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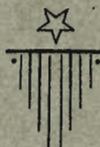
KANSAS STATE
TEACHERS COLLEGE OF EMPORIA
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EMPORIA, KANSAS

VOL. 22, No. 2

STUDIES IN EDUCATION NUMBER
(Twenty-fourth of the Series)



**A HISTORICAL OUTLINE OF THE TERRI-
TORIAL COMMON SCHOOLS IN
THE STATE OF KANSAS**

By **LLOYD C. SMITH**



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TOPEKA, 1942
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To Dr. Edwin J. Brown, Director of the Graduate Division of the Kansas State Teachers College of Emporia, who directed the writing of this study, the writer is greatly indebted, and desires to acknowledge his appreciation and sincere gratitude.

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EDITOR'S INTRODUCTION

A number of years ago a member of the staff of the National Education Association office suggested to the editor of *Studies in Education* the desirability of writing the history of education in Kansas while primary source material was still available. With this thought in mind a conscious effort has been made to develop sound studies in the history of education at the graduate level at Emporia. Most of these have been offered as research studies to satisfy the thesis requirement for the Master's degree. All were directed by the editor of *Studies in Education*.

Included in the studies completed to date, and available for reference purposes through Kellogg Library are the following: *A Short Educational History of Labette County, Kansas*, by Jackson J. Austin; *A Historical Study of the Early Mission Schools in Early Territory Now Comprising Kansas*, by Mary Alice Bordenkircher; *A Brief Historical Study of the State Teachers Association of Kansas*, by Wayne Britton; *Historical Background and Early Development of the Normal School*, by Harry L. Burk; *An Outline of the History of the Kansas State Teachers College of Emporia, 1865-1934* (Vol. I) and *Source Book* (Vol. II), by Everett D. Fish and Kathryn Kayser; *The Development of Teacher Training in Kansas*, by Leward F. Fish; *A Study of the Historical Development and Educational Work of Haskell Institute*, by Geneva Goddard; *A History of District Seven, Butler County, Kansas*, by Lee Haring; *An Historical Survey of the Development of Public School Education in Coffeyville, Kansas*, by Clark Hendrix; *An Historical Study of the School Consolidation Movement in Kansas*, by Audell Herndon; *A Brief History of the City of Derby, Kansas, and a Survey of the Derby Public School System, 1936-1937*, by Marshall S. Hiskey; *An Historical Study of a Century of the Growth and Development of Kansas Academies*, by Virgil E. Hurt; *The Kindergarten Movement; An Historical Study Giving Attention to the Development in Kansas*, by Marguerite P. Jester; *An Historical Survey of the Educational Growth of Morris County, Kansas*, by Hugh V. Leitch; *A Study of the Eighth-grade Diploma Situation in Kansas* (historical), by Martin Little; *A Survey of the Historical Development and Growth of Schools in Johnson County, Kansas*, by Earle E. McKown; *A history and Comparative Study of the (Kansas) Barnes Law*, by N. B. Mahuron; *Growth and Development of Education in Franklin County, Kansas*, by Lloyd W. Myers; *A Historical Outline of the State Superintendency in the State of Kansas*, by Robert W. Lewis; *An Outline History and Source Book of McPherson College (Kansas)*, by Virden Kolzow; *An Outline History and Source Book of the Kansas Wesleyan University*, by Gordon C. Mann; *An Outline History of the Natural Science Division of the Kansas State Teachers College*, by Gorman Brandley; *A Comparative Study of the Growth and Development of Kansas Schools Since 1892*, by Alvin W. Hasenbank; *The History and Development of Industrial Arts in the Public Schools of Kansas* (nonvocational), by Arthur

W. Regier; *A Study of the Growth and Development of Kellogg Library, Kansas State Teachers College, 1865-1930*, by Harold H. Stephens; *An Outline of the History of Music in Emporia, Kansas, 1858-1938*, by Gomer Williams.

The study offered by Mr. Smith in the following pages would, if placed in its chronological order, be preceded only by that of Mary Alice Bordenkircher, who wrote of the Indian mission schools prior to and during the territorial days of 1854 to 1861. Mr. Smith covers the territorial period only, a period of approximately six years. He has written with clarity and forcefulness as his study is based on sound and persistent research.

EDWIN J. BROWN, *Editor.*

CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

The object of this study is to trace the development of the common schools during the territorial period in Kansas. The purpose of the study is to gather and compile in a clear, understandable manuscript all the available material which to any extent bears on the educational growth of Kansas Territory. Facts about the early schools, their location, the names of the teachers, the methods of financing, and all records, are incomplete; however, this study attempts to trace a history of the first schools to the end of the territorial period. Also, the writer presents, to the best of his ability, the first school laws, the early constitution, and early policies on school matters that concerned the people.

The study is presented in a historical manner and does not attempt to list the various parts of the Kansas school system today that are inherited from the earliest schools.

PREVIOUS STUDIES

The *Columbian History of Education in Kansas*,¹ compiled by Kansas educators and published under the auspices of the Kansas State Historical Society for the Columbian Exposition in 1893, contains a brief history of the education of most of the early counties. However, it is so brief and general that it leaves the reader in doubt as to actual facts. D. W. Wilder² published the *Annals of Kansas 1541-1886*. In his work are found statistical tables showing the number of children of school age, the enrollment, and the cost of education in the Territory. He also discusses laws pertaining to the schools and the method of selection of the territorial superintendents. His work is brief and not in detail, but some of his material is being used in this study.

Clyde Lyndon King³ wrote the "Kansas System" for the *Kansas Historical Society*, and in his work is much valuable information pertaining to territorial school laws. Some of his work is used in this study.

THE SCOPE OF THE STUDY

This study covers briefly the early history of the Territory and of the early common schools before the organization of Kansas Territory in 1854. It attempts to cover the period from 1854 until 1861, the year Kansas became a state, in more detail. It includes the dates of the first established common schools in each of the counties that were organized prior to 1861 and attempts

1. *Columbian History of Education in Kansas*, compiled by Kansas educators and published under the auspices of the Kansas State Historical Society. Topeka, 1893, 231 pp.

2. D. W. Wilder, "A Historical Sketch of the Territorial School System," in *Annals of Kansas 1541-1886*. Topeka, Dwight Thacher, Kansas Printing House, p. 293.

3. Clyde Lyndon King, "The Kansas School System," in *Transactions of the Kansas State Historical Society*. Vol. 11, pp. 424-455.

to show the development and expansion of the schools during the territorial period. The investigation also attempts to show some of the pioneer views of education and the sacrifices made by the early settlers in establishing schools.

METHOD EMPLOYED

The plan has been to analyze all accounts, documents, maps, histories, laws, constitutions, and records which might add to the value of the study. Much time was spent examining material in the *Kansas Historical Society*, Topeka, Kansas. Visits were made to the offices of various county superintendents and to the libraries of the University of Kansas and Kansas State Teachers College of Emporia, Kansas. Much valuable information was found in the theses of the Graduate Division of the latter institution. These data were than carefully checked and the whole organized into a history. Since the historical method is used in the development of the problem, primary sources were given the most consideration. Secondary sources were used as a check on the primary source.

SOURCES OF DATA

The following sources were utilized in making this study:

1. Legislative acts, constitutions, and laws.
2. Reports of the Territorial Superintendents of Public Instruction.
3. Biennial Reports of the State Superintendents of Public Instruction.
4. Territorial newspapers and periodicals.
5. School census reports.
6. Reminiscences and biographies.
7. Histories.
8. Publications of the *Kansas State Historical Society*.
9. Theses of the Graduate Division of the Kansas State Teachers College of Emporia.

CHAPTER II

SCHOOLS BEFORE TERRITORIAL PERIOD

EARLY KANSAS HISTORY

The state of Kansas embraces within its boundaries the geographical center of the United States, not including detached territories. The Territory of Kansas was formed by an act of congress, May 30, 1854. It was purchased from France by President Jefferson, May 2, 1803, with the exception of a small portion lying west of the twenty-third meridian and south of the Arkansas river. This was ceded to Spain by the United States government in 1819. Then with the achievement of independence by Mexico from Spain, this section of land became Mexican property. On February 22, 1848, it was formally ceded to the state of Texas, which, in turn, ceded it to the United States in 1850.

The first white men to enter the state were a group of Spaniards, led by Coronado. These men entered the limits of the present state of Kansas in 1541, at what was afterwards called Barber county, and traveled northeasterly across the state to a point somewhere on the northern boundary of Kansas.¹

The name of Kansas is derived from the dominant tribe of Indians found in the territory when it was first visited by white men. They were spoken of by these early explorers as Kanzas, Canceas, Canseg, Kansans, and similar titles of various spelling.² "Kanzas" seems to be the most universal early spelling of the name. Kansas is said to signify "smoky," and the south fork of the Kansas river is still known as the Smoky Hill river.

Kansas, before the passage of the Kansas-Nebraska bill in 1854, had very few settlers. There were the various military forts, consisting mostly of men, a few scattered trading posts, and Indian missions. The passage of the Kansas-Nebraska bill was the signal for a great wave of settlers to come to Kansas, some coming to help make Kansas a free state, and others working for the pro-slavery cause.

In the years immediately preceding 1854 a very profitable trade was established between Santa Fe and the East. This trade was carried back and forth in large freighting wagons. The outfitting place on the westward trip was at Wyandotte City, at the junction of the Kansas and Missouri rivers, which, as early as 1840, had become a trading post. The last outpost of the journey westward toward Santa Fe became Council Grove, on the Neosho river crossing. The traders would meet there and form long caravans to insure safety from the Indians.

In 1847 Seth M. Hays, who had obtained a license to trade with the Kaw Indians on the reservation to which they had in that year been moved, and which was a block of land twenty miles square with the present Council Grove

1. Clara H. Hazelrigg, *A New History of Kansas*, Topeka, Kansas, Crane and Company, 1895, p. 10.

2. Harry A. Johnson, *A History of Anderson County*, Garnett, Kansas, The Garnett Review Company, 1936, p. 1.

in its center, came to Council Grove and built a supply house on the present site of the Hays Tavern. The store became known as the "Last Chance" store because it was the last place on the route that traders could get supplies before they reached Santa Fe. The federal government in 1849 established a mail route to New Mexico, and Council Grove proved to be the most important station on the seven hundred mile journey.³ Settlers began to arrive, and by 1850 there were a dozen families in the settlement. The next four years was a very profitable time in the history of Council Grove.

All this trade from Santa Fe was unloaded from the wagons to waiting boats in Wyandotte City and then carried down the river to St. Louis and the East. This made Wyandotte City a very thriving town.

THE WYANDOTTE SCHOOL

The first school in the Territory of Kansas, of which any record could be found by the writer, was established and taught by J. M. Armstrong in Wyandotte City. Mr. Armstrong worked for the Wyandotte Indian Nation and established his school for white children in 1844. His wife, Mrs. Lucy Armstrong, gave a good account of that early school in a letter to the *Kansas Historical Society* that reads as follows:⁴

My husband, J. M. Armstrong, commenced teaching the first free school in Kansas, July 1, 1844. There were several Mission schools in the Territory at that time, but this was the first free school managed by the people of any neighborhood in the Territory. It was also taught in the first schoolhouse built for that purpose except the missions.

The house was the frame one with double doors that stood on the east side of Fourth street, between Kansas and Nebraska avenues in old Wyandotte City, sometimes but erroneously, called the "Council House." J. M. Armstrong contracted for the building of it and entered it as teacher of the first school July 1, 1844. It was occupied as a schoolhouse until April 15, 1852, and the Council met in it only at night or on holidays. The expenses of building and keeping up the school were met out of the school fund, secured by the Wyandotte Treaty of March, 1842, as part of the compensation to the Wyandotts for yielding to the oft repeated solicitations of the commissioners of the government of the United States to give up their homes on the Sandusky river in Ohio. This school fund was managed by school directors appointed by the Wyandott Council, the members of which were elected annually by the people, so the school was indirectly controlled by the people as are free schools today.

Though the school was for Wyandotts and supported by their money, yet white children were admitted free of charge. Mr. Armstrong taught until 1845, when he went to Washington on business for the Wyandott people. He was succeeded by Reverend Kramer from Indiana; then Mr. Robitaille, of the Wyandott nation; Reverend R. Parrott from Indiana; Mrs. Lucy Armstrong; Mrs. A. H. Ladd, and two winters again Mr. Armstrong taught. Mrs. Armstrong taught his school of November 1, 1851, until April, 1852. The sad news of his death in Mansfield, Ohio, closed the school in that dear old schoolhouse, April 16, 1852, forever. When next resumed it was, thru the kindness of the directors, in my living room. The next winter it was moved three quarters of a mile west to a brick church, and there I continued to teach until the evening of April 8, 1856, when the church was burned by incendiaries.

Such was the account of the first school attended by white children in the region of Kansas. This school was free to them, although money belonging to the Wyandott Nation was used to support the school.

3. Hugh Valentine Leitch, *A Historical Survey of the Educational Growth of Morris County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1933, p. 9.

4. *Kansas Historical Society Scrap Book*, Biography A, Volume 2, p. 190.

THE COUNCIL GROVE SCHOOL

In 1847 the Kaw Indians were moved to the territory around Council Grove known as the Kaw Reservation. Following this movement, the Methodist Episcopal Church decided to establish a mission on the reservation. Accordingly, a stone mission was erected in 1850, and T. S. Huffaker was engaged to teach the school.⁵ Mr. Huffaker taught at the mission until 1854, when the school was discontinued. As there was no school for white children at the time the mission was started, Mr. Huffaker organized a school for white children in May, 1851, and taught them with the Indians at the mission. While there were but twelve to fifteen white children living in Council Grove at that time, these were organized into a school, and this school became the second free school for white children in the Territory of Kansas.⁶

The Indian school that Mr. Huffaker taught had for pupils only the orphans and dependents of the tribe, and no girls at all, because the full-blooded, aristocratic type of Indian considered it degrading in the extreme to be taught the white man's education.⁷ This fact gave Mr. Huffaker the extra time needed to give instruction to the white children and explains why he could establish a school for white children at that early time. In 1854 the Indian education was given up temporarily, but school for white children was continued under other teachers in the mission building until 1856, when the first school for white children in Morris county was built.⁸

Thus it appears that, until the formation by congress of Kansas Territory in 1854, the Territory could boast of only two schools that admitted white children and attempted to separate them from the Indians. The Indian trading posts were scattered, and the military posts were devoid of women and children. Wyandotte City and Council Grove, being the only outposts that contained a considerable group of women and children, were able to have the honor of establishing the first schools in the Territory.

Mr. Armstrong and Mr. Huffaker were both interested in educating the Indians, but both took time enough to organize and start schools for white children in the Territory. To these men go the credit and glory for the first efforts to build the system of education that Kansas has today. Mr. Armstrong died a few years after his school had been established, but Mr. Huffaker was interested in the public affairs of Council Grove and the state of Kansas for many years.⁹ He was active in Indian affairs, served twice in the legislature, was one of the first regents of the Kansas State Normal School, and was probate judge several terms.

These early schools were only the forerunners of the schools to be established during the great wave of settlement that climaxed the organization of Kansas Territory by the passage of the Kansas-Nebraska bill in 1854.

5. Leitch, *op. cit.*, p. 14.

6. *Ibid.*, p. 15.

7. *Ibid.*, p. 19.

8. *Ibid.*, p. 24.

9. *Ibid.*, p. 16.

CHAPTER III

EARLY SCHOOL LAWS

A history of the territorial schools of Kansas should be of value, not only because of the records of the schools established, but also because of the tendencies in legislation that the people favored. The Territorial Legislature¹ met in July, 1855, in the Shawnee Mission School building and enacted the first school laws for the Territory of Kansas. The first school law reads as follows:

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

This legislature and the one following were pro-slavery and the school laws adopted by them were copied from the "Missouri statutes." Because of this the school system of Kansas was more like the southern than the northern schools. However, the fourth Territorial Legislature,² which met in regular session early in 1858, was anti-slavery and quite active in the field of school legislation. This legislature repealed the laws copied from the "Missouri statutes," and a school system more like northern schools was established. The word "white" was stricken from the school law, and it was provided that no "sectarian instruction" should be allowed.

