

OUR COMMON SCHOOL HERITAGE

*A History of the
Wichita Public Schools*

by Sondra Van Meter

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Charles Sanderson, *artist.*

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To Al Morris

**for his deep appreciation of a written record of
the past.**

**“To understand the present, study the past. To
prepare for the future, examine the present.”**

Foreword

The purpose of this book is to document accurately the history of public education in the Wichita school district. In order to record the goals and achievements, it has been necessary to examine the multifaceted background of conflict, confusion, and compromise.

The story of a school district is also the story of a community's commitment to education. Some of the experiences portrayed are redundant in nature while other experiences emphasize different educational philosophies and methods, and new approaches in the operation of the schools.

The reader will perceive and enjoy that this book has been written by a historical author because of the comprehensive, orderly delineation of the factual data. The task of writing the history was given to Sondra Van Meter, historian—author—educator, holder of degrees in education and history from Wichita State University. She has taught in the public schools, at Wichita State University, and authored a county history published in 1973.

Ms. Van Meter has attempted to recapture the resistance and drama of desegregation of blacks and whites, of efforts of teachers to upgrade the status of their profession, of attempts by teachers and administrators to make the curriculum more meaningful and relevant to students, and of cooperation between schools and patrons of the community.

And finally, with the publication of this book, we find that public education is a painful, continual, and difficult process but results in a most satisfying product, the educated youth of tomorrow!

Dr. Don L. Miller, D.D.S.
President, Wichita Board of Education

Introduction and Acknowledgements

Why write a history of the Wichita Public Schools? This question has been asked often; the project has been privately and publicly condemned. It has also been applauded. The history of individuals, of institutions or communities is inherently valuable because, so often, those individuals, institutions and communities are also a part of our own lives and we of theirs. We live not in the isolation of our own generation. The study of history supplements our experiences, extends our memory and enlarges our understanding. The experiences of those who attended Wichita's first public schools were much the same as ours fifty or a hundred years later. They learned to count, to read, to spell and to write. They worried about tests and about passing. It is my hope that the reader will sense the immediacy of events although they occurred many years ago.

The story of the Wichita Public Schools has been recreated through the use of many written documents, newspapers, periodicals, books, annual reports, interviews, observations and conversations. The documentation is essential as a reference for fact and opinion as well as a guide to further research.

My purpose has been to present a comprehensive story of the school district from the position of an observer and recorder. A work of this kind is necessarily the product of many influences—of significant ideas and persons, of wide reading, of immersion in the cultural milieu of the several generations, and of a lifetime of my own experiences. These elements have directed my decisions as to what to include and what to emphasize.

Many persons and institutions have contributed to this venture into the history of the public schools of Wichita. Persons consulted for the various chapters have been listed either in the footnotes or at the end of the footnotes section. Administrators, teachers, students, school board members and various citizens have generously responded to my numerous requests for information and assistance. They made the task of research exciting and challenging.

Members of the Historical Advisory Committee were: Jo Brown, Carl Bell, Jr., Dr. Larry Roberts, Mel Schroeder, Dr. Kenneth Nickel, Dr. William Unrau, Nina Davis, Don Granger, Dr.

Ray Crisp, Dr. Gordon Davis, P. J. Wyatt, John Naftzger, William Ellington, Jerry Shaw, Leonard Garret, Oscar Loevenguth, Dr. Everett Cole, Ben Henry, and Dan Glickman. These persons offered excellent suggestions on the project.

The members of the administrative advisory committee were extremely helpful in opening doors to resources and reading the manuscript for accuracy. This committee consisted of Murray Harris, Dr. A. W. Dirks, Dr. Lawrence Bechtold, W. W. Stevens, Dr. Dean Stucky and Dr. Alvin Morris.

The following individuals and organizations contributed valuable talents: Charles Sanderson, Wichita artist and teacher, designed the book jacket art; ninth grade students under the guidance of art instructor Jack Boge, of Mead Junior High School, drew the introductory illustrations for the beginning of each chapter; Richard Harmon of the Instructional Media Center provided many photographs; Sara Lomax, secretary in the office of the deputy superintendent, retraced several Ben Hammond cartoons from microfilm copies of the *Wichita Eagle*; the *Kansas Teacher*, the *American School Board Journal* and the *Wichita Eagle and Beacon* supplied requested cartoons and photographs; Mary Stone, Carlene Goodrich, Kathy Arnold, Arlene Baergan, Eva Womack, Douglas Bowers and Lois Keller typed the manuscript.

Libraries contributing information included Emporia State, Wichita State University, the *Wichita Eagle and Beacon*, the Wichita Historical Society, the Wichita Public Library and the Kansas State Historical Library in Topeka. My special thanks go to Bill Ellington, Wichita City Historian; Nyle Miller, Joseph Snell and Robert Richmond of the Kansas State Historical Society; Maxine Hilton of NEA-Wichita; Robert Puckett and Marion Cone of the Wichita Historic Board; Dr. Robert Lane for his dissertation on desegregation, and John Zumalt, Coordinator of Purchasing.

Dr. William Unrau, history professor at Wichita State University, patiently read the entire manuscript and offered numerous suggestions for improvement as well as sustained encouragement to the writer. June Dirks, English instructor at Southeast, checked the manuscript for style, grammar and punctuation. Neither of these fine people are responsible for errors and omissions that occur in the book.

Dr. Alvin Morris, Superintendent of Schools in Wichita, deserves a major portion of the credit for initiating the history writing project. His constant, unquestioning support never made the task easy, just possible.

The Wichita Board of Education dared to publish a history of the Wichita Public Schools, convinced that Wichita had an important story to tell.

The experience of researching and writing this book has been one of the most difficult yet one of the richest experiences I have had. In the following pages, I share what seems to be a very small, inadequate portion of all that I have learned.

Sondra Van Meter
September 1, 1977

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The Valley of The Arkansas

A stream flows winding through the west,
From Colorado's canyons deep
Whence springing from her mountain crest,
To quench the thirst of burning souls.

Brown herds of lordly buffalo
Far as the eye surveys the scene
And surging like the ocean's flow
Gaze o'er the boundless prairie green.

Long leagues are passed—far other scene
The coyote's howl tells what has been,
The red man seeks a far domain,
Nor wigwam dots the valley plain.

The Ninnescah and Chisholm gleam
Through swaying boughs and flowered banks,
The plum and wild grape shade the stream,
And nod above the fruitful ranks.

Mid this glad valley, richly fair
Two sister rivers laughing meet,
And Wichita's tall spires are seen
Which southwest proudly calls their Queen.

—Theo F. Price, 1876¹



Wichita—Queen and Pauper

Wichita's founders envisioned their Queen of towns when they first contemplated a town in the valley where the two Arkansas Rivers join. The first "squatter" to locate on the Wichita site with the purpose of filing a claim and founding a town was Darius Sales Munger. In April 1868, D. S. Munger, along with Kansas Governor Samuel Crawford, W. W. H. Lawrence, E. P. Bancroft, James R. Mead, and A. F. Horner, had met together at Emporia, Kansas, to organize the Wichita Town and Land Company. The secretary, E. P. Bancroft, real estate agent in Emporia, was directed to "make a map of Wichita, dividing 640 acres into town lots and streets, and 320 acres into five acre lots, setting apart suitable locations for Public Buildings, churches, Schools & Parks and to procure 300 lithographic copies of the same . . . ; to issue a circular setting forth

the advantages of the town as a depot for the sale of southern cattle”² With hyperbole characteristic of the day, the *Topeka Weekly Leader*, May 7, 1868, gave Munger this grand send-off: “D. S. Munger, an old and much esteemed citizen of Topeka, intends leaving in a few days for the mouth of the Little Arkansas, where the town of Watchita is located. Munger intends starting a ranch at that point. Minard and family accompany Munger. In a few years we shall expect to hear that Mr. Munger is the owner of ten thousand cattle on fifty thousand hills, and that he is the richest man in the United States of America.” D. S. Munger loaded his wagon with supplies, groceries, and a shallow well pump and traveled to the Wichita site. Following three weeks residence there, Munger reported back to A. F. Horner in Topeka that he was getting along well in preparing timber for his building, which would have two rooms.³

When the Wichita Town and Land Company organized, they had expected the United States to reach a favorable agreement with the Osage Indians regarding the Osage tract, part of which was located in Sedgwick County near Wichita. Squatters had moved into the territory in the 1860s confidently assuming that the territory would be opened to pre-emption and homestead rights. In the meantime railroad speculators backed government negotiators to obtain all the 8,841,927 acres of Osage land in Kansas. In a U. S. Senate executive session, details of the steal at 20¢ an acre were divulged and the Senate refused to approve the treaty. Early in 1869, Congress made the Osage lands available by resolution, for sale only to those squatters already on the land for \$1.25 an acre.⁴

Because the terms allowed no possibility of extensive urban development as planned in 1868, several men originally interested in the Wichita Town and Land Company lost interest. D. S. Munger and James R. Mead remained. They were joined by A. G. Greenway, Eli Waterman, William Greiffenstein, Nathaniel A. English, William Finn, John Price Hilton, Zadoc “Doc” Lewellen, and William Mathewson. Several of these men had resided in or near the Wichita site. James R. Mead had built a trading post on the Whitewater River near the Towanda Spring in 1863, trading with Wichita Indians and settlers in the area; William Greiffenstein, German immigrant, established a trading post on the Cowskin, ten miles northwest of Wichita in the 1860s.⁵ Doc Lewellen ran a small general merchandise store near the junction of the Arkansas River beginning in 1867. Judge A. G. Greenway had a post on the Santa Fe Trail during the 1860s; Eli Waterman and William Mathewson hunted buffaloes west of Wichita; both Nathaniel A. English and William Finn, after a cursory look at the Arkansas Valley, envisioned a prosperous future for Wichita.

Town founders gambled on the possibility that Wichita, already a trading post on the Chisholm Trail and a crossing on the government trail between Indian Territory and Fort Harker, would become the cattle capital of Kansas. Since 1867, Texas drovers had brought thousands of

long-horned, half-wild cattle up to the stockyards at Abilene. Beef prices, even for those tough carcasses, usually meant a profit of from ten dollars to fifteen dollars per head at Abilene.

Wichitans realized that acquisition of a railroad was crucial to the expansion of the cattle trade. A traveling Topeka news correspondent understood the situation well when he wrote in the May 27, 1870, issue of *The Commonwealth* (Topeka) "The people are sanguine that they will have two railroads running to this point within eighteen months. A road here now would command nearly all of the immense cattle trade of eastern Kansas, as they could be taken from here to St. Louis or Chicago as cheaply as from Abilene" Early, ambitious efforts to obtain a railroad to Wichita failed. Disappointed Wichitans saw the Atchison, Topeka, and Santa Fe, the only south central Kansas railroad, routed through Newton and westward along the Santa Fe Trail. In 1872 city and county officials, determined to monopolize the cattle trade, offered fifteen northern Sedgwick County townships to form a new county with Newton as the county seat if Newton would support a bond issue for the development of a railroad spur from Newton to Wichita. The bargain was consummated; by 1872 Wichita had both the railroad and a major portion of cattle trade.

The cattle trade sustained Wichita in the early 1870s. Some 800,000 range cattle came through Wichita in 1871. A year later 350,000 had been driven into the area; 2,500 carloads of cattle had been shipped out and 1,000 more expected out before the season was completed. Shipments by rail daily totaled from 50 to 75 carloads. Cattle business in 1872 was expected to exceed \$2 million.⁶ From April through early November, hotels and boarding houses served nearly a thousand transients; grocery and merchandise sales and profits made Sol Kohn, James Mead, William Greiffenstein, and Nathaniel English wealthy men. Permanent residents totaled close to 2,000, enough in 1872 to permit Wichita to incorporate as a city of the second class.

In Wichita, a visiting reporter found the population "decidedly heterogeneous." Here one could find "the sleek and well-dressed speculator, with airs suggestive of genteel living and plethoric purses; the independent, money-making, money-spending, somewhat don't-care-a-cussativeness cattle drover; the rollicking, reckless, free and easy herder; the substantial citizen; the professional gambler; and the long-haired desperado of the plains . . . Considering the motley character of the people, it is a wonder that such good order is maintained here." Wichita city fathers refused to compromise respectability for their capitalistic impulses and retained "good order" by passing restrictive ordinances which relegated the more troublesome folks across the river to west Wichita where Rowdy Joe Lowe kept a notorious dance house. After a visit there, an observer noticed the gambling, dancing, and poker playing where "jest and conversation suitable to the place and occasion are heard. I

Wichita
Education
would not recommend the establishment as one adapted for the schooling of the rising generation, but to those of mature years, who should become acquainted with all phases of society. Rowdy Joe's is a good place to get familiarized with one peculiar phase."

The same Topeka visitor who dutifully covered Rowdy Joe's also interviewed Wichita businessmen who led him to conclude that there was "probably more money in circulation in Wichita than in any town of three times its size in Kansas." The bulk of the circulation was due to the Texas cattle trade.⁸ Other towns on the Kansas frontier, Dodge City, Caldwell, and Ellsworth, challenged Wichita for the lucrative cattle trade. Realistic Wichitans knew they could not depend on a continuous volume of cattle for marketing. Abilene thrived for four short years, and Newton only one. Kansas Quarantine laws prohibiting entry of Texas cattle into settled areas plus the construction of railroads to the west forced and encouraged the overland cattle markets to move westward. Could Wichita grow without the cattle? Or would it become another country town, as so many others in Kansas, serving only as a trading center for local farmers?

Because most Wichitans were uncertain of Wichita's future, they postponed major construction programs. This cautious attitude also affected development of the schools. Except for a few individuals—teachers, county and Wichita superintendents, Board of Education members, and *Wichita Eagle* editor Marshall Murdock—few cared enough to provide the children of Wichita with anything except a minimal education in inadequate facilities during the 1870s.

Wichita's educational history began in 1869 when 21-year-old William Finn, surveyor, opened a subscription school. Then the settlement consisted of two or three vacated Indian tepees, four or five dugouts formerly occupied by U. S. soldiers, a log house, and Munger's two-room building. William Finn recalled: "The only empty building I could find was a dugout about half a mile north of the settlement. I found it quite commodious with a fireplace and dormer windows on the south side of the roof. It stood level with the ground, except for the roof. A stairway cut out of the turf led down to the door."⁹ Approximately sixteen young people attended Finn's school for four months or less during the winter of 1869-1870.

In April 1870, Sedgwick County, in which Wichita was located, held its first official election. John P. Hilton, first elected Sedgwick County Superintendent of Schools, relinquished the post to W. K. Boggs, a Presbyterian minister, in the summer of 1870. Within three months after county organization, Wichita incorporated as a village. The adjacent quarter sections owned by D. S. Munger and William Greiffenstein comprised the original town of Wichita. John P. Hilton, Nathaniel A. English, and James R. Mead soon platted parcels of their quarter sections to the town of Wichita. Population in the settlement increased from

about fifty residents in 1869 to nearly eight hundred in late 1870, from a few scattered logs or frame buildings to over one hundred seventy-five. School houses reportedly existed within the community, but their location was not given.¹⁰

Administration of the public school fell to the county superintendent and school district officers who were required by law to meet only once a year. Wichita District No. 1 met several times in the winter of 1870-1871. The following series of notations in the *Wichita Vidette* give the first and perhaps only available record of public school education during 1870-1871.



Wichita District #1 held its first classes in a second story room of the New York Store.

December 1, 1870 — "The school trustees have secured the upper story of the New York Store for a school room. As soon as benches can be made, this school will be opened." (The New York Store was located at Main and Douglas, northeast corner.)

December 8, 1870 — "The public school will be opened next Monday, December 12. The following textbooks will be used: McGuffey's Spellers and Readers, Kid's Elocution, Chandler's Grammar, Ray's Arithmetic and Algebra, and Cornell's Geography."

January 12, 1871 — Several persons met to discuss matters of importance to the schools. Mr. Zellers, the teacher, described the status of the schools and

enumerated its wants. "The school is largely attended and located at such a distance from the dwellings of many children in the northern part of town that a motion prevailed to divide the school and establish one in the northern part of town. A committee was appointed to regulate this affair, consisting of Mr. Thos. Royal, N. A. English, B. B. Glasgo, E. P. Waterman and Dr. Lewellen. A committee was appointed for the purpose of organizing an Amateur Dramatic Company to play once every two weeks for several months, for the purpose of replenishing what indeed has been the sinking fund." (W. H. Zellers served temporarily as pastor of the Methodist Church in Wichita in 1870.)

Despite the diminishing supply of funds, the public school session survived for a minimum of three months, long enough to be one of the sixteen Sedgwick County schools eligible to receive a share of county school funds—eighty-five cents per scholar, payable in March 1871.¹¹

The local treasury may have been short of funds for the schools, but local merchants thrived on business from incoming settlers. In February 1871, *The Wichita Vidette* reported: "Buildings are springing up in every direction like mushrooms after a May rain." Throughout that year, immigrants, mostly from Ohio, Illinois, Missouri, and Iowa, swelled the population to over a thousand.

School District No. 1 held its second session of classes in June and July of 1871. On the rural frontier it was customary to divide the school year into two terms, one of about four months in length during the winter for the older children, and a shorter term in the summer for younger children. Miss Jessie Hunter, trim, with shining, black hair and large, dark, animated eyes, said to be a mere fourteen years old, conducted the 1871 summer session. More than likely classes met in the frame Presbyterian Church located at the corner of Wichita and Third Streets.¹²

(Local tradition holds that Miss Hunter was the first public school teacher and the Presbyterian Church the site of the first public schools. Evidence had indicated this is not so.) Young Jessie had over sixty pupils enrolled by late June and anticipated even more during the fall school term. The overworked Miss Hunter received praise for "making school teaching a success." Students recalled in later years that their schoolma'am protected her stylish Philadelphia-purchased clothes with a small, round, white ruffled apron.¹³

Aware of the burgeoning school population and need for a public school building, school trustees submitted a \$5,000 bond issue for public approval August 7, 1871. It passed.¹⁴ James R. Mead donated a lot on the

{ east side of Emporia Avenue midway between Second and Third Streets for school construction purposes.

Perhaps the late summer heat or preoccupation with the lively cattle trade that year delayed construction. The *Wichita Tribune* recorded the progress in late 1871:

September 7 — “G. W. Kidd opened a private school at the south end of Main Street last Monday morning. His purpose is to continue it until the opening of the public school—if we have one.”

September 14 — “Why won’t the people of Wichita take more interest in school matters. We hear of nothing being done toward building a schoolhouse yet, notwithstanding the bonds were voted for it nearly two months ago. If we are going to have a schoolhouse for next winter it is time for something to be done on the matter.”

September 28 — “Notice to Contractors
Sealed bids would be received at the Clerk’s office of School District #1, Sedgwick County, on October 10, 1871 for erection of a schoolhouse in the District. Plans and specifications are on file at the District Clerk’s office.”

November 16 — “Lindsay has commenced building of the new schoolhouse. It is to be finished by the 31st of December.”

The newly constructed, rectangular frame building resembled a barn rather than a temple of learning. It had two rooms downstairs and one upstairs. A belfry and “fine toned” bell capped the roof.

During the spring 1872, some 140 scholars were separated into three departments. Mr. H. G. Snover received \$70 per month for teaching and being in charge of the school. His assistants, Mrs. West and Miss Emma Sharp, earned \$45. They based their lessons on the following texts: the American readers, Martindale’s spellers, Ray’s arithmetic, Mitchell’s geography, Harvey’s grammar, and Goodrich’s history. Sedgwick County Superintendent William Little, following a visit to the school, observed: “The teachers are workers and looked well to the interests of their pupils who appeared to be diligent and making good advancement in the respective branches of study. But,” he continued, “much more needed to be done to advance educational interest in the city.” He invited parents, businessmen, taxpayers, and friends of education to visit the school, and thereby encourage and assist the teachers.¹⁵

{ With a population over 2,000 in March 1872, Wichita applied to incorporate as a city of the second class. School boundaries became co-extensive with the city boundaries. To complete organization, the mayor

called for an election of officers to be held April 1, 1872. Those elected to the first Wichita Board of Education were: First Ward, N. A. English and Nelson McClees; Second Ward, E. P. Waterman and W. C. Woodman; Third Ward, G. W. Reeves and R. S. West; and Fourth Ward, Fred A. Sowers and A. H. Fabrique.¹⁶



Jessie Hunter Black
First woman teacher in Wichita



Ward map of Wichita, 1874

Wichita's first
public school
built with public
funds. It was
constructed in 1871
between 2nd and
3rd on Emporia.



The division of a town into wards was a customary political and geographic division for towns during the nineteenth century. At first, Wichita had four approximately equal-sized wards. As the city expanded, a fifth (west of the river) and sixth (southeast section of city) ward came into being during the 1880s. During the 1870s, the school buildings were known by their ward, that is, First Ward, Second Ward, Third, and

Fourth. This practice changed in the 1880s when several schools were located in the same ward.

As a city of the second class, the Wichita Board of Education was to comply with the following Kansas laws, 1872:)

1. Each city shall maintain a system of free common schools for not less than three nor more than ten months in any year.
2. These schools shall be free to all children residing in the city between the ages of five and twenty-one.
3. Board of education members shall consist of two members from each ward, elected annually, staggered two-year terms.
4. The board of education shall have power to elect their own officers, make their own rules and regulations, subject to the provision of this article, organize and maintain a system of graded schools, to provide separate schools for the education of colored and white children, to establish a high school whenever, in their opinion, the educational interests of the city demanded the same, and to exercise the sole control over the schools and school property of the city.
5. The board shall select a superintendent who should also serve as clerk of the school board.
6. No board members shall receive pay.
7. Regular meetings shall be held the first Monday of each month.
8. No sectarian doctrine shall be taught or inculcated in any of the public schools of the city, but the Holy Scriptures, without note or comment, may be used therein.
9. The school board shall levy taxes (not to exceed 8 mills) for the support of the schools, borrow money, issue bonds bearing a rate of interest not to exceed ten per cent per annum provided they obtain voter approval.

Other provisions of the Kansas statutes on the board spoke to board organization, school funds, school property, and purchase policies.¹⁷

When County Superintendent William Little filed his 1872 annual report with the Kansas Superintendent of Instruction, he offered this assessment: "At Wichita a graded school has been established, and is in a thriving condition. . . . Very much yet remains to be done, but the people are taking a lively interest in the cause of education, and advancement must be the certain result."¹⁸

Considering the vaunted wealth of the city, at least among those working the cattle trade, surely Wichita could have built better facilities for its students. By comparison, other towns with smaller populations than Wichita built substantial schools. El Dorado, in neighboring Butler County, constructed a two-story stone building, costing \$8,000. Garnet had a two-story brick trimmed with stone schoolhouse for \$28,000. Citizens of the small southeastern town of Chetopa had approved bonds

for a \$25,000 building.¹⁹ Neither Wichita nor any of the preceding towns mentioned could predict success as a town. Yet, unlike Wichita, they were confident that their populations would increase and built schools of which they could be proud.

From his observations of school buildings throughout Kansas, the State Superintendent of Instruction concluded, "An uncouth building costs about as much as one of neatness and taste. Surrounding districts imitate the plan of houses already erected. It is all the more important, therefore, that the architectural style should be the best possible. The schoolhouse, looking out upon the community, should be itself an educator."²⁰ Obvious to viewers, the barnish schoolhouse between Second and Third Streets on Emporia exemplified Wichita's low opinion of education.

Bonds and Buildings

From the beginning, the two-story, three-room frame building was too small for the growing school population. In an effort to enlarge the facilities, the Board of Education submitted a \$3,000 bond issue for citizen approval in 1873. The majority of citizens voted against additional school rooms. Forced to find room to house more students, the Board initiated the expensive and totally unsuitable practice of renting rooms throughout the city. The first to take advantage of the school's needs was John Noble, who charged \$60 per month room rent,²¹ more than the salary paid to any teacher except the principal.

Again, in 1874, the Board submitted a bond issue to the people requesting \$10,000 — enough for a new structure. School board clerk W. E. Stanley contended that it was more economical to build than to rent. The bond issue passed by a narrow margin of two, 83 to 81, but the election was declared invalid because the Fourth Ward polls were not opened. By September the persistent school board raised their bond issue request to \$20,000, then boldly to \$30,000. At first Marshall Murdock, editor of the *Eagle*, encouraged Wichitans to approve the bonds for a commodious school building—then reconsidered. Murdock acknowledged the school's need, but suggested deferring the bond election because of adverse local financial conditions. Immediately following his comments on the school bonds were the following items: "A concert in aid of the destitute will be given Friday night . . . by Mrs. Russell and her large class of scholars." Below that, "Quite a panic occurred in Wichita financial circles last Saturday . . . H. F. Higgenbottom, J. M. Shores, and J. W. Haler jumped the country, having first disposed of their cattle. Their liabilities amounted to over \$60,000, much of it affecting business in Wichita."²²

Fall 1874 was indeed a poor time to submit a \$30,000 bond issue for schools. Newspapers in November and December were filled with news of relief bonds, aid and relief society activities, and statistics on destitute

people in Sedgwick County and Kansas. The combination of drought and grasshopper plague impoverished many farmers, forcing some to return East to the "wife's" folks. Wichita merchants lost not only much of the farmers' trade, but also the major portion of the Texas cattle business which had shifted to Ellsworth and Dodge City. News of Kansas and Wichita's hard times drifted eastward, causing prospective immigrants to postpone moving west into Kansas.

In a letter to the *Wichita Weekly Beacon*, October 21, 1874, a local citizen questioned the wisdom of the school bond issue, the bond proposition was too extravagant for the present time. He calculated that the \$30,000 bond issue, with an interest rate of ten percent per annum would cost the taxpayers \$93,000 over twenty years. "Now the fact is, Wichita is not in need of a \$93,000 schoolhouse at the present time nor do any of us know that she ever will be. What the future of the city may be it is very hard to guess." Though the local economy recovered from the depression experienced in 1874 and from the loss of the major portion of the Texas cattle trade, Wichitans, for reasons best known to themselves, remained miserly toward school bond issues. Year after year, the Board of Education and the *Wichita Eagle* described the inadequate school facilities.

1874 — During part of the year it was impossible to seat all the scholars in the seats provided and each room was provided with all the seats it could accommodate. "The Board was compelled to take into their own hands the questionable right of excluding from the schools children within school age and legally entitled to the benefit of school instruction."²³

1876 — A \$6,000 bond issue was defeated. Only 165 out of over 1,200 eligible voters cast votes. This, according to a Board of Education member's report to the *Eagle*, "evinces a lack of interest in school matters which is certainly deplorable Our policy of paying exorbitant rent has been a policy of ruinous necessity, and your committee on building and grounds will recommend its abandonment." Wichita Board of Education clerk, W. E. Stanley, (elected Governor of Kansas in 1898), discouraged by citizen disinterest, or worse, their attacks on the beleaguered public schools wrote the following in defense of fellow school board members: "This Centennial year is a good one for martyrs, and as the public schools are the pride and glory of Kansas, it may not be quite so hard to be offered up on this altar as some others. But we need not get discouraged, for the wisest use of our best philosophy may find something encouraging in our hard duties, and each member may find, in the annual treat of ice cream and cake, furnished by the President, and which constitutes the entire salary of each member, sufficient remuneration for all the curses he will get and all the disappointments he will feel."²⁴

- 1877 — Total enrollment for the year, 555; number of seats, 334. The school taught by Miss Thomas located on Main near First was unsuitable, "having bad surroundings and no playground for the children." "Wichita's school rooms are a disgrace to the city and a stigma upon our boasted enterprise and intelligence. The trouble has been sectional fights and taxpaying interests." A small bond issue for two small schools in the First and Second Wards passed in 1877.²⁵
- 1878 — The rooms of Mr. Woodward, Mrs. Stiles, and Mrs. West were scarcely suitable for a Kansas farmer's barn." . . . The rooms of the main building of the Fourth Ward would be a disgrace to any town of 500 inhabitants, "let alone a city of nearly 5,000."²⁶
- 1879 — "Thousands of dollars are spent on street gutters and ditches, but not a cent for decent places in which to educate our youth. The whole policy of Wichita, so far as her schools are concerned, is and has been beggerly, mean, and disgraceful. When will the parents of the twelve hundred children of this city awaken and act? Are our children to still be for an indefinite time huddled, yes, packed into the dirty, squatty, ill-ventilated, inconvenient, side holes, shanties, and dilapidated rookeries, dominated schoolhouses, hereabout, where discomfort is the rule and disease a common contingency?" The two-story frame building erected on North Emporia in 1870 burned to the ground on New Year's Eve, 1879. Next, the school board prepared to present a \$25,000 bond issue for a new school building.²⁷



Carleton School at Lewis and Lawrence (Broadway). Constructed in 1879 and known for awhile as First Ward School.

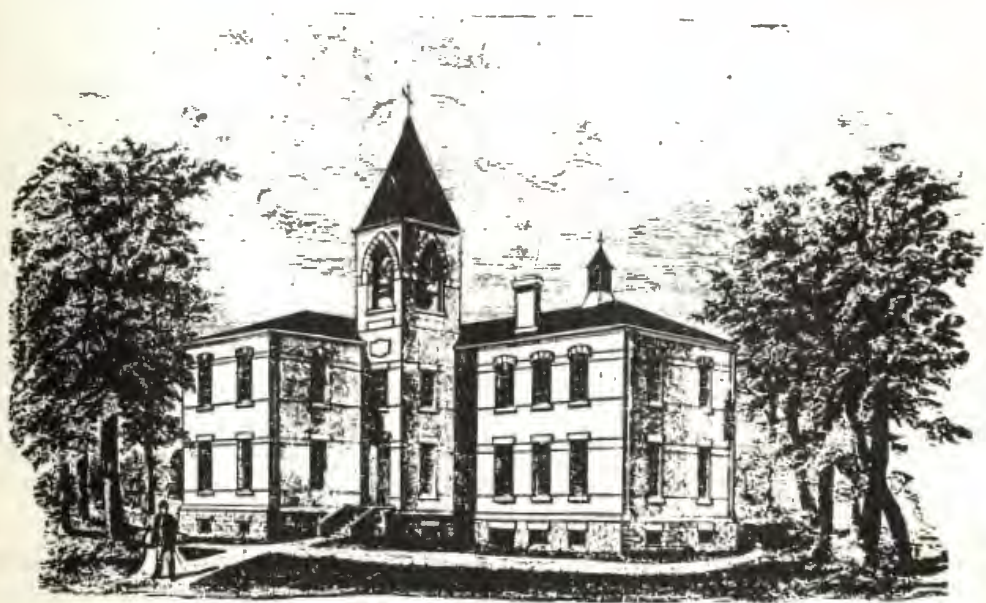


The first Wichita school with additions, about 1877.

- 1880 — "... Wichita with all her boasted enterprise and wealth, has . . . swindled our children For five or six years our school houses have been a burlesque and a sham and the people know it. . . . When the old hash house rat hole with its numerous leantos and

squatty projections was luckily burned to the ground, we thought and said, 'Now Wichita will have school rooms, per force!' But it seems not. While the Board of Education and the citizens await agreement as to how to proceed on the issue, boys and girls are growing up, crowded into side holes scattered about the public streets learning little else than the role of the gamin."²⁸

Whether through *Eagle* editor Murdock's long and persistent campaign for better school buildings, or just obvious actual need, Wichita finally approved a major bond issue amounting to \$25,000 in spring 1880. The Wichita Board of Education invited E. N. Carr, Leavenworth architect, to design a two-story, six-room school building to be placed on the site of the first school in the third block of North Emporia. The new building showed superior taste, was attractive, convenient, and built of brick, durable. It was more in line with Henry Barnard's ideal of a school building. "Every schoolhouse," he wrote, "should be a temple, consecrating in prayer to the physical, intellectual, and moral culture of every child in the community, and be associated in every heart with the earliest and strongest impressions of truth, justice, patriotism, and religion." The main business of the school, he said, was to implant the cultural standards of each pupil and to inspire respect for education. "From the point of view of architecture, it was less important to ask what children would learn at school than it was to ask what they would learn from the schoolhouse."²⁹



Brick School built in 1880 between 2nd and 3rd on Emporia. It was called Webster School.

The Superintendent

As outlined by law, the superintendent's duties consisted of general supervision of the city schools subject to the rules and regulations of the board of education who determined his salary and term of office. He was also to be one of a three-person board to examine teacher applicants. As late as 1879, when Wichita schools had nearly 1,000 pupils, the superintendent taught one-half days in the high school.

A series of principals and superintendents supervised the operation of the Wichita public schools in the 1870s. Little is known of the first principal, Mr. Snover, who directed the schools prior to 1873. He was followed by B. C. Ward. The school board, satisfied with Ward's able and successful manner of conducting the schools, asked him in May 1875 to reconsider "his determination not to be a candidate for the superintendency of the city schools" for the coming year.³⁰ Ward declined to be the first superintendent of Wichita schools.

The Board then invited Professor J. F. Gowdy of Bloomington, Illinois, to serve a nine-month term (1875-1876) as superintendent in Wichita for \$1500 per annum. Apparently B. C. Ward had allowed older students certain freedoms, "the fact was notorious at the time." An appreciative observer noticed that Gowdy, "a gentleman of large experience and culture and a thorough disciplinarian, had succeeded in a short time of bringing order out of disorder. He maintains subordination and obedience to the reasonable and necessary rules of the school upon the part of all and especially the older pupils."³¹

Oscar F. McKim replaced Gowdy in 1876. Judging from lengthy reports published by him, his earning a five-year certificate from the State Board of Examiners and the praise given him in Wichita and later Wellington newspapers, McKim was the best qualified person to date to serve the Wichita schools. He regarded tardiness as the "greatest evil with which our teachers have to contend." Hoping to shame the students into punctuality, he listed the older tardy students by name in the *Wichita Eagle*. The primary pupils were just too numerous for publication. For 1876-77 alone he had recorded 2,669 instances of tardiness. Leading members of the community expressed satisfaction with McKim and their disappointment when he was not reappointed for the 1878-1879 school year. Why did the Board remove him? Parents and "heavy taxpayers" wanted an explanation. Marshall Murdock, *Eagle* Editor, learned that another man could be obtained for \$200 less. "It was the first time in our experience that, in the matter of brains or mental acquirement, cheapness was considered a recommendation."³²

George H. Woodward was elected Superintendent from a list of thirty candidates in July 1878 on the provision that he would pass the necessary state board examination. Woodward called for a better system of textbooks and more classrooms for the students. He also published the most

comprehensive curriculum report to date in the Wichita papers. Late in spring 1879, rumors circulated about inappropriate behavior on Woodward's part. Three members of the Board questioned the "advisability of retaining Mr. Woodward as superintendent for the ensuing year, in view of the many rumors regarding his morals." Woodward requested that the Board make specific charges against him. The case closed with this letter from the Wichita Board of Education:

Mr. G. H. Woodward

Dear Sir:

I am instructed by the Board to reply to your request that charges be given why you were not re-elected to this effect.

That the main reason why you were not employed, that the members of the Board in their individual capacity were convinced during vacation that your moral character was not what should be expected in a Superintendent.

Respectfully

(A. A. Hyde)³³

Apparently the charges were insignificant, for within a few weeks G. H. Woodward was working as superintendent of schools in Anthony, Kansas.

While the Board worked through the Woodward problem, they hired B. D. Hammond as temporary superintendent for thirty days or at the pleasure of the board. Hammond served during October, 1879. Board member A. A. Hyde opposed retaining Hammond as superintendent, preferring LeGrand Alexander Copley of Paola, Kansas, the man who originated Kansas Day celebrations at Paola in 1876. (Hammond was elected Sedgwick County Superintendent in 1883.)

Professor Copley began his term as superintendent in November 1879, serving successfully until 1882. During his stay in Wichita, Copley earned a reputation as a "live, learned and energetic educator, one of the ablest in the state . . . a thorough, practical fellow . . . who would make an excellent State Superintendent of Instruction." Though touted for the position, he did not become a candidate. In the fall of 1880, the thirty-five year-old Copley became quite ill, the cause said to be "overwork in organizing the school." Copley presided at the second high school commencement in April 1880, eliciting this observation from a local newspaper reporter: "There appears nothing of the petty tyrant in his administration, while it was very evident that he commanded the respect and confidence" of teachers and scholars.³⁴

Teaching and Teachers

To the Teachers of the Sedgwick County Schools

A lofty and an arduous task is thine,
To guide young feet up Science's classic hill,
Whose rugged, dizzy heights so oft inspire
Even veteran souls with dread, and daunt the will.

Yet first not weary by the toilsome way,
Although the path is rugged, steep and long;
A glorious rest awaits thee at the top,
And generous toil shall make thy sinews strong.

Yes, 'tis a noble lot—a task divine—
To ope' the mind to Science's genial light,
To teach the infant soul to rise and soar,
And plume its wings for its unbending flight.

—S. A. Merrill, M. D., 1880³⁵

Wichita's first school teacher, William Finn, showed the children how he himself had learned to read, write, and cipher. In his subscription school there were no minimum standards, no state requirements. According to the *Wichita Vidette*, Wichita's first public school teacher Mr. W. H. Zellers taught in the winter of 1870-1871. Because Kansas law required a teaching certificate from a county or city board of examiners, Zellers had probably passed the exam and was qualified to teach. Zellers was followed by Jessie Hunter who taught the two-month summer session in 1871. She, too, probably qualified by passing the public examination. In 1870 and 1871 the County Superintendent of Instruction and two competent persons gave the examination for District #1, Wichita, which consisted of written and oral questions. In 1876 cities of the second class, such as Wichita, could grant certificates valid only in the city in which they were issued. The number and complexity of the questions varied from district to district. The State Superintendent of Instruction advised that the questions "not be of the nature of puzzles, but fair questions, with a view to elicit the real ability of the applicants."³⁶

Certificates of several grades were issued. A third grade required passing satisfactorily an examination in the branches ordinarily taught in the common school and was effective for six months. Many primary teachers began with this level of certification. A second grade required passing an examination in all branches of the third grade plus additional questions. The first grade, the top level in the early years, required knowledge of the lower branches with the addition of advanced algebra, geometry, and other special areas. Demands of higher academic standards increased

through the 1870s. The Kansas State Board of Education offered three- and five-year certificates to those persons who could pass a week long (eight hours daily) series of examinations over ten major branches, who could produce references (testimonials) as to character and competence, and who had taught at least one year. Aspiring superintendents were eventually required to pass the rather stringent academic examinations before being eligible for the superintendency.

Several of the following questions appeared on examinations given in the various Kansas districts for first, second, and third grade certificates, the few listed below are representative samples which applied to the state issued three-year certificate. *English*: How do you parse infinitives and participles? *Geography*: Describe five of the largest rivers on the globe. *Entomology*: What is an insect? Briefly define each order. *Geology*: Give in vertical sections the rock formations of Kansas. *Arithmetic and Algebra*: Write sixty-one million and sixty-one millionths, giving the principals of notation by which you know the work to be correct. *Didactics*: Name four important modes of punishment, and explain how they are improper.³⁷

Most persons passing the certification examinations had only high school educations at the most, and even those with sound academic backgrounds had little or no knowledge of pedagogy. These teachers depended upon the normal (teachers') institutes to obtain an understanding of the classroom organization, instruction, and discipline. An amendment passed by the Kansas legislature in 1869 stated that teachers' institutes should be held in each judicial district and that each county superintendent was to hold a county institute at least once a year. Sedgwick County sponsored its first institute August 19-23, 1873; thirty teachers attended. The institutes provided opportunities for teachers to compare notes and experiences, to socialize, as well as to learn. On this latter aspect, the State Superintendent of Instruction expressed his concern, writing: "Institutes should be a season of keen, hard, thorough work, not just a place to have a good time. Its conductor should hold the convention to its work; the instructors must be persons of pith and point. . . ."³⁸ But the teachers organizing the county institutes in Wichita planned at least one party during the sessions.

Another organization aiding and uniting teachers came into being as early as June 1874, if not earlier. Known as the Sedgwick County Teachers Association, it met intermittently until 1877 when it reorganized and drew up a new constitution. O. F. McKim, Superintendent of the Wichita Public Schools, was its president in 1877. Program topics indicate that teachers viewed the organization's purposes as primarily educational.

Wichita policies regarding teacher certification, tenure and classroom conduct evolved in compliance to state law and in response to classroom conditions. These official and common law rules governing teacher

behavior and classroom policy were adopted by the Wichita Board of Education in February 1878. Because they comprise the first known written policies for Wichita schools they are presented here in their entirety.

Rules for the government of teachers and pupils adopted February 4, 1878.

Teachers

1. In order to obtain a legal certificate to teach in the public schools of the City it shall be necessary that applicants shall be present at the examinations appointed by the Board. The examination shall be both oral and written, and shall embrace reading, spelling, penmanship, arithmetic, descriptive and physical geography, English grammar, United States history, English literature and the elements of vocal music.
2. The tenure of office of all teachers shall be at the pleasure of the Board, and superior qualifications as to moral character, literary attainment, industry and practical skill shall be especially regarded in their employment — and continuance. They shall have the right to resign only when two weeks notice of such intention is given, and the Board reserves the right to dismiss any teacher for violation of rules, unfitness or incompetency of at any time.
3. Teachers shall be at their respective school rooms at least twenty minutes before the time for opening the school in the morning and fifteen minutes in the afternoon. When not present in accordance with this rule teachers must report themselves as tardy.
4. They shall maintain strict order and discipline in their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereto belonging. They shall also cooperate with the Principal in securing good order and neatness in the halls and about the school premises and exercise a constant supervision over the general conduct of their pupils to and from home.
5. Each teacher shall keep by such method as the Superintendent may direct, a complete record of the punctuality, attendance, deportment, recitations and examinations of the pupils except recitations in the primary grade.
6. Corporal punishment shall not be administered by any teacher except in cases of flagrant offences, and then when practicable not until the Superintendent has first been consulted. And no teacher shall in no case or under any circumstances punish children in the schools by striking or slapping them on or about the head. Corporal punishment shall not in any case be administered in the presence of the school, but at the close of the session and in the presence of another teacher or of the Superintendent.
7. No teacher shall send or allow to be sent any advertisement or allow any advertisement to be distributed in school or on the school premises. No agent or messenger shall be allowed to announce any public entertainment nor shall anyone be allowed to take up the time of the schools by lectures of any kind without special permission of the Superintendent.
8. Teachers shall in all cases notify parents when the absences or tardiness of their children have accumulated so that two additional half-days' absence or two tardinesses will require a suspension from school.

9. Excuses. Teachers are authorized to require excuses from parents or guardians of pupils either in person or by written note in all cases of absence or tardiness or of early dismissal before the close of the school.
10. Detention. Teachers shall not detain pupils in the afternoon after school hours for study, punishment or other purposes more than thirty minutes. Nor shall any pupil be kept in at any recess.
11. Teachers are expected to enter upon the performance of their respective rooms at the precise minute appointed and on no account shall they dismiss their pupils earlier than the appointed time nor for any day or part of day without permission of the Superintendent. They shall remain in their own rooms and devote their energies to the discharge of their duties visiting each others rooms except on business of the school which cannot be postponed. All reading and writing not immediately concerned with the school and all work not tending directly to the advancement of the pupils are strictly forbidden.
12. Each teacher shall prepare a program of daily exercises and shall furnish a neat copy to the Superintendent within two weeks after the term commences and shall give him notice of any change made therein.
13. Teachers are expected to conduct recitations so far as possible in grammar, arithmetic, and geography without the textbook in hand.
14. Each teacher is required to have a copy of the rules and regulations in his or her school room and to read to the pupils at least once each term so much of them as will give them a just understanding of the ones which apply to them and by which they are governed.
15. Teachers shall not send pupils during school hours upon errands not pertaining to the business of the school.
16. Teachers may for the purpose of observing the different modes of instruction and discipline spend two half-days in each school year in visiting one or more of the Public Schools of the City and the Superintendent may prescribe such rules as he may deem needful for the securing of the objects for which such visits are allowed.
17. Teachers will be held responsible for the proper care of all maps, charts, and books furnished to pupils by the Board, crayons, pointers, and other articles of apparatus in use in their rooms. All books of reference, classbooks, registers, etc. must at the close of each term and year be delivered to the Superintendent or put in such place as he may direct.
18. It shall be the duty of teachers to practice such discipline in their schools as would be exercised by a kind and judicious parent to his family, always firm and vigilant but prudent. They shall endeavor on all proper occasions to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, neatness, sobriety, order, industry, and frugality, but no teacher shall exercise any sectarian influence in the school.
19. On the first and third Saturdays of each school month all the teachers shall meet at the Principal's room for the purpose of holding an institute for drill and the discussion of matters pertaining to their profession. The Session of the institute shall open at 9 a.m. and close at 12 noon. No excuse will be allowed for absence or tardiness other than such as would justify absence from or tardiness to a regular session of the school.

Public school elementary level teaching has historically been a profession dominated by women. H. D. McCarty, State Superintendent of Kansas, expressed the rationale for selecting women:

A powerful lever in the education of children is influence, and this talent belongs pre-eminently to women. With finer discrimination than men, they appreciate and understand the individual character of each pupil, and study with patient care the diversities of the soil they encounter, in quiet faith planting and watering, believing that the fruit will appear in good time. Like a skillful laborer breaking up surfaces not particularly promising, sure of the rough strong ground, which will sooner or later repay the trouble taken. To the success of women as teachers, the universities, colleges and schools of today unanimously testify, and that these do not for equal labor receive equal remuneration as men, is a disgrace to those who, woman-educated, occupy high offices of trust in our commonwealth.

Two years later H. D. McCarty expressed again preference for women teachers as well as revealing why men did not continue teaching. Women, he wrote, were more likely than men to have breadth and poise of character, to appreciate childish instincts and capacities, to have instinctive sympathy for childish troubles and needs, to be firm and persistent in dealing with childish whims and impulses. "Men as a class are too unwieldy in their characters, in thought, adaptations and instinctive perceptions, while woman possesses the natural characteristics of a teacher." Give her special training and she can have no rivals. Women had warmer affections, were more concerned with improvement of morals, paid more attention to cleanliness and good manners than men. McCarty noted, too, that women were the only ones, because of inadequate remuneration, who could be persuaded to enter public school teaching. Except for superintendents, principals, high school or college teachers, "only those men are willing to teach for any length of time who have not the requisite qualification to make them successful in other departments of life."³⁹

Discrimination in pay, prevalent throughout the United States, was no different in Kansas and Sedgwick County in the 1870s; women teachers received less pay than men teachers. The Wichita principal (male) was paid over twice the salary of the highest paid woman teacher, \$120 vs. \$50 throughout most of the 1870s. (When women became principals, pay differential between them and teachers amounted to \$5 or more depending on the size of the school.) Women agreed to less pay, but they protested. A group of Sedgwick County teachers, unhappy with district board selection of teachers, published this resolution in September 1878: "... we also think an unjust discrimination in salary has been made by district boards in the employment of female and male teachers, therefore be it RESOLVED: That we express our opinion publicly that the mental powers and not the muscular powers of the applicant should govern school boards in the selection of teachers and salaries paid." The Wichita Board of Education succumbed temporarily to the "preference" for women, adopting a motion that "no male teachers be employed in the in-

termediate or primary departments."⁴⁰ They offered no reason for this motion, but it can be assumed that frugality outranked female "breadth of character."

Parents, cognizant of their own human weaknesses, looked to the school teachers for models of propriety. If the child did not have before him daily a model of ideal behavior, how could he counteract the ill-bred manners of street and home? In the classroom, on the playground, in the community, the teacher could elevate the sentiment of the students "by the beautiful delicacy and chasteness of his own bearing, looks and language." The influence of the earnest and dedicated teacher should pervade the whole district, "then the child, parent and citizen will hear his instructions, acknowledge his power and obey his precepts."⁴¹ On the other hand, it was held the influence of a poor teacher was positively pernicious. Children left entirely to a person who made only pretensions of teaching influenced children to grow up without right habits of thought, without learning proper methods of investigation, without attaining self-control, and without developing proper self-respect for themselves, for others and for their country.

When questioned about classroom management, academic preparation and methodology, public school teachers of Kansas responded in the following manner to their major problems in 1875: Over half complained of irregular attendance, of having more difficulty in disciplining boys and larger students than girls and smaller students. Grammar and writing were the most difficult to teach while orthography and arithmetic were the least. Only fifteen percent admitted inflicting painful punishment sometimes and thirty-one percent never. Parents who were anxious that their children go through textbooks rapidly annoyed some twenty-five percent of the teachers.⁴²

During the first decade (and the second), Wichita teachers worked under two major related handicaps: overcrowded and insufficient facilities. Some teachers had as many as 102 students enrolled in a single class with an average daily attendance of 79. For this difficult task teachers earned from \$35 to \$50 per month. Rented rooms had no blackboards. Heating and ventilation were seldom satisfactory. Outdoor privies, intended for a family, had to accommodate fifty or more children a day. Those who attended school in rooms on Main or Douglas contended with the noise and dust or mud of the main town thoroughfares. During cattle season they heard the bellowing of hundreds of head of cattle trotting toward the stockyards and railroad station on Kellogg street. Josh Billings, 19th century humorist, expressed the deepest "respeckt" for school teachers such as those who worked in Wichita in the 1870s. He wrote: "Whi iz it that theze men and wommen, who pashuntly and with crazed brain teach our remorseless brats the tejus meaning ov the alphabet, who take the fust welding heat on their destinys, who lay the stepping stones and enkurrage them tew mount upwards, who hav dun more hard and mean

work than enny klass on the futstool, who hav prayed over the reprobate, strengthened the timid, restrained the outrageous, and flattered the imbecile, who hav lived on kodfish and vile coffee, and hain't been heard tosware—whi iz it that they are treated like a vagrant fiddler, danced to for a night, paid oph in the morning, and eagerly forgotten?"⁴³

Students and Instruction

Kansas' first compulsory attendance law, 1874, required all young people between ages 8 and 14 to attend a minimum of twelve consecutive weeks of school each year. The law, lacking any enforcement procedures, remained inoperative in Wichita and most Kansas districts. Sedgwick County Superintendent A. L. Zimmerman wrote in 1877. "Compulsory law is a dead letter in this county."

The 1874 law stated "all children," excluding only those under seven years old where school accommodations were insufficient. Black children, or "coloreds" in nineteenth century nomenclature, were not exempted. Early Kansas law had permitted segregation of blacks from whites, a practice denounced by State Superintendent P. McVicar in 1869: "Separate schools in nearly every case are bad economy, as well as a disgrace to republican institutions . . . Why close a school room against a child because he is of a darker hue than his fellows? Why waste funds in supporting a separate school for a handful of colored children? The time will soon come when such a course will be looked upon as both foolishness and barbaric injustice combined." Wichita had few black children in the 1870s. Five school-age children resided in the Third Ward in 1878 and two in the First Ward (south of Douglas). The 1880 U.S. Census listed a total 172 blacks living in Wichita, most of them residing in the Second and Fourth Wards. The Board of Education twice considered, once in 1879 and again in 1880, setting apart buildings or removing a wing from the old Fourth Ward building to locate a school for blacks only. No planned segregation took place until 1906.⁴⁴

Statistics showed that from 1870 to 1880 an increasing percentage of school-age children, including more blacks, attended school. In 1870, about half of those eligible enrolled; by 1880 the percentage enrolled increased to two-thirds. Compulsory attendance laws may have influenced the increase, but more likely, better qualified teachers, and a greater interest in education affected attendance. Elementary students, especially in the first four grades comprised the major portion of Wichita students. Figures in 1879 show 585 enrolled in grades 1 through 4 (grade 5 missing in the report), 72 in grade 6 and 121 in grades 7 through 12.⁴⁵

Wichita teachers complained frequently of irregular attendance and tardiness. In Wichita, at first, an average daily attendance of 60% was normal. This relieved the overcrowded condition but hampered academic

progress for all students. Pupils absent three consecutive days were dropped from the role. Though the rules said nothing in regard to re-admittance, students were probably re-enrolled if absences had been the only cause for suspension. Tardiness posed a perennial problem. Parents, scolded for not getting the students to school on time, were told education meant more than a knowledge of books. It was a period in which to form sound habits. "Punctual boys usually make punctual men," Principal B. C. Ward avowed. Superintendent Oscar McKim considered tardiness a problem second only to overcrowded conditions and the most trying and vexatious problem he faced.

The Wichita Board of Education published a list of rules for student behavior at the same time (February 7, 1878) as they did for teachers. These touched on almost every facet of student school life. All rules are presented below.

Pupils

1. All persons between six and twenty-one years of age, whose parents or guardians reside within the limits of the school district shall be entitled to attend the public schools free of charge; and children of non-residents on the payment of tuition fees prescribed by the Board may be admitted whenever such admission will not occasion inconvenience to resident pupils.
2. No pupil afflicted with any contagious disease, or coming from a house in which such disease exists shall be allowed to remain in any public school.
3. Any child coming to school without proper attention having been given to the cleanliness of his person or dress or whose clothes need repairing shall be sent home to be properly prepared for the school room.
4. No pupil shall be allowed to retain connection with any public school unless furnished with books, slate, and pencil and other utensils required, provided that no pupil shall be excluded for such cause unless the parent or guardian shall have one weeks notice and be furnished by the teacher with a list of the articles needed, provided further that the Superintendent may in his discretion furnish books at the expense of the Board to children whose parents are poor and unable to procure them.
5. Every pupil who shall be absent from or tardy to school shall be required to bring a written excuse from parent or guardian stating the cause.
6. Pupils shall not leave the school room before the appointed time except in case of sickness or by the request of parents or guardians given in person or by written note or some pressing emergency of which the teacher shall be the judge.
7. Every pupil who shall be absent six half days in any four consecutive weeks without legitimate excuse from the parents or guardian given in person or by written note shall forfeit his seat in the school and the teacher shall forthwith notify the parent or guardian that the pupil is suspended. In the application of this rule a tardiness or leaving the school without permission shall be regarded the same as a half days absence. Provided that notice of a pupil's delinquency shall have been previously given. Sickness

of the pupils, sickness in the family, death of a friend or relative, serious exposure of health and other extreme cases, the superintendent to be the judge, shall constitute the only valid excuse. A seat once forfeited can be resumed only by a special permit from the Superintendent—and a pupil who shall forfeit his seat a second time can only be restored by a vote of the Board.

8. Absence from any regular examination or previous examination by the Superintendent for any cause except sickness shall be considered sufficient reason for placing such absent pupil in the next lower class or excluding him from the school.
9. Pupils shall collect about the school building before half past 8 o'clock and pupils who remain in the school room at noon shall first get permission from the Superintendent and shall be subject to such regulations as he or the teacher may impose and shall in all cases be held responsible for damage done to the room or its contents and for disorder or misplacement of books or furniture.
10. Pupils must leave the school premises and go directly home after school is closed both at noon and night unless otherwise permitted or directed by their teachers and must not bring to school books or papers foreign to the purpose of study and must not . . . any study which may have been commenced without the consent of the Superintendent.
11. Any pupil that may be aggrieved or revenged by another pupil may report the fact to his teacher. No pupil in any case shall attempt to avenge his own wrong.
12. Pupils are forbidden to throw stones, snow balls, or missiles of any kind upon the school grounds or in the streets in the immediate vicinity of the school grounds.
13. Pupils shall not mark, scratch, or break in any way the furniture, casings, walls, windows, fences or any of the apparatus of the school premises. Pupils committing such injuries accidentally or incidentally or intentionally shall immediately procure the necessary repair or be assessed by the Superintendent a sum sufficient to cover the damage, and on refusal to comply with this rule may be expelled from the school.
14. Whenever any teacher shall report to the Superintendent the name of a pupil who is habitually neglectful of his studies and of the rules of the school, whose conduct is considered such that he is an unfit member of the school, the Superintendent shall examine the case without delay and may at his discretion admonish, reprimand, or suspend such pupil from school temporarily. But no pupil shall be finally expelled from school without the approval of the Board.
15. Pupils who shall be found guilty of writing or uttering in any way any profane or obscene language or of making any obscene pictures or characters on the school premises shall be liable to suspension or expulsion or other punishment according to the nature of the offense.
16. Any pupil suspended under any of the above rules can be reinstated only on such conditions as the Superintendent or Board of Education may determine, and no pupil who shall be suspended a second time can be reinstated only by personal application to the Board at their regular meeting.
17. The promotion of pupils from one grade to another shall be made at such times as the interest of the school may require. No pupil shall be promoted from one grade to another until he is able to stand an examination satisfactory to the Superintendent on

all the studies of the grade from which he is to be transferred. Pupils may be sent into the grade next below the grade to which they belong whenever their scholarship falls below the standard fixed for admission to the grade, but such pupils may be permitted to regain their lost position within one month if their scholarship warrants it.

Wichita's first schools, 1869, 1870, 1871, were ungraded. The State Superintendent, in 1872, defined the graded school: "A graded system is that in which the pupils are separated into different apartments (departments), and divided into classes according to their attainments, and in which all the pupils of each class pursue the same branches of study at the same time. Principal B. C. Ward organized the Wichita schools into four grades in 1872, each grade consisting of two divisions, B and A. No promotions to A occurred until the child and class met the requirements of B.⁴⁶ Those who advocated the development of the graded school called it more systematic; it allowed for teacher specialization and student competitiveness. Opponents of the graded system complained that it retarded bright students, it delved into a multiplicity of subjects requiring many years of study to complete, and it disregarded basic skill concentration for students who attended school for only three or four years. Nevertheless by the end of the 19th century the graded system was well established in all the larger schools.

Classrooms of the 1870s offered meager fare for the student. He was usually forced to share a desk and seat with another child, sometimes two others. Most classrooms had more students enrolled than seats or desks to accommodate them. When Wichita Board of Education members visited the public school in June 1877, they deplored existing conditions. In the main school on Emporia, they found only one globe used in teaching geography, no maps or charts were available. Student furniture was passable, that belonging to the teachers was dilapidated. Cracked and crumbling plaster had gone unrepaired. "That portion of the wall used for the blackboard exercises had more the appearance of the outline of a map of the seat of the Turkish and Russian war than a blackboard for pupils to practice on." The Board members urged immediate purchase of charts, maps and other instructional apparatus.⁴⁷

Students who attended the frame school on North Emporia had better memories. Mrs. Finley Ross, in a nostalgic mood, remembered when two rooms were added on the south side, one of them a recitation room which all called a kitchen from the start. In there, the teachers allowed the student to pop corn and make taffy at noontime "on the cutest little stove . . . you ever saw. Maybe you think we didn't have a good time — why it was a party every day." Victor Murdock (Marshall Murdock's son) attended a Wichita public school in the 1870s and remembered children having a "fine sense of proprieties." In his book *Folks* he wrote of the Wilton boys, whose father was very, very poor. The boys brought their lunch to school and ate it over in a corner by themselves so that the other children would

not see how scant it was. "I never knew a boy or girl to invade that corner at the noon hour, but scores of times I have seen children get part of their own lunch to those boys by every device, except that of actually giving it to them."⁴⁸

Kansas law ruled that every school district teach orthography, reading, writing, English grammar and arithmetic. Geography was added to the list in the 1870s. Industrial drawing became part of Wichita's curriculum. Wichita Superintendent G. H. Woodward (1878-1879) considered drawing, the type which promoted understanding of elements and form and trained the eye and hand, to be of more practical benefit to the student than history or geography. To properly teach the required subjects, educators considered it more efficient to have a uniform series of text-books. Before the law demanded uniformity, teachers contended with an endless variety of school books brought into Kansas from nearly every state in the Union. State educators persuaded Kansas legislatures to enact the district uniformity in textbook law in 1876. It read: "The district board shall require a uniform series of text-books to be used in each separate branch in each school . . ." After the local board of education had made its selection, no changes could be made for five years unless 4/5 of the legal voters of any such district petitioned for a change in text-books.

Textbook selection became a controversial issue in 1879 when the chairman of the book committee, without last minute conferences with other committee members or teachers, recommended adoption of the A. S. Barnes and Co. textbook series. Publicized insinuations of "crookedness" attacked both the Barnes agent and the board of education member. The Barnes agent was accused of using political and other influence "only known to agents that are versed in the ways that are dark and tricks that are vain." The following April 1880, parents and citizens raised on the McGuffey readers resisted using the Appleton series, collected 1,506 signatures, the required 4/5 for a legal change, and petitioned the Board to adopt the McGuffeys. The Board yielded.⁴⁹ The *McGuffey's Readers* dominated the schoolbook market for nearly fifty years after their first appearance in 1836. They aimed to teach boys and girls how to read aloud and to emphasize distinct and correct articulation. McGuffey recommended that exercises be practiced in concert. Each story, each poem had a moral extolling the virtues of honesty, self-discipline, industry, thrift, perseverance, kindness to animals, gratitude to God, and respect for one another. The following story from the *Second Eclectic Reader* is representative.

