

A CENTENNIAL HISTORY
OF THE TOPEKA SCHOOLS

Compiled by Retired Teachers
of the School System

1954

Table of Contents

Dedication

Foreword

The Beginnings -- 1854-1870

Administrators

Board of Education
Superintendents
Principals in Topeka Schools, Elementary
Principals, Topeka High School
Administrators
Dean of Girls
Dean of Boys
Present Official Organization
Earlier Official Personnel
Supervisors

Teachers and Pupils

Topeka Teachers
Professional Organizations
Retired Teachers
Census and Attendance
Scholarships, Awards, Exchange
The Colored Schools

The School Buildings

Topeka High School
Junior High Schools
Elementary Schools

(more)

The Curriculum

English in Topeka High School

Social Studies

In Topeka High School

In the Elementary Schools

Languages

Mathematics

Sciences

Art

Music

Home Economics

Industrial Arts

Girls' Physical Training

Topeka School Sports

Special Departments

Adult Education

Topeka Trade School

Vocational Business Education

Garfield Pre-Vocational School

Visual Education

Special Services

Kindergartens

Special Classes (Ungraded Rooms)

Home-Bound Children

Health Schools

Public School Nurses

Hearing Conservation Program

Speech Correction

Mental Health

In Closing

The History of the History

A Personal Word

#####

A Dedication

Though the various sections of the Centennial History of Topeka Schools are not attributed by name to the persons who gathered and in most cases wrote up the material, the Committee who edited it wish to point out ^{that} the large section on school buildings was compiled by Mrs. Charlotte Clark, retired teacher, whose unexpected death occurred December 15, 1954.

Mrs. Clark, employed full time though she was, had worked tirelessly on the History. She had gone through records, called up old residents searched through old newspapers for school material. She worked during her noon hour and even in part of her vacation last summer. The only regret she was ever ^{heard} _^ to voice was that she was not able in some cases to verify her findings.

Because she represents the best in the spirit in which this book has been prepared, the Committee affectionately dedicates the Centennial History of Topeka Schools to a most loyal and devoted retired teacher -- Mrs. Charlotte Clark.

#####

The First 100 Years

Foreword

It would have been a kind and forethoughtful deed if some artistically inclined person in the first 10 or 15 years of Topeka's history had sketched a school room of the time -- had shown us the "scholars," and the little frame building in which they acquired learning -- had given us their names and something about their teachers.

But in the years between Topeka's founding in 1854 and the close of the Civil War, with the bitterness of territorial controversies rankling, the shadow of border violence ever at hand, excitement as dusty wagon trains passed through to the West, who thought of picturing child life?

It is enough for us to know that in spite of the turmoil of those years, Topekans were mindful of their children's education. Women gathered the younger children together and taught them in their homes. An attempt at holding school was made the first autumn after the Town was incorporated. Most significant is the fact that the very first public building erected by the city of Topeka was a school.

With the meagerest of information about those early years -- a handful of dates, some of which are conflicting, and the rest an of buildings long since forgotten, any history of Topeka schools must begin with shadowy pictures in our mind's eye -- pictures of pioneer parents rugged and ambitious, and of children, as they always have been and always will be, happy, contented, unmindful of discomforts, an eager part of the adventurous new homes being set up in the prairie community.

The second fifty years of the school system are more easily followed through reports, records, and newspaper articles available. Even these are surprisingly brief in many instances, however, and much valuable information must still be hidden which future school historians with more time for the task will bring to light.

Quite recent years present a still different problem -- so much material at hand that it has been difficult to see events in right perspective.

Facts compiled about these first 100 Years in Topeka Public School have been gathered by men and women who have seen a part of the Topeka school system. It is their hope that the records of the past will be useful in the future in tracing the steps that have led to Topeka's high place among schools of the nation.

Most of the persons who have worked on this history are retired teachers; they have passed the torch to other hands. Experience in the past gives them bright hope for the years to come. They know in education there is no way to go but forward.

11/11/44

"The Beginnings" - 1854-1870

~~By Helen Hedson~~

The early residents of Topeka believed in education, and before Topeka was three months old private schools for young children were already set up. The following fall, September, 1855, the first school established in the new little settlement was housed in a "shake shanty" at No. 32 Madison Street. Miss Sarah C. Herlen, who later became Mrs. Joseph F. Cummings, was the teacher. However, being made of shakes, or green untrimmed shingles, the crude building was drafty and had to be vacated when cold weather set in.

Miss Jennie Allen (later Mrs. J. E. Perley) and Miss Corrie Whiting (later Mrs. L. C. Wilmarth) also taught for brief periods, with Miss Allen teaching in Constitution Hall until the legislature assembled under the Topeka constitution in 1856 and needed the hall for assembly. Museum Hall, at the southeast corner of Sixth and Kansas, was also used at different times for school purposes.

In February, 1856, Amos Trott was appointed by the Topeka Association to plan a school building and to solicit \$200 among the townspeople toward building it. The Association levied an assessment of \$5 on each 100 shares of its stock to add to the fund. The New England Emigrant Aid company in the summer of 1857 erected the building on lots at the southwest corner of Fifth and Harrison, an 18x24 brick structure which any child might attend, whether or not his parents had paid into the fund. This was the first real school building in Topeka, but it was not publicly supported.

Voluntary contributions continued to maintain Topeka's schools for five years after this. It was not until 1862 that the first direct tax for school purposes was levied. The amount received from the county treasurer from July, 1863, to July, 1864, for school purposes

was \$2,340.45, with disbursements that year of \$1,628 for teacher salaries and \$527.11 for incidentals.

As more room was needed, as it soon was, various quarters were rented. We find in 1864 that \$100 was paid for rental of Baptist Hall, the second story of a building at No. 191 Kansas Avenue. In 1865 a little wooden building on the south side of Sixth between Kansas and Quincy was rented as a school for colored children. Miss Mayo was the teacher. A year later, when white children needed these quarters, the colored children were put in the attic.

As early as March, 1856, the Topeka Association had set aside lots for a public school, but nine years of political turmoil were to pass before Topeka had peace enough and money enough to build on the lots.

In 1865, at the close of the Civil War, Topeka built a two-room school near Sixth and Harrison. This was the first building erected by the city of Topeka.

F. W. Giles, in his book "Thirty Years in Topeka," says of this school, "It had been supposed that this house would be sufficiently commodious to answer all requirements of the kind for several years, but in reality the number of school children increased in the city during the period of its construction to about the extent of its capacity, and the necessity of obtaining room for school purposes continued."

Classes were held in various places -- in 1867 in the Hale Block, later the site of Crawford's Opera House; also in the basement of a building at the southwest corner of Seventh and Kansas Avenue.

North Topeka, first known as Eugene, in 1867 opened its first school at 128 North Kansas Avenue.

The next year, 1868, The Topeka Board of Education asked the city for \$10,000 for more school rooms and teachers. Of this sum \$4,000 was to be used for an addition to the Harrison School, which had never been properly finished and was in a deplorable condition. Conditions had been made worse because of the sale of the Emigrant Aid Company's school building. Rooms were rented at No. 51 Monroe and No. 241 Kansas Avenue.

Prior to May, 1867, the schools of the city were in charge of District School officers of District No. 23 of Shawnee County. Prof. C. H. Haynes was superintendent and there were six district schools in charge of seven teachers in Shawnee County. This included Topeka.

On May 24, 1867, the first Topeka Board of Education was organized and on September 18, 1867, the Topeka public schools were opened as city schools instead of county units. The school session was for 36 weeks, as it is at present. Nine teachers were employed, their combined salaries amounting to \$6,000. The total enrollment for the year was 695. This was considered very high, as the census enumeration accounted for only 710 white and colored children of school age. Certainly 98 per cent attendance attests the esteem in which education was held by the parents of those days.

Mr. Giles, previously quoted, states, "The year 1867 had been one of continuous anxiety with the school board, from the pressing demands for more room, more teachers, more money."

The newly organized school board's anxieties did not lessen as time went on. The writer of the "Manual of Topeka Public Schools" (issued 1886) says of this period: "From this time on the school population of Topeka, her needs, and the embarrassments of her commissioners grew with perplexing rapidity."

At its very first meeting the board took up as its most pressing problem the housing for school children. On July 9 the building at No. 232 Kansas Avenue was rented as a school for colored children; it had been used as a colored church. The board also purchased a brick church building at No. 230 Kansas Avenue, which had been erected by the Presbyterians, the first church of that denomination built in Topeka.

The first evening schools in Topeka were opened in 1868, one in the Harrison School building and one in the colored school. They were well attended, with interest especially high in the colored school. The evening school sessions lasted five weeks.

Professor W. H. Butterfield was the first superintendent of schools, beginning in 1868 and serving one year. Later he served another term as superintendent.

Annexation then as now was a burning question. The superintendent in 1868 was asking for extension of the city district to take in outlying territory.

Beginning that year, the city made liberal appropriations for educational purposes and additional buildings. The \$10,000 voted in '69 was followed by \$40,000 in 1869. A new building was commenced at Nos. 50, 52, and 54 Monroe Street, to be known as the Lincoln School. When completed it cost \$55,000, an enormous amount in those days. The same year a site was purchased at 13th and Quincy and a school erected there at a cost of \$2,300.

Strange as it seems to us now, supervision of the early schools was in the hands of the Clerk of the Board. This official might be a business man, or a man without business, who was elected on some one of the many political issues brought into the city elections. He might know nothing at all about education. Records show that for the first time in 1873 a man other than the clerk of the board was made a superintendent in charge of the schools. Mr. Butterfield, serving his second term in that capacity, was the first chosen under that plan.

In 1875 there were 28 teachers employed in Topeka, with aggregate salaries of \$16,000. The superintendent received \$1,500.

The Board of Education

Its Organization

Topeka had schools for 10 years before it had a Board of Education. The Topeka Association had worked on school problems, along with its many other problems, since 1856; but it was not until 1867, when the legislature passed the law early in its session, that city schools were required to operate under a board of commissioners.

The first school board election was held in 1867. The four men elected were David Brockway, Wm. H. Butterfield, John Gutario, and L. C. Wilmarth. Mr. Brockway was president, Mr. Wilmarth secretary, and Mr. Butterfield superintendent.

Another law passed in 1872, regulating schools of larger cities, required that the board of education be made up of two members from each ward, one to be elected annually and holding office for two years. As Topeka had four wards, the first board chosen under this law included eight members - W. H. Butterfield, C.W. Parks, J. P. Bauer, P.I. Bonebrake, S. D. Macdonald, W. P. Douthitt, G. F. Merriman, and A. S. Sherwood.

In 1899 with the annexation of Potwin and another district on the west, Topeka's Board of Education was enlarged to 12 members. It continued with this number until 1912.

"In accordance with an act of the Legislature of 1911," says Supt. L. D. Whittemore in his Annual Report of 1911, "after the first Monday in August, 1912, the Board of Education will consist of six members elected from the city at large. At the general city election in 1913, and in every odd numbered year thereafter, three members will be elected, who will serve for terms of four years each, beginning with the first Monday in August following the election."

The first board to serve under this new law included W. E. Atenison, Mrs. C. J. Evans, P. W. Griggs, L. M. Jones, L.M. Penwell, and C. D. Van Bora.

Its Membership

In the almost 90 years that Topeka has had a Board of Education, more than 200 men and women have been honored by being elected to serve as its members. Their service has been without remuneration, their only compensation for the time and study required being the steady growth of Topeka schools into one of the finest systems in the country.

Eleven women have served on the board, the first two of them in 1886 -- Mrs. A. Chesney and Mrs. W.A.S. George. Since 1909, when Mrs. C. J. Evans was elected, there has been a woman member continually upon the board. The late Mrs. D.L. McKachron holds the record for the longest period of service on the board, for either men or women; she served from 1919 to 1938. Mrs. David Weiswanger, on the board from 1938 to 1952, also has one of the longest periods of service.

Next to Mrs. McKachron, the longest continuous terms were those of J. W. Priddy (1886-1903) and W. K. Wilson (1891-1907) 17 and 16 years respectively. Three "tours of duty" were served by Mr. Butterfield, who also was twice superintendent of Topeka schools; and by John Guthrie, C. W. Jewell, and W. F. Douthitt.

Board Policies

Though Board of Education membership is subject to change every two years, the groups that work together are continuous enough to show definite and characteristic achievements. Problems that are every-present require special emphasis from time to time. Working closely with their administrative representative, the superintendent of schools, certain boards have been most concerned with a building program. Others have focused their effort on a progressive step in the curriculum. Others have been most concerned with finances and salary schedules.

Whatever the character of the work accomplished, the results represent the strenuous, unselfish, thoughtful effort of six men and women whose election to the board signifies the trust placed in them by fellow-citizens.

It is difficult to determine the special interests of a board while it is serving, but an article in the Topeka State Journal, January 5, 1955, quotes Supt. Wendell Godwin as saying of the present situation:

"The emphasis seems to be in the direction of general education, those elements of education which all people need.

"Yet there has been no reduction of interest in or consideration for the specialized subjects. We have tried to re-emphasize the traditional subjects."

Topeka's rapidly increasing school population has forced the present board to act quickly in a building program. The same article in the State Journal cites the building expansion achieved in the present school year: two new elementary schools opened, a new athletic building, the addition of two portable classrooms, and the remodeling of the former Washburn Rural High School building to double its capacity as Copper Junior High.

The present Board of Education includes: Mrs. Ernest Shiner; Gerald Barker; Jacob A. Dickinson; Dr. Richard Greer; M. C. Oberhelman; Charles Sheets. Mr. Sheets is president, and Dr. Greer vice-president. Mr. [unclear] is filling the unexpired term of Dr. Harold Conrad, who resigned early in 1954.

Board of Education

Membership

Although the membership for a few years was unobtainable, the following lists represent a tabulation as complete as available references allow:

David Brockway	1867-1869	G. F. Verriam	1872
W. H. Butterfield	1867, 1871-1872, 1875	A. S. Sherwood	1872
H. W. Farnsworth	1867-1868, 1876-1880, 1899	Ira D. Burdick	1874-1875
John Guthrie	1867-1869, 1880, 1884	T. H. Church	1874-1875
C. W. Parks	1867, 1870-1875	J. Lee Knight	1874
L. C. Wilmerth	1867-1868	E. L. Tompkins	1874
John Ellinwood	1868-1869	J. W. Beard	1875
D. H. Johnston	1868	H. L. Isbell	1875
J. A. Benfield	1869	O. V. Admire	1876
A. G. Hunteon	1869	L. Blakesley	1876
C. W. Jewell	1869, 1876, 1882-1887	M. I. Campbell	1876
W. S. Baker	1870	K. V. Ferion	1876
Enoch Chase	1871	J. W. Griffith	1876
Franklin L. Crane	1870-1871	Alfred Innis	1876
Samuel Bell	1870	O. P. Baker	1880-1883
Irs H. Smith	1870-1871	T. C. Dick	1880
J. P. Bauer	1871-1872	H. B. Gibson	1880-1885
P. I. Bensbrake	1871-1875, 1899-1903	M. H. Mitchell	1880-1882
E. B. Fowler	1871	M. Oswald	1880
S. D. McDonald	1871-1875	A. M. Callahan	1882-1883, 1885-1886, 1892-1893
W. P. Douthitt	1872-1875, 1880, 1883-1884	George S. Chase	1882-1887
		H. J. Devendorf?	1882-1885
		J. H. Foucht	1882-1883
		W. W. Covitt	1882-1883

O. S. Skinner	1882-1885, 1887	J. B. Thomas	1892-1895
O. L. Welch	1882-1884	William Macferren	1893-1901
B. H. White	1882-1893	L. M. Powell	1895-1896
S. Barnum	1883-1885	Edward Wilder	1895-1905
C. F. Bergen	1883-1895	W. C. Campbell	1896-1897
W. B. - [unclear]	1883-1885	Geo O. Howe	1896-1899
Ed. [unclear]	1884-1887	M. L. Long	1896-1899
C. G. Knowles	1885-1891	J. B. McKinney	1896
J. Bloom	1885	A. D. Banner	1897-1898
T. A. Beck	1886-1896	P. M. Origer	1897-1901
E. D. Brewer	1886-1891	W. H. Thompson	1897-1898
J. C. Burnett	1886-1891	J. P. Buck	1898-1902
Mrs. R. Chesney	1886	J. T. Chesney	1898-1900
Mrs. W. L. S. George	1886-1887, 1889	L. S. Ferry ..	1898-1899, 1927-1928
J. W. Fridly	1886-1903	W. M. Davidson	1899
Jesse Shaw	1886-1896	William Henderson	1899-1900
Eliza Gault	1886-1892	G. H. Matthews	1899-1902
R. B. Welch	1886-1895	L. B. Pechner	1899-1900
E. S. Whaley	1886	E. W. Fincher	1899-1900
A. K. Rodgers	1887	W. W. Dailey	1900-1902
H. H. Ives	1888-1889	H. S. Embree	1900-1903
L. D. Tholmer	1888	J. E. Mallory	1900-1909
Mrs. A. D. Watson	1889-1891	A. A. Rogers	1900-1903
Mrs. W. R. Carrston	1890-1892	J. W. Cled	1901-1911
E. C. Miller	1890-1898	W. V. Williams	1901-1903
J. M. Waterfield	1891-1897	R. M. Barber	1902-1903
W. H. Wilson	1891-1907	T. C. Keith	1902-1904
J. H. Squires	1892-1897	E. E. Houdabush	1902-1903
		L. C. Bailey	1903-1905

R. Carver 1903-1911
 H. Kutz 1903-1904, 1909-1911
 E. Miller 1903-1906
 C. Nicholson 1903-1911
 D. Norton 1903-1910
 V. Hardy 1904-1910
 L. Hootson 1904-1906
 K. Anderson 1905-1910
 O. Zimmerman 1905-1907
 Helen Jordan 1906-1910
 H. Mitchell 1906-1909
 A. Hensley 1907-1908
 H. Smith 1907-1910
 H. Poole 1908-1910
 Mrs. Outhbert 1909
 Mrs. C. J. Evans 1909-1918
 John H. Linn
 1909-1910, 1924-1933
 A. Swendsen 1909-1910
 K. Holliday 1910-1911
 Samuel Huston 1910
 V. Lindell 1910-1911
 S. Megee 1910-1911
 Y. Atchison 1911-1918
 W. Briggs 1911-1920
 K. Jones 1911-1917
 Mrs. W. A. McCarter 1911
 K. Penwell 1911-1919

C. B. VanHorn 1911-1916
 W. C. Holman 1915, 1924-1926
 J. B. Mallins 1917-1924
 J. R. Sargent 1918, 1925-1931
 H. W. Bergardener 1919-1921
 F. O. Drenning 1919-1922
 Mrs. D. L. McSachron 1919-1939
 G. H. Mills 1920-1924
 Earl Akers 1921-1922
 J. H. Lee 1922
 Frank P. Edson 1923-1933
 H. W. Harrison 1923
 S. T. Millard 1923
 F. O. Morris 1923-1924
 T. W. Gardiner 1924-1926
 George T. McDermott 1925-1926
 Chester Woodward 1925-1935
 James A. McClure 1928-1941
 J. W. F. Hughes 1931-1945
 Mrs. Julia Kiene 1933-1938
 John P. Scott 1933-1939
 Ralph R. Boer 1935-1939
 Mrs. David Helawanger 1938-1953
 A. H. Seville 1939-1951
 Kelsey Petro 1939-1951
 Mrs. Percy Walker 1939-1941
 Chas. R. Bennett 1941-1953
 Marlin S. Casey 1941-1953

Board of Education Membership - page 4

Wm. B. Hobbs	1945-1951	Attorney
J. C. Oberhelman	1951-1954	Peter Caldwell -- 1952-1954
J. A. Dickinson	1951-1954	
Harold A. Conrad	1951-1954	(resigned)
Charles Sheets	1953-1954	
Wm. Richard Greer	1953-1954	
Mr. Ernest A. Shiner	1953-1954	
Wm. Barker	1954	(appointed to fill unexpired term)

Treasurer of the Board of Education

Lisabeth Donaldson

Clerk and Business Manager

Robert L. Armstrong	19 ³⁷ 37 -1937	
W. E. Sallee	193 ⁶ 7 -1942	(Asst. Supt. Business Affairs- 1942-1944)
Ms. Thelma Mifflin	1944-1951	(Clerk 1942-1944)
Ms. Laven Arcanderiz	1951-1954	

The Superintendents

W. H. Butterfield

1867-1869 and 1872-1881

W. H. Butterfield, Topeka's first Superintendent of Public Schools, was born in Farmington, Me., January 26, 1813. He was educated in the public schools of Farmington and the Farmington Academy.

In 1843 he moved to Dayton, Ohio, where for 15 years he was the principal of the largest school in the city. Then he gave up school teaching and went into the book and stationery business.

In 1866 he came to Topeka. Shortly after his arrival he was elected to the Board of Education, and a year later was chosen as a member of that body to become the superintendent of schools. At that time the superintendent of schools was always a member of the Board. Again in 1872 he was chosen for the office of superintendent and held the position for nine years. He was no longer a member of the board, as it had been decided that it was not a good thing for one man to hold the two offices at the same time.

While still in Maine Mr. Butterfield was married to Miss Hannah E. Morris of Hallowel, and they had three children, two boys and a girl. He was a member of the Presbyterian church.

When Mr. Butterfield was first superintendent, the school population was 710. By July 31, 1874, it had reached 2,455. Of this number 200 were colored children. The population of Topeka at this time was 11,215.

Clay Street school was purchased during this year. Vocal music was introduced into the school system in 1873.

In Mr. Butterfield's report to the Board of education in 1877, he stated that the wage scale was \$40 for the beginners, with a maximum of \$65. At this time there were two teachers in Topeka High School and 23 in the grades.

The classes were very large. Often the enrollment was from 90 to 115 in a class, with an average attendance of from 60 to 85 per day.

When Mr. Butterfield resigned from the superintendency in 1881, he went into the insurance business. He died June 3, 1889.

#1111

John A. Banfield

1869-1871

John A. Banfield was a member of the Topeka Board of Education chosen by the group to succeed W. H. Butterfield as Superintendent of Schools. Mr. Butterfield had been the first superintendent and later served a second time.

Mr. Banfield came to Topeka from Michigan with his wife and one son. According to the Census of 1870 his birthplace was unknown, but he was 35 years old in 1870, and his wife, Lydia, born in Michigan, was 34. They were married in Michigan. There were two sons, the younger born after the family moved to Kansas.

In Mr. Banfield's report to the Board, July 31, 1870, he says the school population in 1869 was 1,516, and in 1870 the population of Topeka was 5,894, with 1,850 children between the ages of 5 and 21 years.

The superintendent at that time also served as clerk of the Board of Education. In his report for 1869 Mr. Banfield makes this comment: "Perhaps in no one place in life do pure and chaste surroundings have so good and elevating an influence upon character as they do in the school room. Cleanliness, order, taste, plants in the windows, well-arranged shrubbery in the yard, are among the best and most economical agencies known among us. A pupil's school days should be one grand exploring expedition, characterized by patience and enthusiasm on the part of the teacher. He should be led to discover every fact."

In the report for 1870 he says: "Pictures have been placed in Harrison School -- Berlin chromos which cost \$34. This money was raised by subscription."

He also remarks in this report that the salaries should be better: "A Republic demands that all of its sons and daughters be educated but the mass of American citizens are too busy and too much absorbed in

whatever they are engaged in, to give such time and study to the improvement of schools." He adds, "Woman is the natural teacher of youth."

Mr. Sanfield left Topeka and went to the Pacific Northwest, but apparently did not keep in touch with Topeka friends. No further record of his whereabouts is known.

#####

A. W. Hayes

1871-1872

No record is available of Mr. Hayes' superintendency.

Dewitt C. Tillotson

1881-1887

Dewitt Clinton Tillotson was born in Warren County, Ind., March 11, 1852. In 1862 he moved with his parents to Iowa, then to Kansas by covered wagon in 1866. The family located in Oskaloosa, where his father soon afterward died of wounds received in the Union Army.

He shared with a brother the responsibility of taking care of his stepmother and three sisters. While doing farm work he prepared to take the state teachers' examinations, and he passed them when he was 19 years old.