The school laws of 1855 provided for four district officers,³ one inspector and three trustees. The trustees had general control over school affairs, subject to the will of the voters of the districts. The inspector was elected by the people, and his duty was to grant certificates to prospective teachers. The first laws provided that before a teacher could receive any pay, he must secure from the school inspector a certificate of morality. The inspector was also to examine each applicant in spelling, reading, writing, grammar, geography, history, arithmetic, and all branches taught in public schools; also as to his or her capacity for government and discipline of such school, and if on examination such persons were found competent, he would grant a certificate of the branches he or she was qualified to teach, which certificate, for good cause, he had power to revoke.

DUTIES OF TEACHERS

The following laws were adopted by the legislature of 1855 concerning the duties of teachers:⁴

ARTICLE II. *Section 1.* Every teacher, before being employed, shall obtain and produce a certificate of his qualifications from the inspector; it shall be his duty to keep a school register containing the names of all the scholars,

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

2. Clyde Lyndon King, "The Kansas School System," *Kansas Historical Collections*. Vol. II, 1909-1910, p. 426.

3. *Laws of Kansas Territory*, Shawnee Mission Labor School, John T. Brady, Public Printer, 1855, p. 699.

4. *Ibid.*, p. 703.

their ages, the date of their entrance and the time they leave the school, the number of days of each scholar's attendance, and everything necessary for the understanding of the trustee of the district in which he teaches.

Section 2. All teachers employed under this act shall use their best endeavors to impress on the minds of the scholars the principles of morality, justice, and sacred regard for truth.

The Territorial Legislature of 1858 abolished the office of inspector, gave the members of the district board their present titles of director, treasurer, and clerk, and defined their duties much as they are defined today.⁵ In general the powers and duties of the board are much the same now as they were in Territorial days; that is, the board must employ a qualified teacher, provide the necessary equipment for the school house during the time a school shall be taught therein, see that all required district reports are duly made and filed, and exercise general supervision over the schools, school grounds, and school building.

DUTIES OF THE FIRST SUPERINTENDENT

The legislative body on February 12, 1858, created the office of Territorial Superintendent of Common Schools,⁶ and provided that a superintendent should be appointed by the governor. The law of 1859 provided that at the general election of 1860 and every year thereafter, a Territorial Superintendent of Common Schools should be elected.

The first superintendent of schools⁷ was James H. Noteware, who was appointed by Governor Denver. He assumed his duties March 1, 1858. He was followed by Samuel W. Greer, who took office after being elected by the people, on December 2, 1858, and served until January 7, 1861. John C. Douglass, the third and last Territorial Superintendent of Common Schools, was elected by the people in November, 1860, and took office January 7, 1861. He relinquished the office when Kansas was admitted to the Union.

The duties of the first Territorial Superintendent⁸ were as follows:

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

(2) To recommend approved textbooks and, as far as possible, secure a uniformity of textbooks throughout the Territory and to discourage the use of sectarian books in the schools, and to embody the information received by corresponding with other states and counties into the educational system.

(3) To prepare forms for the school officials for making reports and conducting proceedings, and have the school forms printed, together with a suitable index, in pamphlet form at the expense of the Territory.

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

5. *Laws of Kansas Territory*, Lawrence, Kansas, 1858, p. 44.

6. *Ibid.*, pp. 44-47.

7. Robert William Lewis, *A Historical Outline of the State Superintendency in the State of Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1940, p. 15.

8. Lloyd W. Myers, *Growth and Development of Education in Franklin County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1938, p. 30.

According to Lewis,⁹ the first Territorial Superintendent did not report on the conditions of the schools. He spent much of his time visiting other states to determine the best books for the use of the common schools of Kansas. As a result the following books were approved by Mr. Noteware, the first superintendent, to be used as texts.¹⁰

Dictionary—Webster
 Readers and Spellers—Sander's New Series
 Geographies—Cornell's Series
 Arithmetic—Ray's Series
 Geometry—Perkins
 Chemistry—Porter
 Philosophy—Baker
 Composition—Quackenboss
 Elocution—Kidd's School Speaker
 Physiology—Coming
 Botany—Gray
 Penmanship—Payson, Dunton and Scribner
 History—Wilson
 Drawing—Coe's Drawing Cards and Coe and Shell
 Geology—Hitchcock
 Zoölogy—Hitchcock
 Moral Philosophy—The Bible, Wayland's Moral Philosophy
 Bookkeeping—Mayhew
 Parliamentary Usages—Cushing's Manual
 Astronomy—Smith
 American Hymn Book

TOPEKA CONSTITUTION

The people of the Territory of Kansas assembled at Topeka on the 23d of October, 1855, and framed the Topeka Constitution. The following school laws were enacted:¹¹

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

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

LECOMPTON CONSTITUTION

When the Lecompton Constitution was framed in 1857, it enacted the following laws concerning education:¹²

ARTICLE XIV.—EDUCATION. *Section 1.* A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, schools and the means of education shall be forever encouraged in the state.

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

Section 4. The legislature shall have the power to make appropriations from the state treasury for the support and maintenance of common schools, when-

9. Lewis, *op. cit.*

10. *The Herald of Freedom*, Lawrence, Kansas, October 16, 1858.

11. Earle E. McKown, *Historical Development and Growth of Schools in Johnson County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1934, p. 29.

12. *Ibid.*

ever the funds accruing from the lands donated by the United States, or the funds received from other sources are insufficient for that purpose.

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

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

LEAVENWORTH CONSTITUTION

The Leavenworth Constitution framed by the Constitutional Convention in session at Leavenworth, May 18, 1858, adopted the following school laws:¹³

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

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

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

WYANDOTTE CONSTITUTION

With the adoption of the Constitution of the State of Kansas at Wyandotte, July 29, 1859, the following school laws were enacted:¹⁴

ARTICLE VI.—EDUCATION. *Section 1.* . . . A superintendent of public instruction shall be elected in each county, whose term of office shall be two years, and the duties and compensation shall be prescribed by law.

Section 3. The proceeds of all lands that have been or may be granted by the United States to the states for the support of schools, and the five hundred thousands acres of land granted to the new states under an act of congress distributing the proceeds of public lands among the several states of the Union, approved September 4, A. D. 1841, and all estates of persons dying without heir or will, and such per cent as may be granted by congress on the sale of lands in the state, shall be a perpetual school fund which shall not be diminished, but the interest of which, together with all the rents of the land, and such other means as the legislature may provide, by tax or otherwise, shall be inviolably appropriated to the support of common schools.

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

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

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

13. McKown, *op. cit.*, p. 31.

14. *Loc. cit.*

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

Section 9. The state superintendent of public instruction, secretary of state and attorney general, shall constitute a board of commissioners for the management and investment of the school funds. Any two of said commissioners shall be a quorum.

The state constitution was put into operation in 1861, when the state was admitted into the Union.

COUNTY SUPERINTENDENT

The law of 1858 provided for the choice at the general election each year of a county superintendent,¹⁵ who should receive for his services such compensation as might be allowed by the county.

After giving bond in double the amount of the school money to come into his hands during the school term, he was:

(1) To divide the county into districts, to regulate and alter such school districts, and to file the description and number of each district in his office.

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

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

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

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

The office of the county superintendent was abolished in the winter of 1859 and then re-created by the adoption of the Wyandotte Constitution in 1859 and put into operation when Kansas was admitted into the Union. Five months after Kansas became a state, a law was passed which gave the superintendent much authority. This law, passed in May, 1861, reads as follows:¹⁶

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

Thus the county superintendent became the all-powerful educational figure of that time. He might grant certificates to any persons who, in his judgment alone, were "of good moral character" and who "possessed learning and ability to teach school." Since the admission of Kansas as a state, the office of county superintendent has been continuous.

15. Myers, *op. cit.* p. 35.

16. Hugh Valentine Leitch, *A Historical Survey of the Educational Growth of Morris County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1933, p. 48.

CHAPTER IV

THE TERRITORIAL COMMON SCHOOLS

Early settlement of the Territory of Kansas took place in what is now northeastern Kansas. It is the intention of this study to give the history of the schools of each county that was settled during the Territorial Period as completely as the records show. However, some counties will have more space given to their history than others because of more extensive settlement and because there were more schools established. The great battle, between the pro-slavery and anti-slavery forces to make Kansas free or slave, caused settlements or strongholds of each group to consolidate around certain localities.

ALLEN COUNTY

Allen county, in the second tier of counties from the east line and in the third tier from the south line, 109 miles from Kansas City, was organized by the First Territorial Legislature in 1855. The first settlers came to the county in January, 1855, and in the spring the town of Cofachique was formed by a group of pro-slavery men and remained the only town of the county for two years.¹ In 1857 the town of Humboldt was laid out, and settlers began to come to Allen county in increasing numbers. The first superintendent of schools, Merrit Moore, was elected in the election of 1859. In the beginning, as must necessarily be the case where the people are poor and few in number, the schoolhouses were poor and rudely finished, and the school term lasted but three or four months a year. The records of the schools that existed are very incomplete, and until 1861 the county had but few schools. As the county was on the southern edge of settlement, it had but few people until 1861. No report of the schools was made to the Territorial superintendents, but a school was held in 1855, at Cofachique.² The first school in Humboldt was in 1858, taught by S. W. Clark.³ The next teacher was Professor Hand, who in 1859 and 1860 began the erection of an academy. In 1860 the teacher was Miss Myra Pilcher, and in 1861, William Hart. These schools, the only ones with any records whatsoever, were private schools. The drought of 1860 closed practically all the schools in the county, and also in the rest of the Territory.

ANDERSON COUNTY

Anderson county is situated in the second tier of counties west from Missouri, fifty miles south from the Kansas river and north of Allen county. The county was organized in 1855 by the First Territorial Legislature. The foundation for the first school was laid early in 1854 when John H. Wolken and H. H. Roecker emigrated from Missouri and located on the territory that was later

1. A. T. Andreas, "Allen County" in *History of Kansas*. Chicago, R. R. Donnelly and Sons. Vol. 1, p. 667.

2. *First Biennial Report of the State Board of Agriculture to the Legislature of the State of Kansas, 1877-'78*. Topeka, Kansas, Kansas Printing House, 1878, p. 91.

3. Andreas, *op. cit.*, p. 670.

to become District No. 1.⁴ Homes were established by these men and their followers. The establishment of a school was an impossibility at first, but education was not neglected. Classes were first held in the log church which stood on the present site of the Scipio cemetery. As conditions became more settled, school was taught in a log house on the Farrow farm located in the northeast corner of the southwest quarter of section No. 29. This had the form of one of the early subscription schools; and among the pupils were William McCue, Sarah Farrow, Caroline Wolken, Henry F. Roecker, and John Wolken.⁵ The first date found on the county superintendent's records for organized districts is 1870, but the first schoolhouse, in what is now District No. 1, was built of logs early in the Territorial days and probably a school organization was made at that time, but no record can be found. Some of the early teachers, who taught in the first school, were Fish Kelsey, Emma Fact, Sarah O'Neill, Mary O'Neill, and Mr. Adams.

Bealer school District No. 5 was organized in December, 1858; it was named for William Bealer, a resident of the district for many years. Before a public school was organized at Bealer, a subscription school was held.⁶ The parents paid a dollar a month for each child. For a while the school was held at the various parents' homes, but later a one-room schoolhouse was built in the hollow one-fourth mile north of the present Bealer schoolhouse. It was so located because of a spring from which drinking water was obtained. The school desks were of logs split in half. Pegs were driven in the logs and the floor was of puncheon, or logs split in half. As the students all went barefoot, it was quite an ordeal for them to cross that old splintery puncheon floor. For fuel the school was furnished long logs which had to be cut into proper lengths, about three or four feet long, for the fireplace. This bit of good, healthful exercise was bestowed upon the teacher or larger boys, who attended irregularly until they were twenty-five years old. There were thirty-five or forty pupils who attended this school, at first for a term lasting only two months. The first board members were elected in 1858 and were William Rison, William Lampman, and George Simmons. The first teacher was Phoebe Wright.

The town of Hyatt was settled in 1855, and a school was opened in one of the log residences in 1858. Miss Josephine Ramsey was the teacher.⁷ One of the first schools in Anderson county was taught at Greeley in November, 1856, by T. Wadsworth. This school was taught in a cabin on the claim of M. E. Mitchell.⁸ There were twelve pupils in attendance, some coming a distance of five miles from school. The salary paid the teacher was \$30 per month with free board among the pupils. The next fall, in 1857, a four months' school was taught by Allen Jaqua in the same cabin with an average attendance of twenty pupils.

Anderson county, being on the edge of extensive early settlement in the Territory, had very few schools previous to 1861.

4. Harry Johnson, *A History of Anderson County, Kansas*. Garnett, Kansas, The Garnett Review Company, 1936, p. 306.

5. *Ibid.*

6. *Ibid.*, p. 308.

7. *Ibid.*

8. Andreas, *op. cit.*, p. 1331.

ATCHISON COUNTY

Atchison county was organized by the First Territorial Legislature in 1855 and is located in the northeast corner of the state, along the Missouri river. The county received its name from Senator David R. Atchison of Missouri. The history of the county school system did not begin until 1858, but several private schools were in operation much earlier than that date.

The first school in the county was a private school which started in Atchison, June 11, 1855. The Atchison weekly newspaper, the *Squatter Sovereign*, carried an editorial on June 12, 1855, as follows:⁹

An experienced teacher has opened a school in Atchison. We are glad that such is the case, as we have noticed a large number of children in our town, and we are sure that parents who have an interest in the welfare of their offspring will not fail to improve the opportunity they now have of giving them an education. The terms are liberal, and the principal should have such a school as her eminent qualifications as a teacher entitle her to.

In the same issue the following advertisement appeared:

ATCHISON INSTITUTE

The first quarter of this Institution commenced on Monday the 11th day of June. The vital importance of imparting a liberal education to the young is, we doubt not, too generally acknowledged to require any solicitation on the part of the instructress to induce parents to avail themselves of this opportunity to have their children educated. It being the intention to establish the Atchison Institute as a permanency, it is hoped those wishing to patronize it will send their children as early in quarter as possible. Being desirous that all may be satisfied, and have no reasonable excuse for withholding their children, the terms of tuition will be for the present, as follows:

For twelve weeks.....	\$3.00
By the month.....	1.50

In all cases, the tuition fees will be considered due when the bills are presented. All who wish to send their children are requested to call at the school room.

Thus was the first school in Atchison inaugurated. The city of Atchison, being on the Missouri river, was in closer touch with towns in Missouri than most of the towns of the Territory. As a result, many of the well-to-do people sent their children to older towns in Missouri to private schools. All of the early papers printed in Atchison carried advertisements of private schools in Missouri towns.

In 1856 two other private schools made their appearance.¹⁰ Mrs. S. E. Hinton opened a school in Atchison on Monday, January 21. She gave instruction in spelling, reading, writing, arithmetic, grammar, geography, history, and philosophy. Four dollars and fifty cents was charged for a session of twelve weeks, which included all expenses, except books and stationery.

P. H. Larey opened a school May 27, 1856, for which a charge of four dollars per quarter was made.¹¹ This made two or perhaps three private schools which were in session in 1856.