The Dol-lar

1. George was, in most things, a good boy. But he had one great fault; he would get an-gry.

2. His fa-ther told him he would give him a dol-lar, if he would not get an-gry for one day.
3. George said he would try. But he thought it would be ver-y hard.
4. His play-mates tried to make him lose his dol-lar.
5. They tried to make him an-gry in all ways they could think of.
6. But he did not speak one an-gry word that day.
7. When night came, his fa-ther found that he had kept his word.
8. So he gave him the dol-lar, as he had said he would.
9. But he said to him, "My son, for one dol-lar, you can do right.
10. "Can you not do so from love to God, who gives you all you have?"
11. George hung his head, and said that he would nev-er more be an-gry.
12. He who loves God, will find it eas-y to do right.

A typical day in an 1870s primary class included printing the alphabet on a slate, drawing horizontal, vertical and parallel lines on the blackboard, singing or doing calisthenics in three- to five-minute sessions several times daily and talking about manners and morals. Nearly one-half of the time was spent in the study of reading, much less time was spent on simple mathematics. As the child advanced, he learned to write in script, to spell, to copy sentences and to develop an increasingly greater understanding of arithmetic, English grammar and history. Drill, especially in math, honed the mind. The student needed to practice with more than a mere fifty or sixty problems, rather it should be hundreds of problems. Recitation benches located near the teacher's desk provided seating for up to ten young children to recite together. Individual oral recitation for the older children was considered socially useful, it helped them to become free from embarrassment, cultivate a command of language and acquire confidence in using it in the presence of others. Memory work for the advanced grades should not be near as important as understanding principles. As the State Superintendent H. D. McCarty said in 1872, in his *Annual Report* on Kansas public schools, "There are too many things to be learned to permit pupils to spend much time in memorizing a list of all the post offices even in one hemisphere."

Wichita public school offered high school courses in 1872. Students enrolled each year thereafter but none completed the entire course until 1879. In anticipation of a graduating class, the Wichita superintendent and Kansas University agreed that all pupils completing the Wichita high course would receive credit for the equivalent of two years spent at the University.⁵⁰

Wichita's first high school graduating class held commencement exercises at Russell Hall, June 1879. The graduates decorated the hall with flowers, leaves, evergreens and mottos. Over the entrance to the hall, green leaves shaped the words "It is Finished." At the back of the hall they hung the motto "Energy is the key to success." Music and prayer opened the ceremony. Then the four graduates, Will Throckmorton, Clemmie Davidson, Grace Pope and May Throckmorton, gave orations.



B.C. Ward, Principal of Wichita Public School, 1873-1875



Wichita's First High School Graduating Class, 1879.

Superintendent Woodward, in his address, warned students against taking too much advice. He encouraged them to be generous, self-reliant, earnest, energetic, patriotic, honorable, and to avoid practicing "too much humanity."⁵¹

For Wichita, the 1870s were a time of beginning, of uncertainty, of hesitation. Businessmen knew that prosperity based on the unpredictable and shifting cattle trade was tenuous at best. One could not confidently build a city with a "here today, gone tomorrow" economic base. In addition, farmers around the city struggled with grasshoppers, drought and fluctuating agricultural prices. To survive and grow, Wichita had to develop as a major trade center for these farmers and for south central Kansas. Would other towns have greater advantages and surge ahead of Wichita? No one could predict, but by the late 1870s leaders such as Marshall Murdock, M. W. Levy, Sol Kohn, William Mathewson, William Greiffenstein, N. A. English and James R. Mead decided to vigorously promote Wichita. Included in this posture was a decided change in attitude toward school facilities. A town without adequate schools would not attract immigrants. Interest in educational facilities, lacking in the 1870s, underwent a conversion in the 1880s.

Blame for lack of concern for education could not be placed totally on civic leadership. For the majority of citizens, the rudiments of reading, writing and arithmetic were all that was necessary. A man's success in life depended not so much on his intellect and education as on his honesty and industry, and a woman's success depended on her husband. Considering that only half of the young people eligible enrolled in school, and that eighty-five percent of all students enrolled in the first four grades, it is evident that formal education ranked low among citizen priorities. Teachers contended constantly with irregular attendance and poor facilities. It must have seemed incongruent, even hypocritical, that the public called teachers to moral and educational leadership, then expected them to carry out their exalted task in small, rented rooms crowded with eighty to one hundred children.

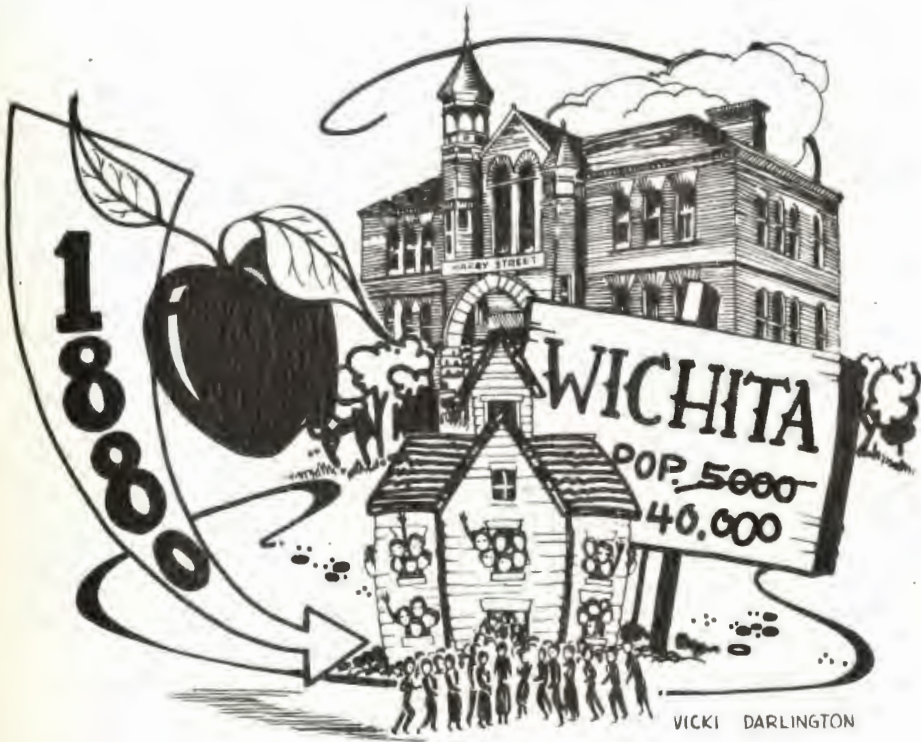
Booming Wichita

Of all the booms inside the state,
Whether by chance or law
No boom has equalled this of late
Down here in Wichita.
From Colorado on the west
Back down the Arkansaw,
No looming city at her best,
Can snatch the crown from Wichita.

God strew the germ across the plains
In deep alluvial soil,
No less inspired man through his brains,
And whispered here's the place to toil.
Common consent, instincts and state
Decide a city's doom.
To one a nod or wink, too late,
To others a sign to boom.

No rocks or bluffs or abrupt hills,
No canyons dark and deeply laid
Can stop her factories, stop her mills
Or stand between her gains, her trade.
Some city with dimensions wide
Must shake the Lyons' paw,
The great southwest must be supplied;
It looks like Wichita.

—E. Roberts, 1887¹



Booming Wichita

"Wichita is expecting an era of unprecedented prosperity" according to the *Emporia News* in 1882. It was an accurate prediction. Within the next six years, Wichita not only prospered, it boomed! Real estate prices doubled, tripled, quadrupled, and more. Wichita's growing economic prosperity depended on its acquisition of more railroads, attraction of outside capital to invest (and speculate) in property, in manufacturing, business, and the spending of new arrivals in the city.² Wichita acquired the railroads, attracted out-of-state investment capital, provided jobs and ample income for newcomers, and speculated so much in real estate that it was said the agents "fed off of one another."

Wichita had only 5,000 residents in 1880, then soared to 40,000 residents in 1887. Marshall Murdock, *Eagle* editor, who had urged

development of Wichita since 1872, described the boom atmosphere in an *Eagle* editorial December 5, 1886: "Where a town is full of strangers, its hotels crowded with new people month in and month out, where eating houses and restaurants have to be provided with sleeping annexes to accommodate and victual and jam, where men jostle you on the streets and crowd you from the sidewalks in their haste and eagerness, and where you no longer know more than one individual in a dozen you meet on your way to the drugstore or to prayer meeting, or even those few with wild demeanor and hungry eye only stopping you to ask what you will take for your home place or what your figures are on that business lot?"³ Frank A. Gillespie, corresponding secretary of the Wichita Board of Trade, after reflection on 1887, predicted even better times for 1888. He noted that the Burton Car Works Co., financed by Boston capitalists, planned to employ 2,000 men in 1888; the packing houses already employed nearly 500 men and would add more facilities and employees in 1888; the nearly completed watch factory could expect to employ up to 400 men. By June 1888, Gillespie predicted that 83 manufacturing firms would be employing 11,542 people.⁴ Wichita businessmen, euphoric over their prosperity, gave their town endearing names:

The Kansas Wonder
The Western Wonder
Pride of the West
Great City of the Plains
Great City of the Arkansas Valley
City of Destiny
Young Giant of the Trans-Missouri
Athletic Ajax of the Aboundful Arkansas
Athens of America
The New Chicago
The Magic City
City of Churches and Colleges
Mecca of Men
Jerusalem of the Plains
Pride of the Prairie
Peerless Princess of the Plains

The appearance of the city changed dramatically in the 1880s. Housing additions were platted, enough, it was said, to provide living and working space for 150,000 people. In February 1887, the city council discussed annexation of 288 additions to the city. From June 1886 through June 1887, approximately 2,600 buildings had been completed with nine academies, colleges and universities either under construction or in the planning stages in Wichita.⁵ Frame commercial buildings were razed and

replaced by brick and stone structures. Stone became the fashionable building material and hundreds of railroad carloads of limestone were hauled into Wichita from quarries in Marion, Butler, Cowley, and other Kansas counties. During 1886-1888, Wichita added the Carey Hotel (Eaton), the sixty-room Garfield University Hall, the YMCA building (Scottish Rite Temple), Protestant and Catholic churches, the Crawford Grand Opera House, the Lewis Academy, the Fairmount Female Academy, the Brothers Academy, business colleges and numerous commercial blocks.

They tell me of a city fair
Where spires are towering in the air
Whose site has now majestic grown
With stately mansion, sculptured stone.

And like enchantment, though 'tis new,
Its walls now rise in heaven's blue.
Fair Wichita, of all the best
We hail this city of the west.

Then let the clank of hammer sound,
And hum of business here abound—
The hidden spring, the golden key
To happiness and liberty.

And give to her the poet's song,
This lovely city and her throng;
For far the best we ever saw
Her prospects are—fair Wichita.

—Albert S. Russell, 1887⁶

Architecture reflected rather expensive tastes. Fourteen architectural firms, including C. W. Terry, C. W. Kellogg and Sons, W. R. McPherson, Arthur Peabody, Dumont & Hayward, and Proudfoot & Bird, were designing elegant residences, churches, commercial blocks, and public buildings for Wichitans. Most of these architects emphasized the Victorian Gothic style, with Proudfoot & Bird leaning toward Richardsonian Romanesque with its massive stone such as in the YMCA building and Wichita City Building.

Public school buildings benefited from resident architectural expertise. Lincoln and Park, the first schools built in Wichita by architects George Bird and Willis Proudfoot, were completed in 1885. They were followed by Franklin, Irving, Harry Street, Kellogg, McCormick and College Hill schools. McCormick School was the only school they constructed entirely of quarried limestone; other schools were of brick with stone trim. Of all the Wichita public schools designed and constructed during the 1880s, only McCormick remains.

Throughout the 1880s, people kept moving into Wichita so rapidly that it was impossible for the school building program to keep pace. Without exaggeration, the *Eagle* stated, "It is no small job to be continually enlarging our city buildings every new moon, but it seems like the occasion demands it. . . ." Wichitans, more confident of their economic future and of the permanence of Wichita as the southern Kansas commercial center, approved one bond issue after another, and ranging in amounts from \$2,500 in 1881 to \$100,000 in 1889.⁷ During 1887, when Wichitans could not vote bonds because of legislative limitations caused by "blunder or oversight," but still needed more school room space, groups of citizens from the Fairmount, Levy Street, and area southwest of Lincoln School worked with the Board of Education to provide buildings. For example, the Levy Street group, under the direction and plans of the Board, built a two-room school near the intersection of Levy and Washington streets. As soon as the Board had the funds to purchase the citizen-built school, the building was deeded to the Board subject to a mortgage for the cost of construction. This building, costing \$3,492.15, was completed in September 1888.⁸

Since 1873 the Board had rented rooms and buildings around Wichita, and they continued to do so throughout the 1880s. Rent averaged \$15 per room per month. Even with the ambitious building program of the 1880s, the Wichita public schools had to resort to renting 22 of the 82 rooms needed for the 1888-1889 school year, and many of these rooms had seventy or more students. Due to the overcrowded conditions, the Board of Education permitted Superintendent George Campbell in 1886 to divide the large classes into two shifts with half the pupils meeting in the forenoon and the remainder in the afternoon.⁹

As Wichita's population neared 40,000, the Board of Education considered a bond issue large enough to finance a comprehensive, city-wide building program. Architects drew up plans and estimated costs. They and the Board agreed that with \$100,000 they could buy sites, construct school houses, and purchase furniture. Those who opposed the proposed bond issue of \$100,000 called it prodigious; \$50,000 was ample. Others preferred to pay rent to Wichitans than to send bond interest money to investors in New York, Chicago, or San Francisco.¹⁰

By 1889, when the \$100,000 school bond issue was finally ready for presentation to the voters, it appeared unlikely that citizens would vote in favor of it. Since the boom had peaked in 1887, real estate sales had decreased, most of the construction projects had been completed, capital had ceased flowing into Wichita from the outside, and the city population had decreased by nearly one-third. To counter the recession, area leaders backed Wichita Mayor George W. Clement who proposed that several public improvement projects be initiated, among them street pavement, acquisition of parks, and approval of the bond issue for con-

struction of several schools. Staunch support for the bond issue came from the Wichita Board of Education, including its president, Wichita banker, M. W. Levy. He and board member and banker, Robert E. Lawrence, were among Wichita's twenty wealthiest men in 1886. Other board members included two contractors, two loan agents, one real estate agent, a lumber dealer, a railroad agent, and a District Court bailiff.¹¹ Although the *Wichita Eagle* printed pros and cons for the bond issue, it clearly favored its passage. On July 15, 1889, less than ten percent of the city's eligible voters approved the \$100,000 bond issue.

Buildings erected with the bond money were as follows: Washington (8-room brick), Burton (4-room frame), Riverside (1-room frame), McCormick (4-room stone), Harry Street (4-room brick), Kellogg (8-room brick), and College Hill (4-room brick).

An Architectural Renaissance

Architecturally speaking, Wichita schools constructed in the 1880s may have been among the finest in the state. They adhered closely to Barnard's principles of school architecture: "The style of the exterior should exhibit good architectural proportion, and be calculated to inspire children and the community generally with respect for the object to which it is devoted. It should bear a favorable comparison, in respect to attractiveness, convenience, and durability, with other public edifices. . . ."¹³

Architects Willis Proudfoot and George Bird, who came to Wichita in 1885, and who designed seven public school buildings, also designed several public buildings and private residences which have since become Kansas and National Historic landmarks. Within three months after arriving in Wichita in April 1885, Willis Proudfoot was retained by the Wichita Board of Education for \$200 to draw plans for the Park and Lincoln Schools.¹⁴ Park was completed by November 1885, a few weeks before Lincoln. Both were identical in style, cost \$10,300 apiece and each had space for 360 students. An excellent description of Park appeared in the morning *Eagle*, November 8, 1885:

"The Park School House is a fine structure of basement stone, pitch face range work, finished with brick, with tower 90 feet high. The main building is 60 feet high, with six recitation rooms 23 by 30 feet; hall 12 by 34 feet, with entrance to each school room. The vestibule is 11 by 11 feet . . . and crowned with belfry. The first story contains three school rooms nicely furnished with heating and ventilating apparatus, with blackboards surrounding each room. The basement has two play rooms and one room supplied with heating apparatus for the whole house with Huxton boiler No. 12, and an independent supply of water for fire and internal use. The second story is provided with the same capacity . . . rooms are so arranged that the principal can stand on the landings of the stairs and see into each room of the house."

Later, Franklin and Irving schools using plans and specifications similar to that of Park and Lincoln were built.



Emerson School



Kellogg School



McCormick School



Park School



Irving School



High School

Washington School

Franklin School



School rooms in the 1880s depended on natural flow of air through the room for ventilation; but in cold weather windows had to be closed and the air in the rooms containing many children became stale. Towards the end of the day, children became drowsy, dizzy, developed headaches, or became nauseous. High ceilings allowed "poisonous" exhaled air and odors to rise. To keep air flowing constantly through the building, schools such as McCormick had fresh air coming in through the basement and circulated up through vents with foul air ducts located near the floor.

Wichita did not have an extensive sewer system in the 1880s; consequently, many, if not all, of the schools had out buildings known variously as necessary houses, earth closets, or closet buildings. Size of the out buildings were in proportion to the number of students, and frequently located near the edges of the school lot. Elm or willow trees near the building took up the liquids which eventually passed out of the earth closet box into the soil. Scavengers bid for the work of cleaning the out buildings, generally winning with a bid of \$20 per month. Occasionally the Board of Education arranged inspection tours of the privies to view their condition. It cost about \$360 to build new privies for schools in the First and Fourth Wards in 1886. At the close of the major construction of new school buildings in 1890, when the city of Wichita was experiencing an economic recession, the Board of Education recommended that suitable water closets be constructed "with an eye to the useful more than the ornamental; hence, limiting the price of the Fifth Ward Harry Street School and College Hill buildings to \$60 for each school and \$75 for the Third Ward school." After the new Fourth Ward outhouse was completed in 1886, the Board ordered that the old one be remodeled to accommodate the superintendent's horse.¹⁵

Supervision of buildings and grounds was simple when few schools existed and teachers and janitors were expected and able to care for them. However, as school population increased and larger buildings were constructed, the need for a supervisor of the entire system became evident. The Board appointed V. W. Wingard first superintendent of buildings and grounds at a salary of \$75 per month in September 1888. Duties of this officer included recommendation of appropriate sites for schools, preparation and submission to the Board of plans and specifications for the erection of new schools, and selection of furniture and supplies. He also conducted necessary light drayage between the buildings, trimmed trees, prevented stock from pasturing on school grounds, and made all repairs to buildings whenever possible. To reduce vandalism, the Board requested that the city police appoint janitors of the larger buildings to be "special policemen to prevent tramps and other tourists from utilizing the school houses for sleeping apartments." Tramps had been a nuisance for several years, not only with sleeping in the buildings, but breaking windows and appropriating whatever they could get for fuel.¹⁶

Janitors answered to the superintendent of buildings and grounds on work pertaining to the school grounds and exterior of the building. In all matters relating to the care of the school rooms, ringing of the bell, supplying water, attending fires, setting clocks, and doing errands for the principal, the janitor was under the principal's supervision. For their work in the schools, janitors received \$6 per month per room during the 1880s. In the smaller one or two-room schools, the teacher did most of the janitorial work. Most of the janitors were men, but an exception was Lillie Rose at Mossman School in 1889.¹⁷

Until 1885, schools were called by their ward name but when there were several schools in a ward, such designation became confusing. Thereafter, schools acquired names from their location such as Park, McCormick, Kellogg, College Hill and Lincoln. Franklin, Webster, Irving, Emerson, and Washington were named for famous Americans. Teachers in the First Ward petitioned that their school's name be changed to Will Carleton School in honor of a contemporary poet.

School Finance

Since the beginning in 1870, Wichita schools and those throughout Kansas were sustained by district taxes, county school funds and state funds. The local district supplied close to 98 percent of the moneys required to operate the schools. During the 1880s a general fund tax of anywhere from 6¾ to 10 mills was levied on the real and personal property in Wichita. Additional mills, sometimes up to 2, were levied for outstanding bonds and another 2 mills for the sinking fund. The state set the limit each year on the tax levy. The county school fund drew money from fines, forfeitures, and proceeds from the sale of stray animals. These moneys were apportioned to various school districts in the ratio of their school population. In 1885 this amounted to about twenty cents per student in Sedgwick County. The state annual school fund derived its income from rents and interest of the permanent school fund. Distribution amounts varied from year to year, being within the range of 60 cents to \$1.10 per capita during the 1880s.¹⁹

The financial statement from the *Annual Report of the Wichita Public Schools* showed that it cost \$69,087.64 to maintain the schools in 1889. Of this amount \$46,149 (2/3 of the total) paid salaries; teachers received \$40,581, janitors \$4,191 and school board officers \$1,377. The remaining 33 percent paid for repairs, improvements, interest, supplies, furniture, fuel, insurance, rent and miscellaneous. Moneys were deposited in the Citizens' Bank and drew five percent interest on average daily balances.

Superintendency—Increasing Responsibilities

Throughout the 1870s in Wichita, when the public schools enrolled fewer than a thousand pupils, the chief administrator of the schools still conducted a half day of classes, usually in the small high school of some twenty to thirty students. Kansas law, 1876 and 1889, described his duties, "The Superintendent shall have charge and control of the public schools of the city subject to the orders, rules, regulations and by-laws of the board, and shall receive for his services such compensations as the board deem adequate."

Except for these general requirements, no list of locally prescribed responsibilities existed in November 1879 when LeGrand Alexander Copley began his superintendency. Though Copley was respected by the community, the Board chose to employ someone else in July 1882. Recognizing that Copley had community support, the Board quietly, before public sentiment could be aroused in favor of Copley, employed another person. Murdock of the *Eagle*, obviously disappointed with the Board's decision, accepted it nevertheless, and urged Wichitans to offer their support to E. L. Hallock who was accepting in good faith the position of superintendent.²⁰ L. G. A. Copley left for Clay Center, Kansas, serving as superintendent of schools there one year before moving to Kansas City.

Because Hallock would not apply for a state certificate from the State Board of Education, he was not re-elected for a third term. During his tenure, 1882-1884, the Board constructed Wichita's first public high school just south of the Webster School between Second and Third on North Emporia. Hallock continued to live in Wichita until 1889, working as a traveling salesman for school books and furniture throughout Kansas. When the Oklahoma Territory opened he moved there, working as superintendent of the public schools of Guthrie and serving as correspondent for the *Wichita Eagle*. A newspaper reporter acquainted with Hallock in the 1890s remembered him as being "tall and square," exceedingly nervous, so much so that his "long and rather scant beard is constantly shaking in his own excitement."²¹

Several well-qualified people applied for the vacated superintendency early in the summer of 1884. George Campbell, lawyer and superintendent of schools in Waverly, Ohio, accepted the position. After two years he chose to combine a law practice with a real estate business in booming Wichita. Campbell ran for the Board of Education in 1887, served three years, and was elected again in 1892 for two years. He resided in Wichita until his death in 1905.²² Wichita's next superintendent, W. S. Mickey, elected in June 1886, refused to pass the Kansas State examination as requested by the Board. After receiving one month's pay, he was dismissed in late August.²³

Within a month, the Board selected Marion Chidester, paying him a salary of \$1,500 per year. He was the first superintendent to recommend connecting all school buildings with telephones including one for his office in November 1888. Superintendent Chidester was also the first to obtain clerical assistance, though on a somewhat erratic basis. Up until this time, and occasionally thereafter, the secretary of the Board of Education served as secretary to the superintendent. The first assistant was Miss McKinney from Cincinnati who had been told that a teaching position might be available in Wichita for her. When she came, there was none and she was assigned "to do duty in the office of the superintendent," beginning in March 1887 at a salary of \$40 per month.²⁴

During Chidester's term of office, the Wichita Board of Education drafted a list of duties and powers of the superintendent. It is evident that as the enrollment increased, the superintendent assumed more responsibilities. Below is an abbreviated list of his responsibilities and powers as drafted by the Board of Education in 1888:

The Superintendent as administrator of the schools was subject to the orders, rules and regulations of the Board of Education.

He was to attend all regular meetings of the Board and report to them monthly on the condition of the schools and make suggestions as to how to promote the welfare of the schools.

He was to assign all teachers to the positions most suitable for them and the welfare of the students. Problems concerning teachers were to be reported to the Board.

He was to devote himself exclusively to the duties of the office and secure as far as possible uniformity in school government.

He was to visit the schools as often as practicable, noting the organization, discipline and instruction in each room. If needed he was to council and advise teachers on improving efficiency in the classroom.

He should direct and supervise details of instruction at least once a month. He was also to hold grade meetings when deemed necessary.

He was to appoint substitutes and fill vacancies temporarily.

Upon hearing teachers complaints or requests, he would make decisions in line with Board policy.

He was expected to be well informed on the facts and principles concerning popular education, and at the end of the school year prepare an annual report describing the conditions of the school in light of these facts and principles. In this report he may include suggestions or submit plans which could be of value to future deliberations of the Board.²⁵

Board members, led by M. W. Levy, wealthy Wichita banker and president of the Board, opposed Chidester's reappointment during the

summer of 1888. In June numerous spectators attended the board meeting in support of Chidester and in hopes of hearing a "lively discussion over the question of removing the present school superintendent and selecting a new one. . . ." In this and later meetings, M. W. Levy and others opposing Chidester spoke in favor of better talent and more scholastic attainments. When the Board met in August the Chidester issue remained. Visits of the superintendent to the schools seemed to be very important to some people and some criticized Chidester's record on this. Although not in favor with some members of the Board, the majority retained Chidester for another school year.²⁶ Chidester worked through a difficult year, contending with Board discontent and the realization that he would be replaced. One of the most notable achievements was the preparation of the *Annual Report of the Wichita Public Schools, 1888-89*. Until this time, short statistical reports and summaries of the schools' instructional program had appeared in the newspapers. For the first time, the Board published, in book form, information on budgets, buildings, curriculum, rules and regulations for the Board, teachers, superintendents, and pupils.

The Board actively sought candidates for the superintendency in June 1889 by appointing a committee to visit Iowa, Illinois, Ohio, Michigan, and other states to interview men. Even then, M. Chidester was listed, perhaps out of respect, as a candidate of the first class. Robert W. Stevenson, the person eventually selected, was also in that category. According to the *Wichita Eagle*, this was the first time the school board had conducted an extensive search for a superintendent and Marshall Murdock ridiculed them. The idea that a superintendent should be selected by a "still hunt and a personal inspection" and that their mental qualifications be determined by the same rule that a mule would be chosen he found novel, to say the least. No one, he said, could judge a superior educationalist by "his or her looks, the carriage of his head or the bob of her bustle." There was only one way to wisely choose the head of an educational institution and that was by personal knowledge of the candidate's success and recommendations of other educators. Murdock also disapproved of the expense involved in these junketing expeditions.²⁷

R. W. Stevenson, Superintendent of Columbus Public Schools, had an enviable reputation among Ohio educators for organizational ability, openmindedness, honesty, and affability. This man, "strong and hale, . . . of broad and liberal ideas, progressive in spirit and action," was invited to Wichita. He came and earned the approbation of both the Board and community. One year later, on May 5, 1890, the Board recorded its satisfaction:

Whereas Dr. R. W. Stevenson in the past year as Superintendent of the public schools of this city has proved to be an efficient officer, an indefatigable worker, a gentleman, educator, he has demonstrated that he is the right man in the right place.

Therefore Be It Resolved that the rule of ballot be suspended and Dr. R. W. Stevenson be elected by acclamation to the office of city Superintendent of the public schools of the city of Wichita-Sedgwick County, Kansas, for the next ensuing year at a salary of Twenty-five hundred (\$2,500) Dollars.

A. H. Ward

Despite their demonstration of approval, a few members of the Board proposed reducing Stevenson's salary by \$500 in 1891. Stevenson suggested that the board "might secure a more suitable man" for that salary. Rather than lose him the Board paid him \$2,500 for 1891-1892. Though the Board offered Stevenson the position again, they adamantly refused to pay more than \$2,000. Stevenson replied in writing to their offer:

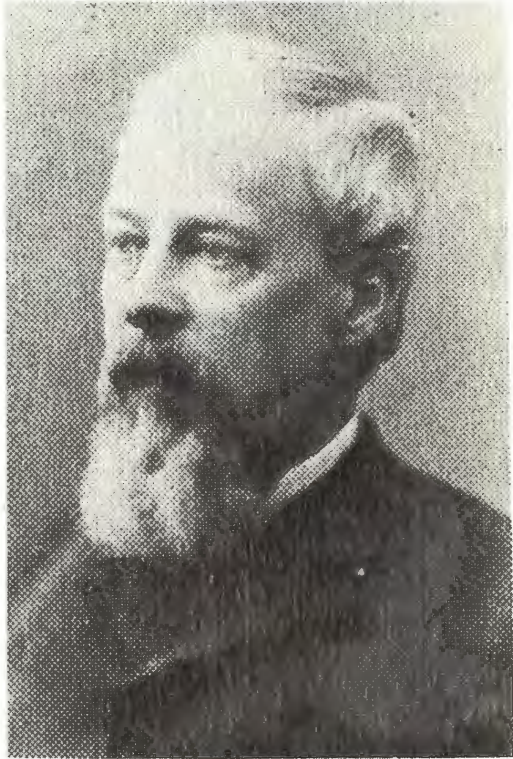
Gentlemen:

I acknowledge your courtesy in tendering me the Superintendency of the school under your charge for the ensuing year beginning September 1, 1892, at a reduced salary. I beg leave to say that in view of the additional work and responsibility the year will involve, and the private expenditure which will be necessary in the preparation of a respectable educational exhibit for the World's Columbian exposition at Chicago in 1893; also the disposition of some members of this Board to defeat all progressive means for the advancement of the public schools of this city; also, the underlying causes which led to the reduction of salary, and the feeling that my services are not appreciated, and the implication that in the past I have been paid more than the position is worth; in view of these reasons and others, I most respectfully decline. If the salary of the last year were continued, but paid grudgingly, I should feel it to be my duty to retire. But if the Board can secure equal or better service for a less expenditure of money, the duty of the Board is plain.

Two more years would be necessary for the completion of my plans for the schools of this city. As these plans have developed, I believe then an intelligent public can even now see good results from the re-organization. He is the best friend of the poor man who gives him the best opportunities and facilities for the education of his children. . . .

Very respectfully,
R. W. Stevenson

Wichita citizens urged the Board of Education to reconsider retaining Stevenson. In the newspaper and at the Board of Trade (Chamber of Commerce) and Board of Education meeting, these comments were made: "Why should economy be raised over the head of the most accomplished educator we have ever had?" . . . "The school board was unwise and perhaps it is not too late to remedy the situation." . . . "There is no question in my mind but what the interests of the city as well as that of the schools will be best sustained by the retention of the present superintendent. I am convinced that at this time Wichita cannot afford to permit any retrograde movement, which certainly results if we be so unfortunate as to lose the services of so eminent an educator as Dr. Stevenson has shown himself to be." The Board of Trade offered the following to the school board: "Resolved, That the Board of Education be



Marshall Murdock (1837-1908), one of Wichita's strongest advocates and the public schools constructive critic.

Robert Wallace Stevenson, Superintendent of Wichita Public Schools (1889-1892).

requested to retain the present system and superintendent of public schools of our city and that it is the sense of the Board of Trade that the salary of the superintendent of our city schools should be \$2,500 per annum." The appeals fell on deaf ears, the Board and Stevenson remained intransigent. Stevenson returned to Columbus, Ohio, to enter the insurance business. Shortly after R. W. Stevenson died, in March 1893, at age 61, Wichita acknowledged his contribution to the development of the Wichita schools through a formal Board resolution, and closing the schools one-half day and holding a memorial service.²⁸

Robert Stevenson expanded the concept of the superintendency heretofore only suggested and outlined. He came to Kansas in 1889 with eighteen years of administrative and supervisory experience obtained in well-established school systems in Ohio and the east coast. He found that the Wichita Board of Education and Superintendent Marion Chidester had drafted a set of rules for the Wichita superintendent based largely on those of Kansas county superintendents. The county superintendents of the early 1880s considered school inspection their primary duty. The evolution from inspector to instructional leader and administrator took place in Wichita in the 1880s. Above all, the superintendent was the education expert in the community; he directed the course of study, he conducted sessions on methods of instruction, and he served as

educational advisor to the teachers and to the school board.

Five years prior to coming to Wichita, R. W. Stevenson had published an article in the *Journal of Proceedings and Addresses of the National Educational Association*, 1884, explaining his concept of the superintendency. A superintendent, he wrote, was employed because the board members lacked the time and knowledge to properly conduct a school. School board members knew, from their own business experience and good sense, that "long study, peculiar qualifications, and experience in training youth are necessary to the skillful and economic administration of a school system." The superintendent, as financial diplomat, had "good sense not to advise an expenditure of money beyond the ability of the people to pay, nor an amount which would make the management of the schools and the schools themselves odious to a majority of people. He ought to know the financial ability of the people and their wishes." Comfortably furnished, roomy, well-ventilated, good school buildings were necessary for the "physical and aesthetic culture" of the young and ought to be recommended and provided without oppressing the people or cooling their ardor and interest in public education. Although wise appropriation and administration of school funds were essential, Stevenson wrote, they ranked second to supervision of instruction. Here the superintendent might be tempted to dominate and overwhelm his teachers with his own expertise and expect compliance causing teachers to retreat to imitation and dependency. Instead, he ought to have selected the best trained, most original-thinking teachers. As superintendent, he served not so much as instructional leader as instructional manager who concentrated on the skill, intelligence, and energies of teachers in positions where they work best. Stevenson described an ideal superintendent:

He is a teacher and at the same time a thorough man of business—a plain, straightforward man; candid, conciliatory, outspoken, yet a keeper of his own counsels, and inflexible in his purposes. A man with a big heart, yet oftentimes his actions will appear to the community cruel, heartless. A man who could give the fullest and most satisfactory explanation of his conduct, and the most valid reasons for his acts, but on account of the general good he is silent. The teacher's true friend, in her absence; in her presence, often her apparent enemy. As the manager of finance, shrewd, economical, and liberal; as the superintendent of instruction, scholarly, judicious, systematic, and comprehensive; and as a politician, discreet, active, fearless, and patriotic.

The Many Aspects of Teaching

Teachers experienced overcrowded classrooms, a perennial problem in the 1870s that grew worse in the 1880s, especially in the primary grades. One first grade teacher had 110 students; another teacher struggled to instruct four grade levels in her class of 104 students. Two teachers working with 145 students in 1885 hoped to be relieved of the overcrowded situa-

tion after the new Park and Lincoln schools opened. Single classes of 50 to 80 students enrolled were common on the primary level. Unlike the 1870s, when the Wichita population increased gradually after 1872 from approximately 2,000 to nearly 5,000 persons in 1880, population in the 1880s multiplied to nearly 40,000 persons. Public school enrollment increased from 1,116 in 1881 to 4,804 in 1890. During that same period teachers increased from sixteen to eighty-nine. Throughout the 1880s the school population increased far faster than any building program could accommodate. Not until 1890 did the Wichita school system report facilities adequate to reduce class size and to house each student (4,804 students enrolled and 4,854 sittings).²⁹

Tardiness of students continued to trouble Wichita teachers. Monthly reports submitted to the *Wichita Eagle* recorded 251 cases of tardiness for November 1882 and 313 for January 1883. Superintendent Hallock (1882-1884), in one of his reports, complained of the increase in tardiness and admonished parents and guardians to forego indiscriminate excuses for their children's lateness, but rather take responsibility for their improvement by getting children to school on time. Marshall Murdock of the *Eagle* challenged the Wichita school director in his editorial, "Those Tardy Bells."

Cannot our good superintendent himself, or in connection with other teachers, or board of education, devise some method whereby the tardy bell may be abolished? Or must the lives of our more nervous and sensitive little ones be harrassed forever by the infernal clanging tardy bells? It is the home-life and arrangements that cause children to be tardy, and the little ones themselves are not to blame. Food is half eaten, and their delicate and tender organizations are put on an eternal strain. There is not a day passes, hardly, that little tender souls may not be seen rushing in the direction of some one of the school buildings, the tears streaming down their faces and urged on by older brothers or sisters, crying in their distress for fear the tardy bell will cease its brazen summons before they reach the threshold. It is refined torture and makes our blood boil when we witness it.

Ah! those pitiless tardy bells,
Who now can tell
How their notes like funeral knells
Crushingly fell
On hearts and homes?³⁰

The tardiness issue persisted to irritate the teachers and raise the ire of the superintendents. R. W. Stevenson, Superintendent of Wichita Schools, recorded 9,095 cases of tardiness in the *1890 Annual Report*, "more than three cases to every child in average daily attendance during the school year." He warned that children were developing a habit which, more than any other, would "stand in the way of prosperity and success in the future life of children. I believe the virtue of promptness to be of even more value in practical life than scholarship. . . ." Stevenson called on parents of children who were habitually tardy, hoping to rectify the situation. One parent informed him "with more than a queenly air, that

she did not propose to permit a board of education to interfere with her domestic affairs." Superintendent Stevenson praised those teachers who had been able to reduce tardiness to a minimum, especially Miss Ella Freeman of the Carleton School, who had no instances of tardiness. Teachers and pupils, insisted Stevenson, must have the cooperation of the parents to cultivate the virtue of promptness.³¹

Teachers, principals and superintendents suggested many approaches to the problem of discipline, approaches ranging from setting a perfect example to corporal punishment. Though corporal punishment was not advocated as a panacea for all ills, its use was permitted when "a diagnosis of the case indicated it as the proper remedy. Teachers," Superintendent Stevenson wrote, "had the capacity to inflict mental torture which could be humiliating and even more severe than physical punishment." He continued: "We earnestly desire that the time may come when not only corporal punishment but all punishment can be banished both from school and the home. Such time, however, has not yet put in its appearance, and until it does it will be well for both parents and teachers to remember that there must be somewhere and not too far removed from the school room an available, uncompromising and inexorable must that can be resorted to when other means are not sufficient."³²

School discipline came to the attention of *Eagle* Editor Murdock, himself the father of a school-age child, Victor: "A great many teachers labor under the impression . . . that to achieve success in teaching they must enforce the strictest discipline. They do not allow their little charges . . . to move or turn in their seats, or to converse with each other on topics connected with their lessons even, lest they make some commotion or disturb the school or the nerves of the teacher. The young are naturally restless, naturally full of active life, naturally love to play and talk and any discipline curbing them has a depressing effect on their minds and is odious."³³

For further enlightenment on discipline and the latest pedagogical methods, teachers depended on the annually held County Normal Institutes. Lyon County held the first normal institute in Kansas in Emporia in 1863.³⁴ The idea and practice developed until 1876 Kansas law mandated the holding of annual institutes of not less than four weeks duration. Mutual improvement of all that related to the teaching profession was the general objective of the institutes. Organized by the county superintendent of instruction and held in Wichita, the Sedgwick County institutes featured speakers from the State Department of Education, from the State Normal School at Emporia, other Kansas colleges and from the Wichita Public Schools. These instructors gave lectures on orthography, English grammar, the U. S. Constitution, geography, pedagogy, penmanship, philosophy, bookkeeping, physics, arithmetic, reading and history. During the last week of the County Normal,

students took certificating examinations and closed the session with a social, usually a picnic. Class instructors served as model teachers — enthusiastic, learned, and demanding — according to the *Eagle* correspondent who attended the session and recorded these responses; Professor J. M. Naylor of Lewis Academy, music instructor, offered “fine, practical instruction . . . his military drills are the inspiration of the day. Music and marching are fine revivalists.” When teaching history, pedagogics and physics, Professor Naylor drew more praise: “He is full of energy and calls out all the latest knowledge of his pupils by his vigorous questioning.” Professor Crusinberry, who conducted a class in physiology, “was complete master of the situation and drew out many interesting facts concerning the heart, its sub-division and the differences and likenesses of arteries and veins. The ground was thoroughly covered and many new facts were elicited and the old textbooks’ language was clothed with new interests.” Chancellor Everest of Garfield University, “conducted the morning’s exercises in his usual impressive and eloquent manner, and all present felt drawn nearer to the giver of every perfect gift.” State Superintendent H. C. Speer called normal institutes “probably the most valuable single agency in the improvement of the common school instruction.” Few teachers could afford to attend Normal School at Emporia, but over 9,500 in 1885 alone, were able to attend the institutes.³⁵

In the 1880s Wichita teachers were required to attend monthly sessions similar to institutes held at the high school, Saturdays, 9 A.M. to 12 Noon. Each month, selected teachers presented topics of general interest for discussion. For example, in a May 1888 meeting, F. E. Phillips, principal of the Second Ward School (Emerson), read a paper entitled “School Government,” expressing what he believed to be a viable philosophy of the teacher-student relationship. He viewed a democratic form of government as being impossible in a school because of the immature character of the governed. Due to this immaturity, the teacher must become the autocrat of his realm. To get his subjects to cheerfully obey him, he must endeavor to win their affection and respect. This required nobility of character, dignity of bearing, courteous manner, affable disposition, high sense of honor, air of kindness, well-modulated tone of voice, decision of character, and comeliness of person. Scholarship alone may overawe the young scholar, but other characteristics were more likely to win his affections and confidence. Professor Phillips urged teachers to listen to the pupils’ aspirations and to encourage and counsel them.³⁶

Wichita’s first high school principal, U. P. Shull, fulfilled some of the ideal attributes outlined by Phillips. When Wichitans were notified of Shull’s death in 1931, several of his former students recalled for the *Eagle* (January 6, 1931 issue) that Shull was highly popular with the students, taking “infinite pains” to provide individual instruction, was

never too busy or too weary to help. Consequently, he enjoyed the confidence and affection of his students. According to those who remember him, Shull had a "pleasing presence, tall, well-knit, with a soft voice and soft eyes, a highly logical mind and a kindly manner." As an educator he believed in relaxation and many sessions in his school closed with a song. Shull served as principal in the 1880s and early 1890s before moving to Alaska to teach in a government industrial school.

Early in Wichita history, Wichita teachers formed associations with local and regional educators. They had been affiliated with the Sedgwick County Teacher Association since the 1870s. This group met annually, usually in Wichita, and had a membership of close to 100 in 1888. A larger group, the Southwestern Teachers Association, organized in 1884 under the leadership of Sedgwick County Superintendent B. D. Hammond, its first president, and met each fall. Wichita teachers, numbering nearly 100 in 1889, organized the Wichita City Teachers' Association.³⁷ Several Wichita administrators attending National Education Association conventions during the late 1880s included M. M. Chidester, superintendent of Wichita city schools; J. D. Caldwell, Board of Education member; Lizzie Dickinson, First Ward principal; U. P. Shull, high school principal; and Miss Bertha Daugherty, principal of Park.

In accordance with Board of Education policy, teacher and principal salaries were determined by the Board. From time to time teachers petitioned for increases and occasionally these requests were granted. Figures depicting the salary differences between male and female teachers usually included the much higher salary of the male superintendent and were therefore misleading in calculating the average salaries of men and women classroom teachers and principals in Wichita. Otherwise, discrimination between men and women was minimal during the 1880s. Minor salary distinctions existed between principals and teachers with the former getting \$50 in 1886 and the latter \$45. High school teachers, who required more academic training, received higher salaries than grade school teachers, up to \$60 per month in 1886. In 1888 building principals' salaries increased to \$65 or \$75 per month, depending on the size of the school. The high school principal received \$1,200 per annum and his assistants, men and women teachers, received \$750 per year.³⁸ Superintendent Chidester, in sympathy with the primary teachers who conducted classes of 70 to 100 pupils or more, recommended on June 4, 1888, that "especially good primary teachers receive \$5.00 per month more than other regular teachers, in consideration of their harder work and larger attendance." His request was not granted. Teachers, when ill or absent for any reason, paid substitutes out of their salary. No teacher was paid for days absent. Substitute pay ranged from \$1.25 per day up to \$2.00, depending on the grade taught. A salary schedule for grade school instructors agreed upon in 1889 showed that inexperienced teachers

began at \$40 per month and those with four years successful teaching experience reached the top of the schedule at \$60 per month.³⁹

Special Subject Teachers

Although the superintendents and classroom teachers believed that teachers of special subjects would be especially helpful, the Wichita Board of Education waited until 1885 to hire its first special teacher, D. S. Pence for Penmanship. Industrial drawing merited a special teacher beginning when in 1886 Mrs. L. T. Greening was hired for \$45 per month to instruct and aid all teachers with drawing in their classes. Among the most conscientious drawing teachers was Minnie Skinner who called drawing the "short-hand language of modern science" which developed the pupil's perceptive faculties enabling him to see correctly, to compare and analyze objects, and to develop an aesthetic feeling for proportion and outline. The third special subject teacher hired, A. Walker, began in February 1887, to teach music for all grades below fourth. Walker taught through 1887-1888; then the Board decided against rehiring a music teacher. In 1889 Superintendent Chidester encouraged singing in the classroom for enjoyment and as a "powerful auxiliary in the promotion and securing of discipline. A school may be sung into order, frequently a good deal more readily than it can be whipped into it." He found music calming, relaxing, and refreshing. George Young, a special teacher of music, was hired for the 1889-1890 term and received \$1,000 per year. George Young, enthusiastic after one year in the position, remarked, "My general observation assured me that there is a great deal of musical possibility in this city. Despite the business activity and absorbing interests in so many other directions, the divine art is receiving a very liberal patronage."⁴⁰

During the 1870s and 1880s, the school building principal was classified as a teacher who conducted a regular class of the highest grade. Additional duties included supervision of the building and property, reception and classification of pupils, direction and control of grade and primary teachers in the management of their departments and classes, direction of the janitors in the performance of their duties, reception of visitors, requisition of all school supplies, and preparation of reports and statistical information. The principal could also require teachers to remain after school once a week to receive instruction or hold conferences. One week before school opened in the fall, the principal was to supervise the cleaning and preparation of the school. For all these extra duties, the principal received only \$5 to \$15 per month more than the classroom teacher.⁴¹

Three Kansas published educational periodicals, *Educational Weekly*, *The Educationist*, and *Western School Journal*, offered suggestions for

improved instruction, reviewed teachers' meetings and the latest legislation, and never hesitated to scold teachers for apathy, laziness, and incompetence.

Students: Their Instruction and Performance

Parents expected moral and academic leadership from the public schools, urban educationalists urged more specialization in instruction, and superintendents such as Wichita's Marion Chidester sometimes felt overwhelmed by these multifarious demands. Chidester complained in the 1889 *Annual Report* that the public school had become "... a vehicle for the promotion of the ideas and schemes of specialists in almost every line. Religion, morality, dress reform, temperance, kindergarten work, industrial training, 'lightning' methods and gymnastics . . . each have their champions and each stands ready to condemn the whole public school system as a failure until his particular 'hobby' is introduced." Regarding moral instruction, Chidester thought the public schools were responsible for teaching children the "great lessons of temperance and toleration, chaste living, honest industry, sobriety, charity to their fellows, kindness to animals, loyalty and patriotism. . . ." As to academic instruction, the schools had the responsibility to secure thorough work and to encourage self-reliance. Pupils who spelled badly, wrote indifferently, spoke incorrectly, and remained unable to make ordinary mathematical computations were well on the way to "slovenly habits" and "everlasting failure." Chidester concluded that development of mental equipment was more important than accumulation of information. Therefore, examinations should test assimilation—not memorization of facts and principles.

Despite expressions favoring development of mental equipment and original thought, Chidester's course outlines in the several branches of instruction emphasized systematic progression, dependence on text books, and memorization. Course outlines specified the exact number of pages to be read. For the study of geography and history in the fourth grade, memory work came first. Chidester believed that "the main object should still be to store the mind with facts, and no great amount of time should be spent in discussion as to why things are as they are."⁴²

Rhetorical exercises were held on Friday afternoons and consisted of recitations, written compositions, select readings, and literary exercises deemed profitable by the teachers. Each student from the third grade up expected to come "on duty" at least once a month. Principals, meeting in October 1888, criticized the Friday afternoon exercises for becoming periods of amusement and recreation. Teachers, they said, must eliminate "trashy productions and questionable dialect pieces," and instead stress literary quality. Below is Part I of a Friday afternoon



Elementary Students, About 1889.

program given by students at Carleton School commemorating their school's namesake, poet Will Carleton.

Welcome Song	School
Music—Instrumental Selection	
from Martha	Johnson Brothers
Biographical Sketch—Carleton	Fay Packer
Recitation—"Gone with a	
Handsome Man"	Grace Davidson
Piano Duet	Lena Shaw, Josie Katz
Recitation—"The Vagabonds"	Alphons Phillips
Colloquy	Three little girls
Recitation, "The New Church Organ"	Minnie Spurrier
Select reading, "The Convict"	Margie Knorr
Music, "Day Shall E'er Be Thine"	Minnie Frank, pianist
Lena Shaw, Sallie Yohe, Frankie Aldendiffer, Anna Frank	
Recitation, "How the World was Made" ..	Harry Hawley
Selection	Six little girls
Music, Instrumental	Trio
Gymnastics	Class of sixteen boys ⁴³

Friday afternoon rhetorical exercises took place not only in Wichita, but also in other public schools throughout the nation. "The Overworked Elocutionist", a poem about these exercises printed in the *Normal Instructor Primary Plans* became one of the favorites of public school teachers.

Once there was a little boy
Whose name was Robert Reese
And every Friday afternoon
He had to speak a piece.

So many poems thus he learned
That soon he had a store
Of recitations in his head
And still kept learning more.

Now this is what happened
He was called upon one week
And totally forgot the piece
He was about to speak.

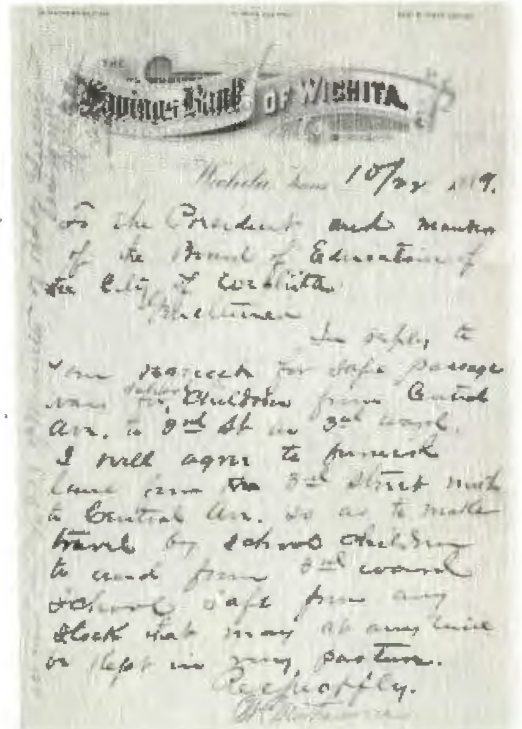
His brain he vainly cudgeled
But no word was in his head,
And so he spoke at random
And this is what he said:

Why is the Forum crowded?
What means this stir in Rome?
Under a spreading chestnut tree
There is no place like home.

When Freedom from her mountain height
Cried, "Twinkle, little star,"
Shoot if you must this old gray head,
King Henry of Navarre.

Charge, Chester, Charge! On, Stanley, on!
And let who will be clever,
The boy stood on the burning deck
But I go on forever."

Parents and friends who attended the Friday afternoon recitations were welcomed to the schools at other times also. Wichitan Chester King observed Mrs. Warriner's chart (pre-first grade) class of seventy to eighty pupils in November 1881: "How she managed to keep still, interest and instruct that many little urchins was a mystery to me, but she did it easily and well." She kept them employed . . . and gave them variety. The pupils worked with numerous objects such as bells, pencils, pieces of crayon, Easter eggs, and painted sticks—items popular with kindergarten instruction. Visitor King especially enjoyed the routine at recess and noon when "the tap, tap of the drum was heard, and the marching could be distinctly heard from all over the building, each pupil keeping good step to the drum beats; and I look upon it as simply a method of signals—not necessarily engendering a martial or warlike spirit in the pupils, but teaching them obedience to a command given to move in a given manner."⁴⁶



William "Buffalo Bill" Mathewson, originally owned a quarter section of land between Douglas Ave. and Central ave., Hydraulic and Washington. Washington School was located at 3rd and Hydraulic. Children going to school often walked through Mathewson's pasture. The school board requested safe passage for them.

Had King visited the schools on special days such as that memorializing President Garfield or celebrating Kansas Day, he could have observed one of the favorite teaching methods used then. On these special days, each student prepared as many questions as he could answer himself on a certain topic. The pupil with the most questions no one else could answer won honors. One Kansas Day in 1881, many children had a page or two of foolscap with questions. While memorializing President Garfield, one class accumulated 130 questions on his life and achievements.⁴⁶

H. Rea Woodman, student in the Wichita Public Schools, recalled recess periods when she joined games of pom-pom-pull-away, prisoner's base and baseball on the vacant lots close to school. Before the belfry bell rang, signaling the end of recess, she and the others raced to get a drink of water at the pump. "The pump, an institution at the schools all over town, was a tall wooden one, and had two tin cups tied to it by long strings that kinked up. Theoretically, the cups were tied to the pump. Actually, the cups were anywhere . . . and the scrimmage to get possession of a cup before the tardy bell rang was a regular feature of the school-day program." There was always a puddle of water around the pump because some obliging, vigorous boy pumped a gallon of water for every cup of water desired.⁴⁷

Eighth grade graduation each spring ended public school education for 95 percent or more of the students in the 1880s. Common school education through the eighth grade was considered sufficient preparation for most vocations. Even though Wichita had offered high school courses since 1872, its enrollment remained small, with only .003 percent of all Wichita students graduating from high school in 1889.

Resentful taxpayers accused nineteenth century public high schools of sciolism because these schools offered only academic courses intended for the college-bound student. They wanted public funds to support improved common school programs, and said that those persons wanting a high school education should finance it themselves. Esoteric goals of the high schools completely ignored broader educational and vocational needs of the majority of the young people. Why should we "go with the hypodermic educational syringe squirting Latin and the things that go with it into the future butcher and lawyer, baker and preacher, barber and statesman, with the same monotonous squirt, year in and year out." The majority of mankind were plain, plodding people. "Geese walk, eagles soar; geese are in the majority and are, as a matter of fact, more useful."⁴⁸ High schools, they said, spent too much time dealing with classical learning and other ornamental branches and were, therefore, a waste of precious time. The legal right of districts to establish high schools as part of the common school system had been challenged in the courts in the 1870s, and had been upheld. The best known of the decisions in support of public high schools was that of the Michigan

Supreme Court in the Kalamazoo Case in 1872. This decision became a legal precedent for other states and greatly influenced the development of the high school at public expense.

Until 1883-1884 Wichita's public high school course required only two years to complete. Then Superintendent Hallock changed it to four years. By 1886-1887, students entered one of three courses: English, which was intended for those persons who must conclude their school days with high school; Latin, and the college preparatory course intended to qualify students for entrance into the full classical course in college.⁴⁹ The following list of high school courses for 1889 revealed the academic emphasis: Greek, Mental Philosophy, Plane and Solid Geometry, Natural Philosophy, Chemistry, Algebra, General History, Political Economy, Rhetoric, Geology, Zoology, United States History, Latin, English Grammar and Analysis, Physiology, Commercial Arithmetic, Civil Government, Botany, Physical Geography, Book-keeping, English Literature, Astronomy.

Throughout the 1880s, twice as many girls as boys attended and graduated from high school. Young men had more job opportunities than women and, consequently, left school earlier. Besides, a high school education was not necessary to obtain most jobs. Consequently, few attended high school, less than four percent of the total enrollment.

The first extra-curricular activities reflected the academic emphasis. Two literary societies, the Crescent and the Emersonian, organized in 1882, existed to foster literary tastes and compete for academic excellence. Educators believed that training in oratory and declamation prepared students for leadership in the community and the professions. The custom of analyzing and memorizing the famous orations of Patrick Henry, Daniel Webster and others was meant to instill in students an appreciation of great literature. Rhetoric was a required subject and performances in it, like those in music or sports, sharpened the skills of the orators. The literary societies welcomed the public to their programs, advanced versions of the rhetorical exercises begun in the lower grades. Although not mentioned in the 1889 *Annual Report*, the high school youth had a football team consisting of one fullback, two halfbacks, one "Goal T," and seven rushers. This team played the local business college eleven.⁵⁰ Primitive versions of football had been played in America since colonial days, but no organized games on the collegiate level took place until November 6, 1869, when Rutgers opposed Princeton. High school youth played the game during the late 1880s as informally as sandlot baseball.

Commencement exercises for graduating seniors drew large crowds of relatives and friends. In 1889, when there were eighteen graduates, Superintendent Chidester suggested that those persons attending the first session of the lengthy program give up their tickets to those atten-

Black Students

Wichita Population Distribution Table, 1887

Ward	School Age (5-21)	Black (5-21)
First	2,584	290
Second	1,226	338
Third	1,000	97
Fourth	1,894	268
Fifth	757	0
Totals	7,881	993

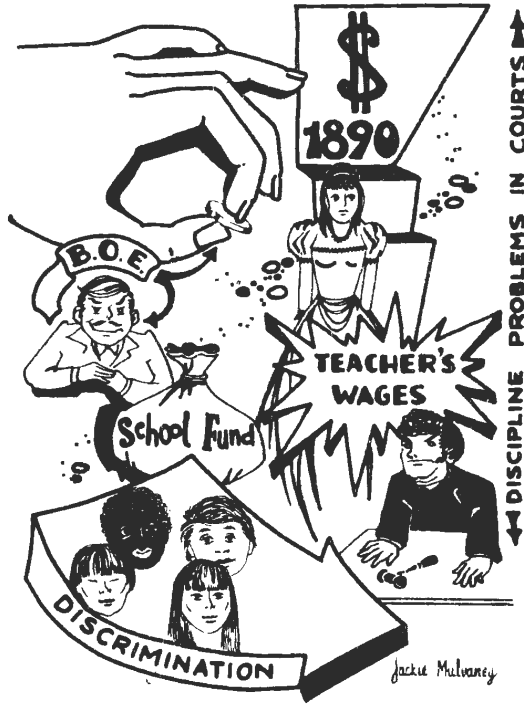
Source: *Wichita Eagle*, June 24, 1887

Segregation of black and white students had been discussed briefly by the Board of Education and recommendations made to build separate schools for black students. Yet, while Wichita's black population remained small, integration existed in the schools and city. However, segregation of school children became an issue in towns where black population increased. Wichitans watched with interest the situation in Emporia where citizens of the Fourth Ward petitioned for separate schools for black pupils. The Emporia school board reminded the petitioners that the Supreme Court of the State of Kansas in the case of *Board of Education vs Tinnor* (1881) decided that the state had not granted cities of the second class (Emporia and Wichita at this time) the authority to establish separate schools or to exclude black children from predominantly white schools. In another case involving segregation, *Knox vs the Board of Education of the City of Independence* (1890), the Kansas court followed the Tinnon precedent, ruling that Independence, a city of the second class, had no authority to maintain separate facilities. The Kansas legislature permitted boards of education in cities of the first class to maintain separate schools for "colored" and white on the elementary level only. An act concerning the schools of Wichita in 1889 stated specifically that there was to be no discrimination on account of race.⁵³

Legal acceptance of blacks did not eliminate social rejection, a factor implied in these observations made by a newspaper reporter covering a Wichita Board of Education meeting September 17, 1889: "In view of the Park and Emerson schools where there is a mixed attendance of white and colored children, it was moved that the committee on furniture be instructed to purchase henceforth only single desks and replace as far as practicable the present desks with new ones." The resolution on double desks read: "Be it resolved by the president and members of the Board of Education that the Emerson and Park Schools be seated with single desks and that hereafter no double desks be purchased for use in the public schools of Wichita."⁵⁴ Whatever their reasoning was for elimination of double desks, acquisition of single desks for all students definitely eased and probably increased the student's work at his desk. A publication of the sanitary conditions for school houses commented on double desks: "Double desks cause the spread of vermin and disease, and the

contamination of the pure, by close relationship with immoral seat-mates; the amount of genuine study is lessened, and the need of discipline (sic) is increased by children sitting together at the same desk. The best schools have generally adopted single desks, and no double desks ought to be purchased.”⁵⁶

Positive public interest and support of Wichita schools in the 1880s contrasted markedly with the churlish attitudes of previous decades. Wichita leaders became more confident, and for a brief period, giddy with plans for their city's future. This optimism prevailed among Board members who willingly experimented with special instruction in music, penmanship and drawing, who insisted on highly qualified superintendents to supervise the schools, who hired talented architects to design handsome school buildings, and who dared to float a \$100,000 bond issue during a recession. The Board of Education set the tone for the 1880s and Wichita Public Schools flourished under their enlightened vigorous leadership.