He taught a district school at Grantville; next he served as principal-teacher in the grammar school at Winchester; then for two years he was principal and eighth grade teacher in the Quincy School in North Topeka.

At the age of 29 he was elected superintendent of Topeka schools, a position he held for six years. He resigned in 1887 when he passed the state bar examinations and entered the law firm of Chase and Water as a partner. He served Topeka as city attorney, was attorney to the Pottawatomie Indians, and was a member of the state text-book committee. His death occurred August 1, 1914.

During his superintendency Mr. Tillotson was instrumental in bringing the 1886 N.E.A. convention to Topeka. A grammar which he wrote, "Tillotson's Elementary Grammar," was a state adoption for a five-year period, beginning in 1897. He was the author of several Kansas Songs.

He married Miss Belle V. Rudolph, a teacher in the Harrison Street School, in 1883. Two daughters, Helen and Margaret, now live in Denver. A son, Luther, a civil engineer, lives in Topeka.

John M. Bloss

1887-1892

John M. Bloss, born in Washington County, Ind., in 1839, came of Scotch ancestry long established in this country. His father was a tanner, and John learned this trade. The family came to Clay County, Kans., in 1869.

At the age of 15, John entered Hanover College and was graduated from the classical course in 1860. He taught one year in Levonis, Ind.

At the outbreak of the Civil War he enlisted in the 27th Indiana Volunteers. He was engaged in 15 battles and was wounded five times, only once seriously. At Antietam Creek he was promoted to first lieutenant, and at the Battle of Resaca, Ga., he was made a captain.

After the war, he entered the Ohio Medical School, but left to take charge of Orleans Academy and act as county examiner. He held this position four years.

In 1870 he became principal of the New Albany High School, and in 1875 was elected superintendent of the Evansville, Ind., public schools.

In 1880 Mr. Bloss was elected state superintendent of schools in Indiana on the Republic ticket. Later he was offered the presidency of the state normal schools of Nebraska and Nevada, but he refused because he thought the climate in either state would be too severe. In 1883 he was made superintendent of the Muscogee, Ind. schools and was holding this position at the time of his appointment to the Topeka schools.

When he was elected to the superintendency at Topeka, Professor Jacobs of New Albany said of him, "He is a gentleman of discretion and common sense."

During his years in Topeka, music and drawing became established courses. Topeka High School changed from a three-year to a four-year school. Five school buildings were erected, adding 25 rooms to the number in use.

The schools were encouraged to acquire pictures and to rent pianos when they could not afford to buy them. About half the schools had organs, and one had a piano at this time. Mr. Bloss said: "A love of the beautiful, admiration for the true, and the habits of the good should be inculcated in every heart.

He also suggested that school for truant pupils be established and a regular truant officer be employed; but these suggestions were not acted upon.

Mr. Bloss was married to Miss Mary Wood, a teacher in the Topeka schools. She was his second wife; he had two children by his former marriage.

He resigned from the Topeka system in 1892 to go to Oregon as president of the State Agricultural College. This position he held until 1900, when he and his family returned to Muncie, Ind. He died in Muncie April 26, 1905.

###

William M. Davidson

1892-1904

One of the two Topeka school superintendents to be advanced to the superintendency from a grade school principalship, William M. Davidson began his teaching at the age of 20. Though a native of Pennsylvania, he was graduated from the Kansas State Normal School at Emporia and received his A.B. from the University of Kansas.

Mr. Davidson was 33 years old when he came to Topeka to take the principalship of Quincy School in 1887. The next year he became principal at Lincoln. He was serving there when he was elected, May 5, 1892, to the superintendency of the Topeka school system.

With the rapidly increasing population, the city needed new buildings. Between 1892 and 1904, Brenner, Sumner, Lowman Hill, and Lafayette Schools were built. Polk, Clay, Potwin, and Euclid were enlarged.

Mr. Davidson was eager also to have a manual training high school. When, after the flood of 1903, the Quincy School building was so badly damaged that it was condemned, bonds had to be voted. Mr. Davidson decided to ask that bonds be voted for a lump sum which would cover the cost of both a manual training building and the Quincy building. He worked tirelessly for the success of the vote, going personally to the Santa Fe Shops to explain just what the bond issue would give to the city. The bond issue carried, and both buildings were completed by the spring of 1905 -- but after Mr. Davidson had left Topeka.

The high school building later known as the North building, on the northwest corner of Eighth and Harrison, was built in the early part of his superintendency and the manual training building, which later was called the South building, at the southwest corner of

Eighth and Harrison, was a direct result of his efforts.

Under Mr. Davidson's guidance, the teaching staff was enlarged. Painting was introduced into the grade schools. A supervisor was employed for music. Grade meetings were held monthly and the work of each grade was discussed. Spelling examinations were sent out to every grade, and the papers were returned to the superintendent's office. Weekly themes were required in all grades above the fifth.

Teachers' salaries were increased. Every teacher in the system felt he could go to Mr. Davidson with any problem and receive a sympathetic hearing and helpful advice.

History was of special interest to Mr. Davidson. He belonged to the American Historical Association, and was the author of "A History of the United States," published in 1901 and used in many schools.

In March, 1904, Mr. Davidson was unanimously elected over 21 other candidates to head the school system of Omaha, at a salary of \$3,600, which was \$1,100 more than he was receiving in Topeka. On Friday, April 8, 1904, a farewell reception in his honor was held in the Governor's rooms at the State House under the supervision of the Board of Education and the Commercial Club. All Topekans were invited. Mr. Davidson left Topeka for Omaha, April 11, 1904.

Five years later, in June, 1911, he was called to Washington, D.C., to take over the superintendency there at a salary of \$5,000. When he left Omaha, this tribute was paid him by the Omaha Board of Education: "A man of fine personality and one who can bring harmony out of discord." In Washington it was said of him, "He is a wise councillor, and an effective organizer. He left Washington in 1916 to go to Pittsburg, Pa. There he remained as head of the school

27.

system until his retirement; he died in Pittsburg in July, 1930.

Mr. Davidson had a wide experience in various types of schools before he entered the larger systems. He taught in the district schools of Lyons County, Kansas; worked in grade schools, organized the Atwood, Kan., High School and served as its principal--all this before he came to Topeka.

He was survived by his wife and daughter, Helen.

##

Luther U. Whittemore

1904-1911

Luther Denny Whittemore came to Kansas in the fall of 1881, a young New Englander who was born in Oxfordville, N. H., August 5, 1858. His education had been in Eastern schools. He was graduated from Barre Academy in 1876, from Amherst College in 1880 with an A.B. degree and in 1885 with a Master's degree.

Professor Whittemore taught Latin and Greek at Barre Academy in 1880-81, but came to Kansas that fall to take the superintendency in the Hiawatha schools and to be principal of the Hiawatha Academy.

In 1884 he came to Topeka as professor of Latin at Washburn College and as registrar. However, when the principalship of Topeka High was offered him in 1893, he left Washburn. In 1904 he became the eighth superintendent of schools and served seven years.

From 1911 to 1915, Professor Whittemore was assistant state superintendent of education, and from then until 1919 he was secretary of the Kansas State Board of Education. In 1920 he returned to Washburn College as Registrar and professor of education and held this position until his retirement in 1937.

In 1935 Washburn College had conferred upon him the degree of Doctor of Literature.

Dr. Whittemore was the author of two Latin textbooks which were used in Kansas for many years and were adopted by several other states. He was a life member of the National Education Association, the State Teachers Association, and the Classical Association. He was a member of Central Congregational Church.

During the years that he was superintendent of Topeka schools, he supervised the building of Central Park School and the Manual Training High School, Van Buren, Washington, Quincy, and McKinley

schools also were built while Dr. Whittemore was at the head of the school system.

He married Miss Frances Dean Davis of Junction City, Kans., July 14, 1891, and brought her as a bride to his home at 1615 College, where the family lived until 1954. There were three children, one son and two daughters.

Dr. Whittemore was a thorough scholar, a fine teacher and an excellent administrator. He died January 28, 1964.

###

Charles C. Starr

1911-1913

Charles C. Starr was born in Cambridge, Ohio. He took work at both Mount Union College, Alliance, Ohio, and the University of Michigan, but received his A.B. degree from Cornell University in 1893.

In the fall of 1893, Mr. Starr was made superintendent of the Requia, Mo., public school. The following year he came to Kansas to be superintendent of Merysville. After three years in this office he went to Seneca in the same capacity and stayed until 1907. At that time he moved up to the position of Assistant State Superintendent. In February, 1911, he was elected to the superintendency of the Topeka schools, effective August 1.

Mr. Starr was much interested in industrial education and advocated having high school boys given half days two or three times a week for work in some shop or factory and thus gain experience in the work they thought they might like to do when graduated from Topeka High School.

The idea met strong disapproval on the part of Topeka labor union. Many of them passed resolutions declaring that the boys and girls should give all their time to getting a good foundation in academic work. Because of this opposition the idea of industrial education was abandoned, not to be put into effect until many years had passed.

When elected to the position of superintendent of Fresno, Calif., schools in May, 1913, Mr. Starr resigned. In August of that year he and Mrs. Starr moved to Fresno. Mrs. Starr died a short time after they left Topeka.

Harry Bruce Wilson

1913-1918

"Wilson of Topeka is an eminently sane, progressive, efficient educational leader. Why not say so while he lives?" This statement was made by Dr. A. E. Winship, at that time editor of the Journal of Education published in Boston.

Harry Bruce Wilson was called in July, 1913, from the superintendency of the Decatur, Ill., schools to become superintendent at Topeka. Most of his life up to this time had been spent in Indiana and Illinois. He was born in Frankfort, Ind., July 26, 1874, and was a graduate of the Indiana State Normal and the University of Indiana. After taking his A.B. there, he received his master's degree from Columbia University. He was married in June, 1910, to Miss Ella Maude Bernes; they had a son and a daughter.

Mr. Wilson held the superintendency of schools in Salem and Franklin, Ind., before going to Decatur in that position in 1906. He stayed in Decatur seven years.

During his tenure in Topeka Mr. Wilson made many improvements and innovations in the school system: The Board of Education employed a regular supply teacher. A special room for retarded children was set up. Vocational guidance was introduced into Topeka High School, with J. F. Kaho as a guidance counsellor. Addition was made to the North Building of the high school for a cafeteria and auditorium.

Junior high schools were organized for the first time in Topeka. The night school had grown to an enrollment of 340 students. Socializing of the schools had been undertaken with the idea of fitting students for successful service. Parent-teachers' associations had been encouraged. A public school nurse, cooperating with the Public Health Nursing Association had been employed. More students were entering Eastern colleges.

In July, 1918, Mr. Wilson was asked to become head of the public schools of Berkeley, Calif., at a salary of \$6,500 with additional income features. As the Topeka Board could not meet this salary, Mr. Wilson's resignation was accepted to become effective August 1. At the time of his appointment to Berkeley he was giving a series of lectures over the country for the National Security League.

Mr. Wilson held his position in Berkeley for 10 years, resigning in 1928 to become National Director of the Junior Red Cross, with headquarters in Washington, D. C. He resigned in 1931, when he suffered a paralytic stroke, and returned to Berkeley. He died August 12, 1932. Mrs. Wilson and his children survived him.

Mr. Wilson belonged to many educational organizations, among them Phi Delta Kappa fraternity, N.E.A., National Council on Education, National Society for the Study of Education, and the National Department of Superintendents. He was a member of the Methodist Church.

Books which he published include: "Motivation in School Work;" "Training Pupils to Study;" "Redirection of High School Instruction" (with Dr. H. G. Lull); "Modern School Readers" (with Ruth Thompson); "Modern Methods of Teaching" (with H. G. Lull and Geor. C. Kyle); "The Moore-Wilson Readers" (with Maude Moore).

###

Aaron James Stout

1918-1942

Aaron James Stout, Topeka's eleventh superintendent of schools, was born on a farm near Emporia, Kansas, July 11, 1872. He attended a district school and Emporia High School, and was graduated from the Kansas State Normal School in 1893.

The following fall he accepted a position as chemist in the sugar refineries of the Miles Planting and Mfg. Co. of Louisiana, but in the spring of 1894 he returned to Emporia and took post-graduate work at the Normal School. He began his teaching career in Emporia High School as a science teacher that fall.

In 1899 he came to Topeka High School as teacher of science and mathematics, a position he held until elected to the principalship of Topeka High in 1909. He had been vice-principal since 1905.

In 1918 he was promoted to the superintendency, the second man to be promoted from the Topeka High School principalship to the head position in the city school system. He held this position until his retirement in 1942.

During his long administration many improvements took place in the schools. Perhaps the most outstanding was the building of the new high school plant and its completion in 1931. Mr. Stout was untiring in checking plans and seeing that they were carried out.

Mr. Stout was married July, 1906, to Miss Anna Abrams of Chicago, and they had one daughter, Miss Ruth Stout, now with the Kansas State Teachers Association. Mr. Stout took special work in Chicago and Harvard Universities and was graduated from Columbia University during his connection with Topeka High School. He belonged to Phi Delta Kappa educational fraternity, Masonic bodies, Rotary, Fortnightly Club, National Teachers Association, Department of Superintendents, and the

National Vocational Association. He had served as president of the Kansas State Teachers Association or the Kansas State Schoolmasters Club.

After his retirement, Mr. Stout served on the Nation board for three years and also on the Draft board. He took a position with the Text Book Commission of the State Department of Public Instruction and was holding this position at the time of his death, August 14, 1947.

An editorial in a Topeka paper stated: "Aaron J. Stout long will be remembered by a whole generation of Topeka High School graduates as one of the kindest of educators. As principal and superintendent of Topeka school system, Aaron Stout helped mold the character and futures of thousands of Topekans. The younger generation of his early days, now is middle-aged and in retrospect can evaluate the influences he wielded upon their lives and that evaluation is all to the good..... In his death Topeka loses one of its most valuable citizens. His activity extended over many years, during which the school system became one of the best in this part of the country.

00000

35.

Kenneth W. McFarland

1942-1951

The first Topeka superintendent of schools to incorporate the "unit system" into school management, Dr. Kenneth McFarland came to Topeka from the superintendency at Coffeyville, Kans. Much of his life he had spent in southeastern Kansas and Kansas schools. Born in Caney, Kans., in 1907, he received his A.B. in 1927 from Pittsburg State Teachers' College. However, his master's degree he took at Columbia University, (1931) and his Ph.D. at Leland Stanford (1941).

He was married in 1927 to Miss Margaret Thrall of Eureka, Kans. They have two children, a son and a daughter.

Dr. McFarland first taught history and social science for a year in Cherryvale High School, then became superintendent at Quincy. Here he remained until 1931, when he went to Anthony, serving for two years as principal of the senior high school before he became superintendent in 1933. He left Anthony to head the Coffeyville school system, remaining in Coffeyville from 1935 to 1942, when he was elected to the superintendency of the Topeka schools in February, 1942.

When Dr. McFarland came to Topeka, the Board of Education dropped the committee system under which it had been working and became a policy making body only. All departments and divisions of the school system were unified under the superintendent, who alone was responsible to the Board for the execution of its policies. This is called the "unit system."

Dr. McFarland stated as his policy: "The power of a school system is in its personnel." Also "Instructors should be selected both for their training and their personalities. They should work under nearly ideal conditions, secure in office tenure during service, drawing satisfactory salaries, assured of retirement funds, judged professionally for their work."

In April, 1951, Dr. McFarland asked release from his contract as Superintendent. He became educational consultant and public speaker for the General Motors Corporation, guest lecturer of Readers' Digest and educational director for the American Trucking Association.

#####

Wendell R. Godwin

1951 - present

"My effort will be to make a mighty good school system a bit better." This statement was made by Wendell R. Godwin when he assumed the superintendency of Topeka schools in 1951.

Mr. Godwin came to Topeka from Hutchinson, Kans., where he had occupied a similar position; but he had had wide experience previously. Born in Mexico, Ind., January 27, 1901, he was graduated from Akron High School and, in 1926, from DePauw University. He received his master's degree from Chicago University in 1932 and took further work there in succeeding years. He was married September 28, 1921, to Miss Sers Strong. They have two sons.

In 1943 Mr. Godwin was elected to the Board of Trustees of DePauw. At various times he has been president of the North Central Indiana Teachers Association, vice-president of the Kansas State Teachers Association, and is now active in the affairs of the American Association of School Administrators and the National Educational Association.

Mr. Godwin was a teacher and later assistant principal of the Akron High School. He became principal in Felton, Ind., then in LaPorte, Peru, and Mishawaka schools -- all in Indiana.

After serving from 1939 to 1943 as superintendent of the LaPorte schools, Mr. Godwin resigned to come to Hutchinson, Kan. Eight years later he accepted the Topeka superintendency, taking over his duties August 6, 1951.

Topeka's present school head outlines these six administrative goals as guides for a superintendent:

1. Faculty development. "The whole school system depends on how good the teachers are."
2. Improvement of the environment for learning.

3. Curriculum and courses of study.
4. Development of adequate organization.
5. Extension of service.
6. Proper financing.

Mr. Godwin believes in publishing school policies and in following the unit system, which enables the Board to fix the responsibility for school administration on one man -- the superintendent. But above all he believes in democratic management of the schools.

Mrs. Fred Adams, member of the Hutchinson Board of Education, said that one of Mr. Godwin's greatest contributions to the Hutchins Schools was in arousing public interest in the schools.

Mr. Godwin is a member of the Methodist Church. While in his former position he was president of the Rotary Club and of the Knife and Fork Club; he was also treasurer of the Inter-Club Council.

Since coming to Topeka, he has taken active interest in the Parent-Teachers' Association, in increasing teachers' salaries, and in acquiring new school sites and working out a long-range building program. He also encouraged the organization of teachers retired from the city system and has helped them get increase in pensions.

###

The Assistant to the Superintendent

The position of assistant to the superintendent was created in 1944, and the person chosen to fill it was Mose J. Whitson, who had been a member of the Topeka school system since 1929.

Mr. Whitson came to Topeka in 1929 from Effingham, Kansas. He has held the following positions in the Topeka school system:

Curtis Junior High - teacher	1929-33
Principal of Quinton Heights	1934-37
Principal of Sumner	1938-41
Principal of Boswell Junior High	1941-43
Assistant to the Superintendent	1944-

Because of his wide experience in the Topeka school system he is probably the best known person on the administrative staff. Teachers and children of schools regard "Mose" as a friend, because of his warm interest in their success.

He has taught evening and summer classes at Washburn University in the Education Department. He holds a Ph.D degree from Washburn University and an M.S. degree from George Peabody College for Teachers with advanced work at Harvard, University of Southern California and Teachers College at Columbia University in New York.

He is a life member of N.E.A., and has been a member of K.S.T.A. since 1924 when he began teaching.

Principals - Elementary Schools - Continued

Crestview

Fall-Spring

Joe Evans

1954

College Hill

Fall - Spring

L. L. Kauffman

1925 1927

Euclid School

17th & Lane

Fall - Spring

(1) Japser Howard

1889 1891
1891 1892

Belle Bennett

1892 1894
1894 1895
1895 1896

L. T. Gage

1896 1897

Elizabeth Tharp

1897 1899

Fenella Dana

1899 1901

Madge E. Moore

1901 1909

(1) Euclid School came into the Topeka School system when the Martin-Dennis Addition was annexed in 1889.

Principals - Elementary Schools - Continued

Gage

	Fall - Spring	
Edna Ward	1918	1919
Margaret Browne	1919	1923
Leur R. McCormack	1923	1944
Joe Evans	1944	1947
Joe Burke	1947	1951
Ira Hunt	1951	1952
Delbert Graham	1952	1954
Delbert Graham	1954	

Garfield

13th & Quincy

	Fall - Spring	
(1) Elizabeth McEntyre	1889	1894
	1894	1895
	1895	1896
S. L. B. George	1896	1897
	1897	1898
	1898	1899
Mrs. M. C. West	1899	1900
Carrie Goddard	1900	1909
C. H. Hepworth	1909	1912
J. T. Rosson	1912	1916
W. G. McGaw	1916	1917

(1) Also spelled McIntyre in some reports.

Principals - Elementary Schools - continued

Grant School

	Fall	Spring
Maggie S. Mitchell	1886	1887
Lida Hoskinson	1887	1889
(1) E.A. Simmerwell	1889	1906
C. M. Morrow	1906	1914
Abel McAllister	1914	1915
C. M. Morrow	1915	1922
F. R. Palmer	1924	----
Charles Wright	----	1925
Charles Wright	1945	1946
Mark Lumb	1946	1948
Lloyd Rages	1948	1952
Ira Hunt	1952	1954
Ira Hunt	1954	

(1) Mr. Simmerwell's record in the Board of Education office states that he had a leave of absence during part of the listed time of service. The Topeka City Directory lists W. E. Higgins as principal of Grant from the spring of 1889 to the fall of 1891.

Principals - Elementary Schools - continued

Harrison School

	Fall - Spring	
W. H. Butterfield	1867	1869
(1) Lizzie S. Towne	1869	1871
Nettie Warren	1871	1872
Mattie Wisenbaugh	1872	1873
Elizabeth M. Dickinson	1873	1874
T. D. Fitzpatrick	1874	1876
(2) Mrs. A. E. Stafford	1876	1878
J. E. D. Williamson	1878 1879	1879 1880
J. O. Butler	1880	1881
E. E. Heath	1881 1882	1882 1883
A. E. Stafford	1883	1884
H. G. Larrimer	1884	1889
L. L. H. Austin	1889 1891 1892	1891 1892 1894
John L. Williams	1893 1894	1899 1895
E. G. Foster	1895	1911
(3) George Hetzel	1911	1912
C. H. Peterson	1912	1913
E. C. Kittell	1912	1915

(1) Some lists give Miss Towne as teaching also in Lincoln School in 1870-1871.

(2) Also listed as Mrs. S.E. Stafford.

(3) E. G. Goster's card gives his time of service in Harrison as 1895-1912, but the 1911-1912 school directory lists George Hetzel as princi

Principals - Elementary Schools - continued

Harrison School - continued

	Fall	Spring
*O. P. McClintock	1915	1922
R. C. Everett	1922	1923
Margaret Browne	1923	1933
Gertrude Losey	1933	1938

(Harrison Discontinued in 1938)

* O. P. McClintock as principal of Clay also had charge of Harrison from 1915 - 1922.

Jackson

	Fall	Spring
Mrs. J. K. Bethel	1886	1887
Clara Bunker	1887	1888
Mary E. Wilson	1888 1891 1892	1891 1892 1893
O. P. McClintock	1893 1897	1897 1898
Carrie Goddard	1898 1900	1900 1901
Denella Dana	1901	1910

Principals - Elementary Schools - continued

Lafayette School On Locust between 5th & 6th

		Fall - Spring	
	E. H. Roudebush	---	1904
	E. H. Roudebush	1904	1914
(1)	Charles S. Todd	1914	1923
	George Allen	1923	1927
	Allen E. Ecord	1927	1932
	Frank A. Vickers	1939	1942
	Clarence L. Miller	1942	1943
	Gertrude Losey	1943	1954
	Gertrude Losey	1954	---
(1)	Also at Parkdale	- 1914	1922

Principals - Elementary Schools - continued

Lincoln School

	Fall - Spring	
Lizzie S. Towne	1870	1871
Mrs. E. S. Robinson	1871	1874
Kate D. Putnam	1874	1882
O. A. Holcomb	1882	1884
J. E. Williamson	1884 1885 1886	1885 1886 1887
L. M. Powell	1887	1880
W. M. Davidson	1889	1892
M. S. Mitchell	1892	1893
M. L. Field	1893	1903
W. H. Wright	1903	1907
(1) W. G. MaGaw	1907	1936
W. G. MaGaw	1936	----
John W. Gates	----	1937
John W. Gates	1937	1939
Allen E. Ecord	1938	1954
Allen E. Ecord	1954	----
(1) Also principal of Garfield	1916	1917

Principals - Elementary Schools - continued

Lowman Hill School

	Fall - Spring	
John L. Williams	1889 1891	1891 1892
(1) Miss E. T. McKernan	1892	1894
Fenella Dana	1894	1898
Elizabeth C. Samson	1898 1900 1901	1900 1901 1902
Lola Graham	1902	1919
Lena Davis	1919	1946
Wylie E. Harris	1946	1947
Merle Bolton	1947	1948
Mark Lumb	1948	1951
Delbert Graham	1951	1952
Lloyd Rages	1952	1954
Lloyd Rages	1954	----

- (1) Miss McKernan married C. J. Evans and was principal of Clay School from the fall of 1894 to the spring of 1897.

