History of The Development of Education In The Community of Hays, Kansas

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HISTORY OF THE DEVELOPMENT OF EDUCATION
IN THE
COMMUNITY OF HAYS KANSAS

being

A Thesis presented to
the Graduate Faculty of the
Fort Hays Kansas State College
in partial fulfillment of the
requirements for the Degree
of Master of Science

by

Kathryn McLain, B. S. in Education
Fort Hays Kansas State College

Date May 14, 1938

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Major Professor

Approved: [Signature]
Acting Chairman
Graduate Council
TO THOSE FRIENDS

ESPECIALLY THE COTERIE

In whose confidence and inspiration
the writer found the unconscious
reflection of education
that is life
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The History of the Development of Education in the community of Hays should be valuable, not alone to chronicle, and thereby preserve events, which were vital in the life of the community, but also to reveal the tendency in rural education. It should help us to a greater appreciation of the long strides taken by our educational organism of Western Kansas from the first little one-room school of the frontier Fort to our wonderful facilities of the present.

In trying to meet the criticisms of today, there might be something of value in following the evolution of the curriculum from the meager three R's of our first schools up to the present day complex courses. The matter of getting culture gains a new perspective when the present theories and practices are measured by the earlier methods.

The sixth decade of the history of the schools of Hays has passed into the realm of memory. Little has been written or told about the growth of her local school system. There is information at hand which should be collected and put into proper form, in print; otherwise, it will be lost.
The writer of this thesis has endeavored to gather together the available material on the subject and has culled from it the interesting and important facts. Descriptions of the people and their environments, together with the necessary political facts, form the historic background. Primary facts were obtained from personal interviews, school records and letters; secondary facts, from histories, newspaper files and other extant material.

This community has a rich historic inheritance, and, at the present time it is the school center for the western half of the state. Research has brought to light how and why these excellent schools came into existence and the progress made since the advent of public schools in the West.
"Learning joined with true knowledge is an especiall and graceful ornament, and an implement of wonderful use and consequence. And in good truth, learning hath not her own true forme, nor can she make shew of her beauteous lineaments, if she fall into the hands of base and vile persons."

- Plato

Social as well as political events as far back as the claiming of the Louisiana Territory by the different powers of Europe, affected the educational laws passed by the first legislature of the Kansas Territory. Immigration from the various parts of Europe brought an ecumenical population, with an agglomeration of ideas and principles, which materially checked any one fixed system or order of procedure.

After the acquisition of this great territory by the United States, the storm and stress of national affairs,
as well as the heterogeneous mass of people who sought
refuge in the newly discovered western country added to
the difficulties.

In order to appreciate the significance of the
arduous task of building up a school system for a western
community, and to give full credit to its value as a per-
manent institution, it is necessary to understand the
history of its first laws and to know something of the
early struggles, sacrifices and sturdy pioneer spirit of
the men and women who inaugurated its principles and who
represent an epoch in the cultural development of western
communities.

Making an undiscovered, unorganized territory into a
cultured state was an evolution rather than a defined
scheme of man. The story of any single community cannot
be independent of the history of the state as a whole.

The beginning of the educational system of the com-
munity of Hays dates back into the stormy days of
territorial history. For example, in 1854, before the
boundaries of the Kansas Territory were clearly defined,
the legislature of this territorial government passed an
act providing for the creation and maintenance of public
schools. It provided that when a territory was surveyed, sections sixteen and thirty-six in each township should be set aside for school purposes. The proceeds from these sections of land, together with one-half the fines collected in the criminal courts, were to supply the funds. It further provided for the organization of townships and of school districts; the election of school officers; the qualifications and duties of teachers; also that the public schools "shall be open and free for every white citizen between the ages of five and twenty-one;" and further that no sectarian instruction shall be allowed in the public schools. Three years later when the laws were revised the word white was stricken out. After the homestead law providing cheap homes for the settlers was passed, there was such an influx of immigration that it was found that the reserved sections, namely the sixteenth and thirty-sixth, were being preempted. In order to protect the settlers and compensate the state for the loss of land for common schools, Congress, in its act of admission, under date of

January 29, 1861, provided that other lands "equivalent thereto and as contiguous thereto" shall be used by the state for school purposes. The above school laws of 1854 took up four and one-half pages of the law book, while the school laws on our last statute book occupy over two hundred twenty-five pages.

Because the Territorial Legislature of 1854 was pro-slavery and because these laws were largely a copy of the Missouri school laws, they were persistently ignored by the Free State Party, yet it must be acknowledged that they were the foundation upon which our state school system rests. Although the statutes are the primary system, the first constitutions, those proposed, as well as the one adopted, must not be forgotten, because these three proposed constitutions, which were rejected, reveal the educational spirit of the Kansas pioneer. The educational provisions found in the present constitution form the fundamental basis for the present school system.2

Only, however, as these laws were used as a criterion for later acts of legislation did they affect our community, for the county boundaries in the West were not then defined.

CHAPTER II

A FRONTIER TO BATTLE

"Lo, I must tell a tale of chivalry
For large white plumes are dancing in mine eyes."
- Keats

The conquest of the frontier was in the process of completion when railroad lines were stretched to the western coast. The history of those eventful times is colorful and interesting; however, there was always a lack of confidence felt by the people "back home", toward the mysteries of this unexplored country. As is ever the case with the opening up of new lands, wild stories were circulated in the East about the great plains of our state.

Although these colorful descriptions aroused skepticism in the minds of many, they lured other ambitious men, adventurous traders, hunters and even whole families along the trail toward the West, to start anew in life. When the emigrant struck out, he saw, beyond the narrow wagon track, a vast stretch of waste land on every side as far as the distant horizon. An Indian scare, an occasional trapper, and the little garrisons at the trading
posts, strung out along the trail, were all that served to break the monotony or to furnish any encouragement that he would ever be more than a wayfarer on the open plains.

Examination of maps in old school geographies of the first half of the nineteenth century, shows desert land extending from the western boundary of Arkansas and Missouri to the Rocky Mountains. As late as the beginning eighties all of the country embraced in the great plains was called "The Great American Desert." Even when the state was first settled it was thought that the land was good only for grazing and this could never become an agricultural community.

The myth of "The Great American Desert", which was so long a part of the Easterner's idea about this country, had its origin, more from the impressions resulting from the leagues of brown grass and the monotony of the vast rolling plains, than from any knowledge of the sterility of the soil or the rigors of the climate.


At an early date the Kansas-Pacific Railroad was completed across the state. While this was unprofitable for the company, on the other hand, it was a big influence in the settlement and development of Western Kansas. Along with this, and the pushing back of the Indians, hunters thronged the country to hunt and trap. These were not homemakers. Many of them came west to make a fortune and then return home. But hunting buffalo was not done for profit alone. It was a real sport. Hunting parties came from the eastern states and even from Europe. One English party, belonging to the nobility, came well equipped with servants, thoroughbred horses, dogs, guns and ammunition.

Eastern people not only had an unfavorable impression of the western country for any purpose other than hunting, but the cattlemen and cowboys came in for their share of condemnation, when cattle replaced the buffalo on the plains. To the Easterner, the business of pasturing cattle on an open range was a phase of life entirely unknown. The cowboy was rough, but he was not necessarily

---


criminal. He had his own code and was loyal to it. The first cowboys were Spaniards, who had vast herds in the Spanish colonies of both North and South America. The Texans learned cattle ranching from these Spanish neighbors and, in turn, introduced it into Kansas. This origin of cattle ranching explains why so many words connected with the cowboy's life are derived from the Spanish language. Such words as rodeo, cinch, poncho, corral, lariat and lasso were introduced by them into our language.7

The old Kansas-Pacific line, now a branch of the Union Pacific, was begun by Philip Howard Schuyler in 1863. It reached the present site of Hays in 1867. In order to protect the construction camps and lines of communication across the plains, the Government established a number of forts in Kansas. Fort Hays was one of these. This old Fort is so closely connected with the schools of Hays, that a brief description of it is appropriate.

In May 1866, Company C. of the Third United States Infantry was ordered to go into camp at the junction of Big Creek and the North Fork rivers. This camp was

nineteen miles southeast of Hays. It was named Fort Fletcher, in honor of Ex-Governor Fletcher of Missouri. Later, the name was changed to Fort Hays, in honor of General Alexander Hays, of Pennsylvania, who was killed in the Battle of the Wilderness.

During the summer of 1867, it was considered advisable by the military authorities, owing to a destructive overflow of Big Creek, to select a safer place for the Fort. This flood inundated the camp, took the lives of eight soldiers, destroyed supplies and drowned a number of mules. General Custer was stationed at Fort Fletcher at the time but he had been ordered out on a scouting expedition to Fort McPherson to drive back the Indians. General Gibbs of the Seventh Cavalry was ordered to find a new location and Lieutenant Jackson was detailed to make the survey. The site chosen was one-half mile south of the present town of Hays. The survey included seventy-six hundred acres of land lying along the banks of Big Creek.

Of all the Forts in Kansas, each with its individual

characteristics, its comedies and tragedies, none have a wider historic interest than old Fort Hays. Associated with it are thrilling scenes of pioneer days as well as cultural inspiration and criteria for the more serious minded of the early inhabitants of Hays. The first music, of any import, heard by the pioneer settlers of Hays City was from the bugles and the regimental band. Accompanying the music was the beautiful ceremony of the raising of the American flag at the Fort. Each morning, just at sunrise, the first call of the day, the Reveille, was sounded and, at the first note, the morning gun was fired. The soldiers all came out of their quarters to stand at attention while the flag was raised upward and floated gracefully from its staff, erected on the commons in front of the officer's quarters. At sunset Retreat sounded when the flag was slowly lowered and the evening gun was fired at the last note of the call. On Sunday evenings this was followed by a band concert on the commons.

Many noted men of military history were in command or temporarily stationed at the Fort. General George A. Custer was in command of the Seventh Cavalry from 1867 to 1871; Major John R. Yard was in command of the Tenth Cavalry (colored); Colonel Nelson A. Miles, of the Fifth
Infantry; and Colonel William B. Hazen, whose sister married the late Admiral Dewey, of the Sixth Infantry. Other noted commanders were Corbin, Hancock, Forsyth, Sheridan, Cutter, Lawten and Wheaten.9

These men, with their families, influenced very greatly the social background of Hays and furnished their part in the creation of public opinion for schools and education. In the early days, the relation existing between the officers and soldiers of a frontier post and the citizens of the adjacent town, was much closer and more intimate than that which now exists between military men and civilians. They had many social times together.

But because this western town in its first effort at settlement contained a restless floating population, the unique advantages of the frontier, so far as they pertained to social advancement, was lost. They came by the thousands, all sorts and conditions of men, but they did not stay long. They lacked the vision. They were not stable enough to build for the future and passing on, they left the little western town shriveled and lifeless. But

enough serious minded men and women, who held fast to their ideals, remained behind to make the most of the meager advantages that the new community had to offer.
CHAPTER III

PIONEERS

"Frontiers have been the wealth, the opportunity, and the luring hope of America. While the conservative and the fearful hugged the contented fireside and worshiped the ancient Lares and Penates in static safety, pioneers pushed out into the unexplored wilds, across the Appalachians, over the prairies, scaled the Rocky Mountains, and finally were stopped by the immensity of the Pacific Ocean."

- Thomas H. Briggs

Although the lure of the West brought many adventurers, yet that was not the great factor in the settlement of Ellis County. It was the pick and shovel, followed closely by the whistle of the locomotive engine, and not the rifle of the frontiersman, that was instrumental in settling the community of Hays.

When the Kansas-Pacific Railroad was completed as far west as Ellsworth and the soldiers were permanently stationed at Fort Hays, a railroad grading camp was placed one mile west of the present site of Hays.

In 1867, the Lull Brothers of Salina established a town to which they gave the name of Rome, because of its
position in the south bend of Big Creek, like the ancient city on the Tiber. This town consisted of an aggregation of board shacks and tents. Soldiers, gamblers, hunters, businessmen, freighters and construction crews intermingled, and by the middle of the summer, the town had a population of two thousand people. There were large stocks of goods, but the saloons were the most popular places. Walking along the street, one would meet with such signs as "Dew Drop Inn", "Lone Star", "Occidental", "Graders Retreat", "Last Chance" and other similar names. The saloon business continued all day and all night without intermission.10

The town thrived and was prosperous until the railroad was completed as far as the present site of Hays. At this time W. E. Webb,11 W. J. Wells and Judge Knight erected a tent on land lying across the creek, north of the Fort, which land had been previously purchased by Webb. These men said they were starting a new town, which they would call Hays City. There was quite a rivalry between the representatives of the two town com-

panies. Unfortunately for Rome, the Kansas-Pacific Railway Company supported Hays City. This company built a bridge across Big Creek near Rome, and in order to protect it from high water, raised the grade, making an embankment of three and one-half feet. This completely cut off trade from the Fort, determined the fate of the original townsite in Ellis County and made Hays City the commercial metropolis from all directions. No school, courthouse or church had been built in Rome and in a short time all of the buildings were moved to Hays City, except one two-story stone building erected by William Cody (Buffalo Bill) and William Rose, who were in partnership in a warehouse and general merchandise business.

Mrs. J. H. O'Laughlin, in an article written for the Ellis County News\(^\text{12}\), said they moved into that stone house in 1879. Since then the house has been torn down and nothing now remains to show there ever had been a town of Rome.

It has been said, "Hays was brought in on the cow-catcher of a Kansas-Pacific train." Although this is not literally true, yet it is true that the establishment

of Fort Hays and the coming of the railroad brought Hays City into existence.

"Most towns grow, some have a transformation from a previous spectacular period—Hays has had two. One tracing goes back to the days when Custer, Forsyth, Lawton and other famed fighters commanded Fort Hays and troops protected the settlements from invading redskins. The other carries the thrill of cattle days—and nights—when "bad" men and marshals, both quick on the draw, turned the streets into scenes of unexpected carnage."13

It is true that at one time Hays City could boast of more dance halls and more inmates to each one, than any other town on the road. Before public opinion could become thoroughly in favor of education and refined social activities, the new town had to go through constructive periods of Indians, buffaloes, cowboys, ruffians and dugouts. During the time it was the terminus of the Kansas-Pacific Railroad, Hays City was the busiest place in Kansas. It became a large shipping point and everybody was prosperous. But with the completion of the railroad to Denver, the roundhouse, with all of its equipment was moved to Ellis and the shipping trade sought more convenient points. Many of the temporary buildings were moved further west, the stage lines were abandoned and Hays City

became less active although it remained, for many years a rendezvous for hunters and trappers.

The permanent settlers began to arrive in the spring of 1867. What was their purpose? Was it seeking or escape that drove those early pioneers away from comfort and friends and established conventions in the unknown? What were they seeking, to escape rather than for opportunity? Those most significant for us had the vision of the great dream. They must have felt in their veins the tingling blood of democracy. Some, doubtless, must have envied them, wishing they, too, had the hardihood and the courage to break the accustomed bonds and seek a new world. 14 These early settlers came in colonies. Those who settled in and near Hays were from Pennsylvania, Ohio, and Massachusetts. Coming as they did from cultured states, they brought with them their eastern manners, customs and even their style of dress. They soon found, however, that these did not fit in the unconventional life of the West. The new arrivals did not understand the life of the frontier, which drops all lines of caste. There

was no aristocrat; they loved companionship; life was before them. The same dangers threatened them all and their longings were universal.

There was something sublime in the sturdy faith of some of these pioneer men and women. It must have been part of the ground plan of the universe for them to succeed. In the face of all their difficulties and even failures they held to their ideals and made the most of the meager advantages that the new home had to offer them.

There still remained in the frontier town an aggregation of young men and boys who were drifting with no apparent purpose or aim in life. The Civil War had depleted the eastern schools and forced boys, from the ages of fourteen years and even younger, to leave school and go to work. Many of them enlisted as drummer boys. The close of the struggle found these boys without employment and very little school experience. This made the problem of education a serious one as their four years of war had weaned them away from their early training and ideals.

The first attempt at education of any kind was made by Mr. Treat and Judge Moore. They called together the people, especially the children, and opened a Sunday
School in the office of the Big Creek Land Company. This was also the first approach to religion. Later Divine services were inaugurated. These were held on the depot platform and conducted by the Fort chaplain or an occasional "sky pilot". During the services the saloons closed and other business was suspended. The congregation was made up mostly of men but there were some women and children. When the collection was taken the hat, which was passed, was so heavy that it was in danger of bursting out.

This led to other religious adventures. In the fall of 1867, Major Armes, an army officer on duty at the Fort, organized a movement to build a Presbyterian Church in Hays City. There were no funds, so he went to Leavenworth, where he got a ready response to his appeal for help by a substantial donation of lumber. He then went to the authorities of the Kansas-Pacific Railroad Company and these officials, appreciating the unselfish enterprise, transported all of the material for the new church free of charge. Three carloads of lumber arrived and Major

15. Personal interview with George Clarkson, Larned, Kansas, August, 1952.
Armes, as a committee of one, immediately set to work to build the church on the corner where the Baptist Church now stands. When the building was completed, it was impossible to get a minister; so the Major made it into a theater, naming it the "Globe" with "Ten Nights in a Barroom" as the opening play. After the curtain went down, a dance was held. Owing to strong opposition, the Major was forced to move his building south of the track on the edge of town. He made it into a bachelor's headquarters under the name of the "Alhambra." It was later sold for debt to Sam Mellison, who moved it to the Fort and used it as a sutler's store.16

The first newspaper, "The Railroad Advance", was established in the county the same year. It was a semi-weekly paper owned and edited by Joseph Clark and carried at its masthead the names of the county officers of 1867. It also carried this notice: "Local notices in chips 25¢ per line each insertion." This did not mean any more than that these notices would appear in the column headed "Buffalo Chips." The life of the "Advance" was short and in less than a year it was forced to quit.

At this time W. E. Webb became interested in agriculture. He enclosed a five acre field with a board fence and proceeded to plow the prairie, but the season was dry, and the plows were unable to stand the strain; so the project was a failure. A number of the more enterprising citizens put their heads together and invited Professor Louis Agassiz, then of Harvard University, to come out and test the soil. He accepted the invitation and, much to the surprise of local people and the amusement of Easterners, reported that the soil was well adapted to the raising of wheat. He predicted that these plains would yet become the great wheat producing country of this region of the world. All of these things helped to create atmosphere and to keep alive the agitation for public schools, which was still a serious problem.

The officers at the Fort sent their older children to Leavenworth or other Eastern schools for instruction and kept a governess for the smaller ones. This was expensive, inconvenient and a luxury that most of the townspeople could not afford.

Mr. John Reece, who came from New York, was very much concerned about the lack of school advantages. He enlisted the sympathies of some of the other townsmen and together
they secured the use of a room in a small building, south of the railroad, for a three months private school. Old school books were brought to light from the depths of chests and boxes during the winter of '69 and '70 and the children received the best instruction that could be had under those conditions. The only means they had of defraying expenses was by charging a small fee and free will offerings of the people.

The next winter Mrs. Maude Hartley Jones, who had been a teacher in Chicago, but had come to Hays City with her husband, gathered up all of the children she could find and started a school for them in the back room of a building on what was then North Main Street. It was owned and occupied by the Town Land Company of which her husband was a member. As was the case the year before, there were no funds, but the pioneers chipped in and made it possible for all of the boys and girls to attend the school. The government ambulance brought the children from the Fort daily.

However, Mrs. Jones was very ambitious and was not satisfied with furnishing educational advantages. She looked about her and saw a field ripe for social endeavor. The rooms where she lived were upstairs, back of the land
office, which was on the corner of Twelfth and Fort Streets, the vacant lots later owned by "Uncle Jack" Downing. To these rooms she invited as many of her friends as could be accommodated. The time was taken up with speeches, discussion and even debates, and hence, it was called a "Debating Society." Mrs. Jones was an enthusiast for good health. On one occasion she was quoted as saying, "If I had the founding of a college, one chair would be devoted to graham bread." In the spring of 1871, Mr. Jones built a cottage on Eleventh Street, facing the creek, to which Mrs. Jones gave the name of "River View", thus setting the first example of house naming in Hays City. At this new home they put out a croquet set and again invited their friends to share the pleasure with them. Mrs. Jones bought a basket phaeton and a pair of beautiful ponies, which made a fine appearance as she drove about town. She refused to wear the long dresses, which swept the streets, and wore hers shoe top length. She believed in short hair for women and anticipated the present craze over fifty years by wearing hers short.¹⁷

¹⁷. Notes taken from personal interviews with the late Mrs. A. D. Gilkeson and the late F. E. McLain.
In a personal interview with the late Mrs. A. D. Gilkeson, she said, "Mrs. Jones was a law unto herself and we often laughed at her and called her awkward, but, that she was the first person in Hays City to make a social endeavor, I will testify. She nurtured and encouraged the seeds of desire for advancement of education for children. She was an educator and should be so classified in all future history of Hays."

Whatever motive brought these first settlers to this frontier town, they were sincere in their efforts to build up a community of loyal, intellectual citizenship. They wanted to advance and they did. They pushed forward new fringes of civilization and built toward their ideals by working up a sentiment favoring, and then establishing the public schools in the West.
CHAPTER IV

NIGHT BRINGS OUT THE STARS

"God has conceded two sights to man,
One of man's whole work, times completed plan;
The other of the minute's work, man's first
Step to the plan's completeness."

- Browning

In writing a history of this community, writers always refer to the time when Hays City was the worst town along the Kansas-Pacific Railroad or to its many saloons, disreputable dance halls and murders, forgetting that there were many educated men and women, who came West to make homes and rear families. These people are the pioneers of our educational system. They realized that education is not only important in a democracy, but essential, both from the standpoint of public welfare and of individual opportunity.