Wichita and Schools Experience Adversity

The great boom of the 1880s was not to last, neither in Wichita nor Kansas and the nation. Locally, the drought, unprofitable agricultural conditions, building overconstruction, business failures, and diminished capital investment greatly depressed those speculative and inflationary forces which had sustained an era of prosperity. For a decade the Wichita economy remained stagnant and the city's population decreased by over ten thousand. Hoping to reverse this trend, the Board of Trade sent representatives into many Kansas and out-of-state towns courting businessmen and manufacturers to locate in Wichita. It was all in vain. Wichita was a poor city in 1894—five thousand residents had left for Oklahoma, others had gone to Texas, the packing house had closed, Burton Car Works was discontinued, and other business enterprises failed or left town.

Education in Wichita did not remain immune to the depressed economy. In 1891 the Board of Education threatened a reduction of wages beginning with the superintendent of schools. Although teachers wages initially escaped the ax, the superintendent was not so fortunate in 1892. In Topeka, Kansas teachers' salaries were reduced by ten percent in 1891. Not until 1894 when the Board faced a deficit of \$11,423 did it take concerted action to reduce expenditures. In May board president, J. L. Powell, delivered an address recommending retrenchment of expenses by reducing salaries of officers and teachers, dispensing with the office of superintendent of buildings and grounds, insisting on honest and economical janitors, omitting of useless and extravagant building repairs, and requiring that all pupils pay for supplies used in the classes. When times were financially lean, Powell considered it wise to teach pupils habits of economy. Superintendent William Richardson (1892-1895) accepted the \$500 reduction in his annual salary. Teachers' salaries underwent a reduction from \$58,234.42 (1893-1894) to \$46,084.08 (1894-1895). Both teacher and janitor numbers were "cut down with an unmerciful hand." When the Board compared expenses for July 1, 1894 to June 30, 1895 to the previous year, it noted that overall costs had been reduced by \$17,000. During the next year, 1895, only one teacher received a pay raise. Combining the office of the superintendent with that of the high school principal saved \$600. To obtain additional funds, the Board's judiciary committee suggested to Wichita's representative in Topeka, O. G. Eckstein, formulation of a bill to present to the Kansas legislature authorizing the limit of the mill levy for the general fund be raised from ten to twenty mills. No change was made.¹

Wichita Public Schools

Receipts 1897		Expenditures 1897	
County Treasurer	\$41,293.00	Teachers' salaries	\$35,260.00
State fund	5,754.91	Officers	4,579.92
Transfer, Ins. fund	1,532.47	Janitors	3,864.00
Interest on deposit	155.77	Repairs	1,665.19
Tuition	349.21	Supplies	489.44
Exam fees	20.00	Fuel	1,373.64
June Interest on deposit	13.09	Printing	172.45
High School	7.77	Insurance	47.34
Sale of Washington lots	400.00	Rent	96.00
Other sources	1.95	Miscellaneous	1,239.51
	\$49,528.17		\$48,787.51

Source: Board of Education Proceedings, July 5, 1897

Wichita experienced a cautious economic improvement during the late 1890s, trade increased, more houses and businesses were under construction, more money was available, and real estate transactions increased. Teachers, aware of the improving economy, grew impatient with the parsimonious Board of Education. A large number of them signed a com-

munication addressed to the Board requesting an increase in salaries for the 1900-1901 year. No favorable action ensued. In a drastic move, all the teachers, except Miss Scoggins, resigned in June. After making a few changes in staff assignments, the board offered the teachers a \$5 advance, and promised the principals an increase as soon as the tax levy would permit. A motion to raise minimum salaries to \$32.50 per month lost.² Teachers returned to the classroom.

SUPERINTENDENCY—AN ERA OF CONSERVATISM

A high educational plateau had been reached in Wichita under Dr Stevenson's leadership. *The Wichita Beacon*, May 24, 1904, called Dr. R W. Stevenson's administration one of the "most important and most progressive in the history of the schools of the city." Succeeding school superintendents William Richardson (1892-1895) and Frank Dyer (1895-1901) offered nothing more than continuity. Dr. William Richardson educator from Cleveland, Ohio was chosen from a list of sixteen candidates in 1892. Beginning with a \$2,000 salary in 1892, he received an additional \$500 per year in 1893. During his tenure as superintendent, Dr. Richardson worked primarily on routine administrative and supervisory tasks—visiting the schools, assigning the teachers and conducting teachers meetings. He also designed curriculum for the students. When a news reporter interviewed him in his office in December 1892, the reporter found Richardson poring over "a hundred little packets of written spelling" which the superintendent had been examining to discover where his good writers were, who were his more careful and painstaking teachers, and his correct spellers. Richardson blocked out



work in civics and composition for eighth-grade students, worked on practical language exercises for upper primary students, and for the youngest children, he composed sentences to be completed such as "Some men are neat, others are _____. Some boards are rough, others are _____." For arithmetic students, Dr. Richardson devised a few exercises on simple interest.³

Excerpts from the Superintendent's Report in the *Annual Report of the Public Schools of Wichita, Kansas, 1893*, reveal Richardson's attitude toward public school education. He wrote: "It has been the effort of the superintendent to emphasize the practical side of educational work as well as to keep abreast of the times in theory. Pupils should have a practical understanding of all things pursued at school. There is no excuse for mistakes or imperfections in the simple principles that underlie. The plain principles of speech must not be violated. The form of a letter of correspondence of any kind must be perfect. Examples under the ordinary principles of arithmetic as found and applied in the business world, must be worked with exactness While mistakes in the higher branches, and in more involved and obtruse operations may be excused, they should not be tolerated in common, easy things."

Richardson believed that the dry facts of geography, grammar, and language could be enriched by the addition of "soul" into one's work. "There is a soul in every word we use, and beauty in every good thought." One grammar teacher sees words as "cold, dull tools while another sees these same elements all aglow with the magnetism of soul and spirit

Webster School (left) and Wichita High School. The high school was enlarged and the balcony added in the 1890s. Both buildings faced west on Emporia street between 2nd and 3rd streets.



The teacher herself should be lit up with sunshine of the soul, and scatter it everywhere she goes. There is not too much sunshine in this world anyway, even in Sunny Kansas."

Richardson served two years then was replaced by Frank Dyer who combined the positions of superintendent and high school principal. Before coming to Wichita High School, Frank Dyer had served as principal of a high school at Canton, Ohio. Dyer's employment began the longest term as superintendent to date, from 1895 to 1901. His salary, \$2,000 per year, never increased. His re-election each year was routine. A similarity of attitudes and beliefs formed the basis of the compatible relationship between Dyer and the businessmen who comprised the twelve-member Board of Education. Dyer wrote: "School is a busy workshop—a place where the idler finds encouragement to do work only. It is the aim to conduct the schools upon the same business basis and upon the same principles as will be required of our pupils in the business world. Industry, respect for obligations, faithful discharge of duty, honesty, respect for the right order of affairs must all enter the training of the best citizens. The schools accomplish their proper purpose only under properly and definitely outlined plans, faithfully followed, whose provisions are executed on business lines. The questions should never be 'will this course meet the approval of everybody,' but rather, 'will the course result in the best for the pupils from the standpoint of proper education.' " Discipline, he said, must correspond to the demands of the business world: "The spirit of discipline is the secret of the whole matter. In so far as the habits and training of the school fail to articulate with well established plans and principles of the business world, there is an element of failure in the schools."⁵

Superintendent Dyer traveled on his wheel (the name given bicycles). from school to school, attempting to visit all within three weeks. This routine he repeated monthly throughout the school year. His monthly reports to the Board of Education indicated his conscientious efforts to administer the schools as efficiently as he knew how.

It was his custom each year at the beginning of school to have a conference with boys of the city schools in their respective buildings. These talks were intended, he said, to eradicate wrong notions and implant and cultivate right notions, so "that the best elements of our youth and young manhood may be developed"⁶

Dyer was active in the Kansas Teachers Association and elected President of the City Superintendents in 1897. Records of his participation in the City Superintendents meetings and speeches given by him indicate that his ideas were conservative and his speeches an accumulation of generalities.⁶ Between 1895 and 1901, Frank Dyer faced little or no competition for the office of the superintendency. However, in 1901, R. F. Knight, Wichita high school teacher, had his name placed in nomination for the position and won by a vote of 8 to 4. The salary, \$2,000 per year,

was the same as it had been since 1895.⁷ Dyer became State Assistant Superintendent of Instruction in 1903.

Trials and Troubles for Teachers

Persons who can only be graceful and ornamental—who can give the world nothing but flowers—should die young.

—*Daily Eagle*, December 22, 1895

The above maxim, reflective of a mood of difficult times prior to 1896, had been selected as the motto for the January 1896 city teachers meeting. The year 1895 had not been prosperous for teachers, nor would their fortunes improve in the immediate future. In fact, the decade of the 1890s seemed hostile to the interests of every teacher, principal, and superintendent. Salary increases for teachers amounted to an annual \$2.50 per month until the six-year maximum was reached. The superintendent's salary of \$2,000 remained the same from 1894 to 1901. In addition to coping with subsistence level salaries, teachers confronted other problems—discrimination, discipline, and extortion. Now and then, acts of justice and periods of equanimity relieved the dreariness.

Teacher salaries in the 1880s and 1890s were based on the teacher's qualifications and experience. Most of the Wichita grade school teachers had salaries from \$45 to \$50 per month, the high school teachers from \$55 to \$85. Principals were paid according to the size of the buildings they supervised. Salary discrimination on the basis of sex was nonexistent.

Approximately ten percent of the teachers were men and most of them were in the high school. Nearly every elementary school had an all-woman faculty and principal. While in one of his rare expansive moods, Murdock wrote that the American public school system was one of the most thorough and progressive in any country due to the enthusiasm and devotion of its women teachers. The school, he said, was the school marm's livelihood and mission—she was the natural teacher of youth. She became an expert in that field as a man did in law or medicine. The editor predicted that the man teacher was “doomed to extinction in the American school system.” While he acknowledged that low wages kept men from the schools and that “women were not such sticklers for pay, the time was rapidly approaching when for the same work she will be accorded the same pay as her brother. The truth remains that woman, both as a man's almoner and fate, is still his superior in many directions and one of them is as a teacher.”⁸

One condition disqualified a woman from the high calling of teaching—marriage. After an *Eagle* newspaper reporter interviewed several young women teachers, he learned that six of them wanted to marry during the Christmas holidays; however, they decided against it after conferring with the school board members who opposed employing

married teachers. When he asked how many young ladies were currently doomed to celibacy, the teachers responded "ninety-three, and more coming. The Normal School—that great incubator of old maids—will soon turn out ten or fifteen more."⁹ Employment of single women as teachers was the custom in other schools as well as Wichita. A woman who opted for the single life composed:

A Schoolma'am's Soliloquy

To marry, or not to marry, that is the question! Whether 'tis easier to bear all the little trials of a teacher's life, or take the arm of some too willing man, and, passing through the gate of matrimony, never to enter the school-room door again as teacher? . . . Who would the weather brave at all times of year, and give the best of all her time and heart and mind and get no thanks, yea, rather, get hard words and sneers, when she, herself, might end it all with a mere wedding ring? Who would such burdens bear, to worry and fret and lead a weary life, but for the fact, which is most too apparent in these days, that many of those who enter into the matrimonial state, for better or worse, find it all worse, and still getting 'worse,' and the many who haste to break the bond, but never can return to maidenhood, . . . while those who struggle on ever bear more and heavier burdens in that unequal yoke?

Thus, the experience of others, makes cowards of us all. So, if our purse is light, what it contains is all our own, subject to no man's will . . . And then, me thinks, 'tis better to bear with other people's children, full seven hours a day, than a lifetime with a house full of one's own. Why, then me thinks, 'tis best to lead the life we do, e'en though 'tis hard, and sometimes lonely, than to enter too hastily the state of matrimony.¹⁰

The trials of a teacher's life in the 1890s were far from minor, as the soliloquizer intimates, nor could they be left each evening at the schoolhouse door. A number of teachers, for example, had been arrested for cruelty to students. Miss Anna Mulvey's case was representative. She and the janitor had been arrested following the discipline of Terry Farris, student at Kellogg School. While on the stand, Miss Mulvey, Kellogg principal, testified that one of the rules of the educational department was that students were not to loaf around the outhouses after school hours. One day she noticed five boys, including Terry Farris, loitering on the school grounds and she asked them to leave. Young Farris disobeyed. The next morning she called the janitor, Mr. Preston, to come in and witness the chastisement of disobedient Terry Farris. When the student walked into her office, she held a cowhide in her hand and told him she intended to use it. Farris picked up a wooden block, but before he could do anything with it, the janitor disarmed him and the two scuffled on the floor for about two minutes before the boy was finally placed on a chair and Miss Mulvey administered about eight lashes. She wasn't sure if she used her full force or not; she weighed only 105 pounds. The jury voted 7-4 for acquittal for Mulvey and 6-5 in favor of Preston. The Judge, prior to the trial, had warned the father of student Farris that when such cases were tried by jury, it was difficult to obtain a conviction because "the average man knows how it is himself. He knows how he needed licking

when he went to school . . .” Furthermore, of all the teachers in the Wichita schools who had been arrested for assault on children, none had ever been convicted.¹¹

In another case in the late 1890s, a complaint had been registered against Professor E. S. Benning, principal of Kellogg School. The Board investigated the alleged whipping case in an all-day executive session. Benning had friends—430 of them petitioned from the Sixth Ward including 42 out of 46 of his grade students—who wanted him exonerated of the charges and reinstated. The Board complied with their wishes. Shortly after the investigation was completed and the verdict in, one hundred and forty friends surprised Benning with baskets of delicacies, a rocking chair, and affirmations of sympathy, support and continued friendship.¹² Wichita teachers were not alone in facing charges from irate parents. *The American School Board Journal* acknowledged the problem as one of national concern and urged teachers to exercise caution and restraint on corporal punishment.

Favoritism and political pressure played a part in the selection of teachers by the Board of Education. Recognizing the venality of the situation, Dr. Stevenson nevertheless excused the Board of Education. The Board, he said, had visited the classrooms to evaluate the teachers and had given attention to those best qualified before making final selection. Objectivity proved more difficult when prospective teachers were under consideration. Relatives and friends and teachers reportedly “besieged the members of the committee in their offices, on the streets, and in their homes, harrowing stories of hardships and poverty are unfolded, petitions which are numerous signed are presented, influential men are seen and urged to see the committee upon the plea of charity to a worthy person in great need, and lastly come the politicians with threats of ‘digging a few graves’ if their demands are not granted.” Sympathies of the committee members, generally gentlemen of benevolent hearts and kindly disposition, were moved to consider qualifications of the teachers as secondary. If the Board was not responsible for the deplorable situation, who was? Stevenson placed the blame on both the voters who pressured board members to elect incompetent teachers, and teachers, who in their anxiety to obtain or retain a position, forgot courtesy and honor. A school board member, harrassed by anxious, persistent teachers carrying letters testifying to their competence, lamented that if he had only known there would be so much trouble ahead for him, he would have joined Coxey’s Army. Regardless of the teachers’ brazen conduct, board members gave assurances of their endeavors to be just.¹³

On the other hand, school board members were not always honorable in their transactions with the teachers. Early in April 1894, talk circulated about “boodle,” that is, illegal dealings between the Board of Education members and teachers regarding salaries. School board

member J. F. D. Casey challenged the accusers to produce evidence. Ed Goldberg, another board member, wearied of the "talk of the people on the streets, in their stores and offices, and the public press on this subject . . ." Either produce evidence or shut up.¹⁴

BOODLE! BOODLE!
CROOKED WORK IN THE BOARD OF EDUCATION
WARRANTS OUT FOR PRESIDENT WARD
COLE ARRESTED YESTERDAY EVENING
TEACHERS HELD UP FOR REGULAR MONTHLY
CONTRIBUTIONS OF BOODLE
COMPLAINT SWORN TO BY COUNTY ATTORNEY
PATHETIC STORY OF PROFESSOR BARBER, WHO IS
ONE OF THE VICTIMS

The boodle story broke with the publication of the official complaint against two school board members. In the complaint, County Attorney Willard Boone charged that A. H. Ward and L. R. Cole on or about April 1, 1894 did "unlawfully, fraudently, willfully, corruptly, wickedly, and advisedly solicit, urge and procure one H. J. Barber to give and pay to the said A. H. Ward and L. R. Cole, the sum of \$100 in exchange for favorable votes to have Barber employed as a teacher in the public schools." He accused two board members of influencing the Board to pay a higher salary to Barber than was reasonable and just. The two were charged with misconduct and misdemeanors.¹⁵

Professor Barber was working in Harper, Kansas, when Ward offered him a position in the Wichita high school. Because Barber was in debt for \$500 due to his wife's illness, the prospect of a teaching position with an improved salary in Wichita made him anxious to return. Barber had previously taught in the Lewis Academy in Wichita. In the summer of 1893 Barber was recommended to the Board of Education to be assistant teacher in the science department at the salary of \$1,000 to be paid in twelve equal payments of \$83.33½ per month on the first date of each month. When a board member moved that he be paid \$85 per month for nine months, \$765 per year, (as were all the other high school teachers), Ward, Powell, Casey, Goldberg, and Cole voted in favor of the higher salary for Barber. H. J. Barber reported that on the night he was being considered for election he waited outside the chamber rooms. In the midst of the meeting Ward came into the corridors and took Barber aside for a confidential chat, saying that he was having trouble with a couple of "scoundrels" on the school board who were not in favor of electing him as

teacher. Payment must be made to secure the position. Barber protested, pleading that he was already in debt, and had never had to buy a position. He considered his sick wife and poor children, yielded to the temptation and made the necessary deal with Mr. Ward. The appointment followed.¹⁶

In April 1894, news articles about several other teachers were mentioned as being forced to pay for positions, but they publicly denied any victimization by school board members. The county attorney gave the teachers the assurance that if they came forward and testified, they would not endanger their positions for the coming year. Charles Hatton of the school board promised he would not vote against someone who had reported boodle, and would, in fact, vote against anyone whom he knew to be withholding facts.

On April 21, 1894 the trial began in the court of common pleas. The courtroom filled early with school teachers and citizens. A reporter noticed that "most of the girls wore bright trimmings in their hats, close well-fitting shapely gowns with a nice variety of flounces and ribbons and trimmings and short spring capes . . ."

Witness John Kelly spoke for his daughter, Mary, who had been teaching for two years in the city. When questioned about offering money to get his daughter a teaching position, he denied conferring with any of the defendants about a position for her. Belle Howard, one of several attractive witnesses, had once been a music teacher with the public schools, but was giving private lessons in 1894. She had "very bright eyes, an elegant figure and carriage, and hair like Queen Elizabeth." She had gone to Mr. Ward's office to inquire about a teaching position and later returned for a progress report. At that time Ward "grew friendly and regretted that he did not have a little wine but that he would run across the hall to Dr. Wendel's office and see what he could do. He returned with some whiskey and took a drink and so did she, for the reason, as she stated, that she had an object in view. This, she positively stated that that was the first and last time she ever tasted whiskey." Money was not mentioned. Other witnesses, including Ward, Cole, and Barber, were called to the stand before the lawyers were ready to summarize their cases. On April 26, 1894, the jury ruled not guilty for Ward and Cole. The *Eagle* reported: "In the case against Ward and Cole charged with misdemeanor in connection with their official duties as officers of the school board, the jury found for the defendants and the whole matter might . . . as well be dismissed with a word. The mass of evidence, from its very nature, could not be corroborated."¹⁷ Board members Ward and Cole served out their terms on the school board. No more rumor of boodle appeared in the *Eagle* during the 1890s. During the summer following the trial citizens made several attempts to reinstate H. J. Barber as high school science teacher. These efforts failed.

Interspersed among the more troublesome issues of the 1890s were periods of levity. One event that students probably enjoyed more than did the embarrassed teachers occurred in December 1891 when reporters from the *Eagle* prepared seven questions to ask of each school principal, the superintendent, the County Superintendent, and other local educators. (1) How many territorial governors did Kansas have and who was the first? (2) Who was the author of Don Quixote? (3) What is the name of the first island Columbus landed upon? (4) From what circumstance did the word "tariff" originate? (5) How many officers in President Harrison's cabinet, and what are their names and departments? (6) Who is the present Lieutenant-Governor of Kansas? (7) Point out the error in the sentence: The day of execution approaches tomorrow is Thursday, and Friday he will be no more. "Dr. Stevenson, will you please answer these questions for the *Eagle*?" the reporter asked, handing him a card. After reading the questions, the superintendent, in his suave, polite way responded, "Certainly, sir." He strode toward his library, wiping his glasses as he went. Upon arriving there he carefully adjusted his artificial optica to the bridge of his nose and looked in a reference work to learn who authored Don Quixote. "Hold on there, Dr.," the reporter said, "You are to refer to no books for answer to these questions." Dr. Stevenson begged to be excused, but he struggled with the questions, answering only one correctly. When high school principal Professor U. P. Shull was handed the questions, he shifted the card from one hand to another several times, then "fixed his dark eyes on the reporter and asked, 'What do you fellows want to spring such a thing as that on us? Don't you know that a fellow might know a whole lot of things and not be able to answer these questions? I don't think I'll answer them at all.' " Nevertheless, he tried. According to the reporter, Shull's hair was as slick as the back of a raven when he began with the questions, but in a few minutes, after running his fingers through it, his hair resembled the back of an enraged porcupine. Miss Marie Carrie, Cleveland principal, took a look at the questions and invited the reporter to come back next week as she was already far behind with her classes for the day. Miss Lizzie Dickinson, Carleton principal, disliked having questions sprung on her. Concerned with her image, she wanted the editor to understand that she should be given the privilege of defending herself through the columns of the *Eagle* if she were misrepresented by the reporter. Someone composed the following verses for the event:

'Tis well to be good natured,
When unawares we're taken
As it sometimes fills the vacancy
That learning hath forsaken.

The editor sat in his sanctum
Wooing some plan or scheme
By which he could give the EAGLE
An extra head of steam.

With the rumpus—loving nature
That true born editors wear,
He pined for some new deviltry
As he scratched his burnt-gold hair.

At last he bounded upright
I'll throw a bomb, cried he
In the house of the learned, just to find
What the effect will be.

And he called up six reporters
Prancing, and ready for fight,
And he armed them with seven questions,
Which he learned to answer right.

Hence to the heads of learning
Bring back their answers today
Say that tomorrow the world shall know
Every word they say.

Next morning the paper was teeming,
With truthful answers embedded,
And scholars were howling delightedly
To see the beheaders beheaded. ¹⁸

All new schools built in the late 1880s featured an office for the principals. This room was outfitted with a Body Brussels carpet, made and laid for \$1.25 per yard, window shades, upholstered lounge in Brussels Carpet for \$6, a table costing \$5, two arm chairs costing \$1.50 each, and book shelves with oak finish and drawer costing \$7.50. In all, a furnished principal's room cost less than \$50.¹⁹

In contrast to the first twenty years of education, Wichita teachers worked in uncrowded elementary classrooms. Dr. Stevenson reassigned students with the intention of reducing class size, believing that teachers worked best with less than 50 students and preferably 25 to 30. Classes averaged from 25 to 40 regularly attending students with enrollments of around 45-55 per class.

The only special instruction teacher to survive a reduction in salary during the nineties was the popular music supervisor Jessie L. Clark. Beginning in 1892 she visited every school room once a week, making the rounds on street cars at first. In later years, as the city expanded, she used a horse (a bay named Patsy) and buggy to cover her twenty-eight mile weekly circuit. Her high school chorus and other musical groups performed at local programs and entered contests in central Kansas. A



Jessie L. Clark, supervisor of music in Wichita Public Schools from 1892 to 1925. Clark Elementary School was named in her honor.

favorite in the community, she was especially popular among her students with whom she often clowned or made faces when they sang off pitch. Students recalled that she used laughter to help relax the vocal chords of her students so that they could sing easier.²⁰ Partly due to Jessie Clark Wichita developed a sound music program while many other schools were still debating the merits of employing a music teacher.

Monthly city and county teachers meetings, annual regional and state meetings continued to offer teachers the opportunity to share new ideas and reinforce one another's morale. The Wichita city teachers had an active, generally enthusiastic group who were required to attend each monthly meeting. Instructive talks and demonstrations, music, and discussions comprised most of the programs. If any positive result could be named, it was the bolstering of enthusiasm and idealism. As State Superintendent of Schools G. W. Winans told the Sedgwick County teachers in 1890, "No one can be a teacher in the best sense of the word who is not living, growing and awfully in earnest."²¹

Though teachers generally emphasized the ideal in their lectures, ambivalent feelings occasionally surfaced such as those expressed by Professor F. L. Alexander of Valley Center: "I believe the teacher who has no love for his profession, no pride in the fact that he is a teacher, but who rather feels the burden of its ignobleness will honor the profession more by being out of it. After all, I know one of the chief delights is at the end of the month to draw that princely salary which will enable him to live royally upon the charity of his friends."²²

To keep in touch with other public schools in Kansas and to obtain practical suggestions on teaching, teachers subscribed to the *Western School Journal* published at Topeka. Scattered among the lessons on grammar or math, or orthography were articles of faith in the profession of teaching. "Who are the Professional Teachers?" an article which tempered idealism with human capabilities, suggested that a teacher "should possess a good temper, cheerfulness, a modicum of common sense, a goodly amount of enthusiasm, a great deal of tact, a world of wisdom and a little wickedness; he should always be a learner, should avoid pedantry . . . , should have faith in the infinite possibilities wrapped up in the children, and should possess the divine power of rousing the 'slumbering, unsuspected best' in those with whom he comes in contact."²³

Instruction and Students—Change and Challenge

A Public School Idyl

Ram it in, cram it in—
Children's heads are hollow!
Slam it in, jam it in—
Still there's more to follow:
Hygiene and History,
Astronomic mystery,
Algebra, Histology,
Latin, Etymology.
Botany, Geometry,
Greek and Trigonometry—
Ram it in, cram it in,
Children's heads are hollow!

—E. Frank Lintaber²⁴

Except for the introduction of kindergarten methods into the primary grades, instruction in the schools followed patterns set during previous years. Even though teachers were urged to experiment and to individualize instruction, drill and memorization continued to be a favorite pedagogical method. When several Board of Education members visited the schools in 1891, they noted the desire for uniformity, the "squeezing or padding to fit a certain mold." Teachers, they noticed, desired a "class to be as near alike as a company of Imperial Guards." Disagreeing with much that they saw the delegation believed that better results could be obtained by noting individual abilities.²⁵

Curriculum offerings increased slightly during the 1890s. Academic courses — Latin, English, College Preparatory, German — offered no appreciable difference from previous years. Stevenson attempted to introduce a business course in high school but did not succeed, although bookkeeping was retained in both the English and Latin course. During the freshman and sophomore year students could choose between the

Latin or the English course. For the Latin program students took courses in Latin, algebra, physiology, English, civics, Caesar, general history, geometry and bookkeeping. Students in the English course took physics, geography, algebra, physiology, English, civics, zoology, general history, geometry and bookkeeping. The following chart lists junior and senior high school courses in 1893.

		LATIN COURSE	COLLEGE PREPARATORY	GERMAN	ENGLISH
JUNIOR YEAR	First Term	Cicero Geometry Chemistry English 1. Rhetoric 2. 3 Classics	Cicero Geometry Greek Lessons English 1. Rhetoric 2. 3 Classics	German Geometry Chemistry English 1. Rhetoric 2. 3 Classics	Pol. Economy Geometry Chemistry English 1. Rhetoric 2. 3 Classics
	Second Term	Cicero Geom. and Trig. Botany English 1. Rhetoric 2. 2 Classics	Cicero Geom. and Trig. Greek Lessons English 1. Rhetoric 2. 2 Classics	German Geom. and Trig. Botany English 1. Rhetoric 2. 2 Classics	Pol. Economy Geom. and Trig. Botany English 1. Rhetoric 2. 2 Classics
	First Term	Virgil Physics Eng. History Eng. Literature	Virgil Physics Anabasis Eng. Literature	German Physics Eng. History Eng. Literature	Geology Physics Eng. History Eng. Literature
	Second Term	Virgil Physics Astronomy Eng. Literature	Virgil Physics Anabasis Eng. Literature	German Physics Astronomy Eng. Literature	Geology Physics Astronomy Eng. Literature

Source: *Annual Report, 1893*. Penmanship was required throughout the freshman and sophomore years, mechanical drawing in the junior year. Music was also required.

State uniformity of textbooks, an issue vital to student instruction came before the Kansas legislatures in the 1880s and 1890s. Opposition to uniformity was best expressed by teachers of Shawnee County and Topeka in 1889: "State uniformity of text books would stagnate educational progress, destroy individuality in the development of children, perpetuate error, and rob our schools of books whose excellence is the growth of a century's experimenting. It would centralize a dangerous power, and delegate to a few persons the right to say what books children would study to the exclusion of all others. It insults and degrades the intelligence of those who have charge of management of our schools, by virtually saying they are not competent to select books, make contracts or direct the education of the children in their charge."²⁶ State

Superintendents George Winans (1889-1892) and Edmund Stanley (1895-1896) and Wichita District #1 shared the views of the Shawnee County teachers. The Wichita Board of Education presented a memorial to the Kansas legislature in February 1897, requesting exemption of cities of the first class from the operation of the bill which would provide for state uniformity of textbooks. The effort failed, for later that same year the legislature created a textbook commission and enacted a law providing for state uniformity and maximum charges for school texts. Obtaining books at ten percent above cost was one of the major advantages of the new law.²⁷

The Wichita Board of Education ignored the state law, and on September 13, 1897 they were served with a writ of mandamus restraining them from using textbooks for which they had contracted in March 1897, and asking that books selected by the legislature be substituted. The Board initially voted in favor (8-4) of keeping their private contracts with the book companies, then reversed their decision and complied.²⁸

Because of the high demand for the new textbooks and the inadequate supplies of them throughout the state, many students had no books at the beginning of the September school term. Dealers complained that manufacturers were extremely slow in supplying them with books. Of the books already available for use, some proved to be of poor quality, having inferior paper and loose binding so that leaves were falling out. Marshall Murdock's vituperative comments on the state ordered textbooks were caustic enough to "turn cistern water purple." The First Reader he labeled a "crude collection of driveling sentiment," with coarse illustrations and poster type. The somber, clumsy book looked, he thought, very much like the "first copies of John Locke's *Treatise on the Philosophy of Human Understanding*. This for the little folks." As for illustrations in nearly all the books, he concluded, "there's not a gum, tobacco or soap house in the country that would let their traveling representatives stencil such a clumsy work on any ordinary board fence in advertising."²⁹ The illustrations were not imaginative but scarcely any different from those in other school texts.

Part of Republican Murdock's outrage stemmed from his anti-Populist stance. He viewed the textbooks issue as part of the Populist party program "to make every dollar in sight before the session closed. This school book grab was only one of many." In his mind, the textbook change was not intended for educational improvement but a "deliberately planned scheme to monopolize the publication of school books for the benefit and profit of a few men."³⁰ For the time being, at least, Murdock's harsh words contained few elements of truth. Had there been kickbacks or inordinate profits on textbooks, the *Eagle* surely would have screamed loudly, but it found no cause to do so.

Tardiness continued to be a problem to public school educators throughout the state. Beginning with the *Ninth Biennial Report* (1893-

1894), the State Superintendent of Instruction compiled statistics on tardiness annually. Wichita's record was far better than that of Kansas City which recorded tardies ranging up to 5,000 for a system of 8,000 students enrolled. Former school board member, W. E. Stanley, offered these satirical comments on tardiness.

The tardy bell is a great humbug, and ought to be abolished. If the scholar is tardy, what of it What is the use of punctuality anyhow if it is not observed anywhere else: businessmen don't observe it, and if a man is from thirty minutes to an hour late in keeping a business engagement, nobody grumbles. If the employees in the factories and workshops show up an hour late, the employers only smile and raise their wages

Nine o'clock is an unseemly hour to commence school. I would suggest as a remedy for this tardiness, that the time of commencing school in the morning be changed, say, to half past ten or eleven o'clock . . . school hours could be shortened to one hour in the forenoon, and one hour and a half in the afternoon.

I am glad so many have taken hold of this thing, and I hope they have made it so hot for the teacher that they will not only abolish the tardy bell, but will abolish the school. For what is the use of public schools, if a boy is to be hampered, disciplined and governed, and not be allowed to do as he pleases. One of the boasts and privileges of the American citizen is that he can do as he wishes, and any school system that hampers the boy and deprives him of the sweet prerogative is a humbug.³¹

Late in the 1880s, public schools began to emphasize patriotism by placement of American flags at each school. Flag raising ceremonies, singing of "America," "Red, White and Blue," and the "Star Spangled Banner," followed by readings and declamations were intended to arouse in pupils a spirit of loyalty and devotion to their country. The Topeka published *Western School Journal*, in September 1888, urged Kansas to follow this example. The idea caught on quickly. By 1890 the same Kansas publication for teachers noted the "rage for placing the American flag on school-houses." It called the practice a protest against those enemies who derided and belittled the public schools and against those foreigners who demanded that public schools teach in their native tongue. The *Journal* denounced this latter demand and adamantly stated that in the United States, English was the language of the people and no other. Flags placed at each school should remind students daily of this.³² Patriotism reached chauvinistic proportions in the late 1890s when the United States acquired territories in the Caribbean and Pacific, thus itself becoming an imperialistic power.

In Wichita, Commander John Wallace of the Garfield Post of the Grand Army of the Republic called on Superintendent Stevenson regarding the placement of flags in each Wichita school room. Stevenson quickly endorsed the idea, recalling that he had been the first in Ohio to have flags placed in the classrooms. Stevenson believed that a flag in the room was conducive to "instilling lessons of patriotism. From it such lessons may be drawn as will give them some appreciation of the price of

liberty and the value of our free institutions." The children shall be taught "to respect the old soldiers for what they achieved while living, and to drop a tear of sincere love when the green sward covers them." City teachers planned a dedication of flags ceremony in which over 4,000 public school children and teachers would gather at the southeast corner of Market and William on Decoration Day, May 30, 1890. After the singing of "America," two brief speeches by board president M. W. Levy and Colonel H. W. Lewis, the flag presentation and final singing of the "Star Spangled Banner," all teachers and pupils, with about ninety flag bearers at the head of their columns, marched three blocks to the offices of the Board of Education. When school resumed in September, students could view the 2' by 3' flag hanging on the wall behind each teacher in each classroom.³³

During the same year that flags were placed in all the classrooms, celebration of Arbor Day became an annual event. This special occasion was legally recognized by the state of Nebraska as early as 1872. The planting of trees on the treeless prairies of Nebraska, Kansas and other plains states had been a regular practice encouraged and partially subsidized by the federal government. Wichitans had planted trees soon after settling in the town, and by 1890 many streets were shaded by elms, walnuts and other trees adapted to the Kansas climate. For the first year (1890), colorful, well-planned ceremonies featured a speech by the school board president, songs and drills by students, and tree plantings. Carleton School attracted a large crowd on April 10, 1890. When the orchestra struck up "Yankee Doodle" at 3 P.M., the children marched onto the school grounds "with the precision of a well-drilled battalion." Following the speeches from the superintendent and other citizens, selected students tossed a shovel of dirt on the newly planted trees, each reciting verse with a shovelful of dirt:

Your winter covering of snow
Will dazzle with its splendor
Your summer garb with richest glow
Will feast of beauty render.

Another student:

O happy tree which we plant today
What great good fortunes wait you
For you will grow in sun and snow
Till fruit and flowers freight you.

A first grader remembered:

May your shadow never grow less.

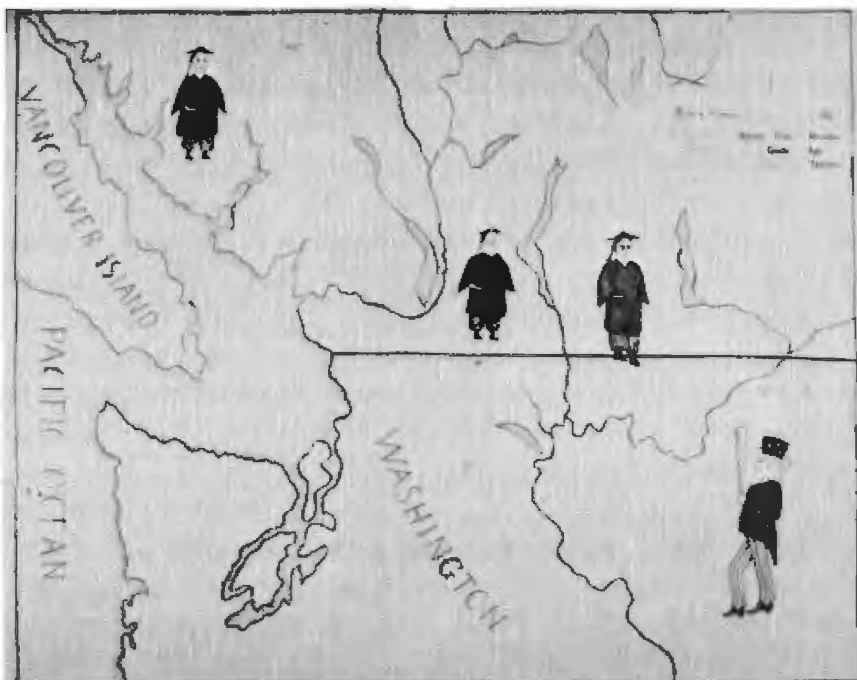
Students named the newly planted trees at Carleton School for their teachers who were: Lizzie Dickinson, Libbie Kieth, Sara Scroggins, Ella Freeman, Maggie Garwood, Ada Embree, Lizzie McMillan and Kate Bonnell.³⁴

Carleton School had been named in honor of poet Will Carleton who was pleased with the honor and visited the school in April 1892. A well planned program involved the superintendent, school board members, Carleton pupils and teachers. Immediately following the introduction of Carleton, Miss Dickinson's class arose in union and repeated a portion of one of his poems:

So with hope, let us grope, for what joy we may find
Let no fears, let not tears make us heedless or blind,
Let us think while we drink the sweet pleasures that are,
That in sea, or in ground, many gems might be found,
That outdazzle the stars.

After the ceremony, he visited every class in the building and even recited some of his own poetry. When the students discovered that Carleton had left them a sixty-pound box of candy, they cheered loudly and long.³⁵

Wichita students prepared a large exhibit for the Columbian Exhibition held in Chicago in 1893. Art work, drawings, designs were submitted by primary through Normal School students. The seventh and eighth grades prepared two volumes of "off-hand drawings" to illustrate facts and events of United States history, showing by rough sketches such events as the Boston tea party, Perry's victory, the Louisiana purchase, the seal question in the Bering Sea, the admission of the Chinese, and other topics.³⁶



This portrayal of anti-Chinese sentiment was one in a book of drawings prepared by seventh and eighth grade students for the 1893 Columbian exhibition in Chicago.

Enrollment in the high school increased during the 1890s and additions were made to the building. Some 360 students were enrolled in 1896, with the highest concentrations in the first two years of the course. Graduating classes averaged between thirty and fifty students during most of the decade.

Commencement customs varied little from year to year. Girls dressed in white or cream silk dresses, wore white gloves and slippers, and carried either a fan or bouquet of flowers. Each student gave an oration. As the graduate number increased, the Board of Education arranged for a full day of ceremonies at the Crawford Opera House. The first session lasted from 10 A.M. to 12 Noon, and the second 2:30 P.M. to 5 P.M., with the Normal School graduates beginning their orations at 8 P.M. By 1897 graduates were limited to four minute orations, except, for whistler George Kessler who was allowed more time to demonstrate how the emotions of the whistler affected his song.³⁷

Hours of listening to student orations was a demanding experience which grew increasingly unpopular among students. Thirty-seven of the thirty-nine 1898 graduates petitioned the Board, requesting that student orations be omitted and that a speaker be substituted. At the December board meeting, Richard Bird, a student, said he could not do a speech justice in three minutes and suggested having a noted lecturer and music. Hart Stoutmeyer also spoke briefly in support of the petition. Parents of the students backed the student position. The Board vote split, five in favor and six opposed. Superintendent Dyer spoke in favor of the student talks, saying that in his twelve years experience as a teacher, he had found commencement exercises stimulating to the younger students and pleasing to the public. Besides, every youth, it was thought, should be drilled in the practice of public speaking and learn how to collect his thoughts, arrange them as well, and give them forceful and graceful expression.

Bird and Stoutmeyer served on the *High School Messenger* newspaper staff until they printed a long, sarcastic poem entitled "The Pleasures of Commencement." *The Messenger*, produced entirely by the students and censored usually by teacher Miss Cleaveland, was printed before she had a chance to review the material. Because of this episode the paper was removed from student control and given to the faculty to oversee.

Their protest in vain, and against their will, the 1898 graduates gave speeches. Richard Bird, the young man who spoke against student orations in December 1897, and who was forced to resign from the *Messenger* staff in February 1898, dared to deviate from his specified topic on Webster, Clay and Calhoun to talk about McKinley, Dewey and Sampson. "A rousing cheer followed this." Fellow graduate, Bernard E. "Hart" Stoutmeyer, hit the oration issue directly: "A chemist can blow up a castle with a bomb the size of an egg; the doctor can kill an elephant with a pill the size of a pea, and a school boy can spend thirty-seven



Wichita High School, Class of 1893
U. P. Shull, Principal

Saturdays on an oration that will only last three minutes." The two dissenting students were promptly reprimanded. Because of their insubordination, the Board passed a resolution May 30, 1898, recommending that all future graduates who did not first give the oration prepared and rehearsed before the faculty should not receive diplomas. The furor raised in 1898 instigated changes regarding commencement exercises the next year. Persuaded by the action and logic of the rebellious students, the Board revised its policy, resolving that whenever there were twenty or more students, each student would write a thesis upon a faculty approved topic, and that ten students selected by teachers would give orations.³⁹

Wichita students were not alone in their demands to change commencement tradition. High school students, teachers and school boards throughout the United States were revising graduation policies. Some schools abolished graduation ceremonies; others simplified the procedure through the adoption of caps and gowns so that the rich and poor would be indistinguishable. Others reduced the number of speakers to outstanding students only, while some invited a well-known public lecturer to deliver the address. For most high school graduates, their relatives and friends, graduation ceremonies symbolized the termination of formal education, and, as such, were among the most inspiring and meaningful experiences of their lives. Wichitans never considered abolishing this experience.

Beginning in 1896, the eighth grade graduates received diplomas for work completed. They held their first commencement exercises in 1898, basing them on that of the high school example, complete with music and orations by outstanding eighth graders.⁴⁰

Commencement speakers, whether students, board members or superintendent, generally addressed themselves to topics intended to inspire students toward greater industry, honesty, persistence, patriotism or other virtues. As such, then, they reflected current social values and attitudes. The following commencement talk by Superintendent R. W. Stevenson departed somewhat from the usual verbose abstractions and spoke directly to the young men and women of Wichita. If he were a young man, he would first find the vocation for which he was best fitted, and then adapt himself to it with his whole energy. There was no use, he said, in trying to educate youth, outside of their natural aptitudes. If he were choosing an occupation, he would begin at the very lowest point and work forward and upward. Generally, a man found his life work by experiment and very frequently by accident. If he were a young man, he would marry. Stevenson thought it "a mistaken adage, to first get the cage and then the bird. If a young man and a young woman get married who are duly and truly adapted to each other, whether they had a cage at first or not, it would not be long until that requisite to happiness would make its appearance." He advised young women to get all the education that schools offered and also learn the intricacies of household affairs. "Every girl should take it as a matter of course that some day she would be the mistress of a house and the queen of a home." He admitted that a girl may have a natural aptitude for the arts and science, and she may "have the highest proficiency in each of them, but sooner or later the right young man comes along and the arts and sciences are cast aside and she assumes the responsibilities of the mistress of a house . . ." Dr. R. W. Stevenson was roundly applauded at the close of his address to the nineteen graduates—one male and eighteen females.⁴¹

Rah! Rah! Rah!
High School! High School!
W i c h i t a !

Athletic events for boys were introduced in the public schools in the late 1880s, and expanded in the 1890s. Wichita high school students trained for football, basketball and track, then competed against Fairmount, Friends University, Lewis Academy and occasionally out of city teams. Although enthusiastic students and citizens cheered the men in blue and white, the athletic association had little or no income. Sports were partially supported by high school drama presentations. Professor Gabriel Fullard-Smith had organized the High School Athletics Association in October 1894. Clubs for playing football, baseball, golf, cricket, tennis, or sprinting and bicycling constituted the H.S.A.A. Professor Fullard-Smith advised application of collegiate athletic association rules regarding training, practice and games. To avoid overindulgence in

athletics, students could join only one club. Should the young ladies wish to, and the weather was favorable, they could form a golf or tennis club. The first annual field day (1895) included track events that have become standard—the dashes, middle distance events, shot put, high jump and broad jump—but it also offered competition in tug-of-war, mile walk, potato race and three-legged race.⁴²

Normal Schools

At the February 3, 1890 Board of Education meeting, Superintendent Stevenson recommended that steps be taken to organize a Normal (teacher) training department within the high school. Citing other cities which had established a normal school affiliated with the city school system, he saw two major advantages: (a) Wichita students who could not afford to reside elsewhere could receive training at home, and (b) the Normal school would save the board money by supplying free substitute teachers. Convinced of the wisdom of organizing such a teacher training school, the Board rented a large front room of the YMCA building for one year and hired a principal (Miss Mary Rowe) and two critic teachers. A fifteen-member class graduated on May 27, 1891 after one year of training.⁴³



Teacher and graduates of the Wichita Normal School shown with Superintendent Robert Stevenson in 1891 or 1892.

The course of study for the year included: psychology of teaching, history of education, educational reformers, growth of public schools and their relation to the state, lectures on pedagogy, school government and management, review of the common branches with reference to *methods* of teaching reading, orthography, arithmetic, geography, language, grammar, United States history, civics, physiology and hygiene, penmanship, music and drawing. Literature was discussed, physical exercise and "vocalization" received daily attention; student's manners and language were evaluated after each lesson. Students kept a daily register, made reports, discussed Rules of the Schools as outlined by the Board of Education, compiled suitable memory gems and maxims, noted subjects for object lessons, and gathered tables and stories for use in language work. Normal pupils were required to make outlines and written analyses of various subjects taught, present these to the class, and benefit by criticism of the principal and school members. "School aesthetics, embracing systematic habits, neat rooms, school registers and blackboards, the appearance and manners of the teacher, pictorial and floral decorations, and all that would aid in the cultivation of the beautiful was the subject of constant emphasis." Four practice classes in first and second grades were established—two rooms at Franklin and two at Emerson. Each Normal student taught three weeks under the general supervision of the Normal principal and directly under the critic teacher. Students prepared their lessons two days in advance, then submitted them to the training teacher for criticism before presenting them to a class of students.⁴⁴

Not all parents of children in the practice rooms approved of student teachers practicing on their children. A major complaint was registered against the frequent change of teachers whereby a new one and carry-over assistant came to a classroom every three weeks. Robert E. Lawrence, whose child was in Franklin School, praised the work of the Normal, noting that his child had made excellent progress, mostly due to having two teachers in the same room thus providing individualized attention. He challenged critics to visit these Normal practice rooms before making further reckless statements about them.⁴⁵

Interest in establishing a state funded Normal School gained active support in southern Kansas in the mid-1890s. At the Southern Kansas Teachers Association meeting in Arkansas City in 1895, it was noted that Kansas had over 12,000 active teachers of which approximately 3,000 left teaching each year. In 1892, out of 12,250 teachers, only 413 held Normal School diplomas or state certificates. Obviously, if public school instruction were to be improved, more teachers needed teacher training. The State Normal at Emporia was doing excellent work, but many persons could not afford to attend school there. In late December 1896, the Wichita Board of Education instructed Superintendent Dyer (1895-1901) to "use all honorable means to assist in securing the location of a State

Normal School at Wichita." Former Kansas Governor and in 1897 State Senator Lewelling of Wichita presented a bill appropriating money for a State Normal at Wichita in February 1897. The attempt was not successful for Wichita or for any other city in Kansas wanting to establish new State Normals.⁴⁶

Eagle editor Murdock attacked the Wichita Normal opponents, noting that Wichita lost not because it pays more than average taxes to support the state's educational and charitable institutions "all of which are located in hog-pen corner, but failed because of small-souled envy of individuals who have no interest in the state beyond what they draw from its public treasury and from the contemptible jealousies of towns, which having state institutions cannot brook the idea of any other city or section boasting a like advantage." The president of the State Normal of Emporia, Murdock noted, spent most of the winter fighting the proposition of another State Normal at Wichita. "But Emporia is not the only town whose hash-house greed and unworthy jealousies have got the better of their high professions in the interest of education." Topeka and other cities in the Kaw valley were likewise responsible.⁴⁷

Library

Early in 1876 the Kansas legislature authorized the school districts to vote a tax not to exceed two mills to provide funds to establish a district library restricted to books on history, biography, science, and travels. The Kansas Superintendent of Public Instruction who had encouraged a library believed the restriction would be opposed by some, but he thought it necessary and "productive of good in an age flooded with trashy sentimentalism."⁴⁸

Fourteen years after passage of the school libraries act in February 1890, the Wichita Board of Education authorized purchase of 300 books for a teachers' library. An index of the *Encyclopedia Britannica* and *Bedouins of the Euphrates*, costing \$6 and \$2 respectively, were among the very first purchases. As the books arrived, they were placed in Dr. Stevenson's office. By August 1890, the school library in the superintendent's office was quite comprehensive and contained "books enough to keep the average reader busy for a year or more and . . . learning enough to make him mad."⁴⁹

The library located in the Board of Education offices in the city building was ready for public use a year later. Memberships cost \$1 yearly; the secretary of the Board of Education served as librarian. School board president A. H. Ward worked diligently to improve the public school library which also served the public. The *Eagle* called it one of the best libraries in the state. The library contained 1,200 volumes in June 1892, being second to Leavenworth which had 2,000 volumes. In 1894 Wichita could boast the largest public school library in the state with 2,-

The Wichita Public School Library was located on the ground floor in the northwest corner of the City Building. In the photograph, two men are shown seated on the window sill of the librarian's room. The Wichita Board of Education had offices on the third floor of the same City Building from 1890 until 1926. The City Building pictured here has been listed on the National Registry of Historic Places.



700 volumes. The number was increased to 4,000 volumes in 1896, but in 1898 Leavenworth again moved into first place sporting 279 more books than Wichita's 5,000. In 1900 the listing was omitted for Wichita.⁵⁰

The library's first location in the superintendent's office must have limited its use. As early as 1891 Dr. Stevenson suggested that a well-selected library for the public schools would be "more of an ornament to the first floor of our new and handsome city building than even the police commissioners, the police, and their customers." Two years later the library was moved to the first floor, into a 24' x 30' room which had three large windows facing Main Street. The room had two entrances, one off Main on the west, and one from William on the north. The floor was painted dark red and covered almost entirely with "a beautiful mat of finest brussels." Comfortable chairs were placed around a large antique oak table which stood in the middle of the room. Pictures hung on the walls. Shelves placed along the sides of the walls held books arranged into easily identifiable categories. A five-jet chandelier of incandescent light furnished illumination for the large room. Lettered windows designated

"The Public School Library." With the move of the library to its new home in 1893 came also the election of Miss Blanch Martin as its first librarian. Prior to this time, the library had been taken care of by the school board treasurer. Miss Martin's office was a small, round room adjacent to the library room. This room had four large windows facing both Main and William. It, too, was carpeted and furnished with a desk typewriter, easy chairs and a three-jet chandelier. Off the main library room was a third room which served as a store room and clean-up room with commode, washbowl and pitchers, towels and soap. Six years later in 1899, the Board of Education voted in favor of making the library free to the public "provided the city would cooperate with the Board in maintaining it." If the proposal met the approval of the city council, the library committee would select "such new, popular books as seemed in demand."⁵¹

Optimistic, idealistic educators believed that some social problems might find their solution in the perusal of libraries, that repository of human wisdom and culture. H. S. McMichael, a city teacher in 1891 argued eloquently for the cultivation of literary taste and the attainment of personal excellence through education. He wrote: "When the crowds that frequent the saloon shall be succeeded by multitudes that prefer the public library, questions that now alarm will not even exist. When good books are on the table in the home the street vendor of pernicious literature will find his nefarious business unprofitable. When man shall have within his mind such stores of wealth as will afford him pleasure in the absence of grosser possessions, greed and fraud will greatly diminish."⁵²

Integration Maintained

The period from 1880 to the early 1890s within Kansas was one of relative tolerance toward black people. A few blacks ran for public office including State Auditor, in 1882 and later. During this period, racial feeling changed from one of tolerance to racist. United States' expansionist policies and assumptions about the "white man's burden," possibly influenced the trend toward racial segregation. Several leading black Kansans advocated emigration to Cuba, believing that economic opportunities there were better than in Kansas.⁵³

Wichita school facilities remained integrated. A provision of the 1889 Kansas law specifically prohibited discrimination in the schools on the basis of race. (Black students comprised 4 percent of the public school enrollment throughout the 1890s.) Wichita's blacks entertained mixed feelings regarding segregation in the schools, with the majority apparently favoring integration. A mass meeting of black citizens, held in St. Paul's African Methodist Episcopal Church, January 19, 1891, elected delegates to a state convention at Topeka to draft a resolution protesting

discrimination in proposed state legislation: "Whereas, We, the colored citizens of Wichita, having no faith in separate schools protest against a discrimination in the cities of the first-class as well as cities of the second and third-class;

"Resolved: that we endorse the call for a state convention to be held in Topeka, the 27th inst., to exert every honorable means to prohibit discriminating school legislation.

"Resolved: That this mass meeting send delegates to the convention and said delegates be instructed to reflect the sentiments of this meeting."

The following persons were chosen as delegates to the convention: Rev. B. W. Watson, chairman, O. L. Boyd, Jacob McAfee, T. Clover, W. M. A. Clark, R. F. Dage, S. W. Jones, J. M. Moore, George McDonald, Rev. T. T. War, Mrs. Naomi Anderson, Shelton French, Rev. J. W. Price, and M. W. James Hill, Jr.⁵⁴

In December 1893, black citizens met to discuss the question of separate schools for black children. Among these citizens was barber O. L. Boyd who had backed the 1889 law prohibiting segregation. Boyd had since changed his mind and was now leading the move for separate schools. "I think," Boyd said, "that separate schools would be more conducive to the intellectual welfare of the colored children than mixed schools, and that is the reason I am anxious to see the matter discussed from an intellectual and unprejudiced standpoint I am quite satisfied that colored teachers could do more for the education of colored children than white teachers." He thought that in mixed schools in Wichita it would be impossible to have black teachers because the white folks would never consent to having their children taught by either a colored woman or colored man. Furthermore, black taxpayers believed that colored teachers ought to be appointed in proportion to the colored population. White teachers knew little about the colored child's habits or mode of living. When the *Eagle* reporter raised the question of increased expense to operate a separate school, Boyd responded it would require only one elementary school and this could be located in the Second Ward where "nine-tenths of the colored people reside."⁵⁵ Black residents were scattered throughout the city with most of them concentrated in the Second and Fourth Wards.

Not all Wichita blacks agreed with O. L. Boyd.irate blacks held an indignation meeting to "crunch his theories in their infancy." Before a crowded audience of angry citizens, Thomas Glover called the meeting to order and voiced his unalterable opposition to separation of black and white students. Speakers Jacob McAfee and J. M. McCune denounced Boyd as an enemy to his race. Rev. J. W. Price of New Hope Baptist Church called Boyd a "dude" and he did not like "dudes" in any form. The leaders of the group composed a resolution supporting the local public schools and censoring Boyd. A few days later Boyd replied that his mind had not been changed by the "yawpings of a lot of fellows" in a

✓ mass meeting; he still supported separate schools.⁶⁶ A year later, on October 3, 1894, *National Baptist World*, a Wichita published black newspaper, expressed its satisfaction regarding the many black children attending primary, grammar and high school in the city. Poor black parents who could afford few clothes for their school age children were told "it matters not if you cannot dress them as you would like . . . clothes will not solve the race problem." More important than clothes was the need to bring the race up to the intellectual standards of other races.

✓ In 1898 E. Thaddeus Summit had the honor of being the first black man to graduate from Wichita High School. When he walked over to the school board president during commencement to receive his diploma, his fellow students cheered and applauded.

✓ Wichita was the only city of the first class in Kansas prohibiting separate schools, and thus ran counter to the state and national trend. Ever since the 1880s the United States Supreme Court decisions moved toward increasing segregation of the races, culminating with the *Plessy vs. Ferguson* case in 1896, whereby separate railway coaches for black and whites were held constitutional as long as the accommodations were equal. Three years later the separate but equal doctrine was incorporated into the field of education in the *Cummings vs. County Board of Education* case heard before the U. S. Supreme Court. In this case the court found it impossible to require identical educational facilities, and therefore all that could be required was substantial equality.

The Board of Education showed less concern for intellectual excellence and educational expertise after Dr. R. W. Stevenson left and during the mid-and late-1890s than it had in the previous decade. Insistence on economy, either due to necessity or the conservative nature of the members, or a combination of both, merely preserved the public school system. No new administrative practices were introduced. Superintendent Dyer restricted himself to the minutiae of supervision and conducting of the schools in a businesslike manner. The latter implied an emphasis on discipline, punctuality, honesty, and specifically for him, maintenance of an efficiently operating school system.

The school curriculum varied little, partly because of financial limitations which allowed no surplus funds for employment of special teachers (except music) or introduction of courses which would require more instructors. The educational objective of the 1890s was maintenance of the status quo, or less.

Teachers and parents were more frequently at odds in the 1890s. Was the long financial depression causing some parents to strike out at the school teacher, an easy target? Were school board members actually in

such financial straits as to be tempted to extort money from the working teachers? Whatever the specific reasons, it was apparent that economic conditions more and more set the tone for operation of all phases of public school administration.

1900-1910



Recovery and Rebirth

Wichita population doubled between 1900 and 1910, increasing from 24,671 to 52,450. Buildings constructed during the booming 1880s which stood vacant in the 1890s were now filled with businesses and manufacturers. Wichita grew steadily, solidly. Businessmen, stung by their speculative experiences in the late 1880s avoided inviting eastern capital as they had in earlier years, expressing preference for “drinking milk from their own cow in the future.”

Husky, six-foot prohibitionist Carry Nation, angry about illegal open saloons, came to Wichita from Medicine Lodge and turned her wrath on demon rum December 27, 1900, breaking a large flawless mirror over the bar and slashing the John Noble painting “Cleopatra” in the Carey Hotel. Curious high school students visited her in jail where she served time for several weeks.

Wichita's established citizens and less notorious newcomers brought business acumen and supplied services which brought prosperity to the city. Milling and livestock dominated local industry. A. A. Hyde began manufacturing the salve Mentholatum; W. C. Coleman came in 1901 with his Hydro-Carbon Company and was soon selling gasoline-burning lanterns, lamps, stoves, and irons in Wichita and throughout Kansas. Walterschied Automobile Company manufactured steam propelled automobiles; railroads built new lines such as the Orient, through Wichita, and thirty-eight passenger trains stopped daily. Wichita became the largest broomcorn market in the world by 1906. In July 1909, Wichita completed the Douglas Avenue bridge across the Arkansas River at a cost of \$100,000 while the Wichita Board of Education eagerly sought public approval for a \$200,000 bond issue with which to build a new high school. Though the automobile made inroads on horse-powered vehicles, Wichita retailers still sold carriages, buggies, and carriage robes; coopers fashioned barrels; elocutionists gave lessons; the George Innes Company sold "gents furnishings."

Wichita's general population increase affected the school census, especially in the lower grades where the largest enrollments occurred. To finance accommodations for more students the Board of Education proposed several bond issues for school construction. The people generally voted in favor, but state law limitations prevented realization of any major building projects (except Ingalls at Cleveland and Ninth streets) until 1910.¹ Throughout the first decade of the twentieth century, nearly all the elementary rooms were crowded with fifty or more students. Several schools offered half-day sessions, as did the high school with part of the students attending in the morning and the other half in the afternoon. To reduce the number of students, the school board occasionally decreed that no children under seven could enroll in Wichita schools, except those already enrolled.