Principals - Elementary Schools - continued

Oakland

	Fall	→ Spring
M. C. Martin	1926	1927
P. E. Oylar	1927	1928
H. G. Freeborn	1928	1942
Herbert L. Lundgren	1942	1954
Herbert L. Lundgren	1954	----

Parkdale School (1)

	Fall	→ Spring
Elizabeth C. Samson	1882	1898
Linda R. Haines	1898	1904
	(2) 1904	1911
Ethel McCartney	1911	1913
(3)=Charles S. Todd	1913	1922
Nellie Langford	1922	1933
Margaret Browne	1933	1943
Joe Evans	1943	1944
Leur R. McCormack	1944	1947
Ira Hunt	1947	1951
E. Temple Sheldon	1951	1954
E. Temple Sheldon	1954	---

(1) The original building was a white frame structure at 8th & Lake. In 1880 Parkdale School is listed in the Topeka City Directory as having only one teacher.

(2) From 1904 to 1911 the building was not used except for kindergarten

Principals - Elementary Schools - continued

Perkdale School - continued

during some of this time.

- (3) Mr. Todd was principal of Lafayette also from 1914-1922.

Polk School

	Fall - Spring	
Mrs. E. L. Thompson	1882	1883
L. M. Spray	1883	1884
Ida L. Hamm	1884	1887
	1887	1888
Laura Patterson	1888	1889
Etta Montgomery	1889	1891
	1891	1892
Linda R. Haines	1892	1898
Elizabeth Therp	1899	1906
Katherine Gentry	1906	1935
Dollie Veal	1939	1951
Kenneth Timken	1951	1954
Everett J. Cook	1954	----

Principals - Elementary Schools - continued

Potwin

Fall - Spring

(1)	Eliza Nagle	1899	(4 - 17, 12 AM*)
	Eliza Nagle	1899	1910
	Ina Mary Harkins	1910	1939
	Frank Vickers	1939	1942
	Paul Brooks	1942	1943
	E. A. McNeill	1943	1945
	Milton Poort	1945	1954
	Milton Poort	1954	

District 97

* Potwin School became a part of the Topeka School system April 17, 1899 at 12 o'clock noon when Potwin was annexed to Topeka.

Quincy School

Fall - Spring

T. C. Deck	1876	1877
	1877	1878
E. A. Papenoe	1878	1879
	1879	1880
D. C. Tillotson	1880	1881
	1881	1882
S. C. Leavell	1882	1883
W. E. Crawford	1883	1886
L. M. Powell	1886	1888
W. M. Davidson	1888	1889

Principals - Elementary Schools - Continued

Quincy School - continued

	Fall-	Spring
Bert Fessler	1889	1890
Eli G. Foster	1890	1895
W. H. Wright	1895	1903
E. F. Stanley	1903	1914
*C. M. Morrow	1914	1936
M. C. Poort	1936	1944
Robert Loomis	1944	1954
Robert Loomis	1954	

*From Fall of 1915 to Spring, 1922, he was also principal of Grant School.

Quinton Heights School

	Fall -	Spring
John F. Aby	1906	1909
Charles H. Kutz	1909	1911
Mrs. Helen T. Butterfield	1911	1918
Mrs. Kathryn Crawford	1918	1924
Charles Wright	1924	
V. R. Mellenbruch		1925
V. R. Mellenbruch	1925	1929
Gertrude Losey	1929	1933
M. J. Whitson	1933	1937
Mrs. Edna Diegel	1944	1949
Lois Snell	1944	1949

Principals - Elementary Schools - Continued

Quinton Heights - continued

	Fall	Spring
Stanley Stalter	1949	1950
Delbert Graham	1950	1951
George Goebel	1951	1954
George Goebel	1954	

Randolph

	Fall	Spring
L. L. Kauffman	1927	1944
Don Geyer	1944	1947
Joe Evans	1947	1954

Seabrook School

	Fall	Spring
Temple Sheldon	1950	1951
Walter Cormack	1951	1952

Southwest School

	Fall	Spring
Frank Wilson	1952	1954
Frank Wilson	1954	

Principals - Elementary Schools - continued

State Street

	Fall - Spring	
C. M. Morrow	1905	1906
Anna Kelley	1906	1921
C. R. Watson	1921	1951
Frank Wilson	1951	1952
Harold Bartley	1952	1954
Harold Bartley	1954	

Sumner School

	Fall - Spring	
E. H. Roudebush	1881	1882
W. D. Donnel	1882	1884
Miss J. T. Clelland	1884	1888
Etta Montgomery	1888	1889
Jennie M. Evans	1889	1891
	1891	1892
	1892	1893
L. T. Gage	1893	1894
	1894	1895
	1895	1896
Alma McMath	1896	1897
<i>Anne R. Monteith</i>	1897	1902
(2) G. H. Mays	1902	1909
C. H. Peterson	1909	1910
S. H. Howard	1910	1914

(2) Resigned in 1902.

Principals - Elementary Schools - continued

Sumner School - continued

	Fall	Spring
E. F. Stanley	1914	1937
M. J. Whitson	1937	1941
Herbert Bentley	1941	1942
H. A. W. Kessler	1942	1945
Joe Burke	1945	1947
Frank Wilson	1947	1951
Otto Bodenhausen	1951	1954
Richard Harder	1954	

Van Buren

	Fall	Spring
(1) Mary L. Gridley	1889	1891
	1891	1892
	1892	1893
(2) Jean M. Hay	1893	1896
Harriett McCoy	1901	1903
Mrs. Elizabeth Guy	1905	1911
Ethel McCartney	1911	1918
Mrs. Martha Kittell	1918	1943
Don Geyer	1943	1944

- (1) School located at 10 & Van Buren
- (2) School located at 18th & Van Buren
- (3) School located at 18th & Van Buren

Principals - Elementary Schools - continued

Van Buren - continued

	Fall	Spring
Edna Diegel	1944	1954
Edna Diegel	1954	

Washburn

	Fall	Spring
Miss L. Bartholomew	1878	1879
O. A. Holcomb	1880	1881

First Ward

	Fall	Spring
Z. F. Riley	1871	1872
John Smith	1872	1877

Principals of Topeka High School

A life sketch of each of Topeka High School's former principals follows:

Miss Lizzie N. Towne -- The first principal of Topeka High School and the only woman to hold this position was Miss Lizzie N. Towne. Miss Towne was born at Billings, N. Y., and was graduated from the University of Illinois at Bloomington, Ill.

In the spring of 1870 Miss Towne organized and taught the first high school class, but the next year as there could be no high school classes, she became principal of Lincoln grade school. After leaving Topeka in 1871, she taught in San Antonio, Tex., and in May, 1873, she was married to Charles Van White.

C. H. Hoffman -- In the school year, 1871-1872, C. H. Hoffman held the position of principal of the first officially designated high school in Topeka. Resigning in 1872, he took up work in the Congregational church.

Linaeus A. Thomas -- For the ten years following Mr. Hoffman's resignation in 1872, Topeka High School was under the leadership of Prof. Linaeus A. Thomas. Professor Thomas was born in Columbia County, Ohio, and at the age of seventeen he entered Mount Union College. One year later he enlisted in the army. He was captured and sent to Andersonville during Hood's invasion of Tennessee, and later served a term in Libby Prison. Following the war he attended college for two more years. He taught school in Ohio and Kansas, coming to Kansas in 1868.

In 1881 Mr. Thomas resigned as principal of Topeka High School to assume a similar position in Osage City. He died in the same year, 1881.

William Crichton -- Succeeding Professor Thomas as principal, William Crichton served in this capacity in the school year, 1881-1882. He was a contributor to leading educational publications. He became superintendent of schools at Cottonwood Falls the following year.

John E. Williamson -- The fifth principal of Topeka High School was John E. Williamson, a native of Indiana, a graduate of Logansport High School in 1876 and of Wabash College in 1882. He also received his master's degree from this college in 1886, after special work at Princeton. He spent four years teaching in Case County, Ohio.

Mr. Williamson served in Topeka High School from 1882 to 1899, when he left to assume the position of head of the mathematics and physical science department in Parsons College, Fairfield, Iowa.

Harry G. Larimer -- The first graduate of Topeka High School to become principal was Harry G. Larimer. Though born in Danville, Ky., he was graduated from Topeka High School in June, 1879, and received his bachelor of arts degree from the University of Michigan in 1881. From 1882 to 1885 he was an instructor of science and history in Topeka High School, and from 1885-1889 he was the principal of Harrison School.

Mr. Larimer's principalship of Topeka High School extended from 1889 to 1892. In 1892 he resigned to practice law. He died in 1929, when law librarian in the state library.

Calvin W. Hickman -- From 1892-1895 Calvin W. Hickman served as principal of Topeka High School. Born in Sangamon County, Ill., he was graduated from Illinois Wesleyan University in Bloomington in 1874. In Danville Academy he was professor of mathematics and English. Coming to Topeka in 1886 he entered the real estate business, but from 1890-1895 he devoted himself to school work. He served from 1890 to 1892 as a teacher in Topeka High School, and held the principalship for the three years following. He died November 1, 1895.

John L. Williams -- Succeeding Mr. Hickman was Prof. John L. Williams who came to Topeka in 1889. He was principal of Lowman Hill and Harrison

schools before becoming principal of Topeka High School from 1895 to 1898. He held a doctor's degree from the University of Chicago.

Luther Denny Whittemore -- Topeka High School's ninth principal, L. D. Whittemore, was graduated from the Barr Academy in 1876, from Amherst College with a bachelor of arts degree in 1880 and with the degree of master of arts in 1884.

He served as principal of Topeka High School from 1898-1904 and as superintendent of schools from 1904-1911. He then accepted the position of secretary of the state board of education, which he held until 1916 when he became superintendent of the state board. In 1919 he accepted his present position of Registrar at Washburn College.

Harry L. Miller -- Harry L. Miller was educated in the Douglas County schools, attended the Kansas State Normal at Emporia, and was graduated from the University of Kansas, a member of Phi Beta Kappa. First a superintendent of schools in Nortonville, Kan., he became a teacher in Topeka High School in 1902. After serving as vice-principal in 1903-1904, he assumed the principalship in 1904 and continued in that capacity until 1909.

Mr. Miller was principal of the Kansas City, Kan., High School from 1909 to 1914. At that time he went to the University of Wisconsin as head of the secondary education work, and later became professor in the university's school of education. His death occurred in August, 1929.

Aaron J. Stout -- The eleventh principal of Topeka High School, Aaron J. Stout, is a graduate of the Kansas State Normal at Emporia and of Columbia University and has done graduate work at Chicago University and Columbia.

For a short time after his graduation from the Normal in 1893, Mr. Stout was a chemist in a Louisiana sugar refinery. In 1894 he began teaching in Emporia High School, and in 1899 came to Topeka High School as

teacher of science. He served as vice-principal from 1904-1909, when he was promoted to the principalship. This position he held until 1918. Since 1918 he has been superintendent of the Topeka public school system.

R. R. Cook -- The successor to A. J. Stout was R. R. Cook, who served as principal from 1918 to 1923. He was graduated from the University of Kansas in 1908, and attended Chicago University for graduate work. He was principal successively of the high school at Galena, Kan., 1908 to 1912; at Columbus, Kan., 1912 to 1915; and at Emporia, 1915 to 1918.

Mr. Cook resigned the Topeka principalship in 1923 to become principal of Roosevelt High School in Des Moines, Iowa.

A. M. Darnell - From 1923 to 1928 Topeka High School was under the direction of A. M. Darnell, a graduate of the Western College of Colorado and of the Northwest Missouri State Teachers College.

After holding the position of superintendent of schools in Craig, Colo., from 1920 to 1923, he came to Topeka as principal of the high school. In 1928, he resigned his position and did not resume educational work until the fall of 1931.

Principals - Topeka High

W. N. Van Slyck -- Willard N. Van Slyck was the second graduate of Topeka High School to become its principal. He was a member of the class of 1908.

After receiving his A.B. from the University of Kansas in 1914, he taught history in the Salina High School for two years. He then became principal at Pratt High School, serving from 1916 to 1918; at Iola High School, 1920-21; and at Salina High School, 1921-1928. In that year he came to Topeka and headed the high school for 16 years.

His only departure from the principalships he held in Kansas high schools was a two-year period, 1918-20, when he was state student secretary of the Y.M.C.A. in Denver.

Mr. Van Slyck held a Master's degree from the University of Kansas and had done extensive graduate study at both Chicago and Columbia Universities. He was working toward a Ph. D. at the time of his death.

His personal and professional interests were many. He was a Rotarian, a 32nd Degree Mason, a member of the State Board of the Y.M.C.A. and the Boy Scouts, and he taught a man's class at the First Methodist Church for many years.

Twice he was vice-president of the Kansas State Teachers Association, a member of the North Central Association Committee for Kansas, district representative of Phi Delta Kappa, and president of the National Association of Secondary School Principals. He held a life membership in the National Educational Association.

Mr. Van Slyck worked unceasingly in the planning of the present high school building, bonds for which were voted the year after he came to Topeka. His portrait, painted by Helen Hodge, hangs at the

W. S. Van Slyck -- 2

left of the stage in the high school auditorium, where he had
so often presided. His death occurred on January 16, 1944.

###

Topeka High School Principals

E. B. Weaver

E. B. Weaver, principal at Topeka High School since 1946, heads the school in which, except for two years, he has spent his entire teaching career.

Mr. Weaver came to Topeka High in 1925 as physical education teacher and athletic coach. He had served in the same capacity in the Beloit, Kan., High School his first two years out of college.

Though born in Montrose, Colo., he has lived most of his life in Kansas. He was graduated from the high school at Fowler, Kan., and from Friends University in Wichita. His school work was interrupted between high school and college (1916-19) by three years of service in World War I.

From 1925 to 1932 Mr. Weaver coached football, basketball and track but with the expansion of the sports staff at Topeka High he concentrated for the next 10 years on football and basketball. In both he had marked success, and on several occasions had all-victorious seasons.

In 1942-43 he coached only football.

When appointed assistant vice-principal and boys' counsellor in 1943, Mr. Weaver had to give up his coaching duties. That same year and the next, because of the illness and death of Principal W.N. Van Slyck, he served as acting vice-principal, with S. H. Stark as acting principal.

He and Mr. Stark exchanged positions in 1944, and in 1946 Mr. Weaver was elected principal.

He holds an A.B. degree from Friends University and a Master's from the University of Kansas. He has done graduate work at Columbia Univer

Besides belonging to numerous national, state and local educational organizations, he has been an officer in the Council of Administration and the American Association of School Administrators. He belongs to Phi Kappa Delta, honorary educational fraternity, and to the Masonic lodge, the Elks, and the American Legion.

He is active in the Topeka Council of Churches, and at present is chairman of the Shawnee County Chapter of the American Red Cross.

Mr. Weaver has had the personal friendship of Topeka High School athletes for more than 25 years, and as principal both faculty and students rely upon him for kindly guidance, keen interest in their work and fun, and fairness in his school administration.

He is the fifteenth principal Topeka High has had in its more than 80 years' existence.

####

Dean of Girls

In Topeka High School

The office of dean of girls was established in 1923 at Topeka High School, with Miss Laura G. Ewing as the first to be honored with the position. Miss Ewing had been a teacher of Latin in the high school since 1892; she continued as dean of girls until her retirement in 1939.

Twice, when Miss Ewing was on leave of absence, Miss Abigail McElroy of the botany department served in her place.

Miss Helen Shirk, now Mrs. William Long, succeeded Miss Ewing and served for two years until her marriage.

Miss Annabel Pringle, social studies teacher, was chosen to fill the office, beginning with the fall of 1941 and continuing to the present.

These three women have done much to shape and guide the life of students in Topeka High School. Besides taking keen interest in scholastic standards, they have had a great part in the social life of students, have supervised the welfare of the girls, and have gone into students' homes in times of illness and bereavement. They have been friend and counsel to faculty and students alike.

Miss Pringle has charge of application for college scholarships and of college entrance examinations given in Topeka. She interviews each girl who enters Topeka High as a new student. She originated and sponsors the Senior Girls' Council. College Day is another of her contributions to the school. She has served as president of the Kansas Council of Deans of Girls.

Dean of ~~1944~~ Boys
in Topeka High School

The position of dean of boys at Topeka High School was established much more recently than that of dean of girls, a situation which is true in most other schools.

The Board of Education voted in 1931 to place a man as advisor to the boys of the high school, but no further action was taken until 1941, when Lloyd W. Chambers, guidance director, was appointed.

Mr. Chambers served until he left for the Navy in 1942. He was not replaced the following year.

In the fall of 1943, E. B. Weaver, then football coach and social studies teacher, was named dean of boys. He served only part of one year in this capacity, as he had to assist with other administrative work made necessary by the illness and death of Principal W. M. Van Slyck in January, 1944.

The office was not filled until 1949, when Kenneth H. Meyers, was appointed dean of boys. He organized the Senior Boys' Council and worked closely with the dean of girls in assisting all students of the high school.

Leonard H. Moulden succeeded him in 1951, as Mr. Meyers moved into guidance work. Mr. Moulden was dean of boys until the spring of 1954, when he resigned to take a position in California. The office was not filled for the school year 1954-55.

Present Official Organization

Board of Education

Charles Sheetz ----- President
Dr. Richard Greer ----- Vice-President
Gerald K. Barker ----- Members
Jacob A. Dickinson
M. C. Oberhelman
Mrs. Ernest A. Shiner

General Offices

Wendell R. Godwin ----- Superintendent of Schools
Mose J. Whitson ----- Assistant to the Superintendent
T. A. Kerr ----- Business Manager
Ed L. McNeill ----- Director of Operation & Maintenance
Giles Theilmann ----- Director of Instruction
Raymond F. Tilzey ----- Director of Census & Attendance

School Nurses

Juanita Dugan -----)
Ruth S. Ferrin -----)
Lucile Larson -----) Elementary and Junior High
Rose A. Sams -----)
Ida B. Norman -----) Colored Schools
Fern Taylor -----) Topeka High School

Special Services

Lucella Harris ----- Instrumental Music, Elementary
Betty Lou Wells -----
Beverly J. Downing ----- Speech Correction, Speech Clinic
Irving Silverman -----
Zena Cohen ----- Homebound Instructor
Rollie R. Houchins ----- Instructor of Hard of Hearing
Eunice P. Youngquist ----- Director of Cafeteria

#####

Earlier Official Personnel

Through the years, offices and positions of administration in the Topeka School system have kept the same general pattern but often under different titles. It is impossible in this summary to trace all the changes, but in the main the following offices were filled by these persons:

Clerk of the Board (also sometimes business manager)

* *Insert*
H. W. Farnsworth
J. W. Stagg
M. C. Holman 1913-1926
H. L. Armstrong 1926-1937
E. H. Sallee 1937-1942
Mrs. Thelma Mifflin 1942-1951
Mrs. LaVon Armendariz..... 1951 to present

Secretary to the Superintendent

Helen Capps 1913-1942
Mrs. Thelma Mifflin 1942-1951
Mrs. LaVon Armendariz 1951 - present

Superintendent of Buildings and Grounds

W. H. Conry 1913-1922
Roy W. Elliott 1922-1923
H. E. Ramsey 1923-1925
G. C. Kampton 1925-1944
Ed McNeill 1944 - present

Treasurer

Chas. M. Gardner 1924-1925
Elizabeth Donaldson 1927-1954

Trust Officer

Edward Rooney	1913-1916
F. W. Dawdy	1916-1920
T. D. Williams	1920-21
F. W. Comfort -(also Census).....	1922-1934
W. C. Pyle	1934-1944
T. V. Herron	1944-1947
Raymond Tilzey	1947- present

Cafeteria Director

Gertrude Morton	Spring 1915
May Baker	1915-1922
Belle R. Snyder	1922-1937
Neosho Fredenburg	1937-1942
Eunice Youngquist	1942 - present

CLERKS OF THE TOPEKA BOARD OF EDUCATION FROM MAY, 1867
TO AUGUST, 1911

<i>* Insert</i>	May, 1867 to April, 1869	L. C. Wilmarth
	April, 1869 to June, 1869	David Brockway
	June, 1869 to March 18, 1871	John A. Banfield
	April, 1871 to May, 1871	C. W. Bright
	May, 1871 to May, 1872	E. B. Fowler
	May, 1872 to September, 1872	W. H. Butterfield (Resigned a/c duties as Superintendent of Schools)
	October, 1872 to June, 1875	R. H. C. Searle
	July, 1875 to June, 1876	T. H. Church
	June, 1876 to August, 1899	H. W. Farnsworth
	August, 1899 to August, 1910	J. E. Stewart
	August, 1910 to August, 1911	W. J. Stagg

(In the beginning, the organization of the board took place in May, but later, the board was organized at the meeting the first Monday in August.)

Special Departments

Adult Education

C. O. Hepworth 1936-1941
Perdue B. Graves 1941-1951
W. Walter Russell 1951-1954

Colored Education

Harrison L. Caldwell 1944-1950
Inter-racial Counselor 1950-1953

Health

Dr. J. S. Fulton 1932-1942
Dr. Elvenor Ernest ...Supervising Physician
for H. S. Girls 1936-1947

Instruction and Curriculum

Giles Theilmann 1951-1954

Psychological Service

Dr. Herbert Shuey 1937-1940
Margaret Johnson, Asst. 1937-1939

Remedial Reading

Gertrude Losey 1938-1943

Research and Efficiency

Ira J. Bright 1916-1918
Henry R. Thompson 1918-1919

Speech Correction

Lucile Smith 1921-1923
Mrs. Mary Naylor Brown 1930-1932
Amy Jones 1942-1949

Tests and Measurements

Martha Heaton 1940-1943
Esther Swanson 1943-1945

Ungraded Rooms

Ellen Heartburg 1918-1938

Visual Education

M. J. Whitson 1943-1944
Mrs. Dorothea Pellett, Asst. 1943-1944
Mrs. Dorothea Pellett 1944-1954

Supervisors

Art

Mary Bunker	1913-1923
Lugrace Whitmer	1923-1949
Mabel R. Karr	1949-1954

Elementary grades

Julia Davis	1921-1943
Dorothy Cooke	1943-1947
Mildred Chambers, Asst.	1944-1951
Don Geyer	1947-1951
Sylvia Nelson, Consultant	1951-1954

Foreign Language

Mrs. Helen Sutherin	1954-1955
---------------------------	-----------

General Supply

Lena Davis	1914-1918
Tressa E. Penman	1917-1918
Julia Davis	1919-1921

Home Economics

Bella M. Nelson	1922-1926
Murl Gann	1926-1928
Zoe O'Leary	1928-1930
Jessie Bell Woodworth	1930-1942
Katherine Tucker	1942-1954

Industrial Arts, Elementary and Junior High Schools

Albert Winter	1913-1914
Philip S. Hasty	1914-1918
E. J. Buckles	1918-1922

Supervisors

Industrial Arts, Continued

W. W. Scott 1922-1942
P. W. Chamness, H.S. and Jr. High 1942-1944
 Director Trade School 1944-1946
 Director Vocational Education 1946-1954
A. E. Anderson, Asst. Supervisor of Defense Tr. .. 1942-1943

Music

Mildred Hazelrigg 1913-1919
Grace V. Wilson 1919-1928
David Lawson 1928-1942
C. J. McKee 1942-1954

Music-Elem. Grades

Katherine Sentz 1919-1954
Blanche Baker 1919-1920
Imogene Burnette 1920-1954
Violet Schlegel 1928-1942
Gertrude Bunning 1926-1927
Raymond W. Connett--Band and Orchestra..... 1925-1926
Othella M. Oglesby -- Colored Schools 1944-1947
Hattie M. Lilly 1947-1948
Caroline M. Hines 1954-1955

Penmanship

H. T. Jett 1913-1915
Stella Brodowsky 1916-1917
Mrs. Catherine Steele 1920-1922
Ruth Kittle 1924-1947

Supervisors

Physical Education

W. P. MacLean 1914-1917
L. P. Dittmore 1920-1951
Frank McGrath 1951-1954

Social Studies

Robena Pringle 1954-1955

Summer Playgrounds

L. P. Dittmore 1929-1942

Administrators Tepeke High School

PRINCIPALS:

W. W. Van Slyck 1929 - 1944
S. H. Stark (Acting Principal) 1944
E. B. Weaver (Acting Principal) 1944 - 1946
" (Principal) 1946 - date

VICE-PRINCIPALS:

C. H. Hepworth 1918 - 1936
(Adult Education) 1936 - 1937
S. H. Stark 1937 - 1940

ASSISTANT PRINCIPALS:

Dr. Giles Theilmann 1946 - 1951 (also, Dir. of Guidance 1951-
51)
Dr. Don Welter 1946 - 1949
Dr. Percus B. Graves 1952-date (also, Dir. of Curriculum
1951-date)
Kenneth H. Meyers 1952-date (also, Dir. of Guidance 1951-date)

GUIDANCE DIRECTOR:

Lloyd Chambers 1940 - 1941

DIRECTOR OF GUIDANCE:

Kenneth H. Meyers 1951-date

DIRECTOR OF CURRICULUM:

Dr. Percus B. Graves 1951-date

GUIDANCE COUNSELLOR:

Kenneth Meyers 1946 - 1949

DEAN OF GIRLS:

Laura L. Ewing 1923 - 1938
Helen M. Shirk 1938 - 1940
Annabel Fringle 1940 - date

DEAN OF BOYS:

(Board sanctioned the employment of a Dean of Boys in
1931 but no one was appointed until 1941)

DEAN OF BOYS: (Continued)

Lloyd W. Chambers 1941 - 1942

none 1942

E. B. Weaver 1943 - 1944

None 1944 - 1949

Kenneth H. Meyers 1949 - 1950 (Dean of Boys & Guidance
Counsellor 1950-1951)

Leonard H. Moulden 1951 - spring 1954

No assignment - 1954

Topeka Teachers

Qualifications

The principal qualifications for teachers in the early days was a good moral character and the ability to pass an examination in the subjects she was to teach. Salaries in the first 20 years of Topeka's history were low. From 1855 to 1865, they ranged from \$25 to \$45, with the superintendent sometimes receiving no more than \$1,200 a year. By 1876 teachers received from \$45 to \$65, and the superintendent, \$1,800.