On April 20, 1870, a special county election was called to vote on the location of the county seat and the erection of public buildings. There were fifty-nine votes cast, all in favor of Hays City as the county seat, but only fifty-eight in favor of the public buildings.
Evidently, at this early date, there was one man in the county, whose mind was disturbed with visions of high taxes. This election greatly encouraged the more serious minded people of Hays City. The coming of Mr. Reece and Maude Hartley Jones and the opening of private schools, paved the way for the advent of the public school system. A petition was sent through the State Superintendent of Public Instruction to the Governor requesting that he appoint a Superintendent for Ellis County. The Governor appointed John Groves, of Hays City, to the position.

In 1872, two districts were formed; District #1, in Big Creek Township and District #2, in Ellis Township. The report of the first district meeting follows verbatim.

FIRST DISTRICT MEETING

Hays City, May 23, 1872

Pursuant to appointment of John Groves, Esq., County Superintendent, the qualified voters of School District No. One of Ellis Co. met at the Court House in Hays City in said District and the meeting was organized by electing _________, Chairman and P. W. Carroll, Clerk.

On motion the following persons were elected District officers to serve as such until the next annual meeting viz:

Director  DeWitt C. Smith
Clerk  John Bauer
Treasurer  Richard W. Evans
The treasurer's bond was put at $10,000.00. Mr. Evans failed to file his bond and the office was declared vacant. Mr. C. S. Leslie was appointed by the County Superintendent to take his place.

On July 27, 1872, a special meeting of the voters of District #1 was called for the purpose of voting the necessary tax for the school year and to consider a site for a school building. The levy made was one-half of 1\% for building, one-half of 1\% for salaries and one-tenth of 1\% for incidentals.

Block sixteen in Hays City was preferred for the site and the director was instructed to correspond with W. E. Webb, Esq., to ascertain if it could be secured.

At the same meeting the length of the school term and the advisability of hiring a male or female teacher was discussed, but it was decided to leave the matter to the discretion of the school board.\textsuperscript{18}

On October 7 of the same year, a second special meeting was called to take the necessary action on the building. It was decided to build a stone building to cost $5000 and to issue bonds for $3000.

\textsuperscript{18} Clerk's Record and Cash Book, Minutes of First District Meeting, July 5, 1872.
The patrons were unwilling to wait for the building, so it was further decided, by vote, at this meeting, to build a temporary building or room, not to exceed $600 in cost.

This schoolhouse was a frame building erected on the corner of Fort and Twelfth Streets where the Baptist Church now stands. This was the first school building in the county. It was built of such excellent material, that it was later purchased by the late H. W. Oshant, moved to 532 W. Seventeenth Street and made a part of his residence. School opened in this building on December 20, 1872, and continued for three months with Mrs. Maude Hartley Jones as teacher. There were forty pupils in attendance of all ages, no two had the same text books, but it was the dawning of public education for the community and the people were beginning to hope for regular schools for the children. There was no formal statement sent to the State Superintendent in 1872-'73, but District #1 reported three months of school.

Public sentiment was not absolutely in favor of free schools. The hardy pioneers, who were thoughtful and honest, desired, but hardly dared to hope, for regular schools. The children too, had to work along with their
parents. The rich, who came from the East to grow richer on the big ranches, sent their families East during the school year or hired private tutors. The machinery provided by the state was crude and the cooperation of the citizens was unorganized. But the few who were in earnest, talked of it as a public need and managed to try out the experiment in the face of great difficulties.

The first regular annual school meeting was held March 27, 1875. The officers elected were M. J. R. Treat, director, George N. Jones, clerk, and C. S. Leslie, treasurer. Mr. Treat resigned and Mr. Wm. Ryan, whose widow now resides at 405 W. Fifteenth Street, was elected in his place. It was found from the building committee's report that Block Sixteen had been sold to Eldridge and Beach and the newly elected board was authorized to look further for a building site. The tax levy for the current year was 2.5 mills for building, 2.5 mills for teacher's salaries and 2 mills for incidentals. During the year the courthouse burned, which retarded further plans for the school building as bonds were voted to build a new courthouse. It was not until March 29, 1875, that the building committee submitted the following report at a
regular school board meeting.19

"We, your committee, appointed to examine the different sites and report the most suitable one at this meeting, have to say that after due examination and deliberation, would recommend that the contemplated school building be erected on Block 15, of the original town of Hays City, Kansas."

The report was accepted and the school board was instructed to make arrangements with the owners of the block to purchase the site. For this purpose they negotiated with the Town Land Company, which consisted of Martin Allen and Elizabeth Allen, George N. Jones and Maude Hartley Jones, Conrad H. Lebold and Amanda Lebold and Jacob Augustine and Anna Augustine. The transfer reads that "in consideration of the fact that a stone house be erected for public school purposes, we transfer to the town of Hays City, the following real estate to-wit: The east one-half of lots 9 and 10 and all of lots 11-12-13-14-15-16-17-18 in Block 15 in the original town of Hays City."20 The donation of this land made it possible for the Board to spend more money on the building.

19. Clerk's Record and Cash Book, Minutes of the Annual District Meeting, March 27, 1875.

20. Clerk's Record and Cash Book, Minutes of the Special District Meeting, March 29, 1873.
At the next regular meeting of the school board, the bids for the erection of the building were canvassed and the contract let to Clyment and Smith of Lawrence, for $6500, but later a change was made in the roof and the contract was changed to $6560. The building, a two-story structure containing two large rooms, was completed and turned over to the Board on October 8, 1875. On the thirteenth of the same month, the furniture was installed for the downstairs room and J. C. Housekeeper was hired to teach the winter school of six months, at $80.00 per month. Mr. Housekeeper held a second grade county certificate.

Text books were a big problem for this first real term of school. The school board took action upon the matter and resolved to use, as far as possible, the books recommended by the State Superintendent.

There was also the matter of a janitor. It was decided to pay ten dollars a month for janitor work. This work consisted of furnishing kindling, building fires and keeping the house in order for school. The clerk was authorized to "secure a competent person or do the work himself and receive the pay specified." At the same meeting, application was made for the use of the
schoolhouse for religious and lyceum meetings. It was decided that seventy-five cents per Sabbath be charged when the building was used all day and fifty cents for evening meetings. "Parties to furnish their own janitor and leave the building in as good condition as when they find it."\(^2^1\) The clerk was authorized to draw orders on the treasurer for the running expenses of the school without convening the Board.

School opened in due form on October 28, 1873. There were forty-three pupils, many of them big boys, who had missed the advantage of schooling. They made the discipline very difficult and Mr. Housekeeper found his health unequal to the work. He resigned at the end of the first month and Mrs. Maude Hartley Jones was hired to take his place at the same salary. She, too, held a second grade certificate. Mrs. Jones took up the work as teacher on Monday, November 25, 1873.

This year the citizens began to take more interest in the social affairs and a corporation was formed, which took the name of the Hays City Lyceum. The officers

\(^{2^1}\) District Clerk's Record, Minutes of the School Board Meeting, October 25, 1873.
applied to W. N. Morley, County Clerk, for a charter, which was granted and filed by the Secretary of State, April 15, 1874. It is recorded in the State Archives Corporation Book, Number Six, page seventy.

Martin Allen, the originator of the plan to use the Fort Hays Reservation for a Normal School and an Agricultural Experiment Station, Mrs. Maude Hartley Jones, first public school teacher and associate editor of the Hays City Times, Miss Georgina Thompson, teacher in the school, Judge D. C. Nellis and his wife, who was a Sorosis member, were the organizers.

Its object was to support literary and educational measures, especially the drama. The Fort Hays orchestra furnished the music. This lyceum, in addition to local presentations, brought to Hays City such talent as the Louie Lord Stock Company, with "East Lynn" and others of the same standing. However, it is not well to laugh or make sport of these efforts as they reached out for some entertainment other than the saloons, gambling dens and dance halls of that day. Accounts of these things may be found in the Junction City Union, April, June, September, November and December, 1874.

The year 1874 was a hard one for the pioneer school.
No building improvement was made except fencing the grounds at a cost of $160.00. There were some bills which did not seem legitimate. C. L. Leslie was paid one hundred dollars for looking over the erection of the building and disbursing the funds. George N. Jones received one hundred dollars for drawing the contract for the building, taking the census and furnishing his office for school board meetings. A shortage was found and the board members were asked to refund certain monies or prosecution would follow. The adjustment was made, but at the annual meeting, in August, the board was re-organized and the tenure of office was defined according to law. G. R. Wolf, director, was elected to serve for three years; Martin Allen, clerk, to hold office for two years and A. S. Hall, treasurer, for one year.\(^2\)

This was the year of the grasshopper raid. The people suffered large financial losses. In many cases it led to actual want and poverty. To relieve this suffering, a carload of clothing was shipped into Hays City. Most of it consisted of soldier's discarded uni-

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\(^2\) District Clerk's Record and Cash Book, Minutes of Annual School Board Meeting, July-August, 1874.
forms, but it was fine material, well made and warm. It saved the settlers, for miles around, from suffering during the terrible cold of January and February. There were, as yet, no church organizations, but the women had banded together in a community Ladies Aid. They received large contributions of goods from some kindhearted people in the Eastern States, which were distributed among the "grasshopper sufferers" and other poor and needy, generally. The members of the "Aid Society" examined the things carefully and when necessary, washed, mended and made over the garments so that, when the clothing reached the wearer, each article was in serviceable, sanitary condition.23

Teacher's salaries were reduced, and, in order to cut down expenses, a local man, DeWitt C. Smith, was hired as teacher at $65.00 per month, for five months. The reports which were sent in to the State Superintendent were unsatisfactory. In 1874, Superintendent DeWitt C. Smith sent in the following:

"Teacher's reports are defective and it has been impossible to obtain full reports. I will try to have these defects corrected."

In 1875, no report was sent in from Ellis County,

23. Nellis, Judge D. C., Looking Backward, Republican, August 17, 1907.
but in the report of John Fraser, State Superintendent, he said,

"During the year, which has just closed and especially the early part of the year, it was feared by even our most sanguine friends, that, in consequence of the most calamitous destruction of crops, in the summer and fall of the previous year and last spring, our people in many districts would be compelled to close our schools. And that the school report for the year would tell a sad but fitting sequel to the story of our lost crops and prostrate industries." 24

This was true of Ellis as well as other western counties.

In 1876, however, the crops were better and things began to brighten. The school population increased so that it was necessary to employ two teachers. The building was carefully examined and repaired. The upper story was finished off, a floor laid and the necessary furniture purchased, making the room ready for school. For the first time outbuildings were erected, walks were laid to the street and a well, equipped with a pump, was put in to furnish drinking water. A thirty-two inch bell was purchased, through the Reverend J. M. Brown, agent for the "Blymer Manufacturing Company". A cupola was built on the school building and the bell installed. Other

24. ibid.
repairs and improvements were made during that year.\textsuperscript{25}

The people who began the work of education in the West were hard to keep down. They responded quickly to the return of "good times". There is no doubt that the success of our school system is due to the indomitable spirit of these men and women, whose visions were broad, their courage fine and they possessed a "will to do", which would brook no obstacles.

\textsuperscript{25} District Clerk's Record and Cash Book, Minutes of the School Board Meeting, August 8, 1876.
CHAPTER V
GROWTH AND OUTCOMES

In the land of chance, anything is appropriate; in a world of order and achievement purpose reigns.

- Arthur Raymond Mead

A knowledge of results obtained is very desirable in any educational field. The early struggle for existence of the schools in this community, was, in itself, discouraging, but these pioneers built better than they knew. However, neither this chapter nor any chapter, can give the actual outcomes, but it can and does give basic information determining the growth and outcomes, both tangible and intangible.

During these early years, the efforts of the people were centered, for the most part, around the economic phase of education. As the crops increased and the homes assumed a more permanent aspect, visions broadened and attention was turned to the bigger and finer things of the school, such as the skill and achievement of the
pupils, new courses of study and the training of teachers. But even some educators had their misgivings and not all of the plans met with full approval.

At a meeting of the school board, November 25, 1876, the following report was made. "It was agreed to authorize and require Felten's lines of arithmetics, with answers, to be used in the schools, also such other books as the teachers may direct." The district clerk reported that the number of persons of school age was 135 males and 119 females, making a total of 254. The number of pupils enrolled in public schools was 40 males and 44 females, making a total of 84, only about one-third of the school population. There were two teachers employed, R. R. Spitler and Miss Sue James.26

In the report of the schools for 1876, the County Superintendent, John Edwards, gave his opinion as being against the district furnishing the texts. Also that he thought there should be no training of teachers at public expense. His financial report was that he had received from the county $755.36, his expenditures were $1644.07,

26. District Clerk's Record and Cash Book, District #1, Ellis County, Minutes of the School Board Meeting, November 27, 1876.
leaving a deficit of $888.71. The writer could find no record of how the deficit was met.

At this time, the estimated value of the school-house and grounds was $5000.00 and of the furniture and equipment, $400.00. The salaries paid were $75.00 for the principal and $36.84 for the regular classroom teacher. At the annual school meeting, it was voted to have nine months school, but it was carried by only two majority. It was also put to a vote to put a coal bin under the house, but the project was lost as only one man voted for it.

The people, in general, were dissatisfied. Things were not going right. The school was reported as running smoothly, but there was, in the opinion of many, a waste of public money. As an example of the way the school sessions were conducted, one of our townsmen, Mr. William Montgomery, who attended school at that time, said in a personal interview,

"It was a great school. Mr. Spitler made love to the other teacher, Miss Sue James, openly, before the pupils during school time. There was only one passenger train a day and it brought the mail. It came through shortly after the afternoon session"
took up. Spitler would send one of the big boys down to the depot to get his paper, The Kansas City Times, and a cigar. When the paper was brought, he would put the children to work, supposedly studying some lesson. He would then plant his feet comfortably on the table, light his cigar and smoke as he read. He kept a riding whip handy and woe unto the boy or girl who disturbed him. We got our rating not according to aptitude or ability, but according to our deportment or our success in buffaloeing the teacher."

There were, however, some outside forces, which contributed to the social and classical education of the people. Among them was a series of concerts given by the United States Sixth Cavalry Band. These concerts, which were well attended by the townspeople, were classical as the band was made up of trained musicians. They gave the citizens a contact with the more highly educated people, kept them alive to their responsibilities and gave them a taste of the cultural advantages which they craved for themselves as well as for their children.

The newspapers, too, were a great help in molding public opinion. The Hays City Times, established in 1873 by George N. Jones and Martin Allen, was a strong influence toward public education and always an earnest
advocate of the schools. Maude Hartley Jones, the first 
public school teacher, was assistant editor and she used 
its columns freely to further her pet schemes. But the 
county was too new to support the paper and it soon had 
to suspend publication. The Hays City Sentinel, estab-
lished in 1874 by W. H. Johnson, August Reed and Simon 
Motz, father of the present editor of the Hays Daily 
News, was an ardent supporter of the public schools. 
This paper was later purchased by W. P. Montgomery, Sr., 
who passed it on to his son, F. C. Montgomery, whose 
widow is now employed in the archives of the Memorial 
Library at Topeka. The late "Uncle Jack" Downing's 
paper, The Star, although a rival of the Sentinel, was 
also an advocate of education and a great booster for the 
public schools. In the Hays City Sentinel for February 2, 
1876, this article appeared, with a headline reading:

"THE SMARTEST OF THE RISING GENERATION

The following pupils of the Hays City Schools were 
perfect in conduct during the month of January:
Carrie Hall Mary Kelso
Mary Winters Sarah Van Tillbur
Tillie Winters Macy Williams
Emma Smith Edith Humphrey
Mamie Wenz Josie Humphrey
Lizzie Allen Sarah Bay
Another article copied from The Hays City Star for April 25, 1876, reads:

"A brief statement of the condition of our schools may be of some interest to at least part of our patrons. Average attendance, past six months, 75, with little tardiness. There is an increased and marked interest taken, upon their part, to make their days count.

Our motto is not how much, but how well. We are aiming to bring our school up to a higher level. We have classes in higher arithmetic, algebra, and physical geography. An average of 90% on the basis of 100 was attained. Each Friday evening we have essays, dialogues and declamations. We extend a cordial invitation to the patrons of the school to come and see for themselves."

Later in the year, the same paper carried a report of the advanced department of the public school, which gave the names of the pupils enrolled and the grades in each subject. They were listed in this way: "Lizzie
Allen: Attendance, 90; Deportment, 80; Reading, 75; Orthography, 75; Penmanship, 80; Arithmetic, 80; Geography, 80; Grammar, 80." After forty-one students had been so listed, the conclusion of the report went like this: "The enrollment in both departments is 105. The average daily attendance 90. There is a remarkable improvement in attendance since the adoption of the rule requiring written excuses for absences, etc.

Very truly,

Rufus Spitler."

During the succeeding years, the school kept on growing as the population increased. Churches were being organized, which added new zest as well as a refining influence to the educational field. The first church structure in the county was a small Episcopal Church, built of stone in Victoria, in 1877. The first permanent church building in Hays City was the little stone Presbyterian chapel on the corner of Main and Seventh Streets. This was built in 1879. In 1924 it was remodeled, using as part of the material, the stone from the little church at Victoria, which was purchased from the Episcopal Church. In the same year the first Lutheran and the
first Catholic Churches were built. During the winter of 1878 and 1879, the school board granted the use of the school building to the German Methodists for services.

The building of the churches and bringing the people together with common interests, helped the cause of education. At the annual meeting in 1878, it was voted to have ten months of school, but a year later the term was again cut down to eight months. There was always contention over the books. At the spring meeting Quackenbos' History of the United States was adopted as the history text. In the fall, when school opened, it was found that the building was inadequate for the number of pupils who entered and bonds to the value of $6000.00 were voted to build an addition to the building. This addition consisted of a south wing large enough for four rooms, two on the first floor and two on the floor above. A hall and stairway were put in the center. The front entrance was changed from the north wing to the center of the building. In the meantime the new Lutheran Church was rented for the

27. District Clerk's Record and Cash Book, Minutes of the Annual Meeting, August 10, 1879.
accommodation of the primary department at a cost of $460.00 for the school year.\textsuperscript{28}

At the next annual meeting, it was voted to have a four months term of school, but later in the same meeting, it was voted to have an additional four months term, independent of the four months already voted and independent of the existing four month contracts with the teachers. There was considerable controversy over the teacher's salaries for the last four months, but they were finally paid.\textsuperscript{29}

The people, as a whole, were satisfied with the schools, according to this article, which appeared in the \textit{Hays City Sentinel} for October 10, 1879.

"The schools of Hays City are now in excellent working condition. A reporter for the Sentinel recently visited the departments and found everything running smoothly and with system. The school has been graded into six divisions, two in each department. The number in each department is

\textsuperscript{28} District Clerk's Record and Cash Book, Minutes of the School Board Meeting, September 10, 1879.

\textsuperscript{29} District Clerk's Record and Cash Book, Minutes of Annual School Meeting, August 10, 1880.
listed below:

First Primary......A Division.......19
First Primary......B Division.......39
Second Primary......A Division.......20
Second Primary......B Division.......33
Intermediate.......A Division.......18
Intermediate.......B Division.......26
High School........A Division.......16
High School........B Division.......26
Total Number Enrolled...197"

But in 1880, when financial conditions all over the country began a downward trend, the Star printed several editorials, both for and against the school system. One of them was an admonition to beautify the school grounds. "Plant trees and shrubbery and surround the school grounds with a hedge. Full directions are given how to do it." The other two editorials are copied in full.

"We have heard some complaints about our schools and schoolhouses costing so much. We claim that money paid for schools is money invested at compound interest. Our teachers train the children, all of the time, to habits of industry, punctuality and obedience to law--train to intelligent and productive citizenship. Whereas, without the school, without this training, youth grows up idle, ignorant, law-breaking, law defying villains and property--your property, Mr. Taxpayer, goes to pay the bill. But in this latter case you get no value received; but

30. Downing, J. H., Ellis County Star, Hays City, April 8, 1880.
have to keep on paying good money for nothing. For nothing, except a mere wreck of a man; a rotted hulk; a sheer incubus at best."  

On the next editorial, the editor was not so sure of himself, but was quoting public opinion.

"The avowed purpose for which our public schools were instituted, was for the benefit of that class of people that cannot afford to pay for the education of their children. Now in many cases we hear of children in that class, and in all classes indeed, being crowded out of the schools.

This is the inevitable result of the introduction of the high-falutin and ornamental branches of German, music and French into our public schools. Why not introduce Hotentot or Patagonian tongue and discard plain English at once. In order to supply the funds necessary to meet the expense of supplying these ornamental branches now becoming so common in many public schools, solely to benefit the upper classes, the number of teachers in the primary and intermediate departments must be limited to a number one-half less than is positively necessary, in order to meet the additional expense incurred by the introduction of the "polishing" teacher for the children of the rich in the higher departments. So far as the study of the aforesaid branches being free to all, it amounts to nothing to the people for whom the public schools are professedly maintained. Their children cannot spend half a lifetime in the schoolroom. By the time they have

31. ibid. February 12, 1880.
acquired a knowledge of the common branches (and long before under the present system) they are obliged to leave their school and enter upon some course of labor in order to live, consequently, they are cheated out of a few years they might devote to the acquisition of those branches so essential to their success in life; and for the loss of which there is no after compensation.

Yet we find men who have the audacity to say they are proud of our public schools, with thousands of us by, who know them—as now conducted—to be but "Dead Sea Apples". If the wealthiest class want to give their children an "ornamental" education let them not attempt to accomplish this purpose by defrauding the poor of their rightful birthright, in this land of freedom—free schools and free education.