Acquisition of portables was discussed as early as June 5, 1900 by Superintendent Frank R. Dyer who suggested in his annual report that portables be used as emergency demanded. He also suggested renting rooms for classrooms as had been done in earlier decades.² The plan of erecting portable school houses originated in France and had been successfully adopted in the United States. Milwaukee and St. Louis had experimented with them for several years. The portables illustrated and described in the *American School Board Journal* were reminiscent of one-room schools and sometimes called barracks. Even so, these portables offered a healthier school environment than rented facilities which often lacked proper ventilation and sanitation. A standard portable measured 26 feet by 34 feet by 15 feet, was painted green, and cost approximately \$1,350. It could be taken apart, transported by dray to another site and rebuilt in three or four days. Bolts or screws joined the panels and sections. A fireproof preparation of sea grass was stuffed between the inner

and outer walls. The Wichita school board bought its first two portables in 1910, placing one at Ingalls and another at McCormick.³

Because of the high school enrollment nearly doubling, (412 enrolled in 1900 increased to 713 in 1908) the superintendent and the high school principal repeatedly recommended construction of a new high school building. Additions on the old 1884 high school proved inadequate and high school students moved also into the Webster building.⁴

Enthusiastic support for a new high school came from school board president Levi Horner: "With the finest Court House in the state, the finest Masonic temple, the finest Masonic home, the finest City Hall and any number of other buildings which rank with the superior buildings of the state, Wichita lacks one building and one in which it should take the most pride, one which would be nearer to the people and in which they would naturally take more pride than any other—a public high school building." Early in 1903 the Board proposed plans for a new high school costing \$150,000. Voters turned down a \$125,000 bond issue in 1903, and a \$150,000 one in 1907. All the high school students paraded in downtown Wichita in 1908 to support another bond issue. Committees of three students each from different classes circulated among the voters urging bond approval. The issue passed and the bonds were sold. Purchasing banks, upon investigating the special act under which the Board of Education sought to issue and sell bonds, found that the proceedings leading up to the sale of the bonds were illegal and therefore void. Attorney Kos Harris advised the Board to withdraw the bonds from the market.⁵

Undaunted, much wiser and legally prepared, the school board presented the school bond issue in 1909, this time calling for \$206,000 (\$150,000 for the high school and \$56,000 for grade school construction). Over 30,000 handbills were distributed calling attention to the school bonds. With 12,765 people voting, the majority approved the issue.⁶

The Board of Education engaged one of the nation's foremost school architects William B. Ittner of St. Louis to draw plans for the new building. His design disclosed changed concepts in school architecture: "The showy, hightowered and large-roofed buildings of a decade ago have given place to simple and dignified exteriors, correct in proportion and design Many of the older buildings merely express an expensive ugliness and stand as monuments to a crude and underdeveloped taste. They resemble a court house or a hotel rather than a schoolhouse." William B. Ittner's design for the Emerson school in Gary, Indiana, received praise from the *American School Board Journal*, saying that he had "produced a school that may be termed in the best sense a model American schoolhouse." The Wichita design closely resembled the Emerson school.⁷

Buildings and Grounds Maintenance

Member of the School Board: "What a racket that steam makes clanking through the pipes."

Teacher, shivering: "It reminds me of Shakespeare's play."

School Board Member: "The Tempest?"

Teacher: "No, Much Ado About Nothing."

—*American School Board Journal*, May 1900

The superintendent of buildings and grounds maintained a workshop in the basement of Webster school in the early 1900s. He was to visit each building at least once a month and, with the principal, ascertain the condition of the building and evaluate the efficiency of the janitors. He moved his shop from Webster to Park school in 1907. The Board, in 1910, built a two-story brick, 35 feet by 80 feet, combination workshop and warehouse at 340 North Water.⁸

Prior to 1906 janitors had been selected by ward politicians and were not always the best mechanics or the most efficient janitors. Beginning in 1906, the Board of Education required janitors to pass a simple examination under a competent steam engineer to test their knowledge of steam heating, use and care of boilers, and other maintenance work. If a janitor failed the examination, he lost the job. Tests were given twice a year. Janitors' duties remained much the same as they had in the past—keeping the grounds and buildings in order, ringing the bell, making certain that supplies ordered by the principal arrived, and assisting the principal in preserving order.⁹

Upon learning that other Kansas school districts enlisted aid of local club women to improve the appearance of school buildings and grounds, Rodolph Hatfield, school board member, offered these comments on June 2, 1902: "The public school grounds and buildings of the city of Wichita are barren of ornamentation, excepting partial adornment of some of the rooms, and have the exterior appearance more of penal than of educational institutions; . . . favorable and pleasant surroundings of children in the public schools are now recognized as highly conducive to good taste, pure purposes, high ideals and well-balanced culture, all of which are essential in the educational process." Ladies' clubs of the city were invited to cooperate with the Board to improve the appearance of the school grounds. The Hypatia Club of Wichita responded by suggesting that school grounds be adorned with flowers, vines, shrubs, and blue grass lawns. Rooms inside the school could be painted or papered in restful colors.¹⁰

The only protection of students from fire while school was in session consisted of regularly practiced fire drills until 1909. Chemical fire extinguishers were then placed in every building. Kansas legislators in 1909 directed that districts add iron or steel outside fire exits to buildings having two stories or more. Wichita schools had no such fire escapes at that

time but were expected to have them by the opening of the 1909-1910 school year.¹¹

Superintendency Remains Unchanged—Principals Register Improvements

There is no position in municipal official life more arduous, more exacting and more vexatious than that of school superintendent. No public position demands more scholarship, more character and more executive ability. No one in public life is more surrounded by more watchful eyes, and is weighted and measured more critically.

—*American School Board Journal*, July 1908

The statement about superintendents was generally also applicable to Wichita high school principals during the first decade of the twentieth century. Superintendent Frank R. Dyer was the first school administrator in the early 1900s to experience the condemnation of the Wichita school board. Dyer, after six years, had fallen from favor and was not reappointed for the 1901-1902 year. High school principal and Dyer's friend, J. N. Allen, had been reappointed, but resigned. Then he and Dyer sent the following letter to colleges and universities which honored the certificates of the Wichita high school:

The undersigned desire to notify the institutions which have agreed to accept the certificates of the Wichita High school in lieu of entrance examinations that, on July first, we shall sever our professional relation with said school.

This notice is sent in justice to ourselves as well as the institutions which have honored the school."

An outraged school board challenged Dyer and Allen to explain the letter. The Board protested the implication that academic standards would be lowered. Neither Dyer nor Allen offered an apology; they had merely complied with the other schools' request that they be notified if any administrative changes took place in the Wichita schools. Nevertheless the Board of Education felt compelled to explain their position to the schools and colleges, and to report that competent replacements had been appointed and that standards of scholarship would not only be maintained but improved.¹²

R. F. Knight, replacing Dyer in 1901, served as superintendent until 1911. Knight's major problem concerned overcrowded schools. School population nearly doubled and he had to shift students from school to school as well as arrange morning and afternoon sessions. To aid him with clerical work, he obtained a part-time secretary in 1907. Knight's beginning salary of \$2,000 was raised to \$2,500 in 1907.¹³

A major change in the duties of grade school building principals began gradually in 1904. Previously, the principal had always taught the upper

grade in school and executed most administrative duties after school. In spring 1904, the eighth grade was dismissed at 3:15 to give the principal the remaining half hour wholly to supervision. Time was not to be used to handle petty discipline cases or clerical work but to make friendly visits to teachers' classrooms while in session. Half an hour for their responsibilities was not enough. To enable principals to give one-half day to supervision, Knight persuaded the Board of Education to appoint four eighth grade relief teachers to help principals in buildings of eight or more classes. Each relief teacher served a morning in one school and an afternoon in the other, reversing the order each month. According to Knight, this administrative change followed the example of long standing and successful policies of many other city school systems in cities of 25,000 or more. The action proved wise. Knight reported at the end of the first year that there had been comparatively fewer cases of discipline at the superintendent's office than perhaps ever before. Yet maintenance of discipline took second place to other duties. Knight wrote: "The principal finds his chief care and calling in that leadership which he may give the daily and hourly work of the school—in unifying the teaching force and instruction, in securing the cooperation of the home and the school, and in making effective the plans and directions of the board and superintendent."¹⁴

Teachers: Problems and Prosperity

Three month summer vacations enabled some teachers to travel for pleasure throughout the United States or to Europe. High school principal Frank Dunkin probably encouraged the stereotype of the American tourists as cloddish and provincial. Following his trip abroad in 1900, Professor Dunkin found little to admire in Europe: "Europe is seventy-five years behind America . . . As a matter of fact America never was as clumsy and foolish and poor and backward as Europe is right now . . . Why, do you know how silly those people farm? I saw right in England . . . farms with a little patch of potatoes probably twenty feet wide, running the entire length of the farm. Right along by this potato patch was a little strip of oats or barley, no wider, running the entire length of the field . . . Do you suppose there is a man in Wichita with imagination fertile enough to conceive the size of a horse laugh a man would get in this country if he should try anything of that kind?"¹⁵

Women comprised approximately eighty percent or more of Kansas teachers during the 1900-1910 decade, and the percentage was increasing because fewer men entered the field. Reactions to women teachers, whether single or married, seemed more negative than they had been in previous years. Had the woman teacher fallen from the pedestal erected for her in the 1860s and 1870s? Not entirely. She had always been considered the natural teacher for the very young. As more students entered

high school, attitudes toward women teachers changed, even though women were as academically qualified as the men. Feminization of the teaching profession drew criticism. Social historian J. C. Furnas had this to say: "When teaching became women's work, men were less likely to go into it. This deprived the American educational system of many potentially fine talents and probably did the schools as much damage as the normal schools' emphasis on method rather than knowledge."¹⁶ The burden for high school dropouts fell on women teachers. An educator wrote in the November 1905 issue of the *American School Board Journal* that the predominance of women in high school was "harmful simply and solely on the grounds of sex, harmful to the girls and absolutely disastrous to the boys." A Wichita Methodist minister Rev. John H. Cudlipp agreed, "I will say to you that the one great trouble with our high schools today is that there are too many women teachers connected with them." Boys, he said, have had women teachers since grammar school and by high school these boys rebelled and dropped out. Consequently far too many boys lacked a high school education. In Wichita (1907-1908) 241 boys were enrolled in high school and 472 girls.

Employment of married women teachers remained a perennial issue. Some school districts hired them, some refused to do so. Wichita's unwritten rule forbade the hiring of married women. Scarcely anyone advocated that a highly competent woman teacher who married be retained on the faculty. Entrenched opinion held that poor and single women should have first priority for jobs, and those with husbands didn't need public support; furthermore, a married woman teacher was shirking the duties of wifehood and avoiding the sacred duties of motherhood. According to the *American School Board Journal*, August 1904: "There are few women indeed who teach simply because they want to render patriotic service from altruistic motives. In this respect a woman is no different than a man. She teaches for an occupation, for a compensation, for a livelihood." The issue of courtship and marriage reached a ridiculous extreme in eastern Kansas where a district board ruled that a woman in love was in no proper emotional or mental condition to teach school. Was the question ever raised as to how this sometimes turbulent condition affected the men teachers?

Male judgments about women did not always lack consistency or compassion. The Wichita Board of Education expressed its most gracious sentiments to retiring librarian Miss Anna E. Wiegand in this letter dated January 6, 1908:

To Miss Anna E. Wiegand:

The Board of Education, in accepting your resignation as City Librarian of Wichita, deeply conscious of your long, faithful, and efficient services, as a Public Servant, constantly subject to the petulant whims and vexatious criticisms of your late position, under most trying circumstances, hereby formally and officially expresses sincere appreciation of your Public Life, and

cordially and confidently commend and encourage you in your avowed purpose of entering and serving in that highest Sphere of woman's activities, the creation of and care for an AMERICAN HOME.

The Board of Education

Except for the introduction of manual training and domestic arts, there was little evidence to indicate that changes in pedagogy took place among Wichita's teachers. Superintendent R. F. Knight's statement in the 1905 *Annual Report* revealed his educational philosophy: "Mastery of subject matter to be taught and of results to be obtained still claim the first importance in the equipment of the teachers. The fundamental branches have received their chief attention. Weakness in these lines is fatal to any school system."

Wichita teachers were made aware of new developments in education, such as electives for high school students, use of school buildings as community centers and night schools, but nevertheless generally remained reluctant to initiate programs until trends were well established elsewhere in the United States. Teachers meetings, mandatory at least one Saturday per month since 1878, included lectures and discussions on classroom management, course of study, certification, student problems, and the proper social and moral behavior of teachers.¹⁸

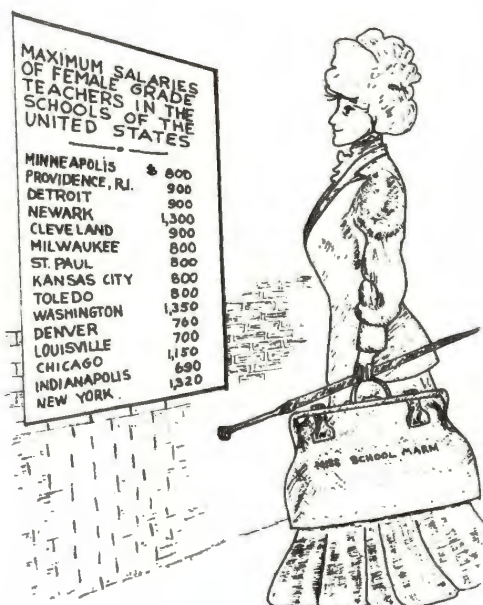
Of the several teachers associations—regional, state, and national—the regional Southern Kansas Teachers Association with its large membership was the most influential for Wichita teachers. At regional meetings teachers discussed manual training, truancy laws, low wages, textbooks, legislation affecting school, Bible reading, financing schools, the "spirit of lawlessness and incipient anarchy" and other "influences working counter to formal education." The Southern Kansas Teachers Association and other teachers' organizations in 1901 complained vehemently about the poor quality, out-of-date textbooks forced on them by the state textbook commission. This issue came to the attention of the *New York Times*: "Kansas school teachers are on the verge of a desperate revolt against the textbooks that have been imposed upon them by the educational authorities of the state. Mistakes have been found, authors have shown incompetence and ignorance and political influence has determined selection." According to Kansas educator and author, C. O. Wright, the regional meetings offered high quality programs by bringing in well-known, avant-garde educators from outside the state. Unfortunately the regional association had no continuing program.¹⁹

Teacher turnover rate was high. The Kansas Superintendent of Public Instruction reported that the average professional life of a teacher was less than four years. Due to the high turnover and increasing population in Wichita as elsewhere, vacancies occurred each year, and experienced teachers with acceptable records could expect to be rehired. Occasionally, a disgruntled school board member singled out a teacher he disliked

and refused to re-elect her. This took place in 1902 between J. F. Stewart of the Fourth Ward and Miss Anna Mason, a Wichita teacher for twelve years. He reported that his children did poorly in her classes and that she was arrogant and incompetent. She countered by saying that his children were well-behaved and did excellent work. The community, surprised by the arbitrary dismissal decision of the Board, rallied immediately to her defense. Members of the Commercial Club, comparable to the Chamber of Commerce, personally called on each board member to reconsider and rehire her. The *Eagle* noted that nothing of local consequence in the past few years had "so aroused public sentiment as the circumstances which prevented Miss Mason's appointment . . . Overwhelming opinion agreed that she had been unjustly treated."²⁰

Shortly before the meeting in which an investigative committee would have been appointed, board president Levi Horner visited Miss Mason at her home and told her she would be dropped no matter what the committee found. Any other course would affect a board member's dignity. Miss Mason notified the Board: "On account of having learned that I will not be reappointed, whether my competency is proven or not, I desire to withdraw my application for position as teacher in the public schools of Wichita for the coming year." Board member, J. M. Martin said, "I move that the request be granted." J. F. Stewart added, "I second the motion."²¹

The average maximum salary for a Wichita gradeschool teacher was only \$675 per year in 1910. Cartoon, courtesy of the *American School Board Journal*.



Wichita teachers had received higher pay in the 1880s than they did in the early 1900s. Teacher salaries in the 1890s had been reduced with no increases for several years; improvements were finally underway in 1904. Ninety teachers petitioned for salary increases in 1905. Board member W. H. Culp considered it fair to grant the raise, after all, some janitors were getting more than that. J. L. Bowdish, another board member, viewed it differently, "Anyway we can get whole scaddoodles of teachers, and janitors are not so plentiful. If I could just show those teachers that big bunch of applications . . . I expect that every name would be taken off that petition in a little while."²² The *Eagle* editor snatched at the janitor v. teacher issue, noting that all a teacher needed for preparation was a Normal Course, while the janitor, appointed by a board member, "has to graduate in the school of ward politics, and a statesman of no mean ability is required to do that . . . If Russia were to import a shipload of Kansas school janitors, she would have a constitutional government in full blast inside of six months." The teachers threatened a strike for higher salaries in September 1905, the opening day of school. No strike materialized. Over one thousand citizens, signed petitions supporting an increase in teachers' salaries in October 1906.²³

Salary Schedule of Teachers, 1909-1910

Tenure	High School	Grade School
First Year	\$75.00	\$40.00
Second Year	80.00	45.00
Third Year	85.00	50.00
Fourth Year	90.00	60.00
Fifth Year	95.00 (maximum)	70.00
Sixth Year		75.00 (maximum)

High school department heads received \$100 per month; relief teachers and principals of two-room buildings, \$80; principals of four-room buildings, \$85; principals of eight-room buildings, \$100; principals of twelve-room buildings, \$110. Teachers were allowed pay for time absent not to exceed five days in any one school year for reasons of personal illness, death in the family, or school visitation by request of the superintendent.²⁴

The Board of Education suggested hiring teachers according to examination scores and number of years of teaching experience.²⁵ For the most part, evaluation of teacher performance depended on the superintendent's or principal's observations. The *American School Board Journal*, June 1909, offered the following guidelines for evaluating teachers: (1) Scholarship as shown by general culture and knowledge, specialized knowledge, and accuracy in subject matter, language, writing; (2) personality as evidenced by neatness and taste in dress, orderly room, tact with people, correctness of conduct, and inspirational abilities; (3) disciplinary ability as shown by concept of ideal order, success in attaining order, and helping students achieve self-control; (4)

teaching power as shown by skill and rapidity in questioning, skill in using illustrations, retention of attention, and preparation for recitation, and (5) professional spirit as shown by enthusiasm, helpfulness and loyalty to colleagues, sympathy with pupil, ability to improve, punctuality and promptness, and interest in educational matters.

Certification requirements became standardized, but not necessarily improved. Of Wichita's 1907 teacher corps of 122 elementary teachers, 81 were Normal or college graduates with 41, or nearly one-third, having only a high school education and experience. Fourteen of the seventeen high school teachers were college graduates. For a limited high school teaching certificate, Kansas law specified that only one year college experience beyond high school was required plus the passing of an examination in English, in principles of teaching, and three high school subjects. A regular high school certificate called for two years of college and one year's experience plus the examinations.²⁶ Obviously, there were situations where the teachers were only a short scholastic jump ahead of their students.

Instruction: Changing Purposes

Since the establishment of public schools, society has expected them to instill high moral standards, create a uniform national American culture, prevent crime, teach intellectual skills, and prepare children for enlightened and useful citizenship. However, President Taylor of the State Normal School, Emporia, Kansas, in an address to Wichita Normal graduates of 1900, refused to shoulder schools with total responsibility for uplifting society. He said: "Some people look upon it as the sole agency by which the crooked are to be made straight, the wayward good, the blind to see, the moral virtues inculcated and the millenium to be ushered in. They forget the important part which the home and environment of the child must play in this development and blame upon the school all the imperfections of his character The function of education is to develop the child's powers."²⁷

Was President Taylor implying that school instruction should become more individualized, more child centered, more practical? Traditionally, educators stressed mental training and discipline as the means to develop the child's powers. Mathematics, science, classical languages, ancient history, rhetoric and grammar dominated high school course work and a large part of grammar school training. The Committee of Ten, appointed by the National Education Association in 1893 and chaired by Charles Eliot, President of Harvard, reviewed the mental discipline approach of previous decades and advised continuance of it. This approach, they believed, was the best way to prepare the intellectually elite for college. It was a conservative view and one apparently cherished by teachers in Wichita.



Cartoon, courtesy of the
American School Board Journal.

Changes taking place in the United States demanded that educators re-examine their purposes. Rapid industrial expansion and technological innovation altered educational needs and attitudes. Business and industry needed skilled personnel. Was an education in Homer and Shakespeare, Greek and rhetoric sufficient for changing conditions? Without denying the value of mental discipline, educators found themselves forced to balance mental and practical education. In addition to economic change, more children than ever before attended school. Compulsory attendance laws first passed in Kansas in 1876 had been enlarged and strengthened in 1901, 1907 and 1909. All children between ages eight and fifteen were required to attend the entire school term, unless they had graduated from the eighth grade. Truant officers patrolled the streets, investigating absentee cases and sending notices to parents regarding their truant children. Newly enacted child labor laws prohibited employment of children under fifteen years of age during school hours. Despite larger enrollments in high school, less than forty percent graduated.

Though aware of changing societal needs and increasing enrollments, leading educators cautioned against rapid introduction of courses relating to commercial and industrial subjects. The United States Commissioner of Education in 1902 urged that every effort be made to conserve those studies which represented the ideal in thought and life, such as the study of Greek. Wichita High School Principal B. F. Dunkin wrote in the 1905 *Annual Report*: "The mission of the high school is to give the training necessary, as far as possible for the appreciation of the best things in life. It should make no difference whether the person so trained shall afterwards remain at home, enter the business world or go to college."

Rodolph Hatfield, Board of Education president and businessman, had no philosophical qualms about introducing vocational subjects into the school curriculum. His resolution on manual training in 1903 stated "That school is of the greatest use to a community which gives its pupils the best equipment for self-support and highest capabilities for public usefulness. He who cannot maintain himself cannot contribute anything to the public. The greatest help to the boy is to enable him to help himself."

... '28

By 1908, the Wichita High School principal expressed full acceptance of a broadly-based curriculum. He wrote:

It is my firm opinion that the High school course of study should be arranged primarily to meet the needs of the larger majority of pupils who do not go to college and not of the minority who do. All the studies necessary to fit pupils for college should be taught, but would insist that not all of the college preparatory studies should be required for graduation of all pupils alike, and especially of those pupils who desire to be fitted for practical work at the end of the four-year High school course. For several years I have been coming to the opinion that the High school diploma should not be awarded for the completion of certain particular studies which the colleges have prescribed, but that it should be awarded to any student who has done four years' faithful, honest, High school work, and has completed a sufficient amount for graduation. Indeed, I would be willing to allow some students to graduate who found it impossible to pass in geometry, were total strangers to a quadratic equation, and found it impossible to figure the specific gravity of an iron ball, having given certain data.

Let us insist, rather, that our High school graduates can use the English language fairly well, can speak and write correctly, can interpret with ease and intelligence, another's thoughts, printed or spoken, are fairly grounded in fundamental arithmetical operations and have a good record for punctuality, honesty, accuracy, application and manliness. When these are the ideals sought after, rather than the completion of certain college preparatory studies, the High school will come nearer to meeting the needs of the community which supports it. I am not asking for a lowering of the standards by any means but rather a reshifting of the emphasis.²⁹

Thus, during the period between 1900 and 1910 in Wichita revolutionary curriculum changes took place in the public high school. Debate through the years over the purposes of the public high school had involved pedagogical leaders, laborers, farmers and business people. The influence of all eventually resulted in extensive change. Wichita educators who had attended national, state and regional conferences became aware of the new ideas and occasionally introduced subjects such as industrial drawing in the 1880s and bookkeeping in the 1890s. President of the Kansas Teachers Association and Wichita Superintendent Frank Dyer, in 1900, had recommended introduction of commercial courses and manual training in the Wichita Public Schools. A commercial course was added to the high school program in 1908 and included typewriting and stenography. It proved to be very popular, with enrollments far exceeding expectations. One hundred twenty took the

typing class when only thirty were expected, 137 enrolled in shorthand and 26 in bookkeeping.³⁰



Cartoon, courtesy of the
American School Board Journal.

The introduction of manual training heralded a major change in secondary education. Manual training in the public schools dated back to 1876, when the Moscow Imperial Technical School brought an industrial training exhibit to the Philadelphia Centennial Exposition. American educators, knowing that industry needed skilled workers but uncertain as to how to educate them, seized the Russian concept and began establishing schools of mechanic arts. Calvin M. Woodward founded the first secondary school which incorporated manual training in St. Louis in 1879. This program was divided equally between mental and manual labor. He was, as were other educators, steeped in the classical tradition and denied that the main object of manual training was development of mechanics. It was rather the development of the whole boy. His motto:

Hail to the skillful cunning hand
Hail to the cultured mind,
Contending for the world's command
Here let them be combined.³¹

Manual training, prior to 1910, emphasized the training of the hand as a necessary counterpart to disciplining the mind. Secondary school educators accepted manual training only if it were a means of developing mental powers, self-control, and if it strengthened the will and determined character.

When eye and hand you deftly train,
Firm grows the will and keen the brain.³²

Wichita Superintendent R. F. Knight echoed the classicist and viewed manual training as both mental and moral education: "Each directed muscular effort depends upon attentive mind and compelling will. Each step in the task is absolutely recorded and deception is almost impossible. In observation, accuracy, order, neatness, and constructive ability, manual training is a constant drill" ³³

Women's clubs lobbied arduously for introduction of manual and domestic training into the public schools. Farmers opposed the idea, saying that they wanted neither a carpentry nor a dressmaking shop in the school. "What we want is book learning." ³⁴ Kansas legislators enacted laws in March 1903 which permitted establishment of manual training and domestic science departments in Kansas schools. Interested districts could request monies from a \$10,000 state fund to inaugurate a program. Wichita's allotment was \$250. School districts could also levy a tax not to exceed one-half mill in cities of the first class for this purpose.

The Wichita Board of Education first considered developing a shop for the boys in an old barn near the high school, in other words, as cheaply as possible. By August 1903, they reconsidered and located the shop and equipment in the Webster building basement, next door to the high school. They hired Clarence J. Smith, formerly an instructor at the State Normal School and a well-trained teacher in the subject. He received \$1,000 per year during the first year; Miss Staatz in domestic science received \$540 per year. Both programs were restricted to high school students during the first year, then extended to eighth grade in 1904. ³⁵ Before long, the young men were turning out working drawings of tables, shaving stands, hall trees, Morris chairs, and music cabinets. Skilled students made cabinets for the domestic science room, footstools and taborets for their homes, and baseball bats and hurdles for the athletic teams. The girls learned to boil eggs, bake bread, and set an elegant table.

Except for persons who thought girls should learn the domestic arts at home, few expressed philosophical doubts about introducing domestic science into the public school. Education of even the most talented young women in needlework had been historically acceptable since the colonial period. The Beecher sisters, Catherine and Harriet Beecher Stowe, had written treatises on the value of domestic science, with the intention of elevating housekeeping to both an art and a science. Ellen Richards, (1842-1911) founder of the home economics movement, published works on food chemistry, shelter and the art of right living. Girls were not to be trained for a vocation. Rather, the purpose of domestic science was to "awaken in school girls an enthusiasm for their performance of common duties of life . . ." The only link with mental discipline came in sewing where the student could coordinate hand, will and mind. ³⁶

Both the manual training and domestic science departments developed high enrollments. For example, within three to five years after the program began, over seventy percent of the students took the courses. ³⁷

Bible Reading

No sectarian doctrine shall be taught or inculcated in any of the public schools of the city, but the Holy Scriptures, without note or comment, may be used therein.

—Statutes of Kansas, 1872

Teachers often opened class each day with a scripture reading designed to inspire the listener to better behavior. The Wichita Board of Education officially endorsed this practice on October 3, 1904, when it approved the following resolution:

RESOLVED: That the board of education for the purpose of aiding in the inculcation of civic righteousness and in the well grounded condemnation of all dishonest, corrupt and immoral practices in private and public life, in the minds of the citizens of our community and republic, hereby declares it advisable that the teachers in the public schools of the city of Wichita be, recommended and are hereby requested in the opening exercises, or at other convenient periods, to make such non-sectarian, but effective, use of the Bible, in reading, or having read, or in having committed and recited by the pupils, portions, selections, or texts, therefrom, as will constitute suitable and appropriate memory gems, from a literary, scientific, historic, philosophic, poetic or spiritual standpoint, and so contribute to the better culture and higher moral sense of the pupils, freed from all dogmatic or sectarian interpretation or comments.

The Classroom

Students were still considered empty vessels, compliant and impressionable. Recitation and drill remained the mainstay of classroom teaching methods. Educators stressed punctuality, industriousness, honesty and self-discipline. The Daughters of the American Revolution annually rewarded one elementary class with the best attendance with a large portrait of George Washington.

Teachers, for the most part, directed students on how to study as well as what to study. They were reluctant to allocate students too much responsibility in the selection of their courses. Among the first electives in Wichita High School were French, manual training, domestic science, typing, stenography and bookkeeping.

High school students may have complained about difficult courses, and rightly so, but they had inspiring, knowledgeable teachers such as Jessie Clark and Professor F. B. Isely who obviously loved their profession and their students. Isely, a science instructor, had this to say after the 1905 annual class outing: "The field trips of the High School botany class are becoming to be quite a boon to agriculture. Annually the botany class destroys as many harmful bugs as does an ordinary toad." Not bad, considering that a "well-conditioned frog" could eat 285 flies every hour.³⁸ Miss Clark who directed numerous plays and musical productions, a few of which got poor reviews from the Board of Education, encouraged and inspired her students to give their all, if not their best, to music and drama.

Accreditation of Wichita High School

The North Central Association of College and Secondary Schools founded in 1895, administered a twenty-state area. This association determined minimum standards on buildings, libraries, laboratories, records, graduations, preparation of teachers, salaries, the teaching-load, the pupil-load, and instruction. (Prior to this time, the University of Kansas determined academic standards for admission of students from Wichita High School to the University.) The North Central Association began accrediting Kansas high schools in 1906, including Wichita High School as well as those at Topeka, Leavenworth, Kansas City, Wellington and Junction City.³⁹

Students: Mischievous and Studious

Grammar school education had received major emphasis before 1900. Acquisition of an eighth grade education had been the goal of most children and parents. In Wichita, only eight percent of the total enrollment attended high school in 1900; however, Wichita, as other districts, gained an increasing number of high school students through the 1890s, with percentages accelerating after 1900. An eighth-grade education had become commonplace, and educators, forced by compulsory education and child labor laws, shifted a large part of their concern to secondary education.

High school students and interested faculty organized clubs, sponsored athletic events, operated a newspaper, and staged dramas, operettas, farces, and musicals. The following parody on Henry Wadsworth Longfellow's poem printed in the December 1906 *High School Messenger* captured the exuberant playfulness characteristic of the early twentieth-century high school student.

Psalm of High School Life

Tell me not in care-free numbers
High School life is but a dream,
For the student's flunked that slumbers—
Exams are not just what they seem.

Life is real! Life is earnest!
Grade of 90 is its goal.
"Do not hurry! Do not worry!"
Is not said to student's soul.

Not enjoyment, and not pleasure,
Is our destined end and way,
But to study—study—study—
Is our task from day to day.

Exams are long and time is fleeting,
And our hearts, though we have crammed,
Still like muffled drums, are beating,
When we go to be exam'ed.

In the student's field of battle,
In the stress of High School life
Be not like dumb, driven cattle—
Be a hero in the strife.

Trust not ponies—though 'tis pleasant—
When exams are pressing sore.
Cram! Cram! Till the midnight hour,
Till your head can hold no more.

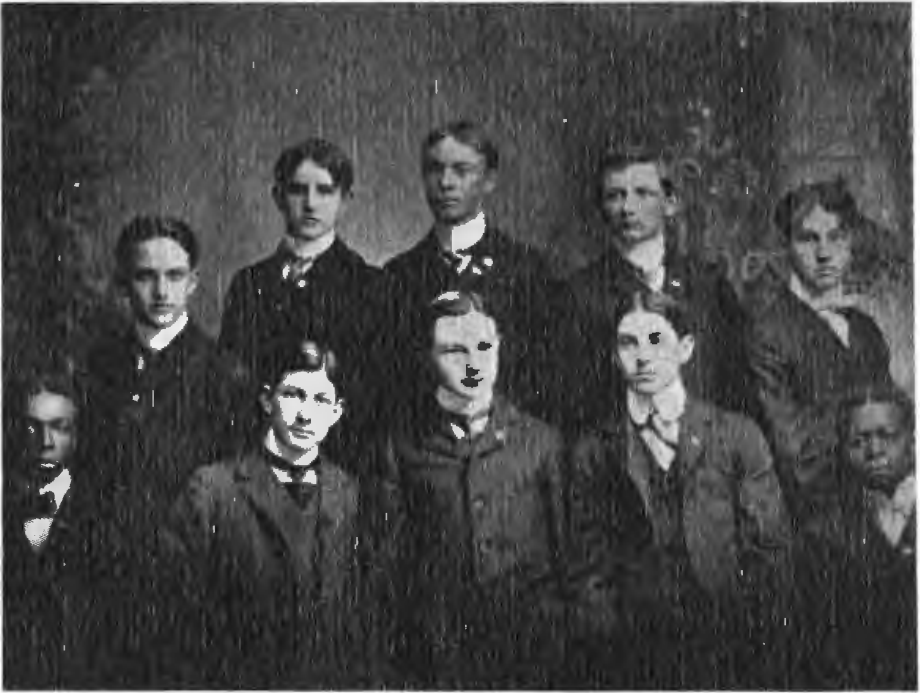
Grades of others all remind us
We can make grades high or low,
And departing, leave behind us
Records of the things we know⁴⁰

High school students around 1900 felt a closer kinship with college students than with grammar school pupils and emulated the former's social and athletic as well as intellectual accomplishments. Secret fraternities and sororities, popular on the college campus, were adapted into the high school. The male "elite" of Wichita High organized Lambda Phi in 1898. For eight years this strictly social group engaged in regular initiation rites and parties at which they played crokinole and carom. Parties were sometimes held in the homes of faculty members.



Lambda Phi Fraternity of Wichita High School

Another exclusive boys' club was organized in 1898 and called Baefal. Its purpose: "We, the male students of the Wichita High School, in order to form a more perfect fellowship, to strengthen ourselves mentally and morally by the investigation and discussion of political, scientific, philosophical and religious questions, and to raise the social standards of our school, do ordain and establish this constitution."⁴¹ This group also gave literary and musical programs.



Baefal boys club of Wichita High School

Wichitans observed initiation procedures carried out on the streets of Wichita. One initiate, Harry Campbell, wrapped in a red shawl while seated in a rubber-tired baby carriage, was wheeled about downtown by a young "colored" man. Following on either side of the street were groups of high school young men, members of the fraternities. In the past other initiates had dressed as Indians or as the organ grinder's monkey.⁴²

The high school girls organized Alpha Theta Mu in 1900. It, too, was secret and social to begin with, and included most of the women teachers and "girls of the upper classes." Miss Lewelling, a teacher for a year and daughter of the Kansas Governor Lorenzo Lewelling, underwent hazing when a sorority member initiated her into the group by using silver nitrate to burn a one-inch high Greek letter on her forehead.⁴³

Hazing resulting in permanent disabling injuries and occasionally death caused boards of education in Wichita and other cities throughout the United States to frown on, and sometimes outlaw, secret fraternities and sororities. The National Association of Secondary Schools, after investigating them, found them undemocratic for public institutions, a menace to school discipline, discriminatory between rich and poor

pupils, breeders of clannishness and snobbery, distracting to students' school work, discouraging of literary, artistic, and scientific societies, leading to extravagance and dissipation, and destructive of allegiance to the school. In 1907, the Kansas legislature passed the Miller Bill which made it unlawful for pupils to participate in or become members of any secret fraternity or secret organization that is in any degree a school organization. Any student violating this law could be expelled from school.⁴⁴

Athletics and Oratory

After the game is over

After the field is clear

Straighten my nose and shoulder

And help me to find my ear.

—*Wichita High School Messenger*,

December 1906



Wichita High School football team, 1901

Football, basketball, baseball, and track dominated the athletics in the early twentieth century. Because no school had a space to practice, either indoors or outside, teams practiced on vacant grounds—in William Mathewson's pasture or in Riverside Park. For basketball, they worked out in a hall on East Douglas.

When the high school was built in 1884, athletics were not a part of school activities and no gym was provided; but within ten years, interested teachers and students organized teams and played intramurally

or with other schools. Students petitioned the Board of Education to raise money for a gym and were granted permission; however, this goal proved too ambitious, too expensive for students. Financial support for the athletic program came from student contributions, from gate receipts and from drama department donations. Season tickets (\$1.50) admitted a student to a year's athletic events.

An Athletic Association had been organized in 1894 and included both young men and women. It coordinated athletic events, sponsored field days, gave banquets and raised money for a gymnasium. This Association was disbanded in 1903 because after the meetings, boys of different classes gathered together to engage in fist fights. Students and faculty missed the Association and recognized the value of a coordinating and supportive athletic organization and discussed, in 1905, the reorganization of the Athletic Association.⁴⁶ The Girls Athletic Association began



Wichita High School girls basketball team in 1905.

program of physical culture and gymnastics, but turned quickly to competitive basketball. The girls practiced in the old vacant, nearly windowless, powerhouse on Third and Wichita streets, bought their own baskets and balls, and hired a coach. They challenged Fairmount College girls and won by 16 to 12, then Lewis Academy, and later took a train to Wellington to compete, accompanied by a large crowd of "hooters." For them, it was a modest but enthusiastic beginning.⁴⁶

Students reported that the High School Principal Professor Dunkin opposed all athletics. Students who were more interested in a winning team than acquiring knowledge denounced the superintendent's and prin-

cipal's policy that no boy would be eligible to play on a team unless he was enrolled in three academic classes and had attended school for three weeks. The boys complained that the new rule shut out good players who did not meet requirements. Professor Dunkin had been lenient with a boy who had brought a doctor's certificate stating he was not strong enough to carry a heavy student load; consequently, Dunkin enrolled him in elementary geography and manual training. Before long this frail young man was playing on the baseball team, until Dunkin and Knight learned about it.⁴⁷

Quality of sports participation improved toward the end of the decade. Training and practice sessions ranged from fifteen minutes daily to two two-hour sessions per week. A city league was formed and games were arranged with public schools located in nearby towns.

Oratorical skills and contests also attracted students and the public during this time when William Jennings Bryan elevated oratory to a high art. Wichita students participated for the first time in 1905 in an interscholastic oratorical contest which included schools of the Arkansas Valley. Orations by high school students at commencement finally gave way entirely to lectures by noted educators in 1906.⁴⁸

Vandalism

As a general rule, vandalism perpetrated by students originated more from mischievousness than malice. The Board of Education proceedings recorded few vandalism incidents. Late in January 1909, several high school boys ransacked nine rooms in the high school, securing about two thousand books which they piled at the door of Principal I. M. Allen's room in the shape of a pyramid, almost completely hiding the door. Almost every male student went before the principal for questioning. Suspects narrowed to five and these were suspended indefinitely. During the same week as the "book rush," students painted "1909-1910" in large black and red characters on the building in ten different places. On the walk leading to the entrance of the high school was the inscription, "Prof. Allen is Rotten." Again male students were "put under a sweating process" before Principal Allen.⁴⁹

The Board of Education acted immediately and organized an investigative committee, then required parents of the erring students to sign the following:

I the undersigned give my utmost personal assurance that my son _____ on the condition of his being readmitted or continued in the Wichita High School will give obedience to all the regulations and requirements of the school, both as an individual member of the school and also as a member of any athletic, literary, class or other association formed under the auspices of the High School, so long as he remains a member in said High School.

Six refused to sign the contract, holding out to protect their classmate

James W. Sargent who had painted the building and sidewalk. He was fined thirty-five dollars.

Chapel Assembly and Messenger

High School Principal I. M. Allen sensed a need for united school spirit and believed this could be partially fulfilled through assembling the entire student body for forty minutes each week. Because no room was large enough to contain the five hundred students or more, all walked three blocks to the Philharmony Hall, 217 North Lawrence (Broadway). Starting off with a high school yell, quieted by a scripture reading by Principal Allen, the programs went on to include musical presentations, addresses by outside speakers, reports on debates, sports happenings, current events, or other topics of interest to the students.⁵⁰

The *Wichita High School Messenger* also apprised students of the most recent events. This paper appeared first as a single folded sheet November 19, 1893. By the 1900s it had the format of a high-quality literary magazine, but with amateur writers. It contained local business advertisements, feature articles, student poetry, editorials, local news briefs, photos, and jokes. For example:

Miss Cleaveland said that she was
going to recite the history herself
as she wanted one good recitation
this year.

A Pathetic Tale
A girl, a quarrel,
A room, some gas;
A hose, a funeral,
A hole, some grass!

Drama and Music

High school drama and operettas were popular with both students and patrons. For nearly every performance at the Crawford Theater, all seats were filled and people were standing in the aisles. Leadership for these highly successful dramatic and musical presentations came from Jessie Clark, Supervisor of Music, and from Jack Shields, in charge of stage setting. Students staged well-known plays, *Pinafore*, *David Copperfield*, *Ship Ahoy*, and *The Two Vagabonds*, as well as sang or played in chorus, glee club, and orchestra concerts. Students wrote plays themselves. Seniors especially enjoyed burlesquing characters in public life. Seniors, too, publicly lampooned their teachers from the stage—a practice halted by the Board of Education which directed that “no play be permitted in which the faculty or any member of the school is in any way caricatured . . .”⁵¹ Nor was the Board of Education pleased with what seemed to them an overemphasis on drama. In November 1901, they prohibited all but seniors to give class plays or other public entertainments, and that all entertainment be limited to those of a “high moral character both as to subject matter and costume.”⁵² Emphasis on dramatics occurred in other cities. The *American School Board Journal* received comments from board of education members in various districts that too much time was

spent on dramatics to the sacrifice of academic study. Wichita Board of Education members, in 1904, saw no redeeming value in light opera or class plays. Such entertainment, they said, engrossed students' minds to the detriment of their studies and lowered and blunted morals, rather than elevating or improving them. They adopted the following resolution: "Resolved, That the board of education declare such entertainments ill advised, undesirable, and that the same are hereafter abolished and prohibited . . . " ⁵³

Not all the blame for restrictions should be carried by the conservative businessmen of the Board. Students themselves had acted inappropriately, both within the plays and as part of the audience. Classes had found theater nights an opportunity to display class rivalries by shouting class yells, throwing cabbages at the cast, burning flags on stage, fighting, and threatening to kidnap upper classmen. To prevent an outbreak during a 1902 play, fourteen policemen were stationed throughout the audience.

The Board eventually softened its attitude toward students who petitioned to give plays. High school plays were a very popular social event in the community and citizens by patronage and petition to the Board of Education encouraged their continuance. The community also applauded strictly musical presentations such as Hayden's "The Creation." Nearly eighty percent of the seniors participated in the annual production in 1905. Though five hundred complimentary tickets were distributed for the 1905 production, the house took in four hundred dollars. After paying expenses, setting aside funds for music, Miss Clark had enough left to give twenty-five dollars to the baseball team and twenty dollars to the track team. ⁵⁴

Blacks Resist Segregation

My own belief is that education will
finally solve the race problem.

—Booker T. Washington, 1900. ⁵⁵

Although segregation of black and white students had been mentioned in the Board of Education meetings, the Board took no action to accomplish this until 1906. Prior to this time all public schools were integrated, with Wichita being the only city of the first class in Kansas legally prohibiting educational segregation.

Nationally and locally, hostile attitudes towards blacks increased around the turn of the century. The attitude expressed in the *Wichita Eagle*, April 30, 1902 served as an omen for Wichita. The *Eagle* editor noted that the Topeka Board of Education had erected an additional school house for blacks only, and this cost the white taxpayers money. He grumbled that blacks paid a very small percent of taxes for schools and were great sticklers for the kind of equality made manifest by mixing. Prejudice, he said, is something which neither laws nor courts can control, or even modify, and the colored man makes a mistake whenever he

tries to enforce social recognition through legal channels. "Any effort to force things but tends to intensify natural prejudice into open opposition."

During the same spring that the *Eagle* editor condoned prejudice, students of the Wichita High School pleaded for a fellow black classmate. A rumor had circulated that Superintendent R. F. Knight had refused to allow a student to graduate from high school simply because he was black. The student, Richard Walker, had failed his exams, falling below seventy-five percent twice in one month, and was unable to pass another exam which would have allowed him to graduate. Walker, popular among the students, had been elected a graduating orator by his senior classmates. All knew that he was eager to study under Booker T. Washington at Tuskegee following high school graduation. The group, therefore, petitioned the Board of Education to disregard the rules and pass him. When told the petition could not be granted, but that Walker would have another opportunity to take the exam in two months, the group was satisfied.⁵⁶

Few blacks attended Wichita High School, less than one percent, too small a percentage to worry patrons about segregation. Grade school was a different situation; the *Daily Eagle* clearly favored separate schools in 1905 for younger students: "A good many people who have observed the workings of the separate schools for white and black children and who are desirous of doing the best for the colored race, are very decidedly in favor of the separate schools. If the editor of the *Topeka Capitol* was to go to Oklahoma where they have separate schools, he might conclude that Oklahoma is doing more for the colored race than Kansas . . . the way to elevate the Negro race and make of them good American citizens is to teach them to respect themselves, and there is a very strong probability that it can be done to best advantage in the separate schools. The colored people take more interest in their separate schools than they do in the mixed school, because they feel that they belong to them."⁵⁷

Enrollment of Blacks in Various Schools in 1904

Carleton	12	Lincoln	12
Emerson	56	Park	48
Ingalls	53	Washington	9
Irving	52	Webster	25
Kellogg	5	High School	9

Source: *Beacon*, September 27, 1904

By 1905, Kansas State Superintendent of Public Instruction justified segregation of the races in the public schools. His statement in the *15th Biennial Report, 1905-1906* follows:

Segregation of the Races

Kansas is today confronted with the race problem. It is a question which will sooner or later present itself to every municipality in the United States for solution. Segregation of the races in our public schools will come. The conclusion is not based on prejudice, but on common sense and pedagogical principles. We need teachers of the same race as the

pupils—white teachers for white pupils and colored teachers for colored pupils. We submit the following reasons:

1. The educational development of the negro must be from within, and by the race itself, and not solely through extraneous agencies.
2. The intellectual and moral dependence of the race should not be perpetuated. The negro needs to be stimulated to independent activity.
3. As a teacher of his race the negro occupies a position of trust and honor, which he needs to quicken his sense of responsibility and to furnish him the incentives and the means for race elevation.
4. The teacher and the pupil must possess a common consciousness, whose historic processes have common elements, resulting in common intuitions.
5. The instinct of race identity renders impossible the realization of an ideal relation between the white teacher and the negro pupil. The teacher and the child must be coordinated.

Other considerations in the same line might be adduced, such as the neccessity of modifying our courses of study and adapting our methods of teaching to the wants of the negro schools. The question resolves itself in this form: Shall the standard be lowered to meet the negro pupil, who has less than a half century of progress behind him, or shall the standard be maintained to meet the requirements of the white pupil, who has centuries of progress behind him? The same pedagogical principles that apply to the instruction of the white child cannot possibly apply to the instruction of the average colored child; hence the importance of separating the races.

It remains to be seen whether the instruction of an infant race can proceed along the same lines and by the same methods as that of a race whose culture is based upon centuries of struggle and self-effort, without involving the violation of all sound economic and pedagogic doctrine.

Therefore, we recommend that the legislature place on the statute books of the state of Kansas a law enabling district boards and boards of education, where the percent of colored population will warrant, to establish separate schools, and to maintain them up to the same standard of efficiency as provided for the white schools.

Separate schools will be the salvation of the race, for it means race independence rather than race dependence.

The Wichita Board of Education, which since the city's founding, had not practiced and had in fact prohibited educational discrimination, at last felt free to change policies. On January 2, 1906, Mr. Hallowell presented the following resolution to the Wichita Board of Education:

[Whereas, we believe that the organization and maintenance of the public schools of the city of Wichita so that provision for the separate education of the white and colored children is more in keeping with the ideals and wishes of a majority of patrons. Therefore be it resolved by the Board of Education of the City of Wichita that we favor the early organization of our schools on that line.]

Be it further resolved that immediate steps be taken to procure suitable rooms and supplies, if further rooms and supplies are necessary and that the schools of the City, grading below the high schools, be organized and maintained in accordance with this resolution from and after September first and that the committee on B & G be requested to report upon the feasibility and expense of such organization at the first meeting of this Board in February.

All voted in favor of the resolution.

Black patrons of the schools objected to segregation and appeared before the Board of Education on February 5, 1906, to present their views on separate schools. This delegation reported that they represented at least two-thirds of the black population. Mr. Bettis, their spokesman, offered three reasons for preferring mixed schools. First, "Wichita had no black belt or Tennessee town." Black families were widely scattered making it difficult to locate a school that would accommodate all the black children. Secondly, the cost to maintain separate schools was more than the Board could afford. Thirdly, "the negro children naturally looked up to the whites as their models and tried to pattern after them. If they are separated from them, they will stand no chance whatever to advance," he concluded.

Five months later, on July 2, 1906, the Board voted in favor of setting aside the west wing of Park School and a portion of the playground for blacks only. The City Attorney, A. S. Buzzi, believed that the school board could legally separate the students, but the State Superintendent, after consulting with the Kansas Attorney General, said Wichita did not have the authority to separate students. Fully aware of the uncertain legal stance, the Board favored going ahead with separation and would work on enabling legislation later. Blacks again appeared before the Board in opposition to the separate school, but the Board ignored their plea, insisting that black students enter separate facilities at Park in September 1906. Equipment, appliances and instruction were to be equivalent to corresponding grades in other schools.

The black newspaper, *The Wichita Searchlight*, September 8, 1906, discouraged with the illegal authorization of the "Jim Crow" school, advised its patrons to enroll their children in the same school they attended the preceding year. If a child was turned away, the parent was to ask why, ". . . it is not necessary to become angry or . . . ungentlemanly or unladylike . . . nor make any unnecessary scene as nothing can be accomplished in this manner."

Fannie Rowles tested the Board's ruling. Sallie Rowles and her daughter Fannie had lived for several years just four hundred feet from Emerson School, and Fannie had attended Emerson which was located in an integrated neighborhood. When thirteen-year-old Fannie, accompanied by her mother, arrived at the seventh grade room at Emerson September 10, 1906, the teacher and principal refused to admit her because she was of African descent and because a separate school had been provided in Park School for "coloreds."

Mrs. Rowles filed a Writ of Mandamus in Sedgwick County District Court to compel the Wichita Board of Education to admit her daughter to Emerson. Following the District Court Judge's ruling in favor of the Board of Education, Mrs. Rowles appealed the case to the Kansas Supreme Court. The Court re-examined state statutes regarding separa-

tion of black and white students, concluding: "The history of the legislation on this subject from 1868 amounts almost to a legislative declaration that, in the absence of an *express grant* thereof, no city or school district has any authority to discriminate against any child or to deny it admission to any public school thereof on account of its color." In its opinion, with all the justices concurring, the Court stated that the Law of 1889, regarding the government of the Wichita Public Schools, had not been amended nor repealed and did not authorize maintenance of separate schools. In absence of statutory authority, the Wichita Board of Education had no right to exclude a child by reason only of color from any public school of the city. The Kansas Supreme Court issued its decision in July 1907.⁵⁸

During the school year, 1906-1907, while the appeal was pending, the separate section at Park was under the supervision of three teachers, all black. A. M. Wilson, a university graduate, had been selected principal at \$65 per month, Misses Williams and Foster were teachers, also at \$65 each and Sallie Rowles, substitute at \$40.⁵⁹

The Wichita Board of Education did not relinquish its stand on segregation. Late in 1906 or early 1907, the Board of Education circulated a petition asking that the state legislature strengthen the law providing for the establishment of a separate school. The petition containing 5,018 names was sent to Kansas Senator H. H. Stewart by Rodolph Hatfield, President of the Wichita Board of Education, in January 1907.⁶⁰ No legislation pertaining to the Wichita schools passed during this session. However, in 1909 when the Kansas legislature convened, Senator Stewart of Sedgwick County introduced Senate Bill No. 250 which repealed the 1889 law and gave the Wichita Board of Education authority to separate students.

Wichita's blacks worked actively and successfully, until 1909, for an equal education for their children. By 1909, with the tide of racism and discrimination against them, and without political representation or economic power, they were helpless to oppose Kansas legislators' approval of educational isolation of their children from white children in the Wichita Public Schools.

Number of Students Enrolled in the Wichita Public Schools

Year	Male		Female	
	White	Black	White	Black
1900	2,100	156	2,338	100
1902	2,292	148	2,577	166
1904	2,534	143	2,836	162
1906	2,692	137	3,121	166
1908	2,997	142	3,413	147

Source: No. 12, 13, 14, 15, and 16 Biennial Reports of the State Superintendent of Kansas

Wichitans living in 1903 may not have recognized the full significance of the introduction of manual training and domestic arts into the high school course of study. This revolution in Kansas education was ushered in by club women and other citizens, backed by a few teachers, who believed that high schools should serve the whole community, not just the intellectually elite.

Separate schools for blacks and whites, though only temporary in 1906-1907, and limited to Park, Irving and Emerson schools, presaged another major development in Wichita elementary schools—segregation of black and white students. This issue would trouble and confuse educators and patrons for many decades.

Persons outside the academic world had initiated changes in course offerings and forced separation of the races. Prior to 1906, Wichita educators, following the advice of Kansas University and the Board of Regents and the State Board of Education, had been able to determine the course of education. After 1900, public schools responded more and more to specific citizen needs and demands.



Wichita—The Prosperous Years

Between 1910 and 1920 Wichitans demonstrated a buoyant optimism in their city's future by investing in numerous construction projects such as the Beacon Building on South Main, a new Bitting Building, the Union Railroad Station on East Douglas, the Forum—a 5000-seat convention center, St. Mary's Cathedral, First Presbyterian Church, Lassen Hotel, and Wichita High School. A prosperous local economy, aided by oil discoveries in Butler County, enabled the Wichita Board of Education to win approval for several school construction projects. Among the major buildings completed in the decade and still in use were the Wichita High School (324 North Emporia), Carleton Elementary (428 South Broadway), Horace Mann Intermediate (1243 North Market), and Hamilton Intermediate (1407 South Broadway).

Wichita's economy during the decade derived benefits from the high agricultural prices. Wichita, the trade center for South Central Kansas, depended primarily on agriculture for its major industries—milling, meatpacking, and retail outlets serving farmers' and city dwellers' needs. Wichita, along with Kansas and all the nation, experienced an agricultural golden age; prices for crops had doubled between 1896 and 1910. World War I years, 1914-1917, brought even greater prosperity. Kansas in 1919 produced twice as many bushels of wheat—148,475,729, as its nearest competitor, Illinois at 70,890,917.¹

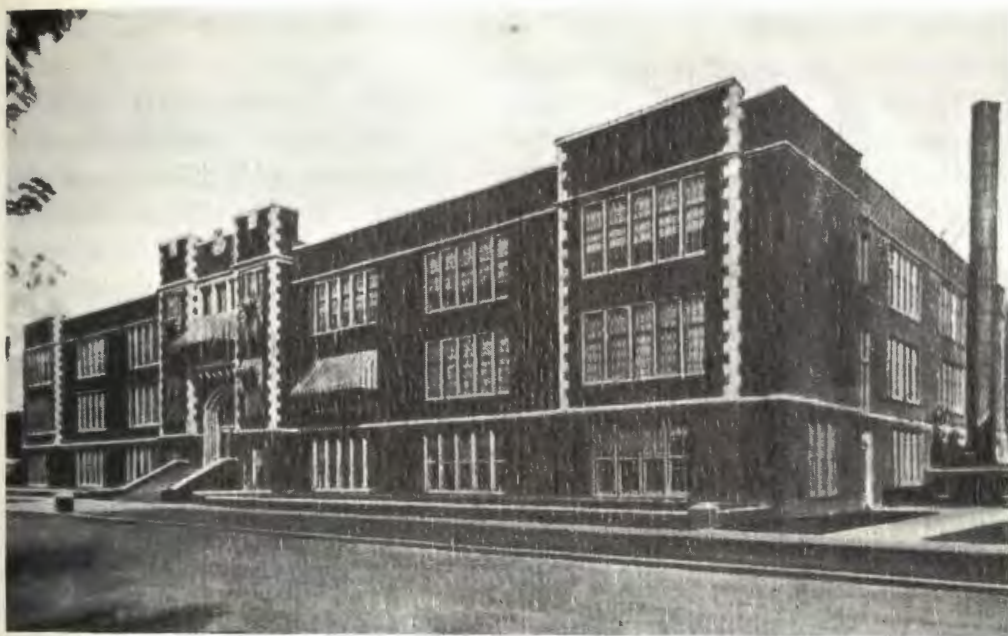
Workers with many skills moved into Wichita during the decade, contributing to the increase in population. The skilled and unskilled were in demand to construct new buildings for the growing population, to process agricultural products, to manufacture Jones cars, Reo buses, Coleman kerosene lanterns and many other items. More doctors, lawyers, office workers, salespersons and teachers found Wichita a desirable place to work and live.

Two issues of major national and local interest culminated in ratification of amendments to the United States Constitution—the prohibition amendment of 1919, and the women's suffrage amendment in 1920. Wichita High School students heard the clamorous campaign women made to obtain the right to vote. Marie Millhaubt's hopes for women reached beyond the vote. She wrote in 1914 about:

THE LADIES OF (19) '76

At the Capitol in Topeka,
Sitting in the governor's chair,
Is a tall and dark-eyed lady,
Who is frizzling up her hair.
Becky is the greatest ruler
Dear Old Kansas ever claimed,
Since those who wore the trousers
Fair and equal Suffrage tamed.
—Marie Millhaubt, 1914²

During the decade the Wichita school population increased from 7,796 in 1910 to 11,007 in 1919, and school construction continued unabated. The new high school ranked first among construction priorities in 1910. This facility was completed in 1911 and within one year was overcrowded. Voters in December 1911, approved a \$60,000 issue to construct separate elementary schools for black children. Of these, L'Ouverture was the largest facility costing nearly \$41,000. Though educational reasons were given at first for establishing an intermediate school—seventh, eighth and ninth grades in one building—local educators became more concerned about relieving overcrowding in both the elementary schools and the high school. With this consideration in mind, the Board of Education persuaded the voters to approve a \$100,000 bond issue to purchase sites and construct new schools.³



Wichita High School, 1911 .

World War I and the Schools

Kaiser Wilhelm

The Kaiser's a pupil of Satan,
In regard to Americans—he hates 'em!
But be sure that we'll hound him,
Till finally we've downed him,
This much hated pupil of Satan.

—*The Wichitan*, November, 1917

Two and one-half years before the United States entered World War I, Superintendent L.W. Mayberry requested Wichita teachers to refrain from partisan discussion of the war "because we ourselves are in the dark as to the real cause. We want to avoid any friction among pupils of different nationalities." The United States moved gradually toward a partisan stand especially after the sinking of the *Lusitania* off the coast of England, the violation of American rights by the German nation, and the conquest of most of Europe by Germany. By 1917, no one could be "neutral"; one was either anti-German or an enemy. This hardline attitude became particularly apparent in Wichita in March 1917, when young Anna Folkland refused to salute the United States flag in school. Members of the Board of Education visited with her father, demanding that his daughter comply with the rules of the Board of Education and the laws of the State of Kansas. He refused. The Board then moved to take necessary legal action to have the child declared delinquent and to have her father prosecuted for contributing to her delinquency.⁴ This came two days after the United States declared war against the German

Empire. No further action on this case was reported in the board proceedings.

The Board of Education on January 7, 1918, ordered that German language and literature not be taught in the Wichita schools while the United States was engaged in the war with Germany. "Teaching of the German language and German literature has a tendency to promote the interests of Germany and to inculcate in students a feeling of admiration for German literature at a time when it should not be encouraged and fostered."