The city of Atchison, District No. 1, was organized August 5, 1858. Phillip D. Plattenburg, who had previously served as county superintendent of Fulton county, Illinois, was elected principal of the schools, and Mrs. Blair, his assist-

9. News Item in the *Atchison Squatter Sovereign*, June 12, 1855.

10. News Item in the *Atchison Squatter Sovereign*, January 29, 1856.

11. *Ibid.*, May 27, 1856.

ant.¹² School was opened the first week in November, in two rooms over Bury's grocery store, on the corner of Fourth and Commercial streets. The next year, in 1859, the corps of teachers had increased to four, Miss Lizzie Bay and Miss Melissa Kipp becoming the other teachers. Mr. Plattenburg was also appointed county superintendent, and the first certificate issued by him was to D. W. Rippy, who died in Severance, Kansas, in 1914, the richest man in Doniphan county. Mr. Plattenburg received a salary of \$100 per month and Mrs. Blair, who had charge of the primary and intermediate departments, received \$45 per month. Mr. Plattenburg served in the capacity of principal until May, 1861, when the schools were closed for lack of funds.¹³ The public schools of Atchison were kept in rented buildings for ten years after the first school in 1858. The basement of the Congregational Church, on Fourth near Kansas avenue, the lower floor of the old Masonic building that stood near the corner of Eighth and Commercial streets, the upper floor of Mr. David Auld's building, on Commercial street near Sixth, and other buildings served as schoolhouses until 1868.

According to Andreas,¹⁴ there was some difference of opinion among the people of Atchison as to whether the community was able to support a public school system in 1859. The financial responsibility attached to those interested in school matters could not have been very large, but Col. P. T. Abell, the treasurer of the school board, was laboring along at this time under a \$20,000 bond. Even as late as 1860, the school board refused to levy a tax for educational purposes. It can be assumed probably, that money raised for schools must have been voluntary gifts. All through the Atchison Territorial newspapers, there seems to be more about private schools than public.

Pardee, a little town in Atchison county, built a schoolhouse and started school in the fall of 1856 with James Brewer as the teacher.¹⁵ Mount Pleasant, near by, also opened a school in the fall of 1858. This seems to be the only school formed during the Territorial period.

It is safe to say that the great majority of the schools formed were private and were run by subscription.

BOURBON COUNTY

Bourbon county was named after Bourbon county, Kentucky. The county is located about eighty miles south of Kansas City on the Missouri line. The organization of the county took place in 1855. The first school in Fort Scott, the county seat, was a private school opened in 1858 by Mrs. C. H. Haynes.¹⁶ The school was in an upstairs room near the junction of Weir street. Ready money was scarce and payment was often tendered in commodities, potatoes, butter, eggs, etc. The most unique pay was a pig, and "truly thankful was she to get it, for it helped out mightily the winter's supply of meat." C. F. Drake, in 1859, succeeded in getting the county to fit up four rooms in the Fort Scott Post Hospital Building for a school. A Mr. Nelson was the first teacher of

12. Sheffield Ingalls, *History of Atchison County, Kansas*, Lawrence, Kansas, Standard Publishing Company, 1916, pp. 266-270.

13. State Board of Agriculture, *op. cit.*, p. 101.

14. Andreas, *op. cit.*, p. 688.

15. *Ibid.*

16. Mary L. Barlow, *The Why of Fort Scott*, Fort Scott, Kansas, 1921, Mary L. Barlow, pp. 26-29.

this district. He was followed by Miss Nancy Custer. In 1860 the school population of the county was 300.

Mapleton, a town located in the northern part of Bourbon county, started a school in 1858 with Miss Mary Burnett as the teacher.¹⁷ In 1859 a small log building was put up for a schoolhouse, and a school was taught by Mr. George Wilcox. Bourbon county was hard hit by the drought of 1860-1861; also, by border troubles. As a consequence not much was done for the schools until after the Civil War. Moreover, this county was not populated as heavily as those closer to the strongholds of the pro-slavery and free-state forces. W. R. Griffith was the first county superintendent, but there is no evidence that reports were ever sent to the office of the Territorial superintendent.

BROWN COUNTY

Brown county was organized in 1855 and was named for O. H. Browne, a member of the Territorial Legislature of 1855. The county is located in the northeastern portion of Kansas and is in the first tier of counties from the Nebraska border. The county was not settled extensively before 1861; but a few early schools were formed prior to the admission of Kansas as a state.

The first public school organized in the county was in Walnut township, District No. 1, March 11, 1859. The schoolhouse was built in 1860 and was in use for many years.¹⁸ The first school in Hiawatha, the county seat, was started in the spring of 1858 by J. A. Stanley, who was afterwards appointed the first county superintendent. The first schoolhouse built in Mission Township was in 1858. In Padonia Township, the Padonia Town Company, a private corporation built a school in 1858 that is now included in District No. 13 of the public schools.

Private schools¹⁹ were taught in the county from nearly the date of first settlement in 1856. There was, however, no regularly organized district prior to the District No. 1, mentioned above. A school was taught in 1857 by David Guard, of Indiana, near the present town of Robinson.

The first school in the county was opened by Samuel Shields in May, 1857. The school was a subscription school and was taught for three months.²⁰ County Superintendent J. A. Stanley organized fourteen schools up to January 1, 1861. The majority of these were organized in 1860, as Superintendent Greer, the Territorial Superintendent, reported only four districts organized up until 1860.²¹ His report to the legislature for January 1, 1860, listed the following facts about Brown county.*

Number of districts in Brown county.....	4
Number of youths between five and twenty-one.....	203
Number of children in school.....	95
Number of months taught in one year.....	15
Number of districts in which school was taught.....	2
Amount of money raised to build schools.....	\$980.00
Amount of public money for schools.....	3.80

17. Andreas, *op. cit.*, p. 1072.

18. State Board of Agriculture Report, *op. cit.*, p. 122.

19. Andreas, *op. cit.*, p. 713.

20. Grant W. Harrington, *Annals of Brown County, Kansas*. Hiawatha, Kansas, Grant W. Harrington, 1903, p. 20.

21. Samuel W. Greer, *Annual Report of the Territorial Superintendent of Common Schools*, Leavenworth, Dec. 31, 1860, pp. 1-16.

* All figures given are totals.

The report clearly shows that as late as 1860, the public schools of Brown county were not very numerous, nor was there much public money to operate them.

COFFEY COUNTY

Coffey county is situated in the eastern-central part of the state. The first settlement took place near the present town of Le Roy in 1854. The county was organized in 1859 and named in honor of Colonel A. M. Coffey, a member of the legislature from Miami county. The first schools in Coffey county were supported by subscription. The *Columbian History of Education in Kansas* reports that, in 1857, three schools were in session.²² In Hampden, Miss Emily Ella, a graduate of Mt. Holyoke Seminary, was the instructor; in Ottumwa, A. L. Storms was the teacher; and in Le Roy a young man by the name of Stacey taught the school.

No reports were sent to the state superintendent prior to 1861, and there is little evidence that the public schools were started in any number prior to the admission of Kansas in 1861. The first schoolhouse in the county appears to have been built at Burlington,²³ District No. 1, in 1858.

DONIPHAN COUNTY

Doniphan county was organized in 1855 and is situated in the extreme north-east part of Kansas. The Missouri river forms its eastern boundary. The county had extensive settlement in the early part of the Territorial period. It was late, however, in forming public schools; only a very few public schools were formed prior to 1861. The first county superintendent was John Bayless, who was elected in 1859, and served four years. He organized District No. 1 at Wathena, April 21, 1859. This was the first public school organized in the county.²⁴ Mr. Benjamin Harding, the first teacher legally licensed to teach in the county, took charge of the school.

In Doniphan City a subscription school²⁵ was taught by Mrs. D. Frank in 1856. This school was probably the first to be taught in the county. In 1859 Miss Sarah M. Walker taught the same school.

The town of White Cloud, in Doniphan county, had considerable settlement by 1857. There was some agitation for a public school, and on August 27, 1857, the *White Cloud Chief* had the following to say:²⁶

A subscription is now being raised for the purpose of building a schoolhouse in this place. On Tuesday, about \$300 had been subscribed. It is the intention to build a large and commodious house, and to employ a teacher this coming fall and winter.

The funds were secured and the first school in White Cloud was opened by Mr. Slauson²⁷ in the town company building on Monday, November 20, 1857. By December 10, 1857, the school had over forty scholars. However, there was much dissatisfaction about the school building. Many of the people had donated their money and expected a good building to be put up for school use.

22. *Columbian History of Education*, compiled by Kansas Educators and Published under the Auspices of the Kansas State Historical Society, Topeka, 1893, p. 110.

23. State Board of Agriculture Report, *op. cit.*, p. 155.

24. *Columbian History of Education*, *op. cit.*, p. 123.

25. Andreas, *op. cit.*, p. 1108.

26. News Item in the *White Cloud Chief*, August 27, 1857.

27. *Ibid.*, November 26, 1857.

Some of the problems that confronted the people in the Territorial days in regard to school matters may be illustrated by the following editorial in the *White Cloud Kansas Chief*:²⁸

We have of late heard numerous expressions of dissatisfaction in regard to the schoolhouse in this place. Some three or four hundred dollars were collected for the purpose of building it, the house has been put up, but not finished. It is not yet plastered, and it only requires a little more funds to get that done. We were informed, some time since, that the carpenter, who put up the building, has taken a lien on it, to secure his pay, but we do not know how this is. But the greatest dissatisfaction arises from the rumor that the house is being built and is to be principally used for church purposes, under the control of one denomination, while school has to be held in the company office. Now, surely, this was not the object for which the money was solicited. At that time, we rarely heard church mentioned, it was only schoolhouse. It may have been stated that the house would be used for church purposes, and no one would object to that, but most of the money was subscribed, for the purpose of building a schoolhouse, where the children of the town might be taught. At that time, church was but a minor consideration and on that score but little, if any, money was subscribed. The city company donated a lot, for the purpose of erecting a schoolhouse thereon. If it be true that the managers are building the house for a church, instead of a schoolhouse, they are assuming an authority never delegated to them by those who paid the money. This matter should be determined, before it gets mixed up so that a legal investigation only can settle it. If churches are to be built, no doubt the people will subscribe money to build them. But not a church now, a schoolhouse is needed, the people have subscribed money to build one, and they expect a schoolhouse to be built.

The controversy over the school building was very bitter and was never settled because of misfortune to the building as we learn by a news item almost two years later.²⁹

It is a fact which does not add credit to White Cloud, that we now have no house suitable for school or church purposes. There are a great many children of school age here and the number is rapidly increasing. Cold weather is approaching and there should be a school by all means this winter.

There was a good schoolhouse here if it had been finished. But for a small debt, it was advertised to be sold under a mechanics lien, and whether the sale came off or not we are unable to say. Then a storm came along and blew the house off its foundation posts, and it now presents a deplorable condition, giving the town a worse appearance than if the space occupied by the house were over grown with hazel brush. Action should be taken at once for a schoolhouse and it could also be used for a church.

If Kansas is admitted as a state, the constitution provides that no district shall receive any school money unless there shall have been a school kept up within it for at least three months in the year. Therefore, if the people of this place desire to do justice to the youth, and to receive public school money, instead of paying it directly from their own pockets, they should prepare a place to hold a school, either by repairing the house already here or building a new one.

However, the citizens didn't appear to take the advice of the editor, and White Cloud continued to rely on private schools. A private school was started on Monday, October 31, 1859, by Miss Doolittle.³⁰ This school was to

28. *Ibid.*, December 10, 1857.

29. *Ibid.*, September 22, 1859.

30. *Ibid.*, October 31, 1859.

continue for three months. The citizens³¹ finally took measures to organize and start a public school in the fall of 1860.

We are pleased to notice that our citizens are now taking steps toward the organization of a regular school district, and the establishment of a public school. Until this time school here has been kept up by private subscription.

Elwood, Kansas, was an early town in Doniphan county. As early as August 27, 1859, a district school was organized. The citizens met and after discussing the matter of organization, the following officers were elected: E. Russel, director; D. B. Jones, treasurer; and T. A. Osborn, clerk. A committee was appointed to select a site for the schoolhouse and report at the next meeting.³² The citizens had another meeting in October and the following report was published:

The director of the district was ordered to commence a school by the 15th of November, 1859, for the winter term of four months. A place was to be provided until the schoolhouse should be completed.

It was voted to levy a tax of nine-tenths of one percent, on the taxable property within the district, according to the county assessment; five-tenths for building purposes and four-tenths for all other school expenses.

The school was a success from the start, as is evidenced by the fact that by the middle of the winter the school had more pupils than the teacher could handle successfully.³³

The number of students in our free school now numbers one hundred. An evening writing and spelling school has been started with the best results. The large number of scholars justifies a division into a Grammar and Primary departments. The labors of Mr. Hoadley, the teacher, are excessive and earnest, but one man can't do everything.

The drought of 1860 and conditions in general being so bad, it appears that no school by the public was held in the fall of 1860. However, a select private school started in July, 1860, and carried advertisements in the *Free Press* until October.³⁴ No mention is made by the *Free Press* about any other school; and as so much was reported the previous year, it may be assumed that the private school was the only one held in the fall of 1860.

It is to be observed that Doniphan county relied on private and select schools for its youth during the Territorial period. Although some effort was made to establish public schools, the largest percent were supported by subscription of the citizens.

DOUGLAS COUNTY

Douglas county, organized in 1855 and named for Stephen A. Douglas, became the center and stronghold of the "Free State Forces." The first settlers came to the county in 1854, mostly from the northern and New England states. They were a bitter anti-slavery group and fervent believers in freedom and democracy. One of their earliest aims was to establish free schools for all the youth of the community.

The settlement of Lawrence, the county seat and the center of the settlement of Douglas county, began in August, 1854; and on the 16th of the follow-

31. *Ibid.*, September 6, 1860.

32. News Item in the *Elwood Free Press*, August 27, 1859.

33. *Ibid.*, January 14, 1860.

34. *Ibid.*, July 21, 1860.

ing January, 1855, Mr. Edward P. Fitch opened a school.³⁵ As there was no law by which taxes could be levied, the citizens maintained the school by voluntary contributions and threw it open to all the children.

Mr. C. L. Edwards, the county superintendent of Douglas county in 1858, in a letter to the *Topeka State Journal*, March 15, 1905, called the above-mentioned school the first school in the county.³⁶

Edward P. Fitch from Hopkington, Massachusetts, opened a school for whites on January 16, 1855, in the rear room of an office building standing on Massachusetts street in Lawrence, two or three lots north of the present Lawrence National Bank Building, the front of which was occupied as an office by S. N. Simpson and Doctor Charles Robinson.

No one denies that in February following this, the log schoolhouse was built northwest of Lawrence and occupied when completed by a public school, under the instruction of Robert W. Allen. On or about June 16, 1855, Miss Kate Kellogg from Massachusetts opened a three months school also held in Doctor Robinson's office. The teacher was employed by, and paid by Doctor Robinson.

There was a call for a school meeting published October 11, 1855, in the *Herald of Freedom*, but no school was held in Lawrence during the following winter.

In the spring of 1856, probably in April, Miss Lucy M. Wilder taught a school in the Emigrant Aid building on Massachusetts street, which was in session on the memorable May 21, when the hordes of Sheriff Jones had lined up in front of the Free State Hotel, not three hundred feet distant.

Miss Henrietta Ross also had a school over Facon's meat market in the spring of 1856.

The school taught in 1855, the first school taught in the county, had about twenty pupils, and the teacher was paid by subscription. The second teacher was Miss Kate Kellogg, and she received her pay from Doctor Robinson. This was all the school until the spring of 1856 on account of the election troubles.

