2,793
1907	J. W. Roberts	640	1	40	2,515
1908	B. W. Daily	660	2	40	2,998
1909	B. W. Daily	720	2	25	3,934
1910	B. W. Daily	720	2	47	3,762
1911	B. W. Daily	900	2	52	3,811
1912	B. W. Daily	1000	4	76	5,437
1913	B. W. Daily	1000	4	94	5,456
1914	W. H. Cannon	1000	4	97	6,574
1915	W. H. Cannon	900	5		
1916	W. H. Cannon		5		
1917	W. H. Cannon	1080	5		8,892
1918	W. H. Cannon	1300	6		10,551
1919	C. L. Thomas	1500	6		10,913
1920	C. L. Thomas	1650	7		19,656
1921	F. M. McCaley	2500	7		19,321
1922	F. M. McCaley	2500	7	142	18,525
1923	F. M. McCaley	2500	7	144	
1924	F. M. McCaley	2500	8	123	21,497
1925	W. J. Hoover		8	122	
1926	W. J. Hoover	2000	8	110	22,334
1927	W. J. Hoover	2100	8	122	22,106
1928	W. J. Hoover	2100	8	111	22,738
1929	W. J. Hoover	2100	8	123	22,555
1930	W. J. Hoover	2100	8	100	23,124
1931	T. R. Palmquist	2000	8	94	22,681
1932	T. R. Palmquist	2200	8	104	22,073
1933	T. R. Palmquist	1800	8	130	19,941
1934	T. R. Palmquist	1260	8	100	16,843
1935	T. R. Palmquist	1260	7	113	18,151
1936	T. R. Palmquist	1740	8	131	16,834
1937	T. R. Palmquist	1740	8	125	26,615

Read Table thus; In 1902 E. B. Albaugh was superintendent of schools; his salary was \$520.00; one teacher was employed; the enrollment was 40; and the total expenditure was \$840.00.

¹² Compiled from Records of the County Superintendent.

* Statistics previous to 1902 are not available.

The peak of development in the Wellsville High School seems to have been reached in 1922 when the superintendent's salary was \$2500.00, seven teachers were employed, 142 students were enrolled, and \$18,000 was spent for all purposes. Wellsville has a larger territory from which to draw than do the other two small city high schools, namely, Princeton and Lane.

Princeton High School¹³

The earliest history of the Princeton High School is not available, but after several interviews it is believed that the high school work was not offered until a short time before 1902, which is the oldest record that shows the enrollment of the grades and high school separate. In 1902 a two-year course was maintained with W. O. Stein as principal, and the enrollment was ten students. A three-year course was offered in 1913 and the full four-year course was given in 1916 with Miss Flora Morris as principal and teacher at a salary of \$675.00. The enrollment in 1916 was seventeen pupils. The high school¹⁴ was first held in the two-story brick building which was built on the present location in 1878. In 1913 the old building was replaced by a new brick structure which had an addition made to it in 1926 in the form of a gymnasium and classrooms at a cost of \$35,000.00. The following table shows the growth and development of the Princeton High School from 1902 to 1937.

¹³ Records of the county superintendent.

¹⁴ Interview with Mrs. Edith Waddle on July 30, 1937. Mrs. Waddle taught in the Princeton Grade School in 1880.

TABLE IV
PRINCETON HIGH SCHOOL STATISTICS¹⁵

Date	Superintendent	Salary	High School Teachers	High School Enrollment	Expenditure High School and Grade
1902	W. O. Steen	480	1	10	1,200*
1903	L. E. Rathbun	400	1	7	870
1904	L. E. Rathbun	440	1	5	1,177
1905	L. E. Rathbun	480	1	9	873
1906	Helen Bell	400	1	12	789
1907	W. J. Betts	480	1	5	1,081
1908	Janette Mahar	480	1	3	978
1909	Janette Mahar	560	1	15	1,286
1910	Nellie Thompson	584	1	11	1,079
1911	W. Hill	675	1	2	1,187
1912	Ava Morris	540	1	5	1,598
1913	Ava Morris	675	1	8	1,940
1914	Anna Rowland	560	1	13	
1916	Flora Morris	675	1	17	
1917	L. W. Hampshire	900	2	26	4,503
1918	H. O. Alleman	1000	2	41	4,017
1919	H. O. Alleman	1050	3	36	5,348
1920	H. O. Alleman	1450	3	32	9,789
1921	G. A. Weakley	1700	3	36	11,479
1922	G. A. Weakley	2000	3	53	11,216
1923	G. A. Weakley	2250	3	40	9,000
1924	G. A. Weakley	2500	3	56	9,208
1925	G. A. Weakley		3	52	
1926	John Francis	1890	3	48	10,000
1927	John Francis	1980	3	52	7,582
1928	V. S. Hunt	1800	3	49	9,797
1929	V. S. Hunt	1890	3	56	9,755
1930	G. A. Tewell	2250	4	54	11,510
1931	G. A. Tewell	2340	4	49	12,101
1932	G. A. Tewell	2600	4	52	12,149
1933	G. A. Tewell	1755	4	61	12,601
1934	G. A. Tewell	1600	4	48	10,671
1935	N. Baldrige	1350	4	53	28,708
1936	N. Baldrige	1440	4	58	8,326
1937	N. Baldrige	1500	4	49	8,452

Read Table thus: In 1902 W. O. Steen was superintendent of schools; his salary was \$480.00; one teacher was employed; the high school enrollment was 10; and the total expenditure was \$1,200.00.

¹⁵ Compiled from Records of the County Superintendent.

* Statistics previous to 1902 are not available.

Lane High School¹⁶

The first high school work to be offered at Lane was in 1905 when three students were enrolled in the one-year course. Mr. W. McMullin was the first teacher and principal of the Lane High School which was held in the present building, built in 1872. The two-year course was added in 1908 with an enrollment of nine students. In 1913 a three-year course was added and in 1914 the full four-year course was offered with G. R. Reynolds as principal. The enrollment in 1914 was thirteen students. The following table shows the growth and development of the Lane High School from 1905 to 1937.

¹⁶ Records of the County Superintendent.

TABLE V
LANE HIGH SCHOOL STATISTICS¹⁷

Date	Superintendent	Salary	Number of High School Teachers	High School Enrollment	Expenditure High School and Grade
1905	W. McMullin	480	1	3	1,430*
1906	W. McMullin	650	1	3	1,259
1907	N. S. Welton	520	1	4	1,442
1908	N. S. Welton	560	1	9	1,682
1909	Lorena Shadle	560	1	9	1,522
1910	Lorena Shadle	640	1	15	1,854
1911	Lorena Shadle	640	1	5	1,736
1912	C. R. Reynolds	640	1	16	1,937
1913	C. R. Reynolds	800	1	24	3,048
1914	C. R. Reynolds	900	1	27	
1915					
1916			2	31	
1917	W. E. Wren	1050	2	35	4,500
1918	W. E. Wren	1050	2	38	4,500
1919	Geo. Raebun	1440	4	41	8,093
1920	E. Lightbody	1500	4		
1921	C. J. Jacob	2000	4	51	12,161.80
1922	C. J. Jacob	2125	4	51	
1923	F. H. Clark	2125	4	51	
1924	F. H. Clark	2200	4	47	11,459
1925	E. M. McCue		4	50	
1926	E. M. McCue	2000	4	28	11,260
1927	E. M. McCue	2000	4	48	11,545
1928	P. E. Sperry	2250	4	38	12,461
1929	P. E. Sperry	2250	4	35	10,704
1930	P. E. Sperry	2340	4	36	11,129
1931	P. E. Sperry	2340	4	40	12,036
1932	G. E. Truby	1850	4	52	10,748
1933	G. E. Truby	1620	4	66	9,597
1934	G. E. Truby	1200	4	67	9,627
1935	G. E. Truby	1275	4	58	8,044
1936	G. E. Truby	1700	4	53	10,230
1937	G. E. Truby	1700	4	48	9,373

Read Table thus: In 1905 Mr. W. McMullin was superintendent of schools; his salary was \$480.00; one teacher was employed; the high school enrollment was 3; the total expenditure was \$1430.

¹⁷ Compiled from the Records of the County Superintendent.

* Previous statistics not available.