School children in Wichita mobilized for war under the leadership of their teachers, principals, and Superintendent Lawrence W. Mayberry who recommended in the December 3, 1917, Board of Education meeting that the Junior Red Cross be organized in Wichita. Before the spring term ended, elementary schools had high, if not one hundred percent enrollments. Young students at Franklin Elementary cut "thousands of gun wipers and made large quantities of snippings for ambulance pillows." Older Franklin children sewed four dozen dresses and petticoats for refugee children. Others knitted socks for soldiers, made comfort bags and pieced large comforters. At Irving, the 580-member school Junior Red Cross contributed used and new articles of clothing for refugee children; boys and girls pieced about twenty quilts. All this war effort work had its educational value, "establishing habits of helpfulness, industry and usefulness." In Wichita High School, the woodworking classes built boxes, which would be filled with socks, sweaters and bandages to be sent to France. Several students made dressings at the high school building. Two high school English classes, which had adopted a four-year-old French girl, planned to send her a box of toys and clothes of all kinds. Students of Wichita High School individually owned twenty-five thousand dollars in Liberty Bonds, and many gave to the Red Cross, to the Liberty Loan Fund (\$1500), to the YMCA (\$1650), and to the YWCA (\$250). Manual training classes made reading tables for the YMCA and equipment for the Red Cross. Sewing classes made many articles of clothing for French and Belgian orphans. The Student Council sent cheery letters to each of the 250 Wichita High School soldiers.⁵

A Moderately Progressive Board of Education

The first women to run for the Wichita School Board appeared on the Socialist ticket in Wards One, Two and Six in 1909. At this time, Socialists, more than either the Democrat or Republican parties, nominated women for political office. However, the party won few votes in Wichita and the female board of education candidates lost that year. Laura V. Gardiner and Mary W. Buckner ran for the Wichita Board of Education in 1913 and won easily. Laura Gardiner headed the list of

twelve candidates with 6830 votes; Mary Buckner was second with 6183 votes. They were followed by incumbent Bruce Griffith with 5938 votes.⁶

Despite the increased enrollment, additional buildings, and need for more equipment and supplies, the Board of Education managed with a minimum of clerical assistance. The Clerk of the Board kept daily office hours. Law stated the City Treasurer should keep accounts for the Board and render statements on the financial condition. Because the Board had received no statement as to its financial condition for nearly four months, they considered employing a bookkeeper for one day a month, adequate they thought to maintain current financial records. They hired Mrs. Furley to keep books for the school treasurer at a salary of \$25 per month in December 1909.⁷

From 1873 to September 1916, all Board of Education minutes were handwritten, most decipherable, some not. The purchase and use of a typewriter with a wide carriage on which to type Board of Education proceedings inaugurated a new era of legibility.⁸

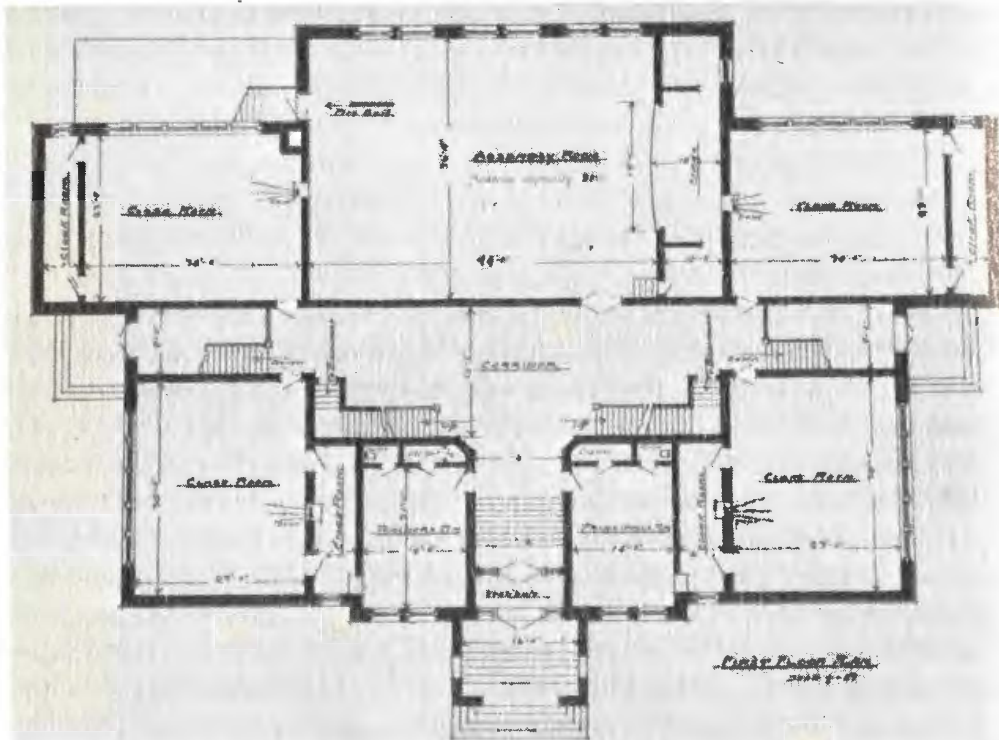
Though discussed in earlier decades, retention of an attorney to handle the Board's legal matters finally became necessary and Judge A.E. Helm was retained for a \$100 fee in 1911.⁹ Later, well-known Wichita Democrat politician and lawyer Sam Amidon was nominated for the position. He was paid from \$250 to \$800 annually.

Between 1910 and 1915 city leaders considered adopting the commission plan of government for city schools, partly because boards of education, state and nation-wide, had been criticized for financial inefficiency. A member of the Kansas legislature in 1915 proposed a law in the House of Representatives which would do away with school boards in first and second class cities and place the schools and teachers under the control of the city commission. By virtue of his office the Commissioner of Education would also be the City Superintendent of Schools. Members of Wichita's City Commission and Board of Education opposed the proposed measures because it centralized too much work and authority and mixed politics with education. Superintendent Mayberry called the proposition foolish, "One man could not assume all of that responsibility. The work is now performed by a deliberative body of twelve men who spend many hours without pay and without the entangling connection with the business matters of the city. The board now gets things ready in an administrative way and then demands results from the faculty."¹⁰

Buildings Increase

Due to increasing enrollments, an almost continuous construction program characterized the 1910-1920 decade. During the early years of the decade elementary students crowded into classes of fifty to sixty students. To accommodate the overflow until new buildings were completed, the Board of Education rented rooms, remodeled principals' office

spaces and purchased portables. Ingalls and McCormick were the first Wichita schools to have portables placed on their grounds, this was done in March 1910. These first two were probably ordered from Oregon. Each had one room, was painted a sunset color and cost less than \$1,000 each.¹



First Floor Plan, L'OUVERTURE Colored ELEMENTARY SCHOOL, Wichita, Kansas

Drawing showing the center hall plan. Courtesy *American School Board Journal*

Beginning in 1911 architectural preference was granted exclusively to local firms. Architects received invitations to enter competition for design of the major buildings. The designs were also submitted to the State Architect for his evaluation before final selection. L.D. Rixse & Co. won major contracts early in the decade with designs for Fairmount, Douglass and L'Ouverture. Anthony A. Crowell and George W. Van Meter won the Webster Building contract in 1915; Lorentz Schmidt drew the designs for the new College Hill, 1913, Sunnyside, 1916, Horace Mann, 1917, Hamilton, 1918, and Allison, 1919. The large central hall became a popular feature in school houses of this period. It was a part of Wichita schools as early as 1890 with McCormick and later with L'Ouverture and the new Fairmount and College Hill.

School board acquisition of the McKnight tract in 1919 ended the city's many years of legal maneuvers to annex the tract for city uses. Owners J. Hudson and Eva McKnight came to Wichita in 1884, purchasing approximately a quarter section on East Douglas. In the ensuing years the city encircled the tract while McKnight tenaciously and legally fought

annexation of his property. McKnight, in 1910, told a *Wichita Beacon* reporter that he was negotiating with Booker T. Washington for sale of the farm as a site for a Negro college. City commissioner Rufus Cone approved, finding the college preferable to McKnight's "alfalfa patch." Some said that McKnight used the black college idea as a ploy to frighten the city commissioners from condemning his property. McKnight wanted \$300,000 for 68 acres in 1919. Sedgwick County commissioners appraised it at \$126,070 and the Board of Education paid \$126,070 to J. Hudson and Eva H. McKnight on July 7, 1919,¹² and thereby obtained sites for Roosevelt Intermediate and a new high school.

Ornate bell towers on schools constructed in the late 1880s and early 1900s were showing signs of deterioration in 1913. The Board first ordered removal of the towers altogether, then reconsidered, acknowledging the towers as an impressive and attractive feature of the old buildings. They were retained and underwent reconstruction.¹³

Modern facilities and utilities had not been a part of the school buildings in the 1880s. After 1910, outdoor water fountains were moved inside; indoor water closets replaced outhouses, but not entirely. Electric lights were installed in the recently built schools, but those such as Harry Street, Franklin and others constructed in the 1880s had no lights. When groups scheduled meetings, Arthur Mood of the school maintenance department carried a Coleman gasoline lamp to the room needed and attached it to a hook in the ceiling. The issue of lights became crucial when the Board learned that non-school groups using the buildings at night brought in their own lamps, thus introducing fire hazards and com-



Paint Crew, about 1919

plicating insurance regulations. Deciding it was time to update all the facilities, the Board called for an estimate of the cost of wiring twenty-eight buildings.¹⁴

Maintenance of school buildings required more expertise and employees as modern facilities were added. Shortly after the high school was completed, an engineer was hired to maintain it. The engineer supervised heating, ventilation, electric wiring, sewage and sanitation, toilets and drinking fountains, in addition to distributing supplies, moving portable tables, purchasing material and keeping records of his employees.¹⁵

For many years, the supervisors of buildings and grounds drove leisurely from one school building to another via horse and buggy. Efficiency, the new byword in educational administration, was applied to the work done by Selah Root, superintendent of buildings and grounds in 1911. Therefore, the Board of Education purchased an automobile to expedite Root's visits to the twenty-one schools. They approved of a Studebaker for \$1,000 in 1915 and a Ford Runabout for \$378.95 in 1916.¹⁶

Janitors were encouraged to live close to, if not on, the grounds or near their school. Sometimes the Board rented cottages or sleeping rooms for janitors. Pay to janitors continued to be in proportion to the size of the building.

Wichita High School Cafeteria

MENU

Cream of Tomato Soup	\$
Roast Beef	\$
Creamed Onions	\$
Sandwiches	\$
Salad	\$
Pie, Pudding or Ice Cream	\$
Milk, Chocolate Milk or Coffee	\$

This menu served October 4, 1911, at the Wichita High School cafeteria inaugurated the hot lunch program in the Wichita Public Schools. On the first day the cafeteria prepared to serve 800 students and teachers. Instead of the expected 800 students, there were 950 in all, and of these the first 500 devoured all the food leaving nothing for the others. The remaining 450 hungry students were dismissed for the afternoon. Students spent an average of 20¢ per meal for the first meal; cafeteria operators expected that a 10¢ meal would be adequate. These charges were considered sufficient to cover costs of the cafeteria service. During three of the first four years the lunch program income exceeded expenses.¹⁷

Mrs. Mary E. "Mother" Charleton, manager of the cafeteria, successfully appealed to the appetites of the students and pleased the cost-conscious school board. So efficient was she, that the Board of

Education in May 1915, asked that prices be lowered on food served at the high school cafeteria so as to reduce the \$200 surplus balance on hand by the end of the term.¹⁸

Administration—The Scientific Management Era

Scientific management means the conduct of an institution or enterprise in the full knowledge of all conditions involved in its operation and with a clear idea of the ends which it is intended to achieve.¹⁹

Educational administration in the Wichita Public Schools underwent an almost revolutionary change during the 1910-1920 decade. It reflected in part the re-evaluation of the purposes of education and the consequent emphasis from classical and idealistic toward practical and vocational. Robert F. Knight was superintendent of Wichita schools during this transitional period, having served from 1901 to 1911. The following statements selected from the 1907 and 1908 reports written by Knight represent his educational philosophy: "The chief purpose of all the instruction is to fit the pupil for useful citizenship. To this end, the emphasis in teaching must be placed upon things fundamental and lasting. Particular facts, processes and methods will soon be forgotten, but the habits of study formed, the mental grasp attained, and the strength of character developed, will remain a permanent possession . . ." During his tenure, it seemed as though Knight performed more as an educational custodian than as a leader.

In 1910, Knight came under severe public criticism for his student promotion examination practice which had varied little in content from year to year. Despite this criticism the Board of Education reappointed him for another one year term. Realizing that several of the newly elected (1911) members of the Board of Education opposed his reappointment, Knight resigned in August 1911.

George Kendrick, Knight's successor, had had a successful record as an educator. He came to Kansas in 1882 to teach at Madison and then was elected county superintendent of schools of Greenwood County in 1887. Following that, he served as superintendent of schools at Clay Center, Junction City, Newton and Leavenworth. Because of poor health, he served only one year in Wichita.²⁰

Lawrence Wallace Mayberry, former superintendent of schools at Washington, Arkansas City and Iola, Kansas, was selected from among approximately twenty candidates. Lean and austere in appearance, aggressive and innovative, he pulled the Wichita Public Schools into the twentieth century. Mayberry had earned his Bachelor's Degree from Kansas University (1901) and worked toward a Master's Degree (1918) at the prestigious Teachers' College at Columbia University in New York City. Quite possibly he took classes from Edward Lee Thorndike, Professor of Educational Psychology and the man who popularized the stimulus-response bond theory which influenced educators for many

years. Thorndike offered one of the first courses, if not the first on "application of psychological and statistical methods to education."²¹ In the preface of his *Principles of Teaching* (1906) Thorndike stated that teaching should be "scientific and practical—scientific in the sense of dealing with verifiable facts rather than attractive opinions."

Superintendent L.W. Mayberry immediately applied scientific management concepts to administration and statistical analysis of performance of students and teachers in the Wichita schools. When applied to education the term scientific meant observable and measureable. Importance was placed upon the administrator's command of specialized knowledge relating to operational aspects of his position and on an organizational structure which obtained efficiency in operation. Superintendent Mayberry perceived himself as an efficiency engineer in 1912: "The work of the efficiency engineer has had a very wholesome effect on big business in general. The latest application of scientific management is being made to the work of the public schools. No other institution or organization has undergone such severe criticism during the last five years as has the public school system. It is also safe to say that no other institution could have endured such wholesale charges of inefficiency."²³

After one year in the Wichita schools, Mayberry offered this personal philosophy: "Man's mission is to master" in so far as possible his social, physical and mental environment. As for his attitude toward students, Mayberry said, "The business of the teacher is not to make pupils learn but to make learning so attractive and compelling in interest that the pupils will want to learn." In the learning process, "purposeful, joyous effort would take the place of drudgery and assimilation take the place of memorization."²⁴

Measurement of student performance and compilation of various statistical reports became a major achievement of the early Mayberry administration. Here is a brief list of his numerous reports: distribution of withdrawals by ages and grades, withdrawal and failure statistics, senior class future work plans, comparison of Federal and local enrollment, promotion by classes and subjects, ranks by department of teachers, report on retardation, standard tests in the elementary schools, cost of high school repeaters, percentage of pupils promoted, average number of pupils per teacher and costs of instruction. From statistical reports, Mayberry analyzed current conditions, contrasted performance of experimental and control groups, and compared Wichita to other cities of similar size and demographic characteristics. Upon reviewing the large number of failures, he reasoned that perhaps "radical modification" was needed in subject content and teaching method. He found that students who kept daily records of performance were more likely to improve than those who did not.

One of the best examples of application of the "scientific method" to

an educational problem occurred when Mayberry studied the repeater. First, statistics were gathered on the number of repeaters and their grade levels. Questions were raised as to how to reduce the number of repeaters, how to move them along with their classmates, how to save the school money, and finally how to preserve the students' self-esteem and interest in school. Summer school sessions were instigated in 1913 for repeaters with the intent of preparing them to advance with their classmates in the fall term. For the summer session of 1919, Mayberry gave this financial breakdown. The six weeks' summer school cost the city \$5,257.50 or \$10.34 for each pupil promoted. If these pupils were to be classed as repeaters for one semester, their cost to the city would average \$17.00 each, or \$8,636 for the 508 pupils. Summer school, therefore, meant a financial saving of \$3,378.50 for the upcoming year.²⁵

Mayberry introduced standardized tests developed outside the school system to measure Wichita students academic achievements. One of the first of these was the S.E. Courtis series on arithmetic in 1912-1913. Other tests were used to evaluate reading speed and comprehension. Standardized tests given nationwide was a new development which would become of greater significance after World War I.

Mayberry kept in close contact with the teachers by approximately nine hundred visits to schools per year, an average of more than twenty-five visits per week. In addition to this, he met regularly with teachers from the various grade levels. An observer recalled one of these meetings as follows: "A most unusual sight, but one that is familiar to those visiting the office of the superintendent is to see Mr. Mayberry surrounded by a corps of teachers discussing every day school life as it is lived in their respective rooms. Like a father, Mr. Mayberry sits at the head of the table surrounded by his big family, the various grades taking turns, and questions bearing on the how to get the best results from students are thoroughly worked over. Students are the gainers by this method."²⁶ Mayberry encouraged teachers to upgrade their professional standing by attending summer courses or extension courses given by Fairmount College or Friends University. He sometimes made several recommendations per meeting on instructional material, on teachers or students.

The Board welcomed Mayberry's industriousness and initiative, rewarding him each year with a raise in salary and two-year contracts. His salary of \$3,000 in 1915 was exceeded only by the \$4,500 paid the Topeka superintendent and \$3,500 paid the Kansas City superintendent. By 1920, L.W. Mayberry received \$4,800, the top salary paid to a Kansas school superintendent. Kansas City and Topeka followed with \$4,500 and \$4,000 respectively. At the same time the Wichita High School principal also received the top salary among Kansas high school principals. Wichita, in 1920, had the second largest school enrollment in the state with 13,409; Kansas City had 16,672.²⁷

The Board still maintained strong control of the business and financial

aspects of the school, while the superintendent dealt almost exclusively with supervision of personnel and the instructional program. The Board finally accepted Mayberry into their executive sessions beginning March 31, 1918.

Late in 1919, Board member Ransom Stephens presented a resolution to the Board of Education which would invest the superintendent with more power. Under this plan all committee work of the school board would be done by the city superintendent of schools, the superintendent of buildings and grounds and the secretary, instead of the individual committee members. These heads of the departments would have power to make all investigations for the school board on what was needed and would prepare reports for each member of the body to be taken up at the regular meetings. Ransom's resolution met strong opposition. Board members feared the "board would become a figure head and such action would introduce the czar form of school government." Voting indicated that half of the Board was in favor of the resolution, half against. A two thirds majority was required to amend the by-laws.²⁸

Teaching: Gains and Losses

Improved certification standards and acquisition of additional academic training proved the most promising development of the decade for upgrading the teaching profession. In 1912, fourteen of the 22 Wichita elementary school teachers had graduated from a college or university; four additional elementary teachers had earned college or normal credits; in the high school, forty-seven of the fifty-three teachers had graduated from college. Teachers, wanting to add to their academic background, found the task made convenient by Fairmount College which conducted late afternoon classes in several ward schools beginning in 1912. The extension program enrolled twenty-five students the first year, forty students the next, seventy-three the next, then seventy-nine and eighty-seven in 1916. Classes met from 4:30 P.M. to 7:30 P.M. five afternoons a week. By 1917 several teachers had earned enough college credits to obtain a degree.²⁹

Incentive to study came from the Board of Education which paid \$5.00 per school month additional salary to teachers who earned three semester credit hours of college work the previous summer. With this incentive and perhaps the desire to raise their professional standards, in 1914 alone, 215 of the 280 Wichita Public School teachers pursued advanced work in the normal school or college, the majority of work being done during the summer. The Wichita City Teachers Association and Superintendent Mayberry also encouraged and supported teacher education among all the grade teachers. The teachers who were hired to teach in the black schools were better educated than the average white elementary teacher, all but one having college training and seven of the sixteen having four

years of college.³⁰

No certification law existed specifically for high school teachers until 1915. At that time, Kansas legislation decreed that no person could teach in an accredited high school after September 1, 1916 unless that person held a certificate issued by the state board of education or by one of the Kansas state normal schools. The state board of education could issue temporary certification in an emergency. The requirements for the state certification included a four-year course in an accredited university, college or normal school, with professional training specified by the state board. In the absence of satisfactory credentials, the applicants would qualify by examination. Exceptions to the four year college course allowed employment of teachers unusually qualified in music, art, and vocational branches.³¹

Perhaps the attractive East High teacher, Elizabeth Hodgson, had wearied of academic striving when she advised teachers to concentrate more on improving their bodies and less on their minds. Miss Hodgson described her co-workers as undervitalized, flabby muscled, awkward and stiff, with an atrophied sense of humor, strained nerves and ingrown consciences. Not one in a hundred students, she said, could judge a teacher's scholarship or teaching skill, but they could admire physical attractiveness and a splendid body.³²

The pension, or old age insurance issue, was presented to the Wichita Board of Education in 1912. The idea of the employers reserving funds for a worker's retirement was relatively new in the United States around 1900. Life expectancy for Americans was only forty-eight; a few years later it increased to just under sixty. With a longer life in prospect, more workers became concerned over their future. The Kansas Legislature adopted a law in 1911 permitting cities of the first class to retire teachers who had served thirty years in the school, the last fifteen of which had been spent in the city schools, with a pension of \$500 a year. Boston, New York, Buffalo, St. Louis, Detroit and other large cities had pension plans.³³

Establishment of a pension fund was part of the reason for organizing the Wichita City Teachers Association in December 1911. Leida Mills, the Association's energetic president, led the campaign in behalf of the pension fund. A committee from the City Teachers Association appeared before the Board on June 3, 1912, appealing for local pension provisions as stipulated by Kansas Law. School Board President Louis Gerteis voiced "absolute opposition to creation of a teachers' pension." The schools, he said, had too many other needs—manual training rooms, buildings, medical inspection programs, playgrounds. E.B. Messerve envisioned a pension program which would have to be increased yearly to cover demands and could eventually become an almost unbearable burden for the taxpayers. However, board members John Powell, J.F. McCoy and Bruce Griffith spoke in favor of the pension suggesting that it be sub-

mitted to the citizens for a vote. In other words, let the people decide rather than the Board of Education who had full authority to act. Teacher Leida Mills opposed the latter idea. History had shown, she reminded them, that people were generally indifferent and uninformed on pensions and more than likely would vote against it. On the eve of the general election in April 1913, District Court Judge Thornton W. Sargent ordered the withdrawal of pension ballots. Few teachers worked long enough to benefit from a pension. For example, seventy-four percent of the elementary and ninety-five percent of the Wichita High School had taught in Wichita under eight years.³⁴

In comparison to previous decades, the 1910-1920 period brought a steady improvement in wages. Teachers, before this time, had united somewhat informally, signing petitions whenever they requested a raise from the Board of Education. However, beginning in 1911, they developed a closer working relationship within the Wichita City Teachers Association with the discussion of salaries, pensions and other issues which affected their working conditions and professional status. The Board decision to grant salary increases depended on several factors, some logical and just, others arbitrary. Generally, salary increases were based on academic background and experience, and raises granted automatically. In what must have been comparable to merit raises, teachers in 1918 were paid "success grades." Those with the highest grades, for example, 93, 94 and 95 or above were advanced \$10 per month above previous salaries; those with 92 received an increase of \$7.50. For scores below 82, the teacher received no raise. The Wichita City Teachers Association and the Wichita grade teachers, while seeking a raise, reminded the school board in 1916 that though the reward which comes from the consciousness of work well done has an elevating effect, it will not provide them with the material necessities of life. The teachers' plea closed with a request for a ten percent raise for all grade teachers in the system beginning January 8, 1917.³⁵ Although teachers had been granted sick pay in limited amounts for a number of years, they were able, beginning February 1, 1919, to have five days sick pay per year and accumulate up to a total of twenty days.

Kansas and national statistics disclosed that men teachers averaged more pay than women school teachers for the same or similar work. (In the Wichita Public Schools, this discrepancy was not apparent during the 1880s, 1890s and first decade of the 1900s.) One justification appeared in the *American School Board Journal* by William L. Hess who reasoned that men should get more pay because men were stronger physically, more forceful, possessed greater determination and courage and were not sentimental. What counted was not what was put into the child, but the processes of education, and this is where the man, according to the author, contributed more than the woman.³⁶

Wichita high school English teacher, Miss Elizabeth Hodgson, wrote in

the periodical *Education*, May 1915, that she disagreed with the National Education Association's endorsement of equal pay for the same grade of work. "These educators are making a mistake,—an amiable, chivalrous, and very modern one, but a mistake just the same." To men, she said, teaching was a profession, therefore, a man was determined to succeed. For women, marriage was *the* profession and she could not, even while single, give her all to something so temporary as teaching. Even the spinster who gave her life to teaching lacked the broad experience in business and the outside world that is naturally a part of a man's life. Men must be paid better or they would leave teaching, and only a "few older men of small calibre or weak initiative" would remain. Boys needed the male model of masculine virtues of independence, initiative and aggressiveness. Finally, "let woman consider how little she contributes to the community aside from teaching; then she will recognize that men deserve higher salaries."³⁷

With few exceptions, women teachers who married were still regarded somewhat as public parasites even if they had a husband at home who could not "find anything to do." If he were sick or a cripple, an exception could be made. Married teachers received no support at all from the eminent educator and Harvard President, Charles W. Eliot, who stated that it was not to the best interest of the pupils, the teachers or the community for married women to teach. Furthermore, young women should teach no more than five years. Men should enter the teaching profession "whatever the necessary cost." Teachers, a bit resentful over the stipulation that they must remain single to teach, sometimes deviously circumvented the local rule, which stated that teachers were to give one month's notice of intention to resign. About once a year, a teacher would do as Hazel Robb did in 1913. On pay day, Miss Robb collected her pay for the month at Superintendent Mayberry's office. That evening, she married Edgar Miles. The next day her letter of resignation arrived at the office of the school board. The *Eagle* reporter observed: "Teachers in Wichita's grade schools, who are unmarried, are rejoicing over the fact that a former single teacher, now married 'slipped' one over on the school board."³⁸

"To tango or not to tango?" That was the question put to teachers in the black neighborhood schools by school patrons. Complaining citizens appeared before the Board of Education in May 1914 requesting that their teachers refrain from dancing and staying out late at night. A citizen stated that "We don't want them to come under the influence of teachers who do things all the time of which we disapprove. We need teachers who will assist us in our churches and Sabbath Schools, who will raise the standard of morality in our children. We don't think that teachers who believe in tango dancing and ragtime music give us that assistance." Board members objected to dancing in May, but at Christmas time practically every board member planned to attend the charity

ball, the social event of the season, and there would be dancing. This time they could hardly prohibit teachers from dancing or staying out late. "It's perfectly all right for them to go. Everybody's going." All for charity's sake.³⁹

Should any school board member dislike any teacher, he could easily have that person terminated simply by not renewing the annual contract. Leida Mills, experienced the sting of this arbitrary action. Mills began teaching in Wichita in 1884 in the one-room Irving School. She served as an elementary school principal and eventually became head of the Latin Department in the high school. Leida Mills led in the organization of the Wichita City Teachers Association in December 1911, serving as its president. In conjunction with raising funds for the teachers, she worked to attract musical organizations to Wichita, including the London Symphony in 1912 and the St. Paul Symphony in late 1912. While president of the Wichita City Teachers Association, Miss Mills campaigned for the teachers' pension fund, a project which school board members opposed. She believed that their opposition was a major factor in her not being reappointed to teach in May 1913. Several board members also objected to her sponsorship of musical events (even though they had given her permission to work on these) and to violations of certain board rules. In her application for reappointment she had asked for a raise in salary or an appointment as assistant principal of the high school.⁴⁰



Leida Mills, President of the Wichita City Teachers Association upon its organization in 1911.

At the June 16, 1913, Board of Education meeting, the twenty-nine year veteran of the Wichita teaching staff, Miss Mills fought for reappointment. As she stood at the podium facing the board members, she countered charges that "she was a disturbing element, too progressive, and unfair to the board." In her opinion, the Board hedged by mentioning only trivial matters as justification for not reappointing her. While Miss Mills spoke, board president Louis Gerteis "fidgeted, whirled about in his chair, fumbled papers, frowned and look bored and paid little attention to the speaker." When she finished, the Board ignored her and recessed to executive session.⁴¹

During the summer, the Board sought a replacement for Leida Mills, offering the same salary, \$1,200, that Mills last received. Ida Bowles, of Paris, Illinois, accepted but reconsidered after receiving unsigned letters and newspaper clippings mailed from Wichita, all of which she considered rubbish. Miss Bowles had no desire to work under such conditions and wrote:

Dear Sir—

Please accept my resignation as a teacher in the Wichita schools. As I told you in my last letter and which you have not answered, I am receiving each day letters and papers from Wichita.

Now, I know nothing about the true situation there, but I would not teach in a town where there is such a vicious element. The letter written by a 'teacher' certainly shows that the writer is a very ignorant person.

I enclose three of the worst letters which I have received and I consider them an insult. I am very sorry this has happened, especially as I refused another position last week. I am no fighter and I dislike publicity. Please send notice to the Wichita papers as soon as you receive this letter so I may be spared the annoyance of receiving more Wichita literature. When they know I have resigned, they will probably be satisfied. ⁴²

Criticism Of The Schools

Criticism of the schools seemed to be a topic of interest throughout the state and nation. School patrons in Lawrence and Topeka, as well as Wichita, were taking a close look at their public schools, seeking flaws and making corrections where possible. Early in 1910, the *Wichita Eagle* newspaper attacked the Wichita Public Schools and especially Superintendent R.F. Knight for incompetency regarding semi-annual examinations given for the purpose of promoting students. Critics objected to examination methods which passed students easily from one grade to another without mastering the subjects.⁴³

With all publicity about easy and repeated examinations, parents feared that the upcoming year-end examination would be unusually difficult. Those who could afford it, hired private tutors to prepare their children for examination.⁴⁴ This time, responsibility for questions was delegated to a committee of all the principals.

Adults of 1917 remembered their public school education as being a difficult, intellectually demanding experience, an experience which young people were not receiving. L.W. Mayberry referred to this perennial problem: "Occasionally we hear some citizen inquire why the public schools cannot produce a group of graduates who can spell, and add a column of figures correctly. They bemoan the fact that the output of the present day schools does not compare in ability with the output of the schools of a generation ago." To quiet the critics and to ascertain whether the modern city school was neglecting the "Three R's", Mayberry arranged an examination in arithmetic and spelling for fifteen citizens of an earlier generation. The sample included a jeweler, janitor, merchant,

lawyer, stationary engineer, grocer, inspector, insurance agent, real estate agent, bookkeeper, engineer, manufacturer, county officer, housewife, and accountant. These people had averaged ten years in school. Student participants included forty-seven eighth graders and twenty high school juniors and seniors. On the spelling test, the elder citizens had 74 percent correct, the eighth graders, 78 percent, while juniors and seniors scored 91.4 percent correct. The elders did a bit better on arithmetic with 76.2 percent correct, eighth graders, 75 percent, and juniors and seniors 81 percent correct. Mayberry concluded that the investigation was not inclusive enough to claim absolute accuracy, but it was broad enough to prove that statements concerning the inefficiency of the modern school were unwarranted.⁴⁵

Instruction For The Efficient Social Unit

The purpose of public education? It is to make the most of the possibilities of every child in the community; to make him intellectually, socially, morally, and industrially efficient. To do this, we must place education on a business basis, and maintain it on a business basis. We must run it on sound business principles just as we would any other business enterprise. The public has put its money in this business, elected a board, and they, in turn, have chosen a superintendent or business manager to carry on the business. He has employed teachers to assist him. The teacher's work is to turn out educated boys and girls, his success will be judged by the result . . . If the business yields a product which is the best that can be made from the given material, it is a successful business; otherwise, it is not.

—Henry L. Upton, 1911.⁴⁶

Students attending high school (four-year term) were much more affected by the changes in educational philosophy than were students in the elementary grades. Kansas State Superintendent of Schools and other educators advocated fitting the older students for life, not just college in 1910. After all, he noted that fewer than four percent of all Kansas students ever went to college. However, in Wichita, 48.8 percent of the 1913 Wichita High School senior class planned to enter college. The changing purpose of a high school education was spelled out by the Kansas State Teachers Association in November 1911: "We recognize that the American High School is in a critical stage of its development. It has been chiefly a preparatory school for the boys who may go to college, and incidentally an educational institution for all other classes. We approve of the new conception of the high school as that popular educational institution which must differentiate its functions with reference to the varying needs of the various classes of its students, and which must adjust itself, where practicable, to the local community needs. It must meet the physical, social, vocational and moral needs of its individual boys and girls, as well as the purely cultural or intellectual requirements as set by typical college entrance standards." Wichita High School Principal

I.M. Allen expressed this view: "The present administrators of the high school believing with Thorndyke that the purpose of education is to turn out efficient social units, capable of noble enjoyment and possessed of the spirit of God's will, have emphasized and will continue to emphasize both the training for citizenship and training for vocation."⁴⁷

Mayberry prepared a system of teaching elementary arithmetic and geography which he called the community method. He advocated the use of geographical places familiar to the students, such as the Arkansas River instead of the Mississippi, or local businesses such as the First National Bank instead of the New York Stock Exchange. In this manner, the child learned about his own city, its industries, its commerce and such activities more relevant to the child's life. The high school equivalent of community geography, planned and published by Arnold Lau, included a civics course on Wichita history and government.⁴⁸

BOARD OF EDUCATION FIRST IN AMERICA TO ADOPT MODERN METHOD OF TEACHING PROPOSED BY FAMOUS INVENTOR.

"Almost every subject taught in the grade and high schools will be taught by the movies. A portion of the recitation period will be set aside once or twice a week, or oftener, for the illustration of the work under consideration." Mayberry's enthusiastic plans for a movie-based curriculum never materialized beyond purchase of a moving picture machine in 1914.⁴⁹

The high school physics course for 1913-1914 was divided into major and minor courses, the former being elected largely by the boys who wished a more technical preparation and the latter elected by the girls, "who were given a course in which the larger principles were emphasized and the everyday applications brought out." Different texts were used in each class and different laboratory work required. The teachers found the division successful and, consequently, planned a similar division of the chemistry course for the next year. The girls would "spend more time on household chemistry and thus better prepare themselves for the course in Household Economics."⁵⁰ Until this period, curricula had been designed almost solely with reference to the boy, but open to girls if they desired an education. As more girls enrolled in school, educators made concessions to societal conceptions of female roles. The academic delineation between sexes became firmly entrenched in American education with the introduction of manual and domestic arts into the secondary and elementary schools.

Domestic Arts was extended down into the fifth, sixth and seventh grades in 1912, with the stated purpose of teaching carefulness, neatness and accuracy.⁵¹ Manual training was required for boys in the sixth,



8th Grade Graduating Class, Irving School, January, 1916.

Front row, left to right: Merle Duggan, Louise Macaulay, _____, Edythe George, Lyle Belle Billinger, Ellen Wood, Rosa Beach, Mildred Tucker, Mildred Darratt, Kathleen Stephens, Pauline Meeker; second row: _____, Robert Wilson, Clair Cross, _____, Jack Aley, _____, Wingate Lee, Herman _____, Carl Wheeler, Miss Frank Hill—teacher, Miss Georgia Stipp—teacher; third row: Rowene Zaun, Lucille Woodward, Viola Bodecker, Margaret Aley, Marie Seese, Hazel Rains, Helen Richardson, Dorothy Powers (Hudson), Elizabeth Baird, Mrs. Helen M. Eckstein—principal; back row: Preston Leslie, _____, Sheldon Coleman, _____, Tracy Robertson, Joe John Woodward, _____, Miss Florence Calvin—teacher; Miss Mabel Kemp—teacher; Miss Josephine Millen—teacher.

seventh and eighth grades for one hour and fifteen minutes per week. A printing department was added to the manual arts department of the high school in 1915. It offered course work and printed minor school publications.

The sixth grade teachers meeting with Superintendent Mayberry in April 1913, all decided to use the *Eagle's* daily news quiz as part of their class work. The quiz included such questions as: What does a Prince Albert suit cost? What is the greatest obstacle to co-operative effort in women's organizations?⁵²

Intermediate (Junior) High School

For all students the junior high school was intended to bridge the gap between the grammar grades and the high school. Berkeley, California established the first junior high school in the United States in 1910. It consisted of grades seven through nine and offered three courses of study: the general, the commercial and the industrial. Neodesha and Chanute school systems organized the first junior highs in Kansas, doing so in 1913. Superintendent Mayberry of Wichita proposed a junior high school for Wichita in 1913. His proposal addressed both educational and practical considerations:

JUNIOR HIGH SCHOOLS PROPOSED AS A SOLUTION

It is submitted that the best solution available for the overcrowded high school is the establishment of Junior high schools in several parts of the city, accommodating therein, the seventh, eighth, and ninth grades of the school system. This, it is believed, will accomplish seven results.

1. Relieve some of the present elementary schools.
2. Relieve the high school, as the present new building will always be large enough to accommodate the three upper classes.
3. Inaugurate departmental teaching in the elementary schools, thereby improving the quality.
4. Prepare a stronger class of students for the high school.
5. Allow an experimental period of three years in which to attempt the discovery of what the pupil is best fitted to do.
6. Adapt the course of study in this intermediate stage to the needs and capacity of the adolescent child.
7. Allow the pupils in the Senior high school a better opportunity for specialization. ⁵³

The Wichita Board of Education offered its first resolution for establishment of an intermediate (junior high) on March 13, 1914: "Resolved that the Board, after careful consideration of the entire school situation in Wichita, believe that for school efficiency, economy and the entire welfare of the schools of the city, the intermediate school ought to be instituted in our school system. Therefore, be it further resolved that it is the policy of the board to make such plans as are necessary to provide a system of intermediate schools as soon as financially practicable." Resolution carried unanimously.⁵⁴ The Board preferred the name intermediate over junior high because it implied separation from high school.

Superintendent L.W. Mayberry recommended establishment of a junior high school in 1913. Bonds were not approved by voters until 1916. Cartoonist Ben Hammond was beginning his career with the *Wichita Eagle* around 1916. (Cartoon Courtesy of *Wichita Eagle*.)



The Board approved of the intermediate concept but feared that immediate construction of a large school would be too expensive and possibly anger many taxpayers.⁵⁵ After nearly four years of discussion, the Board of Education planned the first Wichita intermediate school, named it Horace Mann and located it in the northwest section of town at Twelfth and Market where student congestion was greatest. Local architect Lorentz Schmidt designed the building; the H.I. Ellis Construction Company completed it in late 1917. The following selections from *The Wichitan*, February 1, 1918, a Wichita High School publication, express the ambitions, joys and confusion of inaugurating a new program.

The new Horace Mann Intermediate School opened Monday, January 28, with about four hundred students enrolled, and with twelve teachers teaching full time

The schedule of the Horace Mann School is very different from that of W.H.S. There are five periods per day of sixty minutes each. Five minutes is allowed for passing between classes. The pupils are due at their reporting rooms at 8:40 a.m. They are dismissed at 11:55 o'clock for lunch, and must be back in their class rooms at 1:30. At 3:25 p.m. the students go to their reporting rooms for their wraps. School is dismissed at 3:30 p.m. . . .

The freshmen that were unnoticed at W.H.S. are upper classmen at the Intermediate School, and are now allowed to express their opinions freely. Several of them asked Principal Davis if they might sit together in assembly and give W.H.S. yells. Mr. Davis granted his permission.

Principal Davis and the other former W.H.S. teachers, while regretting to leave W.H.S. are nevertheless much interested in their new work and are very enthusiastic over the new school. . . .

'I am very glad to say that over forty more students have enrolled than we had anticipated. This is due to the fact that students from other districts have secured permission from Superintendent Mayberry to attend this school. I like this spirit,' stated Mr. Davis.

Promotion Policies

Following criticism of Superintendent R.F. Knight's promotion examinations, changes were made which the students probably welcomed. Prior to September 1910 and before adoption of a new policy, all students took final examinations before promotion; the final examination counted for one-half of their grade. With the new policy, each pupil who had a yearly average grade of eighty-five or higher in his daily work need not take the final examination in that subject. Daily work comprised seventy-five percent toward a student's grade and the examination twenty-five percent. Within a month after Mayberry assumed the superintendency, he modified the promotion policy to semi-annual instead of annual. Not only that, final examinations were dispensed with entirely and pupils promoted on the basis of their academic averages over six, six-week periods.⁵⁶

Test Scores—Wichita Public School Students, 1919

Subject	Number Enrolled	Percent Failed	—Distribution of Grades—				
			A	B	C	D	F
English—							
Boys—	519	14.1	1.8	9.2	34.7	40.2	14.1
Girls—	790	4.6	9.1	27.7	36.5	22.1	4.6
Mathematics—							
Boys—	464	18.5	7.2	15.3	32.3	26.7	18.5
Girls—	571	12.7	8.5	21.8	34.5	22.5	12.7
History—							
Boys—	234	4.1	4.1	18.9	48.5	24.4	4.1
Girls—	412	5.3	5	21.4	45.8	22.5	5.3
Science—							
Boys—	439	7.6	4.2	20	43.3	24.9	7.6
Girls—	540	3	9.6	29.8	41.1	16.5	3
Commercial—							
Boys—	216	18.6	6.2	19.2	30	26	18.6
Girls—	545	9.3	8	21.7	41.7	19.3	9.3
Manual Training—							
Boys—	320	3.6	8.7	29.1	40.6	18	3.6
Girls—	54	1.9	15.3	23.1	50	9.7	1.9

Source: *W.P.S. Statistical Report, 1917-1919*

Health Programs and Provisions

States were first interested in improved student health as a means to improve school work. They held that unhealthy and defective children did poorly in school, misbehaved or were truant. Because schools were often a focal point in spread of infectious and communicable diseases, local health authorities posted quarantines on residences of the ill and recommended closing of schools to control epidemics.

Epidemics of diphtheria, smallpox and measles struck the Wichita public schools several times. Preventative measures consisted of keeping weaker children home and away from public places. Local health officers scoffed at the asafetida theory, saying that although children wore this charm suspended from their necks, they should not feel secure from disease. Whenever contagious diseases infected children in the classrooms, the room was fumigated by use of formaldehyde candles. Also, each year before the opening of school, the rooms were fumigated in the same manner. Each fumigation cost the entire school system \$50 in 1911. The federal Bureau of Education and the Wichita Board of Education considered it unwise to close schools in epidemics of contagious disease, better to have the children in class under supervision than roaming freely on the streets.⁵⁷

The Spanish influenza epidemic was like no other in U.S. history; to control it entire cities were quarantined, including Wichita in 1918. Spanish influenza launched its first major attack on the cantonment of Camp Funston, Fort Riley, Kansas, on the morning of March 11, 1918. Before noon of that day, 107 patients complaining of fever, headache, sore throat, drowsiness, and muscular aches had been admitted to the base hospital. By the end of the week, 522 cases had been recorded at the camp. The flu epidemic spread quickly throughout the United States, Europe with the soldiers, and within months throughout the world, killing over 21,600,000 people, including over 500,000 in the United States. Despite Wichita's close proximity to Fort Riley, the flu did not reach epidemic proportions in Wichita until seven months following the first outbreak at the fort. Only 75 cases were reported here by October 8, 1918, but within a week over 570 Wichitans had contracted the disease and 1 had died from it. The Wichita Public Schools and all other public gathering places were closed for one month beginning October 10, in an effort to control the spread of the extremely contagious disease.

The open air movement which began in Germany in 1904 was adopted in the United States. Wichita's Board of Education provided open air classes on the rooftop of Toussaint L'Ouverture School for tubercular and anemic pupils. Fresh air exercises conducted in each room supposedly invigorated sluggish students. Twice daily when the air became vitiated teachers opened the windows for two or three minutes and directed pupils in "lung-expanding, muscle-developing exercises."⁵⁸

The campaign against cigarettes continued. In 1912, the Wichita Women's Christian Temperance Union wanted to introduce instructional material that would show young Americans that cigarettes were ruinous to health and mind. Through "eradication by education" they hoped to eliminate the evil smelling "coffin nail." High school principal I.M. Allen regretted that freshmen were more prone to use tobacco and play pool contrary to high school rules than any other class of students. Allen said, "I never go out looking for the boys myself, but I sometimes meet them and frequently hear reports of those who are violating the rules. I am especially opposed to cigarette smoking, and I fear this is indulged in to a large extent among the boys who use tobacco at lunch hour." Allen called a special meeting in November 1913 to lecture on the evils of tobacco and also to warn the boys that suspension would be the punishment for those who smoked or played pool.⁵⁹ Elementary students signed pledges that they would never smoke nor drink alcoholic beverages.

Kansas law banning cigarette use to persons under twenty-one was adequate, but law enforcement lax. John Lofty, high school principal in 1919, dealt with this laxity by permitting "spotters" to obtain evidence against dealers who sold cigarettes. Lofty and the Hi-Y boys had successfully brought twenty-two business firms to police court where they were prosecuted, found guilty and fined \$25 to \$35.⁶⁰

City milk inspector F.L. Huxtable believed that children studied better when their stomachs were full of nourishing food. He suggested that milk be furnished to public school pupils. Milk nourished students would be less fidgety, less noisy, and more efficient. Money spent on milk would ultimately save taxpayers' money by preventing delinquency and failure, he said.⁶¹ (Cartoon Courtesy of *Wichita Eagle*.)



Wichita introduced a supervised health program into the public schools following a report by Margaret McKnight, trained nurse, on the successful work of school nurses in other cities. Miss McKnight reported that many children failed in their school work because they were physically deficient. Others needed advice on personal hygiene, such as teeth brushing. To inaugurate the program, physicians specializing in ear, eye, nose and throat would volunteer their services and the Wichita Parent-Teachers Association would furnish rooms for clinics. The Board acted quickly, employing Miss Genevieve Lill as Supervisor of Health for the public schools at a salary of \$100 per month beginning January 22, 1917. She inspected 13,697 children during her first year, wrote 3,684 notes and reports, and visited 345 homes. Soon after Lill was employed, the Wichita Dental Association offered to examine school children to ascertain whether dental treatment was needed. The Board accepted the offer on the condition that the examinations be free. The next year the Board hired Dr. H.W. Ralstin as school dentist at \$25 per week.⁶²

High School Athletics

Throughout the decade (1910-1920) the high school boys' athletic program offered track, baseball, football, basketball, and swimming. Intramural and intercity leagues organized for competition. Basketball games were scheduled at the Forum, football and baseball games at Island Park; and swimmers met at the YMCA. The "Y" was also the location of the first indoor track meet, March 7, 1916, and included a twenty-yard dash, seventeen-lap potato race, running high jump,

standing high jump, twelve-and eight-pound shots, broad jump and fence vault. The boys won the State Track and Field in 1913.⁶³

While the boys concentrated on interscholastic competition, the girls were restricted primarily to intramural competition. Athletics, for girls, was meant to "improve physical, mental and moral efficiency". Interscholastic basketball had been abolished for girls. They resented their loss of opportunity to win athletic W's: "It seems hardly fair that the boys should be given football, baseball, basketball and track in which to try for honors, while the girls are given nothing." The Girls Athletic Association organized in November 1918, admitted any girl with an average of 80 (comparable to C average) in her academic work. She could earn points by participating in team games, track and field, "aesthetic dancing", hiking, swimming, ice and roller skating, tennis, and coaching grade school students.⁶⁴

High School Drama

Periodically, student behavior deviated from propriety and responsibility. Students were chastised by members of the local Womens Christian Temperance Union who called on Superintendent Mayberry regarding a play selected by the high school students called "Christopher Jr." in which there was inference of a "shotgun wedding". Mayberry invited Miss Mary Dobbs, state secretary of the WCTU, Miss Carter and Mrs. J.M. Garrett to the rehearsal to judge the objectionable section for themselves. "What can there be in the mention of corsets to shock anyone," asked Miss Maude O. Davis, high school librarian. "I think the whole fuss over the play foolish in the extreme." The controversial section of the play referred to a young man who found himself in the wrong stateroom of the ship; upon awaking he saw a "bifurcated jacket, connected by a trellis work down the back. Corsets! In a flash I was out of the berth . . . and . . . making a graceful exit."⁶⁵ No records show that Mayberry blue-penciled the section.

Military Training in High School

After attending the conference of superintendents in Chicago in 1919, Superintendent Mayberry recommended the installation of a Junior Reserve Officers Training Corps in the Wichita High School. The U.S. Government would supply military equipment and instruction. Neither the local school board nor the students would bear any expenses. Physical training would be the preeminent feature of the program. Mayberry's suggestion was not taken kindly by numerous Wichita citizens, certainly not by the *Wichita Eagle*. Memories of the recent war, of Prussian militarism, came to the mind of the *Eagle* editor who asked, "Do you want your boy to go to high school and not take military training? Do you want him to be a 'civilian' in an armed camp of child-soldiers? Do you want him to be excluded from all manner of school activity because a

military clique is in control of student affairs? . . . When militarism enters the life of the school, the democratic spirit is gone." Wichita ministerial association, representatives of the Laborer's Local Union and the Building and Trades Council staunchly opposed military training in high school.⁶⁶

Interested patrons packed into the Board of Education meeting room May 6, 1919, to give and listen to three hours of arguments for and against military training. Speaking against were Dr. Mendenhall, president of Friends University, Dr. Ward, Methodist minister, Henry Ware Allen, owner of the *Beacon*, and others. In favor were A.A. Hyde, W.P. Cochran, Judge Jesse D. Wall and Mrs. Stokely. Six board members voted in favor of high school military training and five against. Apparently Wichita citizens protested the Board's decision by appealing to the U.S. War Department to overrule the "militaristic majority of the Wichita Board of Education." Their appeal succeeded.⁶⁷

Kindergartens

Private kindergartens, sponsored by individuals or groups, such as the WCTU, had existed in Wichita since the 1880s. Kansas law (1907) permitted establishment of free kindergartens, but the Wichita Board of Education expressed no interest then. They had enough problems with overcrowded schools. The Wichita Parent-Teacher Association obtained a room in the Webster school building in 1916 and conducted a free kindergarten there. Wichita Public Schools held their first kindergarten classes during the 1919-1920 school year. Four hundred twenty-one young students enrolled.⁶⁸

Exceptional Children

Children unable to progress academically with their classmates began drawing closer attention of Wichita educators in early 1900. Before the compulsory education laws were rigidly enforced, students who could not keep up or caused trouble were encouraged to quit school. Kansas compulsory education law stated that all children between ages eight and fifteen must attend school unless physically or mentally incapacitated as determined by a physician.

Perhaps the first to speak in behalf of exceptional children in Wichita was Mrs. J.H. Stewart, wife of Sedgwick County's Senator to the Kansas legislature, who spoke for an hour in 1911 before the Board of Education about the "misfit" students or those who are "out of step". She proposed a special department should be established in the Wichita Public School system "to afford special and individual instruction for the students who, for one reason or another, do not develop and advance along with other students. As to the cost of such a system, a great deal of the money expended for the up-keep of our reform schools and industrial institutions would be far more advantageously spent in this way". The Board thanked Mrs. Stewart for her interesting and instructive recital, but took no ac-

tion. In September 1916, Mayberry announced that he would ask the Board of Education for money with which to equip a room for the backward and delinquent pupils.⁶⁹ However, Wichita Public Schools made no provisions to deal with exceptional children during the year prior to 1920.

Summer School

Each spring for many years several teachers had requested and were granted space in the public school buildings to teach summer school. Summer sessions did not become a part of the public school program until 1913. The Board of Education was persuaded that it was not good business to permit the manual training plants to remain idle all summer when so many boys wanted to work. Consequently four shops—Wichita High School, Irving, Lincoln and Lowell—were opened for a period of six weeks. Boys in grades five, six, seven, and eight worked on repairing home furniture or making items they wanted. The next year, 1915, approximately 558 boys wanted to take manual training free of charge for a six-week period. Also, during the summer of 1914 classes were organized at Park, Franklin, Lincoln, Washington and the high school. About one hundred pupils enrolled to make up academic work in which they had failed during the past year. Eighty-seven students passed the final examination. Except for manual training, summer school pupils paid the teachers a dollar a week for the instruction in one subject and twenty-five cents a week for each additional subject.⁷⁰

"Precocious" children came to the attention of the superintendent who recommended that they have a special summer session. Therefore, summer school in 1918 had "two classes of people," those who failed to make passing grades and those who stood at the head of their respective classes and could do one semester's work in six weeks. Mayberry, always concerned with efficiency and moving students smoothly through the educational process, called summer school a "great financial saving to the city" and an "enormous saving of time and enthusiasm" to those who attended.⁷¹

Lamplight Classes

Night schools, popular and well attended by working people in the large east coast cities, were introduced into Wichita around 1900 and sponsored by individuals or organizations such as the YMCA. In 1905, attorney Walter Matson requested the Board of Education to furnish a room, light and janitor for him to conduct a school for working men and boys who came from the packing house district as well as other parts of the city. The Board permitted him to use one of their rooms on the third floor of the City Building.⁷²

Superintendent Mayberry, in January 1913, announced his intent to conduct a "lamplight" school beginning in fall 1913, for working persons who had not been able to complete their public school education and for

foreign persons who wanted to learn the English language. Since 1913 Kansas law had allowed school boards to establish and maintain free public night schools in connection with the public schools of the city for the instruction of persons fourteen years and older. Furthermore, the Board of Education had the obligation to establish a night school whenever parents or guardians of ten persons eligible to attend the night school petitioned for classes. The night classes in chemistry, penmanship, arithmetic and bookkeeping opened in October 1913. Most of the fifty students were businessmen wanting advancement in their field of work. Three girls had enrolled in arithmetic and penmanship.⁷³

School board minutes indicated that the teachers were short-changed for their services at the night school, being rewarded only with the Board's expression of "its keen appreciation of the cheerful and voluntary service of all teachers of our force who gave their services to the teaching of the pupils of the various night school classes which were conducted during the past season. The school authorities report that all the classes of this, the first night school, were conducted in a most admirable and efficient manner." The secretary of the board was instructed to send copies of this resolution to teachers who gave their time for these classes.⁷⁴ In subsequent years, teachers received pay for night courses.

A group petitioned for free night school which would offer classes in English language. Fifty persons, mostly foreign-speaking employed in the daytime, requested the class through their representative Herman Fruhauf, head of the tailoring department of Innes Dry Goods Company. Night classes at L'Ouverture attracted students from the neighborhood in 1916 and 1917. One seventy-year-old woman was learning typing; six foreigners were taking English.⁷⁵

Vandalism in the Schools

Student vandals who painted the high school building, broke windows, and committed "light-fingered nuisances" such as letting air out of bicycle tires led the Board of Education to discuss whether or not the schools should have a police department separate from the municipal force. The plan called for all janitors of the school buildings to be made members of the organization and be placed under the direction of a "chief of police" possibly an older member of the local police force.⁷⁶ No such security force was developed and janitors continued to guard the premises.

Another effort to control vandalism and deal with offenders was made by students who, in November 1910, voted to organize an institution variously known as a peace commission, student council, or board of arbitration. Students in favor believed that such a court could possibly eliminate class altercations which had been numerous in the past and not always harmless. On the other hand, students opposed to the court predicted its failure, saying that the measure was adopted on a "strictly feminine vote" with coeds being in majority at all meetings. The student council established a minimum security detail of proctors in 1916. Ac-

according to a student writer for the *Yearbook* the proctors were students chosen for their reliability. These students were stationed at different places during lunch time for periods of from one to two weeks. "The proctor system did not turn this school into a city of angels, but it did help keep us from being the opposite." 77

Student Humor from the Messenger, 1910-1919

A jolly professor named Lau,
Had a physique which resembled a cow.
But one day by luck
He met Mr. Buck,
And no one surpasses him now.
—G.V.G.

We always laugh at teacher's jokes,
No matter what they be.
Not because they're funny jokes,
But because it's policy.

If John McEwen weighs one
hundred and twenty five pounds,
how much will Blanch Greenway?
(Green weigh)

Nobody studies like the Seniors,
They're at it the whole day long,
The Juniors spend all of their time
In laughter and in song.
The Sophomores are our foolish class,
With ancient jokes so stale;
But the timid little Freshmen,
The mildest glance will quail.

The Freshmen are a plucky bunch,
They never howl in pain;
You may down them once, by chance,
But they will soon be up again.
—A Freshie

Student Organizations—Secret and Open

It shall be unlawful for the pupils of any high schools to participate in or be members of any secret fraternity or secret organization whatsoever that is in any degree a school organization.

—Laws relating to the Common Schools of Kansas, 1907

Although fraternities and sororities had been outlawed since 1907 a few Wichita students persisted in attending these organizations. The Board of Education required all students attending Wichita High School to sign the following pledge:

I, _____ being a pupil in the Wichita High School, promise that during my continuance as a pupil in the Wichita High School, and including, vacations, I will not become a member of or participate in any such so-called secret society having its existence in whole or in part in the Wichita High School, or where such activities of such society work back and have an effect upon the discipline or scholarship of said high school. I make this pledge without any reservation whatever and promise to obey the letter and spirit thereof.

In the fall of 1913, the *Wichita Eagle*, reported that perhaps as many as one hundred fifty high school students had violated the pledge on fraternities during the summer vacation. The Board split over control of the students during off school days. Judge E.E. Enoch and others were in-

clined to be more charitable and questioned the extent of authority of the school board, calling it "Un-American on the part of the board of education to try to assume control of students while they are not in school, especially during the summer vacations." No major violations of the fraternity pledge occurred for several years thereafter.⁷⁸

Clubs and organizations serving a number of student interests were: Classical Club, Science Discussion and Experimental Club, English, Dramatic, Girls Hiking and Camera Clubs; the Debating Society, and athletic organizations.⁷⁹ One of the most popular in 1913 was a newly organized high school band. A student described his feelings: "Their concert given in the Assembly on the last day of school raised our spirits to a high pitch and as one of the boys expressed it—'enthusiasm was so strong I thought the roof would cave in.' "

Blacks and Whites Separated

There was a time when Negro pupils were satisfied with having any makeshift of a school—just so they had a place to learn. Now they must have all the trappings that the white pupils have in their schools.

Wichita Beacon, September 19, 1912

During the first forty-two years, except for one school year, 1906-1907 at Park School, the Wichita Public Schools had been integrated. The rising tide of racism resulted in the 1909 State Legislature enabling Wichita to establish separate schools for blacks. An article, entitled "Some Fireproof Schoolhouses" in the *American School Board Journal*, August 1914, explained the racial attitudes in Wichita:

In many communities in the West, where there had been an increase in population, and a considerable influx of Negroes, there has arisen the question of providing separate educational facilities for the colored pupils. Very often the agitation for segregation has been accompanied by race hatred and bitter public discussion. The Negroes are opposed to separation, especially where they have for a long time attended school with the white children; and the politicians of the dominant race very often side-step the issue for fear of offending a large body of voters.

This was the situation in Wichita until two years ago. In one of the schools, at Ingalls, from one-fourth to one-third of the entire enrollment consisted of colored children. The colored pupils were on the average older than the white children in the same grades. In the two lowest grades were found Negro pupils from twelve to fifteen years of age, and a similar difference was found in all the grades. Educators will appreciate the problem in discipline here presented. In school, on the grounds and on the way to and from school, there was always present a feeling of resentment and hostility between the two races, which often resulted in physical encounters and violence. In the recitations there was noticeable among the white pupils, a lack of that quick response which is characteristic of the white child; they were unconsciously falling into the slower and more deliberate mental habits of the colored pupils. Whatever one's theory may be as to race equality, it cannot be denied that between the white and black races, there is a difference in mentality that must be recognized in the content of the curriculum and the teaching methods of the instructors. In five other buildings, although the ratio of colored children was smaller, similar conditions existed, involving similar results.]

To meet the situation, the board of education quietly authorized the purchase of sites in the heart of the colored districts and asked the voters to authorize bonds in the sum of \$40,000 for separate buildings. The proposition carried by a vote of three to one.

When the Wichita School Board passed the resolution favoring issuance of bonds in the amount of \$60,000 for the purpose of erecting, furnishing and equipping two additional grade school buildings, they stressed over-crowded conditions. School Board President, Louis Gerteis, told a *Wichita Eagle* reporter in 1911 that in requesting a bond issue the school board was merely responding to "an incessant demand from residents of certain parts of our city for separate schools for colored pupils. It is contended that our colored population has been greatly augmented in recent years through the dumping of indigent families upon us from towns in Oklahoma, and also through an exodus of Negroes into the North from the South." One colony of blacks were located in the Fourth Ward near the railroad lines coming into the city. Between 225 and 300 black school age children lived in this area. In the Second Ward, next to the Missouri Pacific tracks on Wichita Street, there were between 125 and 130 children. Gerteis added that economic pressure in the form of high values and rents and expensive street improvements were diminishing this Second Ward colony, forcing many people to move to cheaper property. Gerteis then suggested that if voters wanted separate schools, they could vote the bonds; if they preferred mixed schools they could defeat the bonds.⁸⁰



L'Ouverture was one of four Wichita school buildings featured in the August 1914 issue of the *American School Board Journal*. Black citizens selected the name Toussaint L'Ouverture in honor of Haiti's heroic leader who fought the French colonists in 1800.