The first schoolhouse built in the county, and the second school held, was about three miles northwest of Lawrence. This school was built in February, 1855, and school started soon after. A pupil of that first school was D. C. Adams, and an account of the school by Mr. Adams was published in the *Topeka Capital*, March 12, 1905, as follows:³⁷

I wish to say that the first country schoolhouse for whites, was built in Douglas county, three miles northwest of Lawrence in February, 1855. A meeting was held by the settlers, at a spring on John Fry's claim, the first of February, 1855. William Yates was chosen chairman of the meeting. It was decided to build a schoolhouse of hewed logs, near the spring. The house was to be sixteen feet by eighteen feet. Those owning timbered claims were to furnish two logs apiece. Those owning prairie claims were assessed a certain amount of money to defray the expenses of lumber, windows, carpentry work, and other expense. Martin Adams was to furnish a team and two burr oak logs, and R. J. Allen agreed to furnish a team and log wagon to help haul the logs to the mill to be sawed into lumber.

On a certain day in February, the date forgotten, the squatters met and put up the schoolhouse. When it was finished a meeting was called for the purpose of hiring a teacher. A motion was made by John Tabor that a lady teacher be hired. This was vigorously opposed by Henry Lacey in a lengthy speech, saying it was impossible for him to teach the school but, as he had taught

35. *Columbian History of Education in Kansas*, *op. cit.*, p. 130.

36. News Item in the *Topeka State Journal*, March 15, 1905.

37. News Item in the *Topeka Daily Capital*, March 12, 1905.

school, knew the impossibility of a lady teaching school, and closed by saying: "My God, the boys would catch her up in their arms and kiss her to death." After this speech the motion lost. Motion was then made that Robert J. Allen teach the school, as he was afflicted with heart disease and not able to do manual labor, and as the other men would be busy improving their claims, this motion prevailed. It was to be a subscription school, the teacher to receive one dollar per month for each pupil, and board himself. The following trustees were elected: William Yates, Calvin and Martin Adams.

It must be remembered that at this time there was no law of any kind, as the legislature did not meet until the following March 20. When the schoolhouse was finished it had a door in the east end and two windows, one on each side. The seats were made of slabs, eight or ten feet long, with four pegs, for legs. A walnut board on the south side served as a writing desk. A Filley stove was ordered from St. Louis, and placed in the center of the building. Robert J. Allen taught a three months school, and patrons and children alike were well pleased with the school.

The following teachers taught in the old log schoolhouse: Robert J. Allen, James F. Legate, Norman Chambers, Mr. Hurd, and S. L. Strain. I certainly wish to insist that to Douglas county certainly belongs the honor of building the first country schoolhouse and having the first country school taught in the territory.

This school is without doubt the first country schoolhouse built and operated in the Territory of Kansas. It is to be observed that the teacher was chosen because of his inability to do manual labor, rather than his ability to teach school; also, that the community opposed lady teachers and favored men because of the problem of discipline. The interest in common schools by the "Free State" people is shown by the early schools they formed.

In the spring of 1857, Mr. C. L. Edwards was engaged to take charge of what was called the "Quincy High School," thus named after Honorable Josiah Quincy, of Boston. The basement rooms of the Unitarian Church had been finished and were occupied by this school.³⁸ In 1858, when the city government was established, the school came under the control of school trustees and was supported from the city treasury. Mr. Edwards had charge of the school for two years, but retired in 1859, when he was elected superintendent of the county schools. Mr. Charles W. Adams followed as principal and then S. M. Thorp. The school received practically all its support at first from donations received from New England. The *Lawrence Republican* mentions, on October 29, 1857, the following:³⁹

The Quincy High School now has about 60 scholars. The Primary room has not been in operation during the present term for want of a suitable room.

The school is now within two weeks of the close of a term. No means are provided for carrying on the school beyond the present term. Up to this time, Eastern liberality has almost entirely supported the school. Such support cannot be depended upon in the future. It ought not to be because Lawrence is as able to support her own schools as any community in the United States. It should be maintained as a free school. Lawrence has now two hundred children who should be in school.

A week later the opposition newspaper, the *Herald of Freedom*, had more to say about the "Quincy High School," as follows:⁴⁰

Lawrence has now a "Free School," equal to any found in the most favored parts of the United States. The school room is large and airy and furnished

38. *Columbian History of Education in Kansas*, *op. cit.*, p. 130.

39. News Item in the *Lawrence Republican*, October 29, 1857.

40. News Item in the *Herald of Freedom*, November 7, 1857.

from Boston, with the latest and best style for school furniture. The books, maps, globes, and tuition are all free. The room is in the most perfect order, the pupils under the best of discipline, and the teachers are an honor to their profession. All classes of inhabitants both rich and poor, send their children to school here on a perfect equality; all are taught alike and all have the best teaching that can be had in this country. The people of Lawrence brought with them from the East, this system of "Free Schools" and planted it here as a substitute for the Southern system of "Pay Schools."

A free Democracy requires all the children of a community to be educated equally; this can never be done where the system of "Pay Schools" is adopted. The rich will educate their children while the poor will grow up in idleness.

The people of Lawrence will be called upon in a few days to renew their subscriptions for the support of this school through the winter. We hope it will be done without a murmur. As soon as the Free State Legislature sets, laws establishing free schools, will be enacted, and then taxes will support them instead of subscriptions. It is a public duty, to educate the children, so all must pay who have money, whether they have children or not.

A week later the *Herald of Freedom* reported the school meeting,⁴¹ which settled the question of the support of the school.

The school meeting on last Saturday evening was thinly attended. The few who were present were of the literati of Lawrence, and spoke well and subscribed liberally for the school. Men who had no children to send gave their twenty-five dollars each, with a freedom that showed they appreciated the subject. There are sixty men in and around Lawrence who have had the advantage of a liberal college education, and if their talents are extended toward that direction, our city will soon become the Athens of the West. Lyceums and other literary institutions will spring up around us. The "Free School" will be sustained throughout the winter.

Lawrence was fortunate in having the support of its friends from New England. This help enabled it to get schools, superior to other communities, started from the first. The help in starting the "Quincy High School" may be seen in the following item from the *Herald of Freedom*:⁴²

The desks and seats are of the best workmanship, and are from the manufactory of Mr. Ross, Boston. They are of light wood, varnished and mounted on ornamental iron stands. There are thirty of these desks, each accommodating two scholars, thus providing for sixty persons. The institution is furnished by the benevolence of Boston and Philadelphia publishers, with a complete set of school books for seventy children. A complete set of W. B. Fowle's Outline Maps were given by Messrs. Ide and Dutton, and a pair of Joslin's 12-inch Globes, handsomely mounted, by Mr. Jostlin* the manufacturer, and of the Unitarian Society, Bullfinch Station, Boston, of whose Sabbath School the Rev. Mr. Nute was for some time Superintendent. This school is a "Free School" and will be supported by the voluntary aid of the citizens and their Eastern friends. Music, Drawing, French, and Latin will be taught in addition to numerous other subjects.

In the spring of 1858 the citizens decided to organize their school and determine the financing of it, also, rules and regulations as to the running of the school. This ordinance was published in the *Lawrence Republican*, April 1, 1858, and a portion of the ordinance was as follows:⁴³

Section 1. That there is hereby established a system of free public schools in the city of Lawrence.

* Note change in spelling.

41. *Ibid.*, November 14, 1857.

42. *Ibid.*, May 16, 1857.

43. News Item in the *Lawrence Republican*, April 1, 1858.

Section 3. That all costs and expenses for the maintenance of said district shall be paid out of the school funds of the city.

Section 6. That it shall be the duty of the principal teacher in the school to be at the school room at least fifteen minutes before the time to open school, and that all teachers are required to be at said school room at least ten minutes before the time to open the school. It shall be the duty of the principal teacher to enter daily upon a record, in a book kept for that purpose, the time that he arrives at the school room, and the time of the arrival of all other teachers, which book shall be open for the inspection of any person, or persons, who may so desire.

Section 15. That the board of trustees or the examining committee shall not adopt any rule or regulation by which any child or children residing in this city between the ages of six and twenty-one years, shall, except for misconduct, be prevented from attending the public school.

The school at Lawrence came under the control of school trustees in 1858 and was supported from the city treasury. The schools of early Lawrence were of high caliber and surely were a source of pride to the early settlers.

The other communities in Douglas county were slightly behind Lawrence in the matter of schools; but at Lecompton, the early stronghold of the pro-slavery forces, subscription schools came into the community at an early date. The first school taught in the town was in 1858, the exact date not being known. In May, 1859, William B. Barnum opened a school in Lecompton. The announcement of the school appeared in the *Lecompton National Democrat* as follows:⁴⁴

Professor William B. Barnum would respectfully announce to the citizens of Lecompton and vicinity, that he will open a school in the Methodist Church, on Monday, May 2, 1859, in which will be taught the various branches of an English education. The terms will be five dollars per scholar for all over ten years of age. Four dollars for all under ten. The term will continue for twelve weeks. No deduction made on account of absence, except in case of sickness.

The first schoolhouse was a building about fifteen feet square made of logs and located across the street from Constitutional Hall.⁴⁵ Some twenty-five children attended this school. The second grade school was held in the Rowena Hotel. No less than forty or fifty pupils attended this school, which was supported by taxation. Miss Lacy Green was teacher.

Eudora, located seven miles east of Lawrence, was organized by an association of German people from Chicago. The first school was taught in 1858 by C. Smith, who was paid by subscription.⁴⁶ In 1859 a frame building, known as the "City Hall," was built by the association and used for school purposes. F. Schowarte was the first teacher. This building was used for school purposes until 1866.

Other points in Douglas county that had early schools were Black Jack and Vinland.⁴⁷ Black Jack had a school in a log house in 1858 with Frank Miller as teacher. Vinland had a school in the fall of 1858 with A. W. Smith as teacher. The school was held in a small house built for that purpose by the settlers. This was a private enterprise on their part, and a public school-house was not built until 1867.

44. Advertisement in the *Lecompton National Democrat*, July 21, 1859.

45. *Early History of Lecompton, Kansas*, published by the History and English Classes of 1932-'33. Lecompton Rural High School. 1934, p. 39.

46. Andreas, *op. cit.*

47. *Ibid.*

The early schools of Douglas county are a credit to the people who organized them. There was no public money, to mention, until after the admission of the state into the Union. The schools were in the main started in the communities by the initiative of the settlers. They were determined that Kansas was to be *Free* and "Free Schools" would keep it a *Free State*.

FRANKLIN COUNTY

Franklin county is located in the second tier of counties from the eastern boundary of the state. It is directly south of Douglas county. The county was named in honor of Benjamin Franklin.

The first public school in Franklin county was at Centropolis⁴⁸ in 1855. The school was taught by Mr. Cator for a term of four months. The second public school was organized at Ohio City in 1857, and the third was organized at Rantoul the same year.⁴⁹ The school at Rantoul was one mile south of the present town. The teacher was Robert Smith, who taught the school for a term of four months.

These were the only schools in the county prior to 1861 of which there is any record. However, in Greer's annual report⁵⁰ to the Territorial Legislature in 1861, Franklin county was reported to have twenty-five organized districts. Three months was the length of terms taught, and the schools were sustained by private means. The interest in the schools was reported to be growing.

JACKSON COUNTY

Jackson county is situated north of Topeka and west of Leavenworth. The county was settled early in the history of the state. Her actual settlement was begun in 1855 by a few who could not be convinced that the American Desert, as it had been called, was a barren waste.

Shortly after the county was organized in 1857, the people began to think of schools for their children. The first school in the county was taught by Miss Harriet Warfield⁵¹ of Clay county, Missouri, in 1857. It was gotten up on the subscription plan and held in a little claim cabin, sixteen feet square, located on the southwest quarter of section 23, township 9, range 16. School was also held in Jefferson township the same year. The teacher was Mrs. H. S. Hart, who held the school in her cabin. Tuition was charged the pupils, and "one of the pupils paid Mrs. Hart with a flat iron."

The first schoolhouse built in Douglas township was in 1858, a log structure, eighteen by twenty feet, constructed by the neighbors' clubbing together and doing an agreed part of the work. School District No. 12, the first in the township,⁵² was organized November 5, 1859.

Hard times, drought, the coming of the Civil War, and the internal strife in Kansas kept the people of Jackson county from doing much for the schools until after 1861.

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

49. Lloyd W. Myers, *Growth and Development of Education in Franklin County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1938, p. 45.

50. Samuel W. Greer, *Annual Report of the Territorial Superintendent of Common Schools*, Leavenworth City, Dec. 31, 1860, pp. 1-16.

51. W. S. Hoaglin, *History and Statistics of Jackson County, Kansas*, Holton, Kansas, Recorder and Express Book Company, 1878, p. 25.

52. *Ibid.*

JEFFERSON COUNTY

Jefferson county, named for Thomas Jefferson, is situated directly north of Douglas county. This county was organized in 1855 and settled shortly afterward. The settlers were early in forming schools, as is seen from the fact that the first school of any record in the county was taught by A. J. Greene at Jacksonville⁵³ in the winter of 1855-'56. This was about one mile east of the present town of Oskaloosa. The school was paid for by a subscription of the citizens.

In Oskaloosa the first public school district was formed in 1859 by J. H. Bennett, county superintendent of schools. A schoolhouse was erected, and in 1860 the school had three departments. The first school district formed in the county was slightly earlier, being formed on February 21, 1859, with Miss Webb as the teacher.

One of the earliest settlements that grew to importance in the Territorial days was Grasshopper Falls, now Valley Falls,⁵⁴ where the first school was established in 1857. Doctor L. Northrup bought the old Pattie claim house and moved it to Block 21. There was no school law except the Doctor. He employed Miss Libbie Pennock, of Leavenworth county, to teach the school for three months. The school was supported by subscription, and as there were but few children in attendance and the many bachelor settlers contributed liberally, the school was well supported with little expense to the Doctor. The following year, 1858, Miss Anderson, of Topeka, taught a term of school in the Lutheran Church. J. B. McAfee started the school and employed the teacher. Mr. McAfee boarded her and brought her with his children to school each morning. The same year, 1858, Miss Sarah Parker began a term of school in the Lutheran Church. She taught there until the school district was organized and a house built, after which she taught the public school until 1863.

JOHNSON COUNTY

Johnson county is in the extreme eastern part of the state. It is bounded on the east by the Missouri line, and on the north by Wyandotte county. The county was named in honor of Rev. Thomas Johnson, a missionary to the Shawnee Indians, who in 1829 established the Shawnee Mission School in what is now Shawnee, in the northeast township.

The first school for white children was established in 1857, as provided by the Territorial laws.⁵⁵ The first school at Gardner was a private school, taught by Miss Myra D. Shean. The first school district was organized there in the winter of 1858, and the first public school was taught the next summer by Miss Mary Williams.⁵⁶

The first school in Olathe was held in the Masonic building which was erected and dedicated August 5, 1859, with great "pomp and splendor." The first story was used for the school, and the second story as a Masonic Hall. The early schools were held for as long a period as the parents could spare their children from home work, which was usually three months in the year.⁵⁷

53. Andreas, *op. cit.*, p. 506.

54. *Ibid.*

55. Ed Blair, *History of Johnson County*, printed at Lawrence, Kansas, 1915, Chapter 14.

56. *Ibid.*

57. Earle E. McKown, *Historical Development and Growth of Schools in Johnson County, Kansas*, Master's Thesis, Kansas State Teachers College of Emporia, 1934, p. 35.

The first county superintendent of public instruction was W. Christison, who was elected in the fall of 1858.

The first school taught in Shawnee was in the spring of 1858 in an old Indian meeting house.⁵⁸

The first schoolhouse in Spring Hill was erected in 1858, and in the summer following Mrs. Duvall taught the first school. The first school in the vicinity of Monticello was taught in 1857, one mile west of the town. In De Soto the first school was organized in 1858, and the same year a log structure was built to be the schoolhouse. William H. Smith was the first teacher in the De Soto schools.

Aubry township was organized by the County commissioners May 11, 1858. The first school district was organized in the summer of 1858; a schoolhouse twenty by twenty-four feet was erected, and the first school in the township taught by Sylvester Mann.⁵⁹

The records of the early schools of Johnson county are not very complete, but Samuel W. Greer, Territorial Superintendent, reported to the Territorial Legislature, December 31, 1860, that Johnson county had thirty-two organized districts.⁶⁰ These districts were sustained by private funds. The wages of teachers ranged from \$11 to \$50 per month, and the attendance ranged from twenty-three to fifty-nine. No public money was available for the year, but interest in schools was said to be growing among the people.