It is the duty of the educational board in every district to see that there is room enough provided and teachers enough employed, so that all can have the benefit of a thorough knowledge of the common school branches. Then if there is a surplus of public funds, it will be consistent and in harmony with the fitness of things to devote it to the acquisition of the "ornamental".

The duties and problems of the school board were many. They were increased by contention among themselves and criticisms from the people who lacked the educational vision. The board was further criticised

32. ibid. April 8, 1880.
by those, who were really in sympathy, but who brought so many different ideas from their eastern homes, that, each having faith in his own plans, it was impossible to make them all dovetail into the larger scheme of things. For example: According to the board minutes for August 15, 1885, the principal was contracted for nine months, but the assistants were contracted for only four months. At the October meeting of the same year, there was a dispute over the fee for non-resident pupils. It was finally decided "that a fee of fifty cents be charged non-residents; the same to be collected by the principal and turned over to the board." They were constantly changing books. In the November meeting of the same year Goodriches Child's History, Sill's Practical Lessons in English and Houston's Physical Geography were adopted. In 1886, Professor L. Messick came to the school as principal. He organized and graded the school. This was the first successful attempt at anything of the kind and the patrons resented it. Classifying the children, in more subjects than reading, meant that some would have to stay in one de-
partment or reader longer than the parents thought
necessary, so they condemned the whole system, even
going so far as to circulate a petition asking the
Board not to rehire Mr. Messick for the coming year. A
copy of this course of study may be found in Appendix A
of this thesis.

With the addition on the building, the number of
teachers was increased to seven. The principal was
allowed the northeast corner room upstairs for his
classroom and office. A new contract was drawn up for
the exchange of textbooks. This contract presented by
Professor Messick and adopted by the board follows:

**CONTRACT FOR THE EXCHANGE OF WATSON'S READERS**

**FOR**

**BARNES NEW NATIONAL READERS**

The exchange to be made gradually as the
School Board deemed wisest and that all pupils
be required, when changing, to pay

1st for 2nd....1st reader exchange price
2nd for 3rd....2nd reader exchange price
3rd for 4th....3rd reader exchange price
4th for 5th....4th reader exchange price

Second: All books that are needed, 1st for 1st
and 2nd for 2nd, etc., shall be ex-
changed even, book for book. 2 classes

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35. District Clerk's Record and Cash Book, Minutes of
Annual Meeting, August 15, 1886.
in 1st reader, 1 class in 3rd reader
and 1 in 4th will need even exchange
as agreed for.

Third: All pupils in Watson's 3rd reader will
be furnished with Barnes' Primary U. S.
History from which to read, said books
to remain in the hands of the School
Board, form a part of the library and
be ready for future use as Sup'l.
Readers, OR- If Board prefer, 5th
readers will be exchanged for 5th even.

Fourth: All money received for exchange of books
will be donated to the school library.

The above agreement was made between
Frank A. Fitzpatrick, general agent for
Barnes and Co. and L. Messick, Principal
of Hays City Schools.

At this same time a set of Encyclopedia was pur-
chased from D. Appleton & Co., for $180.00, payable
in quarterly payments of $18.00 each. This set con-
sisted of eighteen volumes, bound in sheepskin, first
published in 1876. Fifteen of the volumes are still
in the high school library in good condition. The
textbook problem not having been satisfactorily solved,
at the annual meeting in 1889, there was a resolution
passed to have uniform textbooks in the schools of the
county, provided it could be accomplished without
expense to the county or the patrons.34

With the advent of the organization of the high school, the grade school began to place its efforts on the preparation of the children for this advanced work. More thought and emphasis were placed on curriculum building and individual aptitudes than formerly. The county superintendent was given new compulsory powers, such as were included in the truancy law of 1903, which gave him control over school attendance. For his guidance in enforcing this law, the district officers and teachers, under severe penalty for neglect, were requested to make promptly and accurately, certain detailed reports to him. In order to secure uniformity among the schools, the state assumed control of making the Course of Study, adopting the textbooks and, in a measure, the certification of teachers. All of these things demanded better equipped teachers and improved the schools, which have made phenomenal growth and advancement during the two decades.

34. District Clerk's Record and Cash Book, Minutes of Annual Meeting, August 15, 1889.
"Still sits the schoolhouse by the road
A ragged beggar sunning;
Around it still, the sumachs grow
And blackberry vines are running."
- Whittier

The little schoolhouses of Ellis County did not have blackberry vines, sumach or any other trees or shrubbery to give the grounds a welcome shade or a touch of aesthetic beauty. Even today many of them stand alone on the plains, in a setting of buffalo grass, living monuments of the progress of the past seven decades.

Agriculture did not begin at once in Ellis County. The people lacked faith and a knowledge of the soil. They did not have the machinery during the time the two most important towns were getting started. When farming did begin, the hardy pioneer farmers were too busy trying to gain a foothold to be able to aid in
the establishment of schools. The development of the rural schools was therefore slow, but it was permanent. The people realized that the most important thing in the building of a community is the organization of the country schools. Progress in any line depends upon the education of the children of the people, who till the soil.

As the little rectangular buildings began to dot the plains, they were, to the pioneer settlers, evidences of advancing civilization. They were used not only for the purpose of education, but as churches, social centers and for political rallies as well. Often the political fortunes of the county and township were decided around the schoolhouse stove. One writer has said,

"Community centers have come into vogue, but they express the functions of the old time schoolhouses, perhaps more truly than of the modern prototypes, with all of their facilities." 35

This little box schoolhouse was, and in many places throughout the county still is a one-story frame building with three windows on each side. It was placed facing

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a main road, regardless of sunshine or cross lights. This was done in order that the children and patrons could reach it easily. At first the desks and benches were crude and uncomfortable, having been made by some genius, who resided in the district. But even later on, when the district was able to buy individual desks from a supply house, the purchase was made in an automatic way, relying on an agent to supply the different sizes carried in stock with no thought given to individual adjustment. There was a blackboard across the front of the room, which was made by the simple process of painting the plaster black, or, if the building was sealed instead of plastered, a wet piece of canvass was stretched across the wall and, when dry, painted black.\textsuperscript{36}

Although the regulation term of school was three months, it was often made longer and, in some cases, there were three terms for the benefit of the younger children. The older boys and girls were needed on the farms and could attend only in the winter. There was no

\textsuperscript{36} Walters, Dr. J. D., \textit{The Rural Schoolhouse}, Twenty-third Biennial Report of Kansas State Board of Agriculture, State Printer, Topeka, Kansas, 1922. p. 90.
equipment, except that brought in by the teacher. In consequence, the studies were confined chiefly to reading, spelling, writing, arithmetic and geography. An energetic teacher had special programs and occasionally debate teams, spelling matches and social entertainments, but with an apathetic teacher, even those were omitted.

These schools were not graded. In most cases the children started each year at the beginning of their books and worked as far as they had time. This continued year after year until the pupils were eighteen years of age and sometimes older, when they just quit. There were no graduating exercises and no public recognition of their work.

There were no high schools in the county until 1886 and, as a rule, the children received no more education than a present day child, who finishes the sixth grade. This was true of the teachers also, for, until 1890, the country schoolteachers in Ellis County had no more than an eighth grade standing.
"But too much criticism must not be aimed at these schools because they have not kept pace with the town and city schools. They have added a share to the growth and advancement of the community. It was in these little shoebox schoolhouses on the plains that the children learned to spell from the old blue backed Webster spelling books. The old McGuffey readers, with their splendid selections, the Bible, the hymn book, the old Hill's Manual and the home paper from back east made up the literature of the pioneer schools. There was a lack of uniformity of texts, each child bringing to the little one-room school, the books that the mother and father had brought with them from the east, but there was always a copy of Ray's Third Part Arithmetic, from which the children could learn their multiplication tables."

They were not called rural schools, back in the Eighties. They were called district or country schools. The laying out of these districts was the first duty of the county superintendent after that office was created in 1867. The cities of Kansas are by law first, second and third classes. There are no first class cities in Ellis County and but one of the second class type, Hays. Legal provisions give the first and second cities a special rank in the school system. Cities of the third class are those with less than two thousand

inhabitants and are ranked in the school law simply as school districts governed in the same way as those strictly rural. These school districts are the basis of the common school systems as was stated before. They are laid out, bounded and numbered by the county superintendent, he, "being moved thereto by petition of the citizens, who, living there, have children to be educated. As districts increase in assessed value of population, they may have their boundaries or areas changed by the same official on similar presentation of the facts. The officials of the district are three in number, named respectively Director, Treasurer and Clerk, who, together constitute the District Board. Each member is elected for three years, one each year, at this annual meeting of the district, to which meeting the Board makes a statement of accounts and from which it may receive instructions on certain points of administration. The meeting also levies the local school tax, which may be of the following items; teacher's wages; incidental fund; school district library; school building.

The district may also issue bonds for erecting schoolhouses, purchasing sites, etc. The district board is the executive body employing teachers, and janitors and caring generally for the educational needs of the District."38

In the same way districts may be changed or merged into other districts. These school districts were laid

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out early in the history of the county and schools were started before buildings were erected.

In 1872, there were two organized districts in Ellis County and eighty-four children attending school out of a possible one hundred sixty-seven. In 1875, two new districts were formed and one hundred seventy-one out of two hundred sixty children were in school. In 1876, two more new districts were laid out and in 1877, four additional ones, but no new buildings had been built. School was held in private houses, but before the year was over six new buildings were erected; one of log, three frame, and one of stone. In the state superintendent's report for that year appeared a statement to the effect that District #1 had ornamented its grounds by putting out one hundred cottonwood trees.39 By 1878, two more districts had been formed. The records show that during that year four hundred forty children were receiving instruction out of a

possible one thousand one hundred ninety-five, who should have been in school. In 1880, there were thirty-eight districts, and fourteen schoolhouses, one of which was brick, seven frame and six stone. The average salary paid for teachers was $31.00 for men and $29.77 for women. In 1882, there was only one new district formed, but there were seven new buildings erected and the teacher's salaries were raised to $44.00 for men, but had gone down to $26.00 for women.40

Today there are fifty-four regular districts, four union schools and six rural high schools. Of these eight are standard or Class B schools and nine have risen from a one teacher to two or more teacher schools.

The qualifications necessary for a school to become standardized or Class B are: the building must be situated so that there will be pure water supply and good sanitation. There must be a flag pole and an inside as well as an outside flag. There must be recreation ground with some equipment. The play must be

supervised by the teacher. The interior of the building must have window shades, cloak rooms, lunch cupboard, and good facilities for heating and ventilating. The room or rooms must contain a teacher's desk and chair, a bookcase, single desks properly arranged for the pupils and a library equipped with the approved books from the Kansas Reading Circle. For the classroom there must be a set of Encyclopedia, maps and a globe. The teacher must have had at least one year of teaching experience, if holder of a second grade certificate, or must hold a first grade certificate. He, as well as the school, is rated on the temperature, ventilation and attractiveness of the room; arrangement of pupils; teacher and pupil activity; daily preparation; instruction; attitude toward pupils; professional attitude; attention to individual needs; and the general atmosphere of the school. Each one of the above things count so many points. The possible total was one thousand.  

41. *Score Card for Rural School*, issued by State of Kansas, Department of Education. Form 24A.
The county superintendent makes the survey. If his score equals eight hundred fifty points, the school is accepted and rated as a standardized school.

In 1877, the legislature passed an act providing that teacher's institutes of not less than four weeks duration should be held in every county in the state. The county superintendent was authorized to procure for it a conductor and instructors, who, licensed by the state board of education, should give instruction in the principles and methods of school management as well as teaching. 42

The first one of these institutes for Ellis County was held in Hays City in the summer of 1879. The accounts of it given below were copied from the Star for July 51 and August 7, 1879.

"The first Normal Institute in Ellis County will compare favorably with the institutes of older counties in the east. Dr. Gouchenauer, County Superintendent, was determined to make this first "Normal" a success and he is succeeding admirably."

A later account of this meeting follows:

"The Normal, now in session in this city is proving itself eminently successful. Our county superintendent has been fortunate in securing a conductor and assistant. Professor Burton has charge of History and Constitution; Professor Martin, of Penmanship; and Professor A. D. Bailey of Geography, map and industrial drawing. All other branches and the general management are in charge of Professor A. Carroll. The object of county normals seems to be a review and study of the various branches of an English education, with an especial reference to training teachers to employ the most approved and philosophical methods in their schools."  

An amusing account of the County Institute, which was held in Hays the next year is given below. It was written by one who attended and took part in the work, Mrs. Catherine K. Cavendar, of Biloxi, Mississippi.

ELLIS COUNTY TEACHER'S INSTITUTE IN 1880

The people of Western Kansas may look back with pride to the session of the County Normal of July 1880, held in Hays, for it was the talk of Western Kansas for many years. Teachers from many of the western counties of the state attended and the faculty that year was composed of some very brilliant instructors. I am sorry I cannot recall the names of all of them; however, Professor A. D. Bailey, afterward principal of the Hays school, Will F. Jaques, Mr. Stevenson, and Mrs. Agnes L. Vaille of Wakeeney, instructor of music, were shining leaders. Dr. Gouchenauer (ask Uncle Jack Downing how to spell it) was County Superintendent.

The Normal school was conducted in the court room of the old Court House and in addition to the

usual course of study for County Normals at that time, there was Botany, Bookkeeping, Zoology, Geology—the young man who taught Geology had a large class of girls, and dear, dear, what we did to our shoe-heels tramping over the prairie with him turning over stones and pecking at shell bearing rocks with our little hammers! Then there were Declamation, Oration and Elocution—the teacher of Elocution was the wife of the Instructor of Mathematics. She was a German lady and had a most beautiful voice. No doubt many of the old-timers remember "The Creed of the Bells" as she recited it! There was another elocutionist, who gave us much pleasure, beautiful Rose Steed, the daughter of Rev. Steed, pastor of the Presbyterian Church. Rose's style was quite different from that of Madam Germanica. It was the airy-fairy cult of waving hands and Delsart postures. She gave us "The Skeleton in Armor" and "High Tide on the Coast of Lincolnshire" in a charming manner. Then, there was Parliamentary Law, and that's where Ben C. Rich of Ogallah shone. That was before the Hon. Ben became a leader in politics. At that time he and his wife were teachers of prairie schools. It was a happy family, for the children accompanied them and seemed never to tire of the proceedings. Mr. Rich had what is called today a "dynamic personality" and when he made a statement, he stuck to it. Yet, in those days of dim darkness when we women had no right to vote, and were not free and equal, Mr. Rich never said, "I think" or "That is what I think", It was always, "My WIFE and I think." And of course, you have guessed it, the young crowd nicknamed him "My Wife and I", which goes to prove how little we knew about the kind of man a husband should be!

There was also a professor—we called them all "Profs"—who taught Penmanship, Spencerian. I remember his name, Jas. A. Mitchell, because I have a card, decorated with the most beautiful curves and loops, and a little bird in a leafy bower of leaves and oats and doo-daws, that bears his copper-plate signature.
The Normal was a grand success that year in an educational way, but what stamped it as something out of the ordinary was the work of Agnes L. Vaille of Wakeeney. At the close of the session, she put on the opera *Pinafore*, cast from the teachers attending the Normal, assisted by some of the finest voices in Hays City.

Mollie Montgomery, Hays' loved "Mollie of the golden voice", (Mrs. Hill P. Wilson) sang "Little Buttercup", E. R. Cole sang Sir Joseph Porter. Charles Reeder, and a young Englishman, Marshall sang parts, but the most of us were "sisters and cousins and aunts and Jolly Jack Tars!" The stage was that part of the Courtroom behind the railing, the curtains and wings were of calico and the costumes anything that could be borrowed from friends in the town or Fort. The night of the show the big courtroom was crowded with the elite of the town and Fort, and at the last moment it was learned the man who was to sing the Captains role, had been called away or got "cold feet", or--sumpin. That did not stop the show, for the dauntless Mrs. Vaille donned coat, cap and sword, and sang the Captain's part herself. You can imagine the hit she made.

That was fifty-seven years ago! Think of it! Oh, there were some pretty snappy people attending those old fashioned County Normals!"

The writer of this thesis has attended at least ten of these County Institutes, during the decade in which she taught in the country schools of Ellis County. Although there is no doubt that these short courses are a factor for good in the rural education system, yet it must be admitted that they have degenerated into a mere
cramming of basic subject matter in order to pass the county examinations. However, that may be, it was the only method of advancement in the profession that the early teacher could afford, as very few were financially able to attend the State Normal.

The following personal interview with Mrs. Lannie Frost Perigo of Ellis, Kansas, gives a graphic picture of the little country school during the Eighties.

"I taught in the southeast corner of the county in the district, which was known as the Eldridge-Beach District, because the schoolhouse was located in the Beach pasture. I had twenty-six pupils of all ages from five to twenty years. Although the school was not graded as we have them now, yet the classification of the children ranged from the primary to what is now known as the ninth grade. The subjects taught were reading, spelling, writing, arithmetic, grammar, geography, civil government and history. During the six hour day, I taught thirty-two classes, making an average of less than fifteen minutes to each class. However, I would supervise the older pupils in arithmetic, map drawing and other work, while I heard the younger children read or provided busy work for them.

This district boasted of having the only dugout for a schoolhouse in the county in the early Eighties. We were rather given to proclaiming it abroad, dwelling at length on the comfort and useful manner in which we had equipped our small quarters. In fact, we said so much about it that one of the members of the school board, Mr. Watson Beach, said he was coming to visit us. After duly instructing the pupils as to their behavior in anticipation of this promised visit, I forgot it."
The floor of our dugout was level with the floor of the ravine and we had no screen door. One warm afternoon, we were all having trouble to keep our minds on our several tasks, when suddenly with a whoop like the whoop of an Indian, every pupil bounded to the top of his desk, as a frightened rat fleeing for his life before the rapacious jaws of a bull snake, came in at the door and with the snake in close pursuit disappeared in a hole in the wall. It was at this inopportune moment that Mr. Beach came to make the long promised call. Snake and rat were out of sight, twenty-two boys and girls were on top of their desks and a confused teacher offered a snake story as an excuse for the disorder, with no snake visible to prove it. Only for the fact that the visitor had a fine sense of humor and joined heartily in the hilarity of the pupils was it possible for the embarrassed teacher to meet the situation with any kind of composure."

Conditions have improved in our country schools today. The minimum term is seven months and a truancy law covers the entire period. The work is arranged according to a course of study compiled in the state superintendent's office. The qualifications of the teachers have been raised, yet these requirements have not advanced to meet those of the improved schools of the towns and cities.

In an article, *Rural Schools of Kansas*, Dr. C. E. Rarick, President of Fort Hays Kansas State College, gave the following as the cause of the backwardness
of the rural schools.

"We have discovered that fifty per cent of the enumeration in the one-teacher schools of Kansas are not enrolled in the school of the district where they were enumerated. An effort has been made to discover the causes for such a condition. Among the reasons that have been assigned as having a bearing on the exodus of pupils from the one-teacher schools are: Inferior teaching results, inexperienced teachers, short tenure of service of teachers, lower salary for teachers, too many daily recitations, and lack of school library and supplementary textbooks. I want to tell you briefly how these conclusions were reached.

By the use of standard achievement tests given both in the one-teacher schools and also in the graded schools, and under conditions as nearly identical in each as possible, the following comparative facts were discovered, which are given as typical of conditions in the graded schools:

The pupils in the sixth grade of the graded schools spell as well or better than the seventh grade pupils in the one-teacher schools. The results in reading show that the pupils in the graded schools are a full year in advance of the boys and girls in the one-teacher schools in that subject. In measuring the ability of pupils to handle the fundamental operations of arithmetic, on the average, it is found that the pupils in the ungraded school are between one and two years behind the pupils in the graded schools. In written composition the pupils in the graded schools are from one to two years ahead of the pupils in the one-teacher schools. In the quality of handwriting, the pupils of the graded schools are more than a year ahead of the pupils in the one-teacher schools. Thus it will be seen that the teaching results in the one-teacher schools are greatly inferior to those obtained in the graded schools of the state.
In the same article Dr. Rarick goes on to point out the fact that very few of the teachers of the rural or one-teacher schools have had previous experience, and about one-half of them are teaching for the first time in that school.

He says, "It is generally recognized that nothing is more disruptive to school progress than the continual changing of teachers."44

Dr. Rarick cites as his reasons for the inefficiency of the average rural school, the lower salary schedule and the large number of classes per day, which the teacher of the one-teacher school has to teach. There were few who had less than thirty classes per day and in a few instances there were some who were loaded with forty classes per day.

While he was talking about the state in general, yet all this is true of the rural schools of Ellis County. However, one great help to the rural school teacher was the establishment in 1907 by the Western

Kansas Normal School, of the Department of Rural School Education. This has for its purpose, "The study of the needs of rural schools and the means by which these needs may be satisfied."

At that time the following article appeared in the "Normal Notes" of the Republican, August 5, 1907.