The legislature of 1876 passed a law giving power to all boards of education of first and second class cities to create examining boards empowered to hold examinations and to certificate teachers. The cities apparently did not use this power to any extent, but depended largely upon the county superintendents, normal schools -- now teachers college and the State Board of Education. The law of 1876 was repealed in 1937.

Until the last few years at least two years of experience had been required before a teacher could be taken into the Topeka school system. The teacher shortage which has prevailed since the outbreak of World War II brought about a change in this policy, however, and now anyone who has the other requirements and has taken practice teaching at a teachers college or a university is eligible. A college degree is required except in case a teacher lacks but a few hours of obtaining a degree. She may be hired with the understanding that at her first opportunity she make up what she lacks.

Teachers

Until recently, although summer study or its equivalent in travel was encouraged and advanced degrees brought increased salary, no definite requirements were set up for teachers' continued study. Beginning with the present year, 1954, teachers with a bachelor's degree must attend summer school once in five years. Those with master's degrees must

attend once in six years.

Teacher Retirement and Pensions

In 1911, largely through the efforts of the teachers of Topeka, a retirement law was passed by the legislature for cities of the first class. Miss Mabel Smith was a leader for this, giving untiring effort for obtaining the passage of this law. This gave teachers who retired after teaching 30 years, 25 of which were in cities of the first class, a pension of \$500 a year. The pension fund was to be raised by contributions or assessments paid by the teachers and by an appropriation by the Board in a ratio fixed by law.

The first teachers were retired in 1911 and were Miss Eliza Nagle, who had been principal of Potwin School, and Mrs. C. E. Laubach, for many years a teacher in Polk School. Their superintendent, L. D. Whittemore, commented that both "well deserve the recognition which they have received."

In 1941 the legislature voted to give teachers a pension of one third of the average of the last 10 years' salary, after they had taught 30 years, 25 of which were in cities of the first class. The maximum was \$900. Under this law, the other employees of the Board of Education were included also.

Another teacher law passed in 1943 shortened from 25 years to 20 years the time required for serving in cities of the first class. The total term of 30 years remained the same.

In 1947 two more important changes were made by the legislature. One set the pension at one half of the average of the last 10 years' salary for teachers who had taught 30 years, 25 of them in cities of the first class. The other law granted the same pension to those who had taught only 25 years, 15 of them in cities of the first class,

Teachers

provided they retired because of disability. The maximum in either case was \$1,500.

In order that the plight of a number of teachers who retired before 1941 on a \$500 a year pension might be somewhat relieved, the legislature of 1953 granted these teachers a pension of \$720 a year. The Topeka Retired Teachers Association has as one of its goals a law which will bring the pension still more in line with living conditions.

Before 1940 there was an understanding that teachers should retire at the age of 70, but the rule was not enforced. In 1941 the Board set 67 as the compulsory retirement age, and two years later lowered it to 65. A state law passed in 1947 permits teachers to retire at 60, provided they have taught their 30 years, 20 of which were in cities of the first class. The maximum pension of this group is \$1500.

The Topeka schools did not retire any teachers in 1953, but retired two groups in 1954. Funds accumulated by the city school treasury from 1941 to 1954 for teachers' pensions were turned over to the State School Pension Fund this year. The state now pays a pension of \$84 plus interest per month to each retired teacher, and an additional amount is paid from the Topeka school treasury to make the amount equal to the amount the teacher would have received if Topeka had not "gone on the state plan." This is, of course, one half of the average of the last 10 years' salary, and a maximum of \$1,500.

Topeka now has the same retirement plan as all other cities of the first class in Kansas, with the single exception of Kansas City, Kansas which operates under its own plan.

442445

Professional Organizations

The Principals' Club

The first professional organization in the Topeka school system was the Principals' Club, begun at the suggestion of Superintendent L. D. Whittemore in 1910-11. All principals were eligible, and the superintendent of school was an honorary member.

Through its long existence, the organization has been informal in its monthly meeting, but keenly concerned with school administration problems. Discussions are focused on daily situations and their practical solutions.

####

Parent-Teacher Associations

Parent-teacher organizations seem to have started about 1912 in Topeka elementary schools, for by the 1913-14 school year they were well organized. In 1915-16 there were branches in 13 schools.

These groups, formed to establish closer understanding between the homes and the schools, bought Victrolas and records, helped pay for pianos, provided athletic equipment, and sent delegates to the state Parent-Teacher Association conventions annually.

Superintendent H. B. Wilson in his Report for 1917 says of them: "Their general effect has been good and wholesome..... Two or three large and outstanding effects may be mentioned, as follows: The establishment in Quincy School of a branch city library for the use of the citizens of North Topeka and the pupils of the schools; the renting and equipment of a manual and household arts building to promote the extension of the upper grade work for girls and boys of the Washington school; the installation and use of the domestic science equipment at the State Street School

Topeka Teachers Association

The Topeka Teachers Association was organized in 1931. Its constitution has been revised every five years since to keep the organization abreast of the changing times.

Its membership is most comprehensive, including all teachers and administrative and supervisory staff, and all other employees of the Board of Education as associate members. The latter are not required to belong to the State and National Educational Associations.

The aim of the T.T.A. is to promote the interests of education and of teachers and other employees in the broadest sense.

The first president was Miss Nina McLatchey, a dedicated professional teacher of mathematics at the high school whose standard of service for welfare of all Topeka teachers has been carried forward by all succeeding presidents.

Among the benefits which have come about through the cooperative efforts of the T.T.A. memberships are the following:

1. A group insurance plan which was activated April 1, 1940, combining a health and accident insurance plan. This was worked out when Miss Wilhelmina Bertsch was president and is still in effect.
2. A Teachers Credit Union which has provided a service through which all school board employees may both receive loans in time of need and also place their savings as shares invested in the Credit Union at a good rate of interest. This plan aids members in handling their own financial problems without going outside their own organization for help.

Vernon Goldsmith was the interested force in developing the Credit Union and served for eleven years as its first president being followed by Roy Bulkley, now in that office. Treasurers, who do most of the actual work of the organization, have been: F. A. McCoy, Arthur Seeman, and at present John Kelly. The

- The membership has grown to over two hundred shareholders with more than \$35,000 invested in shares at the present time.
3. An improvement of teacher salaries and an adjustment on a single salary schedule were the main objectives upon which much work was begun in 1932. This continues to this day with some progress having been made in the 22 years of the association's activity.
 4. T.T.A. committees have worked cooperatively with the Board of Education and Administrative groups to better teacher retirement. Progress has been made, changing from a flat \$42 per month pension to all teachers to a minimum of \$60.00 and a maximum to all employees of half the average salary for the last ten years of employment. At the present time, under a special law, the Topeka School Board and the State Teachers Retirement Board cooperate in paying the Topeka school employee's pension.
 5. Cooperation in the Community Chest, Red Cross, Boys' and Girls' State, and other charitable and altruistic drives is a part of T.T.A. work.
 6. The membership cooperates in State Teachers Association work, always sending delegates to both National and State Teachers Associations, and carries out a professional program.
 7. An annual dinner meeting is the one important social T.T.A. event of the year.

Presidents who have served this organization are: Nina McLatchey, William Dietz, John Lund, F.A. McCoy, Wilhelmina Bertsch, Frank Vickers, E. B. Weaver, L. P. Dittmore, Don Geyer, Maude Snyder, Paul Boatwright, Giles Theilmann, Ed McNeill, and Walter Russell (present president).

Note: The Superintendent's Report for the Years Ending July 1, 1914 and 1915, states that a Topeka Teachers Association was formed at a general meeting of teachers on January 12, 1914, for the purpose of furthering the professional and social interests of the teachers of the Topeka schools. A delegate and an alternate were to be elected each year to the State Educational Council. The chief function of this early association was to show hospitality to visiting teachers at the time of the state teachers' meetings each fall.

The Topeka High School Guild

On March 5, 1915, steps were taken to form an organization in Topeka High School to be known as the Topeka High School Guild. Its objects was to bring together the Topeka High School teachers "for mutual help, social enjoyment, professional advancement, and united action on all measures conducive to the good of the student body and to the benefit of the teachers."

Dr. W. H. Greider was the first president, and the membership included the entire faculty. The executive committee included all elected officers -- president, first vice-president, second vice-president, recording secretary, corresponding secretary, secretary-treasurer, and sergeant-at-arms.

In April, 1941, the constitution and by-laws were revised and the name of the organization was changed to the High School Teachers Guild. Meetings are called at the discretion of the president, except for the April meeting when officers for the next year are elected.

Social events which have become traditional for the Guild are the fall picnic, when new teachers are introduced and initiated, and the spring party when teachers who are being retired or are leaving the school for any other reason are honored.

Topeka High School Guild - page 4

Miss Mabel Fry is the president for the school year 1954-55.

Topeka Grade Teachers' Club

Nearly 50 years ago the elementary teachers of Topeka felt that the times called for a larger recognition of their work and status. Accordingly, in May, 1907, a meeting was held for the purpose of organization. For fear of disapproval by the Board of Education, the deepest secrecy was maintained. The meeting was held at the home of Miss Jennie Clarkson. No records were kept at first, but the following fall Miss Blanche Stewart, then a teacher at Lincoln School, was elected president of the "Topeka Grade Teachers' Club."

The club functioned actively from the beginning, and in due time was recognized as a moving force in the community.

A history of this organization would not be complete without recognition of a vigorous crusader in the person of Miss Mabel F. Smith, who served as president for three terms. She must be credited with a large part in one epoch-making achievement -- the granting of a teachers' pension in 1911.

In compliance with a request made by Superintendent H. B. Wilson for use in his Report of 1914 and 1915, Miss Smith wrote the following:

"The Topeka Grade Teachers' Club was formed in 1907 and is now the largest and best organized club of women in the state of Kansas. Its object is to bring teachers together for mutual help, social union, and united action on measures of benefit to the teacher and conducive to the good of the schools. The organization of the club has caused the growth of deeper professional interest and the development of a desirable atmosphere of good comradeship.

"Among the social activities of the club is the annual banquet in January, at which time the superintendent and members of the Board of Education are guests. This occasion affords an opportunity for better acquaintance among these several groups of people, all interested in the

cause of education.

"The club has an Emergency Fund for its members and stands sponsor for the retirement fund now in force in Topeka. Along the line of community interests, it has brought a number of first class artists to the city."

Other accomplishments of the Grade Teachers' Club were the obtaining of sick leave for teachers, a spring vacation, an improved salary schedule (this in collaboration with the Principals' Club and High School Guild), and scholarships for Washburn students who were graduates of the Topeka public schools.

Retired Teachers

Retired teachers of the Topeka School system organized the Topeka Retired Teachers Association in the spring of 1952. Miss Minnie Stewart was the temporary president, until the group elected L. P. Dittemore. He was succeeded the following year by Miss Helen Hudson. In the spring of 1954, Miss Elizabeth Schenmeyer was elected, but resigned before taking office because of resuming work as a substitute teacher for the year. Miss Clara Johnston was chosen to serve in her place.

The purpose of the organization is both social and professional. The group meets for informal suppers in the teachers' cafeteria of the high school. Members are kept informed as to local, state, and national legislation affecting teachers, particularly with regard to pensions.

The Topeka group also started a state organization of retired teachers, which has been active and quite successful in work leading to increase in pensions for teachers who retired before the present favorable pension laws became effective.

F. H. Palmer, Mrs. Martha Kittell and Miss Abigail McIlroy have served on the state legislative committee.

It is worthy of note that among the retired teacher group of Topeka, Miss Elizabeth Schenmeyer holds the record for the longest period of teaching in the city system. Beginning to teach when she was 17 years old, she taught steadily for 49 years.

Since her retirement in 1951, she has twice accepted a position as substitute teacher for all or part of a school year.

Under present regulations, Miss Schenmeyer's record can never be duplicated, for today a beginning teacher must have educational qualifications that cannot be attained until she has done college work.

Census and Attendance in Topeka Public Schools

By Raymond Tilzey

The second annual report of the Board of Education, dated July 31, 1869, defined the school year, as nine months. The year was also designated as being composed of two terms the sum of which must equal nine months.

The number of days designated for the school year of 1954-55 are 180 including certain defined holidays. This also is for a nine month period.

Teachers were required, as early as 1869, to keep records of attendance, general deportment and proficiency. Then, at the end of each month the principal teacher made a complete report to the superintendent. Also the principal teacher was required, at the end of each term to make a report to the Clerk of the Board. Such records were no doubt diligently kept, but it is only since the school year of 1887-88 that individual pupil records have been preserved. The Board made an annual report to the public, which was a composite of the teachers and superintendents report. A number of these reports to the public now rest in the vaults of the school administration office.

The present system of records require each teacher to prepare, at the end of each six weeks of school session a report to the school principal. This report includes pupil enrollments, transfers, withdrawals, days of attendance, days of membership and number belonging. Each principal is in turn required to prepare for the superintendent an abstract each six weeks, from the reports of the teachers in each school. The teachers are also required to prepare at the end of each six weeks a scholarship or grade card for each pupil showing the relative attainment of the pupil in specific subjects which he or she may be taking and a record of attendance. This report must be taken home for

inspection and signature of a parent or guardian, then returned to the teacher for future entries.

The superintendent of schools in cities of the first class has for many years been required to make an annual report to the state superintendent of public instruction. This report has become quite extensive in its coverage, embracing statistical data regarding pupil enrollment, number of teachers, buildings, transportation of pupils, and financial data including all expenditures made by the district and the purpose for which these expenditures are used. This report may also serve as a report to the Board of Education and is open for public inspection.

The State Legislature in the year 1874 passed the first Compulsory School Attendance Law. This law required all children between the ages of 8-14 years of age to attend school for a period of at least 12 weeks each year: six of such weeks must be consecutive. Through the years between 1874 and 1923 some revisions were made to the compulsory Attendance Law. The law now in effect was entered on the Statute Books in 1923. The law, currently in effect, requires school attendance on the part of all children between the ages of 7-16 or until such child shall have completed the requirements of the eighth grade.

The State of Kansas was either the 10th or 11th state to pass such type of legislation. The same year (1874) the states of New York and California passed similar laws. The first state to pass such a law was Massachusetts in the year of 1852.

The state law provides that the superintendent of schools, or his duly authorized agent, or the Judge of the Juvenile Court shall issue work permits to children between the ages of 14 and 16, only after he has received duly executed statement from the prospective employer.

which statement must declare the hours and the type of employment to be engaged in by said minor. Children between the stated ages (14-16) cannot be legally employed before 7AM or after 6PM nor more than eight hours in any one day or more than 48 hours in any one week. Nor can a child of said ages be employed while school is in session in the district in which he lives, provided the child has not completed the eighth grade. This law was passed in 1935.

It is my belief that the first truant officer was appointed by the Board of Education on October 13, 1903. Such appointment is recorded in the minutes of the Board for that date. The name of the person first appointed to fill this job was L. T. Gage. Since that time a number of persons have served as truant officers. Names of some of them are: J. W. Cler, W. O. Clark, F. F. Dawdy, Edward Rooney, T. D. Williams, F. L. Comfort, W. G. Pyle, T. V. Herron and R. F. Tilzey.

Basically the duties of a truant or attendance officer is the same today as it was in earlier years of appointments. However, the approach to the problem of truancy has been modified in recent years. A sincere attempt is made to learn the causes for truancy and to work towards a satisfactory solution to the problem for the benefit of the pupil, rather than just the mere apprehension and punishment for law violation. A clear understanding and cooperative effort between the parent and the school representatives will many times help the child to become adjusted to a more favorable school situation.

As early as 1874 the Board of Education permitted and encouraged the teachers to demand written excuses from the parents in cases of absences on the part of the pupil. The practice of requiring parents or guardians to furnish a written excuse for a child's absence from school has been followed through the years and is in use at the present time.

The Constitution of the State of Kansas provides for the establishment of a permanent school fund. The earnings of this fund has since its beginning been disbursed annually to the various school districts throughout the state. It was also provided in this constitutional article, that these earnings be distributed to each district according to the census of children between the ages of 5-21 years who were living in said district. It was therefore necessary that each district make provisions for taking the census in their district. Fairly complete records of the school census have been preserved. Some of these records are entered here along with the school enrollment:

<u>Year</u>	<u>Census</u>	<u>Enrollment</u>
1869	1,516	935
1870	1,850	1,416
1880	3,678	2,937
1890	11,140	6,400
1900	11,519	6,936
1910	11,491	7,463
1920	11,961	6,939
1930	16,506	12,497
1940	18,511	12,163

Methods used in taking the school census have probably varied only slightly through the years. For the most part it has been completed by one or a number of persons making a house-to-house canvass. For a short period of years this was done by Public School Teachers. School was dismissed one day and all teachers and principals devoted that day to canvassing the city. At the present time certain age groups, within 5-21 year class, are taken from the records of the county assessor and coupled with the Public and Parochial School enrollment records to complete the annual school census.

School population has, nearly always, been most dense on the outer edges and fringe areas of the city. It would naturally follow that annexations are made on whatever section the city develops; that is

where most often the problems of school, housing, etc. are to be faced.

In the three years just passed (1951-52, 1952-53, 1953-54) the grades of kindergarten, first and second showed a marked increase (36.4%) over the three years just previous (1948-49, 1949-50, 1950-51). The full impact of this increased enrollment will reach the Senior High School (grades 10, 11, 12) in the year 1963-64. The annual enrollment in the Senior High School in 1953-54 was 1760. It is estimated that the 1963-64 annual enrollment will exceed 3000.

Scholarships, Awards, Exchange

~~(by Annette Webb)~~

The trend toward helping young people get an education is an ever increasing one. Since 1932, many important scholarships have been awarded to Topeka High School students. As far as records are obtainable, a list of the most important scholarships follows:

Armco Foundation

Fred Ralph Porte, II - 1954 (not used)

Chicago University Scholarship

Hart Spiegel - \$300 scholarship in 1936

Carl Stanley - two year \$600 scholarship - 1936

Robert Reynolds - one year \$150 scholarship - 1936

John McBride - Prize Scholarship - 1940

Albert Wessen - Prize Scholarship - 1942

Jack Button - Scholarship - 1943)

Woody Runyan - Scholarship - 1943) Honor Entrance

Howard Swartzman - Scholarship - 1943)

Alan Dickinson - Scholarship - 1950

DeFauw University Scholarship

Luther Barrett)

Junior McMahill) \$1000 Rector in 1936

Houston Smith)

David Stevens - a four year \$1000 scholarship in 1937

Harold Van Slyck - 1939

Harvard Scholarship - 1946
Noel Fleming
Calvin Holman - 1948

Delmont Hadley - 1953

Robert King - 1953

Phil Mills, Jr. - 1953

Robert Scrivner - 1953

Kansas University Scholarship

1. Summerfield

John H. Lumpkin - 1931
Merlow C. Sholender - 1932
Richard H. Stark - 1934
William V. Gilstrap - 1935
C. Roderick Burton - 1936
Carter D. Butler - 1937
Samuel C. Iwig - 1937
Hugh S. Mathewson - 1938
Perry D. Petterson - 1938
Dallas D. Dornan - 1939
J. Earl Barney - 1942
D. Allen Rogers - 1942
Jack B. Button - 1943
James M. Parks - 1944
William L. Stringer - 1945
Charles H. Cory - 1946
Wallace Grundeman - 1946
Henry H. Bradshaw - 1948
Ronald L. Wigington - 1949
Charles R. Keith - 1950
Jerome A. Willis - 1952
Douglass S. Wallace - 1953

Summerfield Scholarship continued

Robert Krickhaus - 1953
Dean L. Smith, Jr. - 1953
Fred R. Porta III - 1954
Ruwel H. Freese - 1954

2. Residence Hall Scholarship

Twenty-five have been awarded
Topeka High School students since 1934.