The early schools were built of logs, with floors usually of dirt sprinkled and packed until it was hard and smooth. The average term was usually three months, but sometimes school was held longer for the benefit of the smaller children. According to McKown,⁶¹ the children started each year at the beginning of their books and worked as far as they could with the aid of the teacher. There was no such thing as graduation from the early common schools; the pupils attended until they got ready to quit. Many of the pupils attended after they were twenty-one, some being even as old as twenty-five. As there were no higher schools, the average teacher had only a common school education and could not instruct beyond the eighth grade. Nevertheless, the early common schools were a definite step toward educating the youth of the state in a democratic way.

LEAVENWORTH COUNTY

Leavenworth county is located in the extreme northeastern part of the state. The county was organized in 1855 by the Territorial Legislature and took its name from Fort Leavenworth, located within the county. Since the early settlers were pro-slavery in politics, the county became quite a stronghold for their forces. The town of Leavenworth City was established close to Fort Leavenworth, soon to become a flourishing city.

The first school in Leavenworth was opened May 12, 1855, according to J. B. McAfee, who sent the following communication to the *Leavenworth Times* in August, 1904:⁶²

May 12, 1855, I had a small school room completed on the south side of Shawnee street, between Fourth and Fifth and named the school the Leaven-

58. *Ibid.*

59. *Ibid.*, p. 37.

60. Samuel W. Greer, *op. cit.*

61. Earle E. McKown, *op. cit.*, p. 47.

62. News Item in the *Leavenworth Times*, August 6, 1904.

worth Collegiate Institute. Col. W. A. Phillips, then correspondent of the New York *Tribune*, who traveled over all the settled portion of the state, said this was the first school in Kansas outside of Indian Missions and a school in Douglas county taught by a lady in her own house for her children and three or four of her neighbor's children for one week. The room I had soon proved too small and a larger one was erected in July on the corner of Shawnee and Fifth streets. I taught this school until the latter part of July, 1856, when Professor N. Z. Strong took my place. In September the border warfare broke up the school and Professor Strong and most of the free state people sought refuge in Fort Leavenworth. There over one hundred students had enrolled when the school closed.

Signed: J. B. McAFEE.

Mr. McAfee is given the credit for establishing the first school in Leavenworth by all writers of Leavenworth history. Moore⁶³ tells of the same school and adds that it flourished until the border troubles became paramount. Also, he reports that Reverend McAfee was a "Free State" believer and, his political views not harmonizing with the prevailing sentiment of a majority of the citizens of the town, his days of usefulness as a successful school teacher became suddenly abridged. As the vigilance committee gave him notice to quit, he thought prudence, in this instance at least, was the better part of valor; so, gracefully, but with becoming agility, he retired from the school field. Since citizens did not regard schools as a necessary part of their prosperity, the powers in control decreed that, during that exciting period, they should wait awhile for schools. Mr. McAfee went to Valley Falls where he was instrumental in forming a school. All his life he was interested in public life and later became mayor of Topeka.

Shortly after the first school in Leavenworth was opened, Mrs. Talitha Hughes opened a private school. Her school was started sometime in May, 1855. The advertisement of her school was as follows:⁶⁴

Mrs. Talitha C. Hughes, late of Palmyra, Missouri, proposes to open a school in Leavenworth, Kansas Territory, about the 15th of May, or as soon as a house can be obtained, in which will be taught all the branches of an English education. No efforts will be spared to make it a first class school. She therefore confidently soon solicits the patronage of the citizens of the city and vicinity of Leavenworth.

Terms:

Orthography, Reading, Writing, and Arithmetic, per session of 12 weeks	\$1.00
Higher branches, per session	5.00
Drawing, Painting, Needle-work	3.00

The early schools of Leavenworth were private and tuition schools. This was more noticeable among the pro-slavery people than the free state people, the reason being that the people from the South were used to that kind of schools while in the New England States the people were used to "Free Schools." However, it is interesting to note that the pro-slavery editor of the Leavenworth, Kansas, *Herald* was a believer in "Free Schools." In an editorial, July 14, 1855, he wrote the following:⁶⁵

The cause of education should by all means receive the earnest attention of our Legislature. It is a subject second to none in importance. A general dif-

63. H. Miles Moore, *Early History of Leavenworth City and County*. Leavenworth, Kansas, Samuel Dodsworth Book Company, 1906, p. 199.

64. Advertisement in the *Leavenworth Kansas Herald*, May 18, 1855.

65. Editorial in the *Leavenworth Kansas Herald*, July 14, 1855.

fusion of knowledge is actually necessary to promote the growth and prosperity of a country. Without education it is utterly impossible for man to discharge his duties as an individual, as a member of society, or as a citizen of the state. The system of "Free Schools" has in all cases been productive of great benefit to every country in which it has been introduced, and knowing this fact we cannot but believe that this subject will receive the calm and profound attention of the Legislature.

This clearly shows that even though the southern people had private schools for their children, they were willing to have, and believed in the common school for the new country that was to be Kansas.

Mrs. R. B. Johnson opened a school for girls in September, 1855. The following advertisement for the school appeared in the *Kansas Herald*.⁶⁶

The Leavenworth Female High School will commence its first term on Monday, September 10, 1855, with Mrs. R. B. Johnson as Principal.

The terms are as follows:

Board and tuition	\$75.00
Primary branches	8.00
Intermediate branches	10.00
Mathematics	14.00
Music on piano, with use of instrument.....	20.00
Language, French and Latin, extra.....	5.00
Contingent charges	1.00

The above school consists of two sessions of twenty weeks each. No sectarian principles will be inculcated, but strict attention will be given the morals of the pupils.

This school was in session all winter; and during the year 1856, it and Reverend McAfee's school were the only two schools in Leavenworth. The schools in Weston, Missouri, drew many of the pupils from Leavenworth, as Weston had been established much longer and was more fashionable at the time.

The people of Leavenworth had the Southern viewpoint when it came to the question of education for the Negroes at the expense of the state. The Leavenworth Constitution, adopted April 3, 1858, had declared:⁶⁷

That the stability and perpetuity of Free Republican Institutions depend upon the intelligence and virtue of the people; therefore it is declared to be the duty of the state to establish by law, at the earliest possible period, a uniform system of free schools in which every child in the state shall be entitled to receive a good common school education, at the public expense.

The editor for the *Leavenworth Kansas Herald* commented upon the above part of the Constitution as follows:⁶⁸

Every *child* in the state is entitled to receive a good common school education at the expense of the state. Can anything be more plain? Negroes have children as well as white people, and the word *every* embraces them. Every free negroes' children is entitled to an education at the expense of the state of Kansas. Not only are we to be taxed to educate free negro children, but also they are entitled to the privilege of associating with white children in the schools. By the Leavenworth Constitution the attempt is made to force the degrading institution of Negro suffrage and Negro equality upon the people of Kansas for an indefinite period, and perhaps forever in case of its adoption. Had that convention no fear of an outraged constituency? Can they face them after prostituting themselves at the blackened shrine of "Free Niggerism," in all its glory?

66. *Ibid.*, September 1, 1855.

67. News Item in the *Leavenworth Kansas Herald*, April 17, 1858.

68. *Ibid.*

The people of Leavenworth believed themselves with the majority group in Kansas and that Kansas would be a slave state. The idea that Negro children could go to the same schools with white children was obnoxious to them. The reader must not be misled about the pro-slavery people. They were an intelligent group, strong believers in education, but bitter against making the Negro free or equal with the white race. It was true that in the South the system of schools was different than in the North. The schools were private and tuition schools. Nevertheless, the settler who came to Kansas, whether a believer in slavery or against it, was a strong defender of *Free Public Schools*. The Southern man was a defender of the public school, as well as the Northern man; both knew that the public school was the bulwark of Democracy, and in both groups schools for their children was one of their first concerns.

The Academy of the Immaculate Conception was opened in January, 1859. The Academy was under the direction of the Sisters of Charity. The following account of the school is as follows:⁶⁹

The conductors of this Institution aim principally, at combining what is old and ornamental in education with what is useful and necessary. They feel that they cannot devote too much attention to the development and training of those faculties which constitute the moral character. The Sisters are of the opinion that upon this their success in this particular depends. It is upon the moral character that the happiness of individuals and the hope of families depends.

It is to be noticed that all the private schools stressed the development of character and moral training. The people of the early Territorial days were very strict in the rearing of their children. A teacher's highest qualification was to have a good character and be of good morals.

The first board of trustees for common schools in Leavenworth met on the 3d of July, 1858. They rented N. Z. Strong's house for ten weeks, and hired as teacher, for the same length of time, George Wetherill.⁷⁰ Soon afterward, Miss J. Howard was employed; and in August when more school accommodations were required, J. Robertson was induced to teach in his own house for \$55 per month and \$16 rent.

In October, 1858, the city was districted into three districts.⁷¹ The building for the First District was the Christian Church, between Osage and Pottawatomie streets. Mr. Robertson's house, in South Leavenworth, was the Third District building, while a room formerly used as the Registrar's office, corner of Third and Delaware streets, was rented for the Second District.

In November, 1858, the following textbooks were adopted for use in the city schools:⁷²

Sander's series of Readers and Spellers
 Webster's Dictionary
 Cornell's Geography
 Colton's Outline Maps
 Ray's Arithmetic
 Weld's Grammar
 Wilson's United States History

69. News Item in the *Weekly Herald*, Leavenworth, January 8, 1859.

70. Andreas, *op. cit.*, p. 1188.

71. *Ibid.*

72. *Ibid.*

In 1859 the attendance of the combined schools was estimated at about five hundred. Mr. McCarty was the city superintendent, and a graded system was adopted. Both city and country schools, however, were in a very disorganized condition up to the time of the adoption of the state system in 1861.

In other parts of the county very little was done for the schools until 1861. In Alexandrial township a schoolhouse was erected in 1857 by the Society of Friends. Alice Newby was the first teacher.⁷³

LINN COUNTY

Linn county was organized by the Territorial Legislature in 1855. The county was named for Lewis F. Linn, United States Senator from Missouri. The eastern boundary of the county is on the Missouri line and the northern boundary is about forty miles south of Kansas City.

The schools of the county were late in getting a start on account of the severe border troubles that engulfed the county. There were no schools of any note until after the admission of Kansas into the Union in 1861. The only schools of any record were taught at Mound City and at Brooklin.⁷⁴ In the winter of 1858 A. A. Johns taught a school at Mound City in the Town Hall that had been erected in the summer of 1858. Brooklin, located south of the present town of La Cygne, had a school opened in the spring of 1856, but it was soon broken up because of the border troubles.

An amusing incident concerning the early schools in the county is related by William Mitchell, as follows:⁷⁵

The school was honored one day by the presence of all three members of the board of education, and very proudly the teacher asked the boy at the head of the class "Who wrote the Magna Carta?" The boy looked startled and scared and gulped and in an innocent but slightly defensive tone replied, "I didn't." A quiet moment followed when the chairman requested the teacher to have the boy stand up again. "Son," he said, "I noticed that when you denied writing that, you looked guilty. I am inclined to believe you did it."

LYON COUNTY

Lyon county was organized by the Territorial Legislature in 1855. The county is located in the eastern-central third of the state. The settlement of the county was started in the early part of the Territorial period and rapidly increased. The first school in the county was probably held at Americus by the Reverend G. W. Torrence in the summer of 1858.⁷⁶

The earliest common schools of much note, however, were in Emporia, which became the largest town and the county seat. The people of the town wanted public schools, but it was quite a while before the schools could be established. As early as June 6, 1857, Mr. P. B. Plumb, the editor of the *Kansas News* of Emporia, in an editorial declared:⁷⁷

There is nothing the hardy pioneer feels he needs so keenly as the want of schools. This should be one of the first things in a new settlement. The future of the state will depend on education. Lets have a meeting and get to work on schools.

73. State Board of Agriculture Report, *op. cit.*, p. 265.

74. Andreas, *op. cit.*, 1109.

75. *Ibid.*

76. Andreas, *op. cit.*, p. 847.

77. News Item in the *Emporia Kansas News*, June 6, 1857.

Later he remarked:⁷⁸

Cannot a school be started this summer? There are quite a number of children in this vicinity, and we have several good teachers who would prove competent to the task. Something ought to be done.

Nothing was done for the schools, and Emporia went during the fall and winter of 1857-1858 without a school. On March 13, 1858, Mr. Plumb printed the following news items:⁷⁹

The settlers in the neighborhood of Mrs. Sheneman, on the Cottonwood, about three miles east of Emporia have determined that their children shall not much longer be deprived of the advantages of a school. They have commenced the erection of a house to be used for school and religious purposes, which will be finished by the middle of April. This is the right spirit and we are glad to see such an exhibition of it. Education is cheaper than ignorance and vice.

The Reverend Mr. Morse, Congregational Minister, living near Emporia, desires to establish in Emporia a select school this summer. He will teach both sexes the English branches together with languages. Mr. Morse is a gentleman of varied literary attainments and occupies a high position as a minister and as a man. It is time the people were awakening to the importance of a good system of education for their children. Most of the settlers will be comfortably situated by another year and will no doubt lend a helping hand. Something should be done, and the sooner the better.

April 3, 1858, the citizens met to discuss the problems of education in Emporia. The following news item was printed concerning the meeting:

The meeting was held on Saturday, April 3, 1858. After addresses on the subject by Reverend Morse, L. D. Bailey, Doctor Slocum and others, the following were chosen a committee to take a general oversight of the cause of education in this vicinity, viz.: Reverend Morse, E. P. Bancroft, G. D. Humphrey, Curtis Hyatt, Doctor E. Hall, L. D. Bailey, and William Spencer. On motion the committee were to report number, age and degree of advancement of all persons in vicinity who desire to attend school. The following resolution was adopted:

Resolved by friends of education in this meeting:⁸⁰

1. That the peace, prosperity and happiness depend upon the moral, intellectual and physical development of the rising generation.
2. It is the duty of our lawmakers to provide for a system of free schools at the earliest possible period.

No school, however, was started during the summer of 1858, but the Reverend Morse and his wife planned on opening an academy in September. They advertised the opening of their school and the rates to be charged in the August issues of the *Kansas News*. Their advertisement was as follows:⁸¹

The first term of the Emporia Union Academy will commence Wednesday, September 7, 1858, and continue 12 weeks.

TUITION

Primary	\$3.00
Common English	5.00
Ancient Language	2.00
Modern Language	5.00
Painting (oils)	10.00
Painting (water colors)	5.00
Drawing (pencil'ing)	5.00
Drawing (two crayon)	5.00

78. *Ibid.*, July 4, 1857.

79. *Ibid.*, March 13, 1858.

80. *Ibid.*, April 10, 1858.

81. *Ibid.*, August 14, 1858.

Attention will be given those desiring to teach. Scholars from a distance can be accommodated with board and rooms on reasonable terms.

The opening of this school was postponed on account of illness of the teachers. Since nothing more was ever mentioned in the news about Mr. Morse or his school, it may be assumed that he left the community, or at least no longer had aims of establishing a school.

The second term of Mr. Torrence's school, at Americus, opened in October, 1858. October 2, 1858, the following item appeared in the *Kansas News* concerning the school:⁸²

The second term of the Americus school will commence on the 18th of October, under the direction of Reverend C. W. Torrence. Mr. Torrence is a gentleman of very high quality for that business.

It remained for Miss Mary Jane Watson to receive the credit for teaching the first school in Emporia. Miss Watson opened a school on October 13, 1858, which was the first school taught in Emporia. The following news item appeared concerning her school:⁸³

Miss Watson's school opened on Wednesday, October 13, 1858. The school is a free school, and will be kept regularly without intermission five days in each week during the ensuing winter. Miss Watson is an experienced teacher and will give satisfaction.