"With the opening of the next term, there will be inaugurated at the Normal a work that will be unique in the history of Normal Schools. The Board of Regents, at the last meeting, authorized the establishment of a model district school. This school is to be entirely separate and distinct from the regular model school now maintained at the Normal and which will be continued. It will be a one-room school containing all the grades from the primary to the eighth grade and will be conducted in all essential features as a country district school. The library apparatus and general equipment will be what those in charge think necessary in every school district. An expert teacher, a regular member of the faculty will be in charge to do all of the teaching. The hours will be the same as those of the district schools--from 9 a.m. to 4 p.m. Students of the Normal department will visit the school for observation. The purpose of the school will be to help those students who go from the Normal to teach in the district schools and those who go out to lead the common school interests as county superintendents, and to work out, in a practical way, the various problems that come before the district schools in the matters of curriculum, equipment and methods. The old gymnasium will be fitted up as temporary quarters for the school."
It is a part of the plans to erect, in the near future, a model schoolhouse in model school grounds on the Normal Campus. Miss Julia Stone, a graduate of the Normal at Emporia, and formerly county superintendent of Cloud County, has been elected to teach this school. Friends of education will watch the experiment with interest."45

During the summer of 1910 a model rural school building was constructed at a cost of $2200.00. It was located across the creek where the Girl's Dormitory now stands. It was a one-story frame building and was equipped to be an ideal pattern for all the needs of a model rural school.46 In 1922 it was moved to the college farm to be used as a residence when the site was chosen as the location for Custer Hall.

Another school which must be considered in this history of elementary and secondary schools in the Hays community is the parochial school, which was established in 1881. On the third day of January of that year, Ven. Sisters Seraphina and Adriana, C. S. A., came to Hays to take charge of the parochial school. A two-story frame


46. ibid. July 2, 1910.
house was built, on the present site of St. Joseph's high school. In 1884 a frame school building was erected to take its place. In October, 1893, Rev. Father Lawrence, O. M. Cap., opened an advance course of study for young boys in Hays, which was attended by twenty boys. Owing to crop failures in the succeeding years this course was abandoned. Later on, the project was resumed by the Capuchin Fathers. In 1906 this building was torn down and a college was begun in its place. The building, which was known as St. Joseph's College, was completed and dedicated September 14, 1908. The school provided a commercial course of three years and a classical course of six years.

The parochial facilities soon became inadequate and accordingly an eight room, two-story brick building was erected on Fort Street in 1913. It was completed and opened for school in September 1914. With the building of St. Joseph's Military Academy in 1929, the St. Joseph's College building on west Thirteenth Street was given over for a girl's Catholic high school. The regular school courses are taught in these schools as well as religious
instruction. At present the enrollment in the grade school is six hundred seventy-eight children, with ninety-two in the high school. 47

In order to get the history of the founding of the rural schools, one must go back to the building of the first schoolhouse in the county. Although this was a public school, the building was erected by the Kansas Pacific Railway Company, in order that the children of its employees might have the advantage of an education without having to leave home. This building was a small square, one-story building just south of Big Creek in the north part of the town of Ellis. 48 In the state superintendent's report for 1875 was this statement.

"The first school building in Ellis County was built in Ellis township in 1872 by District #2. The second school was built in Big Creek township in 1875 by District #1." 49


48. Personal Interview with Charles Keagy and Howard Raynesford, who attended school in the building.

This, however, was not the first school in Ellis as Mrs. M. M. Fuller, wife of the late lawyer, M. M. Fuller, taught a private school in her home in 1871-1872.

In a personal interview with Mrs. L. A. Hussey, now residing on south Washington Street in Ellis, she said, "The first school was taught in a small frame building, which had four rows of seats or benches large enough to accommodate two pupils each. This building faced the east but the teacher's platform was across the west end. There was a blackboard painted on the west wall.

There was a bucket of water on a bench in the back of the room and there are a number of people still living in Ellis, who drank from that bucket with me.

As the school grew, the lower grades were removed to the old township building across the street with Miss White as teacher.

At one time there were two children, Harry Bell and Kate McKinney, who were continually chewing gum in school. Mr. Curts, the teacher, finally lost patience with them and collected all of the gum from the pupils until he got a ball almost as large as a golf ball. As punishment, he made Harry and Kate bite off little bites of this ball from time to time and chew continuously for an hour doing nothing else. Teddy Hammer, who was so often late or who stayed out of school to go fishing, was so active and mischievous, that the teacher tied him down to the seat by one leg and one arm, saying that he could do mischief enough with the other free leg and arm. He
also put a placard on his back, which read "Gone Fishing". The only guide for promotion was from one reader to a higher one. No one ever graduated. They just quit when they got old enough to work, or, as was often the case with the boys, were so big the teacher could not manage them."

In 1882 a very fine two-story stone building was erected in the south part of town on Washington Street, where the new grade building now stands.50

Although the history of the advancement of the Ellis public schools is practically lost, yet the writer knows from personal visits and observation that they have kept pace with the times. Today they boast of a standard grade school building where the kindergarten, intermediate and junior high school are housed.

"Each grade has its own room and operates on full time with a full time teacher and in addition there is a music teacher.

The junior high school operates on the departmental plan and the athletic program consists of classes for both boys and girls each day; football, basketball and track in their respective seasons. Our new $100,000.00 high school building is a beautiful structure of late Renaissance type. Interior design and arrangement closely comply with modern educational requirements, equipped as it is with all the known

modern conveniences and electrical appliances; including forced heating and ventilating systems, automatic telephone system and electric fire alarms. The new building compares favorably with the best and foremost educational institutions in the state.

The senior high school is accredited under Class A and is a member of the North Central Association of Colleges and Secondary Schools. The course of study is quite extensive, containing the following well-equipped departments: mathematics, English, Latin, commerce, home economics, industrial arts, science, social science, music, vocal and instrumental. The physical training department is complete. Ellis High School ranks above the average in major sports and is fostered by the "Union Pacific League."51

Situated in the north part of the town of Ellis is the parochial grade school, which is conducted by the Sisters of St. Agnes. It was opened in 1905 with a staff of two Sisters and an enrollment of 107 pupils. At present, seven Sisters teach 250 pupils.52

The coming of the Russians in 1876 more than anything else influenced the rural schools of this community. When these immigrants first came to Ellis County, they


experimented with private schools, but they found them inadequate. The colonists soon learned that schools could be maintained by taxation. School districts were organized, public school teachers employed, and the English language taught. 53

There are only five rural schools in the county, which have become standard or Class B. schools, that are not dominated by the parochial schools. These are #9, #12, #25, #45 and #49. Of these all but one are one-teacher schools, #49 being a two-teacher school. District #24 is a two-teacher school and offers two years of high school work but is not standard.

School District #5, which includes the town of Victoria, was organized in 1877. In the Ellis County Star for May 10, 1877, this local appeared.

"Miss Mollie Montgomery walked into the Victoria schoolroom last Monday morning with a four foot hazel brush in one hand and a bouquet of wild flowers in the other. We predict for her success."

There is no doubt as to the success of this school, although it was not maintained for a very long period.

53. ibid. p. 29.
For, when the German-Russians came in and established Herzog, which is District #7, the school in Victoria was closed and the two districts were combined with the parochial school.

The first school in District #7 was held in the home of Alois Dreiling where a certain Mr. Rowe taught. Mr. Peter Linnenberger, who had studied in the seminary of Saratov, taught private school, first in the home of John Sander and later in Alois Dreiling’s home.

August 29, 1879, Sisters Agatha and Aurea of the congregation of St. Agnes of Fond du Lac, Wisconsin, came to Herzog and opened a parochial school. The church served the double purpose of church and school, a movable partition dividing off the sanctuary.

In 1888 a schoolhouse was built, which contained four large classrooms. This satisfied the needs of the community for ten years. The present school contains eight large well-lighted classrooms, but has neither furnace nor plumbing.

The curriculum was in the beginning a very modest one with religion, reading, writing and arithmetic.
claiming all of the attention. However, there were many drawbacks. The children did not attend school regularly, the difficulties arising from the bilingual system and the opposition of the parents.

At present in addition to the grade school, Victoria has a beautiful modern high school, which was completed in 1922. There are four classrooms, a gymnasium and hall. It is a Class B, three-teacher school.

The schools of Munjor are about the same as those of Victoria. However, they do not have a high school. Opposition by the older people, financial difficulties and the bilingual problem retarded advancement for a time. Of late years, however, there has been a decided change. The children attend school regularly and are encouraged to study by their parents.

The school building now in use is a store building designed by Justus Bissing of Catherine. It contains four large classrooms. There are two hundred pupils divided into eight grades with the Sisters of St. Agnes in charge.

There is one other rural school in this county,
which deserves mention in this history, because it has advanced ahead of the old type country school and that is Schoenchen. This little Russian village is thirteen miles south of Hays. The school district was organized in 1877, but the town was not laid out until later. A one-teacher public school was held until 1906. In that year districts #14 and #48 were combined with the parochial school to form the parochial school of Schoenchen. In 1916 a stone grade school building was erected, which accommodated the grades. In this four-room building the high school was started in 1922. In 1926 a brick high school building was erected. This building has five classrooms with a well equipped gymnasium, showers and a hall. The regular high school courses are taught with music and other extra curricular courses. At present five Sisters of St. Joseph have charge of the school.

District #10, which includes Walker, was organized in 1877. It was a one-teacher school until 1924. In that year a new parochial schoolhouse was built. At present there is a two-year high school housed in the same building with the grade school. There are three
teachers, the Sisters of St. Anne, in charge.54

The other little Russian villages in the county, Antonino, Pfeifer and Catherine, have one-teacher schools, which are combinations, public and parochial.

There are four schools in the county, which are made up of two or more districts combined, called Union Schools. Only one of these, Union II, is standard. The others are one-teacher grade schools. As yet very little progress has been made toward consolidation, but the farmers are beginning to realize more and more the inadequacy as well as the high cost of maintaining these small schools.

Miss Annabelle Sutton, who has been a teacher in the Ellis County schools for fifty consecutive years, writes the following about her experiences.

"Fifty years of teaching in Ellis County bring memories, experiences and changes into life.

My first seven years were spent in rural work, my first school being in a far outlying district where homes were few and far between and the nearest house was one mile from school.

The schoolhouse was new, built of native stone and of good size. There were three windows on each

54. ibid.
side and a door in one end. There were the regu-
lation double seats for pupils, a blackboard
across one end of the room, a teacher's table and
chair and a big round coal heater in the center,
with no other furniture or furnishings. We made
window curtains of newspapers. For extra nice
ones we used white print paper decorated with
fancy cuttings. Pictures of various kinds were
brought to hang or tack on the walls. Winter
bouquets of grasses and grains decorated the corners.
Other little decorations appeared now and then.
We thought our schoolroom beautiful. There were
no library books, no construction paper or "helps"
of any kind furnished in those days, but it was
amazing what could be secured through the help of
pupils, parents and teacher.

There was no graded course of study. The
reader and the arithmetic largely governed advance-
ment. Text-books were not always uniform. We
worked out a simple plan of grading, made our own
"report cards", gave tests and "passed" them on.

The next four years were taught in longer
established districts. Conditions were much the
same, improving gradually as the respective county
superintendents and teachers worked together to
build better schools.

In those days the school was the center of
community interests. There were no telephones,
automobiles, victrolas, radios, airplanes, picture
shows or 4H clubs, but there were literary societies,
spelling "bees", home talent plays, school programs,
Christmas trees, box suppers and "taffy pulls" all
of which vitally concerned the school.

Since the pupils had long distances to walk,
they brought their lunches. The noon hour was one
of the most pleasurable, especially on cold or
stormy days, when teacher and pupils would sit
around the big stove and visit while eating, sometimes roasting apples over the hot coals. Many lessons were learned, not found in text-books during that hour.

The one outstanding characteristic of those rural pupils was their eagerness to learn. There were some indifferent ones, to be sure, and the proverbial "bad boy" appeared occasionally, but in the main they were anxious for knowledge. It was this eagerness and interest that helped counteract the many drawbacks and hardships endured by the early day teacher and pupils.

Distances were far and "room and board" accommodations few and inadequate. The teacher did the janitor work and must be present, if possible, regardless of weather conditions. Usually the supply of coal and kindling was plentiful, but we recall one spring when the coal was all gone. No more was bought, thinking the weather would be warm enough without fire until school closed. A cold spell came so teacher and pupils gathered sticks, weed stalks and "native fuel" to warm the building for two mornings. Then a patron brought some corn cobs and finally a little "jag" of coal. But school was kept going. Drinking water was hauled from a distance in barrels or cans.

In another instance, a little six year old boy came to school the first day with face and hands very dirty. He was immediately taken to the wash basin and washed. The second morning he was just as dirty and again he was washed. The third morning he walked directly to the basin and stood waiting for the teacher to come wash him. Evidently he thought it one of the daily tasks of school. Then the teacher appealed to an older sister to keep the child clean and conditions were better.

On entering the Hays Schools it seemed like fairyland except for the noise and confusion of so
many pupils in one building and the trains and wagons and other noises outside. It was so quiet in the country. There was only one grade of little children to teach. It was marvelous and has never ceased to be so.

The school was well graded and well organized. Working equipment was rather meager the first few years but little by little necessities were added as they could be afforded. The vision of the school grew and expanded and the curriculum kept apace, music, art, kindergarten and physical education. Sanitary drinking fountains, (In earlier days, we "passed the water" and all drank from a common dipper.) sanitary toilets, playground equipment, gymnasiums, auditoriums, good classroom libraries, dental inspection, a school nurse, truancy officer, supervised playgrounds, P. T. A., modern school buildings and many other activities and improvements have been made possible by an interested board of education and progressive superintendent and teachers.

It is a long way from the little stone school-house on the prairies to the present modern efficiency of the Hays Public Schools, but fifty years is a long period for growth."
CHAPTER VII

HIGH SCHOOL INCEPTION

Count me other earth's chosen heroes—
they were souls that stood alone,
While the men they agonized for hurled
the contumelious stone;
Stood, serene, and down the future saw
the golden beam incline
To the side of perfect justice, mastered
by their faith divine.

--- Lowell

It is one of the ironies of life that the community of Hays owes its first graded school to a man whom the patrons disliked and of whom the majority disapproved, even going so far as to circulate a petition against him.

As has been previously stated, Professor L. Messick, principal of the school in 1886, prepared a course of study for the Hays City schools, which included two years of high school work. This was the first attempt at high school organization in the county. It was just twenty years after the first high school
in the state, the Leavenworth High School, was organized. A copy of this course of study, along with the requirements for a diploma, to be presented by the school board is given, in full, in Appendix A of this thesis.

Although this course of study was incomplete and seemed to have no definite goal, yet it was a beginning. It shook the people out of their lethargy and made them think, even though they did not fall in line with the plan. Mr. Messick's successor, Professor L. H. Gehman, was an Eastern man, college bred and full of new ideas. It may have been his personality, or it may have been that the patrons, having a chance to think it through, decided that the idea of graded schools was a good one.

At all events, Mr. Gehman won the confidence of the people at once and proceeded to carry out Mr. Messick's plans.

His first work was to re-arrange the curriculum for the high school and, in order to make it agree with the entrance requirements of the state schools, he added

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another year, thus making it a three year high school. The new course of study was as follows: **Ninth Grade:** Arithmetic, Spelling, Rhetoric, Drawing and English Literature I. **Tenth Grade:** General History, English Literature II, Algebra, Physiology, Latin, Civil Government, German and Spelling. **Eleventh Grade:** Algebra II, Latin, Physical Geography, Geometry, Physics and German.

The process was slow and gradual. There were enough subjects in the curriculum to graduate students in accordance with the requirements, yet they could not handle them all because of the lack of teachers. The lower grades were well established by this time, and the pupils, who lacked opportunities in their earlier years had had time to catch up with the course, making it possible to get along without a primary assistant. The board shifted the teachers in such a way as to give the high school the assistant teacher.

In the spring of 1889, the first class was ready for graduation. It was a difficult situation for this class, they were too forward in some things and too backward in others. But, by doing extra work and even
reciting some lessons in the evening, they were able to satisfy the superintendent and the school board, as well as to present credits enough that they were accepted by the State University without examination or condition.

The high school was upstairs in the southeast corner of, what is now, the junior high school building. The Sentinel, in giving an account of it said.

"This class had many dignities. They were "Preps", "Freshies", Juniors and Seniors, all at once. While climbing the long flight of stairs, they dreamed dreams and even had visions of Mount Oread."

At a meeting of the School Board, January 28, 1889, it was voted to hold commencement exercises to present the diplomas to the graduates. All of the arrangements for these exercises were left to Mr. Gehman. It is interesting to note that every member of the graduating class had a part on the program and that their contributions were, without exception, original. Another interesting feature of the program was the music, which was furnished by the Eighteenth United States Infantry Orchestra from the Fort.

A copy of the program follows:
COMMENCEMENT EXERCISES

LUTHERAN CHURCH THURSDAY EVENING MAY 23, 1889

EIGHT O'CLOCK

Unfinished Symphony in B Minor................Franz Schubert
18th U. S. Infantry Orchestra

Invocation..............................Reverend C. Thomas
Salutatory.................................John G. Huntington
Essay: Silent Forces...................Mary B. Thomas
Overture: Semiramis......................Rossini
18th U. S. Infantry Orchestra

Essay: The Writings of Charles Dickens. Elsie Macintosh
Essay: The Moundbuilders...............Claude Corbusier
Valedictory: Time.........................Katharine D. Courteny
Selection from the Wedding of Marcus P. Tacoma........
18th U. S. Infantry Orchestra

Address: The Present Status of Our School.....I. M. Yost
Presentation of Diplomas..............Honorable J. H. Reeder
Medley: Ten Minutes with the Minstrels........Brown
18th U. S. Infantry Orchestra

Benediction............................Reverend D. B. Whimster

The people were highly pleased with the progress of
the schools, since the establishment of the high school.
There were only forty-two high schools in the state that
fully prepared students for entrance into the University
and Hays City was one of them, so the patrons had good
reason to be proud. However, there were still some who
thought that too much money was being spent on the
schools. There was always the controversy over the
text-books.

Notwithstanding a vision of high taxes, the improvements went on. At the annual school meeting in 1890, it was voted to adopt uniform text-books throughout the county. Upon the recommendation of Professor Gehman, the two east rooms, on the upper floor of the building, were given over for the high school work. The old heating stoves were abandoned, the basement was remodeled, a furnace heating system was installed, a large *Webster's Dictionary* was purchased and a piano was rented from Miss Hattie Waldorf, for five dollars for the school year. A cheap bookcase was ordered made for each room in order that the teachers' books and papers could be kept under lock and key.

It was also voted at the same meeting, "that we ask our teachers, who have not yet first grade certificates, to try to get them, and that, after the school term of 1890-91, no teacher will be employed in the Hays City schools, who is not in possession of a first grade certificate." Another assistant teacher was procured, making eight teachers employed, three for the high school and five for the grades. Physics, being one of the new subjects, Professor
Gehman was allowed one hundred dollars with which to purchase laboratory equipment for its presentation. The clerk was instructed to have built a cupboard, with glass doors, to keep the apparatus out of the dust.55

The writer well remembers this big cupboard and how it was held in awe by the students. There were in it some bottles of chemicals, an air pump, some test tubes, a few other articles of equipment and a static machine, which consisted of a wheel about eighteen inches in diameter, connected with two large jars, which contained blue vitrol. On the wheel were two brushes, which caused the friction and there were the two poles with shiny knobs to regulate the spark. This machine gave the students many thrills. Loud and wild were the shrieks, which issued from that classroom, when the boys demonstrated the shocks of electricity to the girls. At this time, the clerk

56. District Clerk's Record, Minutes of School Board Meeting, August 1889.
was instructed to sell fourteen old desks for one dollar each to defray the expenses of commencement.

The clerk was further authorized to purchase one hundred lithographed diplomas, with a cut of the school-house on them, at a cost of $125.00. The tuition for outside pupils was raised to one dollar per month for each student. The length of the school term was voted at nine months and it was not shortened again except in 1892, when the fall term was postponed three weeks on account of an epidemic of scarlet fever.

In 1894, the people again became dissatisfied. The Board was criticised for paying too high salaries to the teachers and for making too much difference between the salaries of the assistant principal and the classroom teacher. The patrons also considered it unnecessary to bring a state man here to speak at commencement and hire a rig to take him around. Another thing to which the patrons objected, was buying coal from their own board members without asking for bids. At the annual meeting, a resolution was drawn up to be presented to the county commissioners asking them to establish and maintain a
county high school in Hays. This, they refused to do. At the next annual meeting, a resolution was drawn up and presented to the school board, saying that it was the sense of the meeting, that all teachers, except the principal, be woman teachers. A year later, the board was authorized to purchase from C. W. Miller, Sr., the lots joining the schoolgrounds on the northwest for additional playgrounds. This they did, buying lots 2-4-6-8 and one-half of 10, in block 15, for $67.50, plus $2.85 for taxes on same.57

In the spring of 1894, the tuition for outside pupils was left at $1.00 for the grades, but was raised to $2.00 for the high school students. The money was to be collected by the principal and used to purchase encyclopedias and dictionaries. In the spring of 1896, General J. C. Caldwell, of Topeka, was hired to deliver the commencement address. The program was held in the Grand Army Hall. A fee of ten and fifteen cents was charged for reserved seats in order to defray the

57. District Secretary's Record, Minutes of Annual Meeting, August 1895.
expenses of the occasion.

Mr. C. W. Reeder donated trees from his timber claim for the school yard. Mr. Jensen was given the opportunity of hauling and transplanting these trees in return for the tuition for his children.

The first high school paper, The Independent, was established by the Freshman Class of 1902. It was published weekly and consisted of but one copy, a type-written sheet of small dimensions, which was passed around among the students to read. The editing and publishing of this paper was under the management of Lawrence Taylor and Frank Motz, the present editor of the Hays Daily News. The following fall, the editors added to their staff John Freese, a freshman. By so doing they secured, at a small cost, the use of the Free Press office and equipment for printing their paper. During this and the succeeding year, the Independent was published monthly. A year book, the first of its kind in the Hays schools, was published in 1904. The book, which was a success, except financially, was called Dictum Est. The senior members of the firm
having graduated, Volume III of the *Independent* was published by the sole efforts of John Freese as was Volume II of *Dictum Est*.