3. Stauffer Scholarship in Journalism

Donna Lou McKett - 1953
Rebecca Ann Stafford - 1954

4. Elizabeth Watkins Scholarship (Comparable to Summerfield)

Sonia Swigart - 1953
Grece Hiebert - 1954
Sue Reeder - 1954

Naval Aviation Scholarship

Franklin Plyley - 1947

Naval Reserve Training Scholarship

Lloyd Trace)
) 1947
John Wagy)

Thomas Oliver)
) 1948
Albert Whiting)

Frederick Beier)
)
William DeLong)
)
Hugh Greer) 1949
)
Neil McNeill)
)
William Owens)
)
Jerry Hutchison)

Frontis Redd - 1950

H.R.O.S.C. Scholarship

William B. Carter)	
Donald Dixon)	
Delmont Hadley)	1953
Robert Krickhaus)	
Dean Smith)	
James Boling)	
Roger Brown)	
Paul Dixon)	1954
Ruwal Freese)	
Ralph Sager)	
Wayne Sorenson)	

Northwestern University Scholarship

Clarence Messick	-	1949
Charles King	-	1954

Panhellenic Scholarship

Camie Tener	-	1940	Nancy Blackley	-	1951
Joan Stolpe	-	1942	Esther Harrison	-	1951
Rosemary Cooch	-	1942	Margaret Hughes	-	1951
Carolyn Morriss	-	1943	Shirley Collins	-	1954
Darlene Orsham	-	1944	Dorothy Miller	-	1954
Betty Barkes	-	1945	Andrea Paul	-	1954
Juanita Lewis	-	1946	Marilyn Ferrin	-	1954
Anna Schumscher	-	1947	Rachel Hickett	-	1954
Beverly Jo Jennings	-	1948	Jacquelyn Fulliam	-	1954
Jeanne Bowman	-	1949	Sue Needer	-	1954
Marilyn Miller	-	1949	Dixie Vier	-	1954
Rachel Claire Ensign	-	1950	Margaret Webb	-	1954
Nancy Marsh	-	1950	Mary Webb	-	1954
Lois Alberg	-	1953	Shirley Williams	-	1954

Fachellonic Scholarship continued

Janice Ijams - 1953
Mary Jo McHair - 1953
Donna McHett - 1953
Ruth Pickett - 1953
Marilyn Rose - 1953
Joan Rosenwald - 1953
Margaret Smith - 1953
Naomi Utchen - 1953
Ellen Wolf - 1953

Pepsi-Cola Scholarship

William Lawrence Stringer - 1945
Jack Hill - 1946

Pepsi-Cola Certificate of Award

Mary Lou Kiehl - 1945
Donald Libert - 1946
Henry Bradshaw - 1948

Princeton Scholarship

noel Fleming - 1946
David Trendway - 1948

Redcliffe College Scholarship

Rebecca Stafford - Freshman Scholarship - 1954

Vassar College Scholarship

Sarah Brown - 1954

Washburn Scholarship

140 were awarded to Topeka High School students from 1919-1954

150 Wiseman Scholarships were awarded from '42-'54

Yale Scholarship

Willard Van Slyck - the four year Regional - 1936
- Jack Cassell - the four year Regional - 1938
James McCormott - 1938
Robert Lamar - 1939
Charles Henninger - 1939
Fred Collier - 1940
James Davidson)
Donald Dustin) the four year Regional - 1942
William Holliday)
Charles Gilkey)
Willard Hall)
Herbert Laver)
Jerry Shakeshaft) 1943
Robert Smith)
Atlas Vernon)
Robert Ward - 1944
John Popenno - 1945
Lee Wagy - 1945
Noel Fleming - 1946 - the four year Regional
Glenn Archer - 1947
Kenneth Dinklage - 1947
Richard Hadley - 1950
George Lamb - 1950
Stanley Lamar - 1951
David McMullen - 1951
James Bennett - 1951
William Carter - 1953

Exchange Students

In order to provide a better understanding between America and foreign countries, high school students from the United States have been sent to Europe to spend a period of three months in the home of a foreign family.

Grace Siebert and Malcolm King spent three months in Germany in the summer of 1953.

Rolores Ann)
Bill Lauterbach) spent three months in Germany in summer of '54
Andrea Paul)

Wolfdieter Kuetner, a German boy, attended Topoke High School the year of 1953-1954.

Adole Berg, Tromso, Norway, is attending Topoke High in 1954-1955.

Exchange Teachers

Miss Barbara Aly, an instructor in the Social Studies Department of Topoke High School spent the year 1953-1954 teaching in the Hove High School, Hove, England.

Miss Colia Barker, an instructor in the Social Studies Department of the Hove High School at Hove, England, spent the year 1953-1954 teaching in Topoke High School.

Mrs. Tunie Curves, Music and Social Studies Instructor at Roswell Junior High School, on a Fulbright Fellowship taught Social Studies and music in 3 high schools in the Hague, Holland, in 1950-1951.

Topeka High School

Topeka's beautiful high school, occupying all but one quarter of the square between Polk and Taylor Streets and Eighth and Tenth, is one of the city's show places and one of its most loved institutions. Erected some sixty years after the founding of the high school, it is only the second real home that the school has known.

At present, a site for another high school has been purchased by the Board of Education at 17th and Fairlawn, but for Topekans living in its First 100 Years there will be but one Topeka High School.

The official opening of Topeka High School took place September 18, 1871, in the Lincoln Building at Fifth and Madison. There were 36 students, and one teacher was provided for them. Elementary pupils occupied most of the building.

The next year the school was transferred to the Washburn Building at Tenth and Jackson. This had just been purchased from Washburn College and was called Washburn High School. The students felt it an honor to attend classes in a building that had been used by the college, but the building had serious drawbacks. Because heating facilities were so poor, classes had to be moved back to the third floor of Lincoln School, where it remained almost 10 years.

In 1881 the high school classes were moved back to the Washburn Building, now called the Jackson Building. Here the growing enrollment, totaling one hundred, required the entire building.

Rapid growth forced another shift back to Lincoln in 1885, but in two years temporary quarters were rented in the second story of the Hudson Building on the south side of East Eighth between Kansas Avenue and Quincy. Three hundred high school pupils were attending

classes here in 1892-93, when, we are told, they were crowded "up two narrow stairways, each 29 steps high and each step 36 inches wide." The fire hazard alone was sufficient reason for the bond issue voted in March, 1893, for a new building.

The first real home of Topeka High School was the imposing red brick building erected and opened in September, 1894, at the northwest corner of Eighth and Harrison. Its cost was estimated at \$85,000. Its initial enrollment was 406.

Just 10 years after bonds had been voted for the new high school, another election was held to vote bonds for a manual training addition to be erected across the street, on the southwest corner of Eighth and Harrison. This building was publicly opened May 10, 1905, although it had been in partial operation since January. It became known as the South Building, and the older school as the North Building. The enrollment of the high school was a little more than one thousand at this time.

The North Building had to be remodeled and enlarged in 1914, when an auditorium, cafeteria, and gymnasium were added on the west side, and the old auditorium was made over into classrooms.

Each year saw amazingly increased enrollment. In 1923 the Board of Education authorized the erection of an Administration Building just west of the South Building. This added six new classrooms on the third floor for high school use, and this floor was connected by a bridge with the South Building. The other floors were used by the Board and administrators.

In 1927 a portable frame building, set north of the building, was used for a school library and study hall. Pupils had plenty of traveling to do from class to class.

The account in "Sixty-Two Years of History in the Topeka High School" states: "By this time (1927) the erection of a new high school building was a hackneyed but ever popular topic for discussion. Newspapers, speakers, even essay contests emphasized the need of a modern fire-proof building which would not necessitate crossing the street between classes. Some groups argued that two high schools should be built in different parts of the city. General opinion, however, favored one centrally located building. The next problem, which was not so easily disposed of, was the finding of a suitable location. After drawing a map of the school population and considering several available sites, the Board of Education decided upon the south side of the Bethany College grounds. On January 5, 1928, the land was purchased at a cost of \$142,000, with the agreement that the board should have an option on additional ground on the west side of the college campus.....

"On November 6, 1928, at the regular election, bonds for \$1,100,000 for a new high school were voted by a majority of nearly two to one.....

"The new school was completed in August, 1931, and classes convened on September 15."

Topeka High School's tower, with its chimes and spires, prepares the visitor for the beautiful interior. Its special rooms -- English room, Classical room, Tower room, model apartment, and art gallery -- are used almost daily for social purposes, class meetings, and various informal gatherings. The library, designed after the great hall of Hampton Court, in England, is modern in every respect. The auditorium, seating 2,500 persons, ranks with the finest college auditoriums; its stage can accommodate a full symphony orchestra. The cafeteria serves

almost 1,800 persons each school day, and almost every week-end is the scene of a school dance or class party.

Again quoting "Sixty-Two Years of History" -- "This description of the Topeka High School Building is, of course, inadequate because of limited space and time. One cannot fully appreciate its magnitude and beauty without taking the time to visit it in person. Authorities of the school are very happy to provide guides to take visitors through the building at any time when it is convenient."

This last paragraph was written by W. N. Van Slyck, who was principal at the time the building was under construction and until 1944. In 1954, more than 20 years after its dedication, his words still apply to the present Topeka High School.

The Junior Highs

The first movement in the organization of the junior high school system in Topeka was made September, 1914, under the direction of Supt. H. B. Wilson. At this time, Principal C. M. Morrow of Quincy School was instructed to place the seventh, eighth, and ninth grades upon a departmental basis.

In 1915, Sumner and Quincy Junior High Schools were organized. In 1917 Lincoln Junior High School was established, and six years later, in 1923, Boswell Junior High School. Oakland Junior High School made its appearance in 1927, but was replaced by Holliday Junior High School two years later.

In 1927, Curtis Junior High School was built in North Topeka to replace Quincy Junior High School, and Roosevelt Junior High School was built to replace Sumner. In April, 1928, Cyrus K. Holliday Junior High School was completed to replace Oakland.

The last junior high to be built was Franklin L. Crane Junior High School, completed in 1929.

Seabrook Junior High School was organized in September of 1953 in the building which had been occupied by the Washburn Rural High School. It is now known as the Arthur Capper Junior High.

When junior high schools were first established, algebra was taught in the latter part of the eighth grade and the first half of the ninth grade. Geometry was given to ninth grade students in the second semester. Today algebra I and II are offered in the ninth grade, with a general math course as an alternative.

When the first three junior highs were organized, they offered both French and German in the ninth grade. Today Latin is taught in Boswell, Roosevelt, Crane, and Capper junior highs. French is taught in Holliday and Curtis, and Spanish in East Topeka.

In the beginning, the junior high schools had no regular classes for physical education. Girls were not permitted to take the subject. Gradually physical education classes were established for boys with a part time instructor. Today for both boys and girls, physical education is required in the seventh grade, and is elective in the eighth and ninth grades.

Music is elective in all three years.

Social studies include Citizenship in the seventh grade, American History in the eighth, and World Geography in the ninth.

A minimum of eight credits is required in the ninth grade, and no more than nine are accepted to count toward graduation from Topeka High School. Most students make ten credits during their last year in junior high school.

#####

Boswell Junior High School

~~By Victor Voss~~

Boswell Junior High School was constructed originally in 1922 to serve as a grade school. Evidence of this is still apparent on the first floor where the drinking fountains are very low. A fireplace at the end of the large art room is a reminder that the room was intended for a kindergarten.

The building was first called Fenwell School in honor of L. M. Fenwell, who as a member of the Board had been much interested in school construction. However, because a Topeka mortuary bore his name, many school patrons objected to the similarity, and after some discussion the name was changed to Boswell. The school is in the Boswell addition and is located in the 1300 block on Boswell. The crack in the cement above the front entrance proves that only the first half of the name was actually changed.

In 1926 Boswell became officially a junior high school. Pupil lockers were installed. The old kindergarten room became the art room, and various other changes were made to adapt the building to junior high needs.

Red and white are the school's colors, and the school's athletic teams -- the Boswell Wildcats -- have a permanent playing field on the old Boswell tract of land, which was given to the city for educational purposes by the early Land Grant companies.

Capper Junior High School

In 1950 the district southwest of Topeka known as Seabrook was added to the City of Topeka. In September, 1953, the Topeka Board of Education began the management of the school at 19th and Hope that had been the home of the Washburn Rural High School. This had not been possible earlier because it took Washburn Rural High three years to locate and build a school for its enrollment of rural students.

At first the school was called Seabrook Junior High, but the following year the name was changed to Arthur Capper Junior High. This was in honor of Arthur Capper, Topeka publisher, "friend of children," one time governor of Kansas, and until a short time before his death a United States senator.

A large addition is now being made at Capper Junior High. The building had been erected in 1939. With the remodeling now going on it will have a cafeteria, an auditorium, music room, art room, library, and 23 class rooms. An enrollment of about 375 is expected for the school year beginning in September, 1955. With the 400 new homes which are to be built soon in the district, the Capper Junior High may soon reach its capacity of 650.

###

Crane Junior High School

Crane Junior High School, on the northwest corner of Seventeenth and Tyler, was erected in 1929.

The building was designed to front Topeka Boulevard, with extensive playground space in front, but until recent years the Board had not been able to acquire any of the needed land on Topeka and the school has faced Tyler Street. At present all but one house in the tract desired has been purchased by the Board. When this last property is added, Crane will occupy the entire half block from Topeka to Tyler, south of Seventeenth.

The building was planned to accommodate 450 pupils entering junior high from Folk, Van Buren, Quinton Heights, and Monroe Schools. Some children also come from Central Park and Buchanan, which are in optional territory.

Crane's auditorium is extensively used by various grade schools for plays and other entertainments. Its large gymnasium is used by many organizations and will be one of the centers for the city-wide Recreation plan being set up. The music department is sound-proof. The library combined with the study hall, occupies all but one period in the day of a full-time librarian.

81800

Curtis Junior High School

Like most of Topeka's other schools, Curtis Junior High was built because there had to be some place to put the ever-increasing number of pupils.

The first junior high instruction was given in Sumner and Quincy Schools in 1915, and a junior high department was opened in Lincoln in 1917.

By 1924 Quincy was so crowded that three portable buildings were used to relieve the situation. Permanent relief was, of course, mandatory. It was to meet this need that the Board of Education bought land for a third junior high, selecting the highest spot in North Topeka as the site of Curtis Junior High. The school, completed in 1927, cost approximately \$250,000 and accommodates about 500 pupils.

Its name was chosen to honor Charles Curtis, a public-spirited citizen of North Topeka, who was at that time United States Senator of Kansas and later became Vice-President of the United States.

Pupils enter Curtis Junior High from Grant, Quincy, and McAnley elementary school districts.

The entire lower floor of Curtis was damaged by the great flood of 1951. In order to make the building ready for the fall opening of school, men of the school maintenance department worked 10 to 12 hours a day, seven days a week, during the summer. It opened on schedule.

#####

East Topeka Junior High School

~~By *[illegible]*~~

East Topeka Junior High at Eighth and Lake is a beautiful building of buff brick. It has a tower and an imposing entrance lighted by two large oblong lamps or "invitations to learning." Floors in the corridors are of gray terrazzo, and the walls are covered halfway up with tiled glazed terra cotta.

Just inside the entrance are two bronze plaques which read:

East Topeka
Junior High School
Federal Emergency Administration
of Public Works
Project No. Kansas - 1145

East Topeka
Junior High School
Board of Education

John F. Scott	J.W.F. Hughes
Mrs. D.L. McEachron	Mrs. ^W Kulia Keine
James A. McClure	Ralph K. Boer

Supt. of Schools
A. J. Stout

Cuthbert & Suehrk Architects
W. W. Glover Associate Architect
Bowers & Ingram Contractors

1936

This building, which cost almost \$400,000 was ready for use in January, 1937. At this time Topeka High School enrollment was close to capacity, and East Topeka was built with the thought that it would gradually become a high school. That is one reason it is so fully equipped. Then, too, Lincoln was overcrowded, and a junior high school was needed in this area.

East Topeka's auditorium will seat 800 persons. It has rheo-static controlled lights, a stage with footlights and velvet curtains, and dressing rooms.

Besides the auditorium the principal's office, clinic, library, gymnasium, industrial arts rooms and eight class rooms are on the first floor. Four stairways lead to the second floor, where are located the women teachers' lounge, art room, music room, home economic department, and 12 more class rooms. From the principal's office one can communicate by the public address system with any room in the building.

East Topeka High's library was used as a branch of the city library until 1942; after that it became a school library that will house 5,000 books.

The gymnasium has its own entrance and collapsible bleachers. It can accommodate 800 spectators.

Up-to-date and adequate equipment characterizes the industrial arts department, science department, music room, and art room. The two kitchens and the sewing room are especially complete. The kitchens include 14 stoves, locker space, and electric refrigerator. The sewing room has 18 sewing machines.

Holliday Junior High School

Before Oakland was annexed to Topeka in 1926, the large red brick Oakland School building had housed both the elementary grades and the Oakland High School. When the Topeka Board of Education took over, a junior high was organized in this building and students of senior high school rank were sent to Topeka High School.

It was in 1928 that the Cyrus K. Holliday Junior High was built on Pennsylvania Avenue and Green Street. Oakland Junior High teachers came to Holliday with their pupils. Oakland then became an all-elementary school.

In May, 1946, a fire in the beautiful Holliday auditorium caused \$50,000 damage. The building was quickly repaired.

The twenty-first anniversary of the building was celebrated May 5, 1949.

Cyrus K. Holliday Junior High School was named for the man who was one of those "nine strangers" who met December 4, 1854, and formed a company on the present site of Topeka. First president of this company, C. K. Holliday, was ever an influential builder of the City of Topeka. Holliday Junior High is proud to bear his name.

#####

Theodore Roosevelt Junior High School

The Theodore Roosevelt Junior High School, built in 1926, was the first building in Topeka constructed solely for junior high school use. Its location at Third and Buchanan is the site of the old Nickel Plate grade school.

Originally the school was called simply Roosevelt Junior High, but in 1938 "Theodore" was added to indicate for which Roosevelt the building had been named.

The school has a capacity of 475 pupils. Folding doors behind the stage in the auditorium separate it from the gymnasium, which is on the same level. Spectators at games sitting in the auditorium can watch games played on the high floor.

Three classrooms were added to the school's capacity when a room was built on for the industrial arts. The space vacated by this group was divided into much needed classrooms.

The school was one of the first to have a public address system.

RECORDED

Branner School

In 1882 a two-room frame building was erected on nine lots on the northeast corner of Third and Branner, and was known as Klein School. In 1889 this was razed and replaced by a four-room brick building, the first Branner School.

After serving the district until 1911, this was torn down and much of the material was used at the State Street and Monroe buildings. A much larger brick building was erected on the same site.

By 1944 this Branner building was considered obsolete and not worth remodeling. Accordingly the pupils were sent to State, Lafayette, Parkdale, and Lincoln; and Branner School ceased to exist.

After a brief period of use by the NYA, the building was sold to the Vincent Roofing Co.

Branner Annex

Branner Annex, a four-room frame structure, was built in 1924 at Second and Madison for Mexicans who needed to learn English. In 1942 part of the building was sold, and part was moved to Boswell for a library.

Buchanan School

Two rooms for colored children were made available on Buchanan Street in 1881, and the next year the Board purchased a building site at Twelfth and Buchanan. It was here in 1885 that a four-room building was erected. When the National Education Association held its meeting in Topeka in 1886, several school buildings of the city -- Grant, Harrison, Brenner, and Buchanan -- were termed a credit to any city.

In 1910 the kindergarten that had been started by Dr. Charles M. Sheldon in 1893 was moved into Buchanan School. It had been taken over by the Board in 1908.

Buchanan School was remodeled and enlarged in 1920. It then had eight class rooms. In 1941 a stage was added to one of the class rooms, enabling the room to serve both as a class room and an auditorium.

####

Central Park School

Central Park was erected in 1907-08 on Buchanan between 15th and 16th Streets, replacing the old Euclid School. It was first occupied in the fall of 1909.

The Board of Education had wished to name the school for Dr. Charles M. Sheldon, but he strenuously objected. The name Central Park was suggested by Mrs. C. F. Hardy, wife of a board member who had been active in the planning and building of the school.

The new building had six class rooms on the first floor, besides the principal's office and teachers' rest room. The second floor included an auditorium, four class rooms, and a small recitation room. In the basement were the kindergarten, a class room, a manual training room, and a domestic science room. The school grounds occupied an entire block.

One of the best features of the school was the large, well-lighted halls. Another was an innovation in 1909 -- windows on only one side of each class room. The large paved area in front of the building gave children a playground even on rainy days.

So satisfactory was the construction of Central Park School that there have been few changes in its 45 years of use. Only a boiler room has been added, and the manual training and domestic science rooms were converted into class rooms when industrial arts were taken out of the elementary schools.

In 1923, when Boswell opened, the seventh and eighth grades went to Boswell Junior High; and Central Park like all the other elementary schools now includes a kindergarten and grades 1 to 6.

####

Clay School

Citizens of the west side of Topeka in the summer of 1874 petitioned the Board for a school to serve the rapidly growing child population in that area. In complying with the request the Board purchased ground and fitted up a small school house on the corner of Seventh and Clay. The room was intended for 48 pupils, but 66 enrolled at its opening.

In 1875 a tall brick building with a bell tower was erected on the site, thought to be adequate for many years. In 1877 an additional room had to be opened.

Thirteen years later, in 1888, an additional two-story brick building was erected just north of the first one. This was used by the upper grades, leaving the older school for the primary classes and the industrial art work.

In 1926, when the old Clay buildings were razed to make room for the present school, the Parent-Teachers association took steps to save the bell, which had been sold to a salvage company at 10 cents per pound. One of the methods of raising the \$60 needed was an ice cream stand set up on the grounds. The bell, mounted on the corner stone of the 1881 building, now stands in the present school lawn.

The present building, facing Seventh Street, served the kindergarten and first six grades. The offices of the directors of Visual Education and the Hard of Hearing Center are in the building.

#####

College Hill School

When College Hill, which included Euclid School, was taken into the city, the rest of the district was left without a school building. For some time a frame residence was used. Then a four-room brick building was erected on the southwest corner of Euclid and Redden (now 17th and High) and was known as College Hill School.

This section of Topeka was taken into the city for school purposes May 26, 1925, and the building was used as an elementary school until September, 1928.

It then served as a health school. At first, the windows were kept open, the temperature was kept at 68, and the children wore special warm suits with attached hoods. Later, when it was decided that warmer air was a better health measure, the suits were discarded.

After the health school was discontinued about 1939, the WPA used the building for handcraft work.

In 1945 the building was sold to Charles J. Casson, contractor, and the building was razed to make room for an apartment building.

Crestview School

Topeka's newest school building, Crestview, was built on Twenty-third and Eveningside Drive in one of Topeka's newest additions. It was open to the public for inspection in June, 1954, and was dedicated November 18.

The large playgrounds cover a city block. The building has 18 class rooms, two kindergartens, a library, teachers' lounge, administrative offices, and a multiple-purpose auditorium. Drainage from the roof is from the center since the roof slants that way.

Two curtains provide protection from fire. One in each of the two wings of the building can be let down to keep fire from the other part of the building.

###

Douglas School

Douglas School for colored children is one of the early schools about which little information is available. It was built on lower Kansas Avenue in 1882. Later this building was sold.

In 1890 a building of the same name was erected between Third and Fourth on Polk. Mention is made in a 1910 Annual Report of Douglas School among other colored schools.

Euclid School

A two-room building surrounded by a playground of about eight lots was built in 1886 at the south west corner of Euclid and West Streets, now 17th and Lane Streets. It was known as District 22 of the Shawnee County Schools. The first classes were held in the school year of 1886-1887. In the southeast corner of the playgrounds, known as the "girls' side," was planted a grove of very small trees which were protected by a "six wire" fence until they had grown enough to make a good shade.

This building took the place of the outgrown stone building on the country road leading to Seabrook, Auburn, or Dover. This stone school, were it still standing, would be on the northwest corner of 21st and McVicar. It remained for many years as a landmark, gradually falling apart.

The next year, 1888, the Euclid building was too small, so a second story was added, giving the school two more class rooms with a recitation room between.

When District 22 was taken into the city, the school became known as Euclid, being named for the street, Euclid Ave., (now 17th Street) which ran along the north side of the playgrounds. Horse cars heading for Washburn College furnished entertainment for the pupils. Now they did enjoy skipping from tie to tie or trying to walk the iron rails.

At that time Washburn was on the city's limits south of 17th St. and west of Bolles Ave. now Washburn. Then as now southwestern Topeka grew rapidly, and soon part of Euclid's pupils were sent to nearby schools, Lowman, Polk, Clay, Jackson, or even faraway Harrison when those schools' enrollment permitted.

Two more rooms were added to the Euclid building in 1901 as a west wing making Euclid a six-room school.

When Euclid was in use as a school building there was no mechanical pencil sharpener for the children to use. The good hearted janitor would sit around before time to ring the bell waiting for the children to bring him their pencils to sharpen. During the cold weather he managed somehow to have a pot of coffee for the teachers to add to their cold lunches. Often he brought them a hot dish of food or baked potatoes from his home.

Once each year he would remove all the seats and desks from the north room on the first floor. This was done with the permission of the superintendent so that a party could be given for all the mothers of all races. Cookies and a cool drink would be served by the sixth grade girls. There would be standing room only. A program of short talks was followed by a real get-together of mothers from all parts of the district.

Euclid's water supply came from the well in the yard. There were times when the well went dry or the pump did not work. At such times the janitor carried water from the well across the street. The buckets filled many times a day were always on a shelf in the entrance hall. A dipper or cup chained to the sink or bucket was used by the children.

A high tight-board fence extending from the building to the alley at the west divided the playgrounds, giving the boys much more space than the girls.