What may be said of the Lane High School is also true of the Princeton High School. These schools both have small districts and are near neighboring high school districts which are organized under the Rural High School Law. Both Princeton and Lane also have low valuations in their districts, making it necessary to operate under a curtailed budget. Nevertheless, these schools have provided high grade instruction and have served their communities in an efficient manner. There have been only slight changes in the enrollment and administration of these schools during the last ten years, and in all probability very little change will be experienced in the future as far as enrollment and general program.

CHAPTER IX

ESTABLISHMENT OF THE RURAL HIGH SCHOOLS

Rural high school organization was authorized by the legislature of 1915 to meet the need for high school instruction in the rural communities.¹ According to Wooster the law which gave authority to establish rural high schools reads as follows:²

Section 9347 of the General Statutes of 1916 is hereby amended so as to read as follows: The legal electors residing in territory containing not less than sixteen square miles and comprising one or more townships or parts thereof shall have the authority to form a rural high school district, whose boundaries shall have been provided by the county superintendent of public instruction of each county in which any part of such proposed district shall be located, or by the State Superintendent of Public Instruction in case the county superintendents fail to agree on the approval of the boundaries of the proposed district, and to establish, locate, and maintain therein a rural high school as hereinafter provided. (Law 1917, chap. 284, sec. 1.)

By 1917 it was evident that enthusiasm and local ambition would lead communities without sufficient valuation to organize rural high school districts. The Legislature of 1917 passed legislation forbidding the organization of a territory into a rural high school district unless the valuation was \$2,000,000 or more.³ Since that time several rural high schools have

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

² Lorraine Elizabeth Wooster, "Rural High Schools" in School Laws of Kansas, 1919-20, printed at Topeka, State Printer, p. 171.

³ Allen, op. cit., p. 14.

organized with high valuations.

First Rural High School

Peoria Rural High School was the first rural high school to be established in Franklin County. The school was organized in 1916 with an enrollment of ten in the two years offered. Miss Odena Thurman was the first principal with a salary of \$600 for the nine months term. The statistics of the school from 1916 to 1937 are shown in the following table.

TABLE VI
PEORIA RURAL HIGH SCHOOL STATISTICS⁴

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1917	Odena Thurman	600	1	10	1000
1918	Odena Thurman	810	1	12	
1919	Miss Toy		1	3	
1920	Mrs. Odena Detwiler	1075	1	8	
1921	Mrs. Odena Detwiler	1125	1	3	
1922	Mrs. Odena Detwiler	900	1	6	
1923	Edith Kibbe		1	4	
1924	No School				
1925	Leah Inman		1	8	
1926	Leah Inman		1	7	
1927	Fred Seymour		1	4	
1928	No School				
1929	No School				
1930	No School				
1931	No School				
1932	Bodie Mickelson	900	1	7	1057
1933	Rose McCoy	900	1	8	1074
1934	Bessie Crough	720	1	3	865
1935	Helen Bond	630	1	6	748
1936	Helen Bond	720	1	5	871
1937	Helen Bond	720	1	4	840

Read Table thus; In 1918 Odena Thurman was principal; salary was \$810; one teacher was employed; enrollment was 10; and total expenditure was \$1000.

⁴ Compiled from records of the county superintendent.

* Including the principal.

According to Mrs. Ray Detwiler,* who as Odena Thurman was the first teacher, the first high school work in that district was offered in the year 1916-17. Two years of work is the most that has been offered.

The Second Rural High School

The second rural high school to be established in Franklin County was the Rantoul Rural High School in 1916. Mr. C. B. Cross was the first principal and Miss Alberta Anderson his assistant. The records for the first two years are incomplete. The following table shows the growth and development of the school from 1917 to 1937:

TABLE VII
RANTOUL RURAL HIGH SCHOOL STATISTICS⁵

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1917	C. B. Cross		1	6	
1918	C. B. Cross	2500	2	20	
1919	C. B. Cross		2	29	
1920	W. W. Houghton		3	26	
1921	Helen Moherman	1800	3	29	8,685
1922	Helen Moherman		3	42	
1923	W. R. Foehl		3	42	
1924	W. R. Foehl	2250	3	46	
1925	W. R. Foehl		3	47	
1926	W. R. Foehl	2500	4	47	10,033
1927	W. R. Foehl	2500	4	62	
1928	W. R. Foehl	2500	4	59	9,044
1929	H. B. Willis	2000	4	51	8,050
1930	H. B. Willis	2025	4	45	8,500
1931	Cecil Ward	1900	4	36	7,505
1932	Cecil Ward	2000	4	40	7,678
1933	Cecil Ward	1875	4	43	6,143
1934	Cecil Ward	1270	4	46	4,818
1935	Cecil Ward	1215	4	48	5,340
1936	J. J. Greenlee	1250	4	41	5,658
1937	J. J. Greenlee	1350	4	61	5,712

Read Table thus: In 1917 C. B. Cross was principal, one teacher was employed, and the enrollment was 6.

⁵ Loc. cit.

* Includes principal.

According to the records of the county superintendent the first high school work was offered in District 92 in 1902 with five pupils enrolled in the first year. The principal and teacher was Grace Cornelius, who received \$245.00 for the term.

The full four-year course of high school work was offered in the Rantoul High School until 1918. The principal of the Rantoul Rural High School for the year 1918 was C. B. Cross, who received a salary of \$2500.00. In 1918 two teachers were employed and the enrollment was 20. The peak of development seems to have been reached in 1927 when the enrollment was 62 and the salary of the principal was \$2500.00.

The Third Rural High School

The third rural high school to be established in the county was at Appanoose in 1919. The first school was held in the Appanoose Baptist Church for the term of 1918-19. Miss Odena Thurman was the first principal and teacher with a salary of \$1,215.00 for the term of nine months. Twelve pupils were enrolled for the first year. The first building was erected in 1919 on the present site at a cost of \$12,500.00. The first school was held in this building for the term of 1919-20 with C. A. Brown as principal. The first building burned in 1934 and was replaced by the present brick structure at a cost of \$16,000.00. The first school was held in the new building in 1934-35 with W. R. Binns as principal. The following table shows the growth and development of the school from 1919 to 1937.

TABLE VIII
APPANOOSE RURAL HIGH SCHOOL STATISTICS⁶

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1919	Odena Thurman	1215	1	12	
1920	C. A. Brown	1296	2	14	9,702
1921	J. L. Shearer	1300	2	21	
1922	J. L. Shearer	1300	2	27	
1923	J. L. Shearer		2	27	
1924	J. L. Shearer		2	25	
1925	A. J. Gibson		2	20	3,754
1926	H. A. Smith	2000	2	24	3,987
1927	H. A. Smith	2000	2	27	4,317
1928	J. A. Starr	2000	2	17	5,219
1929	J. A. Starr	2000	2	19	4,107
1930	V. E. Mastin	2000	2	20	4,063
1931	V. E. Mastin	2000	2	22	4,494
1932	V. E. Mastin	2000	2	34	3,509
1933	W. R. Binns	1400	3	47	4,818
1934	W. R. Binns	1305	3	58	23,270 [#]
1935	W. R. Binns	1305	3	80	6,366
1936	W. R. Binns	1500	3	86	9,128
1937	W. R. Binns	1500	4		

Read Table thus: In 1920 C. A. Brown was principal; his salary was \$1296; two teachers were employed; the enrollment was 14; and the total expenditure was \$9,702.

The steady growth of this school from 1933 to 1937 is attributed largely to transportation facilities which have been furnished. There was no high school work offered in the district until the rural high school was organized.

The Fourth Rural High School

The fourth rural high school to be organized was at Richmond in 1919.

⁶ Records, loc. cit.

* Principal included.

[#] New building at cost of \$16,000.

The first principal was J. L. Kelsey, who received a salary of \$1,720 for the term of nine months. The enrollment for the first year was 51 pupils, and four teachers were employed. The rural high school building is a brick structure which was erected in 1919 at a cost of \$35,000. The following table shows the growth and development of the Richmond Rural High School from 1919 to 1937.