Manual training was added to the curriculum of the high school in 1903, by Professor Keller. The tuition money was used to buy tools and other equipment. Later, however, the state returned the money, $212.00, to the district. In 1904, the *State University*, having extended its entrance requirements, the annual meeting instructed the board to change its high school curriculum to a four year course and employ another assistant in that department. In order to comply with the law, a small flag was purchased for indoor use. In 1908, the city water was put into the building. At the annual meeting the next year, the board was authorized to set aside $4500.00 as a building fund, to be used for an addition on the west side of the building. The contract was given to Anton Gross for $5925.00. This addition consisted of two rooms, one on the main floor and one above. The one on the first floor was to be used as a primary room and the one above as an auditorium. This new addition was completed in time to begin school on
September 11, 1909.

By request of the Post Office Department, the name of the town was changed from Hays City to Hays. On July 9, 1909, in compliance with a petition from the required number of citizens, Governor Stubbs issued a proclamation declaring the City of Hays to be a city of the second class. In accordance with the law, a special election was held to elect a new school board, which should consist of six members. On October 5, 1909, the board met and organized a board for the City of Hays. The names of school board members may be found in Appendix C of this thesis. By this new arrangement, the County Superintendent released his authority and the principal became superintendent of the schools of Hays. A resolution was passed requiring that monthly reports be made through the school superintendent to the Board.

In 1911, the City Board of Health ordered the school board to connect the school building with the sewer. The year 1912-1915 was an unfortunate year. The school began to run down. The discipline was poor and many of the students left the high school before
graduation to attend the Normal. But the next fall, Professor Picken, having resigned from the Normal, accepted the position of superintendent of the city schools. A domestic science department was added to the high school. In the fall, the Agricultural College at Manhattan held an extension short course in Agriculture and Home Economics at the Normal. At the request of Mr. W. A. Lewis, president of Western Kansas State Normal, the school board passed a resolution excusing the high school students a half day every day for three weeks to attend this course. The senior class put out an annual this year for the first time.

Two weeks before the arrangements were made by which Professor Shively became superintendent of the Hays schools, and without any knowledge on the part of the writer that such negotiations were being made between the school board and the Normal, Professor Picken wrote the following article for the "Annual".

THE NEXT STEP
W. S. Picken

A twelve years connection with state and local interests in Hays has brought to the writer a fairly
clear realization of school needs here, and in his judgment the next forward step is an intimate inter-relationship of the city school system with the State Normal School. The Fort Hays Normal School is now well past its experimental stage of existence. Its foundations are firmly laid. The City of Hays, in all probability, will never be so large a center of population that the Normal School cannot minister in a definite way to all of its public activities. From now on as never before, the Normal will deal with pedagogical problems and solve them. Many problems will be those common to all western towns. The fruit of their solutions should be gathered and applied by the Hays Public Schools earlier and more effectively than can be done by any other schools.

The beginning of co-operative action, inaugurated this year by the high school's definite participation in the Short Course at the Normal School should enlarge to include all other possible cooperation. Every discovery at the Normal School of importance to any public school should be made vitally important to the Hays Public Schools and immediately accessible for their use. To that end it is most desirable that all departments of the Normal be brought into closer relationship to the teachers and everyday problems of the city schools.

It is not the province of this article to indicate even a single plan by which co-operation may be extended and intensified. The expert skill now in the service of the state in the Normal School, supplemented by the knowledge and experience of any future supervising officer of the city public schools will be amply able to devise plans. Suffice it to express and to urge upon the consideration of all concerned the conviction that in few places is so intimate a connection and co-operation possible as in Hays. Results that would immeasurably benefit the city public schools and the Normal
School, as well, may be expected from the relationship that can readily be realized. Count this a plea for both sides to weigh carefully the entire proposition and to strive to realize its fulfillment.58

CHAPTER VIII
EXCELSIOR

A fragile plant that gathered strength,
We guess at where and how and when.
The public school becomes at length
The flower of life—the hope of men.
—Anonymous

Not alone the high school, but the whole public school system of Hays developed rapidly during the year 1915-1914, but owing to the death of his wife, Mr. Picken resigned as superintendent in the spring of 1914. At this time an entirely new policy was adopted. The district entered into an arrangement with the Fort Hays Normal School, whereby the Normal assumed professional supervision of the city schools in return for the privilege of using them for teacher training purposes.

On March 25, 1914, a special meeting of the Board of Education was held.

"The members present were H. A. Nickles, H. B. Kohl, John Brumitt, Dr. Geo. B. Snyder, Dr. J. H. Middlekauff and Millard Kirkman."
Professor Lewis of the Fort Hays Normal submitted the following resolution, to-wit:

To the President and Members of the Board of Education, Public Schools of Hays, Kansas.

Gentlemen:

As President of the Fort Hays Kansas Normal School, I hereby agree to furnish for two years, beginning September 1st, 1914, from the faculty of the Normal School, a superintendent for your city schools and such other supervisors as are necessary to give thorough supervision of the Music, Art, Manual Training, Home Economics and Physical Education taught in the city schools.

I further agree to furnish the services of Professor Charles A. Shively as superintendent, (so long as he is a member of the Normal School faculty) or someone agreeable to the Board of Education. The services of Professor Shively and the various professors of the Normal School faculty who are to act as advisors under him shall be furnished without cost to the city.

In recompensing the Fort Hays Normal School for the services furnished, the Board of Education for the City of Hays is to grant the right to the students of the Fort Hays Normal School to visit the classes in the Hays Schools and take such notes and make such observations as directed under the organization and supervision of the superintendent in charge.

It is further understood that the Board of Education of the City of Hays shall not employ teachers in the city schools unless recommended by the Superintendent in charge. If they deem it advisable, they may require the superintendent in charge to recommend more than one individual for the position. And it is further understood that the teachers
employed as teachers in the city schools and the superintendent shall have the placing of the teachers.

It is further understood that the Board will maintain the system from the first to the twelfth grades as it is now.

Signed: W. A. Lewis

Agreed to: J. B. Middlekauff
President Board of Education
Hays, Kansas

"It was moved and seconded that we make this our executive session. Motion carried. The proposition submitted by Professor Lewis was unanimously accepted and adopted by the Board of Education."59

The Board, in cooperation with the superintendent, began at once to expand and develop the schools.
Dr. F. B. Lee, the present Dean of Students at the Fort Hays Kansas State College, at that time Principal of the city schools, by virtue of his position, was supervisor of the Normal students who visited the classes. These observers, or student teachers as they were called, were assigned classes in accordance with their courses at the Normal. According to Mr. Lee, the duties of these

student teachers were to visit their assigned classes daily, observe carefully and take notes on the teaching methods, assist the teacher in the classroom and in the grading of papers and to teach in the absence of the regular teacher.

Alterations were made in the building and new additional seats were installed throughout. The old wooden stoop on the east side of the building was removed and a cement porch put in its place. Electric lights were installed and a temporary gymnasium building was erected on the west side of the campus by the manual training boys under the direction of Mr. Brownlow Hopper. This building gave a new impetus to sports and the students took more pride in the physical education work. Athletics were reorganized in accordance with the state requirements and the high school joined the State Athletic Association. Mr. M. G. Kirkman was chosen to represent the Board of Education on the State Athletic Board. This was the first year the Hays High School teams were allowed to participate in contest games away from home.
The first kindergarten, in connection with the public schools was established under the direction of Miss Lulu McKee, then a member of the Normal faculty and now of Topeka, Kansas. The seventh and eighth grades were reorganized into a Junior High School unit with an expanded course of study. The teaching force of the system was increased from eight to sixteen teachers.

In the spring of 1916 the high school put out the second annual called the "Scrap Book". In it appeared the following article written by Professor C. A. Shively.

PAST, PRESENT AND FUTURE

No phase of our educational system has witnessed such a marvelous development and growth within the last twenty years as secondary education. The public high schools in the United States have increased in number during that time from 2,500 to over 11,000 with nearly 20,000,000 young men and women enrolled. In our own state, the high schools have doubled in number and nearly quadrupled in attendance and in value of equipment within the last eight years.

The interest in secondary education and the willingness to give financial support to the high schools spring from a growing conviction of the value of secondary education as an equipment for the highest type of citizenship. The feeling is growing that no other institution ministers to
the physical, moral, and intellectual needs of the adolescent so effectively as the modern high school. It is a community asset, a moral force, an educational necessity.

For twenty-nine years, in the face of serious handicaps, the Hays High School has administered to the educational needs of the young people of this community. It numbers among its alumni men and women of usefulness and prominence in this and other communities. It has furnished its quota of students to institutions of higher learning.

The coming of the Normal School absorbed to a marked degree the educational interests of the community, and for several years the high school hardly kept pace with the general development of secondary schools. Not only was the interest of the community largely diverted, but many students dropped out of the high school to enroll in the Normal and this had a depressing effect upon the spirit and enthusiasm of their classmates who remained. But the school continued loyal to its mission and finally signs of revival began slowly to appear. People began to realize that a state school cannot fully minister to local needs. There began to dawn the consciousness that the high school is a community institution, a component part of civic organization, whose place no other organization can fill. This revival of interest and spirit, both external and internal, was particularly noticeable during the year 1913 and 1914. Then the board of education catching the vision of the educational possibilities of the public schools, in a larger service to the community, determined to do everything within their power to bring the city schools up to the highest possible standard of efficiency. They wisely decided that the educational welfare of a community lay not in a divided but a unified interest; not in rivalry nor absorption but in articulation and cooperation,
between the Normal and the public schools.

The plan of cooperation adopted has been entirely helpful. Without in any way impairing the integrity of the schools as a city system, or surrendering one jot of authority, the Board has secured for the city schools permanency in administrative policy, expert supervision in many lines and use of valuable equipment, without extra cost to the community.

The Hays High School has made substantial progress during the years of 1914 and 1915. The organization of the Junior High School, an increased enrollment, the largest graduating class in twenty-four years, two active literary societies, a splendid record in athletics, several musical organizations, and an expanded curriculum, are some of the things which have put life and "pep" into the work of the year. But the most important effect in whatever success the high school has achieved this year is the spirit shown by the students, loyalty, enthusiasm and a fine sense of propriety have characterized the entire student body.

This year has been good, but next year will be better. We expect additional teaching force and more subjects offered; better athletics because of our new gymnasium; better facilities for science and vocational subjects; a larger enrollment; and a general forward movement all along the line.

Both professionally and as a citizen and property owner, I have an intense interest in the progress of the public schools of Hays. May the near future see them housed in a new building adequate to their needs and may they take a place
in the front ranks among the best schools of the state.

C. A. Shively
Superintendent

In the fall of 1915 the Board started an investigation to secure lots for a new building. At a board meeting held March 22, 1916, resolutions were adopted asking for the appropriation of lots 1-3-5-7 and 9 in Block 15, original town of Hays, Kansas, by the Board of Education, for the use of the public schools.

The resolutions were accepted, the lots were condemned in accordance with the law and purchased by the board. The campus was thereby enlarged to include the entire block. The same year the city voted bonds to the value of $50,000.00 for building purposes. A fire-proof brick high school building was erected at a cost of $65,000.00. The Junior High School building at Salina was used as a model for this structure. The building was first occupied in the fall of 1917.


61. Clerk's Record, Minutes of School Board Meeting, March 29, 1916.
In 1916, the high school was fully accredited and rated as a Class A school. During this year it became a member of the North Central Association for Secondary Schools, and has kept its membership unbroken until the present time. As a further advancement for this year, the Board voted that, beginning with the year 1916, sixteen full units of work would be required for graduation.

In the summer of 1917, Superintendent Shively was sent to the "National Education Association" at Portland, Oregon with his expenses paid by the Board of Education. The next year the Board, in order to further raise the standards of the school, passed a ruling that two credits in high school spelling be required for graduation in addition to the sixteen required units. A credit in spelling being defined as a passing grade made in the subject reciting once a week for the school year, the grade required for passing to be left to the faculty to decide.

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65. Clerk's Record, Minutes of the School Board Meeting, March 13, 1917.
work was organized into a regular department and additional equipment installed in a special commercial room.

In the fall of 1918 a great "flu" epidemic swept the country. The schools were closed for two weeks, with the teachers on full pay. At Christmas time the faculty voluntarily made up part of the time lost and agreed to extend the school year one week in order to further make up the time.

This year, the contract between the Normal and the public school having expired, a verbal one was made. Mr. Lewis appeared before the Board of Education and stated that the Normal would continue its policy of cooperation, and in addition to the old contract, it would pay into the district treasury $1,200.00 per year to be applied on the salaries of the public school teachers. Also, the state would employ an expert supervisor for the grades. He further said that the work of music, industrial work for the grades and physical education for girls would be thoroughly supervised.64

64. ibid. April 9, 1918.
This contract, which was readily accepted by the Board, gave an added impetus to the work of the school, which was gradually growing and increasing in efficiency. Improvements were made in the buildings and some new equipment was added. The retaining wall on the south side of the block was built and trees were planted along the parking and on the school grounds. However, throughout the district there was a growing dissatisfaction with the rural section in the northeast part.

"Mr. Schoendaller appeared before the Board to file complaint about the condition of the Vineyard school building and the present teacher, Miss Weigel. He insisted that the District build a new building and that no teacher be employed who has relatives living in the District."\(^65\)

Mr. Schoendaller again appeared at a later meeting before the Board and requested that the books of the secretary and treasurer be audited. This the Board agreed to do, providing the auditing be done by "a competent accountant and under proper authority." The county superintendent reported that the valuation of the district was placed at $4,402,965.00, but the Board refused to accept this report and demanded an investigation.

65. ibid. April 7, 1919.
A settlement was finally reached by dividing the district. This was done by cutting off nine sections from the northeast part to form a new district #59. The money consideration was decided in accordance with the following report:

BOARD OF EDUCATION

Hays, Kansas
April 6, 1920

"Report of special committee to represent Board of Education in matter of division of property with School District #59.

Mr. Wann and the superintendent met with Mr. Schoendaller and Mr. Polifka, members of the School Board of District #59, at the Court House on Saturday, March 20. County Attorney Weisner and a Mr. Sanders, a resident of District #59 were also present.

After considerable discussion, a compromise agreement was reached upon the valuation of $113,466.00 for the property as a basis of division. A deduction of $6,472.77, amount of registered warrants at time of division, was agreed to, leaving $106,993.25 net value of property to be divided.

It was further agreed that District #59, should be paid its share of all money due from 1918-19 taxes collected by Treasurer of District #1, subsequent to July 1, 1919, said amount to be determined by a committee consisting of three persons one to be selected by each school board and these to select a third.

66. ibid. April 6, 1920.
It was also agreed by Mr. Wann representing Board of Education of District #1, to advance District #59, $2500.00. A voucher for same was duly drawn and signed and forwarded to Mr. Ben Lang, treasurer of District #59."

Even though the boards from both districts seemed satisfied and the transaction was legally drawn up, some of the patrons from the new district were still uneasy about the matter; therefore, at the meeting of the Board, June 7, 1920, "Mr. William Montgomery appeared before the Board as spokesman for a committee representing certain residents of the rural section of District #1, and presented a demand for certain information, covering some 22 points involving practically all of the transactions of the Board for the last seven years, including the election of members and officers of the Board, the bond election of 1916 and the change of boundaries of the district in 1919.

It was not made clear as to the purpose of obtaining such information or as to just how it would serve the interests of the District. It was decided as impractical and unnecessary for the Board to join in repeated sittings with the petitioners for the purpose of furnishing this information as was requested by the petitioners, since the transactions of the board are all matters of record and accessible at any time to the public or any interested taxpayer in the District. The Board invited the committee to examine the records at their pleasure and promised such assistance as necessary."

In 1920 a course in library methods was made a
part of the activities of the high school and the next year the library books were catalogued according to the "Dewey Decimal" system. At this time there were five hundred miscellaneous books on the shelves which were taken care of by different classroom teachers. At present there is a well organized library containing three thousand seven hundred volumes housed in a special library room equipped with book stacks, reading tables and a seating capacity of thirty-four persons. In April of the same year a revised course of study was adopted for the senior high school, a copy of which follows in full.

**Course of Study for the High School**

*Adopted April 4, 1921*

**Required**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>Am. History</td>
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<tr>
<td>Algebra</td>
<td>Plane Geometry</td>
<td>Physiology</td>
<td>and Civics</td>
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<tr>
<td>Elem. Science</td>
<td>Anc. History</td>
<td>Mod. Hist. or</td>
<td></td>
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<tr>
<td>or Com. Arith.</td>
<td></td>
<td>Physics</td>
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<td></td>
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<td>Alg. Geom</td>
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<tr>
<td></td>
<td></td>
<td>Alg. Geom</td>
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</tbody>
</table>
Elective

<table>
<thead>
<tr>
<th>Subject</th>
<th>Elective Bookkeeping</th>
<th>Typewriting Cicero</th>
<th>Shorthand and Typewriting Virgil English Home Man. and Sewing Any elective in previous years</th>
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</thead>
<tbody>
<tr>
<td>Com. Arith.</td>
<td>Caesar</td>
<td>Mod. Hist. or Alg. $\frac{1}{2}$ Geom. $\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>Beg. Latin</td>
<td>Man'l Tr. or Cooking</td>
<td>Sewing</td>
<td></td>
</tr>
<tr>
<td>Music (free elective in any year)</td>
<td></td>
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</tbody>
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Notes:

Sixteen units required for graduation. Spelling must be taken two years and a grade of 90% made.

Each student is required to enroll and do satisfactory work in at least one activity, as follows: Music, Library Methods, Home Nursing, Athletics, Dramatics, Parliamentary Law, and other activities added by the Faculty. 67

The schools at this time were well organized and apparently working in harmony, but a disagreement arose between the faculty and the students about Armistice Day. The students asked for a full holiday, but the Board decided on a half holiday, with a patriotic program in the morning. In consequence, eighty of the high school students walked out. The faculty, however, stayed with the remaining students and the sessions of school went on as usual until noon, when, after an appropriate

67. ibid. April 3, 1921.
program, school was dismissed for the day. The next day there was a joint meeting of teachers and board members to discuss and decide on penalties for students leaving school without authority and some refusing to return. It was finally agreed and decided by a unanimous vote of the board, that the following penalty be assessed and these conditions for reinstatement be required.

1. Those pupils who returned voluntarily, or at the request of the Superintendent at the end of the first period, be reprimanded and reinstated upon signing a statement hereinafter appended.

2. Those who did not return at the end of the first period but returned before the close of the morning session should be suspended for one day, and be reinstated upon signing statement referred to.

3. Those who remained out of school a half day should be suspended for a period of two days, and be readmitted upon signing the statement referred to.

4. Those remaining out of school the whole day should be suspended for a period of four days, and be readmitted upon signing the statement referred to. The following statement or application for readmission was prepared by the Board and unanimously adopted, the signature of which should be required of all students mentioned above as a condition of their readmittance to school.
We, the undersigned, acknowledge that we were in error in defying the lawful authority as constituted in the Board of Education and the school faculty, in that we left school without permission and in defiance of their authority. We now realize that we should not have participated in an act, which was really a mob movement, and that the mob spirit, when allowed to dominate is a menace to our country, to good government and to our school.

We agree that if permitted to reenter school, we will not in the future, while in the Hays High School, participate in any walkout, in defiance of the authority of the school. We further agree, as a condition of our readmittance, that we will not in any way defy the lawfully constituted authority of the school, and that we will cooperate to maintain the standards and the good name of the school.

We subscribe to the above statement in good faith.

Signed: ____________________

The following year a regular study hall teacher was employed. In addition to her duties as study supervisor, this teacher was to help sponsor high school parties, to be present at evening rehearsals for plays and other activities and to act as Dean of Girls. It was during this year, 1924, that the school board furnished a man for two and one-half months to supervise playground and recreational activities, to do Boy Scout

68. ibid. November 12, 1923.
work and such other general activities as the Board may deem fit. At this time the Normal School made application and was granted the use of the school buildings for summer training school work, on condition that the State pay for the janitor service and its estimated share of the water bill for the period. A similar request from the Board of Religious Education, for the use of the building for three weeks was granted upon the same terms.

The schools at this time were growing so rapidly that it was deemed advisable to erect two new grade buildings. Accordingly, a committee consisting of C. M. Wann and R. S. Markwell was appointed to select two tracts of land for this purpose. This committee reported that, acting upon the authority of the Board of Education conferred upon them, they had negotiated and entered into an agreement, subject to the approval of the Board, for the purchase of the following tracts of land,

"From F. E. McLain, for a consideration of $4000.00, a tract described as follows: Beginning at a point 150 feet west of the northeast corner of lot 42, Lebold, Allen and Company's addition to
the City of Hays, thence west 500 feet, thence south 350 feet, thence east 500 feet, thence north 350 feet to the place of beginning, being all of lot 42, Lebold and Allen's addition to the City of Hays, except the easterly 150 feet of said lot 42, and except also the westerly 60 feet of lot 42, said 60 feet having been conveyed to the City of Hays, and is now a part of Ash Street."