More than once during Euclid's last six years the administration thought the school children would be benefited if taken to see some exhibit or a parade welcoming some important person. At that time people walked or rode the streetcars if they wanted to go any place. So the Euclid teachers walked the children to town and then walked them back to the school building, making a parade of their own as they marched

Though Euclid was almost two miles from the Avenue, no one dreamed of chartering a street care to take the children any place. The primary teachers used a plan that worked well. The children walked in pairs joining hands on a light rope with teachers in the lead. To keep the parade moving properly teacher frequently pulled vigorously on the rope. An upper grade child carrying the end of the rope brought up the rear. Teachers and pupils were both happy when such mass movements of children were discontinued.

Growth continued until 1909. At that time Central Park was ready for use so Euclid closed her school doors for the last time at the end of the school year 1908-1909.

#####

Gage Park

Gage Park School came under the supervision of the Topeka Board of Education in 1918. This was located at Eighth and Orleans, and had been built in 1898 to replace the old Sutherin School which had stood on West Sixth Street -- "a one-room structure with eight windows and equipped with lightning rods."

As the city pushed farther to the west, Gage Park School became inadequate. A new and attractive building was erected at Eighth and Oakley and was ready for occupancy by February, 1929. This has 14 classrooms, besides a kindergarten room, manual arts rooms, a library, and an auditorium.

The old building was razed and the materials sold.

Grant School

In 1885 an eight-room building called Grant School was erected in North Topeka at Topeka Avenue and Grant. Its rooms were to be finished as needed. The building suffered some flood damage in 1903. An addition to Grant was built in 1914.

In 1935 there was a plan to build a new school behind the old Grant in order to allow use of the existing school until the new one was finished and to give ample space for playground when the old building was cleared away.

These plans were changed, however, and the old building was razed in 1937. The kindergarten and first grade were sent to Curtis and the other grades to Quincy after Christmas. The new site chosen for the school was at Grant and Eugene.

Open house was held for the new Grant building on September 30, 1938. The first floor has four class rooms, an ungraded room, a clinic, a manual arts room, and an auditorium. The second floor has seven class rooms, a library, a health room, a glassed-in show room, and a household arts department. In the basement are showers for boys and girls, storage space, and a boiler room. There are rest rooms on both floors. The lighting is efficient, and the ventilation adequate.

Harrison School

Harrison School was Topeka's first public building. Built on lots near Sixth and Harrison which had been set aside for school purposes in 1876 (lots Nos. 194-204 inclusive), the two-room structure was erected in 1865. Its title had been made over to the city, January 16, 1863, by the Topeka Association.

Although it was supposed to be ample to meet the needs of the community, it apparently was more than filled before it was completed. Rented and leased classrooms and buildings were required in other parts of the rapidly growing city, and Harrison was left in a sad state.

One record, describing the school building as it was when the first school board was organized in 1867, says that the classrooms had never been painted, the plastering was broken, the walls were begrimed with dust and soot arising from ill-constructed heating apparatus, the grounds were unfenced and unprovided with outbuildings. The first action of the board was to re-fit and renovate this badly neglected school.

In 1868 the city voted \$10,000 for school improvements, and \$4,000 of this was used to paint, fence, and enlarge Harrison School. Two rooms were added. Furnace fixtures were installed, and walks and outbuildings provided. Says the record: "The building so finished was exceeded by few in the state." It had a capacity of 220 pupils.

At that time there were 710 children in the city between the ages of 5 and 21, and about 100 on outlying districts who had to be taken care of in the Topeka schools if they were to go to school at all.

In 1885 it was necessary to replace "the Old Harrison School" with a new 8-room building. This is the one with which present Topekan are familiar, now used by the Topeka Trade School. It is a landmark across the street from the side entrance of the First Methodist Church.

In 1938, after being in service as a public school for 73 years, Harrison closed its doors. Because of a shift of population out from the business district, only 175 pupils were listed for enrollment. These could be taken care of by Polk, Clay, Sumner, and Lincoln Schools.

From 1938 to near the close of World War II, the building was used for storage and for NYA work.

In 1945 the Government gave \$300,000.00 worth of equipment used by the NYA to the Topeka schools, and most of this was used in remodeling and fitting up Harrison School building as the present Trade School.

Lafayette School

In 1903 Lafayette School was built on the 500 block of Locust Street. It replaced the four-room Liberty Building on the southeast corner of Fourth and Liberty Streets when the latter was razed.

Lane School

Lane School is another early school of which there has been found only brief mention.

It was erected in 1882 between Curtis and Railroad Streets. It is included in an 1890 list of Topeka schools. A 1903 report states that the Lane School building is old and dilapidated. "A new site and a new building are needed."

Langston School

In 1890 the Langston building was built on Buchanan Street between Railroad and Gordon Streets. It was for colored children.

Liberty School

In 1880 on the southeast corner of Fourth and Liberty, a four-room brick building for lower grades, was erected. The upper grades went to Branner. This building was razed in 1903 and was replaced by Lafayette School.

Lincoln School

In 1869 the Board of Education purchased nine lots on the southeast corner of Fifth and Madison as the site of a new school, to be called Lincoln School. This location was considered central, as it was halfway between the river and Tenth Street and midway between Kansas Avenue and the Santa Fe Buildings.

Lincoln, completed in 1871, was intended to accommodate the newly organized high school class and the intermediate grades until a central high school building could be provided. It was more than 20 years before the high school had a building of its own, and in that period it was quartered three different times at Lincoln.

The new school was considered in 1871 as very modern. In planning, special attention was given to ventilation. Every part of the building was to have fresh air without resorting to raising and lowering windows. It was large, in comparison with other school facilities -- 91 by 74 feet -- and it had three stories besides attic and basement.

By 1917, however, the school that was modern in 1871 was entirely outgrown and outmoded. A new Lincoln was built, also a three-story building. On the first floor were rooms for special classes, for manual and household arts, a combination gymnasium and auditorium, and three class rooms. On the second floor were 10 class rooms, a teachers' room, and principal's office. On the third floor were the junior high study room, six class rooms, and five recitation rooms.

Lincoln School was thus the first school constructed to accommodate junior high school pupils as well as grade school pupils, and it was used for both junior high and grades until East Topeka Junior High was built in 1936. After that, Lincoln became solely an elementary school. It was also the first school to have an ungraded room.

#####

Lowman Hill School

Lowman Hill was annexed to Topeka in 1890. On July 20, 1900, the Lowman Hill School on Brooks and Munson was destroyed by fire. An eight-room structure was erected on a new site, Eleventh and Mulvane. There were four rooms fitted up with modern furniture and provided with steam heat, city water, and scientific ventilation.

An old frame building was moved to the old site. It was painted, papered with cheap paper, and one room was fitted up for use. This building was for colored children but some of them had to go to other schools.

The present building has an office and four class rooms on the first floor. The second floor has three class rooms and an auditorium and the basement has three class rooms.

Madison School

Madison School was erected in 1882 on six lots at the corner of Second and Madison. It was a brick building with four rooms. This became a colored school. When it was razed in 1910, the children were sent to Washington and Monroe. The lots were then used for outside storage for the Board of Education.

McKinley School

McKinley School was built in 1907 at the intersection of North Western and Laurent. It replaced Lane School, also a school for colored children, which had stood at the junction of the Rock Island and Union Pacific tracks in North Topeka. Lane was one of the casualties of the 1903 flood.

After serving the colored elementary school children of North Topeka until 1951, McKinley in turn suffered severe damage from the flooding Kaw. The building was closed for a year after the 1951 flood, and its pupils were transported to Buchanan School.

When McKinley was reopened in September, 1952, its floors had been relaid, the ventilation system had been overhauled and the boiler reinsulated. The gymnasium had a new cement floor. The playground had been graded and new walks put in.

Monroe School

On the 13th of July in 1868 lots 50, 52, and 54 on Monroe Street were purchased for the erection of a school building for colored children. It was necessary, however, in 1869 to rent a building on lot 51 Monroe St. The same year a house and lot were purchased. By 1874 the building was unsuitable for use and was replaced by a building on Fifteenth and Monroe Streets.

The four-room brick building was remodeled in 1911. A heating plant was installed and the basement fitted up for manual training.

In 1926 a new building of brick with 12 class rooms was erected south of the old building. It is of Italian Renaissance style of architecture similar to Clay School. There are front and two side entrances. The old building was razed.

Nickel Plate School

One school building which is now but a memory with an intriguing name was the Nickel Plate School, a county school taken into the city system in 1900. Standing about where the Roosevelt Junior High is located, the school was for many years in District 83 of Shawnee County.

According to a bit of history published in a Topeka newspaper August 25, 1925, the school got its name because the aristocracy of the day had heating stoves trimmed with nickel plate. "John MacDonald was once visiting another district board and told how things went in District 83. One lady on the other board said, 'Oh, don't tell me anything more about District 83. The children there are all nickel plate.'" So thereafter the school, with children figuratively nickel plated and a heating stove literally so adorned, was the Nickel Plate School.

In its later years the building stood vacant for some time; then was taken apart and moved by rooms to make additions to other schools.

A former pupil at Nickel Plate School, Mrs. Ruth Ridings Banta, wrote of the school, which she attended from the fall of 1892 to the time she entered high school in 1900: "Miss Fanny Cooper was the first principal and Cora Yates had classes from 1st through 4th. Miss Yates left and Miss Mary Huron was elected. The same year Silas F. Wright was put in as principal, and took the 4th grade into his room. After a couple of years Mrs. Lida Brady was elected to the third room which up to this time was used as a play room and to house the skeleton which we would uncover and look at during Physiology class. There were outside toilets, and old round bellied stoves furnished heat. An iron pump furnished drinking water, which was passed in a bucket

from seat to seat. Glasses or cups were our drinking fountains.

Mr. Stout was county superintendent, father of Rex Stout, the writer. Later Mr. Wright was elected county superintendent."

#####

Oakland School

When Oakland was taken into the Topeka City Corporation in March, 1926, the two-story red brick Oakland School building housed both the elementary grades and the high school students. With annexation Oakland's high school age pupils went to Topeka High School, and the Oakland School took care of junior high students and grade school classes.

In 1928, when Holliday Junior High was completed, the junior high pupils were transferred to the new school from Oakland, leaving only the elementary grades.

Oakland School suffered a disastrous fire in 1947, which necessitated dividing its enrollment between State Street School and Holliday Junior High. The Oakland kindergarten and first three grades were accommodated at State Street; here they used the manual training, domestic science, and health rooms, as these services had been discontinued. Holliday took the three upper grades.

By 1950 a fine new Oakland School had been erected on the site of the old structure. The modernistic building faces three streets -- Forest, Iowa, and Michigan. It has eight classrooms besides a kindergarten room, two primary rooms, an office suite, teachers' lounge, activity rooms, and a multiple use auditorium-gymnasium. Draperies hang at the windows. Three pianos are included in the furnishings, all of which are new.

Principal Herbert Lundgren says of the building, "It is a special school in beauty and in efficiency of facilities."

#####

Parkdale School

Parkdale School, a two-story frame building of eight rooms, was built on the southwest corner of Eighth and Lake Streets in 1881. Its site is now included in Eastlawn Park.

Some 20 years later, as the population had increased greatly, its seventh and eighth grades were transferred to Branner, which had been built in 1899. When Lafayette was completed in 1903, Parkdale was further relieved by the transfer of sixth grade pupils to Lafayette. In 1924, the old frame building was razed.

That year the new Parkdale School was opened, a Spanish type building located on the south side of Tenth at Lake Street. Directly south of the school is Chandler Field, an athletic field used for practice by Topeka High School.

Polk School

Polk School, a stone building, was built in 1880 on Twelfth and Polk St. It is the oldest school building still in use in Topeka. In 1910 two class rooms and an assembly hall were added on the west side.

On September 3, 1951, a lightning bolt struck the tower. Fire was confined to the roof, causing damage estimated at \$1500. The school opened as usual on September 10, 1951. The children are still called in by a bell rung by hand, since the bell tower was injured by the lightning bolt.

Many well-known persons are loyal alumni of Polk School. So strong are the ties with the old building that patrons resent the suggestion that a new one is needed.

Miss Katherine Gentry was principal from 1906 to ^{1939,} 1951.

#####

Potwin School

In the autumn of 1887 the younger children attended a private school in a house at 337 Elmwood. Older children attended a district school on West Sixth Avenue, on the present site of the Guild Monument Works or went to District 83, standing on the present site of Roosevelt Junior High.

During the summer of 1888 a third room was added to the "Nickel Plate" school, as District 83 was called. Children met at the corner where Stormont Hospital is located and crossed the pasture on their way to school.

In June, 1888, a new separate school district (No. 97) for Potwin Place was organized. Lot No. 18 on Elmwood was the site selected for a new school building. The first floor rooms were finished in time for 116 children to march proudly into their new school, March 11, 1889. The upper story was completed that summer.

Ten years later, on April 17, 1899 Potwin Place became a part of Topeka.

In 1904 four rooms were added to the school. In 1912 the building was remodeled and a new wing added. The roof was made flat, and modern lighting, heating, and ventilating were installed. Two rooms in the basement were fitted for manual training and domestic art.

In 1949 this building at First and Elmwood was razed and the new Potwin School at Second and Elmwood was opened February 11, 1949. In the new modern building are 12 classrooms, offices, teachers' lounge, clinic rooms, play and activity rooms, a kitchen and an auditorium seating 400.

Quinton Heights School

It was in 1906 that the Quinton Heights School came under the jurisdiction of the Topeka Board of Education, but the two-room frame building at 26th and Buchanan had been built in the early '70's.

This building was replaced in 1913 with a four-room brick structure on the same site. There were two rooms and an office on the first floor, and two rooms with folding doors between them on the second. The stairs leading to the second floor were so steep and narrow that tumbles were commonplace.

As the population spread south to this part of Topeka, Quinton Heights became overcrowded. The school basement had to be used as a class room, and the basement of a home nearby served for a class. A portable class room was set up, also. Children in the district were permitted to go to Central Park if they wished.

Finally in 1954 relief came when a new Quinton Heights was built and the old building was abandoned.

The new Quinton Heights School at 24th and Topeka is as modern as the old school was antiquated. The playground is large, and the kindergarten is said to be the largest in the city. In the low, broad building of contemporary architecture are nine class rooms, library, clinic, teachers' lounge, combination assembly and playroom, and administrative offices.

As school closed for the last time in the old Quinton Heights in the spring of 1954, many former pupils, patrons, and teachers came from far and near to attend "the wake" of the old school. A program patterned after the television program, "This Is Your Life,"

prepared by George Goebel, principal, told in a most interesting way the history of the building that had served the community for more than 40 years.

The new building was open for inspection on June 9. The formal dedication was held November 16.

####

Quincy School

Eugene, later known as North Topeka, was annexed to Topeka in 1867 and was given its first school the following year. This was erected at a cost of \$1350 and designed to care for 43 pupils; its dimensions were 24 feet by 40 feet.

Four years later, in 1872, what F. W. Giles in his "Thirty Years in Topeka" terms "a fine brick house" was erected on the southeast corner of Quincy and Gordon. It was accepted April 2, 1872, by the board "with special satisfaction." But it was only a matter of three years before an addition was made to the building which doubled its original capacity. In 1883 another addition gave it more rooms.

By 1900 a new building was needed and was being planned. In 1903, when the great flood came, Quincy School was so badly damaged that it was condemned. A bond issue was necessary to replace it.

The same bond election which made possible the manual training high school building also authorized a new Quincy School. The manual training building was opened for use May 10, 1905. Quincy was ready a few months earlier.

Junior high school classes were established in Quincy in 1915 and continued until the building of Curtis Junior High in 1927. Since that time it has been an elementary school.

Quincy was hard hit for a second time by flood in 1951, and \$20,000 was granted by the Federal Emergency Relief fund to help restore it. Pupils from the district were transported to South Topeka schools until the building was again habitable. It reopened, January 22, 1952.

####

Randolph School

In 1927 Randolph School was built on Randolph Ave. and Thirteenth St. It is a large brick building, resembling Mt. Vernon, with tall white pillars at the north entrance. The 26 Hopa flowering crab trees, which line the approach to the building, make a beautiful sight when they bloom in the spring. These were donated by the Skinner Nursery.

The land for Randolph School was purchased for \$11,224.00. The construction cost \$143,721.00 and the equipment \$11,617.00. The school was built to accommodate 400 pupils but, until Southwest School opened, 700 were attending. The present enrollment is 582.

On the first floor are 10 classrooms, the teachers' rest room, a gymnasium, and the office of the principal. On the second floor are nine class rooms, the auditorium, a kitchen and a store room. Each floor has a closet to accommodate the custodian's supplies. At present, since the enrollment has increased, the gymnasium has been changed into a nurse's room and a class room. In the morning a kindergarten uses the auditorium.

###

Seabrook School

Seabrook district, which was annexed to the city of Topeka in 1950, had one elementary school, and old two-story brick building on the south side of 19th Street at Mission. This, of course, became a part of the Topeka school system, with six grades and a kindergarten.

With the mushroom growth of the city toward the southwest, Seabrook School by 1951 was so crowded that classes of 40 and 50 children were taught in class rooms intended for 30. A small section of the basement was used for a class room, and children of the third grade attended class in the basement of the Seabrook Congregational Church.

In the fall of 1952, Southwest was opened and relieved Seabrook of all pupils above the first grade. The kindergarten and first grade children went to Seabrook. This arrangement continued in 1953-54.

With the completion of Crestview School in time for the fall semester, 1954, all the children were adequately provided for, and Seabrook School was closed.

#####

Southwest School

When Southwest School was planned, it was intended for a combination elementary and junior high school. However, before its completion Seabrook with its Washburn Rural High School was annexed to Topeka. That part of the city was growing so rapidly that the Board of Education decided to change the plans and use Southwest for an elementary school only. Washburn Rural High was later to become Capper Junior High.

Southwest opened in September, 1952. It is located on Arnold at the southwest corner of Seventeenth Street. With its 20 classrooms, kindergarten rooms, music room, library, visual education room, large auditorium, gymnasium, clinic, teachers' lounge, and administrative offices, it is considered one of the most beautiful schools in Topeka.

State Street

The original building on State and Twiss Streets was erected in 1892. One addition was made in 1907, and in 1911 four more rooms were added.

Possibly no building used as a Topeka School was ever in a worse state of disrepair than State Street School was in the 1930's. The ceiling of one first floor room had pulled far enough away from the wall for chalk to come through from the room above. The community felt fully justified in asking for a building that was safe and sanitary.

Accordingly a square block bounded by Division, State, Sumner, and Poplar was purchased by the board, and a commodious building was provided. It contains 12 regular classrooms, besides rooms for manual training, domestic science, a library, an auditorium, a playroom, teachers' lounge, a clinic, and offices. The building was ready for the school year beginning in September, 1940. Open house was held November 15 of that year.

The old building was repaired and used as a dormitory for young men taking NYA training during the war years. Later it served as a youth center. It has since been razed.

Sumner School

The present Sumner School building is the fourth one built on the present site at Fourth and Western. Records differ as to the date the first Sumner School; one gives 1875 as the year, another 1880. It was a one-story brick building which burned in 1888.

Sumner was a school for colored children until 1885, when a two-room frame building at Third and Polk was used for colored pupils and Sumner was given over to white children.

The school which burned was replaced by a one-story frame building. This had to be supplemented by classes in nearby homes. A violent windstorm in the spring of 1898 damaged the building badly.

In 1901 a two-story brick building containing eight classrooms was completed near Fourth Street. One of the first junior high groups was started in 1914 in this building, the same year a similar junior high was opened in Quincy School. Sumner Junior High continued until Roosevelt Junior High was built in 1926.

Sumner was damaged by fire in 1915 when the Scott Ice Cream Factory next door burned. While repairs were being made, students attended Clay School. A structural defect in the school's basement caused dangerous cracks in the walls, and in order to continue to use the building after it was condemned the Board had the upper story removed.

In 1935 a new two-story brick structure was erected at the rear of the old building, and the old building was razed. The present Sumner school has 10 classrooms, industrial arts rooms, a kindergarten room, clinic, teachers' lounge, administrative offices, and an auditorium with a playground beneath it.

The present principal, Richard Harder, says, "Possibly the most functional room in the building is the Tower Room. This has been used as a health center, music room, and a social room for P.T.A." The home economics rooms are being used by girls of the parochial schools for cooking and sewing classes. A basement room which has proved useful is the Scout room.

###

Van Buren School

The original Van Buren School was a frame building with a capacity of 150 pupils. It had been built in 1885 at Seventeenth and Van Buren.

In 1910 a new brick building replaced it. This faced Van Buren at Sixteenth and had nine class rooms.

The original frame building was used for several years for the training of colored people and was called the Wheatley Institute. Later it was sold to the contractor, George Senne, who still uses it for his business headquarters.

Washburn (Jackson)

Washburn school house, a stone building on the north west corner of 10th and Jackson, was purchased in August 1871 for \$15000. It was originally built for Washburn College, then known as Lincoln College.

The ground was donated by John Ritchie, the family to have free tuition if they attended Washburn.

In 1871 the High School, opened as a part of Lincoln School, moved to the Jackson Building but was driven back to Lincoln by the cold weather, where it stayed until 1881 when the Jackson building was again used. In 1885 it moved back to Lincoln because Jackson was too crowded. The Jackson building was repaired and improved.

In 1889 and for some years following Jackson was an elementary school.

In 1906 the Board of Education authorized a special school for boys which was maintained at Jackson for three and a half years. It was discontinued because of the sale and removal of the building.

About 1908 Jackson building was sold and torn down to make room for the Memorial Building.

Washington School

An old building was located on 12th and Washington. In 1904 the old Nickel Plate building was moved to Washington School at Eleventh and Washington, and equipped for manual training. A new building was erected in 1910 and was remodeled in 1926. It is used for colored children.

PRESENT ASSETS OF SCHOOLS

As Listed by Capt. Wendell Godwin
In the Kansas Government
Journal, April, 1934

40 buildings
150 acres of grounds
25 acres of floor space
14 acres of roofs
53 steam boilers
40 ventilating systems
1,180 electric motors
38 flagpoles
8 football fields
3,544 window shades

Trends and Changes in the English Department
of Topeka High School Through Five Decades
(By Nell Ansel Obrecht)

1900-1910

Superintendents

William M. Davidson-----1892-1904

L. D. Whittemore-----1904-1911

Principals

L. D. Whittemore-----1898-1904

H. L. Miller-----1904-1909

Chairman of the English Department

Miss Mary Barkley

Emphasis on formal grammar in 7th and 8th grades

"Julius Caesar" - classic taught second semester of 8th grade

English 4 - "Lady of the Lake" and "Idylls of the King"

English 5 - Full semester of Shakespeare's plays

Taught by Miss Edith Moore.

Senior rhetoric - taught by Miss Barkley

This course included some debate.

New Emphases in Education

Ideal in Education: social utility - 1904

Introduction of manual training and commercial subjects

Increase in number of departments

Increase in number of electives

Subjects no longer limited to college entrance requirements

Changes in college entrance requirements

1910-1920

Superintendents

C. C. Starr-----1911-1913

H. B. Wilson-----1913-1918

Principal

A. J. Stout-----1909-1918

Chairman of English Department

Miss Carmie Wolfe

Edict of H. B. Wilson: All teaching of formal grammar in
grades and high school strictly forbidden

First junior high school - Quincy - 1914

Introduction of teaching by types

Required courses

English 1 - Simple poetry: Vision of Sir Launfal, Evangeline, etc

Memory work

English 2 - Franklin's Autobiography - other prose

English 3 - Poetry: Lady of the Lake, Idylls of the King

Collaterals: Classic and modern poetry

English 4 - Novel: Silas Marner, Ivanhoe

Collaterals: Classic and modern novels

English 5 - Drama: Macbeth, Merchant of Venice

Collateral: Classical and modern plays

English literature - 449 A.D. thru 16th century

English 6 - Essay: Sir Roger de Coverly papers

Macaulay's Essay on Johnson

Collaterals: Classic and modern essays

English literature - 17th, 18th, 19th, 20th centuries

1910-1920 continued

Electives

Class in journalism - 1917

English 7 - Oratory and debate - Miss Wolfe

Senior year, first and second semesters - Short story

Two or three classes each semester

Contest: Best stories submitted to outside judges

"Scribbler" magazine, containing best stories of the
classes, started spring 1918 - Miss Hunt

"Scribbler" - printed form - Miss Kerr

"Scribbler" - Journalism department - Miss Hunt

1920-1930

Superintendent

A. J. Stout-----1918-1942

Principals:

R. R. Cook-----1918-1923

A. M. Darnell-----1923-1928

Chairman of the English department - Miss Carmie Wolfe

Crane, last of six junior high schools, constructed in 1929

Emphasis on wider range of collateral reading

Four weeks of grammar review in English 4

Arrangement: Silas Merner, grammar review, Ivanhoe

English 6 - Drop DeCoverly Papers - Include Burke's

Conciliation. Class and inter-class debates.