TABLE IX
RICHMOND RURAL HIGH SCHOOL STATISTICS⁷

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1920	J. L. Kelsey	1720	4	51	
1921	J. L. Kelsey	1800	4	52	6,073
1922	Ira McConnel		4	42	
1923	Ira McConnel		4	53	
1924	Ira McConnel	2250	4	50	5,376
1925	Ira McConnel		4	64	
1926	Ira McConnel	2500	4	62	10,243
1927	Ira McConnel	2600	4	70	9,419
1928	Ira McConnel	2600	4	71	8,752
1929	Ira McConnel	2600	5	70	10,570
1930	W. C. Kampschroeder	2000	5	73	10,962
1931	W. C. Kampschroeder	2100	5	69	9,072
1932	W. C. Kampschroeder	2040	5	84	10,837
1933	W. C. Kampschroeder	1600	5	92	6,264
1934	W. C. Kampschroeder	1200	5	72	6,656
1935	W. C. Kampschroeder	1200	5	70	6,656
1936	W. C. Kampschroeder	1600	5	80	6,567
1937	C. W. Baker	1400	5	63	6,908

Read Table thus: In 1920 J. L. Kelsey was principal; his salary was \$1720; 4 teachers were employed; the enrollment was 50; and the total expenditure was not reported.

According to Mrs. E. Atchison the first high school work offered in Richmond was a two-year course in 1894, with Mr. G. H. Crane as principal at

⁷ Records, loc. cit.

* Principal included.

a salary of \$520.00. The third-year course was offered in 1904 with Mr. R. S. Whitlow as principal, and his salary was \$675.00 for the term. The enrollment for that year was 15 pupils, and the total expenditure was \$1,840.00. The fourth year of high school was added in 1907 with 28 pupils enrolled. Mr. W. W. Thompson was the principal at a salary of \$600.00, and the total expenditure for the year was \$2,366.00

The Fifth Rural High School

The Pomona Rural High School was organized in 1919. The first principal was J. H. Borrer, who received a salary of \$1,487.00 for the term of nine months. There were three teachers employed; the enrollment was 38 pupils, and the total operating expense was \$7,887.00. The present brick building was erected in 1919 in time for the first term at a cost of \$35,000. The following table shows the development of the Pomona Rural High School from 1919 to 1937.

TABLE X
POMONA RURAL HIGH SCHOOL STATISTICS⁶

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1920	J. H. Berror	1467	3	38	7,887
1921	S. G. Cox	2000	3	34	6,476
1922	S. G. Cox	2000	4	63	
1923	S. G. Cox		4	61	
1924	S. G. Cox	2000	4	59	7,291
1925	S. G. Cox		4	70	
1926	G. A. Glendening	2000	4	56	4,801
1927	G. A. Glendening	2205	4	71	6,304
1928	H. A. Smith	2100	5	71	10,851
1929	H. A. Smith	2100	5	70	9,978
1930	H. A. Smith	2150	6	86	10,726
1931	H. A. Smith	2150	6	76	11,412
1932	C. A. Dearadorf	2000	6	82	10,153
1933	C. A. Dearadorf	1800	6	95	9,129
1934	C. A. Dearadorf	1350	6	68	7,926
1935	L. W. Myers	1375	6	68	7,439
1936	L. W. Myers	1400	6	71	8,309
1937	L. W. Myers	1500	6	71	8,274

Read Table thus: In 1920 J. H. Berror was principal; the salary was \$1467; three teachers were employed; the enrollment was 38; and the total expenditure was \$7887.

A paid academy with an enrollment of about one hundred students was maintained by D. H. Starkey from 1872 to 1877 in the present grade school building, which was erected in 1871 at a cost of \$12,000 and remodeled in 1884. Graduates of this academy were admitted to the Ottawa University Academy.[#] According to Mrs. Ethel Glenn Dick, the first high school work was

⁶ Records, loc. cit.

* Includes principal.

[#] In an interview with John Parkinson on July 31, 1937, he told of having attended the Pomona schools from 1872 to 1880. According to Mr. Parkinson the school was only an academy in name and offered instruction in the first seven grades. He attended the Ottawa University Academy in the fall of 1880 and in 1881 returned to Pomona to take work under Professor Dicklow, with whom he became acquainted at Ottawa University.

offered at Pomona in 1884 and was a two-year course. Mrs. Dick* was a member of the class of 1889, the first graduating class of Pomona High School. Mr. Dicklow was principal of the first high school. The three-year course was offered in 1890 and the four-year course# in 1913. Mr. Stimmel was principal of the first three year high school and W. A. Vickers was principal when the four-year course was added. In 1913 the principal's salary was \$765; the enrollment was 20 pupils; two teachers were employed; and the total operating expense was \$2,413. In 1937 the faculty and equipment met the requirements for a class "A" high school, but the building failed to pass due to the poor physical education facilities.

The Sixth Rural High School

The sixth rural high school was organized in 1921 with E. A. Thomas as principal; his salary was \$2,700.00 for the term of nine months. Five teachers were employed, and 66 pupils were enrolled. The main building which was built in 1886 is owned by District 51 and is rented by the Rural High School District number 6. A new building was erected by District 51 in 1922 at a cost of \$15,000.00. The building is used for high school classrooms and a gymnasium. It is also rented by Rural High District number 6. The following table shows the growth and development of the Williamsburg Rural High School from 1922 to 1937.

* In an interview with Mrs. Dick on December 20, 1937, she gave the names of the first graduating class, which was as follows: Mrs. Ethel Glenn Dick, H. B. Johnson, Florence Hughes Blosser, and Lydia Lawrence Richardson. The members of this first class of 1889 are living with the exception of Dr. H. B. Johnson, who died in the spring of 1937.

Interview with Mrs. Ellen Cain and her daughter Miss Helen Cain, who are graduates with the classes of 1889 and 1913 respectively.

TABLE XI
WILLIAMSBURG RURAL HIGH SCHOOL STATISTICS⁹

Year	Principal	Principal's Salary	No. of Teachers*	Enrollment	Total Expenditure
1922	E. A. Thomas	2700	5	66	
1923	E. A. Thomas	2700	6	70	
1924	E. A. Thomas	2700	5	74	9,226
1925	E. A. Thomas		6	78	
1926	E. A. Thomas	2850	6	70	10,338
1927	E. A. Thomas	3000	5	79	11,879
1928	G. G. Mickel	2700	6	98	12,911
1929	G. G. Mickel	2800	6	101	13,240
1930	G. G. Mickel	2850	7	122	15,706
1931	G. G. Mickel	2820	7	116	16,793
1932	G. G. Mickel	2620	7	111	14,960
1933	D. E. Taylor	1800	7	95	12,634
1934	D. E. Taylor	1500	7	98	14,470
1935	D. E. Taylor	1500	7	91	10,090
1936	D. E. Taylor	1500	7	93	10,443
1937	D. E. Taylor	1700	7	97	10,836

Read Table thus: In 1922 E. A. Thomas was principal; salary was \$2700; 5 teachers were employed; enrollment was 66; and total expenditure was not given.

The first high school work in District 51 was a two-year course[#] which was introduced in 1888. Mr. M. L. Field was the principal, and his salary was \$480.00. The first high school was held in the present building. The three-year course was added in 1895 and the full four-year course was added in 1896. The principal at this time was W. M. Seaman who received \$480.00 for the term. The high school seems to have reached its peak of development in 1930 when the enrollment was 122, the principal's salary was \$2,850.00, seven teachers were employed, and the total expenditure was \$15,706.

⁹ Records, loc. cit.

* Principal included.

[#] Interview on August 1, 1937, with D. R. Price, who was a graduate of the last two-year high school in 1894.

TABLE XII
 SUMMARY¹⁰ OF FRANKLIN COUNTY RURAL HIGH SCHOOLS, 1937

Number of Districts	Town	Area of District Square Miles	Valuation	No. of Teachers*	Enrollment
1	Peoria	18	552,855	1	5
2	Rantoul	34	1,039,472	4	53
3	Appanoose	30	661,747	4	86
4	Richmond	25.75	1,309,018	5	61
5	Pomona	35	1,630,391	6	70
6	Williamsburg	78.5	2,054,370	7	95

Read Table thus; In 1937 the Peoria Rural High School district contained 18 square miles; the valuation was \$552,855; one teacher was employed; and the enrollment was 5.

¹⁰ Records, loc. cit.

* Including the principal.