On December 12, 1911, Wichita voters approved building the \$40,000 school by a vote of 3,210 to 1,028, and the \$20,000 school by a vote of 2,767 to 1,091. In the wards where the majority of blacks lived, the vote never dipped below three to one in favor, and sometimes went as high as four to one in favor of separate schools. No black people between the ages of five and twenty-one resided in the Fifth Ward (southwest) in 1912, only six in the First, sixteen in the Third, twenty-four in the Sixth (southeast).⁸¹

The new, black Toussaint L'Ouverture School, 13th and Mosley, cost \$41,000 and was considered one of the best in the city. The other black

school on 600 North Water Street was named for the abolitionist and ex-slave, Frederick Douglass.⁸² Two smaller one-room schools were built; one at Boston and Mosley and another at West 18th Street and Riverside. Black students living outside the "colored colony" were transported, at the expense of the school board, to L'Ouverture School.

When the school board appointed black teachers who were not Wichita residents, black citizens called a mass meeting in the Masonic Hall at 615 North Main to express objection to Board appointments and to adopt resolutions stating that local graduates had been "absolutely ignored." They threatened to bring their protest to the school board. L'Ouverture Principal, F.C. West, came highly recommended from Leavenworth; the manual training teacher had been appointed by Booker T. Washington. What Wichita blacks really opposed was West's selection of teachers. West, able to pass for white himself, wanted the whitest blacks only on his staff.⁸³

At the September 9, 1912 meeting of the Board of Education, sixty black and white persons residing near Boston and Mosley argued for two hours about the planned location of a black school in their neighborhood. White opinion varied; some approved of the proposition, while others did not object to blacks attending white schools. Several suggested transporting the twenty-seven black children to L'Ouverture. The blacks, according to an *Eagle* reporter present, generally accepted the concept of a separate school at Boston and Mosley. Mrs. Grant Ewing objected to having her son transferred from the Kellogg district where she lived to the Grand School further away. School Board President Louis Gerteis asked: "Would you rather have your boy attend a white school and allow him to be subjected to the indignities and discourtesies which he would be bound to meet with at such a school, than to have him walk a little further to a colored school?"

"I don't think the board, or the superintendent, or the principal of the school would allow him to be ill treated on account of his color," Mrs. Ewing replied.

"But these things are bound to happen without the knowledge of the authorities."

"Well, if it comes to that," Mrs. Ewing said, with a toss of her head, "My little boy is a colored Jack Johnson and he can take care of himself." A burst of applause greeted the black woman's rally. Gerteis then explained to the citizens that it was impossible to please everyone in such a case. The Board placed a small school at Boston and Mosley. The racial segregation policy hardened. When black parents asked to enroll their children at the nearest school, the Board staunchly refused to deviate from the voters' expressed decision for separate schools.⁸⁴

Superintendent Mayberry reported to the Board of Education that the "colored" teachers were making personal canvasses to enroll every colored child of school age in the Negro schools. L'Ouverture opened with

two-hundred pupils and a month later had 311 students. The increase in enrollment also indicated that more black families were settling around L'Ouverture School. During 1912, the first year for total separation of white and black students, total black enrollment increased from 439 in 1911 to 517 in 1912. Only fourteen graduated from eighth grade. Few black students attended high school which remained integrated.⁸⁵

Partial records show that in 1917-1918 whites average daily attendance was only forty-eight percent of the total enrollment, while blacks had fifty-six percent. During 1918-1919, whites average daily attendance was forty-seven percent of total enrollment and the blacks average was fifty-nine percent of total enrollment.⁸⁶ For black children who lived in the poorest of dwellings, the schools offered warmth on the coldest, snowiest days. Black children, more than on warm days, eagerly hurried to school.

Parents, Teachers and the Schools

Throughout the years parents had been encouraged to visit the child's classroom and become acquainted with the teacher and the educational program. Not until the 1913-1914 school year, did Wichita mothers, apprised of parent organizations in other cities, decide to form a local affiliate of the national Parent-Teachers Association.

Wichitan Mrs. J. Cooper (Rosa B.) King organized the first Parent-Teachers Association at Ingalls School in the 1913-1914 year. Lincoln, Park, and Lowell schools followed. Also, during this year the city-wide Wichita Council of Parent-Teacher Association was established. The next year, 1914-1915, College Hill, Harry Street, Kellogg, Washington and Webster had PTA's. Emerson, Fairmount, Irving, Martinson, McCormick, Linwood and Riverside all had PTA's before World War I. These early organizations raised funds to pay for school equipment, pianos and movie projectors; they promoted use of playgrounds and employment of the public school nurse. The PTA persuaded the Wichita Board of Education to loan them chairs, tables and a room in the Webster building in 1916 for use as a free kindergarten. From its earliest days the PTA in the Wichita schools brought material improvements to the schools, helped bring teachers and parents together to discuss topics regarding children, and created a spirit of cooperation and community interest.⁸⁷

Three major developments occurred between 1910 and 1920. One was of temporary significance—Lawrence Mayberry's scientific management techniques which dominated school administration and supervision. The second, which set a pattern for nearly fifty years, was the division of students into exclusively black and exclusively white schools. A third development of continuing significance was the organization of parents and teachers. Other substantial changes included introduction of a health program and dental examinations, establishment of kindergarten, and free night and summer schools.



1920

Wichita in the Roaring Twenties

WOMEN GET THE VOTE, 1920

FIRST RADIO BROADCAST ON DAILY BASIS, 1922

FIRST ALL TALKING MOTION PICTURE,
THE JAZZ SINGER, STARRING AL JOLSON, 1927

LINDBERGH, FIRST TO FLY FROM
NEW YORK TO PARIS, 1927

WALT DISNEY RELEASED HIS FIRST
MICKEY MOUSE CARTOON, 1928

Wichitans also made headlines during the 1920s. Fairmount University became a municipal institution and was renamed Wichita University in

1926. The Lander Radio Company brought their broadcasting equipment to Wichita in 1922. By 1925, the operators of the Lassen Hotel owned Wichita's first radio station and had changed the call letters to coincide with their appellation *Kansas Finest Hotel*.

When Wichita entered the 1920s, its leading newspaper predicted prosperity for the city. The *Eagle* editor wrote on November 2, 1919: "Wichita now is on the verge of a building boom that will make the historic boom of the late '80's look like a tent-raising. Wichita has been underbuilt to an alarming extent for at least four years. Home, office and warehouse space is almost impossible to buy or rent." Many of the substantial buildings constructed downtown in the 1920s survive—the First National Bank Building, the York Rite Masonic Temple (Sutton Place), the Orpheum Theater, the Union National Building, the Wheeler-Kelly-Hagney Building, Innes (Macy's), and away from downtown, the Hillcrest at Douglas and Rutan, and East and North high schools.

Local aviators Lloyd Stearman, Walter Beech and Clyde Cessna caught the fancy of adventurous youngsters and indulgent investors. The Wichita aviation industry began inauspiciously in a vacated woodworking shop on South Water Street in the winter of 1919 - 1920. Jacob "Jake" Moellendick, wealthy from oil well income and enamored of airplanes which transported him quickly from one oil well to another, invited young Emil Matthew "Matty" Laird to come to Wichita from Chicago to manufacture airplanes. With Jake Moellendick's money, and the talents of designer Matty Laird, engineer Lloyd Stearman and pilot Walter Beech, the E. M. Laird Airplane Company formed the nucleus of the aircraft industry in Wichita.

In 1925, after Laird left Wichita, Beech, Stearman and Clyde Cessna, William Snook and Walter Innes, Jr. organized Travel-Air Airplane Company. Spurred by oil income and Charles Lindbergh's publicity and glamour, enthusiasm for aviation assumed a frenzied pace; sixteen airplane factories expected to produce a total of 2,000 planes during 1929. Wichita boasted of being the Air Capital of America. Yet trains, not airplanes, dominated both the long distance and local transportation scene during the 1920s in Wichita. More than one hundred trains operated daily in and out of the city.¹

Within a "fifty mile radius" to the south and east of Wichita were the largest oil fields in Kansas, the first among them opened in 1915. Waite Philips and A. L. Derby established refineries in Wichita. Close proximity to the Mid-Continent oil field and what was then considered "an almost inexhaustible natural gas supply" encouraged manufacturing in Wichita in the twenties. The Coleman Lamp Company became the largest industrial plant in Wichita; the Bridgeport Machine Company manufactured oil well drilling equipment. A Wichita Chamber of Commerce survey done in June 1927 disclosed that 7,432 persons were employed in industry, with the largest concentrations in packing house

products (1,531), railroad shops (1,400), printing, publishing and bookbinding (1,015), stoves, lamps, etc. (813), milling, flour, feed, etc. (520), and aircraft (520).²

Wichita had become a convention center in South Central Kansas, drawing the Kansas State Teachers Association biennially. Before the 1923 convention of teachers, William D. Wolfe of Topeka wrote a glowing assessment of Wichita, the "Perfect Hostess." It offered the "finest picture show theater" west of the Mississippi River, the Miller, where the music for the films was furnished by a full forty-piece orchestra; the Orpheum Theater featured the best in vaudeville; and the Crawford Theater staged only "legitimate" attractions.³ For those teachers with other cultural inclinations, several picture houses presented Wild West thrillers and burlesque.

Wichita had indeed prospered during the twenties. The nearly constant roar of airplane engines, oil drilling rigs, construction machinery, foundries, mills, and factories sounded sweet to the city's investors, businessmen and workers. The wealth of Wichita attracted many people; population increased from 72,217 in 1920 to 111,110 in 1930. School enrollment rose proportionately from 13,814 in 1920 to 23,929 in 1930. From every section of the growing city came citizen petitions for additions to schools or construction of new buildings. Tax moneys and bond issues adequately provided for construction of new schools.⁴

The Board and its Problems

Ku Klux Klan, numerous citizen petitions calling for new school facilities, an illegal number of board members, suspension of \$640,511 school funds, changing location of administrative offices—these were a few of the problems the Board confronted during the 1920s.

The Ku Klux Klan, once very active in the South after the Civil War, was revived in 1915. Following World War I, the white supremacist Klan became a powerful force in the United States with several million members who professed being anti-black, anti-Catholic, anti-Jew and anti-foreign.

The Wichita Klan influenced the Board of Education primarily through its members H. B. Damon and Ray Tinder. Damon headed the supplies committee until the Board deposed him. Damon's behavior came under attack in March 1926 when Board President John W. Gibson sought to amend the by-laws and empower the Board to unseat any of its chairmen by a majority vote. A disruptive chairman, he said, could disturb the business of the Board, destroy the morale of the faculties of the schools and of the people working with the public. Supplies committee chairman Damon opposed the amendment which, if passed, would remove him from his post. He packed the meeting with one hundred supporters, including several Parent-Teacher Association presidents. The

Board approved the Gibson amendment by a vote of 8 to 4.⁵ H. B. Damon may have been deprived of his chairmanship, but not of his desire to bedevil the school board members. The rotund Damon provoked laughter from the audience and anger from board members from the time the meeting began on May 3, 1926 until adjournment at 3 A.M. During the evening Damon repeatedly criticized the operations of the cafeteria and its manager Annamae Garvie, the purchase of insurance, and the new chairman of supplies. He even challenged Sam P. Wallingford, board member, to a boxing match.⁶

For one year, 1925 - 1926, Tinder and Damon had disrupted board meetings through excessive talking, ludicrous statements and charges against school employees which the majority of the Board found unwarranted and unjust. During their tenure they attempted to have fifteen Catholic teachers discharged from Wichita's teaching force. By a vote of 9-2 that motion was defeated. Damon tried unsuccessfully to prevent black tenor Roland Hayes from performing in the high school auditorium; six janitors nearly lost their jobs because they were Catholics. The behavior of Klansmen Damon and Tinder became so offensive and impolite that the Wichita Klan disavowed their actions and deposed Tinder as secretary of the Klan. C. C. Kehner, Cyclops of the Klan, remarked, "The Klan does not feel it should suffer the criticism of the public for the radical or impudent actions of individuals." ⁷ When Frank A. Neff, Dean of School of Commerce and Business at the University of Wichita was elected president of the Board of Education in 1926, the atmosphere of the meetings changed as well as membership in the standing committees. Observers believed it was the end of the influence of the Ku Klux Klan in the Wichita school system.

Throughout the twenties the city of Wichita expanded in every quadrant. Blacks and whites alike petitioned the Board for more schools. The petition with the most signatures, 650, came from the College Hill area. Blacks moving closer to white Ingalls wanted to enroll there, but whites in the area resisted until the neighborhood became predominantly black. On the northwest side, citizens called for a new high school, fearing that property values would drop if they did not have one soon.

Ever since 1909, the twelve-member Wichita school board had been illegally structured; 1923 legislation reiterated the six-member limitation, and the election of these members from the city at large rather than from wards.⁸ The Board took the issue to the Kansas Supreme Court for adjudication in October 1924. Special legislation in 1925 permitted a twelve-member board for cities of the first class. The Wichita Board of Education worked with a twelve-member board until 1971, when it was reduced to nine and subsequently to seven.

Financial problems temporarily affected the Wichita school system. In August 1922 representatives of several banking institutions, led by W. B. Harrison of Union National, charged the school board with violating state

law for the past fifteen years by depositing funds illegally. The school deposits, Harrison said, should be shared. Furthermore funds in the single chosen depository, American State Bank, were not protected by the state guaranty fund, and if anything should happen to the funds the board members were personally responsible. The Wichita Board of Education had banked with the American State Bank since 1907 and continued to do so because it offered the highest rate of interest, 4.11% a rate which exceeded the legal limit of 4%. The Board then reviewed the situation and opened bids from seventeen other local banks; again American State had the best offer. Interest had to be lowered to the legal rate, but American State agreed to carry warrants on a basis of 4.75 percent interest. Other banks demanded six percent interest on such warrants. All the Board's funds again went to American State.⁹

The Board's good fortune expired when mismanagement of funds caused American State Bank's collapse in June 1923 and the Board of Education was unable to touch its \$640,511.88 deposit. The Wichita Clearing House Association temporarily rescued them to the extent of \$400,000 thus providing for expenses due immediately for the new high school construction and teacher salaries. All incoming funds were placed in four other banks.¹⁰ The \$640,511.88 remained unavailable for at least a year after the bank failed. Until settlement, the Board maintained the schools with minimal planning. When asked in November 1923, if the school board were operating within its budget, J. L. Leland, secretary-treasurer replied, "The Board lately has made no pretense to run with any kind of budget". Grover Pierpont, board president added, "We buy anything, appropriate for anything and never stop to figure up what the cost will be."¹¹

The Board of Education offices had been in the city building since it opened in 1890. Early in the 1920s the city needed more space for its offices and requested that the Board of Education move out. The ideal solution was to erect a permanent administration building specifically for the Board of Education. In 1926, a building costing approximately \$20,000, exclusive of grounds, was considered adequate. Other possibilities included renting a downtown site or building on the Roosevelt tract. The Board chose the York Rite Building, Market and William, renting rooms for \$3,600 per year and moving there in late 1926.¹²

School boards throughout the nation were undergoing modification in memberships and administrative procedures. A survey reported in the *American School Board Journal*, March 1928, showed that out of fifty-six boards of education in cities of 30,000 to 100,000, between 1917 and 1927, twenty-four cities had reduced the number of committees, and fifteen had abolished them, with the board acting as a committee-of-the-whole. Wichita had not joined this trend. Except for allowing Superintendent Mayberry discretion as instructional leader, standing committee chairmen continued to closely supervise and direct all other

school operations. Even though school enrollment increased by 13,000 from 1920 to 23,929 by 1930, the Wichita School Board of the 1920s continued to function in much the same manner and maintain the same authority as it had since its organization in 1870.

Local Revenues and Pay-As-You-Go

In the mid-and late-twenties, Frank Neff and Sam Wallingford and the majority of board members insisted on financing construction of new schools through the building fund levy of two to three mills. By this means they were freer to select sites for new buildings and to determine what buildings were needed. With a bond issue they felt they must comply strictly with the public will. In a speech before the Kiwanis Club in March 1929, Frank Neff, originator of the pay-as-you-go plan, described its success, explaining how it had reduced interest on outstanding bonds, provided an additional ninety classrooms over the last six years, and reduced tax levies.¹³

According to an article in *School and Society*, October 10, 1925, Kansas schools derived approximately 96 percent of their revenue from local sources; Rhode Island was next with 94.8; followed by Iowa, West Virginia, Nebraska, New Hampshire and Illinois, all in the over 90% category. Local taxes provided over 97½ percent of the funds used to operate the Wichita public schools during the 1920s. County and state contributed less than one percent each toward support of the Wichita schools. Federal funds were limited in the twenties to courses specified under terms of the Smith-Hughes Act of 1917. Wichita received a minuscule .004 percent federal support in 1929.¹⁴

Buildings and Beautification

The school board undertook an ambitious construction program during the 1920s. A \$900,000 bond issue passed in 1919, and a \$1,000,000 issue in 1921. For eight years thereafter, schools were built on a pay-as-you-go plan. New schools under construction in 1919 and 1920 were: Washington, \$174,108; Roosevelt, \$300,879; Woodland, \$39,799; Allison \$205,984; Sunnyside, \$19,882; Riverside, \$44,189; and Emerson, \$95,987. Architect's fees for these buildings amounted to \$45,209, a figure which the Board considered excessive. Because of this, the Board suggested retaining an architect for \$5,000 annually. Lorentz Schmidt, who had designed all of these buildings, declined the annual fee.¹⁵ Except for North and Alcott, Schmidt designed all the other schools constructed during the twenties.

The \$1,000,000 bond issue passed in February 1921 provided funds for construction of a new Wichita high school. The cornerstone was laid on November 8, 1922, and the building opened for use October 8, 1923.

Schmidt described its architectural style as modified "Collegiate Gothic". Although finished and in use in 1923, the new Wichita high school had no distinctive name, just a carryover from the old high school. Before the cornerstone was laid the *Wichita Eagle* conducted a referendum to assist the Board of Education (who had quarreled for months over a name) in deciding upon a suitable name for the school. Woodrow Wilson, Roosevelt High, Thomas Edison, Sunflower, Ford, and East Side were among the more than one hundred names submitted, but none of these new names suited a majority of the Board. They could think of nothing better than "Wichita High School". Only when the Board decided in July 1928 to call the new north end high school Wichita High School North, did Wichita High School East obtain its own name.¹⁶



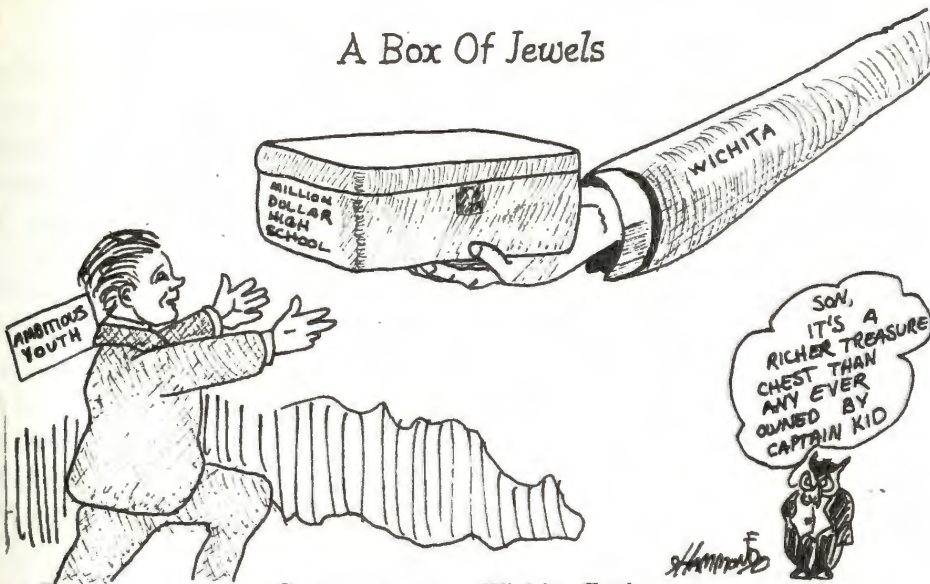
Wichita High School East

Lorentz Schmidt's school buildings typified the prevailing architectural style of the early 1900s. Nearly all were of red brick exterior, structurally sound, multi-storied, and rectangular with an economical, boxy, factory appearance. Inside, these buildings had open stairwells, spacious corridors, and commodious restrooms. The public demanded auditoriums. Lorentz Schmidt deviated from his usual efficient pattern to design a bay window at Park School, to use stone for decoration around windows and entries at East, and to construct the colonnades and tower at East.¹⁷

Wichita High School North

Beginning in December 1924 the Board of Education considered sites for an additional high school. Four sections of town—Riverside, north, south and west—were studied. The proposal initiated three years of discussions, many of them heated. In the December 1924 meeting, over 1,000 persons crowded into the board room and overflowed into the hallways waiting to voice support of their particular area. Extensive citizen in-

A Box Of Jewels



Cartoon courtesy Wichita Eagle

terest persisted throughout 1925. Although the Board needed nearly \$1,-000,000 to build a new high school, they feared a bond issue defeat at the polls because of partisan interests. They decided to gamble with the pay-as-you-go plan and build the school in sections as the available tax moneys permitted. The Board finally chose a site immediately north of Thirteenth Street and east of the river to Rochester. They selected Glenn Thomas of Wichita as architect.¹⁸ As the only other architect employed by the school board during the twenties, he designed both Alcott Elementary and the new high school. Alcott resembled Lorentz Schmidt's buildings while North had distinctive features found in no other Wichita school. North High's Tower with its colored figures in the relief work marked it as the outstanding architectural work of Glenn Thomas and one of the most beautiful works of architecture in Wichita.

Beautification

School sites in the earliest years were only large enough to accommodate the building and to leave a minimum of walking space between them and adjacent buildings. As more interest was shown in providing play space for children, the Board of Education purchased larger sites for new schools and expanded play space next to existing schools. These grounds, they said, should serve utilitarian and ornamental, as well as recreational purposes. The Board of Education launched a beautification program beginning with High School East grounds. They first hired two men to maintain the school grounds during the summer in 1925. More significantly, the Board of Education paid the Wichita Park Board to landscape the school grounds; this successful partnership continued for many years. Superintendent Mayberry reported in 1929, that with the Park Board's cooperation, the Board of Education had "revolutionized the appearance of about two-thirds of the school grounds in the city."¹⁹

The J. Hudson and Eva McKnight estate provided for a unique beautification project. J. H. McKnight, who had originally owned the property upon which East High School was built, died in August 1915. His widow, Eva, shortly thereafter announced that she had begun to negotiate with a sculptor to place a fountain in his memory on the high school grounds.²⁰ This was done in 1931.

Maintenance and Repair

Maintenance for the expanding Wichita school system demanded more facilities and personnel. Stone from the demolished Washington School (built in 1889) was transported to the Roosevelt tract to be used in erecting new buildings and grounds shops. In these shops, desks were refinished, blackboards re-slatted, bookcases, cupboards, flag poles, basketball holders, window shades made.²¹

Ford
RUNABOUT



\$265

Starter and Demountable Rims \$45 extra

To move from one building to another and to haul material and equipment, the Board purchased several automobiles and trucks during the decade. These vehicles included a solid-rubber-tired Packard truck and two trailers for a rather expensive \$4,500. Supervisors of buildings and grounds traveled from school to school in a Ford Runabout in 1923 and thereafter.²² The school nurses drove a Ford Coupe.

Edward C. Smith, Supervising Engineer for the Wichita schools for several years, died in 1925. The Board honored this custodian by calling him an "able and industrious custodian of the buildings, a watchful and efficient advisor concerning their needs; a wise and economical conservator of our properties; a progressive and diligent student of our new problems and an honest and zealous steward of our interests."²³

Prior to 1920, nearly all of the schools had been heated by coal. A major change to other fuels became possible and expedient in the 1920s when coal became expensive. Oil and natural gas fields near Wichita produced an "inexhaustible supply" of fuel which was both convenient and inexpensive. Fuel oil advocated in 1921 would save several thousand dollars over coal. In 1925, the Board of Education approved a contract with

Wichison Industrial Gas Company to purchase gas near its line for 17½¢ per 1,000 cubic feet.²⁴ This price was half that charged other, industrial users.

Cafeterias Criticized

The school cafeterias, first established at Wichita High in 1911 and later in the intermediate and new high school, were intended primarily as a convenience to students. It saved them from a long walk home or a cold lunch out of the customary shoebox. Lunches in 1921 averaged 18¢ each. Hamburgers at a nickel apiece and ice cream, also a nickel, were the most popular items. All foods, except bread, were prepared in the school kitchens.²⁵

Operation of the cafeterias came under fire during 1926 with Ray Tinder, H. B. Damon and Ross Hammond aiming criticism at the alleged unbusinesslike methods of purchasing cafeteria supplies. On the other hand, Sam Wallingford praised the cafeteria manager Annamae Garvie: he thought that the "cafeteria was run perfectly and that she was a splendid woman." Nevertheless, a committee was appointed, consisting of Judge Davis, Mrs. Cora Fulton, Bruce Griffith, L. W. Brooks and L.W. Mayberry, to investigate cafeteria operations.²⁶ Actually, the cafeteria was only one of several departments being carefully scrutinized; efficient operations of all departments and careful supervision of all funds became the general policy. Honesty was not at stake, it was alleged, just good business practices. For an objective assessment of cafeteria cost, the Board hired Wichita accountants O.C. Colvin & Company to examine accounts of Wichita public school cafeterias. For the first semester of the 1926-1927 school year, they found that the average price per lunch was \$.19, and cost per lunch \$.185. Profit for the semester totaled \$1,679.84.²⁷

The Superintendency—Nothing New

Lawrence W. Mayberry, innovative and aggressive during the first decade of his Wichita superintendencey, maintained status quo in the 1920s. This may have been due to the increased work load of a rapidly expanding school system. Mayberry expressed two views of his superintendency during the twenties, one regarded the administration of the instructional program and the other his philosophy of education. Still a student of scientific management, Mayberry viewed schools as a business to be run efficiently and consequently, questioned the addition of "all sorts of activities by all sorts of organizations and societies. The economic law of 'diminishing returns' probably applies to public school education as well as to problems of finance. A study of our balance sheet and our achievements may enable us to determine whether our business is profitable." However, when educating boys and girls, profits and losses

were not the only consideration. Mayberry believed the major task to be one of surrounding the pupils "with the most worthwhile and the most stimulating environment" that they could afford.²⁸

In his letter to the Board of Education regarding the progress of the schools up to 1929, Mayberry disclosed an attitude quite different from that of his enthusiastic younger years: "Wichita has been rather conservative in the matter and methods that are exceedingly new or novel. Our funds are too precious to use in doubtful experiments."²⁹

During the 1920s the instructional staff increased to thirty-six principals, eight supervisors, (not counting the superintendent) and 566 teachers.

TEACHING IN THE TWENTIES

The nation experienced a teacher shortage in 1919 and 1920. The United States Bureau of Education reported that 15,000 high school teaching positions would be vacant due to lack of qualified teachers. Young people chose not to enter the field because of low pay; women workers had received better wages elsewhere; of course, men could draw even better salaries in business and industry. Awareness of low pay was particularly acute following the war. The Wichita City Teachers Association compared the cost of living in 1914-1915 to that in 1919-1920. Whereas before the war it cost from \$546 to \$758 for groceries, shelter and clothing; it cost from \$1732 to \$2591 in 1920.³⁰

TEACHER

I wonder why some ladies
Can dress in frills and lace;
Wear coats with big fur collars,
The finest in the place—
While teacher wears her old brown one
Sunday—and every day,
I 'spose it's cause this bloomin town
Don't give her better pay.

—Frances Wright Turner

City teachers appealed to the Board of Education for a fifty percent raise in March 1920. Subsequently, the Board voted to increase the general tax mill levy from 7.8 mills to 10 mills and thereby finance improved teachers salaries. Increases ranged from an average of twenty-three percent for supervisors to forty-five percent for elementary teachers.

Women teachers followed a strict salary schedule; men teachers negotiated with the Board for their salaries, because the Board paid whatever salary they found necessary to secure competent men teachers.³¹ The women objected to this policy by making their stand known through the following resolution presented to the Board:

WHEREAS: The two leading aims of the Board of Education are the welfare of the pupils and justice to the teachers, and

WHEREAS: the laws of Kansas neither penalize women nor bestow especial privileges upon men because of the mere accident of sex, and

WHEREAS: the Board of Education has adopted for all women teachers a salary schedule based on length of service, yet has publicly announced that all men teachers in the high school will be paid salaries above the schedule, without regard to service or relative merits, and

WHEREAS: this discrimination, based on sex alone, tacitly assuming that ALL men are superior to ANY woman, is so obviously unfair that a woman teacher can hardly sign her contract without being disloyal to her sex, and

WHEREAS: the morale and efficiency of the High School will be somewhat impaired if all the women teachers feel that the Board has discredited them before the public and established a policy of unequal pay for equal service; therefore

BE IT RESOLVED: that they petition the Board of Education not to establish this dangerous precedent, but to uphold the dignity and win the reserved loyalty of men and women teachers alike, and

BE IT FURTHER RESOLVED: that they present these resolutions in no spirit of individual selfishness; and that they appreciate the recent generosity of the Board members and rely upon their fair-minded readiness to rectify an unintended slight.³²

New York, in 1924, enacted a law whereby all teachers, male and female in the state, were paid upon an equal pay basis. Not until the 1960s would equal pay become a reality in Wichita, Kansas. Men teachers' salaries were subject to the law of supply and demand. Besides, male teachers were sorely needed to build American character according to *American School Board Journal* editor Bruce who wrote in February 1922, "Without disparaging the splendid service rendered by the women teachers of the nation, it still remains that the male teacher should be called into service to train the youth for the firmer qualities and characteristics of American citizenship." In April 1927, *The Journal* dolefully predicted: "The American male school teacher faces extinction as complete as that of the American bison."

The *American School Board Journal* continued its campaign, as it had for the previous thirty years, against employment of married women teachers, making exceptions during wartime and teacher shortage periods. Otherwise, they said, no woman could fulfill the purpose of matrimony—having children—and teach. The home was a sacred institution. School authorities who were concerned with the ideals and standards designed to maintain the stability of society and progress of civilization would refuse to hire married women. Such examples to young people would "exemplify false standards of life and its mission should not be tolerated as teachers of the youth in American schools."³³

Current circumstances determined the Wichita Board of Education's employment of married female teachers. If there were a shortage of teachers, as in early 1920, the Board employed married teachers. With the teacher shortage relieved by 1923, the Board reversed its position, deciding against employing married women except in emergency. Marriage during the term of contract annulled the contract. Wichita

citizens protested this action by the Board but their efforts were in vain. Not only did the teacher's committee object to hiring married women they once recommended not hiring any new classroom teacher over forty years old. After considerable argument, board member Judge Carl H. Davis and others concluded that a man or woman of forty was not past the "useful age" and could be employed.³⁴

Academic requirements for teachers rose gradually through the years. To be eligible for an elementary school teaching position in Wichita in 1927, a teacher must have completed a two-year or sixty-semester-hour college course, and have had two years teaching experience. Requirements for Wichita's intermediate (seventh, eighth and ninth grades) teachers exceeded that of the state minimum of sixty hours college credit. For both intermediate and high school a bachelor's degree or its equivalent plus sixteen months of approved teaching was necessary. Women teachers having a master's degree, or equivalent, received an additional \$60 per year. Teachers without a bachelor's degree could not be employed beyond three successive years without taking five semester hours of normal school or college work first approved by the superintendent. In 1929, of the 613 teachers, supervisors, principals and superintendent, 353 had college or university degrees; all the others had from one to three years of college work.³⁵

Prior to 1928-1929, elementary school teachers with the same number of college credits as secondary teachers were paid less. The Board of Education approved a single salary schedule for all women teachers based on approved experience, success ranking and scholastic attainment. For the first time, work of the elementary teacher was recognized as being as important as that of the secondary. Although they could become financial equals to upper grade level teachers, only 103 of the 331 elementary teachers and principals had college degrees.³⁶

The school board discontinued the obsolete high school normal program in 1925 and inaugurated the student teacher program in cooperation with local universities. Superintendent Mayberry, in January 1928, recommended that seniors from the University of Wichita and Friends University be allowed to practice teach in the city schools without pay. To be eligible seniors had to have fifteen hours education and fifteen hours in the subject assigned to teach in intermediate or high school, be recommended by a major professor, work two hours per day for twelve weeks, and be under the direction of the building principal and the critic teacher.³⁷

Teachers organizations, including Wichita's, grew larger and more vocal during the 1920s. National Education Association membership increased dramatically between 1917 and 1927; its program emphasized organized action for increased salaries, tenure, retirement allowances, improved working conditions, and favorable legislation. Though aware of the ambitious program of the NEA, Wichita City Teachers Association

considered but did not become an affiliate of the national group during the twenties. The local group worked toward equalization, an improved sick leave policy, tenure and pension.³⁸

Curriculum and Instruction

The curriculum of the 1920s emphasized health programs, vocational courses, manual training and homemaking, English and social studies. Local secondary educators developed objectives based on the so-called seven cardinal principles formulated by the Commission on the Reorganization of Secondary Education. Consequently, L. W. Brooks, high school principal, expected each department in the school to justify its existence in terms of health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character.³⁹

Brooks complained of the complexity of curriculum offerings in the twenties. How could the Board of Education, the superintendent and the principal know what subjects to offer, and how much of each? Were we spreading ourselves too thin? Wichita high school listed approximately 120 courses. On the other hand, the extended curriculum was capable of serving persons with wide ranges of intelligence and interests. When guidance was based on test scores, students could be placed in classes where they would be likely to succeed. Principal Brooks believed adult guidance essential for the junior high student who had a "will that developed abnormally, a consciousness of his own importance in the general scheme of things," and a penchant to manage his own affairs.⁴⁰

The study of history and government ranked high in the curriculum during the 1920s. However, L. W. Brooks witnessed a narrow nationalism, almost jingoistic, among history teachers. Brooks, in 1927, presented a paper to the National Association of Secondary School Principals on teaching international understanding. He found "little intelligent interest in matters of world-wide consequence" among teachers and pupils. "Indifference prevails within and without the school. Enthusiasts for world understanding are indulgently catalogued as extremists, reds, bolsheviks, yellow pacifists." More tolerance and less bigotry was needed. Textbooks needed revision so that "truth should be taught in preference to nationalistic propaganda." He called for more interest in the common people, more emphasis on world movements rather than national movements, and concentration around great personalities who make contributions to humanity.⁴¹

In an effort to promote superior scholarship, Wichita High School had an honor scholarship cup upon which the name of the top honor student of the senior class was engraved each year, and special honor cards were sent by mail to parents of honor pupils at the end of each semester. Principal Brooks "believed that the school was doing all possible to promote

scholarship, but he wished that someone could tell him how to convince the boys that any one who earned an 'A' was not a 'sissy' ".⁴²

Journalism students at Wichita High School, Roosevelt, and Hamilton won awards in national contests. The first award came in December 1921 when the High School *Messenger* entered the contest sponsored by the University of Wisconsin. In 1923, the *Messenger* placed in the Division of All-American high school publications. The *Roosevelt Record* won first place in 1927 and 1928 in the national high school newspaper contest conducted by the Columbia Interscholastic Press Association. The *Hamilton Herald* ranked first in the same contest in 1928 for schools having an enrollment of less than 750.⁴³

Business classes provided training for students choosing to enter the retail sales field. Although not designated distributive education classes these courses taught by H. S. Miller were certainly predecessors of that program. Students taking H. S. Miller's business administration course at Wichita High School had a practical lesson when they briefly assumed executive and sales positions at the Spines Clothing Company in April 1928. H. S. Miller urged more cooperation between school and business.

Wichita schools used standardized tests to discover academic weaknesses and measure student improvement from semester to semester. Teachers and students worked to overcome weaknesses. For example, a report in the February 4, 1923, *Wichita Eagle* related that Wichita school children in grades three, four, five and six scored above the national standard in all the fundamentals on the Cleveland Survey arithmetic test. They demonstrated improvement over earlier September scores. Children who were "unusually nervous" were always excused so there was "no danger of such tests being harmful."

Intelligence tests, the new instrument for measuring individual differences, enabled teachers to divide children into ability groups. Properly applied and understood they were viewed as educationally efficient. Math classes at Wichita High School, for example, had three ability groups—honor, average, and opportunity. A few teachers questioned whether ability grouping deviated from democratic practices. Others perceived the climate of democracy as being one in which a person was free to develop abilities. Ability grouping allowed a student to be with others of similar ability—neither discouraging nor overwhelming a dull student—nor retarding a bright one in a dull situation. No one was locked into any group, mental tests measured and informed, not fixed.⁴⁶ Nevertheless, students experienced the pygmalion effect of ability grouping; those of average, or less than average, sensed the stigma of being in an "opportunity" class.

During the twenties Superintendent Mayberry considered it too difficult for the classroom teacher to teach all the common branches in addition to specialized subjects, such as, music, art, physical education, and penmanship. He introduced a modified platoon system whereby each

teacher in grades three, four, five, and six should teach her own basic subjects and one special subject in her room. After several years experience with the plan, both the teachers and Mayberry pronounced the plan a successful one.⁴⁶

Progressive educational philosophy was familiar to Wichita administrators. A comparison between the following Statements of the Progressive Education Association on the progressive school and reports by Wichita school principals in 1927 disclosed a close pedagogical and philosophical relationship.

The Progressive School

1. The school fits the children, not the children the school.
2. The major consideration is health—of body, mind and spirit.
3. Trust replaces fear as the basis of discipline.
4. The proper freedom of a well-conducted home prevails.
5. Pupil interest, not outside coercion, is the motive for effort.
6. Young people are encouraged to think and judge, not merely to learn.
7. Enthusiastic, varied, group activity replaces passive learning.
8. The teacher is a friendly guide, not a mere taskmaster.
9. Scientific, sympathetic study of individual differences is made.
10. The expression of the desire to make things is encouraged.
11. The world comes into school and school goes into the world.
12. Beauty in all its forms receives proper consideration.
13. Mechanics and routine are subordinate to natural procedure.
14. There is the fullest co-operation between school and home.⁴⁷

Major points repeated by many of the thirty Wichita principals included awareness of changing teaching methods due to better knowledge of the psychology of children. Education became more informal and students worked in groups stressing cooperation above competition. Educators asked for more and better playground equipment, for expression in art, music and drama, for improved student health, for parental involvement, and for education for the future needs as well as for present purposes. Citizenship and character ranked above scholarship. Principals' comments were more explicit: F. C. West of L'Ouverture noted improvement of reading instruction: "Instead of the old stand-around-the-wall and read-next method, we stressed silent reading and the thought getting method" Mayme McCoy, principal at Meridian, praised music as a means of expression and route to international understanding: "In the Scotch folk song we have the vivacity, the lilt, and the weirdness; the Irish folk songs express wit, humor, and pathos of the Irish; the Italian folk music expresses the joyful, light and smooth flowing life of the Italians; and Norway and Sweden show the same serious, rugged, and sad qualities found in the life and literature of the Scandinavian peoples." Several times principals praised the project teaching method. Mayme McCoy of Meridian recognized the value of pupil planning and participation, calling forth the energies of the pupil. Agnes Conway of Riverside Elementary found the project method a "unifying process, enlightening the abilities of all, and giving free play to the individual

differences of the children. It arouses interest, it gives a mind set, readiness." Laura Snyder, principal of Sunnyside Elementary, concluded her report with this statement which exemplified the amiable atmosphere of a class suffused with progressive educational ideas and practices: "And when the day's work is done, and Johnny comes marching home, we hope he will be the better mentally, physically, morally, spiritually for having been here; that he may have acquired some skill, sung some songs, learned some facts, gained some ideals that will go with him through life. We have tried to give him a happy experience to which all childhood is entitled, to develop his best points, and to discourage his bad ones. We want him to love life, his country, and his God. We are trying to help you make the many-sided citizen to whom we may safely entrust the future."⁴⁸ Teachers reported personal satisfaction with the new methods, greater student interest, fewer absences and tardies, and decreased discipline problems.

Because Kansas children were required by law to attend school until age sixteen or completion of the eighth grade and because more students than ever before completed high school, educators had to revise their programs to accommodate myriad academic and vocational interests of this heterogeneous student population. Educators recognized the need to provide both academic and vocational guidance for high school students. Few secondary schools had formulated a systematic program of pupil guidance by the late 1920s. "Vocational guidance must be put in the schools in the next few years or the schools will be considered out-of-date," J. B. Yingling, head of the Wichita public school's manual training department, told the Schoolmasters Club in March 1925. The move for a vocational guidance chair for the high school was brought before the Board by various civic organizations, who offered to pay the salary for the position. The Board approved L. E. Eichelberger, boys' work secretary of the YMCA to act as vocational guide for the 1925-1926 year. The Wichita public schools employed a full-time vocational guidance counselor for high school students in 1926-1927.⁴⁹

The school disseminated information on vocations through the *High School Messenger*, personal interviews, motion pictures (silent), field trips, guest speakers, books and conferences. The school and counselor had academic and personal information on the student to aid vocational guidance. If the student sought employment, the counselor and school had lists of local employment opportunities. Once a student was employed, the counselor checked with the student on his progress and satisfaction with the job.

Health

The World War revealed to this country no greater weaknesses than the neglect of education and the neglect of health.

—Thomas D. Wood⁵⁰

For the most part, the public did not appreciate the importance of

preventive medicine until World War I, when health examinations for armed services recruits revealed the extent of poor health practices in the United States. Many young men were undernourished, their teeth neglected and full of cavities, and their health habits faulty. Furthermore, teachers training in health consisted primarily of studying physiology texts to learn location of bones and organs and reading pamphlets on the evils of alcohol and tobacco.

Wichita in 1919 spent from 10 to 20¢ per child on health care services. Of the 227 larger cities in the survey, Wichita was among 67 cities spending this and less—31 cities spent nothing. In Kansas, Topeka showed no expenditures; Kansas City, from 0 to 8¢.⁵¹

Wichita Public Schools' first health supervisor, Miss Genevieve Lill, worked vigorously toward improving school children's health. Clinics conducted throughout the 1920s revealed health difficulties of thousands of children, many of them needing immediate attention. Early in the decade the itch ranked first among contagious problems, followed by sore throats. Teachers were encouraged to teach health, stage hankerchief drills, and clean appearance checks. Teachers held health contests, students formed clubs, and wrote poems:

Keep your body clean and well
Then you'll have no nervous spell.

—Dyers Fleming, 8th grade
Horace Mann⁵²



Cho-Cho, the health clown

To inspire the students to take more interest in their health, Cho-Cho the health clown and his friends Tommy Turnip, Charlie Carrot and Rosy Apple visited the schools and offered these rules for the game of good health: "A full bath more than once a week; brushing the teeth at least once every day; sleeping long hours with open windows; drinking as much

milk as possible, but no coffee or tea; eating some vegetables or fruit every day; drinking at least four glasses of water each day; play part of every day out-of-doors; a bowel movement every day."

Nurses kept constant vigils for epidemics of diphtheria, scarlet fever, smallpox and infantile paralysis. When diphtheria scares occurred several times, nurses and health officials urged all children to obtain the series of three inoculation shots. Infantile paralysis threatened in 1927. As a precautionary measure public schools were closed and all schools were thoroughly fumigated. Health officials urged that children not congregate until the disease no longer threatened.⁵³

The Parent-Teacher Association of Fairmount Elementary inaugurated the program of serving milk to all students in 1923. The plan was successful—children gained weight. Milk was 3¢ to those who could afford it, and free to those who could not. This program continued through the twenties. The Community Chest later aided the PTA in financing the milk program. Teachers regarded the milk program as successful. As one teacher said, "Thomas ate everything in sight—pencils, erasers, crayons and paper—before the Association began serving milk for him. Now he is contented, satisfied, and can really sit still."⁵⁴

A diller, a dollar
An underweight scholar
Why don't you eat and grow fat?
You used to weigh just what you should,
But now you weigh less than that.⁵⁵

The underweight problem received top priority with the public school nurses, concerned parents and the PTA. Thousands of children were weighed and measured annually. Charts of normal weights compiled by Thomas D. Wood of Columbia University were sent to the homes of children found to be ten percent underweight. Genevieve Lill advised parents and children to increase their weight by eating three big meals a day, including plenty of cooked cereal and cream, one pint of milk, and sleeping 9 hours nightly with window open. A modest fourteen-year-old pupil, Glade Elliott, refused to take his shoes off for weighing at Fairmont School. He said, "It wasn't polite to be shoeless in public." Miss Packer, the principal, sent him home. Mrs. Elliott consulted both Sidney L. Foulston, attorney for the Board of Education, and Superintendent L. W. Mayberry, who said he was free to return to classes and need not remove shoes for weighing.⁵⁶

In addition to weighing pupils, examining them regularly for "defects" and disease, giving health talks, writing letters to parents and preparing dressings, school nurses made numerous home calls. For example, in 1922-1923 alone, nurses recorded 1,480 visits to children's homes. Most of these visits were made after school hours. The Board of Education had originally planned to provide nurses with an overhauled Buick in which to make their trips, however, records showed that they purchased a

Ford Coupe which probably made their trips about town a bit more pleasant. The supervisor of health and her staff of nurses conducted an extremely conscientious public school health program through the years. At the close of the 1928-1929 year, Superintendent Mayberry reported that the schools employed nine full-time nurses and four part-time dentists. Eight doctors gave several hours each week to the school clinic.⁵⁷

Physical Education

Physical education supervisor Strong Hinman promoted an energetic athletic and physical educational program for the Wichita schools. He received strong backing from Superintendent Mayberry who was interested in major sports for a few as well as a general physical education program for all students.⁵⁸

Beginning in 1921, each of the four intermediate schools had a man and a woman physical education director. Girls were given instruction in gym work, volleyball, indoor baseball and hiking, while the boys had football, basketball, baseball and track. High school boys' teams played teams from other towns; intermediate school boys' football and track teams competed with other local public schools and out-of-town teams including Hutchinson and Arkansas City.⁵⁹

Strong Hinman, in 1922, thought the game of basketball much too vigorous for girls and had it replaced with volleyball and captain ball instead. "In interclass and school games, the excitement runs too high and the game is apt to become really too rough a game for girls. Athletic instructors everywhere are tabooing the game" The attitude against basketball changed in 1925; high school girls swam and played basketball, baseball, soccer, and volleyball. At the same time, boys had the major sports plus wrestling, swimming, soccer and tennis.⁶⁰

Wichita High School's basketball team went to the national championships in Chicago in 1925. Chicago sportswriters expected little from them. However, after defeating five teams, Wichita won their first national high school basketball championship with a "stunning display of class" beating El Reno, Oklahoma, 27 to 6. The winning team rode home to Wichita on the Santa Fe train cheered by thousands of fans as they arrived at the Union Station.⁶¹

Strong Hinman wanted all students to experience good health through regular exercises. He cited a survey of 1,734 Wichita high school students' transportation modes and found that 678 rode street cars, 383 used automobiles, 98 rode buses, 482 walked and 83 used bicycles. Too many children, he noted, came to school in ease, therefore a physical education program of one hour daily was needed. In 1926, Hinman produced a syllabus of physical education containing programs for students from kindergarten through high school; it gave story plays, singing games, folk games for the young and calisthenics, games and mimetic exercises for older students. Outdoor exercises brought the comment, "Are we going to

A Big Juicy Apple for his Teacher!



Hamilton Intermediate School boys suited up for football.



Hamilton boys basketball team



Hamilton Intermediate girls

do this every day? I'll get freckled if we do." Acquiring freckles was only one of the many excuses some students used to avoid gym classes. Strong Hinman warned all students that "the indisposed, those afflicted with imaginary ills, those who are afraid that gym work will spoil their complexions or ruin their marcel" would not be excused from physical education.⁶²

Hinman showed citizens through giant demonstrations that all students benefited from the physical education program and dispelled any impression that major stress was laid on team training for sports. Outstanding among the physical education festivals were the May Day fetes held in 1921, 1922 and 1928. The 1928 festival was typical. Thousands of children gathered at the exhibition field. At 2:30 P.M., upon the sound of Mr. Hinman's whistle, the high school band played "Officer of the Day" while 87 lines, each formed of from 46 to 96 children and representing thirty schools, marched onto Roosevelt Field. After the grand march, children from all grades through high school took part in folk games, dumbbell drills, pyramid building, gymnastics, calisthenics, marching and athletic games. These demonstrations drew up to 10,000 spectators.⁶³



Music

Public school group piano classes, the first ever organized in Wichita, were formed in 1920. The group teaching method had been started in violin two years earlier and was apparently successful. Children worked with more enthusiasm aroused by the rivalry in the class. Irving School had the first Kinscella piano method classes under the direction of Mrs. E. O. Cavanaugh. Other elementary schools soon adopted the popular group lesson method.⁶⁴

The music education program expanded in the twenties. For the first time credit was given for courses in music and more music teachers were added to the staff. Among them was Raymon Hunt who became director of the high school band and orchestra in 1925. Hunt composed several marches and preludes, including "The Storm King," "Blue White," "Vega," "Grandios," and "Excelsis."⁶⁵

In an effort to combat the alleged "evils" which some music teachers said accompanied "low-grade music" such as jazz, ragtime and blues, and to develop a greater appreciation for good music, music teachers introduced the music-memory contest. In 1921 approximately two hundred cities in three-fourths of the United States conducted these contests. Students prepared by listening to a number of classical masterpieces, and in the process learned about oratorios, operas, ballets, symphonies, suites, overtures, folk songs, and dance rhythms. With each selection the pupil gained knowledge on the composer's life, the musical story, the musical form, and the different themes in the composition. Wichita teacher Ruth E. Brown called it an intensified course in music appreciation. At the contest, the musical selections were played on victrolas, pianos or other musical instruments. Awards—records, merchandise, record players—went to the schools with the highest scores. Individuals received smaller prizes. At the first music memory contest in 1921, Wichita High School students competed for a silver loving cup.⁶⁶

In 1925, shortly after the death of Jessie L. Clark, music supervisor for the Wichita public schools for thirty-eight years, Wichita citizens, students and the Parent-Teacher Associations opened a fund drive to purchase and install a pipe organ in the new high school building as a memorial to her. They selected a three-manual Austin for \$10,000. P. Hans Flath, nationally known Wichita organist and member of the selection committee, called it one of the finest organs he had ever seen.⁶⁷

Amassing large groups of students for various programs seemed to be in vogue during the twenties. Music students were not exempt from such displays. Music supervisor Elizabeth Cannon presented "Pan on a Summer's Day," a three-part cantata staged with over one thousand sixth, seventh and eighth grade students in 1921. Over 1,600 pupils performed either in band, orchestra or chorus in May 1924.⁶⁸ Students in elementary schools presented operettas, organized vocal groups, and "toy" orchestras. Intermediate-age students had orchestras, while the high school had its band, orchestra, and vocal music groups.

Religious Education

Gary, Indiana schools had adopted a non-sectarian weekday religious school that influenced Wichita ministers in 1923 to suggest to the Board of Education a cooperative religious program between schools and the local churches. Due to parental interest in support of religious training, the Wichita program became an immediate success. Over 4,500 students attended the Wednesday weekday school by October 1923 and another 1,000 wanted to enroll. "Demand for weekday religious education . . . exceeded the most sanguine hopes of the sponsors of the movement . . ." One-hour long classes were held in churches scattered throughout the city. None of the churches reported teaching church doctrine, they used lessons prepared by the Council of Churches. After one year, the Wichita

program was rated the "second largest school of its kind in the United States."⁶⁹ Academic standards for teachers in this highly successful program had to be brought up to those established for other school teachers or the religious classes abandoned, L. W. Mayberry, superintendent, cautioned in 1925. Teachers did raise standards demanded of them and the program continued.

Evolution

As from the old nest birds escape,
As sheds its leaves the living tree,
So if evolved from worm or ape
What odds if we at last are free?

If once but dust or ape or worm,
A growing brain and then a soul,
Sure these are but prophetic germ
Of that which makes our circle whole.

—John Albee

Wichita educators decried the passing of a law in Tennessee forbidding teaching of evolutionary theories in state supported schools. Superintendent Mayberry commented: "The Tennessee law was useless. I find no conflict between science and religion, and I believe we should take the word of scientists on scientific subjects, rather than legislate on them." Truman Reed of Central Intermediate insisted: "They cannot squelch truth by legislation. The evolutionary theory is now too well-established to be overthrown in such manner. More thorough knowledge of that teaching leads, too, to a more profound belief in the things of religion. People must be educated to the point where they are not so easily swayed by the prejudice of alarmists." The Tennessee law on evolution was tested in the summer of 1925. The case attracted nationwide attention and the talents of agnostic lawyer, Charles Darrow, and fundamentalist orator-politican William Jennings Bryan. School teacher John Scopes was found guilty of violating Tennessee law and fined \$100. A traveling evangelist held meetings to discuss evolution in Wichita during the year. Wichita High science department head, Benjamin Truesdell, attended the sessions to keep himself informed. Otherwise, Wichita science teaching remained unaffected by the discussion.⁷⁰

Folk Dancing—Evil?

If judged by the amount of publicity, the folk dancing issue attracted the most community interest in 1920. Originally beginning with a discussion of a Parent-Teachers Association meeting in March 1920, the movement toward abolishment grew and folk dancing developed into a major

moral controversy. Those opposed said: "More than 90 percent of the fallen women today took their first step through dancing." "Folk dancing is immoral, criminal and degrading, and is designed to give support to free-lovism."⁷¹

FOLK DANCE BALLOT	
<p>In view of the agitation in certain circles for the abolishing of folk dancing instruction in the Wichita public schools, the <i>Eagle</i> will provide an opportunity for the public to vote on the question. This ballot should be marked with an X under the heading "For Folk Dancing Instruction," or "Against Folk Dancing Instruction." The ballot should be signed to show the sincerity of the voter, though no names will be made public. When marked and signed, the ballot should be mailed to <i>The Wichita Eagle</i>, Editorial Department.</p> <p>Miss Elmira Brewer, head of the physical education department for girls in Wichita High School, defined folk dancing as follows:</p> <p>"Folk dancing is the expression, to characteristic music, of the feelings, customs and habits of the peasant folk of foreign countries. America has no distinctive folk dances, unless, perhaps, the attempts at expression of the feelings of the American Indians might be claimed as such. In physical education folk dancing plays an important part and its value is always recognized."</p>	
<p style="text-align: center;">For Folk Dancing Instruction</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">Against Folk Dancing Instruction</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p style="text-align: right;">Signed _____</p> <p style="text-align: right;">Address _____</p>	

Returns on the *Wichita Eagle* ballot showed 1,025 against dancing and 529 for. The number of petition signatures was greater—8,848 against and 1,134 in favor. The Board of Education briefly considered referring the issue to voters at the primary in August. They agreed to retain folk dancing as an optional class, and delete asthetic and solo dancing.⁷²

Libraries

When the Wichita High School (East) library opened in November 1923, the *Wichita Eagle*, November 25, called it "the largest and best equipped one of any high school library in the Middle West, surpassed only by the High School of Commerce, Omaha, Nebraska." The Wichita library room had 10,600 volumes and could seat sixty-two persons. *The Kansas Teacher*, October 1925 reported that "the Wichita high school was the first in Kansas to install a full-time librarian without teaching duties."

Cooperation between the city and the public schools eventually resulted in the placement of libraries in several intermediate and elementary schools. James Allison Intermediate opened the first city-school branch library with 800 volumes in March 1921. By fall 1921, small libraries with 70 to 100 books per library had been established at twenty elementary and intermediate schools. In 1922, the city library inaugurated a traveling book wagon program which visited the schools periodically. C. A. Seward of the library board was not particularly pleased with the wagon because children had to obtain books by the "football method. The strongest gets the best books and weak ones get whatever is left—if there is time enough remaining to check them out."⁷³

The library board in 1927 proposed placing 200 sub-libraries in the public school classrooms. By this method more students would have time to select a book suitable for their age. Another public library program was extended to Washington Elementary School in 1928. This city branch library was open both to the public and to school children from 8:00 A.M. to 5:00 P.M. each Tuesday and Thursday. Of the 398 Washington School children eligible for library cards, 350 had them. Teachers reported that many children using the library soon improved their reading rate and comprehension. The children themselves said: "Gee, but I'm glad you moved the library out here, I never could go down town for books." "Have you an old copy of this book, I don't want to get your new one dirty." "Looky here, Miss Wight, I'm starting on my third aisle already."⁷⁴

Kindergarten

Private kindergartens had existed sporadically in Wichita since the 1890s. The public schools had had chart classes which resembled kindergarten in that they enrolled the youngest students and borrowed teaching methods based on the educational philosophy of Froebel. As soon as the first free public kindergarten was established at Webster in 1919, other schools wanted them. Nine kindergartens opened in 1920 and by the end of the decade all had kindergartens except the smaller schools: Douglass, Orient, Cook Hill and Skinner.⁷⁵

Special Education Programs

Compulsory attendance brought new problems to the public schools. Although all young people between ages eight and sixteen (or graduated from eighth grade) were required to attend school, exceptions were made for those who a physician determined were not capable. Mrs. J. H. Stewart, in 1911, had suggested that the Wichita Board open up a room for children "out of step," but no action had been taken. The National Education Association, well-aware of the problem of the feeble minded in 1912, believed that the care of the feeble minded, like that of the insane,

belonged to the state rather than to the local district. However, few states had made adequate provisions for their care; cities did what they could, viewing their education as a crime prevention measure.⁷⁶

The advisory council of the Wichita Board of Commerce adopted a resolution in November 1919, recommending the establishment of a place of instruction for backward and deficient children, and believed that the best interests of society demanded that every child have the opportunity to develop according to his particular talents so as to become a useful and self-supporting citizen. The resolution asked the Board of Education to give immediate attention to establishing a program for backward children for the 1920-1921 school year. The Board of Commerce asked other civic organizations to influence the Board of Education to begin a program.⁷⁷

The first special education class opened in September 1920, when fifteen retarded students enrolled at Carleton School with Miss Helene Pelzel as their teacher. A second room for retarded children was added in 1921 at Washington School, Miss Celia Webber teacher. Both Pelzel and she had trained at Lehigh University. Children in these two classrooms wove rugs, made fern stands, toys, bird houses, stepladders, footstools, curtains, doll clothes, and clothing. Park opened a special room in 1928, Meridian in 1930. These four classrooms provided the whole program for the mentally retarded until 1943.⁷⁸

Sunshine Room

Convinced that fresh air could induce good health, the tuberculosis association persuaded the school board to open an experimental fresh air room on the sunny south side of Central Intermediate. This sunshine room, financed by the tuberculosis association, was designed for anemic, undernourished and a few physically handicapped children. They selected fifteen pupils, averaging ten years old. Desks occupied the front of the room and cots at the rear. Students planned to spend two hours daily in "prone rest." With windows open and temperatures of fifty degrees Fahrenheit, teacher and children would wear heavy woolen clothes which had the appearance of a sack; all parts of the body would be protected from the cold. Calisthenics and corrective diet (two meals a day) programs would be designed to build up health.⁷⁹

A year later, the Sunshine Room teacher reported student health improved, attendance regular, and school work passing. A regular day began with a shower bath, then corrective exercises, followed by school work, snacks and an hour's nap from 12:30 to 1:30 (the teacher napped also), then more study. In cold weather, all children were provided with snowbird suits comparable to parkas.⁸⁰

Stammerers

Speech therapy began in 1926 when the Board voted to spend not more

than ten dollars on each "stammering pupil in the city schools." O. H. Owens, who had worked with making corrections on this defect in the Topeka schools was employed to give individual instructions to stammerers here in Wichita. The Board of Education reported in August 1926 that the course had been very beneficial for these children.⁸¹

Hard-of-Hearing

Miss Genevieve Lill, in June 1923, considered making a survey of children with defective hearing and establishing a special room for them. A year later parents of children handicapped by partial deafness petitioned for special provisions in the public schools. The Board in 1925 again considered a school for the eighty eligible hard-of-hearing children. Prior to this time a teacher had not been available. A class of partially deaf children met at Webster for the first time in 1926. The following excerpt from the 1927 *Wichita Public Schools Annual Report* described the program: "... the first year in school is given chiefly to preparatory work, sense training, tongue gymnastics, babbling and lip reading." During this time the child learned a few word elements which he spoke from imitation and by feeling vibrations in his teacher's throat and chest. Use of dominoes, number cards, blocks and other objects made arithmetic tangible to the deaf child. The single class for hard-of-hearing children averaged between ten and fifteen pupils each year between 1925 and 1930. They had only one teacher until 1930, when an additional teacher was scheduled to go from school to school to teach lip reading.⁸²

Boys' Detention Home

The county commissioners, in 1928, agreed to erect a school on the grounds of the boys' detention home, known as the Sedgwick County Boys Home and Farm, 2025 South Seneca. The Board of Education voted to hire a teacher and equip the building with modern facilities comparable to others in the city schools. Separate school facilities were offered because residents objected to their children attending school with boys who might have criminal tendencies. In the past, boys had gone to the school nearest their homes.⁸³

Over-age and Backward Boys

A pre-vocational school for "over-age and backward boys" who were not interested in the traditional academic program opened in 1927 at Central Intermediate (old Wichita High School). Two-thirds of their time was spent in the manual training shops. If their work proved satisfactory, they were admitted to vocational classes in the high school building for three years of intensive instruction in some trade.⁸⁴

Visiting Teachers

Visiting teachers, comparable to welfare workers, counseled students

who were having scholastic and personal problems at school. This teacher attempted to retain the child in school by establishing a cooperative, constructive relationship between the principal, teachers, parents and the child affected. The visiting teacher was somewhat experimental in the late twenties in the Wichita elementary and intermediate schools. Not all schools were served, just those which reported greater need for this type of service than others.⁸⁵

Opportunity School

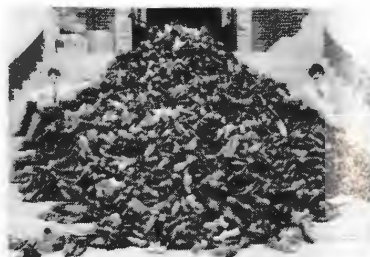
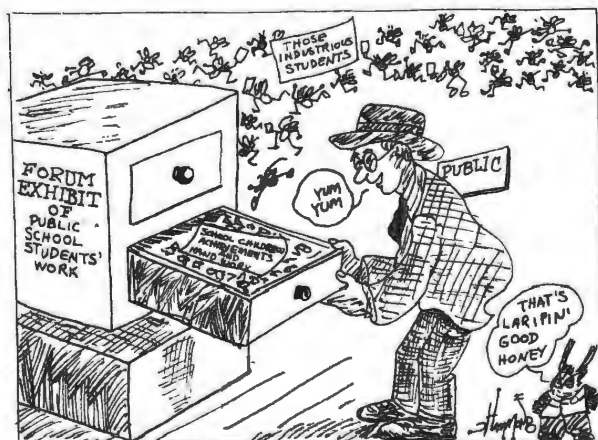
Since the first public night school had opened in Wichita, they had attracted older students (sixteen and above) in ever increasing numbers. In October 1919, for example, approximately two hundred persons were attending school three nights per week. The first aviation classes were conducted by J. C. Loevenguth in the fall of 1920. The science instructor admitted he knew little about aviation: "The subject is so new that I shall simply have to assist in bringing out the points which those enrolled desire." He received suggestions to teach airplane mechanics, aeronautics, and meteorology. About half of the students were employed by the Laird Airplane Company.⁸⁶

Hippity Hop to School



Wichita cartoonist Ben Hammond also entertained children and adults with his ventriloquist dolls Wise Old Owl and the Silly Goose in "Hoots and Quacks." (All Hammond cartoons, courtesy of *Wichita Eagle*)

The Product of Our Bee Hive



College Hill School won the contest for collecting used shoes for southern flood sufferers with 1,841 pairs of shoes in 1926 or 1927.