The school was free to the scholars at first, but by spring a small charge was necessary to keep the school going. The *Kansas News* had the following item in its issue of May 7, 1859:⁸⁴

The second term of Miss Watson's school closed on Friday the 29th of April, 1858. Considering the many disadvantages the teacher and pupils have labored under, we have not heard a word of complaint. The next term will commence Monday, May 16. The terms per scholar per quarter are three dollars. Miss Watson deserves better success than has been extended to her in the past. We hope she will receive it.

June 11, 1859, the editor of the *Kansas News* summarized the educational facilities of the county as follows:⁸⁵

We are glad to see so much attention being paid to establishing schools. Miss Watson's school is doing fine. A good school has been commenced in Forest Hill, taught by Mr. O. A. Tripp. A school has been established in Fremont, and is taught by Mr. W. E. Dennison, with good results. A good school is taught in Americus by Mr. G. W. Torrence. We learn that other good schools are being established and that Breckenridge (Lyon) county will soon be second to no county in the interior.

In the fall of 1859 the citizens of Emporia had a school meeting to take action in regard to securing a teacher for the winter, and also to consider other educational matters. Mr. Albert Thompson, being the most likely teacher interviewed by the citizens' committee, was engaged to teach the school. The school commenced October 3, 1859.⁸⁶

Mr. J. M. Foster and Mr. Tripp also opened tuition schools in Emporia during the fall of 1859. During the month of January, 1860, Mr. Thompson

82. *Ibid.*, October 2, 1858.

83. *Ibid.*, October 16, 1858.

84. *Ibid.*, May 7, 1859.

85. *Ibid.*, June 11, 1859.

86. News Item in the *Emporia News*, September 17, 1859.

moved his school from McElfresh's Hall to the Christian Church. By the first of January, 1860, there were two good schools in Emporia, although Mr. Foster had quit teaching. The school taught by Mr. Thompson was so large that it was made a graded school, and Mr. Phillips was engaged to help teach. The following advertisements for the two schools appeared December 31, 1859, in the *Emporia News*:⁸⁷

Open Monday, January 2, 1860, in the Christian Church. We hope to make it one of the best schools in the country. English \$3.00 per term of 3 months. Higher English and Languages \$4.00 per term of 3 months.

Emporia is one of the largest and most thriving towns south of the Kansas river. Facilities for boarding.

PHILLIPS AND THOMPSON.

The Emporia High School will open in McElfresh's Hall, Monday, January 2, 1860. Primary and Common English Branches \$3.25 per quarter. Higher English Branches (extra) \$2.00. French and Latin each (extra) \$2.00.

O. A. TRIPP.

Later in the spring of 1860, in March, Miss Mary Jane Watson, who had previously taught the first school in Emporia, opened a school in the old Templar Hall. This school was a tuition school. The school taught by Mr. Tripp proved to be very successful. The June 30th issue of the *Emporia News* had the following items about schools:⁸⁸

The school term in Templar's Hall will close July 3, 1860. The fall term will begin the first Monday in September. Miss Jane Watson is the teacher.

The Emporia school located in the Christian Church will have a summer term commencing July 9, 1860. The fall term will commence on October 8, 1860.

The last mentioned school was taught by Mrs. F. B. Wanzer, the principal, and Miss E. C. Wheeler, her assistant.

Miss Watson's school opened again in September, 1860, and in December, 1860, a Miss Wilson advertised a tuition school as follows:⁸⁹

Miss Wilson, formerly of Covington, Indiana, will open a school Monday, December 10, 1860. She has taught twelve years, eight years in one school in Covington.

The *Emporia News* reported on December 29, 1860, that a school meeting had been held and the following decided upon:⁹⁰

At a meeting of the legal voters of School District No. 1, in Emporia Township, called by the County Superintendent, the following officers were elected for the ensuing year. Director, W. F. Cloud; Treasurer, C. C. Dodge; Clerk, E. Borton. It was voted to support a school for six months, at the public expense. A tax of two mills on the dollar to be raised on all taxable property in the district. This is as it should be. Schools are public and should be supported at the public expense, at least until we get possession of our school lands, and the fund to be derived from other sources.

This was the first organized school district in Emporia, and it marked the beginning of public schools in Lyon county. Records of other schools in the county are lost, and very little is known about schools prior to 1861. According to French,⁹¹ a school was taught at Hartford by Mrs. Hawkes in her own home in 1860.

87. *Ibid.*, December 31, 1859.

88. *Ibid.*, June 30, 1860.

89. *Ibid.*, December 1, 1860.

90. *Ibid.*, December 29, 1860.

91. Laura M. French, *History of Emporia and Lyon County*. Emporia, Kansas, Emporia Gazette Print, 1929, p. 13.

MARSHALL COUNTY

Marshall county was organized in 1855 and named for Francis J. Marshall, a member of the First Territorial Legislature. The county is located in the northern part of the state, on the western edge of the early settlement.

One of the earliest schools on record was taught by Reverend Samuel Walker in 1858 in a cabin at the mouth of Fawn Creek.⁹² The same year Lucy Thompson Palmer taught a school in a house on the Little Blue river near where the gypsum mill stood for years. In the years between 1859 and 1870 most of the teaching of the schools was done at home. In the Catholic settlements, the faithful priests gave what instruction they could to the young people and children.

School District No. 1, Barrett, was the first legally organized district in Marshall county.⁹³ This district was organized in 1859, and a building was erected by four bachelor boys. School was not held in the building, however, until the fall of 1860 because there were no children. W. S. Blackburn, who taught in 1860-1861, was the first teacher. There were but two organized districts in the county prior to 1861.

According to Andreas, one of the earliest schools was opened in Marysville by Miss Jennie Robb⁹⁴ in the fall of 1859. This was a "select" school, and a small frame building was used. Select schools were taught in Marysville by Miss Kate Weber and others until 1861, when School District No. 4 was legally organized.

Marshall county did not have as extensive early settlement as other counties nearer the Missouri border and consequently did not have many early schools.

MIAMI COUNTY

Miami county is located in the extreme eastern part of Kansas on the Missouri border. The county was first named Lykins in honor of David Lykins, but the name was changed to Miami in 1861. The county was the home of John Brown and other early day men whose chief aim was to make Kansas a "Free State." At first the sentiment was about equally divided between the pro-slavery and the free state beliefs; this made the county a battlefield between the two opposing forces. In this kind of situation it was impossible to have much progress in the way of common schools.

The first school was taught at Paola⁹⁵ by Mrs. May Williams in the fall of 1856. The first school taught at Osawatomie, the home of John Brown, was in the winter of 1857-'58 by Mr. Squires, in a frame schoolhouse. It was discontinued because of the severe border warfare. At Mound Creek, the first school was taught by Loyal Bishop in November, 1858. This school was held in a log schoolhouse on the farm of Thomas Rice. That was all the schools the county had until the turmoil of war was settled and the county entered upon a more tranquil life. The Territorial Superintendent reported that thirty districts were organized by 1861.⁹⁶

92. Emma E. Porter, *History of Marshall County*. Indianapolis, Indiana, B. F. Bowen and Company, 1917, p. 282.

93. *Ibid.*

94. Andreas, *op. cit.*, p. 918.

95. Greer, *op. cit.*, p. 16.

96. *Ibid.*

MORRIS COUNTY

Morris county, one of the oldest and most historical counties in the state, is located in the center of the eastern half of the state. The county was organized in 1858 by the Territorial Legislature.

The earliest settlement in the county was at Council Grove, which became a trading post in 1847. The first school was the one conducted by T. S. Huffaker, mentioned in Chapter II. No man associated with Morris county has had more to do with its educational growth than had T. S. Huffaker. Leitch has the following to say about Mr. Huffaker.⁹⁷

He came to the county in 1849 and until his death in 1910 was more or less actively engaged in educational and religious affairs. He came as an Indian teacher and taught in the mission until 1854, when the Indian school was abandoned. As there was no school for the white children at Council Grove, Mr. Huffaker organized a school for them in May, 1851, and taught them with the Indians at the mission. This was the first white school in Kansas.

In Chapter II of this study, an earlier school for white children is mentioned than the school Mr. Leitch tells about.

After the Indian mission was given up in 1854, the school for white children was continued in the mission building until 1856, when the first school for white children in the county was built.⁹⁸ This school, District No. 1, as it was called, was a small frame building which, even at that time was hardly adequate for the needs of the settlement.

The Brown Jug, the second school in the county, was established in 1858. According to Leitch,⁹⁹ the Neosho river was the natural boundary between this school and District No. 1. Many school wrangles were experienced between the two schools. The troubles seemed to be jealousy because the East Side School, District No. 1, had only three-month sessions, while the Brown Jug, District No. 2, had six and seven-month sessions. The schools were financed by local appropriations, and there was much discussion relative to the merits and defects of the long or short session, as the case might be. In 1865 a graded school was built by the two districts, thus settling the controversy.

The name *Brown Jug* was given to the school because it remained unpainted so long that its weather-beaten sides became brown.¹⁰⁰ The Brown Jug is one of the oldest schoolhouses in Kansas, excepting the Indian Mission of stone. It was used as a schoolhouse for over fifty years, but during the last thirty years of its existence it was used as the Council Grove colored school. The name was changed to Lincoln School, in honor of Abraham Lincoln.

The third school in the county was established in Neosho township in 1857. This school was established at Priceville, which was about one-half mile west of the present village of Kelso, and taught by Miss Sallie Fisher. The building was a log structure without a floor.¹⁰¹

The fourth school in the county was organized in Clarks Creek township and was known as District No. 4, or File. The school was established in 1859

97. Hugh Valentine Leitch, *A Historical Survey of the Educational Growth of Morris County, Kansas*, Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1933, p. 15.

98. *Ibid.*, p. 24.

99. *Ibid.*, p. 25.

100. *Ibid.*, p. 26.

101. *Ibid.*, p. 27.

in a little log building some distance north of the Stephen Atkinson homestead.¹⁰² Marian Walters taught this school the first two terms; then Lizzie Roma taught it for two terms. These early teachers were appointed, there being no board of education at that time. The teachers stayed a week with one family, then with another. Their salary was very small even though it was supplemented by free board.

Districts No. 5 and No. 6 were both organized in the community north of Council Grove.¹⁰³ No. 5, Richie, is located about three miles north of Council Grove. District No. 6, Garfield, is located about four miles north of Richie.

These, the only schools organized before 1861, were the beginning of the common school educational system in Morris county. These schools had no definite boundaries until 1861, and the people who sent children to them paid a part of the teacher's salary. The schools were all located in the various valley regions of the county as the settlers, in almost every instance, had chosen to settle in the fertile valleys and farm the land contained in them.¹⁰⁴

In the fall of 1859 Miss Stevenson had a tuition school in Council Grove. The *Kansas Press* printed the following news item concerning a visit of the editor to the school:¹⁰⁵

We now have a good school at this place, taught by Miss Stevenson, of Forest Hill. Miss Stevenson has the reputation of being a superior teacher. We visited her school last Friday and was much pleased with it. She has been engaged for four months at \$4 per scholar. We hope our citizens both in town and country will patronize this school.

We wish to call the attention of those sending to school, to the inconvenience, or rather wants of the schoolroom. A desk or table of some kind should be provided for the teacher, a half dozen seats with backs for the children, and a good blackboard should be provided. With a trifle expense we could have a delightful schoolroom, as well as school.

NEMAHA COUNTY

Nemaha county adjoins Nebraska and is the third county of Kansas in the northern tier west of the Missouri river. Settlers began arriving in numbers after 1855, the date the county was organized by the Territorial Legislature.

The first school taught in the county was in 1856 in Granada township, a small building for school purposes being erected during the same year.¹⁰⁶ Various efforts in the cause of education were made at an early date, of which, unfortunately, but few records can be found. A school building was erected at America City, in Red Vermillion township, in 1857; and in 1859 the first school in Central City was opened under the charge of Mahlon Pugh.¹⁰⁷

The *Columbian History of Education* reports the following schools in and near Senaca,* an early town of the county:¹⁰⁸

In May, 1859, Miss Ada Smith organized the first school taught in Senaca. It was a subscription school, and was taught in the old hotel on the south side

102. *Ibid.*, p. 28.

103. *Ibid.*

104. *Ibid.*, p. 35.

105. *The Kansas Press*, Council Grove, Kansas, September 26, 1859.

106. *Ibid.*

107. *Ibid.*

108. *Columbian History of Education in Kansas*, *op. cit.*, p. 170.

* Note spelling.

of Main street, at the corner of Main and State streets. This was probably the first school taught in Nemaha county. There was a "bee" on the Nemaha, about three and one-half miles south of Senaca, in the fall, at which a log schoolhouse was erected, and school was taught there during the fall and winter of 1859-'60. This was probably the first schoolhouse built in the county. Miss Smith's school was continued by John Clayton, who taught a winter term of subscription school, and was the first teacher employed after the organization of the district.

On February 23, 1860, District No. 3 was organized. The meeting authorized the board "to select and purchase a site for a schoolhouse," and levied a tax of one-half on one percent, "to defray the cost of purchase," and a tax of one-half of one percent to pay teachers.

The first school held in Sabetha, in Nemaha county, was taught by Rebecca Hawkins during the summer of 1860. The school was taught in a log cabin owned by John J. Goodpasture, which at one time was kept as a hotel by Noble Rising. The attendance varied from five to eighteen pupils.¹⁰⁹

The first report of school matters in Nemaha county was made in 1860 by J. C. Heggard, the county superintendent, to Samuel W. Greer, the Territorial superintendent of schools. This report shows that in the county at that time there were 180 pupils between the ages of five and twenty-one, and six organized school districts.¹¹⁰ From this report it can be observed that Nemaha county was not as thickly settled as many of the other counties in Kansas in 1860. This no doubt accounts for the fact that not so many schools were started during the Territorial period.

OSAGE COUNTY

Osage county was organized in 1855 by the Territorial Legislature. This county, which received its name from the Osage Indians, is situated in the eastern-central part of the state, directly south of Shawnee county.

The earliest settlement was at Burlingame in the northern part of the county. This settlement was on the road between Wyandotte City and Council Grove, and many of the early freighters to Santa Fe passed through the settlement.

According to Andreas,¹¹¹ the first school in the county was taught by Miss Louisa Todd in a tent adjoining the Council House in Burlingame. This was in the spring of 1855. The school was supported by subscription, the greater part being paid by bachelors in the community. As the greater number of men in the community were bachelors, it would have been a great burden for the family men to support the schools; therefore, the single men "chipped in" and furnished the money to run the school.

In June, 1857, a schoolhouse was built at Burlingame by subscription. It was erected just north of the park and later became a stable. A young man by the name of Clark¹¹² taught the school during the winter of 1858. As the county was not settled extensively until after the Civil War, there were not many schools prior to the admission of Kansas to the Union.

109. Andreas, *op. cit.*, p. 954.

110. Greer, *op. cit.*, p. 16.

111. Andreas, *op. cit.*, p. 1531.

112. Charles R. Green, "Osage County," in *Early Days in Kansas*. Olathe, Kansas, Published by Charles R. Green, 1912, p. 117.

RILEY COUNTY

Riley county, which was organized by the Territorial Legislature in 1855, was the county farthest west that was organized at that time. The county received its name from Major General Bennett Riley of the United States Army.

Since Riley county was on the extreme western part of the early settlement in Kansas, very few schools were started prior to 1861. The records of the early schools in the county are vague, but, without doubt, not much was done in the educational field until Kansas became a State.

The first school in Riley county was taught by Mrs. C. E. Blood at Manhattan¹¹³ in 1855. The school was a private one, taught in her own home. The first schoolhouse was built at Manhattan in 1857 and was of stone, two stories high.