HIGHWAY MAP OF FRANKLIN COUNTY KANSAS

COUNTY COMMISSIONERS
EN. HEINLEN CHAIRMAN
DW. BATDORF
E.E. CROUCH

SHOWING
STATE COUNTY AND TOWNSHIP ROADS

ONE INCH EQUAL ONE MILE

GLENN R. ENSLOW
 DRAFTSMAN

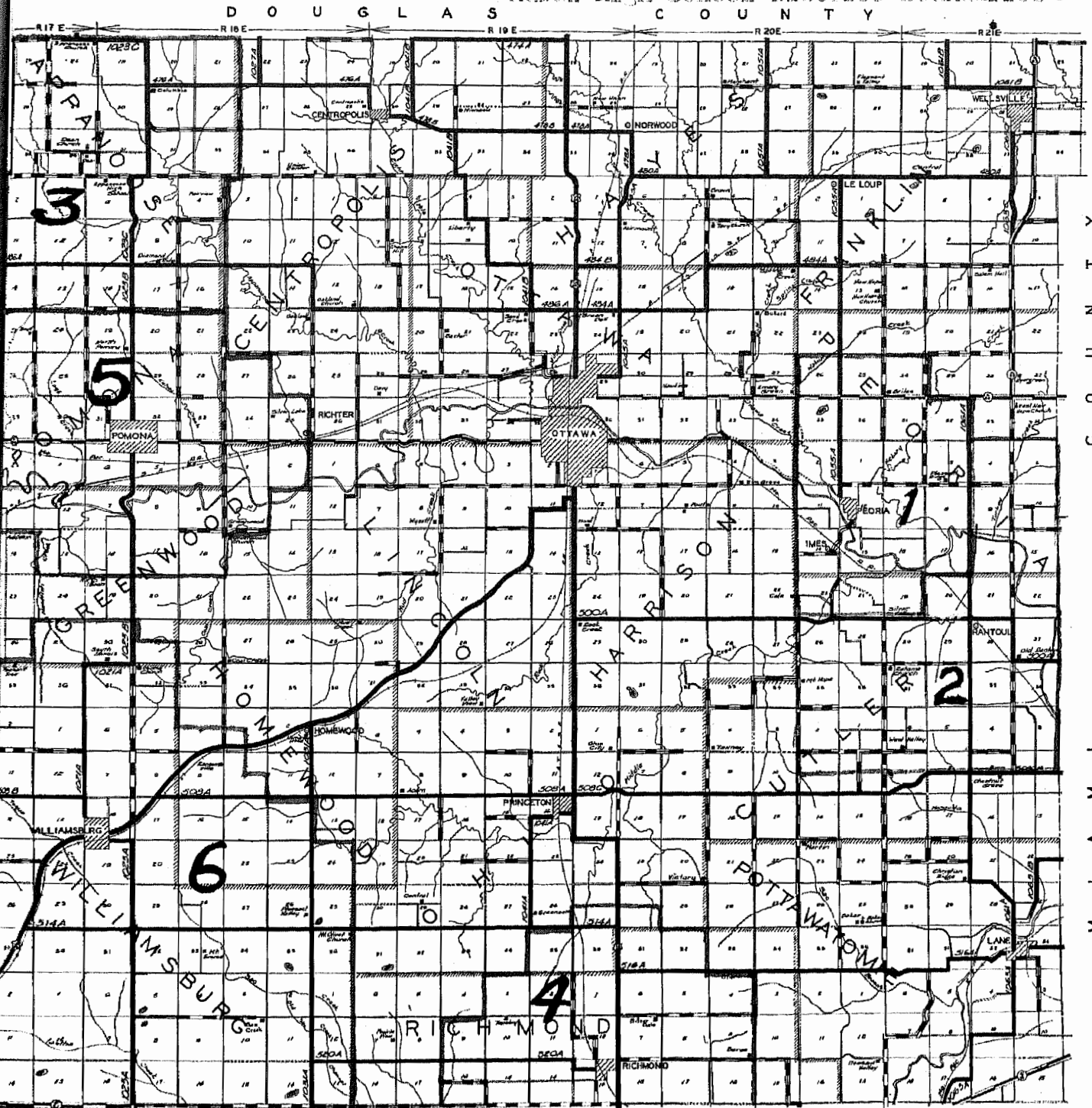
HARRY J. ABBEY COUNTY ENGINEER

LEGEND

- PAVED STATE HIGHWAY
- LIGHT SURFACED STATE HIGHWAY
- COUNTY SURFACED ROAD
- DIRT ROAD
- TOWNSHIP SURFACED ROAD
- DIRT ROAD
- UNIMPROVED ROAD
- RURAL MAIL ROUTE
- RAILROAD
- SCHOOL SECTION
- LINE
- COUNTY BOUNDARY
- TOWNSHIP BOUNDARY
- GOVERNMENT LAKE



Rural High School District Boundaries



- A N D E R S O N C O U N T Y
1. Peoria Rural High District.
 2. Rantoul Rural High District.
 3. Appanoose Rural High District.
 4. Richmond Rural High District.
 5. Pomona Rural High District.
 6. Williamsburg Rural High District.

Figure 19

CHAPTER X

FRANKLIN COUNTY SCHOOL STATISTICS

1861 TO 1937

This chapter is given entirely to the presentation of Franklin County school statistics for the period from 1861 to 1937. These data were compiled from the official reports of the State Superintendent of Public Instruction.* The reports of the county superintendents, made to the state superintendent before 1861, were very incomplete due to the unsettled conditions and the insignificance of that office in public affairs. Mr. James Hanway, who was the first county superintendent of Franklin County (territorial), was elected in 1859. He did not make a report as the office was abolished soon after the election. The office of county superintendent was re-established by the adoption of the Wyandotte Constitution and was put into operation when the state was admitted into the Union in 1861. The first county superintendent's reports were filed in 1861, and are nearly complete after that time.

Table XIII which follows gives the following information on Franklin County schools: the number of districts, number of buildings, school census, school enrollment, teachers' salaries, total expenditure, and value of all school property.

* Files of State Superintendent of Public Instruction, Topeka, Kansas.

TABLE XIII
FRANKLIN COUNTY STATISTICS, 1861 TO 1937[#]

Year	Number of Districts	Number of Buildings	School Census (5-21 yrs.)	Total Enrollment	Length of term in Months	Amount for Instruction	Value of all School Property	Total Expenditure
1861	25	....	493	170	....	.....	.....	.....
1862	25	....	778	443	4	1,008.00	2,665.00	.....
1863	28	....	1054	664	4.5	903.95	1,415.00	1,019.70
1864	30	....	935	688	4	904.00	974.00	
1865	29	....	1511	928	4.5	2,920.50	2,505.00	3,623.75
1866	29	....	1700	918	5	3,889.33	10,375.00	4,352.50
1867	46	23	1987	1390	4.6	6,233.75	13,700.00	6,729.25
1868	52	40	2598	1615	4.4	7,686.00	17,105.00	.....
1869	62	42	3155	1934	5.2	9,383.50	21,781.50	11,971.50
1870	65	53	3874	2543	6.3	15,526.75	32,995.00	27,338.50
1871	74	67	3997	2807	6.33	18,745.00	44,245.00	.....
1872	77	75	4125	2911	6.6	21,183.50	78,020.00	56,406.80
1873	80	79	4235	3094	6.7	23,636.10	85,490.00	57,356.13
1874	82	81	4383	3213	6.9	21,716.00	81,390.00	30,906.00
1875	83	81	3686	3120	6.25	19,042.00	80,500.00	24,492.71
1876	81	....	4184	3138	6	20,731.00	86,835.00	25,550.46
1877	83	76	4292	3144	6.7	18,452.00	83,799.00	27,048.00
1878	83	76	4782	3512	7	17,588.00	83,591.00	26,603.00
1879	83	77	5311	3287	7.1	21,504.00	86,822.00	30,574.00
1880	91	79	6011	4255	7.25	21,956.00	98,052.00	31,339.00
1881*	90	79	6025	4543	6.6	25,915.00	88,500.00	39,856.00
1882*	90	90	4758	3732	7.2	21,398.00	61,200.00	36,348.00
1883	94	94	6555	5110	7.1	32,079.00	123,140.00	55,497.00
1884	95	93	7278	5598	7.1	34,385.00	122,060.00	62,984.00
1885	93	96	7942	5850	7	42,127.00	.....	76,919.00
1886	98	100	8364	6220	7.2	41,137.00	.....	72,102.00

(Table continued, next page)