"From R. M. Thomas for the consideration of $5100.00 a tract described as follows: Beginning at the point of intersection of westerly line of Chestnut St., and the southerly line of Evergreen St., in the City of Hays, Kansas, opposite the southeast corner of block 2, of Santa Fe addition to the City of Hays, thence southwest along the westerly line of Chestnut St. a distance of 270 feet, thence northwest parallel with the southerly line of Evergreen St., a distance of 450 feet, said tract being situated in and a part of Government lots 4 and 5 in Sec. 4, Twp. 14 S., Range 18 W., of the sixth principal meridian."69

After communicating with the State Superintendent and learning that the lots could be purchased before bonds were issued, the Board accepted the report of the committee and the deal was closed. The next year bonds were issued to the amount of $150,000.00 for the purpose of erecting and equipping two grade buildings on the sites purchased respectively.70 The north building to be known as the Lincoln and the south as the Washington

69. ibid. August 4, 1924.
70. ibid. November 19, 1925.
school. By an action of the Board, the boundary line between the Lincoln and Washington schools' territory was made the Union Pacific right of way.\footnote{ibid. August 9, 1926.} When the buildings were completed and ready for occupation, President Lewis appeared before the Board and presented

"a tentative modification of the present plan of cooperation between the College and the Board of Education, whereby the training work and the observation in the grades would be concentrated in the Washington grade building, the State sharing with the school district in paying salaries of the teachers in that school. Also President Lewis suggested that the State would employ a physical director for the public schools, paying all or part of the salary of such supervisor as may be agreed upon later.\footnote{ibid. March 10, 1926.}"\footnote{ibid. March 10, 1926.}

This plan was later approved by the Board of Regents and accepted by the School Board. Later on in the year the athletic field, which is now known as "Shively Field" was purchased by the Board from Mr. C. W. Reeder for the sum of $4000.00. The field is described as "beginning at a certain iron pin, 175 feet
westerly from the west side of Elm Street in the City of Hays, Kansas and on the south line of Victory U. P. Highway, thence westerly along south side of said highway 400 feet, thence southerly parallel with west line of said Elm Street 500 feet to north line of U. P. Railroad right of way, thence easterly along the north line of said right of way 400 feet, thence northerly parallel with the west line of Elm Street, 500 feet to the place of beginning, making a tract 400 feet east and west by 500 feet north and south, in the S. E. ¼ of Sec. 32-15-18, portion of lots 3 and 4, 32-15-18. 75

In November 1926 the Citizen’s State Bank closed its doors and the Board lost the $55,000.00 which they had on deposit in that bank. A few months later, Mr. C. W. Miller, Jr., the cashier of the defunct bank, resigned his position as treasurer of the school board, but his books were legally audited and found correct. Mr. George King was appointed to fill the unexpired term. On September 8, 1927, Mr. C. A. Shively passed away after having served as superintendent of the city schools for thirteen years and seven days. In the minutes of the next Board meeting appeared this paragraph:

"It becomes the sad duty to record the death of our city superintendent, C. A. Shively, whose

75. ibid. August 15, 1926.
death occurred Thursday evening, September 8, 1927. Out of respect to Mr. Shively and in consideration of his long term of service to the public schools in Hays, it was voted to send Mr. J. G. Brenner as a special representative of the School District and Board of Education to attend the funeral services in Kansas City. 74

Just two months after the death of Mr. Shively, Mr. Harry Blackwell, a student teacher from the college, was taking a party of teachers from the Lincoln School to the State Teacher's Association at Salina when the car overturned killing Miss Wilda Trimmer and seriously injuring Miss Lydia Trimmer and Miss Verna Roper. This necessitated a change in the teaching force of the grade schools.

Dr. Cave, County Health Officer, appeared before the Board and outlined the condition of the health unit in Ellis County as it affects the public school system of Hays. The Board then voted to unite with the Ellis School Board in employing a public health nurse, District #1 to pay $120 per month toward her salary. In January, 1928, Mr. John C. Frazee, of the Philadelphia City Schools, was called by the College to fill the chair

74. ibid. September 9, 1927.
left vacant by the death of Mr. Shively. This was done with the approval of the Board of Education, since, according to the contract, it automatically made him Superintendent of the City Schools of Hays.

During this same spring some of the citizens of Hays endeavored to place a filling station on Highway 40S, just across the corner south from the Junior High School building. The School Board passed the following resolutions, which, when presented to the City Commissioners, had the effect of stopping the project.

"Resolved, that we, the Board of Education of School District #1, consider the placing of a filling station on either side of a street adjoining a public school property, in the City of Hays, a menace to the safety of the school children." 75

Because of a new set-up in the Department of Education in the College and because of new evaluation of the agreement existing between the two school systems, a new contract was drawn up, a copy of which follows:

CONTRACT

Hays, Kansas
September 7, 1928

This agreement is entered into between the Board of Education of School District No. 1, of

75. ibid. March 16, 1928.
Hays, Kansas, and the Kansas State Teachers College of Hays, Kansas, in order to establish closer cooperation between the public schools and the College, a better understanding of the privileges, rights, benefits and obligations of all parties concerned, and to establish higher educational standards in the two school systems.

It is agreed that:

The Board of Education shall permit the College to use the High School, the Junior High School and the Washington grade school as a teacher training school for college students, and that the students shall be permitted to observe in the classroom, and do sufficient actual teaching, when judged to be thoroughly competent, under the direction and supervision of the public school teacher, to meet his training requirement at the College.

The College shall furnish at its own expense all supervision and all music and art instruction required in the Hays Public School system.

The College shall supplement the salaries paid by the Board to the teachers in the various schools as follows:

High School Teachers, holding the degree of Master of Arts shall receive from the College the amount of their salary in excess of $125.00 per month.

Junior High School Teachers shall receive from the College the amount of their salary in excess of $145.00 per month.

Washington School Teachers shall receive from the College the amount of their salaries in excess of $125.00 per month.

The High School Principal shall receive from the College one-half of her salary.
The public school secretary shall receive sixty per cent of her salary from the College.

It is understood that:

The interest and welfare of the children are paramount, and will be fully protected at all times.

The Board of Education does not surrender any of its rights, privileges, duties or obligations legally vested in it.

This agreement dates from September 7, 1928, and is in full force and effect during the school year of 1928-1929.

This agreement may be terminated by either party at the end of any school year by giving due notice to the other party.

Signed: M. G. Kirkman
Board of Education

Signed: W. A. Lewis
Kansas State Teachers College

In 1928 the letter "H" and the "Guidon" were officially adopted as the insignia of the High School. Some changes were made in the set-up of the schools. A Dean of Students was added to the faculty. The duties of this office were a general study and guidance of the student body, personal conferences with students, to sponsor social functions of the school and to make up a

76. ibid. October 1, 1928.
77. ibid. January 7, 1929.
personnel record of each student. These records are on file in the office and have proved to be a valuable help to the teaching force. In the fall of 1950, the Dean of Students in cooperation with the principal instituted "Hobby Day". This was a red letter day for the high school. All of the available space in the buildings and on the campus was taken up with hobbies and pets. "Hobby Day" is still a part of the spring festivities of the high school.

Superintendent Frazee recommended the organization of the two high schools on the three and three plan, that is, on the basis of seventh, eighth and ninth grades constituting the Junior High School and the tenth, eleventh and twelfth grades making up the Senior High School. This plan was unanimously adopted by the School Board,78 and it has formed the basis of the Junior-Senior High School up to the present time.

Mr. Frazee resigned as superintendent of the city schools in the middle of the school year and Miss Maude McMindes, principal, assisted the Board with the

78. ibid. April 15, 1929.
superintendent's duties until the close of school. In the fall of 1950, Dr. Robert T. McGrath, of Fayette, Missouri, was given the chair in the Department of Education at the College, thereby making him Superintendent of the City Schools. During the school year of 1950-1951 the public schools reached the peak of efficiency. The Board agreed that the various Principals be requested to furnish an educational report of the year's work and of the conditions and surroundings of the schools in order that the information might be published in pamphlet form together with the financial statement of the year's business.79 The report, which follows, shows their educational status at this time.

SUPERINTENDENT'S REPORT

to

Board of Education

District No. 1, Ellis County

1950-1951

Dr. Robert T. McGrath, Superintendent

INTRODUCTORY STATEMENT

In some states the school law requires a superintendent of a city school system to make report to

79. ibid. May 5, 1930.
his Board of Education. In some instances this report is made but once a year usually at the end of the year. In others it is made in part from time to time during the process of the school year.

The Revised School Laws of Kansas in respect to requiring a report from a city superintendent of schools to his Board of Education are silent. However, an annual report by a Board of Education in cities of the first and second class is required.

It is the belief of your superintendent that a city superintendent of schools should make formal reports to his Board of Education from time to time on the progress and condition of the schools under his supervision, for the reason that he more than any other person should know the educational status of the schools. He also should be able to point out the significance of the data presented and any particular problems arising therefrom pertaining to the school system as a whole.

Let it be said that reports of city school superintendents in cities with a population of 8,000 or more are plentiful but similar reports of city school superintendents in cities with a population of 8,000 or less are scarce. Yet with this meagerness of practice in small city school systems, reports just as informing and just as valuable to a Board of Education and patrons of the school should be the rule rather than the exception.

Furthermore, whatever facts and whatever conditions are reported should be reported only through the use of accepted educational techniques used for such purposes. This gives a commonality of understanding for making educational comparisons.

The Educational Organization

In its broader aspects the educational organization embraces four levels of training, namely:
Training in the Kindergarten;
Training in the Elementary School;
Training in the Junior High School;
Training in the Senior High School.

Kindergarten work is one year in length and is offered in the Washington and Lincoln Schools. Two teachers are employed—one paid by the Board of Education and the other by the State Teachers College.

Elementary school training is six years in length and is likewise offered in the Washington and Lincoln Schools. It includes training in the regular elementary subjects such as Reading, Writing, Arithmetic, Spelling, History, Geography, Language, etc. Attention is also given to health, recreation, physical efficiency and playground. The elementary schools are taught by well trained teachers. This unit of the system also stresses music and art.

The secondary unit of the school organization is represented by a Junior-Senior High School. Each of these levels of training is for a period of three years. The two schools are closely articulated in teaching staff, supervision and subject-offerings. Several of the teachers teach in both units. The subject offerings embrace the usual academic studies as well as music, art, commercial work, industrial arts, home economics and physical education.

It is hoped that we may give more attention to the problem of pupil adjustment. This involves the retarded pupil as well as the pupil with superior ability. To do this, pupil difficulties need to be carefully diagnosed and studied.

Classification of Pupils

The Grade System. American elementary schools are characterized by a rather rigid division into
grades. Generally speaking one grade corresponds to one year of work. The grades are numbered consecutively, beginning with the one which pupils enter first rather than being numbered in the reverse order, as is done in some foreign schools. Pupils are promoted from one grade to the next according to the quality of work they do indicating ability to do the work of the next grade.

Enrollment
September 26, 1930

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Washington</th>
<th>Lincoln</th>
<th>Junior-Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade I</td>
<td>22</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>&quot; II</td>
<td>18</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>&quot; III</td>
<td>35</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>&quot; IV</td>
<td>28</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>&quot; V</td>
<td>27</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>&quot; VI</td>
<td>32</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>&quot; VII</td>
<td>25</td>
<td>25</td>
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<tr>
<td>&quot; VIII</td>
<td></td>
<td></td>
<td>53</td>
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<tr>
<td>&quot; IX</td>
<td></td>
<td></td>
<td>55</td>
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<tr>
<td>&quot; X</td>
<td></td>
<td></td>
<td>65</td>
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<tr>
<td>&quot; XI</td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>&quot; XII</td>
<td></td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>185</td>
<td>197</td>
<td>173</td>
</tr>
</tbody>
</table>
### Per Cent of Pupils in Each of the Grades of the Public Elementary and High Schools for:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hays</th>
<th>U. S.</th>
<th>Consolidated Schools (7632)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten (54)</td>
<td>7.42%</td>
<td>2.78%</td>
<td>---</td>
</tr>
<tr>
<td>Grade I (47)</td>
<td>6.58</td>
<td>16.18</td>
<td>14.8</td>
</tr>
<tr>
<td>II (61)</td>
<td>8.54</td>
<td>11.47</td>
<td>15.2</td>
</tr>
<tr>
<td>III (61)</td>
<td>8.54</td>
<td>11.10</td>
<td>15.6</td>
</tr>
<tr>
<td>IV (57)</td>
<td>7.98</td>
<td>10.83</td>
<td>85.40% 14.3</td>
</tr>
<tr>
<td>V (54)</td>
<td>7.71</td>
<td>10.06</td>
<td>15.6</td>
</tr>
<tr>
<td>VI (50)</td>
<td>7.00</td>
<td>9.09</td>
<td>11.6</td>
</tr>
<tr>
<td>VII (53)</td>
<td>7.43</td>
<td>7.84</td>
<td>11.3</td>
</tr>
<tr>
<td>VIII (55)</td>
<td>7.71</td>
<td>6.05</td>
<td>7.6</td>
</tr>
<tr>
<td>IX (65)</td>
<td>9.10</td>
<td>5.54</td>
<td>14.60% 45.40%</td>
</tr>
<tr>
<td>X (65)</td>
<td>9.10</td>
<td>5.90</td>
<td>45.40%</td>
</tr>
<tr>
<td>XI (57)</td>
<td>7.98</td>
<td>2.86</td>
<td>45.40%</td>
</tr>
<tr>
<td>XII (37)</td>
<td>5.18</td>
<td>2.30</td>
<td>45.40%</td>
</tr>
</tbody>
</table>

### The Age-Grade Picture

Pupils may be classified as "retarded", "normal", or "accelerated", according as they are beyond the average age for their grade, of that age, or younger than that age. Investigations showing the percentages of pupils in each of these three categories in a school system are interesting and significant. A high per cent of retardation may indicate that the standards of the school are high and that it is difficult for pupils to gain their promotions. On the other hand, it more probably means that pupils attend irregularly and then fail or promotion, or that pupils enter school at a late age. A high per cent of acceleration may mean that the standards of work are low, allowing pupils to progress from grade to grade more rapidly than their ability justifies, or it may mean that pupils are admitted at an earlier age than is ordinarily the case.

Classification of pupils as retarded, normal or accelerated necessitates fixing definite standards
for the ages of pupils in relation to their grade. This involves defining the "age" of a pupil and also consideration of the time at which a pupil enters and the time at which he leaves a grade. Practice varies somewhat in this connection but the procedure that is commonly used is as follows: "A pupil is said to be six years of age from the time he is five years nine months old until he is six years nine months old. Likewise he is seven years of age from the time he is six years nine months old until he is seven years and nine months old, and so on. Most schools admit pupils to the first grade at the age of six, as defined above, or later. Also, pupils are admitted at the opening of either the first or the second semester of the school year. If a pupil is five years and nine months of age when school opens in the fall, and enters the first grade, then he will be ready to enter the second grade when he is six years and nine months old. If, however, such a pupil does not enter until the second semester, he will not be ready to enter the second grade until he is seven years and three months old or thereabouts. Thus, as schools admit pupils, he may be in the first grade at any time from the age of five years and nine months to seven years and three months and be classed as a normal pupil. This would make a second grade pupil "normal" if he is between six years and nine months and eight years and three months old. In the same way a school system would decide what is to be considered a normal pupil for each of the remaining grades."

Obviously, pupils may be retarded one year or two years, or more, and likewise they may be accelerated one, or two, or more years. The question may be asked, what per cent of pupils may be expected to be retarded or accelerated one year, two years, and so on. The following tables show this for the public school system of Hays and also for the United States as a whole.
### Age-Grade Distribution

**Hays, Sept., 1930**

<table>
<thead>
<tr>
<th>Chronological Age</th>
<th>LINCOLN Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>5-5 to 5-9</td>
<td>6</td>
</tr>
<tr>
<td>5-9 to 6-3</td>
<td>11</td>
</tr>
<tr>
<td>6-3 to 6-9</td>
<td>8</td>
</tr>
<tr>
<td>6-9 to 7-3</td>
<td>2</td>
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<tr>
<td>7-3 to 7-9</td>
<td>10</td>
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<tr>
<td>7-9 to 8-3</td>
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<td>8-3 to 8-9</td>
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<td>8-9 to 9-3</td>
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<td>14-9 to 15-3</td>
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<tr>
<td>15-3 to 15-9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

Total: 161 + 32

163 + 22
<table>
<thead>
<tr>
<th>Age-Grade Distribution for All Grades, September 1930</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronological Age</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td>5-3 to 5-9</td>
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<tr>
<td>5-9 to 6-3</td>
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<td>6-3 to 6-9</td>
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<td>7-3 to 7-9</td>
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<td>7-9 to 8-3</td>
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<td>14-9 to 15-3</td>
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<td>15-3 to 15-9</td>
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<td>15-9 to 16-3</td>
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<td>16-9 to 17-3</td>
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<td>21-9 to 22-3</td>
</tr>
<tr>
<td>22-3 to 22-9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Accelerated</strong></td>
</tr>
<tr>
<td><strong>Normal</strong></td>
</tr>
<tr>
<td><strong>Retarded</strong></td>
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<td><strong>Per cent</strong></td>
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<td><strong>Accelerated</strong></td>
</tr>
<tr>
<td><strong>Normal</strong></td>
</tr>
<tr>
<td><strong>Retarded</strong></td>
</tr>
</tbody>
</table>
THE EDUCATIONAL PROGRAM

In its broader aspects the educational program which the board of education offers for the coming year is the same as for the year just closed. It embraces four levels of training, namely, training in the kindergarten, training in the elementary school, the junior high school and the senior high school.

The kindergarten work is one year in length offered in the Washington and Lincoln schools. The elementary school training is for a period of six years and is likewise offered in these two schools. It includes the regular academic subjects taught by well trained teachers, together with attention to health, recreation, physical efficiency, and properly supervised study. This unit of the school system also stresses music and art. It is hoped that we may give more attention to the problem of pupil adjustment during the year, that is to the retarded pupil and to the pupil possessing ability. Such a program contemplates a close study of school population and the setting up of proper machinery for diagnosing pupils difficulties and for supervising the instruction given.

The secondary unit of the program is represented by the junior-senior high school. Each of these levels involves training for a period of three years. The two schools are closely articulated both in teaching staff, supervision, and in administration as well as in subject offerings. The subject offerings embrace the usual academic subjects as well as music, art, commercial work, industrial arts and home economics. Instruction in health and physical education is to be maintained. Whatever is done in the matter of pupil guidance by the Dean of Students is retained and strengthened.
The Training School arrangement with the College is to remain. Closer attention will be given to it so that pupil interests and pupil needs will be fully met. There is also an obligation to the state which must be served in this relationship.

It is proposed that a forward look be taken. This relates to a self-survey of our system to discover its strong and weak points. This is scientific procedure and in keeping with the best in public school administration and supervision. The facts revealed will enable us to make such changes as conditions warrant.

The usual additions to school libraries, school equipment, maintenance and up-keep of school property is included in the budget.

The recreational service outside of the regular school year is to be maintained.

The budget herewith submitted includes all the program as outlined. The schedule of accounts is based upon the schedule suggested by the United States Bureau of Education's Uniform Accounting Report. Some few modifications are made but not in the major item headings.

The financial disaster, which had been demoralizing the economic world, began to make itself felt in the educational field. Mr. Lewis advised the Board of a proposition to sever connections between the College and the Public School, which had been in operation for seventeen years. Although this was a blow to the financial budget of the public school, it was mutually agreed.
to and a joint statement of the new arrangement was made for publication.\textsuperscript{80}

The separation of the two schools made it necessary for the Board to hire a new superintendent, since the College claimed Dr. McGrath. Mr. Clyde U. Phillips of Eureka, Kansas, was hired to fill the vacancy.

At a meeting of the faculty, March 1934, Miss Maude McMindes, Principal of the Junior-Senior High School, read the paper which follows. It explains the general plan and purpose of the high school.

**National Survey of Secondary Education**

The seventieth Congress authorized the National Survey of Education and appropriated $225,000 to carry on the survey. It was a three year program begun in July 1929 and completed in 1932. From the standpoint of money available and number of schools involved, it has been the most extensive survey project yet undertaken.

The principal emphasis and effort was placed upon discovering and describing constructive innovations in practice. Dr. Leonard V. Koos of Chicago University was the director of the survey.

There are now available 28 monographs reporting the findings of the survey. The monographs range in

\textsuperscript{80} ibid. March 2, 1931.
price from 10¢ to 40¢ each. They were directed and assembled by persons whose national reputation classed them as specialists in the field to which they were assigned—as Programs of Guidance, Reavis; Reorganization of Secondary Education, Spaulding; Secondary School Population, Kefauver, etc.

Monograph #5, Reorganization of Secondary Education was written by Francis T. Spaulding of Harvard. The report is preceded by a short history of the growth of secondary education—in brief it points out that within a period of 50 years the high school enrollment has increased from a little over 10 per cent of the population of high school age to more than 50 per cent of the high school age. Attention is also called to the fact that reorganized school practically did not exist in 1910.

Purpose of Study:
The chief purpose of the study was to determine what existing forms of American secondary school organizations are of greatest promise and to secure objective evidence as to the comparative merits of reorganized and conventionally organized secondary schools and lastly to provide a basis for estimating the relative promise of various types of junior and senior high schools.

It is necessary here to define a few terms that there may be no doubt as to their use.

A "conventional school" has the 7-8 grades included in the Elementary School and the traditional 9-12 high school. A "reorganized school" has its 7-8 grades apart from the Elementary School as divided junior and senior high schools; 7-8, 9-12 grades, or 7-8-9, 10-11-12 grades, etc., or the Junior-Senior high schools, or the 6-6 undivided plan. A school makes to furnish a framework for effective education.

The study recognized nine major features of
school practice in describing the organization of a single school, viz.

(1) Admission and promotion.
(2) Arrangement of instruction.
   (a) departmentalization.
   (b) size of classes.
   (c) length of school sessions.
   (d) use of standardized tests.
   (e) provision for individual differences.
(3) Scope and arrangement of program of studies.
(4) Scope and arrangement of extracurricular activity program.
(5) Provision for educational and vocational guidance of its pupils.
(6) Provision for articulation with other school units.
(7) Composition of teaching staff.
(8) Arrangements for supervision of instruction.
(9) Housing and equipment.