Other early schools were in Ogden township, where a school was taught in 1859 by Mrs. E. Myers, and in Zeandale township where one was taught in 1857 by Mrs. Marah Pillsbury. The latter school was taught in Mrs. Pillsbury's own home and was a private school. Among the settlers arriving in the township in 1857, there were seventeen who had been school teachers. In Grant township the first schoolhouse was built in 1859, and V. Ruddick was the first teacher.¹¹⁴

The *Columbian History of Education in Kansas* gives the following account of the educational work in Manhattan, the first extensive settlement in the county:¹¹⁵

The education work of the colony here was necessarily limited for several years. They did but little more than to plan for the future. A school was first taught by Mrs. C. E. Blood at her home, about where the State College now stands. This was in 1855-1856. Mrs. Blood was the wife of the Congregational preacher. In 1857, several citizens combined efforts, raised by pledges \$45, and procured the services of Miss Amanda Arnold to conduct a three months term. The building used was the town company's office, located then about the foot of Poyntz avenue. The building was a very poor affair, but Miss Arnold had sixteen names on her roll. Teachers in those days could manage a mixed school of all grades, instruct the abcedarians and the students of algebra equally well; construct a good pen out of a goose quill, and wield the birch when occasion required.

With the admission of Kansas as a state, the settlement in Riley county increased rapidly, and education advanced on a par with the other counties.

SHAWNEE COUNTY.

Shawnee county was organized in 1855 by the Territorial Legislature. The county, which is located in the northeastern part of the state, about sixty miles west of Kansas City, was one of the more populous counties during the Territorial period. One of the earliest settlements in the county was at Topeka on the Kansas river. This city soon became one of the larger towns of Kansas Territory, and later it was to become the capital of both the Territory and the state.

The first school in Topeka was taught in the summer and fall of 1855 and

113. State Board of Agriculture Report, *op. cit.*, p. 412.

114. *Ibid.*

115. *Columbian History of Education in Kansas, op. cit.*, p. 190.

was taught by Miss Sarah C. Harland. This was a private school. On November 21, 1855, *The Kansas Freeman* had the following news item about Miss Harland's school:¹¹⁶

Miss Sarah C. Harland's Day School closed Tuesday. We understand she will commence another term as soon as a comfortable house can be obtained. We think Miss Harland exhibited a good deal of courage during the continuance of her school, as the house was rather open, and the weather very often inclement.

No record of any organized school districts can be found until later in the Territorial period, but in December the following advertisement appeared in the *Kansas Tribune* relative to the Union School District:¹¹⁷

A good school teacher can obtain employment for six months by attending a meeting of the Union School District on Saturday, December 22, at 10 o'clock.

This seems to record the fact that the Union School District was already organized into a unit and at that moment was looking for a teacher.

The December 24 issue of the same paper had the following news item concerning the opening of the second school in Topeka, the Topeka Academy:¹¹⁸

The Topeka Academy will be opened on Wednesday, January 2, 1856. The first session will continue 12 weeks, under the instruction of James Cowles. The tuition will be as follows: Elementary Reading and Spelling, \$3.00; Reading, Writing, Grammar, Geography, Arithmetic, Natural Philosophy will be \$4.50; Algebra, Geometry, Surveying, Geography of the Heavens and Chemistry, \$5.50; Greek, Latin and French, \$6.00.

The schools taught by Mr. Cowles and Miss Harland were private schools, and the "Town Association" took no steps toward erecting a schoolhouse until February, 1856. On February 8, 1856, the subject was brought before the association; and Mr. Amos Trott was appointed on the 20th of February, 1856, to do the work of soliciting subscriptions and making a plan for a schoolhouse. However, nothing was done during the rest of the year. In March, 1857, a school meeting was called for the purpose of discussing the proposed schoolhouse. The news item concerning the meeting appeared in the *Kansas Tribune*, as follows:¹¹⁹

A meeting of the Topeka Association is to be held at Union Hall, on Monday evening next, for the purpose of taking some action toward establishing a school in this place. It is hoped that the importance of the project will secure a full attendance of the members of the association.

Mr. Clark, the gentleman who proposes to establish the school, comes among us well recommended as a teacher and as a gentleman. It is highly important, both to the reputation and future prosperity of our place, that liberal provisions should be made for the education of our youth.

The schoolhouse was built in the summer of 1857, by the Emigrant Aid Society, which had agreed to build the schoolhouse in consideration of certain lots reserved to it. The following news item about the school appeared in the *Kansas Tribune* for October 3, 1857.¹²⁰

The new schoolhouse, on Topeka avenue, is about completed, and will soon be ready for occupancy. This edifice is quite an addition to that part of the

116. *The Kansas Freeman*, Topeka, Kansas, November 21, 1855.

117. *Kansas Tribune*, Topeka, Kansas, December 10, 1855.

118. *Ibid.*, December 24, 1855.

119. *Ibid.*, March 9, 1857.

120. *Ibid.*, October 3, 1857.

town, and will be a great convenience to the place. It is of brick, twenty by thirty-five feet, two stories, with a public hall in the upper story. The building is admirably fitted for the accommodations of the Legislature during the coming winter.

The first school taught in the new schoolhouse, of which any record was found by the writer, was in the spring of 1858. The following news items appeared in the *Kansas Tribune* for May 8, 1858:¹²¹

L. A. Merrill gives notice that he will open a public school in the schoolhouse on Topeka avenue, on May 10, 1858. The school will be continued for three months. The terms of admission will be \$3.50 per scholar. The importance of sustaining a good school is apparent to all, and the enterprise should receive the hearty patronage of every citizen of Topeka.

It is evident that even though a schoolhouse had been built by the citizens of Topeka, a small tuition charge had to be made in order for the school to operate.

While the public school was being built and organized, private schools were being taught in the city. The *Columbian History of Education in Kansas* reports that the third and fourth schools in Topeka were taught by Miss Jennie Allen and Miss Carrie Whiting in the spring of 1856. Other teachers in the early fifties were Olive Packard, Maria Bowker, Phoebe Plummer, and Jennie Penfield. Private schools were also taught in the spring of 1855 in Rochester, Tecumseh, and Auburn.¹²²

Professor C. W. Bowen opened a school in the spring of 1858 which he called the Topeka Normal School. This school had four sessions throughout the next year and by April 1, 1859, had been in session for forty weeks. It was the most important school taught in Topeka during that time. In the April 7th issue of the *Kansas Tribune*, Mr. Bowen reviewed his work of the past year as follows:¹²³

During the past year two schools have been taught here and recently three, in which 100 scholars have been taught. At no time was there more than 60 in attendance at once. There are over 200 children here between the ages of 5 and 21 years, who might be in school, but for the reason, Topeka has found it easier to leave to private enterprise, what should be public, a small number attend. The people should take a stand for public schools.

One year ago by invitation I commenced the Normal School. This week closes the school year. On reviewing the roll, I find I have received \$398.65, less the expenses which were \$160.50 or \$238.15 for my services of 40 weeks. Sixty-three scholars attended the school. Of the other schools, I cannot give the figures but I know they have not exceeded the above. Either your teachers are of no account and unworthy of patronage, or you do not care to sustain good schools in Topeka. If the first is true, why not secure good teachers? If latter is true, why not wake up and do something? I have thrown out these ideas somewhat hastily but I trust good will result from them for the future. Meanwhile, I shall not be idle. The Normal School will continue another year. Circulars will appear for the October term.

According to the figures of Mr. Bowen, as given above, his salary was less than \$20 per month for the year. At the same time it must be said that his school was probably the largest and most popular one in town. The citizens either were not interested enough or were too poor to support the school in any

121. *Ibid.*, May 8, 1858.

122. *Columbian History of Education in Kansas*, *op. cit.*, p. 37.

123. *The Kansas Tribune*, *op. cit.*, April 7, 1859.

better manner. However, in the fall of 1859 the scholars so increased that Mr. Bowen had to have an assistant. Miss Jennie Penfield was hired to help teach. The following advertisement for his school appeared in the *Kansas Tribune*, October 8, 1859.¹²⁴

TOPEKA NORMAL SCHOOL

Professor C. W. Bowen, A. M., Principal.

Miss Jennie Penfield, Preceptress.

The first quarter of the second year of this school will commence September 5, 1859, in the Brick Schoolhouse in this city. Male and Female departments will occupy separate rooms in the general exercises of the school and in some of the higher branches the two will unite. All other times the two departments will be entirely separate.

Primary tuition, per quarter.....	\$3.50
Common and Higher English.....	5.00
Mathematics.....	6.00
Ancient and Modern Language.....	5.00
Drawing and Painting.....	2.00
Double Entry Bookkeeping.....	2.00
Vocal Music Free.	

Piano will be taught if a sufficient number wish it. Classes will be formed at the first of each quarter and all should commence them. All branches taught in Seminaries or Collegiate Institutions can be taught in the Normal School, and no one need send their children East for superior advantages. The Principal will sustain a good school here if the citizens of Topeka are willing to patronize him. A strictly moral character is necessary for admission to the school or continuance in it. The textbooks must be uniform. Webster's Elementary Speller Book, McGuffe's Readers, Fitch's Geography, Brown's Grammar, Adam's Arithmetic, Mrs. Willard's History, Comstock's Philosophy, and Webster's Dictionary are recommended and will be used in the school. Persons desiring further information will please call on the Principal.

The teachers of those days established a precedent that sometimes is practiced today. After the close of the above term, Mr. Bowen and Miss Penfield gave their pupils a treat. The following news item in the *Kansas Tribune*, November 19, 1859, mentions the treat:¹²⁵

The pupils of the Topeka Normal School were treated to a supper of nice things on Friday evening the 11th of November, by their kind and worthy Professor G. W. Bowen, and Miss Jennie Penfield, the assistant. The winter term commenced on Monday morning last under favorable auspices, and with a good number of scholars.

In September, 1859, Professor E. B. Conklin opened a school which was called the Topeka Educational Institute. Later he was assisted by Mrs. Conklin, Mary E. Steele, and Clara Foster. This school became very popular and was the leading school in the city, replacing Mr. Bowen's school as the most popular. On May 12, 1860, the *Kansas Tribune* mentioned this institution as follows:¹²⁶

The third term of the Topeka Academy closed yesterday. We were not able to attend the closing exercises but heard them very highly spoken of. Mr. and Mrs. Conklin have thoroughly established a reputation second to none in the Territory.

There were other schools in operation a part of the time during 1858, 1859, and 1860; but Mr. Bowen's and Mr. Conklin's schools were the most popular. In December, 1859, Mr. Emmert opened a strictly commercial school, teach-

124. *Ibid.*, October 8, 1859.

125. *Ibid.*, November 19, 1859.

126. *Ibid.*, May 12, 1860.

ing bookkeeping, business penmanship, and ladies' runninghand. The school was run on a tuition basis.

In the spring of 1860 Topeka at last voted to give aid to the schools in a public way. The *Kansas Tribune* for March 31, 1860, had the following item.¹²⁷

At the township meeting held in Topeka on March 26, 1860, a \$1,000 was voted for the support of free schools. No appropriation is more important. Topeka has taken a stand at once honorable to herself and the wisdom of her people.

This action toward the end of the Territorial days gave Topeka the start toward the great public school system which was built up with the admission of Kansas to the Union.

In 1860 Mr. Ross, the clerk of the district comprising Topeka, made a report listing fifty pupils enrolled in school in the district between the ages of five and twenty-one years. There were one hundred ninety-one of school age. Out of one hundred ninety-one of school age, only fifty attended school. This clearly indicates that the people were unable to pay the tuition that was demanded in the tuition schools. This was the time of the great drought, and the need for public schools at public expense was felt more than ever.

At other points in the county, schools were held at the very beginning of settlement. According to Cone,¹²⁸ the first school in the county was at Auburn in an Indian cabin. The teacher was Mr. A. Preston, and the school was started in April, 1855. The first school in Tecumseh township was opened in a log house in May, 1855, and taught by William Ireland. A school was built of hewn logs in Manmouth Township in 1857.

The April 14th issue of the *Kansas Tribune* mentions the following:¹²⁹

Mr. and Mrs. Stone have established a first class seminary at Auburn. They are both excellent teachers and deserve the support of all persons interested in the subject of education.

By 1861 the schools of Shawnee county were on the way to becoming the good schools that had been the aims of the citizens since the first settlement. It was a struggle from the first to provide free public school education, and the early day settlers and teachers deserve all the glory that history can give.

WABAUNSEE COUNTY

Wabaunsee county is located directly west of Topeka. The county was organized in 1859, but settlement commenced in the early fifties. The first settlement of any note was at the town of Wabaunsee, and the first school of any record was held in the town in 1857. It was a private school taught by D. B. Hiatt.¹³⁰

The first public school in the county was taught by Miss M. Cotton in 1859. The school was taught in the town of Wabaunsee in the house occupied by Mr. A. J. Bowman as a residence. The house was built for a church, the size of the original structure being fourteen by twenty feet. Miss Cotton boarded with a family living in a sod house with a canvas roof.¹³¹

127. *Ibid.*, March 31, 1860.

128. William E. Cone, *Historical Sketch of Shawnee County*, Topeka, Kansas Farmer Printing Company, 1877, p. 10.

129. *The Kansas Tribune*, *op. cit.*, April 14, 1860.

130. Andreas, *op. cit.*, p. 997.

131. Matt Thomson, *Early History of Wabaunsee County*, Alma, Kansas, 1901, p. 53.

Other early schools in the county, according to Thomson,¹³² were taught in Districts 4, 11, and 14. The first school in District No. 4 was taught in 1860 by Mary Garrison in a log house fifteen by sixteen feet. Four dollars a week was the salary she received. The first school taught in District No. 11 was taught by Miss Mary Herron in 1860 for wages of eight dollars per month. School was held in a concrete school building of one room, ten by fourteen feet, erected by Mr. Spear for a shoe shop. In 1860 Miss Anna Harvey taught the first school in District No. 14. The school was held in a log house fourteen by eighteen feet; wages were six dollars per month, and Miss Harvey boarded around.

In May, 1858, Doctor Calkins arrived at the settlement on Dragoon creek in Wabaunsee county and that summer taught the first school in the settlement. Doctor Calkins used the house of Henry Harvey for the school room.¹³³

December 31, 1860, Mr. Greer, the Territorial superintendent of schools, reported that Wabaunsee county had six organized districts.¹³⁴ Youths between the ages of five and twenty numbered 135; attendance at school was 114; months of school taught totaled 19; and public money reported, none. Schools were probably taught in other districts, but not reported.

Wabaunsee county was on the western edge of the early settlement in Kansas, and as a result not so many settlers arrived before 1861. This retarded the growth of schools until after the formation of Kansas as a state and settlers arrived in greater numbers.

WYANDOTTE COUNTY

Wyandotte county is the smallest county in the state of Kansas. The county lies mostly between the Kansas and Missouri rivers as they approach to a junction at Kansas City. The county received its name from the Wyandotte Indians and was organized from territory belonging to Leavenworth and Johnson counties in 1859.

The first school in the county was the school taught by Mr. Armstrong in 1844 that was mentioned in Chapter II. Shortly after this school was opened, another schoolhouse was built, and school maintained there until the admission of Kansas as a state. Mrs. Armstrong was one of the early teachers and taught in a church from 1853 until April 8, 1856, when the church burned. The first public school building was not built until 1867. However, by the time the Territorial period of Kansas was over, Wyandotte county had four district schools that were free to the children. The Wyandotte Indian Nation furnished the money to support the four schools. Although Wyandotte county had the distinction of having the first school in Kansas Territory, the county did not have many schools until many years later. The county was so small that the population was grouped mostly in Wyandotte City, and therefore the children could all go to school in that city.

132. *Ibid.*

133. *Kansas State Historical Collections*, Volume 13, p. 353.