TABLE XIII, CONTINUED

86

Year	Number of Districts	Number of Buildings	School Census (5-21 yrs.)	Total Enrollment	Length of term in Months	Amount for Instruction	Value of all School Property	Total Expenditure
1887	97	115	7837	6172	7.3	39,926.00	139,900.00	56,722.00
1888	98	115	7043	5874	7.2	41,311.00	136,100.00	56,775.00
1889	98	116	7682	5942	7	43,336.00	144,100.00	61,907.00
1890	99	101	7682	5809	7.1	42,655.00	150,060.00	63,524.00
1891	99	98	7393	5944	7.3	42,348.00	153,000.00	62,291.00
1892	101	99	7322	6059	7.5	42,144.00	149,817.00	57,837.00
1893	100	101	7247	6018	7.25	45,129.00	155,470.00	67,756.00
1894	96	97	7269	5786	7.25	42,239.00	146,760.00	61,831.00
1895	95	99	7570	5906	7.25	46,606.00	170,615.00	56,115.00
1896	96	100	7441	5887	7.25	42,447.00	186,215.00	61,217.00
1897	101	98	7743	5921	6.5	42,834.00	150,000.00	61,971.00
1898	97	96	7445	6114	7.8	42,984.00	154,750.00	61,852.00
1899	96	100	7385	6078	7	42,208.00	140,600.00	76,936.00
1900	97	100	7173	5915	7	46,061.00	155,000.00	70,482.00
1901	97	100	7370	5912	7	45,861.00	160,000.00	64,602.00
1902*	98	100	6978	5835	7	45,666.00	163,000.00	64,240.00
1903*	96	101	7148	3877	7.25	48,657.00	165,800.00	66,882.00
1904	94	98	6992	4044	7.25	49,881.00	167,000.00	68,758.00
1905	94	94	6766	3917	7	51,494.00	177,070.00	79,347.00
1906*	94	94	6624	3767	7	52,878.00	165,500.00	71,272.00
1907*	93	93	6560	6114	7.25	56,441.00	167,150.00	75,169.00
1908	93	93	6591	5890	7.75	39,899.00	119,050.00	51,129.00
1909	93	97	6450	5063	8	63,813.00	160,000.00	90,769.00
1910	93	97	6401	5106	8	67,524.00	158,325.00	95,470.00
1911	94	98	6289	5117	8	70,184.00	161,700.00	95,154.00
1912	93	99	6294	5003	8	74,477.00	157,825.00	94,641.00
1913	92	98	6459	5027	8	81,639.00	370,325.00	122,629.00
1914	91	97	6707	5179	8	84,710.00	386,000.00	140,258.00
1915	91	97	6638	5321	8.25	94,274.00	423,500.00	143,787.00
1916	91	97	6249	5128	8.25	98,142.00	263,000.00	159,291.00
1917	91	98	6146	4952	8.1	96,601.00	445,050.00	236,159.00

(Table continued, next page)

TABLE XIII, CONTINUED

Year	Number of Districts	Number of Buildings	School Census (5-21 yrs.)	Total Enrollment	Length of term in Months	Amount for Instruction	Value of All School Property	Total Expenditure
1918	91	90	6143	4963	8.5	108,285.00	391,750.00	279,617.00
1919	91	94	6146	5079	8.25	124,430.00	415,600.00	242,760.00
1920	91	96	6171	4977	8.25	144,424.00	470,917.00	251,104.00
1921	92	98	6201	4781	8.5	199,809.00	780,087.00	327,458.00
1922	95	95	6166	4930	8.4	200,974.00	587,150.00	263,510.00
1923	94	97	6296	4866	8.4	201,016.00	.....	417,397.00
1924	92	95	6190	4802	8.5	202,770.00	.....	307,894.00
1925	92	93	6129	4990	8.6	212,577.00	724,565.00	263,427.00
1926	91	96	6104	4440	8.7	290,803.00	790,733.00	414,434.00
1927	89	91	6073	5049	8.7	250,068.00	1,120,265.00	505,235.00
1928	89	92	6067	5056	8.5	257,613.00	1,332,050.00	396,471.00
1929	89	93	6069	5069	8.5	337,557.00	1,235,600.00	394,699.00
1930	89	94	5995	4992	8.5	277,251.00	1,375,515.00	419,266.00
1931	90	95	5816	4992	8.5	230,743.00	1,246,090.00	372,565.00
1932	91	95	5954	5108	8.5	189,953.00	1,362,815.00	343,717.00
1933	89	95	5833	4670	8.5	201,522.00	1,306,752.00	270,809.00
1934	90	96	5814	4973	8.5	201,014.00	1,126,000.00	272,172.00
1935	90	97	5772	4841	8.5	202,793.00	1,116,000.00	313,452.00
1936	90	97	5677	4947	8.5	206,893.00	1,089,668.00	284,267.00
1937	90	97	5464	4485	8.5	192,465.00	1,004,216.00	381,545.00

Read Table thus: In 1861 there were 25 school districts; there were 493 between the ages of 5 and 21 year and the total enrollment was 170.

Compiled from the Biennial Reports of the State Superintendent of Public Instruction, Topeka, Kansas.

* The writer is inclined to think there is an error in total enrollment given for these years as it shows too large an increase.