McCook's experiment: Division of students according to ability -
excellent, medium, poor

Each of two teachers taught one class in each division

An excellent and a poor division were taught at the

same hour so that students incorrectly classified
could be transferred.

1930-1940

Superintendent

A. J. Stout-----1918-1942

Principal

W. N. VanSlyck-----1928-1944

Chairman of English Department - Miss Carmie Wolfe

Substitute 1936-1937 - Miss Grace Bixler

Entrance into new high school building - fall 1931

Topeka High School first in Kansas to adopt an independent
English course of study

1932 - Organization of a committee of twelve teachers -
six from the grades, -three from junior high, three from
senior high - to work out a complete revision of the
English course of study, with minimum essentials for
each grade or semester.

Miss Julia E. Davis, supervisor of grades

Miss Carmie Wolfe, Chairman of the committee of twelve

1934 - High school - revision of printed leaflets

1935 - Tower Guide: course of study in book form - copyrighted
Revised course of study ready for fall 1936

Contents of Tower Guide

Part I. General requirements: punctuation, grammar,
spelling, outlining, parliamentary procedure

Part II. Requirements for each semester

English 3, English 4, English 5, English 6 required
Experiments in material for interest and permanent
value. Most important: opportunity for each student
to express his own individuality.

Course of study

English 3 - Poetry: Lady of the Lake, Idylls of the King

Collaterals: other classical and modern poetry

Some study of meter - memory work

Written and oral themes

English 4 - Novel: Silas Marner, Ivanhoe, Lancelot, Tale of Two

Cities in place of Ivanhoe

Structure of the 19th Century novel.

Themes, oral and written. Epigrams for memory work

Collaterals: Classic and modern novels

English 5 - Drama: Shakespeare-5 comedies, 5 histories, 5 tragedies

Macbeth for more intensive study

Collaterals: Classic and modern play

Themes, oral and written - attempts at writing in
drama form. Acting short plays or scenes from longer
plays.

Construction of model stages: Greek, pre-
Shakespearean, Shakespearean, and modern English
literature - History. 449 thru 16th century

English 6 - Essay: Macaulay's Essay on Johnson

Burke's Conciliation discontinued

History of English Literature - 17th, 18th, 19th, 20th
centuries

Collaterals: Classic and modern essays

Themes in essay form. Use of good magazine articles
for oral reports

Memory work

Electives for senior year

- | | |
|-----------------------------|--------------------|
| 1. Debate and Oratory | 6. Dramatics |
| 2. Short Story | 7. Play Production |
| 3. American Literature | 8. Journalism |
| 4. Rhetoric and Composition | 9. Speech Training |
| 5. Freedom of Reading | |

All senior electives except Speech Training which
could be taken in sophomore or junior year.

Emphasis on wider range of reading

Extra subjects - experimental

Special English - For students failing in structure.

No credit for passing in thought until passing
in structure.

Discontinued in 1930

Zero English - For students who failed in English in junior high

Classes for students with reading difficulties in English 3

A credit given but not for English 3

Tests

Uniform final examinations in English 3

Uniform lessons for grammar review

Every pupil grammar tests - Fall 1936 and Spring 1937

Spelling tests - spelling demons

Vocabulary - Inglis tests - 150 words in English 5, 6,

Fall 1936 - Seven students above college graduate median of 129

Haggerty Reading tests: Fall to all classes.

Spring to English 3

Contests

Atlantic Monthly - scholarship contest in short story and essay

Woman's Club - poetry, short story

Mayflower - essay

World's Fair - essay

Elks - essay on Will Rogers - Bob Ice, second in U.S.

\$300.00 cash award

Crusades - Elden Janke, \$500.00 cash award for

Horse in full armor

International Business Machine Corporation

Alexander French for essay: Waltham wrist watch

For the school: an electric typewriter

Contests became a problem because too numerous

Clubs

Local - Good Reading Club

Masque and Wig Club - all members of caste and staff,

no matter how small the part or duty

National - Forensic League: Debate and Oratory

Quill and Scroll - Journalism

Thespian - Dramatics

Lectures

Freedom of Reading - 8 lectures by important people

Use of the library - by librarians, Miss Marie Crawford and

Miss Esther Peers

Publications - Journalism Department

Scribbler - First class - All-American rating

High School World - Highest rating

(English Inklings)

Annual

1930-1940 continued

Activities

National Book Week displays

Student matinee for Romeo and Juliet

600 tickets sold

Collateral reading credit for reports on other desirable play
attended

Teachers

Fifteen teachers - 69 classes taught daily:

58 in regular English

4 in Journalism

4 in speech training

2 in play production

Teachers in regular English

Cemie Wolfe
Wellie Ansel
Grece Bixler
Mary Davis
Mabel Fry
Berenice Fuller
Ruth Grandon
Mary Hopkins
Rosella Kerr
Mabel Kingsley

Harriet Tomson
Annette Webb

Ruth Hunt - journalism
Annabel Fringle - speech training
Gertrude Wheeler - dramatics

1940-1950

Superintendent

Dr. Kenneth McFarland-----1942-1951

Principal

Willard N. VanSlyck-----1928-1944

E. B. Weaver - substitute - Fall 1944

Elected February, 1945

1940-1950 continued

Chairman of English Department

Miss Carmie Wolfe - till June 1947

Miss Mary Hopkins - from Fall 1947

Course of study not materially changed. Same arrangements
of semester materials,

1946 - Revision and republication of Tower Guide

1948 - Revision and republication of Tower Guide

Part II - Outlines for study - more extensive
lists for collateral reading, famous
characters, quotations

1950-1954

Superintendent

Wendell R. Godwin-----Fall 1951---

Principal

E. B. Weaver-----1944 ---

Chairman of English Department

Miss Mary Hopkins-----1947 ---

Radical changes in course of study

Discontinuance of teaching by types

Influence of communications which are bringing into
existence a World neighborhood

Course of Study

English 3: Short story, lyric poetry, non-fiction prose

English 4: Long narrative poems - Idylls of the King
Lady of the Lake - optional

Drama - Julius Caesar

Novel - House of Seven Gables (used by some teachers)

English 5: History of American literature

English 6: Types of American literature

Modern poetry - Essay (articles)

Electives

English 7: Rhetoric

English 8: World literature

9 weeks - English literature

9 weeks - Oriental, European, Spanish American, etc.

Other electives: Journalism, debate, speech training (fall), public
speaking (spring), play production
(three years in Senior high)

Beginning Fall 1954, four years of English required for
college entrance - probably rhetoric and world

literature in senior year

Bulletin of the Kansas Association of Teachers of English

January 1954

Excellent article on "Current Trends in Teaching High School English"

Also April 1954 number

"We Can Lead Them to Water and We Can Make Them Drink"

"Invitation to The Humanities"

"Humanities Something to Live By"

Social Studies

In Topeka High School

During the first few years of the Topeka Public School system, the so-called Social Studies were confined to a rather narrow field. This, however, was true of most school systems of that day in the United States.

In 1871, when Topeka High School was being organized for a four-year course, the year was divided into three terms. In the first year "United States History with emphasis on map making," and "Physical Geography with emphasis on map making," including the tracing of important ocean currents, constituted the program. The second year required Ancient History in the second and third terms. The third year required one term of Modern European History.

This program was followed until 1884, when Ancient History was offered for one semester in the second school year and Modern European History for one semester.

In 1885 Topeka High School was reorganized into a three-year high school, and General History (Myers text) was offered in the third year.

In 1889 Topeka High's curriculum was again reorganized with six different courses:

English-Latin
Latin-Scientific
Latin-German
English-Scientific
German-English
German-Scientific

The first three courses required Roman History the first term of the first year. The other three required Constitution the first term. All required General History (Myers text) the second semester. In the second year English History (Green text) and Roman History were offered. In the third year Greek History with Mythology was required, with emphasis on Greek Art, architecture, and literature.

In 1892 when Topeka High again became a four-year school, a review of English and Greek History and of Psychology was required.

In 1894 General History was put back into the first and second terms of the first year. United States History and Psychology were required in the fourth year. Maps and notebooks were kept in all social studies courses.

In 1904 the school year was divided into its present form of two 18-week semesters, dropping the old three 12-week terms. Greek and Roman History were offered now in the first year. Notebooks included special reports made by the owner, comparisons of city life with that of Athens and Sparta, pictures of outstanding buildings of Greece and Rome, and comparison of customs of the two countries.

In the second year Medieval European History was offered in the first semester and Modern European the second. Foster's Outline Maps were used.

United States History was given in the third and fourth years, with McLaughlin's History of the American Nation as the text. Outside reading, maps, and special reports were required.

Students majoring in history took six terms in the department. Psychology was required in the fourth year.

This program was followed until 1912, when a semester of Civics was offered to upper classmen, but was not required. Trips were made to the Legislature when it was in session, also the county jail, Boys' Industrial School, State Printing Plant, and various industrial plants. A semester of Economics was added as a senior elective. Industrial History was given only the one year.

In 1918 International Relations and Economics were offered as senior electives.

Other courses introduced were:

Sociology, fourth year elective, 1919-23
World History, second year elective, 1920-21, 1926-27
History of Religion, elective, 1926 to 1939

Current events, based on readings from the Literary Digest and later on the American Observer, were discussed once each week.

A state law passed in 1925 required one semester of Constitution for graduation.

At this time the socialized recitation was introduced into Miss Maud Hulse's classes, and the necessary materials were kept in her recitation room. When the high school moved into its present building in 1931, she had to give up this type of recitation because of lack of material.

Muzzey's American History was the text, and Robinson and Breasted and Robinson and Beard were texts in Ancient and Medieval History. Four semesters of history constituted a minor.

In 1945 an outline for Social Studies was made for the junior and senior high schools. A committee made up of eight junior and senior high school teachers, with Miss Robena Pringle as chairman, worked out this program. In June, 1946, a Social Studies work shop was held, with Miss Nellie Bowman of Tulsa, Okla., as director, and Dr. Clyde F. Kohn of Northwestern University as special consultant in Geography. Units were worked out for each subject with definite objectives in mind.

Courses as outlined in this Social Studies program were:

Junior High School

Grade 7 -- Citizenship-Geography
Grade 8 - American History
Grade 9 - World Geography

Senior High School

Grade 10 -- World History
Grade 10-11 - World Background (1 semester)
Grade 11-12 - American History and Government (3 semesters)
Grade 11 or 12 - Psychology (1 semester)
Grade 12 - Current Problems

The first three units in Grade 7 emphasizing citizenship are typical.

Unit I -- Local Community -- "Our Schools"
Unit II - Topeka
Unit III- Kansas
Units IV-VII deal with the United States -- Our Neighbors in Latin-America
Our Neighbors in Canada

Though this detailed and basic outline put into effect in the fall of 1946 is still used, a few changes have been made.

Current History has been added as a one-semester elective, with information on local, state, national, and international affairs obtained from daily newspapers, current periodicals, radio, television, pamphlets, and the American Observer.

Human Relations, a semester elective, is based on discussions with individual experience and study as a background.

International Relations, another semester elective for seniors, deals with national and international problems. A research paper is required, based on a topic or problem of the students' selection.

Psychology I, an elective open to juniors and seniors, stresses adjustment to society. Psychology II studies family relations.

Social Studies

In the Elementary School

By 1867 the Social Studies were given a definite program in the Topeka grade schools, geography and history being taught as closely related. In the first, second, and third grades the work in geography was oral.

In the first grade, stories about Topeka, its founders, the naming of the streets, and the city boundaries were told by the teacher.

The second graders were told about Shawnee County, its divisions, names and products; also about outstanding historical characters.

In the third grade Shawnee County was studied the first part of the year, with the help of a map, and Kansas was studied the latter half, with stress on the towns and rivers of the state and something of its industries.

In the fourth grade a text was used -- Monteith's Geography -- with map drawing once a week. History was introduced by the study of flags of the different nations. Talks were given by the teacher on national and state heroes.

In the fifth grade, the Geography text was completed. State and national coats of arms were studied in view of their meaning in the making of the state and nation. This material was given orally by the teacher in 15 minute talks.

The sixth grade saw the use of an Advanced Geography by Monteith and the study of history through mythology and famous names of antiquity.

In the seventh grade Goodrich's History of the United States was begun. Oral instruction was given by the teacher on the forms of government, and on poets, painters, and musicians.

In the eighth grade the history text was completed, and map drawing was done from memory. Oral reports were given by pupils on inventors, discoverers, and reformers. A quarter hour of oral instruction was given daily on current topics.

This general program was followed until after the turn of the century. Textbooks were changed at intervals, however.

Examinations were given on all subjects covered in the seventh and eighth grades at the close of the student's grade school work. The questions were made out in the superintendent's office by a committee chosen from the Board of Education and were taken by all eighth grade pupils at the same time. Entrance into Topeka High School depended upon a passing grade, although in some cases the pupil might enter conditional

A typical examination in Physical Geography follows:

1. State the subjects discussed in Physical Geography.
2. What are the evidence and results of the internal heat of the earth.
3. Define relief forms. Classify and describe each.
4. Explain the formation and movement of the tides.
5. What continent has the greatest extent of coast line in proportion to its area? What has this had on its inhabitants?
6. Describe the general circulation of the atmosphere.
7. Describe the structure and drainage of Africa.
8. Locate the zones of vegetation, naming plants peculiar to each zone.
9. Name and locate the races of men and give the characteristics of each.
10. Describe the physical characteristics of Kansas.

The years 1913 to 1918 saw many changes in grade school programs. State outlines were used for teaching geography. Local geography was stressed in the lower grades, with study of building materials, food, clothing, railroads, farming, flour mills, dairys, blacksmith shops, and greenhouses. Material was used for stories and tied in with language work. Nobel Prentiss' History of Kansas was used for several years for reading material in the seventh grade, and Foster's History of the United States was the text in both seventh and eighth grades.

Shortly after Mr. A. J. Stout became superintendent, he appointed a committee, made up of two teachers chosen from each grade and two from Topeka High School, to work out a Social Studies program for the elementary schools. Miss Maud Hulse and Miss Maude Bishop were co-chairmen of the group.

The committee met every Friday immediately after school and worked until 9 o'clock. Their dinner was furnished by the Board of Education and brought to them in the Board room where they worked.

A two-months' study on the history program resulted in a plan based on the unit system. It began in the first grade with a study of the home, care of clothing, and child play.

The second graders studied the Indians. The children made little Indian huts, and learned to locate the different Indian tribes on a large map. The third grade studied Topeka and Shawnee County, and national heroes. Transportation was the theme in the fourth grade; industries in the fifth. The sixth grade had a text, "The Story of Europe," designed to give a European background for the study of United State history. The seventh and eighth grades studied United States history.

With the forming of junior high schools, the work of the seventh and eighth grades moved up into the junior highs.

The present program was set up in 1943-1946. Its "themes" are the controlling guides for the program:

1. Democracy
2. The Increasing Interdependence of People
3. The Tendency of People to Adapt to Their Environment
4. Man's Tendency to Move from Place to Place in Quest of Higher Standards of Living

"Living and Working Together" is studied through the six years:

- Grade 1 -- At school
- Grade 2 -- In our community
- Grade 3 -- In other communities
- Grade 4 -- At home and in other lands
- Grade 5 -- In the United States
- Grade 6 -- In a changing world

Junior high school social studies stress citizenship. Grade 7 is built on Citizenship Geography. Grade 8 traces "The Pageant of America" from the discovery and exploratory period to the United States

of today. World Geography, studied in the ninth grade stresses human geography based on the understanding of physical geography. It includes units on the following:

- The Years Ahead of Us
- How Man Portrays the Earth
- Our Political World
- The Human Habitat
- The Mediterranean World and the Near East
- Northwestern and Central Europe
- The Soviet Union

A special unit for this final year in junior high school includes:

- The Far East
- The American (review)
- My Relationship to Government

#####

Languages in the Topeka High School

Since the beginning of a Topeka High School languages have been a popular course in the curriculum. History shows that in the year 1874 Latin was a requirement of the high school course and German, French and Greek, optional.

With no exception Latin has always been in the course of study and at the present time, 1954, there are five classes in the senior high school and six in the junior high schools.

Greek was taught at two different periods, between 1887 and 1893 and again between 1897 and 1911.

German was the first of the modern languages taught in the high school. Between the years 1889 and 1893, 1895 and 1919 it was included in the curriculum. At the time of the first World War when the feeling against Germany was strong it was dropped from the course of study and not included again until 1931. Since then it has been taught continuously until the present time when it has been replaced by French and Spanish.

French was first offered to high school students in 1905. It was discontinued in 1914, again included in the course of study in 1917 and has been continuously offered since then. At the present time there are four classes.

As the relations between the United States and the Latin Americans to the south became closer, there was a call for the study of Spanish. Consequently this was included in the high school course of study in 1917 and at the present time, 1954, there are six classes in Spanish.

Two years of French, three years of Spanish and three years of Latin are offered.

Since the present high school building was opened, language activities have been held in the Classical Room, in the language wing of the second floor. This room, decorated with friezes and statuary

from the old high school, was planned by Miss Laura L. Ewing, Latin teacher and dean of girls. Miss Ewing's services in the school covered 45 years, from 1892 until her retirement in 1938. The Classical Room has been dedicated to her, and a plaque on the door bears her name.

In the early years much attention was given to reading and to information about Latin American countries. Students took pride in seeing how many Spanish novels, plays, and essays they could read, for comprehension, outside of class. Magazines from Argentina, Mexico, and Chile were read. Later, this had to be neglected to give more time for conversation. Because of army needs, more and more time was given to conversation.

In order to increase interest in language, Latin and Spanish classes several times published small newspapers.

On the last school day before the Christmas vacations, all the language classes meet in the Classical Room each hour in the day to sing Christmas carols in each language.

On Panamerican Day, April 14, the Spanish students meet in the Classical Room each hour in the day. The flags of the 21 Latin American countries are displayed and the national anthems of several are played by members of the Topeka High band. The program continues with group singing, special music, games and skits.

In the years when there was an activity period during the day, language clubs were held, either in the individual rooms or in the Classical Room. When the activity period was given up, the club activities were given in the regular class hours.

In the early years the Latin and Spanish classes had separate banquets in the school cafeteria each spring. Later, all the language students had a language dinner together, in which there was group singing, and in each language special music, dances and skits. The art, music and stagecraft departments cooperated with the language department in making these the highlight of the year. During the war the dinners were given up, but have been resumed in the last few years.

In 1954 Mrs. Helen Sutherin, Latin teacher, was made supervisor of foreign language for the school system.

#####

MATHEMATICS IN THE TOPEKA SCHOOLS

From the founding of Topeka in 1854 good elementary schools have been maintained. These schools offered eight years of arithmetic. Such famous text books as Ray's, Hagar's and White's and their modern adaptations have provided courses to fit the needs of the various years down to the present time, 1954.

In 1871 the four-year high school was established. Algebra, plane geometry, trigonometry and surveying made mathematics an important part of the twelve-year schooling of the Topeka Schools.

Various changes have been made through the years. All have strengthened the mathematics program. The eight years of arithmetic in the elementary schools have been maintained. In the high school surveying has been dropped. Solid geometry, a year of advanced algebra, a term of advanced mathematics (a study of special topics), a year of business arithmetic and a basic course in general mathematics have been added to the curriculum.

Up to 1917 all students graduated from the high school were required to have credits in algebra 1 & 2, plane geometry 1 & 2 and solid geometry. These requirements have been modified until now, in 1954, only one year of algebra or one year of general mathematics is required. Although the requirements have been lessened the study of mathematics still holds an important place in the student program. With our world becoming more technical and mechanical in its interests a decided effort is constantly being made to make the study of mathematics provide training in exact and effective thinking and also in an appreciation of the constructed world in which we live.

To summarize: the Topeka School System through its elementary and high schools offers to its students in mathematics the following program:

- 8 years of arithmetic
- 1 year of general mathematics
- 2 years of algebra
- 1 year of plane geometry
- 1 term of solid geometry
- 1 term of trigonometry
- 1 term of advanced mathematics
- 1 year of commercial arithmetic

The Sciences

"An interesting and profitable feature of the elementary schools, to which increasing prominence is given," states the Superintendent's Report of 1910, "is the systematic study of nature.... A carefully graded outline in nature study available for the use of teachers has been prepared by Miss Eve Schley, a teacher in the department of biology in the High School."

As early as the '70's, physiology was taught in the grades. Through the years both nature study and physiology have been taught in conjunction with language lessons by teachers who so desired. Since junior high schools have been established, a preliminary course in general science has been offered at that level.

In the high school the science department has long been prominent. Several different sciences have been taught each year. In addition to physics and chemistry there have been at various times courses in agriculture, astronomy, biology, botany, first aid, geography, nature study, physiography, physiology, psychology, and zoology.

From the time the high school was organized in 1871, until 1892, only one course in science was offered, a half-year of chemistry. In 1892, however, the school was lengthened from three to four years, with the curriculum divided into seven iron-clad courses. Electives were practically unknown.

A summary of the courses in the high school from 1894 to 1898 shows the following science subjects taught:

Physics was taught in the second half of the freshman year and the first half of the second year.

Chemistry came the second half of the sophomore year and the first half of the third.

In the latter half of the junior year zoology, botany, and geology were taught.

Sciences - 2

The first semester of the senior year physiology and psychology (now in the social studies department) were given. Astronomy and more psychology were the sciences for the final semester.

While a choice of either zoology or botany was permitted, physics and chemistry were required in three of the seven courses -- English-Scientific, Latin-Scientific, and German-Scientific.

In 1898, when the seven courses of Topeka High School's curriculum were replaced by one course that required only a few fundamentals and permitted choices among a number of electives, physics I and II were required in the junior year. From that time to the present, only one year of laboratory science has been required.

Regardless of this single year of science as a "must," interest in science courses has increased, until at present seven teachers give full time to that department.

Emphasis today is placed on the use of scientific principles in everyday living as well as in industry and the professions. Biology, which most students take in their sophomore year, is recommended for all who are interested in medicine or nursing. Chemistry for nurses and physiology are special courses designed for this group. Vocational physics, another special course, is adapted to the needs of vocational students. "High School Science" is a general survey course that meets a need for credit in laboratory science.

Regular courses include a year of biology, a year of botany, a year of chemistry, and a year of physics. Chemistry for girls was offered from 1947 until the spring of 1954.

James Dickson, chemistry teacher from 1909 until his retirement in 1942, was often called "the dean of chemistry at Topeka High." Miss Abi Holroy had an even longer tenure in the botany department, teaching from 1907 until her retirement in 1943. 181

Art in Topeka Schools

Drawing Supervisor ---- Miss Mary Bunker ---- 1899-1923
Art Supervisor ---- Miss Lucretia Whitmer- 1923-1949
Art Consultant ---- Miss Kebel R. Kary -- 1949-present

In the Grades

Drawing lessons were given in the elementary schools from 1897 to 1898, as each teacher wished, but little of this was done systematically. Cones, spheres, cubes, cylinders, etc., were the only models used.

In the fall of 1899 a supervisor of drawing was employed, and from that time on all lessons were definitely planned for the teacher. Each grade had its own lesson. For example, each fifth grade did the same lesson the same week. At first only a short period was allowed for this lesson weekly, but later the time was lengthened to an hour. Crayons and water colors were the two media used.