Having decided on the features to be measured, they then decided on a measuring criteria. These they termed "comprehensiveness" and "consistency". A school's comprehensiveness was determined by the number of the nine major features it included in its practices. A school's consistency was determined by how well balanced these nine major features were.

General Plan of Study.

The general plan was to compare various forms of school organizations (1) contrast reorganized with conventional (2) comparison of types of reorganized schools (3) compare sizes of reorganized schools.

Means of Securing Data.

The data was secured by an extended check list. It was so arranged as to get information from each school on the nine major practices. Items were so arranged as to constitute checks upon each other.
Check lists which did not check were thrown out of the study. The reliability of the reports were tested by a comparison of the reports with a personal visitation to twenty-five schools. These twenty-five schools checked with their reports so the assumption was that all reports were true to existing conditions.

Means of Obtaining Cooperation of Schools.

Principals were informed in detail both as to purpose of study and nature of information desired—and asked if they would cooperate. Only those who answered favorably were sent check lists.

This created a situation, to some degree, from random sampling but it was thought to be preferable to a more representative sampling under pressure at the risk of inaccurate returns. The assumption is that the more progressive schools responded.

How Schools were Chosen.

The study sought to obtain data from a random sampling of reorganized and conventionally organized schools.

I will review only the method of selecting the reorganized schools.

A sampling of prominent types as 6-3-3, 6-2-4, 6-6, etc., were taken from five major size groups of communities.

- Fewer than 2500
- 2,500–9,000
- 10,000–20,000
- 50,000–99,000
- 100,000–or more
and from all sections of the country

New England
Middle Atlantic
Southern
Middle West
Western

In general 50 schools of each type were chosen from each population group. The preliminary selection was made from the records in the Office of Education, Department of Interior. The first selection included 1702 reorganized schools. During the school year 1930-31, letters were addressed to the principals of these schools telling them their school had been chosen as one of the schools to be included in the survey and invited their cooperation. Forty-five percent of the principals promised cooperation; 65% of this number of 50% of the total returned usable check lists. This included 506 schools that were fairly well distributed according to population and sections of the United States tho it would seem to favor the inclusion of superior schools.

Method of Scoring Check List.

First a school was scored on the evaluation of the total arrangements and second, the distribution of the arrangement—comprehensiveness and consistency. The nine major features were given equal credit. Scores under each separate feature were totaled rather than composite scores of all taken together. The subdivisions of each of the nine features were weighted in their evaluations.

Results of Findings.

The 5-year separate schools and the 5-3 Junior-Senior High Schools tend to be more comprehensively organized than other types. Continuing further the date shows the 3-3 Junior-Senior High Schools are
superior to the separate 3-year Junior and 3-year Senior schools. Whether the difference which makes the 3-year separate and the 3-3 year schools superior are due to organization or some other matter, the fact the difference exists is in itself significant.

In the criteria of the measurement "consistency" it was safe to assume that the scores for consistency represent a measure which in some degree is distinct from "comprehensiveness". Schools of different types receive higher rating in one than the other. "The fact that the Junior-Senior High Schools achieve outstanding rank throughout both measures is therefore a matter of no small significance." (Quoted from page 118 of the report.) "In general conclusion, well organized schools are more likely to be found in 3-3 Junior-Senior High Schools than among any other group. The 3-year separate Junior and Senior Schools find a place not greatly above the level of the 2-4 year group. The reorganized schools surpass the conventional schools in about all the nine major features." (Further quotation extracts, page 118 of monograph #5.) What form of organization is most appropriate for the individual school?

"As judged by the criteria set up in this study, the 3-3 plan of Junior-Senior High School, represents in general, the most effective type of organization among those in common use. In both comprehensiveness and consistency of organization, it is outstanding among schools of comparable size whether large or small schools. There can be little question that wider adoptions of the junior-senior organization would result in increased opportunity for desirable types of secondary schools procedure." (Quoted from page 247 of monograph #5.)

The survey wants it understood that the Junior-Senior High School organization should not be
recommended indiscriminately. There are many factors in local situations which require careful attention. The survey also recognizes the limitations of the criteria by which school organizations have been judged in this study. "Departure from the conventional form may be of doubtful value in the absence of adequate financial support for thorough-going reorganization, competent administrative leadership to make the change, the strength and intelligence of community support and other local factors." (Extracts quoted from pages 248-251 of report.)

The Appendix Report.

Monograph #5 contains an Appendix in which appears a list of schools reporting exceptionally comprehensive organizations. This has been included as a means of service to schools who may desire to make further inquiry. The schools included in this list had scores in at least 5 of the 9 major features which equaled or exceeded the upper quartile for all schools of equivalent size. The schools marked with a star measured high not only in comprehensiveness but also in consistency. With their consistency scores equaling or exceeding the total scores of all schools of equal size. The classification is further divided into a Junior High list and a Senior High list. The Hays Junior-Senior High School is listed in both groups.

It should be borne in mind that this list is based upon only a sampling of schools of the country. The omission of a given school from the list does not necessarily mean that a school failed to meet the standards for comprehensiveness of organization. You should be reminded again that this list is based upon reports for the school year 1930-31.

May I review for you some of the features our Hays Schools had in 1930-31 that we do not have today--due to financial stress, primarily--In item
one of the nine major features on which we were measured, admission and promotion, there is perhaps little or no change. In item two, arrangement of instruction, we note a change in size of classes, use of standard tests in Junior High in particular, research studies and provision for individual differences. In item three, scope and arrangement of program of studies—we are short a full time art department in Junior-Senior High School. However, the music department has added one member. Item four, scope and arrangement of extra-curricular activity program, on a par with 30-31. Item five, provision for educational and vocational guidance, little has ever been done toward vocational guidance but educational guidance was stressed. The dean of students assumed this as part of her duties. The installment of the Pupil Personnel Record System was of greater value than has been fully realized. With the discontinuance of the dean of students went the Personnel Record System. Item six, provision for articulation with other school units—not as strong now as in 30-31 especially with Washington school. Item seven, composition of teaching staff—not as many faculty members holders of Master Degrees as in 30-31. Item eight, arrangement for supervision of instruction, little supervision now. Item nine, housing and equipment—remains on a par with 30-31 but the teaching equipment has gradually dwindled in the provision for additions to Library and teaching materials for classrooms.

May I close with my own personal opinion. We have done well to hold the organization together as well as we have. We have lost some of our professionalism in our efforts to carry the heavy load, but so have many schools and I have every reason to believe as other schools come out of the slump, the Hays School will resume its former position of leadership in the schools of its class.
APPENDIX A

COURSE OF STUDY

For the Public School of Hays City, Kansas.

Prepared by L. Messick, Supt.

Adopted, 1886 (Sept.)

PRIMARY DEPT. First Year or Grade

First Term

1. READING—Beginners taught by the word and the sentence method from the chart and blackboard, with a view to prepare for the First Reader. 100 words learned at sight. Do not let pupils print.

2. SPELLING—Words and sentences copied from chart and board on slates. No spelling by naming the letters in a word.

3. NUMBERS—0 to 10. Counting to 10 forward and backward, using objects first. The four fundamental operations taught in connection with each number as far as 5, using objects. No figures taught. All tables made with marks on slates and with pencils sticks, blocks, picks, etc. Follow the plan of
the Grube method.

Second Term

1. READING--(a) First half of First Reader.
   (b) Supplementary reading.

2. SPELLING--Words already had in Reader spelled orally and on slates. Be sure the pupil knows the words at sight before requiring him to spell them by letter from memory.

3. NUMBERS--0 to 10.
   (a) Continue work of First Term, finishing all possible combinations of numbers from 1 to 8 inclusive.
   (b) Counting to 100.
   (c) Roman numerals, keeping just in advance of the numbers of the reading lesson.

Third Term

1. READING--(a) First Reader finished.
   (b) Supplementary reading as in second term.

Much attention given to rapid recognition of words, and to naturalness of expression, e. e., talking
from the book. Require pupils to copy portions of their reading lessons on slates.

2. SPELLING—Work of Second Term continued.

3. NUMBERS—Continue work of Second Term. Grube Method through 10, Multiplication, Division.
   Teach the fractions \( \frac{1}{2} \), \( \frac{1}{3} \), \( \frac{1}{4} \), \( \frac{1}{5} \) with objects.
   Teach table of U. S. Money, using lead or toy money. Teach linear units, 1 in., 1 ft., 1 yd., with objects.

4. LANGUAGE—Oral throughout the year. Follow plan of O. T. Bright's Instructions in English.

   A ready and correct use of simple sentences acquired in familiar conversations, suggested by objects and pictures; their names, properties, uses, size, position, etc., with special regard to a practical use of:

   1. A, an and the;

   2. Action words (verbs); is, are, was, were, has, have;

   3. Singular and plural forms of nouns;

   4. Personal pronoun as subject;
5. Common adjectives and adverbs.

A second line of work, to be carried on parallel with the oral work, is the written work.

I. Topics to be presented:

1. Beginning and closing of different kinds of sentences.

2. Writing of I and O.

3. Beginning of a proper noun.

4. Writing of possessive singular and possessive plural.

5. Writing of quotations.

II. Composition Work.

1. Description of pictures, plants, animals, clothing, etc.

2. Narration of a half-day at school, other events, etc.

5. WRITING—Slates properly ruled, sentences and paragraphs carefully copied from the Reader throughout the year.

Tracing Book, P. D. & S. A. used two terms of the grade writing with lead pencil.

Special care given to position, holding pencil, etc.
6. DRAWING—1. Simple forms from patterns placed on the board by the teacher.
   2. Original figures with straight lines.
   3. Molding.

7. MUSIC—Sing at least ten appropriate songs. Sing scale in C major, ascending and descending, by voice alone at first, then on staff; skips.

8. MISCELLANEOUS—1. Conversations about common objects their more observable properties.
   2. Colors; primary, secondary; how they are made.
   3. Human body; its visible parts and their names; the five senses and their uses.
   5. Personal habits; cleanliness of person and dress, care of the desk and its surroundings.
   6. Conduct; truthfulness, politeness, chaste language.
   7. Physical exercise.
1. **READING**—(a) Second Reader. New words, pronounced and their meaning made familiar by use before trying to read them. Reading copied on slate. Occasional sight reading to give rapid recognition of words. One-third of the reader each term. Reader completed and reviewed.

(b) Supplementary reading. Children learn to read by reading.

2. **SPELLING**—Spell on slates once a day and orally once a day all words in the reader and in language work. Oral spelling done in connection with the regular reading lesson each day. The children should know the meaning of each word before trying to spell it, consequently no spelling book should be used in this grade.

3. **NUMBERS**—Grube Method continued from First Grade; also see Harper's First Book in Numbers;

1. Combinations of numbers to 100.

2. Writing and reading numbers through six places of two periods.
3. Addition, (a) of a single column of numbers, sum not to exceed 50; (b) of progressive columns, sum limited in each column to 50.

4. Subtraction; (a) each number (figure) in the minuend larger than in subtrahend; (b) one or two figures in the minuend less than in the subtrahend.

5. Multiplication, multiplier not to exceed 9.

6. Division, divisor not to exceed 9.

7. Use of arithmetical signs.

8. As in previous grade the use of the following fractions orally $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, etc., to $\frac{1}{10}$.

9. Frequent oral drills to secure accuracy and rapidity. Mathematical games used.

10. Tables of denominate numbers:
    (a) 12 in. = 1 ft., 5 ft. = 1 yd., $16\frac{3}{4}$ ft. = 1 rd., 320 rds. = 1 mile.
    (b) 2 pts. = 1 qt., 4 qts. = 1 gal.
    (c) 60 sec. = 1 min., 60 min. = 1 hr., 24 hrs. = 1 da., 7 da. = 1 wk.
52 wks. = 1 yr., 30 da. = 1 mo.,
12 mos. = 1 yr.

(d) 16 oz. = 1 lb., 2000 lbs. = 1 ton.
(e) Reverse these tables, as; 1 ft. = 12 in., etc.

Note: Teach all denominate numbers with objects.

4. LANGUAGE—Continue work of First Grade following the plan of O. T. Bright's Instructions in English for the Second Year.

5. WRITING—As in First Grade copying from the Reader and blackboard. Also use P. D. & A. S. Copybook No. 1, writing with lead pencil.

6. DRAWING—(a) White's Primary Drawing Book No. 1 alternating with blackboard drawing.

(b) Drawing from dictation by the teacher.

(c) Sight measurements.

(d) Geometrical figures: sphere, cube, cylinder, cone, prism; lines, straight, oblique; angles, squares.

(e) Combinations of squares and triangles into symmetrical patterns.

(f) Drawing from objects.
7. MUSIC--Ten new songs. Reading notes in C major, 2/4 and 4/4 time; make skips; use bar, double bar, rests; whole, half and quarter notes. Tones should be pure and sweet, never loud. "Do" may be anywhere on the staff.

8. MISCELLANEOUS--1. Domestic animals and how to treat them.
   2. Time by the clock.
   3. Divisions of time.
   4. Hygiene including, alcohol, narcotics and stimulants, and their effect on the human system.
   5. Personal habits and conduct.
   6. Physical exercise; breathing, free gymnastics, marching.

INTERMEDIATE DEPT.--Third Year or Grade.

1. READING--(a) Third Reader. New words, pronounced and their use made familiar before being read. One third of the reader each term, completed and reviewed last term.
   (b) Supplementary reading continued.
(c) Phonics and the use of the dictionary.

2. SPELLING--Oral and written; oral chiefly from the reader. Primary Speller introduced and lessons from it written in the American Standard Writing Speller No. 1. First half of speller completed and reviewed.

3. NUMBERS--Pupils take up and complete Fish's Arithmetic No. 1 to p. 151.

Teach: 1. Arabic Notation and Numeration through 9 places or 5 periods.

2. Fundamental operations; a. Addition, sum of any column not to exceed 75; b. Subtraction, reverse of "a"; c. Multiplication, no multiplier to contain more than 3 places; d. Division, short and long divisor not to exceed 75.

3. Concrete problems involving fundamental operations.

4. Tables of avoirdupois weight; liquid, dry and long measure.

5. U. S. Money within the limits of the
grade. (Sec. 2). Playing "store" by using toy money is excellent.

6. Use of tables in changing units of one denomination to those of the next lower or higher.

7. Oral drills constantly for accuracy and rapidity.

4. LANGUAGE--Powell's, How to Talk, to p. 120.

Follow plan of the book and teach the use of
(a) Irregular verbs, and adjectives after the verbs, look, seem, appear, feel, smell, taste.
(b) Possessive singular and plural of nouns.
(c) Reproduction of short stories, heard or read; also descriptions of pictures.
(d) Letter writing.

5. GEOGRAPHY--Oral throughout the year.

Teach: 1. Directions: Cardinal points; semi-cardinals; fix by exercises in facing, pointing, walking, direction of objects, bounding, desks, etc.

2. Distance: Teach the inch, foot, yard,
rod, by actual measurement. Estimate the length of a line, the schoolroom, school yard. Test with ruler.


4. Scale: Teach with photographs, pictures, lines, etc.

5. Make a map of the schoolroom, yard, vicinity.

6. Ideas of land forms and water forms.

7. Object lessons on typical products of some of the countries. Follow plan of McCormick's Practical Work in Geography.

Note: The sole aim of this year's work is to teach the child to make and to read a map intelligently.

6. WRITING--P. D. & S. Copybook, No. 2--Small letters carefully analyzed and practiced, using principles. Some attention given to capitals.

7. DRAWING--White's Free Hand No. 1. Blackboard drawing alternate days. Children draw pitchers, cups,
vases, cats, etc. on the board once a week with pupil's name below. The two or three best left on board a few days.

8. MUSIC--Pupils read music in C. major, and know the common musical characters and marks of expression. Reading notes at sight. New songs learned.

9. MISCELLANEOUS--1. Talks about plants and animals.  
   3. Personal habits, neatness, dress, at table.  
   4. Conduct, proper treatment of others, protection and care of public and private property.  
   5. Lessons on the Human Body.  
   7. Physical exercises as in previous grades.

INTERMEDIATE DEPT.--Fourth Year or Grade.

1. READING--Fourth Reader, half through. Much attention given to meaning and pronunciation of words and to thought analysis. Phonics taught
thoroughly and use of the dictionary taught.
Supplementary reading.

2. SPELLING—Oral and written. Primary speller completed. Spelling of words in the Reader emphasized.

3. NUMBERS—Elementary Arithmetic to page 134. Use plan of preceding grades. Much care given to fractions. They should be mastered here. Review tables.

4. LANGUAGE—(a) Powell's, How to Talk, completed and reviewed.
   (b) Compositions in descriptions of pictures and reproduction of stories observing spelling, capitals, punctuation, margin, paragraphing, indentation, etc.
   (c) Letter writing.

5. GEOGRAPHY—Monteith's Elementary Geography to p. 50 and reviewed. States drawn on blackboard. Follow plan of McCormick.

6. WRITING—P. D. & S. Copybook No. 2—Pupils all write the same number of lines in their copybook each day and at no time should they write more than
one-third of a page to a lesson. At least half of
the time should be spent in the analysis of letters
and in practicing them on foolscap paper. The
correct form of the letter must be fixed in the
child's mind before he can become a good penman.

7. DRAWING--White's Free Hand No. 2. Same plan as pre-
ceding grade. Follow plan of Teacher's Manual.

8. MUSIC--Singing exercises at sight in the keys of C
and G, 2/4, 3/4, and 4/4 (common) time.
Exercises placed on the board by the teacher.

   2. Conduct.
   3. Physical exercises.
   4. A series of Natural History talks.
   5. Elementary Hygiene.
   6. News of the day.
   7. Review the topics of previous
      grades.
   8. Literary exercises.

GRAMMAR DEPT.--Fifth Year or Grade.

1. READING--a. Fourth Reader finished and reviewed.
b. Supplementary reading.
c. Phonics and use of dictionary.
d. Thought analysis, paraphrasing historical and scientific references, some biographies, meaning, pronunciation and diacritical marking of words.

2. SPELLING--a. Watson's Complete Speller, pages 50-90. Be sure the pupils can define each word.
   b. All spelling as such to be written in the American Standard Writing Speller, No. 1.

3. ARITHMETIC--Elementary Arithmetic completed and thoroughly reviewed. Many miscellaneous problems given to insure accuracy and rapidity. Extreme care given to decimals and to compound numbers. Develop all tables by actually using the scales, dry and liquid measures, etc.

   b. Composition and letter writing.
5. GEOGRAPHY--Monteith's Elementary Geography completed and thoroughly reviewed from the first, beginning advance work at p. 50. Much care given to the shape of states and countries and chalk freely used in sketching them so as to give the child an accurate mental picture.

6. WRITING--P. D. & S. Copybook No. 3. Same plan pursued as in previous grade. Keep every pupil busy every moment.

7. DRAWING--White's Free Hand No. 3. Follow plan of teacher's manual.

8. MUSIC--a. Meaning of all musical characters reviewed.
   b. Singing exercises at sight in the keys of C, G, D, A, E. Same plan as previous grades.

SIXTH YEAR OR GRADE

1. READING--a. Fifth Reader to p. 158. The children should at the close of this year be thoroughly acquainted with the diacritical marks used in pronouncing words and the exact sound represented by
each character. They should also know what can be found in Webster's Unabridged Dictionary, its plan and arrangement and how to use each part with ease and rapidity.

b. Attention given to brief biographies of eminent authors whose selections are read.

c. Thought analysis and paraphrasing given careful attention.

d. Supplementary reading from other readers and from the newspapers.

2. SPELLING—Watson's Complete Speller, pp. 90-125.

Same plan and objects as in Grade 5. Much care given to meaning of words.

3. ARITHMETIC—Davies & Peck's Complete Arithmetic to Decimal Fractions.

Much attention given to the four fundamental operations, insisting always on rapid accurate work. Hold pupils for clear explanations of all work, giving reasons for every step.

4. LANGUAGE—Clark's Brief Grammar completed and carefully reviewed.
5. GEOGRAPHY—Monteith's Comprehensive to p. 50.
   Follow plan of McCormick's Practical Work in Geography. Sketch everything on the blackboard. Geography is largely picture making through the imagination.

6. WRITING—Same work as Grade 5.

7. DRAWING—Same as Grade 5.


   1. Personal habits.
   2. Conduct.
   3. Physical exercises.
   5. Laws of health, simple lessons in physiology and hygiene.

SEVENTH YEAR OR GRADE

b. Supplementary reading from the readers and from papers.


3. ARITHMETIC--a. Review common fractions thoroughly Davis and Peck's Complete Arithmetic, pp. 80 to 110; also Supplement pp. 336 to 342.

4. GRAMMAR--a. Sill's Practical Lessons in English to p. 120.
b. Compositions of not less than twenty lines once in two weeks. Class divided into two divisions for this purpose and each division hand in a composition Friday, alternating. All compositions corrected and returned to the writers.

5. GEOGRAPHY--a. Monteith's Comprehensive Geography
p. 50 to close of book. Entire subject carefully reviewed. The two leading points are (1) tracing lessons following water routes, (2) sketching. Follow plan of McCormick.

b. Last month of the year spent on special geography of Kansas and of Ellis County.

6. WRITING--P. D. & S. Copybook No. 4. Pupils keep together in the books. Letters practiced, analyzed on blackboard and in words in which they prevail. Motto: Never leave a letter until the class as a class can make it well.

7. DRAWING--White's Free Hand No. 4, also review No. 2, following the plan of the Teacher's Manual.

8. MUSIC--Review work of previous grades and read from board or books exercises in keys of F and B flat.

EIGHTH YEAR OR GRADE

1. READING--a. Fifth Reader completed following the plan of the Seventh Grade.

b. Supplementary Reading concluded.