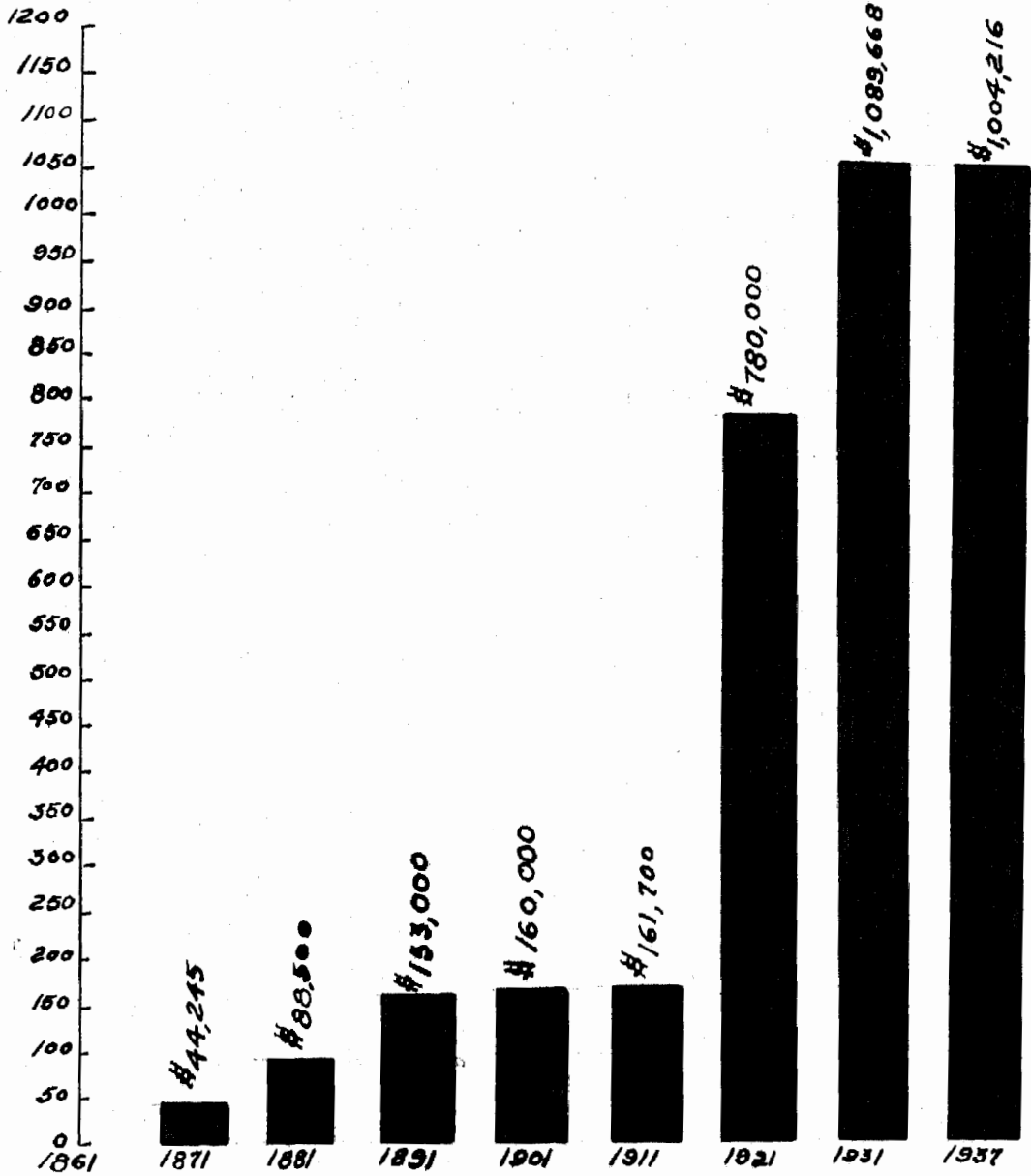


Figure 20

Value of School Property

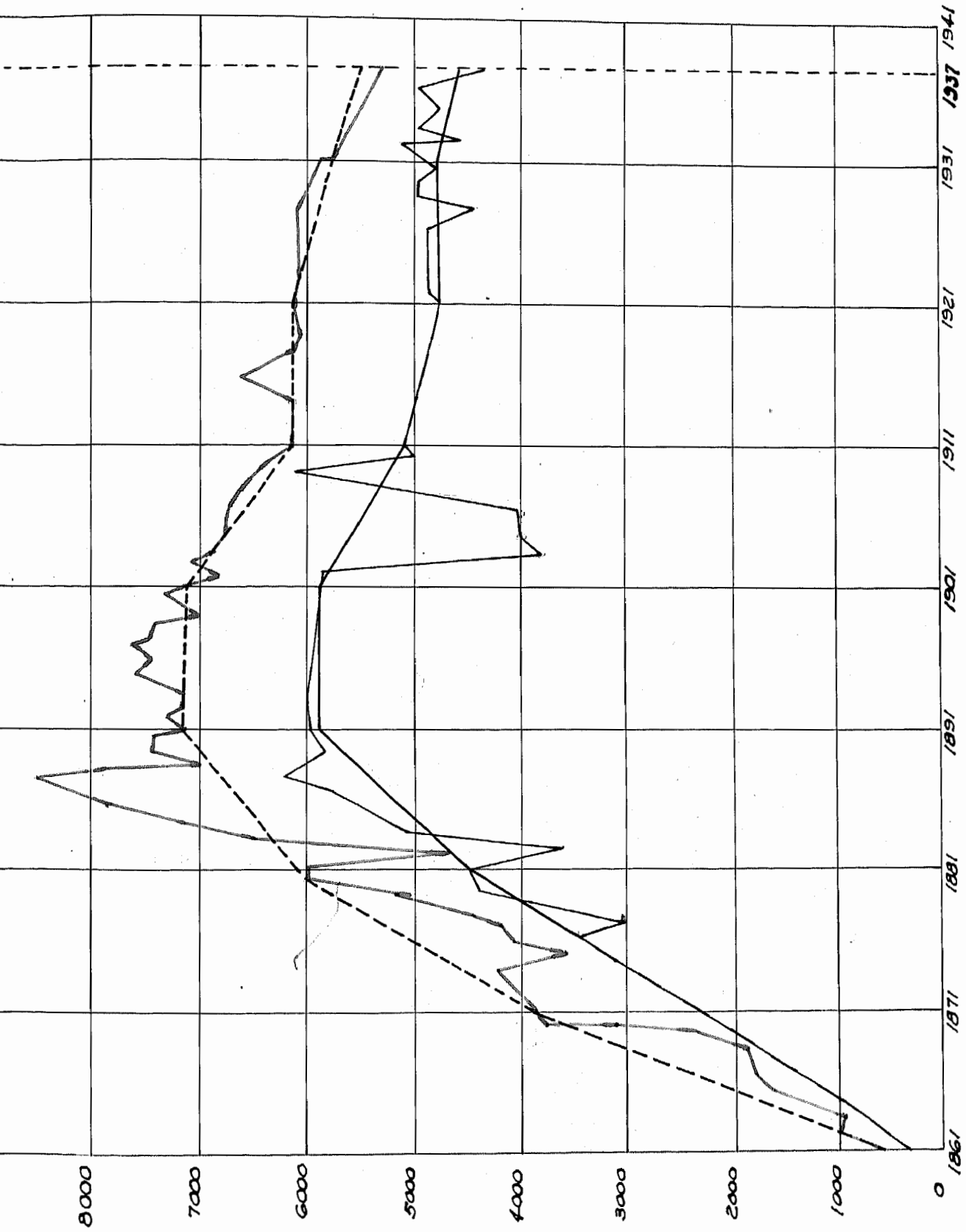


Figure 21
School Census and Enrollment
(Red line, census;
Black line, enrollment)

Thousands
480

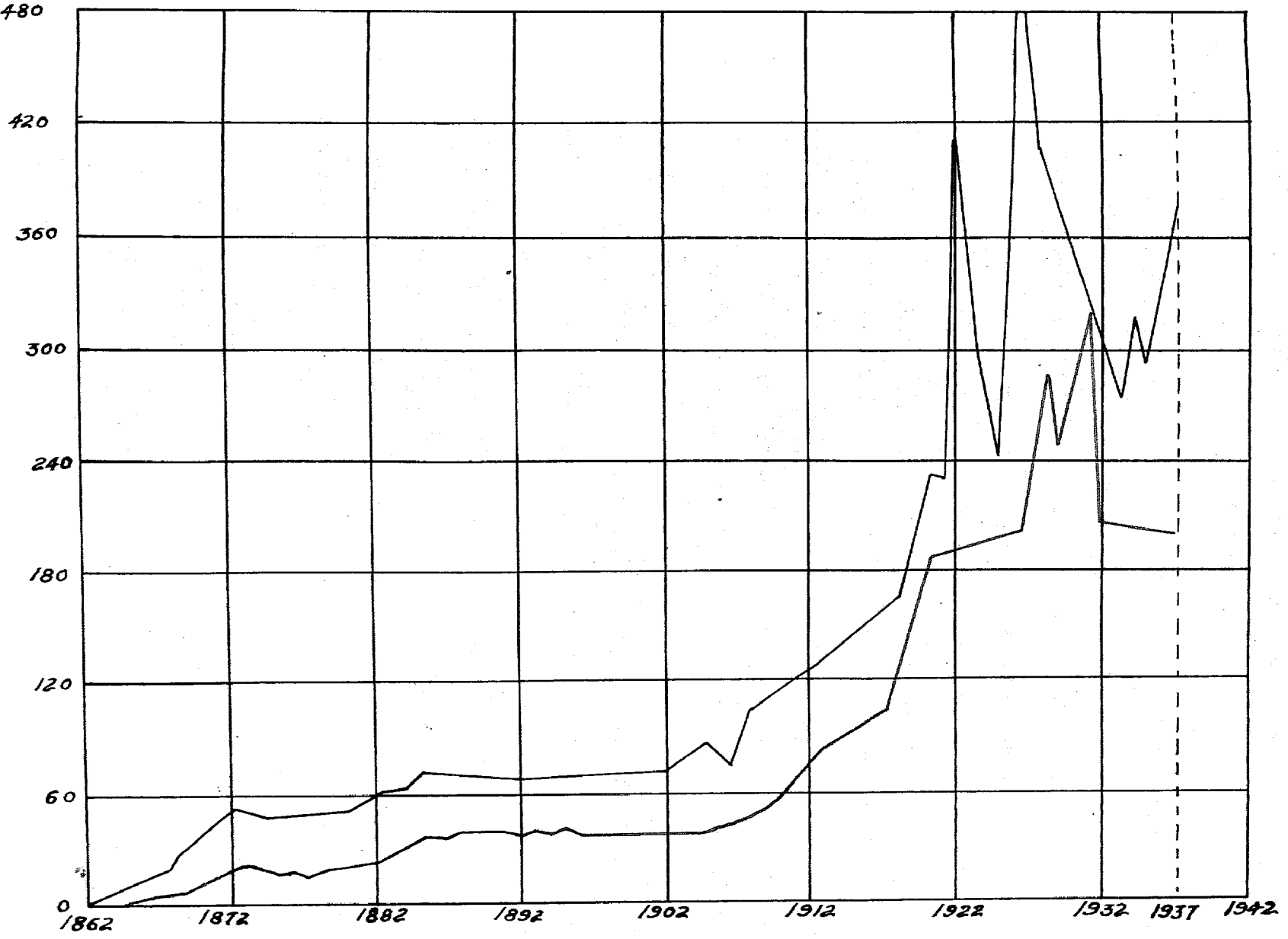


Figure 22

Amount Spent for Instruction and Total Operating Expense

(Red line, instruction; black line, all expenditures)

Interpretation of School Statistics
in Franklin County, 1861--1937*

1. Number of Districts. In 1861 there were 25 school districts as compared to 90 in 1937. The largest number to be organized in one year was in 1867 when 17 new districts were organized. After the war the people were able to give their attention to the problem of education, and as a result there was more time and money spent on education.