Beginning in 1921, the night school was renamed Opportunity School. Courses offered depended upon demand. Sometimes the patron's wishes were not known until enrollment time. Adults enrolled in 1922 for non-credit academic and industrial classes, with 482 in the academic subjects and 527 in industrial. Millinery was by far the most popular class with 207 enrollees; sewing and cooking followed with 39 and 32, respectively. Sheet metal, heating and ventilating, shop sketching and shop mathematics had smaller enrollments. "Forelady conferences" had a meager enrollment of eight. Millinery classes, so popular for several years, were discontinued in 1927 due to manufacturers producing less expensive hats. Demand for night courses often exceeded the facilities according to a report compiled in 1928 by J. E. Moore, C. W. Popkins and W. H. Friley. For example, sixty-eight wanted to enroll in auto mechanics, only twenty-eight were able to do so; two hundred wanted mechanical drawing, only one hundred could enroll. J. C. Woodin, teacher, and Grover Dotzour, Roosevelt principal, believed "Mayberry's philosophy toward vocational education" retarded development of the vocational program in Wichita. The state and federal governments, under the Smith-Hughes Act, bore the expenses of non-academic courses such as foods, home decorating, millinery, bricklaying, shop mathematics, physiology for nurses and plumbing. Federal and state aid declined from the high 1925 figure of \$4,958 to \$2,015.25 for the year ending June 30, 1929.⁸⁷

Student Behavior Brings Problems and Praise

Student morality became a public issue in 1920. Wichita minister Rev. John Klein provoked controversy when he announced in February 1920, that "65 percent of the high school students are morally delinquent," and that delinquency among the girls was on the increase. Mrs. J. A. Stokely of the Child Welfare committee immediately issued a call for a meeting of high school parents to discuss the allegation. She challenged what she considered a reckless charge by the minister and demanded that he either refute or verify the statement at once. Furthermore, "Why are the daughters and the mothers only censured? Are not the fathers and sons equally responsible? Every girl, rich or poor, must be protected from slanderous tongues."⁸⁸

The Board of Education asked the accusing minister to speak before the Board and explain his statement. It was found that the minister, John Klein, had quoted the police juvenile officer, J. T. Easter, who said he had heard the figure 65 percent four years ago. At the ensuing stormy Board meeting, board members defended high school students, castigated Klein and Easter, and asked that the two retract their statements. Easter refused to apologize. The Board passed three resolutions which called the accusations slanderous, without warrant, unjust and untrue. ". . . That to the best of our knowledge and belief,

students of Wichita High School are as pure as any other group of persons of like age, and that but a small percent of them are 'morally delinquent' . . .” Despite the Board’s apparent action to dispose of this issue Mrs. Stokely and others pursued it, assuming that “Where there is smoke, there must be fire.”⁸⁹ The situation was discussed locally, rumors were exposed and the “moral” situation, though not perfect, warranted no further investigation.

Principals had various methods of dealing with fighting among school boys. Dale Davis of Horace Mann offered this solution: “When I find two boys fighting, . . . I take the combatants to a corner of the school ground, keep the crowd about fifty feet away, and tell the boys to . . . settle their differences. Nine times out of ten the boys will settle their differences without further recourse to fists.”⁹⁰

Students in the 1920s showed a great interest in saving money. More than seventy-five percent of the pupils below the high school had accounts with the school saving fund, and nearly all high school and intermediate pupils had individual savings accounts. Student pressure to deposit was so great that teachers reported some pupils, who forgot their savings money, deposited their lunch money. Mayberry reported that the school savings system established in 1921 had resulted in the development of thrift habits of thousands of students. In 1929 alone, about 12,000 boys and girls were weekly depositors; these pupils had approximately \$100,000 on deposit in Wichita.⁹¹

Throughout the years, the schools staged exhibits in the Forum. The one in May 1925, was one of the largest. In this three-day exhibit “every pupil enrolled” had work on display. Static and live exhibits of more than 35,000 works depicted many aspects of the curriculum. On just one night, 10,000 interested patrons filled the Forum, visited the exhibit rooms, listened to instrumental and vocal music presentations, and watched athletic drills, pageants and dances. High School Principal L. W. Brooks thought the exhibit useful “to demonstrate to the public the practical side of school studies The school system has often been criticized as impractical, and we want to dispel this false impression We endeavor to relate every study to the practical problems of life.” Also, such exhibits, Brooks said, gave the pupils recognition and appreciation of their work and served to link school and community together. A total attendance of between 40,000 and 45,000 persons showed that Wichitans were indeed interested in what the schools were doing.⁹²

Wichita school administrators, troubled by traffic problems near the schools, worked with O. W. Wilson, Wichita chief of police, on regulating traffic during congested periods. Chief Wilson suggested that the older boys in the schools be organized into cadet groups and given powers of traffic regulations during the dangerous hours.⁹³ Other cities had successfully used school boy patrols, finding that the practice taught responsibility and saved many children from injury or death. Wichita

public school traffic patrols were not organized until the 1930s.

After World War I, many mass produced automobiles cost less than \$600 each; a Ford Runabout sold for a low \$265, a Chevy Coupe for slightly more. Students who could persuade their parents to purchase inexpensive autos, or any other models for that matter, entertained their friends at noon by driving around campus and on nearby city streets. High school principal L. W. Brooks noted that half the forty-to-sixty cars parked around Wichita High in 1922 were used for joy-riding during the noon hour and after school. He complained, "Money and cars are more often a handicap than an advantage to high school pupils." As more cars became available to students, traffic and safety problems increased. Before the end of the decade, school administrators required all high school students, except those with parental permission, to remain on campus during the lunch hour.⁹⁴

Prior to 1925, students at the high school and intermediate had been able to leave school at will during the lunch hour. At the April 6, 1926 school board meeting, school board candidate Ross McCormick and Principal W.T. Crosswhite told about several hamburger stands in the Horace Mann neighborhood serving as meeting places for girls and downtown men. These places also sold cigarettes, obscene literature and pictures to children. The Board then authorized L. W. Mayberry to request that all intermediate students desiring to leave the school ground have written permission from their parents.⁹⁵

Segregation Solidifies

Blacks comprised .149 of the total population in Wichita in 1920. Two-thirds of them resided in the Fourth Ward and constituted fourteen percent of all residents there.

Population Distribution by Wards in 1920

	Total	1	2	3	4	5	6
Total	72,217	11,093	12,815	12,450	15,816	9,367	10,676
Native White	65,602	10,712	11,378	11,831	12,580	9,039	10,062
Foreign White	3,021	367	402	440	997	312	503
Negro	3,545	11	1,019	171	2,236	—	108
Indian, Japanese	49	3	16	8	3	16	3

SOURCE: 14th Census of the United States: 1920.

Racial strife in the United States peaked from June through December 1919, with close to twenty-five race riots in the United States. Repercussions of increasing racism occurred in Wichita and affected the public schools. During the 1919 and 1920 years, competitive athletic



Eighth Grade L'Ouverture
Class of 1920

Left to right:

Joe Brannon
Willie Brown
Ethel Brazwell
Zita Johnson
Elizabeth Griffen
Blanch Embrey
Fred Woods
Sophia
Herbert Atkins
Hester Banks
Lester Faust

events between black and white schools drew criticism from white parents. At a track meet in 1919 and again in 1920, black and white students encountered difficulties. Perhaps the white parents resented most of all the victory of L'Ouverture students in the Wichita Grade School Track meet held in May 1919. Over 1,000 students took part, with L'Ouverture amassing 79 $\frac{1}{3}$ points to win first place. L'Ouverture girls dominated the meet with 61 points, Linwood boys were next with 19 points, L'Ouverture boys and McCormick boys tied for third with 18 $\frac{1}{3}$ points each.⁹⁶

Two representatives of the Parent-Teachers Association, one from Fairmount and another from Lincoln, spoke before the school board in November 1920, requesting that pupils of the colored school not be allowed to compete with the white children in athletic contests. Superintendent Mayberry responded that no school was required to participate in the grade school league athletic events. By a vote of four to five the Board agreed to follow plans of Strong Hinman, athletic director, and to allow all schools to compete in the league. Within a month, the anti-Negro feelings caused the Board of Education to reverse its November decision and abolish athletic schedules as planned by Strong Hinman. Thereafter, each grade school scheduled its own athletic contests.⁹⁷

Librarians and teachers of the Wichita High School observed that "Negro" pupils were interested in reading of all kinds, but were naturally devoted to the perusal of stories regarding leaders of their own race. For this reason, English instructor Vera Knickerbocker ordered twenty books for black students in 1921. Among the books chosen were Uncle Remus stories by Joel Chandler Harris, *Up From Slavery* by Booker T. Washington, *Children of the Mist* by George M. Martin, *Women of Achievement*, *Negro Life in the South*, and *The Upward Path*. Wichita high school teachers expected black students coming from L'Ouverture Elementary, grades one through eight, to do well in their studies. Through the years L'Ouverture teachers had established an enviable reputation for providing their students with a sound academic education in English and mathematics.⁹⁸

Black students in Wichita High School had their own clubs: the High School Girls' Uplift Club and the Booker T. Washington Club for boys. These clubs were exclusively black except for the sponsoring white teachers. No black teachers taught in high school.

After the new high school opened with a swimming pool installed, a committee of Negroes headed by Walter L. Hutcherson, secretary of the Negro branch of the YMCA, petitioned the Board to allow Negro boys and girls attending the Wichita High School to use the pool together with the white boys and girls. Hutcherson states: "We are not fundamentally interested in Negroes swimming, and we are not interested in having Negro boys and girls swim together, but we do feel that they should be accorded the same treatment as other citizens." After some discussion, Sam Wallingford told Hutcherson, "It is best that you accept our decision to arrange a separate period for your people. Failure to do this may even mean that we will have to build a separate high school building for Negroes. This would be a burden to the city in the form of added taxation." Late in the 1920s, black student Marion L. Austin asked that blacks be permitted to swim and was told they could on Friday afternoon just before the pool received its weekly cleaning.⁹⁹

Enrollment increased in the black schools. Many new pupils came from out of state. According to L.W. Mayberry, Tulsa, Oklahoma race riots in 1921 had influenced many Negroes from that city to come to Wichita. They concentrated in the fourth ward, increasing enrollment at L'Ouverture School. Consequently, the Board voted to add six rooms to the L'Ouverture School. In November 1926, Superintendent Mayberry reported to the Board that more black people were moving into the district around Ingalls and that it would be only a matter of time before it "should be changed to a colored school." Mayberry believed the black people would find it to their advantage to have Ingalls converted to a high school. This idea was discussed only, no action was taken.¹⁰⁰ Ninety black students enrolled in the high school during the 1926-1927 school year, comprising three percent of total high school enrollment.

Wichita ministers and pastors, troubled over deepening racial problems, conducted a survey in 1924 to make citizens aware that "Wichita really had a race problem." The completed survey was presented at the conference on race relations February 17 and 18. The thirty-five page report summarized Negro conditions regarding health, employment, leisure time activities and organizations, welfare work, crime, the home, day nursery needs, inter-racial committees and agencies, the church and the schools. In nearly all areas blatant deficiencies and discrimination existed. Robert L. Pope stated it clearly, "The members of our group are allowed a free hand in drudgery, such as janitors, porters, hod-carriers and the like . . . " Assessment of the Wichita Public Schools was mixed. "While around the school much of the heartache of racial misunderstanding has been associated, it is equal-

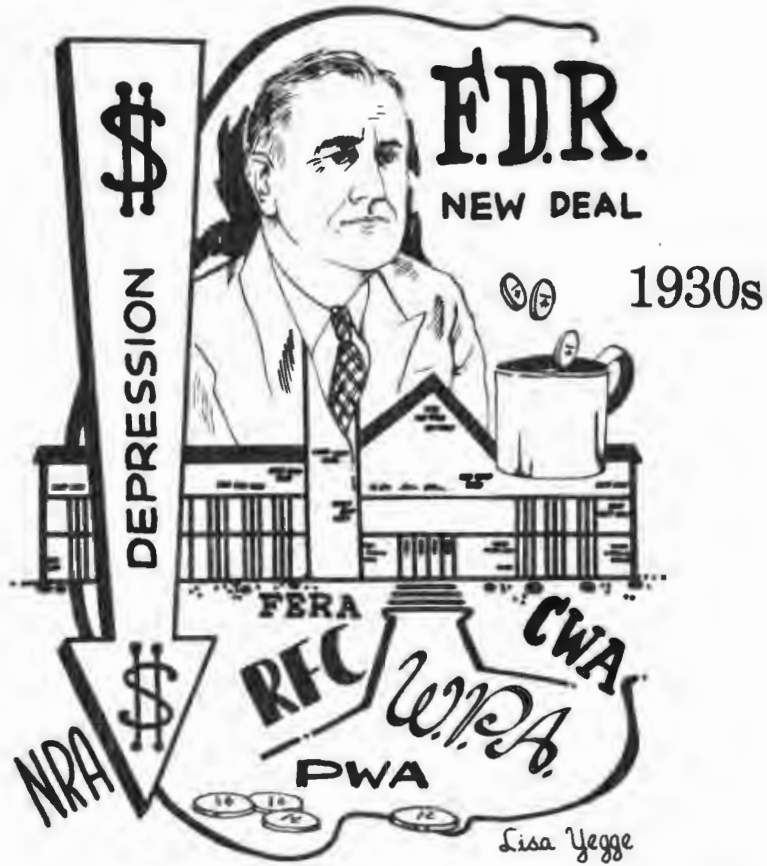
ly true that around the school much of the progress of the Negro in Wichita has taken place. Since the introduction of special Negro schools, with their high standards of equipment, teaching personnel and other requirements, the attendance of Negro boys and girls has greatly increased. Scholastic and other achievements on the part of these Negro students has won favorable attention and has developed a wholesome race pride. Best of all a corps of competent teachers has been developed, which compares very favorably with the rest of the public school teaching force. In musical education especially, the Negroes have been encouraged to push forward . . . ”¹⁰¹ Establishment of black schools was generally viewed as a positive measure by blacks, that is, if one accepts the written opinions of those times. F.C. West, principal of L'Ouverture, 1912-1937, told Gordon Lorraine West that before the establishment of Negro schools in 1912, enrollment of colored children in white schools dropped after the fourth grade due to friction between the white and Negro children. With the establishment of separate schools, West continued, those pupils who had dropped out returned to school and usually showed greater interest in school. Gordon West, who had researched the black schools from 1912-1933 for his master's dissertation, University of Wichita, concluded that having separate schools for blacks had been “a deciding factor in keeping the children in school.” The black schools had also been a positive factor in the social life of the community, offering the auditorium and school buildings for community use. West wrote: “Negro schools in Wichita are not inferior to white schools. They have the same type of buildings, same equipment, same curricula, similar type of instruction, and the teachers have the same kind of training. It is a fact that the Negro in his own school will get an inspiration to go on and to climb higher.” Teachers, too, added social, cultural and financial assets to the community by organizing book clubs, offering scholarships to Negro girls, sponsoring lectures and artists, and by buying homes in the city.¹⁰²

Mexican Children

Cora Mendenhall, in 1921, requested that the Board of Education install a school in the north part of the city for Mexican children. The North End Community house offered a room to be used as a school for the Mexicans whose “age and size do not permit them to occupy the same class rooms with other pupils farther advanced than themselves.” Most of the Mexican children enrolled in the city schools resided near Waco, Irving, Skinner, Carleton and McCormick schools. Waco Avenue School had twenty-five Mexican students enrolled. When they entered Wichita schools, some could not speak English but learned it quickly. Teachers reported that these students eagerly adopted American ways, saluting the flag, humming if they could not sing American songs, and giving to

fund drives, not always knowing the goal of their gifts. When Miss Emma McGee, principal of Waco, wrote a note in Spanish to a child's parent, he told her to rewrite it in English; his parents were Americans now.¹⁰³

For the Wichita Public Schools, the 1920s were a quietly progressive and prosperous period. Enrollment increased, new buildings were added, more courses were offered and special programs were introduced.



Wichita and the Great Depression

Wichita's economic experiences during the 1930's resembled those of numerous cities throughout the United States. The stock market's swift downward dive occurred within a few weeks late in 1929 and was followed by an economic slowdown culminating in the most devastating depression the United States ever endured. The economic collapse of the early thirties was world wide. Debt, price fixing, problems emanating from World War I, maintenance of expensive military establishments, overproduction, inordinate speculation, all contributed to the financial catastrophe.

National income dropped from \$82,000,000,000 in 1928 to \$40,000,000,000 in 1932. At least 10,000,000, perhaps as many as 15,000,000, workers had no jobs in 1932, the depths of the depression. People in all walks of life—ministers, salesmen, executives, industrial workers, and teachers found their incomes reduced, or worse, virtually non-existent. Farmers, who had not done well during the otherwise prosperous twenties, obtained even lower prices for their products in the early thirties. Between 1929 and 1933, agricultural prices had dropped sixty-four percent. Wheat sold for thirty-eight cents a bushel in 1932.¹

Wichita experienced first hand the repercussions of the low agricultural prices. Nature aggravated the problems while man struggled to manage his economic affairs. Between 1932 and 1938, drought, dust storms and grasshopper plagues ravaged the fields. Farmers had no profits, nothing to trade, nor could they afford new machinery or improvements to their farms. Wichita, as trade center for south central Kansas, shared the farmers' poverty. Both in cities and rural areas many people were unable to pay their taxes, consequently, the cities and schools had to reduce services and payrolls.

The federal government under President Hoover attempted to remedy the economic situation. Voters in the 1932 presidential election considered Hoover's efforts to relieve the emergency inadequate and chose Franklin Roosevelt to lead the country out of the depression. Roosevelt moved to revive the economy and restore confidence by reducing federal employees' salaries, giving temporary employment to others, and advancing grants to states and cities. Programs directly affecting the Wichita Public Schools began with the Federal Emergency Relief Administration (FERA) administered through the Kansas Emergency Relief Commission (KERC), the Civilian Works Administration (CWA), followed by the Public Works Administration (PWA), and the Works Progress (later Projects) Administration (WPA).

The Federal Emergency Relief Act, passed by Congress in May 1933, was the first program of relief to the needy at the outset of Franklin D. Roosevelt's New Deal administration. It created the Federal Emergency Relief Administration which granted outright subsidies to states and local communities who distributed the funds to persons on relief. With the passage of the Social Security Act of 1935 the work of the FERA was concluded. In Wichita, FERA funds paid instructors to teach crafts, music and art in evening schools. It also paid laborers on small construction projects at North and East high schools.

The Civilian Works Administration, established in October 1933, as a branch of the FERA, provided emergency jobs to the unemployed through the winter. The CWA was discontinued in the following spring (1934). The FERA and the CWA provided what actually amounted to doles; neither were intended to nor did accomplish long range goals. Millions remained on relief in 1933 and 1934. Consequently, a new relief

act was passed in April 1935. This program known as WPA increased employment by financing useful projects, such as, construction of roads and city streets, improvement of parks and playgrounds, construction and repair of schoolhouses, libraries, city halls, courthouses and other public buildings. Artists, writers, actors, musicians, architects and others with more or less professional skills were employed to paint murals on public buildings, make surveys for the public schools, locate historical documents, compile historical information for publication, and index newspapers. In Wichita the WPA funded nurseries for children at Dunbar, conducted an academic testing program in the public schools and an adult education program serving over five thousand adults at Gardiner, McCormick, L'Ouverture, Lincoln, Roosevelt and Allison Schools. WPA workers came mostly from relief rolls and were considered the least employable segment of the working force. Most of the WPA moneys paid wages.²

The PWA, unlike the WPA, financed a broader based program, paying for both labor and materials thus encouraging production of goods as well as purchasing services. The Public Works Administration initially granted \$3,300,000,000 to the nation for the construction of public buildings and other projects which generated new business for the heavy industries in particular, and for business in general. The projects were undertaken in collaboration with state or local governments which were required to contribute the major part (fifty-five percent or more) of the cost of construction. Because of the careful planning demanded and the delays encountered in coordinating local, state and PWA agencies for funding, the program developed slowly over several months, or longer. By 1939, the PWA had sponsored projects in all but three counties within the United States at an estimated cost of slightly less than six billion dollars. Between 1933 and 1939, PWA funds made allotments for 7,282 educational building projects costing \$1,161,118,000. Approximately seventy percent of schools erected in the United States between 1933 and 1938 used PWA funds.³ In Wichita, the PWA contributed forty-five percent of the funds needed to construct John Marshall Intermediate.

Although many persons found themselves destitute in the thirties, others found it a time of beginning or beginning again as in the case of Walter Beech who founded Beech Aircraft Company in April 1932. Competitor, Dwane Wallace, spearheaded the reopening of the Cessna Aircraft Company. Downtown, H. A. Mayor opened the Southwest Grease and Oil Company. Dr. Martin F. Palmer established a program for the communicatively handicapped in 1934; it became the Institute of Logopedics. Federal funds built the Wichita Post Office at Main and Third, the Veterans' Hospital on East Kellogg, Wilner Auditorium at Wichita University, Lawrence Athletic Field at Maple and Sycamore, and hired the labor of several hundred men with wheelbarrows to

obliterate Island Park in the Arkansas River. (The park was located a block north of the Douglas Street Bridge.)

Wichita closed the thirties decade hopeful about the city's future. The introduction of new business and construction of major public buildings along with increased employment created an environment conducive to optimism.

Board of Education

Through the years the Board of Education had endured a variety of problems: insufficient funds, public apathy, unwarranted public interference, extortion charges, the Ku Klux Klan and contentious board members. Persistent public criticism, poor publicity and rapidly diminishing revenues harried board members in the early 1930's.

For example, the *Evening Eagle* on July 22, 1931, speculated that at the reorganization of the board in August 1931, when new board members assumed duties, "the Mayberry clique" faced the possibility of being overthrown and policies abandoned which had resulted in "overdrafts and conditions so rank that the crowd sought a white wash from the Wichita Chamber of Commerce." (See financial section on this.) Charles Mueller, Sam Wallingford and Lester Weatherwax, who had supported Mayberry, did not run for re-election in 1931. Still on the Board and with a record of "fighting" for Mayberry were Mrs. Cora Fulton (the first woman to be Board of Education president—1930), Mrs. Lucy Osgood Mendenhall, Dr. T. Walker Weaver, Albert J. Errickson and H. B. McKibbin. Three other members: Ross McCormick, Frank Neff, and Judge Carl Davis, a "liberal minority," had previously succeeded in holding down some of the "Mayberry stunts." According to the *Evening Eagle* article the "Mayberry machine" had controlled the schools for many years, especially in regard to teacher and various employee appointments. After 118 ballots, Weaver was elected president, Davis vice-president.⁴ Attacks on Mayberry proved futile, the man had won the respect of the community for his years of service, his high professional standards and his proven competence. Without a doubt, he was a strong superintendent, but not one to dominate the Board of Education whose members insisted on retaining their prerogatives.

Because publicity had been detrimental to the Board and schools during late 1930 and 1931, the Board created a public relations committee to "balance the news diet of the public," or in plainer terms, to censor. Ross McCormick opposed the idea, saying that such a committee could pressure members of the Board to suppress anything the Board might not want the public to know and thus endanger the Board should an exposé occur. The original intent was to avoid "lashing of critical publicity," but it was also to enlighten the public of facts about the schools. L. W.

Mayberry praised the suggestion, viewing the committee as precluding the possibility of the public accusing any school board member of "tooting his own horn." The Board did not hire a public relations person, instead the city teacher's association employed Bliss Isely, author of a Kansas history book and Sunday editor for the *Beacon*, to write articles about the schools.⁵

Financing the Schools with Local Funds

The children of the depression are deserving of as much as were the children of prosperity.

—Wichita Board of Education July 30, 1932

As the Wichita Board of Education began the 1929-1930 school year, they had few, if any, reservations about the continuing availability of funds to operate Wichita schools. They focused their attention on a constantly expanding school system. After all, enrollment had increased by ten thousand students during the twenties and the Board expected the trend to continue. At the first Wichita Board of Education meeting in 1930, Dr. Frank A. Neff proposed that additional space be constructed for 3,260 more students. Although Neff believed that tax revenues could cover all the costs of the coming year, the board requested approval of a \$740,000 bond issue in May 1930. Only 5,377 persons voted, with 3,307 in favor. With these funds and tax money the Board planned additions and improvements to thirteen schools, construction of two new schools and purchase of a school site.⁶

Optimism based on expectation of rising revenues and well-planned expansion of school facilities turned to discouragement in 1930 as public criticism bombarded the Board's financial management of the schools. First, Board members faced the possibility of ouster because of a procedure they engaged in called "the door-knob juggle," known better as a transfer of funds. Auditors Spurrier, Fox and Crane noted that \$145,790 had once been charged to the building fund, and then transferred back to the general fund. Critics charged the board with taking this amount from the fund for general operation of all schools and spending it on the north end high school. A group of citizens protested the Board's juggling of funds, saying that the Board had not only acted illegally, but had also deprived improving the grade and intermediate schools to the advantage of North High.⁷ After investigating the issue and conferring with Kansas Attorney General William A. Smith, Sedgwick County Attorney William Wertz announced that the "ouster" law applied only to bond issue matters; the school board had not acted illegally.

Pressure to reduce expenses intensified in 1931, with the *Wichita Evening Eagle* leading the attack on public school expenditure policies. Why were some janitors receiving more pay than teachers? With the coopera-



THE MEN IN CONTROL ARE COMPETENT, DESPITE "BACK SEAT" ADVICE!

Cartoon courtesy of the *American School Board Journal*

tion of L. W. Mayberry, Superintendent of Schools, the Taxation Committee of the Chamber of Commerce inquired into the school situation. Robert Foulston, Wichita attorney, presided over the first meeting, hearing representatives of both sides of the controversy. Critics of the school pointed to overdrafts and excessive spending in areas not associated with instruction.⁸ Burt Doze, editor of the *Evening Eagle*, said taxpayers were entitled to "an economical administration," and students to "high class instruction." Doze believed that administration and maintenance merited a far smaller share of the tax dollar than they then received. In the matter of overdrafts amounting to \$1,187,230.49 as of January 1, 1931, Doze deplored the "breakdown in the financing of the school board." The overdraft problem had developed within two years, bringing into question "the administrative ability of the present management whether it be the superintendent or the finance committee." The chamber inquiry, Doze wrote, had shown that the Board not only had

spent all its money, but had borrowed from next year's budget almost a million and a quarter dollars.

In his statement before the Chamber of Commerce, school board finance chairman H. B. McKibbin defended the Board's position explaining that the unpaid warrants account looked bad because much money had gone into construction with a bond issue and because the Board had to borrow money temporarily between tax distribution dates to meet expenses on time. Furthermore, reduced revenue reflected the increasing number of delinquent tax accounts. Editor Burt Doze presented his written statement to the Chamber of Commerce, then printed it in its entirety in the *Evening Eagle*. The *Evening Eagle* invited McKibbin to publish his written defense in the newspaper. He refused, despite the stated guarantee that his statement would be given equally fair treatment with editor Burt Doze's.⁹ The controversy captured the attention of the *School Executives Magazine* (July 1931) and the August 1931 issue of the *American School Board Journal*. The latter commended the Wichita public school system and refuted the "attacks directed with malicious intent at the board of education." The Chamber stated that the Wichita school system had not broken down as had been charged by some, that the Board was not guilty of carrying overdrafts, that the Board was competent, and that the educational facilities in Wichita were of the highest class; the cost of the schools was not excessive.

Forged school bonds issued August 1, 1931, caused the Wichita Board of Education another headache. These forged bonds were first discovered in December 1931, when they were received by the First National Bank in Wichita. These bonds were part of the \$740,000 bond issue which was to pay for a new intermediate school (Robinson) on Oliver between Second and Third. Word spread about the forged bonds, practically destroying the sale of legitimate issue. A large number of Wichita bonds were seized in California and others in Missouri. Police officers working the case believed that a "large and clever gang of forgers" were involved; and, though not known for certain, it was estimated that \$100,000 to \$200,000 worth of the forged securities were in existence. The total issue was \$216,000 in August 1931.¹⁰

As the financial depression deepened, the Wichita school board reluctantly reduced its budgets. At the July 25, 1932 Board of Education meeting, the Chamber of Commerce Committee on Taxes and Taxation called the board's 8.35 percent reduction inadequate. How could the school board expect to reduce a mere 8.35 percent when other businesses and individuals had cut expenses more than 25 percent? The Chamber made seven recommendations: (1) place the school system under one manager who had "supreme power over expenditures," (2) discontinue the practice of increasing teachers' salaries for every year of service, make such increases only on merit, (3) scrutinize "minutely the need for such expensive janitor and engineering service," (4) change fiscal year to ob-

viate necessity of issuing tax warrants, (5) consolidate jobs wherever possible, (6) eliminate "frills" in education, and (7) reduce or eliminate completely the medical and nursing service. Frills consisted of courses in architectural drawing, radio, cloth appreciation, real estate and building information, auto mechanics, design layout, home decoration, home and society, free hand drawing, color and design, art, lettering, commercial design, clay modeling and pottery. On the other hand, Mrs. H. C. Holmes and Lester M. Ellis, representing the PTA, objected to any measure which would impair the efficiency and standing of the public schools in Wichita on the grounds that "The children of the depression are deserving of as much as were the children of prosperity." The Taxpayers Union advocated a budget reduced by twenty percent. After hearing various other protests and pleas, the Board set the levy at 14.8 mills, enough to raise \$2,032,000, approximately \$243,000 less than the previous year. Teachers' salaries were decreased by ten percent; nearly every department experienced cutbacks.¹¹

In the 1932 annual report of the Wichita Public Schools, H. B. McKibbin, chairman of the ways and means committee, explained that protested school taxes had amounted to over \$115,000 in the past year. While awaiting collection of this money, the Board had to pay six percent on warrants amounting to approximately \$6,900 annually. Furthermore, litigation in defense of the Board's legal right to receive these taxes incurred additional expenses. Because the fiscal year began in July and the first payments from the county were not received until the following January, the Board had to borrow funds until January to pay operating expenses. Interest on these deposits alone amounted to approximately \$45,000 per year. Despite these inconvenient expenses the Board had received enough money annually from taxes to retire all outstanding unpaid warrants at the close of the fiscal year on June 30.¹²

Due to the economic depression, Kansas legislators enacted a general tax levy limitation law, known as House Bill No. 666, on all government bodies, specifying the mill levy for each subdivision. At the same 1933 session Kansas legislators cut Wichita's school levy to 12.6, making Wichita the only first-class city in Kansas limited to a levy of 12.6; all others could levy more than 14 mills. Originally, the bill carried no discrimination against Wichita. However, when the bill reached the Senate, an amendment offered by Senator Todd of Wichita reduced the maximum levy to 12.6.¹³ According to the *Wichita Eagle*, March 22, 1933, "All legislation affecting the public schools was vigorously opposed by school officials. Proponents of the exception for Wichita argued that the tax valuation of Wichita was higher than that of other first-class cities, therefore, Wichita did not need as high a levy as other cities. The entire Sedgwick county delegation in both houses backed the measure, school officials had no chance to defeat them." A discouraged McKibbin returned from Topeka in March, anticipating that the schools would have to

operate with perhaps as much as \$450,000 less than the previous year. The smaller mill levy accounted for only part of the reduction; a lower valuation of property and delinquent taxes decreased income.¹⁴

Another law, passed in 1933, House Bill No. 745, placed the schools of Wichita (as well as other governing bodies) on a cash basis after May 1. It provided that bonds could be sold to take care of the present deficit in the public school funds, however, schools had to operate after May 1 on returns from current taxes or refinance their indebtedness. Wichita Board of Education moved quickly to float a \$1,400,000 bond issue and put Wichita on a cash basis.

In the meantime, during May and June, 1933, several banks of Wichita refused to cash warrants issued by the Board of Education. Teachers and other employees were to dispose of these warrants in the best way possible, sometimes at a ten percent discount. McKibbin, chairman of the ways and means committee, publicly reassured the employees that these warrants were worth one hundred cents on the dollar and would be eventually covered by income from the tax levy or the bond issue putting the school district on a cash basis.¹⁵

The Wichita Board of Education found itself besieged on all sides at the August 1933 budget hearings. Representatives from the Sedgwick County Taxpayers League, the Taxpayers Union, and the Wichita Real Estate Board spoke before the Board of Education complaining that the income from the property had been reduced by taxation until the taxpayer was getting little or nothing while the public employee lost little in salary. H. F. Hudson, speaking for all three groups, said that "ninety percent of the board's budget went for salaries" and asked that these salaries be cut until the board came under the limit of 12.6 mills. Because of the uncertain and unpredictable financial situation no teacher had a contract until September 5, 1933.

O. A. Garnet, tax expert for the Wichita Chamber of Commerce, compared local public school costs to home owner costs. He calculated that the average home owner, with a home valued at \$2,000 for tax purposes, paid \$2.57 a month for the support of schools, \$2.50 a month for a telephone, \$2.50 for electricity and \$4.12 for gas.¹⁶

Per pupil cost dropped to its lowest figure of the 1930's—\$70.45—down \$34 since 1931. Current expenditures, at \$1,390,989, were also at their lowest during 1934. After 1934, economic conditions slowly improved, and with that, came increased revenues for the schools. Except for one year between 1933 and 1938, the 12.6 limitation had proved inadequate for Wichita, forcing the Board of Education to apply annually to the state tax commission for exemption. Early in 1938, school board members Frank A. Neff and Carl H. Davis conferred with members of the state legislature seeking to raise the Wichita levy to 14 mills, the same as that of other cities of the first class. Oscar W. Blase (Democratic Representative from Wichita) introduced House Bill No. 56 which passed and per-

mitted Wichita to raise its levy to 14 mills. The new measure added \$168,000 to the 1938-1939 budget.¹⁷

The State of Kansas provided minimal support to its schools. W. A. Stacy, research director for the Kansas State Teachers Association, reported in 1934 that Kansas had the poorest support for schools of any state in the union. He noted that public schools received 98.5 percent of their support from local taxes on farms, homes and other real estate. The remaining 1.5 came from other sources,¹⁸ including federal and state funds. According to biennial reports of the State Superintendent of Instruction, annual distribution from the state permanent school fund ranged from a low seventy-eight cents per student in 1939 and 1940 to a high of ninety-seven cents per student in the 1929-1930 year.

The Smith-Hughes Act continued to provide funds for vocational education throughout the 1930's. In 1932, for example, the combined state and federal funds through this Act amounted to \$3,317 and as much as \$12,407.38 during the 1937-1938 year.¹⁹

A New Deal for the Schools

In December, 1933, L. W. Mayberry and the school board applied for the first time for federal funds under the Civilian Works Act. With these CWA funds the school board employed an additional sixty-seven teachers and other workers to tutor children, to appraise school property, and to serve as nurses. Wichita public schools employed 88 of the 4,980 persons receiving salaries from the CWA in Wichita in 1933.²⁰

The Kansas Emergency Relief Commission (receiving federal funds) financed part of the summer recreation program in 1935. Roosevelt Principal Frank K. Reid scheduled daily programs for schools and centers at McKinley Park, Linwood Park and Ingalls school playgrounds. Funds amounting to \$45,813.03 obtained through the KERC in 1935 paid workers to grade school grounds, to complete the installation of tennis courts at Wichita High School North, and to place an eight-inch water main from Douglas to Kellogg streets across the East High School grounds.²¹ Of the aforementioned projects, the grading of the East-Roosevelt tract involved the most employees. Five hundred men pushing wheelbarrows hauled dirt from the higher places to fill the hollows.

In 1935, the Board of Education authorized the filing of an application for funds from the Public Works Administration to build a new elementary school (Field) on the far west side, and additions to Alcott, Roosevelt, Waco, L'Ouverture, Robinson and Dunbar. The PWA planned to pay forty-five percent of the costs and the local district the remaining fifty-five percent. As soon as the federal government approved the project, the Board planned to submit a bond issue to the voters covering the local share of the expenditures. PWA approval came slowly. It was February 1937, before the Wichita school board could implement the

1935 proposal. The Board submitted the local district's fifty-five percent share in the form of a \$650,000 bond issue to the voters; the bond issue passed by a majority of 680 votes out of only 5,194 cast. Then, a letter dated April 29, 1937, from the Federal Emergency Administration of Public Works notified board president H. B. McKibbin that the Wichita application was being suspended from consideration due, in part, to improved economic conditions.²² The Board proceeded anyway with building improvements without federal grants in 1937, although they continued to keep abreast of current and vacillating policies regarding availability of funds.



John Marshall Intermediate School, financed partly with PWA funds, opened for students in 1939.

Fortunately for the building program, the Federal Emergency Administration of Public Works admitted applications again in summer 1938 and Louis Gerteis, clerk of the Board of Education, prepared a proposal for funds with which to build an intermediate school in the Riverside District. The Board's share was \$170,445 and the PWA agreed to provide \$139,633. Even though the Board wanted the grant, board attorney Otto Souders feared that if PWA regulations were followed too closely, (PWA laborers were slower than those of regular contractors, he said), Wichita could not meet its deadline on completion. He wrote the PWA regional office requesting waiving of some regulations. John Marshall Intermediate (Project Kans. 1256-F), the only school built with PWA funds during the 1930's, was completed and opened for students in fall 1939. Glen Thomas designed the building; Armagost and Son were general contractors. Formal dedication took place in January 1940.²³

The Works Progress (Projects) Administration provided funds in 1936 to employ ten clerical assistants to compile statistics on literacy among adult Wichitans; to employ teachers to instruct illiterate adults, girls and women in domestic service, and children and adults with speech, sight and hearing handicaps. In the fall of 1936, the WPA paid for adult educa-



During the 1930s WPA workers designed and assembled eighteen-inch dolls for the Wichita Public Schools. These dolls were dressed in costumes characteristic of periods of American history or in other national costumes.

tion classes at Gardiner, Waco, L'Ouverture, and McCormick and provided nurseries for children at Lincoln and Irving schools. The largest WPA grant for adult education came in 1938 with \$69,838.63 for art, music, commercial business courses and public affairs courses. WPA workers designed and assembled eighteen-inch dolls, part of them dressed in costumes characteristic of periods in American history, and another part in costumes of other nations.²⁴

Buildings and Grounds— Functionalism, Quality and Beauty

Buildings under construction in 1930, 1931 and 1932—Hyde, Longfellow, Stanley, Finn and Robinson—completed part of a long range plan devised in the late twenties. Enrollment stabilized around 22,000 for several years, therefore, the need for additional grade schools diminished. Citizens and board members acknowledged needing an intermediate school on the northwest side, but due to lack of funds postponed its construction.

Architectural style changed from emphasis on efficiency to commitment to functionalism, flexibility and experimentation. Wichita school buildings of the early thirties—Robinson and Hyde—displayed the same architectural style as those schools designed between 1910 and 1929—boxy, plain, rectangular. Local architects, cognizant of new trends

in education and availability of new products, modernized their architectural designs accordingly. This was evident in schools planned by architects, Ed Forsblom and Glenn Thomas, who designed both early thirties and late thirties school buildings. Most noticeable was greater use of irregular lines and increased decoration.

Architect Ed Forsblom introduced new materials in the Lincoln building: glass brick which admitted light, cast stone for decorative paneling in brown at the building base, center and top, and the school name lettering. The hallways consisted of tile and terrazzo. Rooms were painted in bright colors. The average classroom cost \$6,000 in 1938. Installation of terrazzo floors in the Lincoln and John Marshall schools (and later Jefferson and Kellogg) was subcontracted to a "family" of Italians who²⁴ based in New Jersey, but traveled from job to job, similar to a wheat harvest crew. This group of Italians prided themselves in being superb craftsmen and kept their trade secrets to themselves. The whole process of laying terrazzo—beginning with a concrete base, setting of metal dividers, pouring of a mixture of marble chips and concrete between these dividers, curing and then grinding off the rough places to smoothness then a high gloss—took weeks. Upon their arrival at the project, the Italian craftsmen and their families moved into the school building, cooked on braziers and slept on cots. E. F. "Gene" Mood buildings and grounds employee, recalled the pungent odor of garlic and spices in the John Marshall building while it was under construction. He recalled, too, that Wichitans disliked the itinerant workers, but had the highest respect for their work.²⁵

Jay Hoehle, Superintendent of Building and Grounds, reviewed in 1932 the extensive work performed by his department which headquartered in the Repair Shops and Supply Room at 2127 East Waterman, just south of the Roosevelt Intermediate School. The supply room contained some three thousand items, including books, paper, tools, medical supplies, soaps, paper towels and cleaning items. The repair shop employees often worked in the schools, maintaining mechanical and electrical systems, and winding some four hundred spring clocks. At the shop they repaired locks, made keys and window shades, repaired desks, built cabinets, shelving, bulletin boards, special blackboards and tables for classrooms and cafeterias. Furniture they produced for the classrooms cost much less than that they purchased from outside manufacturers, furthermore, it was often custom made.²⁶

All employees, including shop help and custodians, took pay cuts in the early 1930's—five to ten percent in 1931, and another ten percent in 1932. A custodian needing occasional extra help to keep his building in satisfactory condition paid for it from his own salary. All school building janitors were contracted for the nine month school term except for the engineering crew, head custodian and several sweepers at the high schools who worked the buildings during the summer also. The in-

intermediate school custodian served also as chief engineer in his building and, as such, was responsible for the heating plant, a job which in cold weather required him to be in the building from early morning until nine or ten o'clock at night. Sometimes he slept overnight on a cot, never receiving extra pay. Elementary school custodians received a maximum salary of \$133 per month and were expected to handle the job alone. In the larger schools, the Board supplied the custodian with a student assistant. During the summer months custodians were employed by the hour (averaging between forty and fifty cents per hour) for maintenance and repair work, plumbing, painting, weed-cutting, carpentering, etc.²⁷

Early in the twenties Howard Spore established a maintenance service and shop for the physical education department and operated it throughout the thirties and later. Spore had learned leather work during World War I while making holsters for .44 automatics. He started working at East High in 1923 pulling weeds, rolling the tennis courts and doing other odd jobs. He began to repair footballs, soccer balls and tether balls. Within a year he was working full time mending equipment then added manufacture of balls to be used by the physical education classes (but not for competition). Efficiency-minded L. W. Mayberry praised Spore for doubling the life of the athletic equipment. Spore used 5,000 feet of leather in 1937 down to every scrap as large as a nickel. What could not be used for athletic equipment was made into gaskets for the plumbing fixtures in the schools. He also repaired javelins, gym mats, flying rings, cots, and braided the ends of climbing and jumping ropes for every school. The industrious Spore constructed a set of chimes for each of the thirty-five elementary schools. According to the *Wichita Eagle*, December 9, 1938, Spore's shop was the only one of its kind in the United States.

Finn School Site

A granite marker, four feet in length, four feet high and two feet wide marks the location of a dugout in which William Finn opened the first school in Wichita in 1869. William Finn himself visited the site at 1258 North Jackson in 1924. There, in a break in the curbing around the yard, he dug down with his pen knife and found the stone he placed there in the spring of 1870. "Now," said Finn to Bliss Isley, Sunday editor for the *Beacon* who accompanied him, "within three or four feet of this spot, I taught school in a dugout." Isley suggested to the Wichita teachers that they observe American Education Week by marking the site of the first school. Students at Finn School (25th and Market) contributed money to erect a monument on the site. Shortly before the November 9 dedication of the memorial plaque, Jack Harris, student at Finn School, spoke before the Wichita Board of Education, November 6, 1933, asking for penny contributions to complete paying costs for the memorial at 12th and Jackson.²⁸

Flagpole

In 1932, North High School received a new 60-foot high flagpole from Eunice Sterling Chapter of the Daughters of the American Revolution. The flagpole had a base of nearly eight feet in height and was designed by Glenn Thomas to match the school's architecture. Two shades of brick used matched the building; the colored motifs of a buffalo head and spreading eagle matched the decorations of the North tower. Although the bridge just to the west of North was not a part of the school, it carried the same decorative Indian motif on its railings. North high students named the bridge "Minisa," meaning red water.²⁹

The McKnight Memorial Fountain

Because Eva McKnight wanted to erect a memorial to her husband, J. Hudson McKnight, on property they sold to the Wichita Public Schools, she designated \$25,000 from her estate for this purpose. The bronze sculpture group by A. Phimister Proctor of Connecticut, depicted a bearded trapper, dressed in buckskins and holding a long rifle, standing beside the water pool, gazing into it. An Indian, with bow and arrow, knelt near the trapper, reaching forward with cupped hand to dip water from the pool. L. W. Clapp, president of the Park Board, planned to locate the pool midway between Wichita High School East and Roosevelt Intermediate. In this pool he suggested planting sagitarious, Egyptian lotus, cat-tails, and pond lilies. To the rear of the pool he placed a six-foot ledge of weathered limestone on a mound of grassy earth sloping toward the water's edge. A spring bubbled down from this ledge. The memorial was unveiled on September 14, 1931. The McKnight memorial cluster was moved closer to Douglas Avenue in 1976 to make space for additional construction to East and Roosevelt.³⁰

Administration

Superintendent Mayberry's leadership drew strength from a well-chosen staff of competent, independent, professional supervisors. Strong Hinman, Director of Health and Physical Education, L. W. Brooks, Director of Secondary Education until 1933 and Truman Reed, Principal of East High, had all been singled out for their outstanding work. Although the teachers and administrators dominated the children (children had few "rights" then), the relationship among the administrators was more democratic. Mayberry, though in many ways conservative and traditional, considered new ideas and supported innovative programs which he and the Board recognized would anger segments of the public. Strong Hinman recalled when he introduced the experimental community recreation program, he had checked first with the Board of Education and Mayberry. Once assured of their support, he confidently proceeded, made mistakes, but all in all, developed a highly successful,

nationally recognized program. Other supervisors during the early 1930s included: Grace Wilson, music; J. B. Yingling, industrial education; William Anderson, penmanship and art; Nell Waddington, food and clothing; Duff Middleton, bands and orchestras; Lucy H. Meacham, elementary schools, and Annamae Garvie, cafeterias. In 1939, Ellen Hibbard became supervisor of the cafeterias; P. H. McAllister, physical education, and J. C. Woodin, industrial education.

Even in the largest elementary schools, principals taught classes. O. P. Loevenguth, principal at Kellogg during the 1930s, recalled having to teach a class half the day, supervise and do all the clerical work during the remainder of the day. Paper work was voluminous for his school of from 500 to 700 students. To ease the principals' work load and allow more time for supervision, the Wichita Council of PTA presented a petition to the school board requesting the extension of supervision to full time for all elementaries.³¹ The request went to the teachers committee and there it stayed. (Some principals taught part-time until 1954-1955. Thereafter, no principals conducted classes.)

Superintendent Mayberry's twenty-five years in Wichita merited a celebration in 1937. The Wichita City Teachers Association contributed \$500 toward the event and the Board of Education, another \$100. The three-day gala celebration began with a dinner honoring Mayberry and attended by his entire staff. On the second day, all children in grades four through twelve, fifteen thousand of them, staged a huge parade in downtown Wichita; on the third day, educators throughout Kansas plus local civic and educational leaders gathered in the Forum to honor Mayberry and commemorate the successes of the past twenty-five years in Wichita education.³²

Wichita Teachers Survive The Depression

Modern buildings and up-to-date equipment are necessary but the progressive, professional teacher is indispensable.

—Lawrence W. Mayberry.

"Perhaps the most significant force at work during the last twenty-five years in Wichita has been the dogged determination of Superintendent L. W. Mayberry that teachers raise their professional standards," said Charles Omega Wright, assistant secretary of the Kansas State Teachers Association and co-editor of the *Kansas Teacher*. He noted that Mayberry achieved his goals by insisting that teachers attend summer schools, study and keep alert to new ideas in education. "Every teacher" had some college training. When he interviewed prospective teachers, he considered only those with college degrees and urged all teachers to study for their master's degree. From seventy-seven to eighty-four percent of the teaching staff in the Wichita system were college graduates in 1937,

and one hundred of these had master's degrees. The Teachers College of Columbia University had granted master's degrees to twenty Wichita teachers, more than had been granted by any other university. L. W. Mayberry and L. W. Brooks both had master's from Columbia. A number of teachers received master's degrees from colleges and universities in Kansas, Wisconsin, Colorado, Illinois, New York, Michigan, Iowa, Missouri, Texas, Wyoming, and Pennsylvania.³³

Mayberry demanded higher academic standards than those required by Kansas law. The highest grade certificate in 1931 required two full years of college or university. To obtain a certificate with less than a college degree, the applicant had to pass a written examination prescribed by the state board of education. In lieu of all or part of such examination the state accepted evidence of completion of a four year college program. In Wichita schools in 1931 all teachers above the sixth grade were required to be college graduates with specialized training, and the same were given preference in the lower grades. Better qualified teachers, it was thought, had raised the percent of pupils promoted in the elementary schools from seventy-seven in 1913 to ninety-three in 1931.³⁴

The usual lag occurred between the downswing in business and industrial activities and the reduction in expenditures for education. A high point for teachers' salaries was reached in 1931, then turned downward. An oversupply of teachers accentuated the teacher employment situation. Not yet hampered by delinquent and protested taxes, the Board raised teachers' salaries in 1930, at the same time scheduling raises for 1931 and 1932.³⁵

Due to decreasing revenues, the Board of Education began reducing salaries on March 7, 1932, recommending that the salaries of director of secondary education, principals of all schools, all supervisors, heads of departments, and all teachers, members of health department, truancy officer, and clerical force in offices of schools be reduced ten percent for the school year 1932-1933. Superintendent Mayberry, the only one exempted from the list, offered to accept a reduction of ten percent in salary under his current contract. His offer was accepted and the Board extended their thanks. The pay cut for everyone reduced expenditures by \$138,504.80.³⁶

Profits, prices and revenues dropped even further in late 1932 and early 1933. A Wichita bank, which had been cashing warrants for teachers, urged two Board of Education members to demand that the teachers take another ten percent salary cut. Paul Good, president of the City Teachers Association called a meeting of the teachers and had Dr. Walker Weaver and H. B. McKibbin, board members, explain "the debt situation and the possibility of local banks discounting board of education warrants." Furthermore, should the teachers appear to take the initiative on the matter of salary reduction, they would enhance their public image. As per suggestion, the teachers unanimously adopted the following

resolution: "In view of the fact that an emergency has arisen in the economic life of Wichita; and since we wish to express our confidence in the members of our Board of Education and our gratitude for their efforts to save our school system; and since teachers are always willing to assume their share of the burdens of the community; therefore

"Be it resolved that we, the Wichita teachers, voluntarily agree to accept a reduction in salary amounting to approximately ten percent for the remainder of the contract year, such reduction to be graduated from two to fourteen percent according to the amount of salary received." The reduction was to take effect March 1, 1933. All board members accepted and thanked the teachers for the voluntary concession. This reduced expenditures by \$75,067. A gratifying sign of economic recovery was the gradual restoration of salaries beginning with a meager two percent in 1935.³⁷

Employment of married teachers, the perennial unresolved problem, received the usual condemnation; depressed business conditions aggravated the issue. The Wichita school board vacillated between voting one year not to employ married women, and the next year, rescinded the action. Philosophically, the public opposed employing married women teachers, but were often willing to make exceptions to that custom for women they knew personally. Four married women teachers retained their positions at a time when the Board economized by eliminating fourteen teaching positions and the director of secondary education position.³⁸

Granting of sick leave with pay was among the first (1910) benefits the school board granted to teachers. By the thirties the Wichita district's sick leave policy granted a teacher a maximum of five days per year, with unused time accumulative to twenty-five days. When John Michener, East High School science instructor, surveyed the teachers, he found that during the nine years prior to 1935, sixty-three of 673 teachers had never been out for sickness, and the remainder averaged about 2.6 days per year.³⁹

Wichita teachers had campaigned for a retirement program since 1911. The following letter from Marguerite Allen of the City Teachers Association to Louis Gerteis, Secretary of the Board of Education, summarized action taken early in 1939:

Dear Mr. Gerteis:

The City Teachers Association wish to express to the Board of Education, its appreciation for the assistance given in securing the passage of the Permissive Retirement Act for Wichita. Your counsel and support in this matter was a great aid not only in drafting of the bill but also in developing a friendly attitude in the community for the enactment of the law.

We desire, also, to respectfully request that the Board of Education avail itself of the provisions for the Retirement Act and set up a plan for the retirement of Wichita teachers. We have appointed a committee to study the matter of a plan acceptable to the teachers and hope we may be able to work

with a committee of the Board in the establishment of a plan acceptable to everyone concerned.

Cordially yours,
Marguerite Allen

The Board agreed to give the new retirement bill (H-235) serious study and consider adopting a plan of teacher retirement. At a meeting involving the largest attendance in several years, teachers overwhelmingly approved (two votes of dissent) the retirement plan proposed by a committee of Wichita teachers and sought Board of Education approval. The statewide retirement plan became effective in 1941.⁴⁰

The Wichita City Teachers Association numbered seven-hundred members out of 708 teachers and supervisors in 1932. Black teachers were invited to become members in 1931-1932. This association served teachers in three major areas. First, they offered financial aid to local teachers in need and worked on programs and proposals of benefit to them such as the retirement plan, Group Health and Accident Insurance, and support of the Wichita City Teachers Credit Union in 1935. Second, the teachers association encouraged professional growth by sponsoring the Progressive Education Association meetings in February 1936, and again in 1939, and hosting the Kansas State Teachers Association meeting. Third, they acted as a cultural leader within the community by bringing lecturers to the city such as historian Will Durant, poets Vachael Lindsay and Carl Sandberg, and musical groups known as the Welsh Singers and the Cerniovsky Trio. For the 1932 year they sponsored Stuart Chase, economist; Cameron McLain, baritone; Phil LaFollette, Governor of Wisconsin; the Kedroff Quartette, male quartette; and Branson DeCou, travel lecturer. Newsman H. F. Kaltenborn attracted a large crowd in December 1933. Season tickets for all these cost only \$1.00. The city teachers sponsored the series with no intention of obtaining profit. If the speaker drew a large crowd, surplus income went to the teachers' retirement fund.⁴¹

Beginning in 1934-1935, the City Teachers Association sponsored a weekly, Wednesday evening, radio broadcast conveying information about the public school program in Wichita. They offered the following wide variety of programs: Grade Card Day, A Legislator Looks at the Public Schools, the State's Responsibility in Education, Motion Pictures in Education, Saar Valley, Powder Keg of Europe, What Are the Tests of an Education, North High School Band, Pupils Participating in School Government, Physical Education in the Public Schools, The Home Room in the Modern School, Creative Education, Handicapped Children in the Wichita Schools, Industrial Department, Guidance, P-T-A Broadcast, What the School Has Done for My Child, and Science in the Schools. The teachers association presented these broadcasts over KFH for several years, convinced they provided a valuable method of public contact for the schools.⁴²

In order to establish greater understanding between the business community and the schools, teachers joined the Chamber of Commerce, getting three members on the Taxes and Taxation committee in December 1932. By 1935 the association had twenty-five teachers with paid memberships in the Chamber.⁴³

The association cooperated with the school board, taking over the responsibility of publicity for the schools in 1931. A publicity committee worked with the newspapers until Bliss Isley, a member of the *Wichita Beacon* staff, was employed for seventy dollars per month to provide publicity for the Wichita Public Schools beginning September 1, 1935 and working through 1939.⁴⁴

John Michener guided and encouraged the Wichita City Teachers Association to establish a credit union in 1935. Eleven signed the original charter: E. C. Wine, C. E. Strange, John Paynter, Maude Slater, Edith Webster, Ellis Beals, J. W. E. Stogsdill, Sylvester Chance, Frank Reid, Roy Taylor and John Michener. Because John Michener was treasurer, the Credit Union was in his small office at East High where he taught science. This teachers credit union in Wichita was the first of its kind in Kansas.⁴⁵

Wichita City Teachers Association had no permanent office until they located in room 105, Washington School, in September 1938. The association and the department of industrial education had entered into an agreement on October 17, 1938, whereby the teachers association would furnish office space, phone, typewriter, supplies, and a secretary for half a day. In return, the department of industrial education agreed to pay fifty dollars each month as a part of the salary of the secretary.⁴⁶

Cadet Teachers

A cadet teaching program existed in other school systems before being tried in Wichita. A student could be eligible for appointment as a cadet teacher by having a scholastic average of eighty-six percent (B) or higher, a minimum of twenty-one hours of education, three hours of general psychology, a bachelors degree with a minimum of fifteen semester hours in the subject taught, essentially the academic requirements equal, if not better than, elementary teachers. The cadet teacher proposal resembled an internship program in that the teacher was fully qualified, but was paid only half of the beginning salary of a regular teacher. The Board adopted the proposal. The pay was poor, but it did give graduates a chance at two-years experience, which was a requirement to enter the Wichita Public Schools. The cadet had no guarantees of future employment. The Board anticipated beginning the program in fall 1934.⁴⁷

Curriculum

We are more interested today in the character development of the child than that he knows adverbs or be able to name the presidents of the United

States in order from Washington on down. We are trying to teach them how to get along with one another, to respect the rights of others and how to play together.

—Paul H. Good, Principal
Gardiner School

It is difficult to determine the extent of influence progressive educational philosophy had on Wichita teachers. A major emphasis during the thirties emanating from progressive educationalists was elimination of "rugged individualism" and competitiveness. Dr. William Kilpatrick, leading spokesman for progressive education, described individualism as a "hindrance to social progress." Others who shared his ideas believed that the value of the self-reliant individual had been made obsolete by society's growing social and economic interdependence.⁴⁸

Twice, in 1937 and in 1939, Wichita hosted a Progressive Education Conference, with eminent educators Dr. William H. Kilpatrick, Harold Rugg and Dr. Alice V. Keliher as speakers. Kilpatrick posed this question which in essence, defined progressive education: Should our schools make central the informal learning of experience and activity work, placing much less stress on formal, systematic assignments, discipline and obedience, and instead seeking to develop pupil initiative, discipline and responsibility as well as mastery of basic subjects by encouraging pupils to show initiative and develop responsibility, with teachers, while in control, serving primarily as guides?⁴⁹

Statements made by Wichita educators indicated a mixture of the traditional and progressive. Teachers, supervisors, and administrators writing articles for educational periodicals emphasized educating the whole child for good citizenship, believing that practicing democracy through participation was more conducive to citizenship training than having children act as inert recipients. However, many teachers remained strict disciplinarians marching the children to and from classes. Most Wichita elementary students still sat in rows of desks fastened to the floor.