Through the years plans and methods became modern with the times, and of late years pupils have been trained to do original, creative work. Subjects were taken from the life of the school. Social studies furnished endless subjects. The culminating activity of each study unit called for art work -- scenery for plays, costumes, posters, murals, etc. To name only one of the many uses for art work, the Junior Red Cross sent menu covers for the holidays to the armed forces.

Originality was encouraged, not for the sake of being different, but to create beauty in color, composition, and design.

In the Junior Highs

When junior high classes were first organized, art was required in 7A and 8B classes and was elective in 9B and 9A. This was changed in September, 1942, and art was made elective in all junior high grades.

Crafts were introduced as rapidly as equipment and space could be supplied. This development of art work grew until carving, etching on metal, ceramics, and weaving now are a regular part of the subject.

Each junior high has its art instructor in painting, drawing, and crafts. The present junior high art teachers are Miss Eleanor Carlson, Miss Royce Fleming, Mrs. Arlene Clifford, Miss Grace Holms, Miss Helen Hubbard, Miss Esther Turvey, and Miss Marits Werner.

Miss Mabel R. Kerr is consultant in art for the grades and junior high schools.

In Topeka High School

In February, 1905, a two-year course in free hand drawing was introduced in Topeka High school with the opening of the Manual Training building. Miss Iris Andrews was the first teacher. Since that time the art course has been enlarged until at the present time 20 terms of art are taught.

Among the art teachers who have served, Miss Laura Kenley has the longest record -- 1926 to 1950. Earlier teachers include Miss Frances Lindsay, Miss Marion Morrow, Miss Edith Heller, Miss Marion Peers, and Mrs. Roxoli Seabury.

The first art room in Topeka High School was on the third floor of the South Building. It was large and had windows on both sides, yet the light was poor and students had to depend on artificial light. In the present high school building the entire north side has long high windows which allow plenty of natural light. The room is large, with ample closet and cupboard space for supplies.

The art department cooperates with other departments of the school by making posters and drawings for plays or for advertising other school events. Posters for the Sunflower, All-School party, and Junior-Senior

From always accompany the sales consigns. Art students have charge of the display window.

For many years drawing and painting were the only forms of art offered in Topeka High. The enlargement of the department began in 1935, when two classes in the History of Art were added, taught by Mrs. Payoben W. Wolfe. In 1939 two rooms adjoining the art gallery were equipped for classes in jewelry, ceramics, and leather crafts, and Mrs. Wolfe became a full time teacher in the department. At present the ceramic classes are held in the basement. By 1951 silversmithing, wood carving and weaving had been added to the crafts curriculum, and eight terms of crafts are offered. The art course also includes four terms of lettering.

When Miss Hanley retired in 1950, Harry B. Nelson became the instructor in painting and drawing. Under his direction students work in all mediums except oil. They do silk screen and block print reproductions, and help in designing and painting a stage scenery, table decorations, posters, and window display. Some of these projects are for the community, as well as for the school.

In connection with the art department are the art gallery and the children's museum, both under the supervision of the Topeka Art Guild. The Topeka Art Guild, the oldest art organization in Topeka, provides exhibitions and lectures in the gallery.

The children's Gallery Hour, which was started in 1951 with an average of 30 children on Sunday afternoon, now has an average attendance of more than 300. This work is carried on by the Topeka Art Guild and the American Association of University Women.

Music in Topeka Schools

"Vocal music as a study should have a place in every school. Every American child should be taught to sing."

This statement, made by John A. Banfield, superintendent of Topeka schools from 1869 to 1871, voiced a principle upon which Topeka's well-organized music system has been built in the intervening years. And not only are all children taught to sing, but all who so desire are taught to play musical instruments and all are helped to appreciate music.

Vocal music as a subject in the curriculum was introduced in 1874. It was given a period daily in the elementary grades. The high school had chapel singing and sometimes special instruction for special occasions, but no regular music teacher was employed until 1910 when Miss Berenice Fuller joined the high school faculty as a music instructor for classes and glee club work.

In the Elementary Schools

Early records show that public school music, even in the primary grades, had for its objectives "voice culture, sight singing, and mental discipline. In the superintendent's report of 1887 a hint that pupils did not altogether enjoy the music period is found:

"no one should be excused by the teacher from singing, except temporarily. All other cases must be referred to the principal. None should be excused from the study of the principles of music."

By 1910, however, a decided change in the purpose of school music was evident. The "mental discipline" note was no longer accented. The objectives as stated in the Annual Report of 1914 were not only to teach the technique of singing but to "create in the children a desire to sing and a love for good music."

A music supervisor, H. W. Jones, had been appointed in 1899, and it was

he who first organized the music course throughout the school system. He was succeeded in 1904 by Miss Mildred Hazelrigg (1904-1918) who established an outline for music that was followed for many years. Superintendent L. D. Whittemore in his report of 1910 commented: "The public schools can never produce finished musicians. A period of one hour a week is much too short to teach a great art. But if the schools have given the child a love and an appreciation of what is good and beautiful in music they have done their part."

Rhythmic games were introduced in the first four grades in September 1915. The same year victrolas with suitable records were purchased to help develop musical appreciation and aid in teaching grade and folk work. Two schools made payments on pianos and one school finished paying for one. Parent-teacher groups became interested in providing victrolas.

At each regular grade meeting, methods and material for music teaching were presented by the supervisor. Folk games, folk songs, illustrative victrola records, stories of the lives of great musicians, and outlines for pageants, fetes and music study were given.

In 1920 all departments of music -- high school, junior high, and elementary grades -- were combined under a general supervisor, Miss Grace V. Wilson. Miss Wilson was assisted by Miss Imogene Burnette and Miss Katherine Sentz, who supervised in the elementary and junior high schools. In 1928 a third assistant, Miss Violet Schlegel (now Mrs. Joe Lambardo) was added and served until 1943. Miss Wilson resigned in 1928 to take a similar position in Wichita, and was succeeded by David T. Lawson. He served until 1942, when C. J. McKee took over the work and has continued to the present.

In the class rooms music has for the most part been taught by the regular classroom teacher, although some departmental work was carried on in the intermediate grades.

In 1943 a new plan was inaugurated, whereby special teachers in music, as well as in physical education and art, were to instruct all classes in their subject down to the second grade. This was begun as an initial step in five schools, with the thought that it would be expanded to include all grade schools.

However, before the plan had been carried through the system, a national trend was making itself felt -- the adoption of the "self-contained" classroom, in which the regular teacher teaches all subjects. In the late '40's Topeka followed this trend, and today the self-contained type of organization is found in most rooms.

Classroom teachers are guided and assisted in music teaching by the two consultants in elementary music, Miss Sentz and Mrs. Leo Hines. Miss Imogene Burnette, a consultant for many years, retired in 1954.

Music always has had an important place in the life of Topeka's school children and their parents. Public performances have drawn enthusiastic audiences. In the May Festival of 1909 an evening program was given by 700 children of the seventh and eighth grades. In 1922 the entire elementary school population and consequently, the city was excited over a Music Memory contest. The daily papers carried stories about the composers and their work, and children of intermediate grades became familiar with 40 compositions of such composers as Grieg, Beethoven, Rossini, and Schubert.

Instrumental music in the grades was begun in 1938, when instrumental classes were introduced at the noon hour on an experimental basis by David T. Lawson in Randolph School and by Howard Morrison in Gage,

Sumner, and Potwin. Junior high instrumental classes also were at first extra-curricular. In 1942, when U. J. McKee became director of music in the schools, instrumental classes became a part of the curriculum from the fourth grade on. Miss M. Lucelia Harris was the teacher.

Miss Harris' work expanded from one school to another until in 1947, when instrumental classes were introduced into the four colored schools, she was supervising the work of 21 schools. Saturday morning classes in wind, percussion, and string instruments have been held in the high school. A fee of \$3 is charged and any age student may enroll.

In 1949, the teaching load of Miss Harris was made even more effective by the addition of another instructor of elementary school instrumental music; first Mrs. Sam Brick, then Miss Betty Lou Wells.

Since 1946 a three-part annual spring concert has been given by the children -- beginning strings, beginning band, and the advanced orchestra. In April, 1954, 425 pupils participated, represented the 23 elementary schools.

In 1924 class piano lessons were introduced into the schools, taught by private teachers and public school teachers. For a fee of \$2 a child might have eight class lessons in a group of eight pupils. This arrangement continued until 1944.

From 1936 to 1945 children were given opportunity to attend matinees of the Kansas City Philharmonic Orchestra. These concerts, usually four each season, were sponsored by the Junior League, Topeka Board of Education, and the Topeka Symphony Society. Selections to be played were studied in the classroom before each concert.

At present the over-all music program in the schools is planned for all children and offers opportunities in the five phases of music: vocal expression, rhythmic expression, creative expression, listening, and reading music. It tries to give each child at least one phase of music

in which he succeeds and finds enjoyment.

Individual elementary schools provide music for conventions, and for radio, civic club, and television programs. The most widely used music performance is the building program or for the Parent-Teacher Association. Usually these programs are correlated with the social studies, language arts, and physical education program.

Music

In Topeka High School

(From "Sixty-Two Years of History in Topeka High School")

"Music has not always held the important place in the life of Topeka High School that it holds today. Before 1915, although there were glee clubs and orchestras, they were not long under the direction of any one person and there were no regular music classes. For a time, in order to create an interest in music, a student from Washburn college or elsewhere led the school in an hour of singing three times a week. Even the cost of music was prohibitive, however, so the plan was not especially successful.

A music class was first formed in 1914, when Miss Aura Bradford, a teacher of music and expression, was given charge of a chorus class. In 1915 Sherrill B. Smith took over the music work and direction of the orchestra.

In 1916 Miss Minerva Hall succeeded Mr. Smith, and now for the first time Topeka High School had a full time music instructor...." It was during Miss Hall's three years here that the musical organizations were firmly established.

Miss Grace V. Wilson, 1919-1928, had long period of service in the department.... During these nine years, the music department presented six operettas, two Christmas cantatas, four spring concerts, and music for many conventions and commencements. Twenty-eight cups were won in group singing in the Emporia State contests, as well as numerous solosists cups. In 1923 the music department took first place in the state contest for the third consecutive time, thus winning permanently the big cup which had been already in its possession for two years.

"The Orchestra--First organized in 1883; reorganized in 1896. Has lived almost continuously since then, excepting from 1899-1905. Has played at receptions, banquets, tournaments, commencement exercises, and theatricals.

--Reprinted from "Forty Years of History in the Topeka High School."

"A history of the Topeka High School orchestra would be the record of determined effort by students who insisted upon having an orchestra. There was no money for music, and all that was used was bought by the players. In 1909 Miss Odes Samuels, a student of the class of 1909, organized a group of musicians into an orchestra.... Shortly after her graduation passed to the leadership of her brother, Lee, in June 1911.

"At this time, a library of music was started with money secured by proceeds from entertainments....

"From 1911 to 1913 there was no one to direct the music, but in the fall of 1913 Prof. Carleton Wood, a violin instructor, was employed by the board of education to lead the orchestra. Mr. Wood 15 years before had directed the school orchestra....

"It was the next year, 1915, that the orchestra of the school was first put in charge of a member of the high school faculty. Sherrill B. Smith was the instructor."

Topeka High School's first band instructor, Raymond Connett, was employed in 1926. Sweaters and caps were first provided for band uniforms in 1927.

Music At Present

In Junior Highs and Topeka High School

The music department of Topeka High School was fortunate in not only surviving the years of World War II, but in actually showing a healthy growth in size and scope of activities. With the temptations of jobs in war industries, teachers who remained on the teaching staff did so truly because they were basically interested in teaching. Thus an excellent standard of teaching was preserved.

Pupils seemed to turn to music as a means of expression and release from stress. Through their musical units they made an excellent contribution to the war efforts in their community.

The annual "operetta" or musical show has become the high-light of the school year and is eagerly anticipated by both pupils and townsfolk. This annual production has been attended by as many as 8,000 persons in one season.

All organizations are strictly limited to the student bodies of their respective schools: that is, no ninth grade pupil participates in the high school units, but rather must participate in the musical organizations of his own junior high school.

The junior high schools have adopted a policy which presents an all-junior-high music festival every other year. The last was presented in the school year 1953-54 at the Municipal Auditorium. On alternate years, each school presents an operetta or musical production planned specifically for the community which it serves.

In the system now in operation, one music teacher serves in each junior high school or both instrumental and vocal instruction with the exception of two buildings where overflow classes have necessitated the appointment of additional instructor periods.

Every effort is being made to make each building independent in the matter of equipment and adequate musical library. The high school and

junior high school libraries probably represent, as a whole, one of the finest music libraries in the entire area. Good storage facilities are available, and the various instructors have contributed to the growth of its many fine selections.

Other motivating activities include appearances at state and district music festivals, athletic contests, parades and occasions of civic interest, civic clubs, church activities, radio and television programs and sponsored trips to neighboring cities for musical events.

Participation

Elementary Schools: All pupils participate in music activities.

Junior High Schools: All music classes are elective.

Orchestra	131
Band	171
Chorus	763
	<u>1065</u>

Total junior high school enrollment	2474
Music participation percentage	43 plus

Senior High School: All music classes are elective.

Orchestra	50
Band	131
Chorus	293
Ensembles	50
	<u>524</u>

Total high school enrollment	1702
Music participation percentage	31 minus

The figures listed above are figured on a basis of "pupil-teacher class periods. The ensembles represent duplication of personnel; that is, the same pupils also take part in orchestra, band, or chorus. In some few instances, pupils may also be in band and chorus, orchestra and band, etc. Considered in this way, the percentages quoted above would be a little lower.

In Junior and Senior High Schools, all music classes are elective

meet on a regular class schedule basis, and are credited in the same manner as any other subject. Not more than 10 music credits may be allowed in the 38 required for graduation.

Class lessons for instruments of the orchestra and band are available on Saturday mornings at the nominal fee of 8 lessons for \$3.00. These classes are instructed by private teachers of the community.

In the summer during June and July, class lessons have been made available to pupils of the elementary and junior high schools on Tuesdays and Thursdays. Private teachers have been secured to handle this work and have been paid by the Board of Education. Participation in this program usually averages about 175.

In addition to the usual band, orchestra, glee clubs, and choruses, the daily schedule now includes the Madrigal Singers, a group of 16 selected voices; the Dance Band Ensemble, a group of 16 selected instrumentalists chosen for their interest and ability in this field; and the String Ensemble, a group selected on the basis of ability and interest in this aspect of music.

The following statements sound the philosophy of the music education program:

That what music can do for the child is much more important than what the child can do with music.

That perfection is not the goal, but a planned performance demanding the participant's best is significant.

That no program just happens; that someone consciously needs to plan for each boy and girl to find himself or herself through musical experience.

That a successful music teacher must first be a successful teacher of children.

That any art possessing the moving power of "The Star Spangled Banner" or "The Old Rugged Cross" is a fit subject for study and refinement in the classroom.

Development of Home Economics in Topeka Schools

(By ~~Heleen Hudson~~)

A rather casual statement in the 1870 annual report of John A. Banfield, clerk of the board and also superintendent of the Topeka public schools, might be taken as the local beginnings of home economics. This statement was that second grade children were to have "oral instruction in articles of food and clothing," and it was the only reference in the school curriculum until about 1902 to any consideration being given to education for better home living.

Then just before the opening of school in September, 1902, the Board of Education approved a course in manual training and equipped a room in the Branner school. Miss Prinnie McArthur was appointed instructor. From then on, equipment and specially trained teachers were added to other elementary buildings until by 1910 all elementary pupils were receiving instruction in the manual arts. For girls this included instruction in hand sewing in grades 5A, 7B, 8B, and 8A. All sewing materials were furnished by the Board of Education and were supplied through the Clerk of the Board, Mr. M. C. Holman.

The purpose stated for giving this work to elementary pupils was: "To give facility of hand, to furnish a valuable form of mental culture not surpassed by the so-called intellectual subjects, and to develop capacity for sustained effort from early experience in coordinated physical and mental training." (Supt. L. D. Whitmore in his 1910 report).

Sewing courses were introduced into the high school in 1905 and cooking in 1907. The emphasis in sewing was on drafting and designing patterns, adapting tissue patterns, making cotton undergarments, a skirt, dress, and woolen skirt. Also, were taught the making of wire and buckram hat frames and trimming hats, as well as "making over" hats. In cooking, the "emphasis is placed on a study of food values and their relation to

body needs; economy of time, money, and labor, as well as a study of good recipes."

Mr. J. H. McBride was supervisor of all the manual training work for both boys and girls in the public schools from 1904 to 1909. From 1909 through 1913 Mr. Albert H. Winter was the supervisor. He was followed by Mr. Philip S. Hasty, who became supervisor in 1914 and set up a new curriculum giving to elementary girls, sewing in the 5th grade, cooking in the 6th and 8th grades. Sewing machines were first placed in the elementary sewing rooms under Mr. Hasty's plan in 1914. Previously all sewing had been hand work largely centered in learning a variety of stitches and certain sewing processes as various seams, patches, etc. This greatly increased interest, and even the little girls in the 5th grade became adept in the use of the sewing machine.

Following Mr. Hasty, Mr. E. J. Buckles was the supervisor of all manual training subjects in the schools. He introduced a loom for the teachers of sewing to practice weaving, making materials for class weaving demonstration. While Mr. Buckles was supervisor, in all 8th grades, the girls made their own white cotton graduation dresses, by hand, using the same universal style pattern and all cut from cloth bought by the bolt by the instructors and resold in dress lengths to the girls in the class.

As not all elementary school buildings were equipped for manual training work, some pupils went from their own building to other school buildings once a week for instruction in sewing and cooking.

Following Mr. Buckles in 1922, for the first time a woman, Miss Bella Nelson, was made supervisor of the girls' elementary program in sewing and cooking. Miss Nelson immediately began a complete reorganization of the curriculum to develop a broader concept of this field in a girl's education. The titles sewing and cooking were changed to Domestic

Art and Domestic Science. Skills still were stressed, but sewing samples as an end-product eliminated. Utilitarian articles were introduced in Domestic Art classes, as: laundry bags, towels, pot holders, and aprons, for the girls' own use. During World War I practically all work done in the elementary and high school Domestic Art classes was for the Red Cross. Suture pillows filled with snippings of old clean materials, layettes, pieced wool comforts, knitted squares of yarn set into afghans, etc., were made. Domestic Science was centered in good preparation of foods and learning of recipes.

In 1926 Miss Merl Gann followed Miss Nelson as supervisor of the grade and junior high Domestic Art and Domestic Science curriculum and teachers. The high school classes in these two subjects were not under a supervisor other than the high school principal.

Miss Gann was followed in the fall of 1928 by Miss Zoe O'Leary (later Mrs. Zoe Dunn), who was in turn followed by Miss Jessie Belle Woodworth, who became supervisor of both high school and elementary courses in Domestic Art and Domestic Science.

In 1929 a course called "Homecraft for Boys" was added to the home economics program in the high school. This was a class always filled to capacity and taught by Miss Katherine Tucker, but its discontinuence was forced by a lack of teaching space and of teacher hours to carry it on. So any elective classes for boys had to be dropped in the department.

In 1942 Miss Katherine Tucker was made supervisor, and a complete revision of high school, elementary, and junior high curriculum was begun with the cooperation of the teachers in the field. An integrated homemaking program was set up including units in clothing, foods, social living, home nursing, home living, child care and development, health, family finance, home management and decoration, aesthetic appreciations, etc.

Home Economics became the new title for this curriculum and new aims and purposes were set up by those working on the courses: "The present aims are to meet the present needs and interests of girls, as well as to prepare them for future homemaking and to give wide experiences through a curriculum that is pupil centered and family centered rather than subject matter centered. It is a problem solving curriculum taking a large number of subject matter areas concerned with daily living and integrating them into experiences comparable to home living."

In 1944 all manual training was removed from the curriculum for elementary grades, and home economics in the junior high schools and senior high school was given a new impetus for development. Emphasis was changed from learning to tasks and skills of housekeeping to the development of skills, attitudes, and appreciations for successful home-making. The total problem of family meals instead of recipe preparation became the aim in a unit of food study, and the fact of many early marriages, even during high school years, led to a unit on meal planning based on the needs for two persons of very limited income. This is placed in the junior year curriculum of the present time.

At present, in 1954, all classes in Home Economics are elective and class instruction is given once a week to parochial school classes of grades 7 and 8. These pupils come to the public school home economics rooms for instruction. A total of all girls enrolled in the department of home economics in the Topeka schools in September, 1954 was 1838.

Equipment has changed greatly through the years with electric sewing machines, electric freezers, electric dryers and other laundry equipment, and introducing modern home equipment centered in family unit arrangements.

Increase in vocations open to girls who are graduate home economic majors has added interest to a choice of study in this field. Some of these vocations are: teaching, interior decorating, textile specialists, home economics, journalists, dietitians, radio and T.V. programming, institutional food management, specialists with business firms and corporations, etc.

The trend at present is to consider family life education as a part of general education for all young people rather than as a special subject set aside for girls or for pupils with a low IQ.

In 1954 the number of teachers in the total public school home economics program is 11 in the junior highs, 6 in the senior high, and 12 in the night school.

Among the teachers who gave many years of service to develop this part of the total Topeka school curriculum were: Jean Swen, Mrs. Virginia Weade Cave, Anita Laurent, Mattie Barnes, Cora Hepworth, Jennie Smith, Rachel Kendrick, Mrs. Belle Stagg Ice, Caroline Morton, Florence Embree, Mrs. Gladys Lowe Hoehner, Mrs. Vivian Herron Rutter, Ella P. True, Joy Bechtel, Ora McMillen, Katherine Tucker, Helen Mitchell, and Helen Hudson.

Industrial Arts

Industrial Arts has changed since its introduction into the Topeka Schools in 1904, from the Manual Training emphasis of purely manipulative work with wood joints, to an emphasis upon introducing pupils to our industrialized society.

Industrial Arts contribute to the general education of pupils in our public schools by introducing, representing and explaining industrial life. Provision is made for pupil experience*(1) which teach the necessity and dignity of work (2) which illustrate the diversification of industry (3) which provide for testing personal interests and aptitudes in representative crafts (4) which serve avocational interests in construction and (5) which develop consumer knowledge and appreciation.

The growth of industrial arts has been phenomenal, both locally and nationally, when it is realized few subsidies and no national professional organization has sponsored its inclusion in the public schools. The growth and expansion of industrial arts can be credited to the interest of pupils and school officials in an activity type subject which provides learning opportunities concerning the current industrial civilization through the use of tools and the production of useful and artistically acceptable pupil-made projects.

To accommodate High School industrial arts subjects in Topeka, a Manual Training building, located at 8th and Harrison was added to the existing High School (North Building) in 1905. L. D. Whittmore, Superintendent of Schools, at that time, explained the introduction of the new program as a definite breaking away from the solely cultural idea and that the new courses did, in no sense, substitute for fundamental high school studies, but supplemented them. Mechanical drawing, wood-working, woodcarving, forge work, and clay modeling were included in the original High School curriculum. Printing was introduced in 1918, Stage-

craft 1931, Machine Shop 1931, Auto Mechanics in 1932, Electricity and Radio 1942 and Driver Training in 1947.

Industrial Arts courses are offered in each of the seven Junior High Schools and provides experience in the fields of sheet metal, strap metal, electricity, cement work, Home mechanics jobs, woodworking, finishing, and mechanical drawing.

Grade school Industrial Arts was also included in the 5th and 6th grades of the elementary schools for a number of years.

Since few specially trained industrial arts teachers were available in 1904, teachers were recruited both from the practical field and from the ranks of the regular teachers who were challenged by the "new subject." Although most of the original teachers were men a few women were recruited the last one, Miss Lucy Ellis, retiring from Clay Grade School Industrial Arts in 1937.

The first Supervisor of Industrial Arts was J. H. McBride followed by A. H. Winter, Phillip Hasty, E. J. Buckles and W. W. Scott. P. W. Chamness, the present Director of Vocational Education, is also the present Supervisor of Industrial Arts.

* "Industrial Arts Its Interpretation in American Schools" Report of a Committee Appointed by the Commissioner of Education. Bulletin 1937, No. 34 Foreward