2. Number of Buildings. In 1867 there were 23 school buildings as compared to 97 in 1937. In 1867 there were 46 districts with only 23 buildings. This indicated that possibly many of the schools were held in private dwellings. The number of school buildings gradually increased until there were 116 in 1889. The decrease to 97 in 1937 is due to consolidation of one-teacher districts.

3. School Census. The school census (5 years to 21 years) was 493 in 1861 as compared to 5,464 in 1937. The census made a gradual increase until 1886 when there were 8,364. The decrease from 1886 to 1937 has been due to the decrease in the size of the average American family.

4. Total Enrollment. The total enrollment in 1861 was 170 as compared to 4,485 in 1937. There seems to be some abrupt changes which cannot be accounted for. Some of these occur in 1881 to 1882; 1902 to 1903; 1906 to 1907.

* It was very difficult to get reliable data as the early reports of the county superintendents were incomplete and many were not available. Many reports were written in pencil and not legible today. The reports are complete with some exceptions after 1902.

The writer has made every effort to complete an accurate table of statistics of the growth development of education in Franklin County and has attempted to interpret more clearly the findings by use of graphs and explanations.

It is possible that the enrollment of the Ottawa schools was counted twice in the reports. The percentage of enrollment based on school census has gradually increased, while the enrollment has shown a slight decrease in the last few years due to the decrease in the school census.

5. Length of Term. The length of the average school term in Franklin County has increased from four months in 1862 to 8.5 months in 1937.

6. Amount Spent for Instruction. The amount spent for instruction increased from \$1008.00 in 1862 to \$337,557.00 in 1929, which is the peak for instruction expenditure. This peak year of 1929 shows an increase of \$80,000.00 or thirty-one per cent increase over that of 1928. A large gain was shown in 1870 with an expenditure of \$15,526.75 over that of \$9,383.68 in 1869 showing an increase of sixty-six per cent. There were ten new districts added in 1869, helping to make this large increase.

In 1937 a decrease of \$14,428.00 was shown over that of 1936 which cannot be accounted for as the salaries were on the increase rather than decrease.*

7. Value of All School Property. The value of all school property increased from \$2,865 in 1862 to \$1,004,216 in 1927. The increase is gradual with the exception of 1882, 1913, and 1921 when a great deal of building was carried on within the county. The value of school property is appraised by the clerk of the Board of Education and would indicate that this item is rather subjective.

* After a check and recheck with Mr. Settles, superintendent of public instruction, it was concluded that errors had been made by the clerks in properly classifying the expenditures.

8. Total Expenditures. The total expenditures for 1865 were \$1,019.70 as compared with the peak which was reached in 1930 when the total expenditures were \$419,266.00. The greatest slumps came with the panic of 1873 and the depression of 1933 with \$22,000 and \$73,000 respectively. In 1937 the amount spent was \$381,545, which is nearly as much as the pre-depression days when \$419,266 was spent. This increase was in a large part due to added equipment, buildings, and a small increase for instruction.

CHAPTER XI

SUMMARY

In the summary of this work each chapter will be treated briefly, bringing out the most important points in the study.

INDIAN MISSIONS IN FRANKLIN COUNTY. The first school to be held in the territory now comprising Franklin County was the Ottawa Baptist Mission, established among the Ottawa Indians by Jotham Meeker in 1837. Regular school was maintained only a few months due to the indifference of the Indians.

The Greenwood Mission, which was established among the Sac and Fox Indians in 1859 by Rev. and Mrs. R. P. Duval, was maintained only two years as the Agency was moved to Quenemo in 1862. Very little was accomplished among these Indians as they refused education and religion until 1859.

The Moravian Mission was established in 1862 among the Munsee and Chippewa Indians by the Moravian Missionary Society. The Mission maintained one of the best schools in the county from 1862 to 1885. The Missionary Society ceased to keep up the church in 1905, but church services were held until 1920. The first missionaries and teachers were Rev. and Mrs. Romig, who came in 1862 to teach and preach in the Mission.

ESTABLISHMENT OF FRANKLIN COUNTY. Franklin County was established in 1855 within the present boundaries of the county. A few months after the Territorial Legislature met in 1855, a legislative act was passed establishing thirty-four counties in eastern Kansas. Franklin County was among this number.

EARLY SCHOOL LAWS. The first school law enacted in 1855 provided for the establishment of common schools in the county. In 1858 the office of county superintendent was created but was abolished in 1859, and recreated in 1861 when the state was admitted into the Union. James N. Noteware was elected the first Territorial Superintendent of common schools. The first county superintendent of Franklin County was James Hanway.

ESTABLISHMENT OF THE COMMON SCHOOLS. The first public school for white children was at Centropolis in 1855 as provided by the Territorial School Law of 1855. The earlier schools were private or conscription schools. The first private school in the county was taught by Thomas Benton at Greenwood in 1853 and 1854. Public schools were held at Ohio City and Rantoul before the state was admitted to the Union.

EARLY SCHOOL PROBLEMS. The most important early school problems are as follows: (1) District school tax. Many of the rich settlers did not feel that they should help educate the children of others. (2) Value of the county superintendent. The value of the early county superintendent was not appreciated and that office was restricted by the county commissioners. (3) Text books. Poor settlers were unable to furnish books for their children. The law requiring standard books made it necessary to tax the district to furnish them. (4) Irregular attendance. All children were reported for the census to keep down the district tax, but many were kept out of school by the parents.

ESTABLISHMENT OF HIGHER EDUCATION. The Roger Williams University, which was established in 1860 and changed to Ottawa University in 1865, has the distinction of offering the first higher education in Franklin County.

The first high school work to be offered in Franklin County was a two-year course in Ottawa in 1873. In 1877 the third-year was added, and in 1904 the four-year course was offered with J. H. Smith as superintendent. The Ottawa High School is the largest in the county and has shown a constant and steady growth. The enrollment in 1937 was pupils. The Wellsville High School was the second school in the county to offer high school work. The three-year course was offered in 1887 and the fourth year was added in 1904 with C. A. Jacobus as superintendent. The enrollment for 1937 was 123 pupils. The Princeton High School offered its first high school work about 1902 with an enrollment of five pupils in the two-year course. In 1916 the four-year course was offered with Flora Morris as superintendent. The enrollment for 1937 was forty-nine pupils. The Lane High School is the other city high school in Franklin County. The first high school work was offered in 1905 and the four-year course was added in 1914. The enrollment for 1937 was forty-eight pupils.

ESTABLISHMENT OF THE RURAL HIGH SCHOOLS. The first rural high school was organized at Peoria in 1916. The six rural high schools in Franklin County were organized as follows: (1) Peoria in 1916, (2) Rantoul in 1916, (3) Appanoose in 1919, (4) Richmond in 1919, (5) Pomona in 1919, (6) Williamsburg in 1921. The rural high schools, with the exception of Peoria, which had one pupil in 1937, are all about the same size and have shown about the same growth and development.

CERTIFICATION OF TEACHERS. The first teacher in the territory now comprising Franklin County was Jotham Meeker at the Ottawa Baptist Mission in 1837. The qualifications of the first teachers was that they must have a good

moral character. The Law of 1858 created the office of the county superintendent and gave him the power to grant three grades of certificates, first, second, and third grades. The third-grade certificate was discontinued in 1925. By legislative act of 1937 no more county certificates were to be granted by the county superintendent.

SCHOOL STATISTICS FROM 1861 TO 1937. A comparison of the statistics of 1861 to those of 1937 is found on page 92 of this work.