2. SPELLING--Watson's Complete Speller finished and reviewed.

4. GRAMMAR—a. Sill's Lessons. Beginning with verbs, p. 120, finish the book and review the entire subject thoroughly.
   
   b. Compositions once in two weeks.

5. HISTORY—Barnes' Primary History of the United States begun and finished. Geography should be noticed in connection with the history. In this way both are made practical.

6. WRITING—P. D. & S. Copybook No. 5.

7. DRAWING—a. White's Free Hand No. 5., also review No. 3.
   
   b. Blackboard work.

8. MUSIC—Exercises in sight reading in all the keys.

9. MISCELLANEOUS—1. Personal habits and conduct.
   
   2. Etiquette and usages of society.
   
   
   4. Lessons about air, moisture, temperature.
5. Plants and animals.
6. Elementary physiology; alcohol, stimulants, narcotics.
7. Physical exercises.

HIGH SCHOOL DEPARTMENT--2 yr. Course

First Term—5 mos.  Second Term—3 mos.  Third Term—3 mos.

First Year

1. Advanced Arithmetic
2. English Literature
3. U. S. History
4. Rhetoric and Composition

Second Year

1. Algebra
2. Natural Philosophy
3. Ancient History
4. Physiology

1. Advanced Arithmetic
2. English Literature
3. U. S. History
4. Rhetoric and Composition

1. Algebra
2. Bookkeeping
3. Ancient History
4. Civil Government
Diploma Year
Theme, Graduation and Diploma

1. Latin
2. Physical Geography
3. Geometry
4. Chemistry

1. Latin
2. Physical Geography
3. Geometry
4. Astronomy

SPELLING

All pupils of this department are required to spell the first year using Sherwood's 6 column, Writing Speller, and, if they do not make an average of 9½ the last term they are required to continue spelling until such average is made for the term. The written work shall be marked on the scale of ten and one deducted for each misspelled word.

WRITING

This shall be studied until in the judgment of the Superintendent the pupil is well enough qualified to discontinue it. Special attention shall be given to the writing in the examination papers written each month.

RHETORICALS

Frequent exercises in Declamations, Recitations,
Readings, Dialogues, Essays, Orations, etc., shall be required as a part of the regular school work.

PROMOTIONS

Pupils must attain a scholarship of 70% in each study to insure promotion.

No pupil shall leave behind any study in the course to take up a study further on, without the consent of the Superintendent.

DIPLOMA

On completion of this Course of Study with a grade of not less than 70 in any study, each student shall be given a Diploma by the School Board.

On completion of the Optional Year also, pupils will receive a Special Diploma in addition to the above.
<table>
<thead>
<tr>
<th>NAME</th>
<th>DATES</th>
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<td>Allen, Lizzie</td>
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<td>1924-1927</td>
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<tr>
<td>Moore, Amy Irene</td>
<td>1929-1933</td>
<td>4 yrs.</td>
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<td>Moore, Elizabeth</td>
<td>1937-1938</td>
<td>1 yr.</td>
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<tr>
<td>Molloy, Anna T.</td>
<td>1892-1895</td>
<td>3 yrs.</td>
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<tr>
<td>Morse, Bena</td>
<td>1917-1918</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Morgan, Evelyn</td>
<td>1910-1911</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Service</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Morgan, Prue</td>
<td>1917-1929</td>
<td>12 yrs.</td>
</tr>
<tr>
<td>Morrison, Gladys</td>
<td>1921-1922</td>
<td>1 yr.</td>
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<tr>
<td>Morton, Mollie</td>
<td>1921-1922</td>
<td>1 yr.</td>
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<tr>
<td>Mullen, Julia</td>
<td>1912-1915</td>
<td>9 yrs.</td>
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<tr>
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<td>1916-1924</td>
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<tr>
<td>Nelson, Jess L.</td>
<td>1927-1929</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>Newbold, Myrtle</td>
<td>1930-1931</td>
<td>1 yr.</td>
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<tr>
<td>Newlin, Carrie</td>
<td>1903-1906</td>
<td>3 yrs.</td>
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<tr>
<td>Nickles, Jennie</td>
<td>1895-1898</td>
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<td></td>
<td>1901-1905</td>
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<td>Nicholas, Margaret</td>
<td>1936-1938</td>
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<tr>
<td>Nolan, J. T.</td>
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<tr>
<td>Opdycke, LeRoy</td>
<td>1929-1938</td>
<td>9 yrs.</td>
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<td>Opdycke, Mrs. Zella</td>
<td>1937-1938</td>
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<td>Parsons, Joseph A.</td>
<td>1930-1931</td>
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<td>Paul, Mae</td>
<td>1924-1932</td>
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<tr>
<td>Peters, Myra L.</td>
<td>1887-1888</td>
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<td></td>
<td>1893-1894</td>
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<td>1895-1898</td>
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<tr>
<td>Pettie, Abbie</td>
<td>1912-1917</td>
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<td>(See Westbrook, Abbie)</td>
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<tr>
<td>Picking, Miriam</td>
<td>1930-1932</td>
<td>2 yrs.</td>
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<tr>
<td>Picken, Lillian</td>
<td>1908-1909</td>
<td>1 yr.</td>
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</table>
Picken, W. S. 1915-1914 1 yr.
Pierce, H. E. 1914-1915 1 yr.
Proffitt, Goldie 1950-1951 1 yr.
Raish, Mrs. Lloyd 1937-1938 ½ yr.
Rearick, Anna C. 1924-1926 2 yrs.
Reed, A. T. 1889-1901 12 yrs.
Reedy, Mary 1935-1938 5 yrs.
Reinicke, Geraldine 1927-1929 2 yrs.
Richards, Lillian 1950-1951 1 yr.
Roberts, Lillie 1931-1932 1 yr.
Rogers, Addie 1902-1905 1 yr.
Rogers, Mrs. C. W. 1922-1923 1 yr.
Rohe, Verna 1922-1923 1 yr.
Roper, Verna 1926-1928 2 yrs.
Roseberry, Mabel C. 1930-1936 6 yrs.
Rosger, Ina 1896-1897 1 yr.
Rothgeb, Clyde W. 1955-1958 3 yrs.
Rowe, H. V. 1881-1882 1 yr.
Rudie, N. H. 1928-1934 6 yrs.
Scherer, Pauline 1937-1938 ½ yr.
<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Schmucker, May</td>
<td>1880-1881</td>
<td>1 yr.</td>
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<tr>
<td>Schwartzkopf, Herman</td>
<td>1936-1938</td>
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<td>Scott, Margaret</td>
<td>1927-1928</td>
<td>1 yr.</td>
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<tr>
<td>Seuser, John</td>
<td>1925-1926</td>
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<tr>
<td>Sevier, Marena</td>
<td>1918-1919</td>
<td>1 yr.</td>
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<tr>
<td>Shaffer, Ida</td>
<td>1896-1899</td>
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<td></td>
<td>1901-1902</td>
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<td>1904-1907</td>
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<td>Shaw, Eldred</td>
<td>1931-1936</td>
<td>5 yrs.</td>
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<td>Shively, C. A.</td>
<td>1914-1927</td>
<td>15 yrs.</td>
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<td>Shores, Florence</td>
<td>1878-1879</td>
<td>1/3 yr.</td>
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<tr>
<td>Shutts, Pearl E.</td>
<td>1924-1926</td>
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<td>Smith, D. C.</td>
<td>1874-1875</td>
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<tr>
<td>Smith, Gertie</td>
<td>1878-1880</td>
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<td>Smith, Louise</td>
<td>1951-1953</td>
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<tr>
<td>Skaer, Dean</td>
<td>1955-1956</td>
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<td>Skidmore, Alice</td>
<td>1924-1927</td>
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<tr>
<td>Solomon, Ida</td>
<td>1909-1910</td>
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<tr>
<td>Soper, Laura</td>
<td>1915-1916</td>
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<td>Speer, Hugh W.</td>
<td>1936-1938</td>
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<tr>
<td>Sperry, P. Everett</td>
<td>1919-1921</td>
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<tr>
<td>Spitler, R. B.</td>
<td>1875-1879</td>
<td>4 yrs.</td>
</tr>
<tr>
<td>Name</td>
<td>Term</td>
<td>Duration</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
<td>----------</td>
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<tr>
<td>Spitler, Mrs. J. S.</td>
<td>1876-1878</td>
<td>2 yrs.</td>
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<tr>
<td>Steed, Rose</td>
<td>1880-1881</td>
<td>1 yr.</td>
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<tr>
<td>Steed, Julia</td>
<td>1880</td>
<td>1/3 yr.</td>
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<td>Steele, J. F.</td>
<td>1884-1885</td>
<td>1 yr.</td>
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<tr>
<td>Stevenson, W. C.</td>
<td>1882-1884</td>
<td>2 yrs.</td>
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<tr>
<td>Strain, Mary</td>
<td>1934-1935</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Strailey, Laura</td>
<td>1881-1882</td>
<td>1 yr.</td>
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<tr>
<td>Sutton, Annabelle</td>
<td>1895-1938</td>
<td>43 yrs.</td>
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<tr>
<td>Swan, Mary</td>
<td>1911-1912</td>
<td>1 yr.</td>
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<tr>
<td>Swensen, Mildred</td>
<td>1935-1938</td>
<td>3 yrs.</td>
</tr>
<tr>
<td>Taylor, Ada</td>
<td>1922-1923</td>
<td>1 yr.</td>
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<tr>
<td>Tilford, C. E.</td>
<td>1912-1915</td>
<td>1 yr.</td>
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<tr>
<td>Thompson, Mrs. Effie</td>
<td>1928-1929</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Tomlinson, Margaret</td>
<td>1935-1937</td>
<td>2 yrs.</td>
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<tr>
<td>Trimmer, Lydia</td>
<td>1927-1929</td>
<td>2 yrs.</td>
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<tr>
<td>Trimmer, Wilda</td>
<td>1926-1928</td>
<td>2 yrs.</td>
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<tr>
<td>Trotter, Helen</td>
<td>1936-1938</td>
<td>2 yrs.</td>
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<tr>
<td>Turner, H. T.</td>
<td>1910-1912</td>
<td>2 yrs.</td>
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<tr>
<td>Turner, Phillis V.</td>
<td>1928-1931</td>
<td>3 yrs.</td>
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<tr>
<td>Tweedy, R. L.</td>
<td>1933-1938</td>
<td>5 yrs.</td>
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<tr>
<td>Unruh, Della</td>
<td>1916-1918</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Years</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
<td>-----------</td>
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<tr>
<td>Venard, Winona</td>
<td>1955-1937</td>
<td>2 yrs.</td>
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<tr>
<td>Virmond, Georgia</td>
<td>1912-1916</td>
<td>4 yrs.</td>
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<tr>
<td>Virmond, Mary</td>
<td>1908-1909</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Voth, M. D.</td>
<td>1937-1938</td>
<td>1½ yr.</td>
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<tr>
<td>Wadsworth, Laura</td>
<td>1898-1900</td>
<td>2 yrs.</td>
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<tr>
<td>Webster, Guy</td>
<td>1930-1938</td>
<td>8 yrs.</td>
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<tr>
<td>Welker, Mary</td>
<td>1935-1937</td>
<td>1½ yrs.</td>
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<tr>
<td>Weigel, Lydia</td>
<td>1917-1919</td>
<td>2 yrs.</td>
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<tr>
<td>Wells, Laura Ellen</td>
<td>1950-1955</td>
<td>5 yrs.</td>
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<tr>
<td>West, Lizzie</td>
<td>1886-1887</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Westbrook, Abbie</td>
<td>1905-1906</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>(See Pettie, Abbie)</td>
<td>1907-1908</td>
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<tr>
<td>Whelan, A. W.</td>
<td>1886-1889</td>
<td>3 yrs.</td>
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<td>Wilson, Freda</td>
<td>1931-1938</td>
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<td>Wilson, Pearl A.</td>
<td>1918-1922</td>
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<td>1928-1938</td>
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<tr>
<td>Winters, Cynthia</td>
<td>1882-1883</td>
<td>1 1/5 yrs.</td>
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<td>1880-1882</td>
<td>1½ yrs.</td>
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<tr>
<td>Winters, Tillie</td>
<td>1882-1885</td>
<td>3 yrs.</td>
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<tr>
<td>Wolf, Victoria</td>
<td>1916-1917</td>
<td>1 yr.</td>
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<tr>
<td>Yaggy, Cora C.</td>
<td>1931-1938</td>
<td>7 yrs.</td>
</tr>
<tr>
<td>Yeoman, Olive</td>
<td>1928-1931</td>
<td>3 yrs.</td>
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</tbody>
</table>
Zeeman, Mrs. Nellie 1937-1938 1 yr.
Zeininger, Lily 1900-1902 2 yrs.
# APPENDIX C

## ROSTER OF SCHOOL BOARDS DISTRICT ONE

**ELLIS COUNTY, KANSAS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeWitt C. Smith</td>
<td>Director</td>
<td>1872-1873</td>
</tr>
<tr>
<td>John Bauer</td>
<td>Clerk</td>
<td>1872-1873</td>
</tr>
<tr>
<td>R. W. Evans</td>
<td>Treasurer</td>
<td>Did not qualify</td>
</tr>
<tr>
<td>C. L. Leslie</td>
<td>Treasurer</td>
<td>1872-1873</td>
</tr>
<tr>
<td>Wm. Ryan</td>
<td>Director</td>
<td>1873-1874</td>
</tr>
<tr>
<td>G. N. Jones</td>
<td>Clerk-Resigned</td>
<td>1873-</td>
</tr>
<tr>
<td>W. N. Murphy</td>
<td>Clerk-Appointed</td>
<td>1873-1874</td>
</tr>
<tr>
<td>C. L. Leslie</td>
<td>Treasurer-Resigned</td>
<td>1873-</td>
</tr>
<tr>
<td>H. J. McGaffigan</td>
<td>Treasurer-Appointed</td>
<td>1873-1874</td>
</tr>
<tr>
<td>A. S. Hall</td>
<td>Treasurer</td>
<td>1874-1878</td>
</tr>
<tr>
<td>Martin Allen</td>
<td>Clerk</td>
<td>1874-1876</td>
</tr>
<tr>
<td>G. R. Wolfe</td>
<td>Director</td>
<td>1874-1880</td>
</tr>
<tr>
<td>A. D. Gilkeson</td>
<td>Clerk</td>
<td>1876-1882</td>
</tr>
</tbody>
</table>

* The first School Board members in Ellis County were appointed by the County Superintendent.
<table>
<thead>
<tr>
<th>NAME</th>
<th>OFFICE</th>
<th>TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Gates</td>
<td>Director</td>
<td>1880-1886</td>
</tr>
<tr>
<td>Nathanial Robbins</td>
<td>Clerk-Appointed</td>
<td>1882-</td>
</tr>
<tr>
<td>M. Haffamier</td>
<td>Treasurer</td>
<td>1881-1887</td>
</tr>
<tr>
<td>D. C. Nellis</td>
<td>Clerk</td>
<td>1882-1885</td>
</tr>
<tr>
<td>Frank Havemann</td>
<td>Clerk-Appointed</td>
<td>1885-1909</td>
</tr>
<tr>
<td>W. V. Kelly</td>
<td>Director</td>
<td>1886-1887</td>
</tr>
<tr>
<td>I. M. Yost</td>
<td>Director</td>
<td>1887-1895</td>
</tr>
<tr>
<td>M. G. Huntington</td>
<td>Treasurer</td>
<td>1887-1895</td>
</tr>
<tr>
<td>Chas. W. Reeder</td>
<td>Director</td>
<td>1895-1904</td>
</tr>
<tr>
<td>E. R. Cole</td>
<td>Treasurer-Appointed</td>
<td>1895-1902</td>
</tr>
<tr>
<td>C. M. Wann</td>
<td>Treasurer</td>
<td>1902-1909</td>
</tr>
<tr>
<td>J. H. Middlekauff</td>
<td>Director</td>
<td>1904-1909</td>
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**SCHOOL BOARD MEMBERS**

**CITY OF HAYS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>WARD</th>
<th>TERM</th>
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<tbody>
<tr>
<td>H. B. Kohl</td>
<td>First Ward</td>
<td>1909-1915</td>
</tr>
<tr>
<td>George B. Snyder</td>
<td>First Ward</td>
<td>1909-1917</td>
</tr>
<tr>
<td>J. H. Middlekauff</td>
<td>Second Ward</td>
<td>1909-1919</td>
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</table>

Hays became a city of the second class in 1909. In accordance with the school law, the number of board members was increased to six.
<table>
<thead>
<tr>
<th>NAME</th>
<th>WARD</th>
<th>TERM</th>
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</thead>
<tbody>
<tr>
<td>Joseph Basgall</td>
<td>Second Ward</td>
<td>1909-1919</td>
</tr>
<tr>
<td>John Brumitt</td>
<td>Third Ward</td>
<td>1909-1917</td>
</tr>
<tr>
<td>J. H. Spratt</td>
<td>Third Ward</td>
<td>1913-1919</td>
</tr>
<tr>
<td>H. A. Nickles</td>
<td></td>
<td>1913-1919</td>
</tr>
<tr>
<td>M. G. Kirkman</td>
<td></td>
<td>1913-1937</td>
</tr>
<tr>
<td>Charles Harkness - Resigned</td>
<td></td>
<td>1915-1919</td>
</tr>
<tr>
<td>C. M. Wann</td>
<td></td>
<td>1917-1929</td>
</tr>
<tr>
<td>J. B. Basgall</td>
<td></td>
<td>1917-1929</td>
</tr>
<tr>
<td>R. S. Markwell</td>
<td></td>
<td>1919-</td>
</tr>
<tr>
<td>J. G. Brenner</td>
<td></td>
<td>1917-1931</td>
</tr>
<tr>
<td>Alex Schueler</td>
<td></td>
<td>1927-</td>
</tr>
<tr>
<td>E. C. Flood</td>
<td></td>
<td>1929-1937</td>
</tr>
<tr>
<td>George S. Grass, Jr.</td>
<td></td>
<td>1929-1937</td>
</tr>
<tr>
<td>A. D. Hemphill</td>
<td></td>
<td>1931-1935</td>
</tr>
<tr>
<td>Jack Middlekauff</td>
<td></td>
<td>1935-</td>
</tr>
<tr>
<td>M. J. Dorzweiler</td>
<td></td>
<td>1957-</td>
</tr>
<tr>
<td>Dr. F. E. Coffey</td>
<td></td>
<td>1957-</td>
</tr>
<tr>
<td>Fred Schwaller</td>
<td></td>
<td>1937-</td>
</tr>
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</table>

* After the first organization, residence in ward was disregarded.
APPENDIX D

ROSTER OF COUNTY SUPERINTENDENTS OF ELLIS COUNTY

WITH SOME NOTES AND RECOMMENDATIONS


1869--Ellis County listed, but no superintendent listed and no report.

1870--Same as above.

1871--D. W. Lane. No organized schools.

1872--John Groves. Superintendent's report: "In May 1872, the county was first organized into districts and the first meeting called by notices duly posted as required by law. Two districts were organized, Numbers One and Two. No report of District No. 1, was given. District No. 1 will have three months school this winter and perhaps No. 2 will also."

1873--John G. Tracy. "One stone schoolhouse and one brick erected. Number of school children of school age, 43."

1874--DeWitt C. Smith. "Number of schoolhouses, one frame and two stone. Total, 3."

1876--Rufus Spitler.

1877--Rufus Spitler.
New Districts Organized

Districts with three months school

Districts not having three months school

1877  5  2  0
1878  9  7  3

1878—"The educational work done in this county for the last two years is of a very encouraging nature. The number of persons between the ages of 5 and 21 years has increased from 564 to 1200. New districts have been formed, good substantial school houses have been built and people are manifesting an increased interest in educational affairs by demanding the best teachers, text books and school furniture.

In regard to the present normal institute system, I am very sorry to say that we have not had an opportunity to test it. But I am satisfied that it is calculated to do good work. The office of county superintendent should not enter into politics, yet this is the case and so long as the office is dependent upon the party which can control the largest political field, just so long will the office be filled in many instances, by incompetent persons. I am in favor of placing our live, energetic and enthusiastic educators in the office and keeping them there."


1879—Dr. Gochenauer.

Number of Reports received Salary of Teachers
Districts from District Male Female
Clerks

1879--  56  56  $32.30  $22.27
1880--  62  62  26.50  21.75

Normal institute, July 21, 1879, twenty-one days, enrollment 45.
1880--John W. Edwards. "Do not think it advisable for the district to own the text books. They are generally cared for and thus create expense.

In regard to the compulsory education law, I cannot say as I have had no opportunity to test it.

In regard to educational matters in the county, there seems a desire to increase the number of districts and afford more facilities. Report shows two school houses in the county."*

1881--W. L. Fuller.
1885--W. H. Boyd
1891--H. W. Grass.
1893--A. L. King.
1895--H. W. Grass.
1897--L. D. Kirkman.
1899--Alex Meier.
1905--William Grabbe.
1909--Anthony Kuhn.
1913--M. A. Basgall.
1915--Louis Christiansen.
1935--J. T. Pfeifer.

* After 1880, regular reports were sent in by the superintendent, but these are too long to be in this appendix. They may be found in full in Biennial Reports of County Superintendents on file in Fort Hays Kansas State College Library of Hays, Kansas.
<table>
<thead>
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<th>Dist. No. of School</th>
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<th>Miles and Direction from Hays</th>
<th>No. of Teachers</th>
<th>Enrollment</th>
<th>Size in Sections of Dist.</th>
<th>Remarks</th>
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