134. Greer, *op. cit.*, p. 14.

CHAPTER V

PIONEER VIEWS OF EDUCATION

The early settlers in Kansas had very definite views of what they desired in the way of education for their children. The kind of teachers, whether the schools were to be open to all the children, the kind of textbooks, and how the schools were to be financed were among the problems that the early settlers had very decided viewpoints about.

FREE SCHOOLS

The settlers from the South had been used to private schools; but when they came to Kansas, they were almost as favorable to free public schools as the settlers from New England. Both groups recognized that free public school education was necessary to develop a great state. No doubt there were some aristocrats from both groups that looked upon the common school as degrading and fit only for poor people. This group was in the minority, however. Governor Reeder, the first Territorial governor of the state, in a speech to the legislature July 3, 1855, declared:¹

The cause of education I need scarcely recommend to your special attention. It is always better to pay for the education of the boy than the punishment of the man. To enlarge upon the necessity of general education for producing a good government would be at this day, a work of supererogation, and I leave the matter in your hands, confident it will receive the attention it deserves.

The *Leavenworth Herald*, a pro-slavery newspaper, commented on the governor's speech about free schools as follows:²

The cause of education should by all means receive the earnest attention of our legislature. It is a subject second to none in importance. A general diffusion of knowledge is actually necessary to promote the growth and prosperity of a country. Without education it is utterly impossible for man to discharge his duties as an individual, as a member of society, or as a citizen of the state. The system of free schools has in all cases been productive of great benefit to every county in which it has been introduced, and knowing this fact we cannot but believe that this subject will receive the calm and profound attention of the legislature.

The pro-slavery group at Leavenworth were favorable to free schools for white people, but were bitterly opposed to free schools for negroes. The Leavenworth Constitution had declared that every child in the state should be entitled to receive a good common school education at the public expense. This was bitter news to the people of Leavenworth. The *Leavenworth Herald* declared:³

By the Leavenworth Constitution the attempt is made to force the degrading institution of negro suffrage and negro equality upon the people of Kansas for an indefinite period. Had that convention no fear of an outraged constituency?

1. News Item from the *Leavenworth Herald*, July 14, 1855.

2. *Ibid.*

3. *Ibid.*, April 17, 1858.

Can they face them after prostituting themselves at the blackened shrine of "free niggerism," in all its glory?

Elsewhere in Kansas the question of negro education was not much of a problem and the people on the whole did not become stirred as the pro-slavery folks did.

Mr. Noteware, the first Territorial superintendent of common schools, declared, "Let Kansas, from the first, take rank among the best educated of the states. Whatever else is neglected, let not the education of our children be neglected."⁴

Samuel Greer, the second Territorial superintendent of schools, accused the legislature of the Territory of closing the public purse against the schools, although opening it widely to almost everything else. Greer asserted:⁵

If we are to have a system of free public schools for our territory, it should be fully carried on, and vigorously sustained or else abolished at once, and not left on a miserable existence between living and dying.

Elsewhere over Kansas the leaders of the people were advocating free schools for the children of the state. They were universal in desiring the legislature to aid the common schools. The *Atchison Union*, speaking of common schools, declared:⁶

The common schools are the schools for the millions, where the children of the rich as well as the poor are educated. Statesmen and philosophers receive their first lessons at these schools, we urge upon parents and guardians the importance of availing themselves of a blessing that is brought to their very doors.

The *Lawrence Republican* declared:⁷

Let those of our citizens who look to the permanent well being of the city and Territory, bear in mind the necessity of having free schools.

Society is worth but little unless it shall care for and educate or provide the means of education for every child in it. Mind is the great gift of God. It is the one power which can alone make earth a happy home, and a joyous pathway to a higher and a better one. Democracy, in its just sense, means a right care for the people, the whole people. Yet what are these men worth, what care they for the masses, who preach this popular theory and lisp forth its popular words, and yet do nothing to educate, or to prepare for the education, of the youth growing up in our midst?

The people who came to the new Territory of Kansas not only wished to have schools for their own benefit, but desired to attract other settlers to Kansas. One of the great drawbacks of a new country is the lack of schools. The more money-minded of the settlers thought that if free schools were established, more people might come from the East and they could sell their town lots, farms, and supplies at a higher figure.

Other rich men opposed the free school because of the addition in taxes they would have to pay. These men were largely landowners who lived in the East and bought only for speculation. There was a second group who opposed the school because either they had educated their children or they had no children. They felt that every man should educate his own children. This viewpoint, of course, was selfish and was not shared by the majority.

4. J. H. Noteware, "To the Public," *Common School Law of Kansas Territory*, 1858, p. 16.

5. *House Journal of the Legislative Assembly of Kansas Territory*, 1861, p. 29.

6. News Item in the *Atchison Union*, September 10, 1859.

7. News Item in the *Lawrence Republican*, November 19, 1857.

It is very evident that the great majority of settlers desired free schools and did everything in their power to provide for them. The lack of good teachers, money, time and leadership were against the free schools. Therefore, it took years to perfect and develop the free school system that Kansas finally obtained. It wasn't something that could be developed overnight, but was a slow, drawn-out process.

The *Herald of Freedom* declared:⁸

A free democracy requires all the children of a community to be educated equally; this can never be done where the system of pay schools is adopted. The rich will educate their children while the poor will grow up in idleness.

Some of the educated people of the Territory of Kansas had definite ideas about how to develop good common schools. They favored establishing normal schools so that good teachers could be supplied where needed. In 1857 a group of Lawrence men petitioned the legislature to establish normal schools. A part of the petition read as follows:⁹

We understand that every convention of practical teachers held for several years past, however divided on other questions, have given it as their unanimous opinion, that the first indispensable step towards the obtaining of good common school, is the institution of Normal Schools, for the purpose of supplying a greater number of competent teachers.

This was very sound reasoning and a step toward better schools. The great need for competent teachers in the early days of the Territory of Kansas kept the number of schools to a minimum as much as any other reason. The people desired free common schools, and every effort was made by them to obtain such, but many were the obstacles that confronted them.

TEACHER QUALIFICATIONS

The first school law passed by the Territorial Legislature which met in July, 1855, in the Shawnee Mission school building reads as follows:¹⁰

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

The first school law provided also that:

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

The early settlers were on the whole of good morals and desired their teachers to have good morals above any other qualification. Mr. Greer, the second Territorial superintendent of schools, placed considerable emphasis on moral education. His attitude reflected the opinions of the majority of the people. His statement is as follows:¹¹

Rather would I follow my son or daughter, dear as I love them, to the silent tomb; rather would I stand and listen as the clods of the valley fell on their coffins—hiding them from my sight forever than to commit them to the instruction of a bad, unprincipled man or woman. The teacher who does not fear God—who does not reverence his Holy word, is more to be dreaded in our

8. News Item in the *Herald of Freedom*, November 7, 1857.

9. *Ibid.*, January 3, 1857.

10. Allen B. Lemmon, "Early School Laws," in *First and Second Biennial Report of the State Superintendent of Public Instruction*, State Printer, Topeka, Kansas, p. 37.

11. *House Journal of the Legislative Assembly of Kansas Territory*, 1860, p. 43.

schools than the rattlesnake or the mad dog. We do not want sectarian instruction or denomination teachers, but we want such as possess moral principles; such as have a fear of God before their eyes, and the good of their pupils in view.

Mr. Greer was also in favor of teacher institutes and suggested that teachers should be expected, if not required, to attend. He said, speaking of the work of the institute, "Mind speaks to mind, and the soul catches the fire or resolve, when he breathes the experience of his fellows, and listens to their successes or failures."¹²

A school law was passed in 1858, which created the office of county superintendent. This law gave the office the power to examine all teachers desiring to secure a certificate to teach in the county. The law reads as follows:¹³

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

The school law of 1858 provided also that:¹⁴

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

The early settlers wished for the teachers to take the oath of loyalty to the United States and the state government to prevent anyone of doubtful loyalty teaching their children. The scarcity of good teachers allowed many with doubtful qualifications to become teachers. Some of the county superintendents were highly qualified and attempted to issue certificates to persons who were qualified to teach. Other superintendents did not maintain very high standards. Mr. C. L. Edwards, who became superintendent of Douglas county in 1858, told the following incident relative to the examination of a candidate for teacher's certificate:¹⁵

One day a married lady came to the office and said she would like to take a school, and wanted to be examined. The questions used at that time were given her and it wasn't long until it was realized that it would not be possible for her to pass. The lady then began to express doubts about the propriety of her teaching, as her husband had declared that he would have to hire someone in her place to herd the pigs and do the chores, and that possibly, she had better go back and attend to those irksome duties. Mr. Edwards at once coincided with this very practical view of the situation, and the examination ceased, then and there.

The pioneers had also the mistaken idea that men not able to do manual work could teach as well as men that were physically sound. Many of the early teachers were chosen because of their inability to do other work. The main qualification for the early day teacher was to have a good moral character and be able to pass a simple examination given by the county superintendent or the early day inspector.

12. *Ibid.*

13. Lemmon, *op. cit.*, p. 37.

14. *Ibid.*

15. *Columbian History of Education in Kansas*, compiled by Kansas Educators and Published under Auspices of the Kansas State Historical Society. Topeka, 1893, p. 128.

TEXTBOOKS

One of the problems of the first schools in the Territory was the question of textbooks. Since settlers coming from several different states had brought their books with them and were not able to purchase new ones, the first day of school would see many different textbooks. The teacher would usually attempt to use all the different books presented because the families could not afford to buy others. The parents could not see the necessity for changing texts and thought the teacher should use any text presented.

As early as 1855 the *Herald of Freedom* proposed that uniform textbooks be adopted. The editor had the following to say:¹⁶

We urge parents and teachers to labor to introduce Town's Series of Readers and Spellers into the schools of this Territory; also, Watson's Mental Arithmetic and Lawrence's Primary Algebra, and his higher school Algebra. We believe this series of books the best now extant, and in opening new schools in the Territory it is just as easy to have uniform series in all the schools of the Territory, and the best as it is to have an inferior article, and an endless variety.

Nothing much was done about uniformity of textbooks during the Territorial period; practically every town had its own series. It remained for the state superintendents of schools, after the formation of state government, to recommend and have uniform texts adopted.

SCHOOL FINANCE

The big problem that confronted the early pioneers was how to find the funds to build schools and conduct them after they were built. Even though teachers were paid low wages and boarded around with the parents of the children, the necessary money to operate the school was a major problem. Schools were built by community effort without any great amount of cash being expended. The teacher was given board and room by the people of the community. Fuel and repairs were provided by the various people of the community taking their turn. Even with all that, a certain amount of money was needed. The border troubles, the drought of 1859-1860, lack of markets for their produce, and many other factors contributed to keeping the settlers barely able to provide the necessary requirements of life. This didn't allow much to be spent on schools. The school lands were not available to be sold. The legislature had no money to dispense, and in most communities it was up to the community itself to provide the means of education for its youth.

The favorite early school was the subscription school. Everyone in the town was asked to contribute so that the children could be admitted free of charge. In many cases the burden of the finance of the school fell on the bachelors and richer members of the community.

From the time of the first settlements, private schools that charged tuition were established and remained very popular during the entire Territorial period. While making his annual visitation, Superintendent Greer makes mention of the fact that he "met with or heard of private schools in every county."¹⁷ He estimated that there were as many private schools unreported in the Territory as there were public schools reported.

16. News Item in the *Herald of Freedom*, November 17, 1855.

17. *House Journal*, 1860, *op. cit.*, p. 51.

These private schools were very useful in some places. There were many communities that did not have sufficient numbers of children to expend much money for their education. Someone would start a private school in his own home, and thus the children were given the opportunity to attend school. With the establishment of state government in 1861, the state became more stable, taxes were then used to build and conduct schools, and the great system of free education that Kansas has established became universal over all the state.

CHAPTER VI

SUMMARY

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

The First Schools in the Territory of Kansas. The first schools, outside of Indian Missions, were located at Council Grove and Wyandotte City. The school at Wyandotte City was started by J. M. Armstrong on July 1, 1844. This school was a free school, the support of the school coming from Wyandotte Indian funds. Mr. Armstrong worked for the Wyandott Nation, but as the Indians did not patronize the school in any numbers, he had the time to establish a school for white children. The school lasted until his death in April, 1852. This school has the distinction of being the first school for white children established in what is now the state of Kansas.

The school for white children at Council Grove was established by Mr. T. S. Huffaker in May, 1851. Mr. Huffaker was engaged by the Methodist Church to teach in their mission at Council Grove in 1850. As there was no school for white children at the time the mission was started, Mr. Huffaker organized a school for white children in May, 1851, and taught them with the Indians at the mission. There were from twelve to fifteen white children in his school, and this school holds the distinction of being the second school for white children in what is now Kansas. After the mission was given up by the Methodist Church, in 1854, the school commenced by Mr. Huffaker continued with other teachers and was a continuous school from the first.

Early School Laws. The first school law enacted in 1855 provided for the establishment of common schools in the various counties. It also provided for four district officers, one inspector and three trustees. The inspector was given the authority to issue certificates to teachers. The first laws provided that, before a teacher could receive any pay, he must secure from the inspector a certificate of morality. The inspector also had the right to revoke any certificate for good reason.

The laws of 1858 abolished the office of inspector and gave the members of the district board their present titles of director, treasurer, and clerk. The duties of the board were defined much as they are today. The office of Territorial Superintendent of Common Schools was created and James N. Noteware was elected superintendent. He was followed by Samuel W. Greer and John C. Douglass. Mr. Greer, who took office in 1858 and served until 1861, was the most important of the Territorial superintendents, and much of the later school legislation was influenced by his recommendations.

The constitutions proposed by the people of Kansas were the Topeka Constitution, the Lecompton Constitution, the Leavenworth Constitution, and the Wyandotte Constitution. The Wyandotte Constitution was the one adopted by the people on July 29, 1859. The laws of 1858 created the office of county

superintendent, but the office was abolished in 1859, only to be recreated in 1861 when the state was admitted into the Union.

The Territorial Common Schools. Many schools were established in 1855, shortly after Kansas became a Territory. The early settlements were at Lawrence, Leavenworth, Topeka, Lecompton, Emporia, Fort Scott, Atchison, and Valley Falls. These all had schools at the very beginning of the Territorial period. In 1860 Mr. Greer, the Territorial superintendent, reported that 222 districts had been organized during the year; school was taught in 136 districts; 7,029 children between the ages of five and twenty-one had been reported; and \$6,233.67 of public money had been received for school purposes.

The first graded school system of Kansas was established at Lawrence in the fall of 1857. Leavenworth followed suit shortly thereafter. A Female Seminary was founded at Leavenworth in May, 1857. The great majority of Territorial common schools were subscription schools. There were, also, a great number of private schools. It was not until the close of the Territorial period that public schools began to appear in any great number. After 1861 the number of public schools grew very rapidly.

Educational Views and Problems of the Pioneers. The early settlers were almost unanimous in demanding free schools for their children. They believed that free schools was the first step in creating a true democracy.

The pioneer view of teacher qualifications was that each teacher should have good morals and a good character above any other qualification. The educational qualifications were not high, but the character qualification was of the highest. The teachers were also required to take the oath of loyalty to the United States and the state.

The textbook problem was very serious among the early settlers. Each one had brought from his native state the textbooks common there. The settlers were too poor to throw them away and buy uniform texts. It was necessary for the teachers to use all types of texts for several years. Uniformity of texts was not accomplished until the admission of Kansas to the Union.

The financing of the schools remained the most difficult problem during the entire Territorial period. Although the settlers desired to do away with the subscription school and have public schools, it was not always possible to do so. The larger communities, and those with valuable property, could have public schools; but the less rich communities had to use subscription and private schools throughout most of the Territorial period. The coming of statehood brought with it almost universal public schools, and the start made during the Territory period was continued until Kansas had public schools for all her children.

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