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INDEX

- Adams, J., 69
 Adams, Mary, 48
 Akin, Florence, 36
 Allen, Dr. J. R., 36, 37
 Anderson, Alberta, 81
 Annals of Kansas, 1
 Appanoose Rural High School,
 82-83, 100
 Atchison, Mrs. E., 84
- Baker, J. E., 36
 Beardsley, Helen, 48
 Benton, Thomas, 45, 99
 Binns, W. R., 82
 Black-River Band of Chippewas, 12
 Bolles, Rev. Lucius, †
 Brown, C. A., 82
 Brown, LaCretia, 49
 Bushnell, Mr. and Mrs. James, 48
- Gator, Mr., 47
 Centropolis, first public
 school, 45, 99
 Chief Keokuk, 11
 Chippewa Burying Grounds, 16
 Chippewa Hills, 15, 26
 Chippewa Indians, 6; reserva-
 tion of, 12, 98
 Christian Indians (see Munsee)
 Civilization Fund, 12
 Conscription schools, 64
 Cornelius, Grace, 82
 County superintendent, duties of,
 35, 42, 58; list of, 36;
 value of, 41; reports of, 92
 Crane, G. H., 84
 Crite, Mr., 48
 Cross, C. B., 81, 82
 Cumberland Presbyterian Church, 46
- Data, types of, 3
 Davey, Geo. W., 1
 Delano, W. L., 36
- Delaware Indians, 12
 Detwiler, Mrs. Ray, 80, 82
 Dick, Mrs. Ethel Glenn, 86
 Dicklow, F. M., 36
 Dicklow, Mr., 87
 District tax for schools, 38
 Douglas, J. C., 31
 Dow, A. H., 36
 Duval, Mr. and Mrs. R. P., 5, 12, 98
- Early school laws, 31-37
 Early schools, tax for, 38, 44; problems
 of, 40, 99; attendance in, 43, 65;
 first public schools, 45-49; forma-
 tion of, 64-65
 Early school problems, 37-44
 Elliott, Josephine (see Plake)
 Ellis, H. F., 36
 Emerson, Clara, 46
 Esh-ton-o-quot, 12; burial place of, 15
 Expenditure for instruction, 96, 97
- Fales, Philetus, 36, 58
 Ferris, Mrs. Ida, 11-12
 Field, M. L., 88
 First mission in county, 5
 First printing press in Kansas, 7, 9
 First territorial superintendent, 29;
 duties of, 30; salary of, 30
 Fitzgerald, Mary, 14
 Fitzgerald, Tommy, 14
 Franklin, Benjamin, 26
 Franklin County, Indian missions in, 5-24
 location of, 5, 25-26; limits in
 Topeka Constitution, 25; social and
 industrial development of, 26-28;
 townships of, 26; crops of, 26; popu-
 lation of, 28; railroads of, 28;
 first teachers in, 55
 Fuller, Perry, 13
- General Educational Board of New York, 67
 Goodnow, Isaac T., 38, 39, 42, 58

- Graves, W. W., 5
 Greene, C. R., 45
 Greenwood Mission, 5, 11, 12, 98
 Greenwood School, 45
 Greer, S. W., 30, 37
- Halloway, J. N., 46
 Hanway, James, 36, 99, 91
 Harris, Asa, 36
 Hazelrigg, Clara H., 30
 Hemenway, Miss, 46
 Hilderbran, P. A., 36
 Hiller, Cynthia, 47
Historical Atlas of Franklin
 County, I
 Howard, R. H., 36
 Hutchinson, C. C., 13
- Indian Territory in Oklahoma, 15
- Jacobus, C. A., 36, 100
 Johnson, Sallie, 47
 Jones, J. T., 10, 66
- Kansas Historical Society, 3
 Kelsey, J. L., 84
 Kelsey, Mary, 46
 Killoch, Rev. I. S., 66
 Kinsey, C. R., 14
- Lane, Public School, 51; High
 School, 76-78, 100
 Larson, Ellen, 36
 Legislature of 1917, 79
 Lemmon, Allen B., 66
 Manning, W. W., 36
 Marshall, Geo. H., 2
 Matthews, Lenda, 49
 Maxey, J. F., 36
 Mayhew, Mrs. Ruth, 46
 McArthur, C. S., 47
 McCarty, Etta Joe, 36
 McCoonse, Francis (see Esh-
 ton-o-quot)
 McCoonse, Joe, 14
 McCoonse, Julia, 14
 McCoonse, Lucy, 14
 McCoonse, R. K., 12, 14
 McCoy, Mrs. F. E., 46
 McMullin, Mr. W., 76
- Meeker, Jotham, founder of Ottawa
 Mission, 5; life of, 6; re-
 ports and letters of, 7-10;
 influence of, 10; training
 of, 55; 56, 98, 100
Meeker's Journal, 7, 10
Moravian Mission, location of, 8, 12;
 reports of, 13; attendance at, 14;
 care of, 15, 98
 Morris, Flora, 74
 Morrison, J. M., 36
 Munsee Burying Ground, 15
 Munsee Indians, 6, 12, 98
 Myers, Lottie, 46
- Nordyke, Nellie, 36
 Norris, Susie, 47
 Noteware, James N., 29, 99
- Ohio City, public school at, 45, 112
 Osage Nation, 5
 Ottawa, 6, 28
 Ottawa Baptist Mission, 6-11, 12, 45,
 100
 Ottawa High School, 69-71, 100
 Ottawa Indians, 5, 6, 10, 98, 66
 Ottawa Reservation, 6
 Ottawa University, 11, 66-68, 99
 Ottawa University Academy, 68, 86
- Peck, A. C., 36
 Peoria Rural High School, 80, 100
 Flake, Mrs. Josephine, 14
 Pomona, Public School, 48; Rural High
 School, 85, 100; Academy, 86
 Princeton, Public School, 48; High
 School, 78, 100
 Public schools, Centropolis, 45, 47
 Ohio City, 45; Rantoul, 45, 47;
 Lane, 47; Williamsburg, 48;
 Wellsville, 48; Pomona, 48; Prince-
 ton, 48-49; Richmond, 49
- Quay, Mr., 48
 Quenemo, 98
 Quenemo Agency, 11
- Randel, Eliza, 14
 Randel, Elizabeth, 14
 Rantoul, Public School, 47; High School,
 81-82, 100

- Reynolds, C. R., 76
 Richmond, Public School, 49; Rural High School, 84-85, 100
 Ricksecker, G. V., 46
 Ricksecker, Miss, 46
 Ricksecker, Rev. Levi, 14
 Roger Williams University, 66, 99
 Romig, Rev. Joseph, 6, 13-14, 98
 Rose, Marcus, 46
- Sac and Fox Indians, 5, 11, 98
 Sayie, Laura, 47
 School, census, 95; districts, 95; enrollment, 95; property, 43, 95, 96; statistics, 92-97, 101; term, 96
 School laws, early, 29, 99; in Topeka Constitution, 31; in Leocompton Constitution, 32; in Leavenworth Constitution, 33; in Wyandotte Constitution, 33-34
 Seaman, W. M., 88
 Settles, Fred, 36
 Seymour, J. O., 45, 47
 Smith, E. E., 36
 Smith, J. H., 100
 Smith, Mrs. Mary Ward, 46
 Smith, Robert, 45, 47
 Starkey, D. H., 86
 State Board of Education, 60, 63
 State diplomas, 60-61
 Steen, W. O., 75
 Steinfort, Charles, 14
 Stimmel, Mr., 87
 Streebin, Fern, 36
 Study, nature of, 1; plan of, 4, previous, 1-2; scope of, 2-3
 Sumstine, Jacob, 2, 36
 Swan-Creek Bank of Chippewas, 12
- Teachers' certificates, from Law of 1855, 55-56; graded, 59; in 1870, 60; state, 61; in Franklin County, 62-63; certifying agencies, 63, 101
 Teachers' institutes, Laws of 1864-1865, 57; in Franklin County, 58
 Territorial Legislature, 29, 65, 98
 Text books, 39
 Thomas, E. A., 87
 Thomas, Fannie, 46
- Thompson, W. W., 85
 Thurman, Odena (see Detwiler)
 Topeka Constitution, 25, 31
 Treaty of 1836, 12
 Truby, G. E., 47
 Trust fund for Indians, 15
- Valiere, Bryan, 49
 Van Quickenbourn, Father Felix, 4, 5
 Van Slyck, Mr., 47
 Vickers, W. A., 36, 87
- Ward, Mary, 46
 Ward, Prof. M. L., 67
 Wellsville, Public School, 48; High School, 71-74, 99
 Wheeler, William, 69
 White, Jennie, 46
 White School House, 50
 Whitlow, R. S., 85
 Wilder, D. W., 1
 Williamsburg, Public School, 48; Rural High School, 87-88, 100
 Wilson, Louise, 14
 Wilson, Dr. W. B., 68
 Wooster, Lorraine Elizabeth, 81
- Young, Geo., 14 MA