Belief in education of the whole child probably led to the change of grading system in 1933 when elementary grades of the Wichita public schools abolished the A,B,C,D and F system of grading and adopted the S (satisfactory), U (unsatisfactory), and I (could do better and is making progress). The teachers judged the success of each pupil according to that pupil's capabilities and not in comparison to other brighter or duller students. Academic progress comprised only part of the evaluation; courtesy, initiative, thrift, reliability, promptness, self-control and attendance were considered just as important. Following a year's experience with the S, U, I method, Vivian Brink, sixth grade relief teacher at College Hill and Hyde, had this to say, "No child need be a failure, rather he is encouraged to surpass his own record." The new method, she said, restrained the antisocial traits of ruthless competition and removed the

temptation to cheat to avoid being branded a failure. Antagonism toward subject matter was lessened by removal of false objectives such as a grade to satisfy mother and father.⁵⁰

Irene Macmillan, supervisor of elementary schools, called the changes in approach to teaching children and attitudes toward children simply "new education." She contrasted it with the old, which had insisted on rigidity of space, movement and memorization of facts. "Sit still," and, "Keep quiet," had been teachers' slogans. "Today we are beginning to believe that 'All God's chilluns got wings.' " In a free, informal setting, chairs and tables were movable, a small library stood in one corner, and a piano in the other. There, in an atmosphere of disciplined initiative the teacher guided the student in exploration, construction, communication, and investigation; "learning by doing" described the process.⁵¹ Some eagerly experimented with new programs and new approaches, while others held to traditional methods. Superintendent L. W. Mayberry expressed his position on change in 1937: " . . . the public school is of necessity a conservative institution . . . A majority of the taxpayers must be convinced that changes and additions are necessary before these can be safely made. While experimental work may be carried on where its scope is limited and its expense is light, revolutionary changes cannot be justified." Change had most often come about, he said, because some agency had demonstrated to the public that change is desirable. He believed parents in a changing society, seldom teachers, had introduced new programs.⁵²

Children continued to celebrate birthdays of outstanding Americans or special events. Several days and weeks observed throughout the year were: Frances E. Willard Day, September 28; Columbus Day, October 12; Halloween; Armistice Day, November 11; Thanksgiving, Christmas, Kansas Day, January 29; and birthdays of Abraham Lincoln, George Washington, and Henry Wadsworth Longfellow, and finally Memorial Day. Special weeks acknowledged were: Religious Education, Clean-up, Picture, Fire Prevention, Better English, Children's Book, Father and Son, Better Homes, Boys, Safety, Thrift, Music, and Be Kind to Animals.⁵³

Paul H. Good, principal of Gardiner School, adopted the "projective" method of education, an interdisciplinary approach which treated all aspects of a topic and geared them to the child's level. For example, in a fifth grade study of wheat, students went to the wheat show, wrote letters to millers for information, computed farming costs, and planted wheat.⁵⁴

North and East high schools carried the standard offerings in English, mathematics, foreign language, history, science and physical education. Other courses designed to meet diverse needs and abilities included creative writing, social English, journalism, special college preparatory courses in literature and in composition, effective speaking, debate, dramatics, radio, auto mechanics, practical electricity, printing, draw-

ing, woodwork, machine shop, home management, home decoration nutrition, foods, clothing, bookkeeping, salesmanship, commercial art design, crafts, harmony, music appreciation, vocal and instrumental music.⁵⁶

Due to the financial depression of the early 1930's school critics denounced music, art, literature, health, physical education, counselling home economics and the avocational side of the manual arts as uneconomical and unnecessary. Critics said, "Return to the three R's." Truman Reed, East High principal, considered the so-called fads and frills—music, literature, art, physical education and group games as routes to relaxation and, therefore, good for mental health. Mayberry reported that many schools had dropped art from their curriculum during the depression years, on the assumption that it was less valuable and less practical than many other offerings. Wichita still offered art as a natural outlet for expression and instruction in appreciation.⁵⁶

Radio, expensive and experimental in 1920, became an educational tool for Wichita students for the first time at Sunnyside elementary in 1930. The Majestic Radio played both radio and records and was equipped with additional loud speakers installed in several rooms. Featured programs included dramatized history, music, and civics.⁵⁷

Other additions to the curriculum in the thirties were classes in distributive education funded under the federal George Dean Bill. During 1937-1938, a conference leader worked out a program between the Hinkel Co., Geo. Innes Co., Rorabaugh-Buck Co., Montgomery-Ward Co., Woolf Bros., W. T. Grant Co. and Service Supreme Grocers.⁵⁸

Silent films, 16 millimeter, were still being shown to Wichita elementary students in 1939. The parsimonious school board had provided the school district with only one movie projector. Teachers, pupils and PTA associations raised money for others and had, in fact, done so commendably that they were able to show pictures of the Wichita schools to administrators at the Kansas State Teachers Association Convention. Each school had picture shows for which it charged the admission of a penny or more. In addition, other entertainments raised money for movie equipment. Each school kept its own funds for its own use and also paid to the general expense of obtaining the films. A committee of elementary principals who advanced the audio-visual instructions in 1938-1939 were: L. H. Caldwell, William R. Berges, O. P. Loevenguth, E. C. Wine, Mrs. Myrtle Conger, Mrs. Winnie Thornburg and C. A. Mahin. Caldwell principal of Gardiner, chairman of the committee and a photographer skilled in both still and motion pictures, found time after school hours to take many photos of Kansas agriculture in 1939. Caldwell and the committee planned to work toward obtaining pictures of Kansas industry mining, and outstanding artists, writers and other individuals.⁵⁹

Libraries

Only East and North high schools had staffed libraries. Fourteen branch libraries in school buildings were administered cooperatively by the Board of Education and the City Library. The City Library and the school board entered into a provisional agreement in 1935 whereby the Board of Education paid \$3,015.00 toward salaries to the Wichita City Library employees to catalog the books, to furnish the cataloging supplies, book cards, book pockets, mending supplies, readers cards, to repair the books in their care, and to supply books of the Wichita City Library to the school libraries as needed. During 1934-1935, the City Library aided by funds from the Federal Emergency Relief Act, cataloged 27,784 books and mended 2,022 others.⁶⁰

For all elementary schools, the Board operated its own rotating library which contained 12,000 books. Every sixth week, the book wagon visited schools and changed books.⁶¹ The school board, students and the PTA groups purchased enough books to establish small libraries in Lowell, Kellogg and Riverside schools during the 1930's.

Physical Education

Strong Hinman, President of the Mid-West Physical Education Association and Vice-President (later President) of the American Physical Education Association in 1933 boasted that the "Department of Health and Physical Education in the Wichita Public Schools had been recognized as one of the nine outstanding departments in the United States." Students, too, registered their approval. A polling of all Wichita intermediate and high school students disclosed that 80.7 percent of the girls and 92.8 percent of the boys would take physical education if offered as an elective.

Hinman, as director of health and physical education for the Wichita schools, viewed physical education as a means for developing vigorous bodies and good character concurrently. Viewing competition not as a grubby battle to win, but rather an idyllic experience on the playing field, Hinman wrote, "Character is best developed through the activities in the physical education program. We can develop more character in a close decision at third base, or in a jump ball on the basket-ball court than in many character lessons. The honest player in a game does the truth rather than conceiving of truth as a code of ethics merely to be believed." A sound physical education program had a broad base of health instruction and physical activities for all students, next it had an intramural program which allowed students to engage in competition, and lastly a program of interscholastic sports for the exceptionally capable athletes. Wichita's intermediate and high school program in intramural sports for both boys and girls had received national recognition and praise and had been studied by other schools and colleges. Thirty-eight directors, forty-

nine platoon teachers and 164 elementary teachers directed the physical education program. The interscholastic athletic program (for boys only) had teams in football, basketball, wrestling, swimming, track, tennis and golf; a gym team gave exhibitions.⁶³

Facing public disapproval and vociferous protest by a local preacher Strong Hinman introduced co-recreation into the Wichita Public Schools in September 1936. Both Mayberry and the school board firmly supported Hinman. At first, students wore their gym suits until a local church paper pointed out the evils of this; Hinman ordered them to wear regular school clothes thereafter. High school students met together each Friday, junior high students on the last Friday of the month. Emory Cox, instructor in the East High School physical education department, summarized for the Kansas State Teachers Association meeting reasons for the co-recreation program: (1) It was natural for boys and girls to want to work and play together. However, in many cases, the biological attraction between the two sexes was first manifested by a decidedly obvious antagonistic behavior. (2) . . . By mixing the sexes at this age, play could be used as a medium to broaden the experience and enhance the development of courtesy in speech, and gentleness in manners. (4) Co-recreation developed poise and confidence. (5) "Here we find a wonderful opportunity of acquainting the individual with the vagaries of the opposite sex. It is an ideal situation for boys and girls to learn why the opposite sex acts as it does. It is hoped that this experience will pave the way to a better understanding of the minor disturbances of the adjusting period of early married life." Co-recreation included mass volleyball (three courts), swimming (one pool), rhythm (on a 50' by 100' floor), folk dancing, tennis, playground ball, tether ball and badminton.⁶⁴

Part of the Wichita physical education program was the annual staging of the Water Festival at North featuring swimming exhibitions, canoe races, picnics and nighttime lighted canoe parade. The girls' physical education department under Thora Ludwickson staged "The Pow Wow," complete with dances, drill games and gymnastics.⁶⁵

Health Service and Education

Health ranked high in stated goals priorities for the Wichita public schools. A school clinic operated in Central Intermediate where a physician, employed full time, and dentists examined children and recommended treatment. Citizens who called health education a frill wanted it eliminated during the depression. However, the Wichita schools had an excellent program and cut back only when absolutely necessary such as certain free services to indigent students.

"Ground itch," more commonly known as athlete's foot, affected nearly half the students in the junior and senior highs in 1930. To eradicate this contagious, annoying fungus infection, school officials provided troughs, eighteen inches wide, five inches deep and eighteen feet long filled with a

chemical compound which would kill the fungus if the feet remained submerged for fifteen seconds. After their showers each student was required to walk the full eighteen feet through the solution on their way to the dressing room. Skin diseases were more prevalent and nutrition problems more serious for the indigent during the depression. Fortunately, for poor children, Parent-Teacher Associations, civic organizations, visiting teachers and the supervisors of cafeterias cooperated to provide "more lunches, milk, and cod liver oil" than ever before. Hanna Johnson headed a nurses staff of eight women in 1937-1938 and reported a heavy work load of about 2,600 to 3,000 pupils each.⁶⁶

After eighteen years with the schools as supervisor of health and physical education, Strong Hinman resigned in 1938 to accept a similar position in Kansas City. Achievements during his tenure included: elimination of intermediate interschool competitive sports and establishment of a strong intramural program; combining of health and physical education departments; employment of a full time physician for a few years; publication of two physical education and health textbooks. For his outstanding work in physical education, the American Physical Education Association rewarded him with the Associations Honor Award in 1936.⁶⁷

Music

Unlike girls who seemed to enroll willingly in music classes, boys were forced, one by one, to go through the ordeal of having their voices tested. The exceptionally good ones were chosen for the performing Boy's Glee Club. Those students whose voices showed promise went into the Glee Club Class or Chorus.

Class lessons (Melody Way) remained a popular method of instruction in piano. Any school having a minimum of eight children wanting group lessons held classes; instructors charged twenty-five cents each for two lessons per week, held either before or after school. Demonstrations given during a Music Week (1931) featured three hundred students.⁶⁸

The Arts

Floy Mallonee, head of the art department of Allison Intermediate, held an open house in 1929 featuring works by art pupils. For the second year displays included sculptures, East Indian prints, oriental rugs, textiles and craft works. Bruce Moore's "Black Panther" and "Puma" were there as well as paintings by Maurice Braun and Birger Sandzen. An art appreciation contest held in May 1930, drew entrants from the intermediates and high schools, with awards given to the schools for the best folios, one folio per school containing art work of many pupils. The grand prize was an oil by Maurice Braun, "Mountains, El Cajon" donated by him to Horace Mann; other awards included water colors by Birger Sandzen, lithographs by C. A. Seward and Sandzen, etchings and an oil by A. Hotvedt.⁶⁹

Wrote by Victor Munk *Kansas March* *arr. by Duff Middleton*

UP THE STREET Robert G. Morse

ARRANGED BY Miss Jessie L. Clark

Look where our
how approaching high Wichita
feet. There is a
sound of trumpets
Hark to the
High school banners fly
marching up the street. Onward to the
as a thunder a long as a thunder a
from the
Marching with drum beat and with song. Oh hear the re
hold - - - we come in -

CARNIVAL KING MARCH By RAYMOND H. HUNT

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Duff Middleton, supervisor of music from 1931 to 1948, composed the "Kansas March," which was accepted by the state legislature in March 1935 as the official march of Kansas. Other Wichita teachers and composers were Jessie L. Clark and Raymon Hunt. Hunt also wrote "The Storm King," "Blue White," "Vega," "Grandios," and "Excelsis."

Vocational Education

The department of industrial education was comprised of the industrial arts, pre-vocational, and vocational divisions. The industrial arts offered general education courses in all intermediate and high schools and included courses in woodworking, drawing, electricity, sheet metal, printing, auto mechanics and machine shop. Pre-vocational courses in the above subjects offered to junior high school students served as introductions to a trade; the vocational division offered enough training in millwork, engineering and machine drafting, architectural drafting, machine shop practice, printing, electricity and auto mechanics to prepare a boy to be employable. These courses continued to be financed under the Smith-Hughes Act.⁷⁰

Special Education

All of the programs began in the twenties for exceptional children continued into the thirties with minor changes. Bruce Griffith, who spoke for the Wichita Association for the Prevention of Blindness, requested the Board to furnish a suitable classroom for the teaching of pupils with deficient eyesight. The Association for the Prevention of Blindness offered to furnish the necessary supplies. The Board moved in favor of the proposal on August 2, 1937. On March 7 and May 2, 1938, Colonel Bruce Griffith spoke again, representing the Lion's Club and others who had supported the sight-saving class at Webster School, requesting and recommending that such a class become part of the regular school program beginning with the 1938-1939 school year. The proposal was approved with the school board furnishing the room; most of the teacher's salary came from federal funds.

For all special education programs, Strong Hinman, supervisor of health and physical education, disapproved of over-solicitous treatment of handicapped young people and encouraged his special education teachers to minimize differences between their students and other students.

Religious Education

In 1930, 5,282 pupils enrolled for one hour in the week day religious education. According to Melvin C. Dorsett, Wichita Director of religious education, Wichita alone had more enrollees than the entire states of Washington, Nevada, Arizona, Idaho, Montana, Colorado, Texas, Nebraska, Florida, Georgia, North Carolina, Arkansas, Mississippi, Vermont and Maine. Enrollment in Week Day Church School declined in the thirties because it was discontinued for children in grades seven, eight and nine. Otherwise, it averaged 4,562 for the other nine years between 1930-1939.⁷¹

Summer School

Since summer school had begun in 1913, it had provided a free program for students. High school and intermediate students attended an eight-week session, elementary students attended for six weeks. During the last free summer session, held in 1932, 2,028 students enrolled. Because of decreased revenues, the free summer school was discontinued in 1933 and paid enrollment dropped to a mere 321. At first, school board members thought it was undemocratic to charge tuition for summer school, then took a more realistic look and decided to charge elementary students \$5 per session, intermediate students \$6 and high school students \$4 per course with a limit of two academic courses.⁷²

During 1934 and 1935, the Board offered recreational, non-credit classes in golf, tennis, horseshoe pitching, baseball, swimming, archery, woodworking, sewing, band and orchestra. Frank Reid, Roosevelt Intermediate principal, wrote in the December 1934, *Journal of Health and Physical Education* that this summer recreational program was the only one of its kind in the United States. It was also reported that Roosevelt Intermediate had the only golf course for intermediate students in the United States. Otherwise, the summer recreational program, funded largely by federal monies in 1934, and perhaps in 1935, was highly successful with over five hundred students enrolling at Roosevelt alone, 920 in all, in 1935. Out-of-district boys formed car pools to drive to Wichita to take advantage of the recreational classes. The summer school program idea received national attention. Articles about the program appeared in the *Christian Science Monitor*, *National Health and Physical Education Journal*, *The American Economist*, and three pages were given to it in the March issue of *National Education Journal*.⁷³

Students Enjoy School

Students had better attendance records in the thirties than they had in previous decades. An *Eagle* reporter commented that parental authority could not "account for the increased attendance, even though in 1912, when a father told a boy to go to school, he was much more likely to obey than in 1937. Not only were boys more amenable to authority, the fathers were more likely to exercise authority. We must conclude, therefore, that the pupils today like school better." Why? Facilities were more spacious and attractive, equipment more modern, teachers better trained, student health improved, and curriculum more varied. Superintendent Mayberry proudly pointed to the increase in student promotions, up to a high 94.8 percent in 1934, a sure indication of more interest in school than ever before. Twenty years before, the promotion rate had been only seventy-seven percent. At that time, large numbers of students had become discouraged and "quituated," an expression commonly used then to



Field Day at Wichita High School East. Near the end of each school year, all students at the Wichita High School and later East participating in a day full of games.

describe pupils who had not graduated, but who no longer went to school.⁷⁴

Forty young people from the American Indian Institute, located near Wichita University, attended the Wichita Public Schools beginning in 1933. They were distributed among several schools.

The ban on social dancing in the high schools which had been in force many years was finally modified slightly by the Board of Education in 1932. Social dancing as an evening recreation at Wichita High School North again became a controversial issue in 1935. Petitions signed by 383 patrons of North wanted dancing, while the Wichita ministerial association adamantly opposed it. Both the Board and school administration held that young people should have wholesome recreation and, therefore, upheld well-chaperoned parties.⁷⁵

Students who had enthusiastically deposited money in the school approved savings account at the Guarantee State Bank during the twenties learned that the bank holding their \$100,000 deposit failed on August 6, 1930. Other depositors lost their savings, but not the children. The First National and Fourth National assumed the major portion of the debt, the Southwest National, a thousand dollars, and all paid the children in full, although it meant a temporary loss to the bankers. Alden Salser, Principal of Central Intermediate and speaker before the Retail Credit Men's Association in 1934, had this to say about dealing with children: "If you want to build confidence in your business, don't take advantage of a child merely because he is small and can be duped. Children do not forget." Salser thought sentiment had ruled the bankers' decision, but "it had

far-reaching effects. Had the children lost their deposits, 20,000 citizens of Wichita would always have had a mistrust of banks. Now they feel confidence in the banks . . . ”⁷⁶

Janitors often served as unofficial safety patrols for school children during street crossing times morning, noon and afternoon. Parent-Teachers Association safety committees encouraged the establishment of regular safety patrols in 1928, with Lowell School serving as a safety demonstration school during summer 1928. The Board of Education authorized \$100 to be spent on the project after Superintendent L. W. Mayberry and Police Chief O. W. Wilson shared ideas regarding the duties, hazards, and benefits of the patrol. The first schools using Junior Traffic Patrols, in addition to Lowell, were Ingalls and Carleton. Each school had five to seven boys on the squad, all chosen for their scholarship and dependability. Their first uniform consisted of a red “overseas” cap and each carried a large red flag. A city ordinance required that JTP use red flags to stop traffic, and that drivers come to a dead stop. Failure to do so meant a fifty dollar fine.⁷⁷

By 1931, Sergeant Howard Hoyt of the Police Department had organized patrols at twenty schools employing three hundred boys. Green flags with white crosses had been adopted out of deference to the Daughters of the American Revolution who protested that a red flag suggested Communism. Green and white flags were later replaced with red and white signs.⁷⁸

Adult Education

Since its inception, adult education as an adjunct of the public school program had served the academic, vocational and sometimes recreational needs and wishes of persons over sixteen. Administrators, superintendents and school boards had often been unwilling to support an adult education program, believing that children came first, and that the public schools could not afford to educate adults, too. Courses carried no credit, although requests had been made for accreditation. The requests were honored to the extent that students could validate high school courses by taking examinations prepared by high school departmental heads.⁷⁹

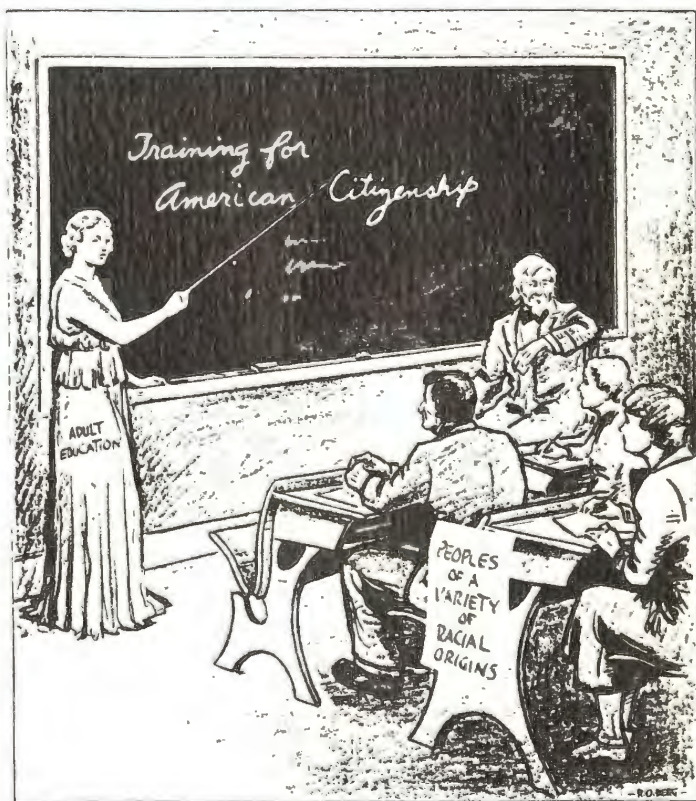
While the local school district offered adult programs mostly on demand, the federal government had encouraged adult education in public secondary schools through grants to local districts. The federal government, which had met vocational demands in the twenties, expanded to provide leisure time activities for adults during the depression years. From 1933 through 1939, several hundred adults, who were either on relief or unemployed, were hired with funds from the Civilian Works Administration (CWA), the Public Works Administration (PWA) and the Works Progress Administration (WPA) to conduct classes in weaving,

music or sewing, to give practical instructions to girls and women in domestic service, to aid adults to correct stammering and learn lip reading, to teach the blind to learn Braille.

The Wichita public schools benefited from the Forum Project made possible by \$21,011 from the WPA in 1937. Representatives from thirty-three organizations, including the American Legion, American Association of University Women, Council of Churches, Chamber of Commerce, Junior League, Rotary and Kiwanis, City Teachers Association, YMCA and YWCA, Salvation Army, plus a number of prominent citizens in the community comprised the Wichita Public Forum Advisory Committee which aided the public schools in the formulation of this program. Forums were scheduled to meet fortnightly from September to February in thirty buildings in Wichita and surrounding communities. Superintendent L. W. Mayberry, project administrator, and the Wichita Board of Education directed the program in cooperation with the United States Office of Education.⁸⁰



A child of the 1930s



Cartoon courtesy of the *American School Board Journal*

United States Commissioner of Education, John W. Studebaker, who developed the Public Forum project, visited Wichita in October 1936. When asked why Wichita had been chosen to hold public forums, he replied: "I selected Wichita because I know you have an up-to-date school system here and you have in L. W. Mayberry an able superinten-

dent . . . After I had obtained a grant of money sufficient to establish ten public forums in the United States, I next selected cities where I knew the school authorities were of the caliber that could manage such a forum. He found the Wichita forums and others successful and hoped to enlarge the program in the coming years.⁸¹

The Forum provided a means for study and open discussion of current social, economic and political questions. Of increasing concern during the late thirties was the survival of a democratic, constitutional government. Concerned educators pointed to Fascist and Communist authoritarian governments which offered "security" to a citizenry rendered temporarily helpless by the economic depression and problems emanating from international conflicts. In the United States, adult civic education through programs such as that of the Forum, attempted to revitalize democratic beliefs and practices.

Parent-Teacher Association in the 1930s

Wichita had thirty-nine Parent-Teacher Associations—one in each school, excepting three schools for black children, where no PTA's had been organized. These local units arranged summer roundups, a program of physical examination of pre-school children with the purpose of detecting defects in children and having parents correct them before the child entered school. The PTA also furnished milk for undernourished children unable to afford it themselves. The state magazine, *The Kansas Parent Teacher*, was published almost entirely by Wichita PTA women.⁸²

PTA mothers who enjoyed singing organized the Wichita Mother singers in September 1930. Wearing long pale blue dresses with full skirts made in colonial design, the Mothersingers sang at two National PTA Conventions, one in Denver in 1931 and another at Hot Springs, Arkansas. In 1936 the city-wide group disbanded and Mothersinger groups were organized in each school. In 1942, they again formed a city-wide group.

Wichita PTA took credit for initiating "Patrol Boys" at school crossings. Otherwise, supporting libraries and health projects, making audio-visual acquisitions, promoting general welfare, legislation and study groups were major priorities of the PTA groups in Wichita.⁸³

For the first time in Wichita public schools history, the federal government supplied the schools with substantial amounts of funds, mostly for supplemental programs. Neither administrators in Wichita nor the Board of Education expressed any serious concern about federal interference in the local system. Perhaps the aid was not sufficient to warrant such fears. More than likely supervisors reacted somewhat as

Strong Hinman who related that he had dreams of developing a community education program since the 1920s but had not been able to obtain financial support for it. One day, early in 1934, a man from the education bureau in Washington, D.C. walked into Hinman's office and told Hinman that he had heard of Wichita's outstanding program in health and physical education. He asked if Wichita would be willing to develop a community recreation program if the federal government gave them funds for it. Hinman rose, took the man into Superintendent Mayberry's office and announced, "I found Santa Claus!"



Wichita in War and Peace

Although the late 1930s official national policy stated that the United States intended to remain neutral regarding the European and Asian hostilities, educators, aware of the growing menace of totalitarianism to democracy, had intensified ideological instruction in the classroom, emphasizing the value of democracy.

In Wichita, industrial activity increased. Local aircraft industries had survived the depression and anticipated increased production, if not openly for war, at least for business and private use. As it became evident that the United States must aid England and its allies to defend themselves from conquest by Nazi Germany, the United States, through military contracts, converted commercial aircraft plants to nearly full-time military production. Until 1940 the Stearman Plant limited its

production to Kaydet primary trainers. In June 1941, construction began on the huge 2,846,186 square foot Plant II designed for manufacturing the Boeing B-29 Superfortress. Ownership of the big plant changed from Stearman to Boeing Airplane Company in September 1941. By the war's end 8,584 PT-13 and PT-17 Kaydet Trainers and 1,644 Superfortresses had been delivered to the government for use in World War II. During the war, employment at Boeing rose from 1,033 in 1940 to 29,402 in January 1944, then dropped by the end of the decade to 8,888.¹

Beech had many orders for its commercial Beechcraft Model 18 in 1941, but late that year Walter Beech ordered commercial production suspended and converted the plane to military use, producing in all, 7,415 Beechcrafts for the armed services. Employment increased from 2,000 in 1940 to a peak of 14,100 in 1945.²

Cessna Aircraft was building a twin-engine aircraft called the Model T-50 Bobcat, intended for the commercial market, but easily adapted it to a trainer for both the United States and Canadian armed forces, producing over 5,359 by the end of the war.³ The Coleman Company manufactured the Coleman GI gasoline stoves. Other Wichita firms profited from the war, either directly with military contracts, subcontracts, or by providing necessities to the local population.

A year before the Pearl Harbor attack, Shelby C. Davis wrote in *Current History* magazine about the "\$62,000,000 tornado in a town of 120,000—more national defense contracts per capita than any other established inland community in the United States." The Wichita boom was underway in winter 1940-1941, streets and sidewalks were crowded, traffic snarled, rents and crime rising. When war came to Europe in September 1939, only 1,500 men were employed in Wichita's airplane factories. By December 1940, over 5,000 men worked in the plants, with expectations of another 10,000 within a year.⁴

Writer Davis paid tribute to the triumvirate of early aviation pioneers—Clyde Cessna, Lloyd Stearman and Walter Beech. At the same time he praised another triumvirate, one which had also worked together for nearly a quarter of a century—Wichita educators J.C. Woodin, L.W. Brooks and L.W. Mayberry. In April 1939, when officials of the three airplane factories went to Woodin, director of the public school industrial education department, telling him they needed more skilled airplane mechanics, Woodin, whose motto was "You can make things happen," enthusiastically complied. During the summer of 1939 the public school vocational-industrial shops were open all week, eight hours a day, with supplemental night work. By late 1940, the training school at East worked on a 24-hour basis, three shifts of seven-and-a-half hours each.⁵

Wichita ranked beside San Diego, California as one of the "hottest" defense boom cities in the United States and was termed by the federal government "one of America's great new aircraft manufacturing centers." Between August 1940 and September 1941, employment in

Wichita aircraft plants increased 167.7 percent. Twenty-three thousand persons moved to Wichita within one year, equal to twenty percent of Wichita's population in 1940. The majority, fifty-four percent, came from rural areas of Kansas, eighteen percent from Oklahoma, nine percent from Missouri, and three percent from Iowa. Most were young, with the average age of 24.9 years, and about half without families in Wichita. Half of the migrants went into aircraft manufacturing.⁶

The Kansas military, too, prepared for war. On December 23, 1940, the 35th Division was called to active duty. Its roster included 4,800 members of the National Guard. Aware of troops stationed in the National Guard Armory, 151 North Waco, and the local industries tooling up for greater production, Wichitans were excited about their role in aiding England and France against Germany. Children wore "Bound to Win" buttons pinned to their shirts.⁷ Wichita population rose from 116,993 in 1940 to approximately 227,000 during the war years, then dropped back to 168,279 to close out the decade.

Defense Housing

When the federal government announced in April 1941, they intended to build four hundred units for a national defense housing project (Hilltop Manor) adjacent to Wichita, schools on the southeast side near Hilltop Manor were already filled to capacity. Before any new school buildings could be constructed and before the city annexed Hilltop Manor, the Board allowed students living there to attend various schools in the Wichita district. When the village became part of the city, fourteen percent of the rent received from residents of Hilltop Manor was allocated to the city to provide school facilities, police protection and other city services. The Wichita school district received approximately \$6,720 of these rental funds in lieu of taxes.⁸

Hilltop Manor was only the first of four major defense housing projects—the other three were Beechwood with five hundred housing units, Wichita Trailer Park (near Veterans' Hospital) with three hundred eighteen trailers, and Planeview with 4,382 units. At first, the Wichita school district expected to provide education for all (an estimated three thousand) school-age children in all the units.⁹ The Wichita Board of Education was not burdened with the problem because neither Planeview, near Boeing, nor Beechwood was attached to the Wichita district during the war. Planeview organized as a common school district, working in cooperation with an elected school board and the Sedgwick County Superintendent of Instruction. The first Planeview schools opened on March 1, 1943. Eleven months later Planeview had more than 2,000 elementary pupils and 1,050 high school students. One elementary had 1,175 pupils, making it the largest elementary school in Kansas. Superintendent of the Planeview-Beechwood school district was Frank K. Reid, formerly with the Wichita Public Schools. Included in Reid's

staff were Strong Hinman, recreation director and assistant superintendent, C. F. Colvin, high school principal, Mona Page, Louis C. Ammon and Maurice E. Cook, principals of the elementaries. According to the *Kansas Teacher*, April 1944, teacher and citizen morale ran extremely high in this "boom" community of Planeview.

Federal Funds Aid Wichita Schools

World War II brought difficult financial problems for the Wichita Board of Education. School budget planners never anticipated the emergency defense training program in 1940-1941 nor that in 1941-1942 Wichita's student enrollment would increase by two thousand. Required by law to operate on a cash basis and working with a budget planned before there was an emergency, the Board had to appeal for extra funds from the State Tax Commission or the federal government to obtain money for additional space, teachers and materials. The federal government provided most of the emergency funds for Wichita public schools.

To aid local communities to finance defense training programs using public school buildings and their personnel, the 77th Congress appropriated \$116,122,000 (Public Law 146) to the United States Office of Education. Of this amount, \$52,400,000 was scheduled for vocational courses of less than college level, and \$20,000,000 toward the purchase of equipment to carry on defense training courses. To meet community needs of increased population in defense areas, the 77th Congress appropriated \$150,000,000 under the Lanham Act (Public Law 137). Throughout the war the federal government continued to grant funds for vocational defense training in secondary schools, for school lunches, for educational facilities in defense work areas, for recreation programs, and for child care.¹⁰

Those who resisted federal aid because they feared federal dictation worried less about that aspect toward the end of the war. The National Council of Chief State Officers, at a meeting in December 1944, announced its "unalterable determination to press with renewed vigor for the enactment of . . . proposed legislation which would provide Federal financial aid to the public schools of the Nation with adequate safeguards to preserve the local control, supervision, and administration of public education." If the nation had the right to reach into the most poverty stricken and remote areas of the United States to draft men to fight for democratic ideas, it should, they said, find a way to dedicate part of its resources to the education of every child so that the child has the opportunity to develop intelligence, skill, and talents to make him fit to serve democracy in time of peace.¹¹

Kansas State Teachers Association held the following position on federal support for education: "Since for years the federal government has provided funds for public education, we believe the federal govern-

ment should and will continue to appropriate money for schools. If and when additional funds are allocated for education in Kansas, the KSTA will continue to work for their allocation and distribution by and through agencies of the state of Kansas. If at any time a bill in congress proposes to control the schools of Kansas, the Kansas State Teachers Association will be the first organization to fight that bill to the last ditch."¹² Wichita recorded only 1.4 percent federal aid in 1949-1950, the state provided close to 19 percent, and county and city taxes supplied the remaining 80 percent.

School Construction in the 1940s

After fifty years of constant use, the original buildings at Irving Kellogg and Franklin showed signs of aging, some called it dangerous deterioration. When J. C. Hoehle inspected the Franklin school in April 1940, he admitted that the floor sagged in one room, the building vibrated occasionally, and the wooden window frames had rotted a bit, but other than that, he pronounced the structure sound and safe to occupy. Wichita city building inspectors, Eugene Smith and W. H. Vandenberg, reached the same conclusions.¹³ The Franklin patrons heard other opinions. An unsigned communication prepared for the Franklin Parent-Teachers Association called the old building a fire trap, unhealthy and far from meeting modern school building standards. As for vibrations, a PTA group felt compelled to walk "out on a speaker because of sudden vibratory movements of the room. (Not ghosts)."¹⁴ Franklin, as well as Irving and Kellogg, were replaced by new schools on the same sites in 1941 and 1942.

Wichita schools depended on federal grants and allocations during the early war years to provide money for additions to existing buildings, such as Willard and Woodland schools, and for the construction of Jefferson Elementary at the intersection of Orme and Pershing for Hilltop Manor children. The Wichita school board had received government funds under the Lanham Act amounting to \$172,436 to build the twelve-classroom Jefferson school near Hilltop Manor in 1941. The property which belonged to the school board was deeded to the government for \$1.00. The Twentieth Century Club of Wichita, suggested that the new school be named in honor of L. W. Mayberry in recognition of his many years in the public schools. The request could not be honored because the new school was a federal project, which under the terms of its total financing by the federal government could not be named after a living person.¹⁵ Instead, the Board chose the name Thomas Jefferson.

The Wichita Board of Education applied to the federal government for ownership of Jefferson school in January 1943, requesting the deed to the property and its improvements for the sum of \$1.00. According to board members, an oral agreement made earlier with the federal government

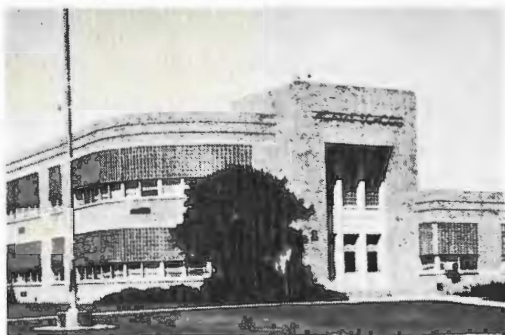
allowed Jefferson school to revert to the Wichita district with a simple exchange of the deed. The Federal Works Agency was not so generous, answering their request as follows: "You are informed that the bid was rejected. If the school board desires to increase its bid to an amount commensurate with the value to the district now or the value at a future indeterminate date . . . we shall be pleased to consider a proposal." The Board then offered \$25,000 for the property. The Federal Works Agency insisted on no less than \$65,000. The Board agreed to the price.¹⁶

Throughout the 1940s the school board had to use houses, church property and portables for emergency classroom space. If they couldn't provide room in or near the neighborhood school, they arranged bus transportation with the City Bus Company, or expected the children to use regular city buses to transport themselves to assigned schools. If none of the alternatives were available, double shifts (quadruple for kindergarten) handled the overcrowding. Longfellow, Adams, and Willard schools had one group of pupils attending school from 7:45 A.M. to 12:15 P.M., and another group from 12:30 P.M. until 5:00 P.M. Six classes of pupils at Gardiner were transported to Harry Street School daily; three Hyde classes met at Grace Presbyterian church. The Board built a temporary school of concrete blocks costing \$6,000 at 1007 North Oliver in 1944 and another on the south side, Chisholm, in 1948.¹⁷

After the war, supplies for new buildings became much more difficult to obtain than they had been in five decades according to the *American School Board Journal*, January 1947. Labor was less efficient and scarce, contract prices soared. The service department for the Wichita schools as well as construction people reported in February 6, 1937, that "during the past five years, the maintenance program has been severely curtailed due to a shortage of labor and material."¹⁸

Plans for Adams, the first and the most expensive of the new elementaries built after the war, were featured in the April 1947 issue of the *American School Board Journal*. Wade C. Fowler described its arrangement as conforming to the flexible demands of modern elementary education. Rounded corners with glass brick gave it a modernistic appearance and abundant light. The Adams design remained on the drawing board in 1947 while residential housing mushroomed around the old Adams school where students squeezed into inadequate classrooms. Parents, angry over the Wichita school board's delay of the proposed larger Adams, held neighborhood meetings. By the time construction began for the much-needed elementary, costs had escalated by nearly one hundred percent. The building was completed in 1948. It cost \$383,000 and accommodated 430 students.¹⁹

Because enrollment increased so rapidly in the late 1940s, costs exorbitant, and long term needs of the community uncertain, the special building committee in 1948 advised architects, Forsblom and Parks, to draw plans for "as economical a building as possible." The concrete block



Adams Elementary School, 1002 North Oliver. Completed in 1948. Wichita's most expensive public school building constructed in the 1940s.



Greiffenstein Elementary School, 2700 South Washington. Completed in 1949. At the cost of \$6.36 per square foot, it was one of Wichita's economy school buildings.

building at Green and Osie, Chisholm Elementary, cost \$52,600 (\$7.88 per square foot) and housed 150 students. Another concrete block elementary school, Greiffenstein, costing \$71,836 (\$6.36 per square foot), was built on the south side where "boom" building took place.²⁰

Problems of overcrowding, supply shortages, and uncertainties concerning school locations, were not unique to Wichita. The *American School Board Journal*, February 1948, issue had this to say: "Local school boards are struggling with a record impact of problems—budgets reaching an all-time high, delayed building programs, shifts of population to the fringes of cities resulting in empty desks in mid-town schools and double-class sessions in the new peripheral communities, an exodus of teachers lured away by the better pay in outside jobs, and top enrollments at all levels."

Cafeterias Receive Federal Aid

More than ten thousand Kansas school children, needy or not, received free or low cost nutritional lunches at school through the Works Progress Administration (WPA) Professional and Service Division School Lunch Project. Commodity foods given to the schools in 1941 enabled a pupil to buy for ten cents a lunch that otherwise cost fifteen to twenty cents. In fall 1941, a plate lunch program to be carried out in connection with the WPA and the Surplus Commodities Corporation was adopted for all intermediate schools having cafeterias, except Roosevelt, which shared a cafeteria with East High School. The lunch program permitted underprivileged children to purchase lunch tickets from free-of-charge to twelve cents. In all lunch programs students were admonished to order only what they would eat: Each student "is supposed to clean his plate and help win the war." Rationing limited the variety of foods, but quantities were ample.²¹

Louise Lawrence, graduate of Wichita schools and the College of Em-

poria in 1931, started as cashier at North High School, served as assistant manager of the cafeteria at East, became manager at North and, in 1942, became director of cafeterias for the Wichita district. "Responsible to the board of education only for the establishment of policy, the initial outfitting of equipment and the approval of food bids, the cafeteria system, otherwise, is autonomous and self-sustaining," Miss Lawrence explained.²²

Board of Education—Discord Prevailed

The Wichita Board of Education underwent major, albeit temporary, reorganization in 1946, when it abolished standing committees and adopted the unit plan of organization. The term unit meant that the Board centered responsibility for the execution of its policies in a single executive officer. A survey of twenty-three cities with populations between 200,000 and 400,000 revealed that seventeen were using the unit system. According to the September 1941, *American School Board Journal*, school surveys in years immediately preceding 1941, reported school boards giving initiative in all professional matters to the superintendent and routing business affairs through his office. School boards had come to emphasize their policy-making function.²³

Wichita waited until September 3, 1946, to adopt the unit plan. Ever since its organization in 1872, the Wichita Board of Education had standing committees which attended to the business of the school district. Occasionally, board members questioned the efficiency of administration through standing committees, but never seriously considered changing the policy until 1946 when Paul Kitch (1945 - 1949) and other members spoke in opposition to the power of committees, arguing that matters should be considered first by the entire Board. Part of the by-laws of the Wichita Board regarding revision in organization adopted October 14, 1946, were as follows:

Section X

No standing committees shall be appointed. Special committees may be appointed at such times and for such purposes as may be authorized from time to time by the Board, provided that the authority of such special committees shall not extend past the next regular meeting after the meeting at which said committee is appointed without the approval of a majority of the Board.

Section XIV

. . . The superintendent shall be responsible for the administration of all the affairs of the Board. He shall see that all school laws and regulations are enforced. He shall appoint and remove all heads of departments and all subordinate officers and employees.

As long as Paul Kitch, Dr. J. A. Bogue and Jeanne Naugle remained on the Board, they drew enough support from other members to maintain the unit system. When the newly-elected board members assumed office

in August 1949, they combined with others to quickly reinstate standing committees. According to the revised by-laws adopted September 6, 1949, standing committees were to have "recommendatory powers only." Appointment of standing committees in no way relieved the administrative staff, including the superintendent, of any of their duties. Powers of the standing committees were as follows:

1. The Ways and Means Committee shall have charge of all matters relating to obtaining of funds, whether from tax levies, bond issues, or other sources. It shall counsel and advise with the Administrative Staff in the preparation of the budget, and on all other fiscal matters.
2. The Buildings and Grounds Committee shall have charge of all matters relating to the maintenance of buildings and grounds and fixed equipment. It shall counsel and advise with the Administrative staff, especially the Superintendent of Buildings and Grounds, with respect to the maintenance and repair of school property. It shall recommend architects and procure plans, sketches and estimates for new buildings, additions and repairs when so directed by the Board.
3. The Personnel Committee shall have charge of all matters relating to the personnel of the school system, including the administrative, instructional and maintenance staffs. It shall counsel and advise with the Administrative Staff, especially the Superintendent, with respect to the employment, salaries, assignments and discipline of all personnel.
4. The Supplies Committee shall have charge of all matters relating to the purchase of supplies and equipment used in the schools for instructional, maintenance or administrative purpose. It shall counsel and advise with the Administrative Staff, especially the Secretary, with respect to the purchase of such supplies.

Factionalism caused bitter arguments during the postwar years. First of the disagreements began when the new Board took office in August 1945 and prepared to select an attorney. Part of the Board wanted to retain Otto Souders, while new member Paul Kitch thought that Souders had been there long enough and recommended William A. Kahrs. The *Evening Eagle*, August 7, 1945, reported the skirmish: "Influence of old guard members which, it is asserted, had dominated Wichita's school board for the last two decades of its seventy-four years, was shattered Monday when factions tangled over the appointment of a board's attorney." The *Eagle* listed E. E. Baird, Ina M. Mueller, Dr. H. Claude Holmes and John Bryant as the old guard; Kitch, Lloyd Ferrell, Oscar Blase, J. Ward Gates, Jeanne Naugle and Dr. J. A. Bogue as "insurgents." Of these, Oscar Blase, Jeanne Naugle, J. A. Bogue, Paul Kitch and J. Ward Gates were new members. (Fred Cochran and Dale Critser were not at the opening meeting in August when the Board reorganized.) Not until January 28, 1946, was the Board able to agree on an attorney, a compromise candidate and World War II veteran George Stallwitz.²⁴

Throughout his term of office, Paul Kitch kept the members alert over many issues; he tried unsuccessfully to reduce the number of board members from twelve to seven or six; he actively opposed legislation he thought detrimental to Wichita schools, such as, direct taxation without benefits; and he supported favorable educational legislation in Topeka,

particularly the teacher-employees supplemental annuity plan.²⁶

Kitch, however, overstepped proper bounds in 1949, bringing upon himself the reproach of Wichita citizens with his caustic comments on what he considered ineffective and inefficient administrative procedures of Superintendent Wade Fowler. Kitch's attacks coincided with his reelection campaign for another term on the school board. Because of the issues and personalities involved, no election in Wichita school history was more explosive than that in 1949. (The election and the dispute between Kitch and Superintendent Fowler is reviewed under "Three Superintendents.")

Administrative Office Moved

The Wichita Board of Education relocated its twelve-room office suite soon after it and other tenants received orders from the federal government to move out of the York Rite Building to make room for federal offices. The Board considered several downtown offices before deciding to remodel the third floor of Carleton Elementary School at 428 South Broadway. On September 3, 1946, Carleton officially became the Administration Building for the Wichita Board of Education. Later, Paul Kitch, board president brought up the subject of disposal of the Administration Building at 428 South Broadway in order to raise funds to build a new administration building on the Roosevelt School campus. Architects Schmidt, McVay and Peddie prepared a floor plan for a new administration building and estimated that an adequate one would cost about \$240,000. While a board decision was pending on the future of an administration building, Dr. Fowler relocated his office from the second to the first floor, additional office space was made available in the basement and more adequate conference rooms on second.²⁶ The Board decided against building new administration offices.

Three Superintendents

After serving thirty-one years as Superintendent of Wichita Public Schools, L. W. Mayberry retired. Mayberry came to Wichita in 1912 when Henry Allen was building the Wichita Beacon Building. Mayberry remembered that William Allen White, Emporia publisher and author, called the new structure "a ten story building in a three-story town." Wichita could not be called a "three-story town" when Mayberry retired. Many changes had taken place between 1912 and August 1, 1943; the population had quadrupled to nearly 200,000; public school enrollment increased from 9,000 to 23,000.²⁷ The Board of Education paid Mayberry the following sentimental tribute on August 2, 1943:

The people of the City of Wichita, Kansas, have been for many years, justly proud of their schools and the school system as here established. Other cities have been interested in the manner in which our schools have functioned and the lack of friction along educational lines that Wichita has enjoyed. The members of the Board of Education of Wichita realized that



Lawrence W. Mayberry, Superintendent of the Wichita Public Schools, 1912-1943



Dr. Wade C. Fowler, Superintendent of the Wichita Public Schools, 1945-1958

a large share of that efficiency and high standard of operation is due to the fact that L. W. Mayberry, as Superintendent, has commanded the respect of his teaching staff and has had the confidence and cooperation of the various Boards of Education with whom he has worked, and that the people have been satisfied with the sane, progressive and outstanding administration of the schools for their children.

It is, therefore, with great regret that this Board of Education realizes it must permit the retirement of so faithful a public servant, benefactor and inspirational leader. The Board realizes that during the thirty-one years of the superintendency of Mr. L.W. Mayberry, practically every school building now in use in the City has been built or rebuilt, that the teaching force has grown from a few teachers to over 700; that the Intermediate School system was adopted; that the high schools have grown from a graduating class of about 100 to over 1200; that the population of the City has grown from about 40,000 to about 200,000 people and that all of the problems raised by those conditions have been solved with satisfaction to the educational forces of the City and without undue burden to the taxpayer. All of these matters have called for sane leadership, for careful planning and for long distance foresight. We recall the strategic location of buildings in portions of the town that were growing; the insistence on equal facilities for every section of town regardless of surrounding values; the American idealism and missionary spirit that have demanded equal opportunities for each child to have a reasonable chance for and advance toward the chosen type of work that child desired. We also recall the easy approach to the Superintendent; his interest in the individual child and parent; his civic spirit; his church activities; his recognition of all welfare activities; his concern over the morals of the students and his entire consecration to his task of leadership for the forces of education, Americanism, physical development and honesty of purpose. It is, therefore, a pleasure to express to Dr. Lawrence W. Mayberry our congratulations on his splendid service to this community and its citizens, our thanks for his devotion and for the results he has secured and at the same time to regret his retirement from public service and from active leadership in our community.

The *American School Board Journal*, March 1943, paid him a brief but generous tribute: Wichita, under Mayberry, had "one of the most excellent school systems in the Southwest."

Robert C. Foulston, attorney and vice-president of the Wichita

Chamber of Commerce, offered more candid remarks about Mayberry:

I have heard citizens say that the superintendent was dictatorial and czaristic, but no one, however mad, to my knowledge, has ever hinted at insincerity or lack of integrity, or with having done anything but his conscientious duty I have heard him called a politician, and this is not without supporting data, but the fact is that through all of the meanderings and ups and downs of the varied political experiences of this community, this man continued to be superintendent of our schools. None of his critics ever successfully challenged his position, and as yet no accuser has ever intimated at corruption, unfairness, or that he was motivated by any thought other than to benefit our system of public education I think majorities mean little to him and that he knows that numbers do not necessarily denote right. I think no error could be old enough, popular, plausible or profitable enough to bribe his judgment or still his conscience He has kept his word, fulfilling his contracts, He is honest.²⁸

The final candidate for the superintendency, Leonard Benjamin Wheat, forty-one years old, was chosen from among two dozen candidates to serve as assistant superintendent under Mayberry, then upon the latter's retirement become superintendent for a two-year term beginning August 1, 1943. Wheat received his A.B. degree from Northwestern University and Doctor of Educational Philosophy from Teachers College, Columbia University. Prior to coming to Wichita he served as superintendent of the township high school and junior college at Joliet, Illinois.²⁹

Wheat praised Wichita for its high percentage of teachers with bachelor's and master's degrees and for the platoon system. On the other hand, he saw many areas needing improvement. He called for upgrading of instruction through curriculum workshops, establishment of room libraries in all classrooms, development of guidance services, and expansion of nursery school facilities. He also advocated reducing the school board size from twelve to six members, abolishing standing administrative committees, and adoption of unit organization of administration. The school board, he said, should execute its policies through the superintendent and his co-workers.³⁰

Leonard Wheat's disagreements with board members on many matters of policy, both personal and academic, ended his affiliation in Wichita within a year and a half after he came. He announced his resignation at a special meeting called on Saturday evening, July 7, 1944: "For several months I have been slowly inclining toward a decision which should be made now. I wish to resign from my responsibilities as superintendent of schools in Wichita . . ." The Board unanimously accepted the resignation and relieved him of his duties August 18, 1944. Wheat reportedly had "no animosity or rancor toward" the Board of Education. The differences between them, he pointed out, could not be reconciled.³¹

Dr. Wade C. Fowler, superintendent of schools at Jefferson City, Missouri since 1941, was elected superintendent of the Wichita schools as of August 1, 1945. He had earned his Bachelor of Science in education at Warrensburg State Teachers College in Warrensburg, Missouri in 1921; and his master's (1931) and doctorate (1938) in education from Columbia

University.³²

At the same time that Fowler became superintendent, Leland R. Armstrong was elected assistant superintendent in charge of business affairs and secretary-treasurer of the Board. Lawrence E. Wilbur was re-elected as assistant to the secretary-treasurer, with Marjorie Seevers as his secretary. When Leland Armstrong resigned August 1, 1947, to begin work on a doctorate degree, Fowler recommended that L. E. Wilbur be named secretary-treasurer and placed in charge of the business office. Fowler also requested time for an administrative reorganization to lighten what had been a "very heavy load on the superintendent."³³

Immediately after Mayberry's retirement in 1943, old practices were discontinued and new ones introduced. First to go were classroom visits by the superintendent, a required duty since 1870. Mayberry had visited every classroom to personally evaluate every teacher. Usually, teachers never knew when Mayberry would walk into their classes, take a seat and begin taking notes on the conduct of the class. Teachers found this experience most distracting. At one school, teachers devised an early warning system whereby the one who saw Mayberry coming up the walk sent a student with a book to the adjacent classroom; she, in turn, sent one of her students with the same book to deliver to the next room, and so on until all were notified. It, at least gave them five minutes notice to gain composure. After 1943, the new superintendent gave more time and attention to other duties while building principals visited classrooms.

Major changes in the superintendent's responsibilities took place when standing committees were abolished in 1946. Then, the superintendent was designated chief executive officer having complete administrative responsibility for directing operation of the various divisions. New duties included responsibility for the formulation of school policies, plans, and programs for consideration by the Board of Education; assistance in the development of the annual budget preparatory to its consideration by the Board of Education; and administration of the budget as approved by the Board in accordance with the legal requirements and adopted policies, schedules, and procedures established by the Board.³⁴

Superintendent Fowler worked reasonably well with the Board of Education through 1946, 1947, and 1948. During this time, though several board members became increasingly dissatisfied with his administrative performance and had so advised Dr. Fowler beginning in spring 1948. They praised Fowler for his professionalism as an educator and for his excellent community relations, but dissidents wanted a more progressive leader. Several members of the Board of Education officially launched the attack on Wade Fowler in an executive session on January 3, 1949. According to the newspaper reports, anywhere from nine to all of the twelve-member Board agreed informally to discontinue Dr. Fowler's services at the close of his contract in June 1949. Board members disclosed they had already begun to canvass the nation for an educator, one

preferably in his late thirties or early forties to assume leadership of Wichita schools. "Forward-looking, aggressive leadership and an affirmative program were prime requisites for a superintendent," they said.³⁵ The superintendent had been informed of the Board's unofficial decision by Paul Kitch, president, and Kenneth Brasted who urged Fowler to voluntarily remove himself. Fowler had no intentions of resigning and fought to keep the \$9,600 post.

The Wichita Public School teachers rallied to his support. The sixty-member executive board of the Wichita City Teachers Association published this statement in the *Eagle*, January 18, 1949: "The members of the executive board of the Wichita City Teachers Association sent a unanimous vote of confidence to Dr. Wade C. Fowler after an hour meeting this afternoon." The association represented nearly all of the eight hundred teachers in the city.

Wichita's school problem drew criticism from the Kansas State Teachers Association delegate assembly meeting. They asserted that "the proper education of children is extremely difficult when a large board of education becomes divided in developing policy and evaluating services of personnel."³⁶

Fellow superintendents opposed the attempt to dismiss Fowler. A resolution adopted by more than seventy-five Kansas school superintendents meeting at Kellogg school as part of a three-day session of the Kansas State Teachers Association council of administration stated: "A cleavage between the Wichita board of education and a superintendent of Dr. Fowler's caliber, is in our opinion, detrimental to the welfare of public education in Wichita and the state of Kansas." They asked the Board to reconcile any temporary differences of opinion with the superintendent.³⁷

On February 6, 1949, more than 250 teachers, parents, observers from civic organizations and other interested individuals filled the small school board room at 428 South Broadway or stood in the halls to hear two hours of bitter and frank debate on the superintendent. Board member Lloyd B. Ferrell charged Dr. Fowler with inability to administer "the teacher problem" and "failure to present an affirmative building program." Paul Kitch added that Dr. Fowler had been wholly lacking in "making specific recommendations." Furthermore, "the administration had completely failed to carry on the functions of this system."³⁸

"My shortcomings as a school administrator probably are more painfully evident to me than they are to any of my critics," Fowler responded. "However, it is hardly fair to judge administration simply in terms of abstract ideals What did we begin with four years ago? In what direction have we traveled? Is the progress sound and satisfactory? If this were a time for bitterness, I could be bitter because I have been deeply hurt. If it were a time for bickering, name calling and excuse making, I

have some material that I could use in such a process . . . my first obligation (is) to use my best judgment in trying to strengthen and to improve the educational program for the youth of this city.”³⁹

After considerable discussion at the meeting, E. E. Baird moved that the Board re-elect Dr. Wade C. Fowler as superintendent of schools for a period of two years. Baird, Blase, Bryant, Gates, Holmes and Mueller voted in favor. Bogue, Brasted, Ferrell, Kitch and Naugle voted against. Motion lost.* The school board was deadlocked, leaving the decision to reelect Fowler dependent on the outcome of the April election of candidates for the Board of Education. Tension increased as the election neared. On Monday, March 7, 1949, one hundred fifty persons crowded into the board room to hear Wade Fowler read a forty - minute statement defending his record and that of the Wichita schools. He answered a series of charges which had been lodged against his performance as superintendent and against the quality of the school system. Upon completion of the statement, Dr. J. A. Bogue asked: “Don’t you think when the superintendent loses the confidence of the board, his usefulness to the community ceases?”

“That depends upon the quality of the board!” snapped Dr. Fowler. “It also depends upon what board members have in mind trying to fire him. Never before have I gone through such a humiliating experience as I have faced in the past sixty days,” Fowler’s voice trembled with emotion. “I have been treated very shabbily. My colleagues over the state and the nation don’t think I have been treated fairly.”⁴⁰

Dr. Bogue then lectured Fowler, reading from an article submitted by the American Association of School Administrators to the *American School Board Journal* on school board procedure stressing that when a board decided to change a superintendent, it is to proceed in a kind and orderly manner with a minimum of frictional feeling. Fowler agreed, but answered that the Board had not followed that advice. “We won’t debate the issue here,” Paul Kitch insisted, attempting to end the discussion, but the issue was discussed until John Bryant called for the floor. “Mr. Chairman,” he boomed and a nervous hush fell over the room. “I move we adjourn.”⁴¹

The Wichita Council of Churches favored Superintendent Fowler (Fowler was a member of the First Methodist Church) and backed candidate Gordon Jones, three-time president of the Council of Churches and once president of the Kansas Conference of Christians and Jews. Jones ran to support Fowler and oppose “Kitchism” and also to keep the week-day church school (sponsored by the Wichita Council of Churches) in operation. Jones was fortunate to have the support of *Eagle* reporter, L. Silverman.⁴²

The acrimonious campaign ended at the primary election held March 22, 1949. Paul Kitch expected to be re-elected. When returns came in from the city’s 124 precincts, voters gave Fowler overwhelming approval *Needed 7 votes to win.

by electing all major candidates who had campaigned in his defense into the first six positions on a list of twelve nominees. Kitch could only capture fourteenth place, thus losing his bid for re-election. Election results were as follows:

" . . . Gordon N. Jones, 9,138; Wilbur W. Anderson, 6,487; Mrs. Edra Weathers, 6,125; John E. Boyer, 5,935; William W. Tilma, 5,887; M. W. Whitelaw, 5,201; Dr. J. A. Bogue, 4,643; Dr. James W. Shaw, 4,446; Lloyd R. Pickrell, 4,221; Lee H. Cornell, 3,990; W. Jay Esco, 3,948; Dr. Hugh N. Sims, 3,931; Mrs. Jeanne Naugle, 3,901; Paul R. Kitch, 3,719; and Standish Hall, 3,677." After the election, at a Board of Education meeting Gordon Jones extended his hand to Kitch, intending to heal political scars. Paul Kitch refused the handshake, "I don't give a God-damn about how you feel about anything!"⁴³ A record 24,683 votes were cast (only 15,000 expected) in the April election. Wilbur Anderson, John E. Boyer, Gordon N. Jones, Dr. H.N. Sims (the Board's first black member), Mrs. Edra Weathers, and M.W. Whitelaw were elected.

On the evening of his victory, Wade Fowler placed a call to an old friend and former employee of his, Thomas D. Kelley, asking him to come to Wichita to serve as his administrative assistant. Kelley had just renewed his contract as principal in Iowa, purchased a new home, and expected to retire there. Fowler needed him; Tom Kelley agreed to come. At the meeting following the election, Thomas D. Kelley was appointed administrative assistant to the superintendent for 1949-1950. Immediate concerns included personnel and the building program. At the same meeting Arthur Harrell, forty-four years old, was appointed supervisor of instrumental music.⁴⁴ Fowler was re-elected superintendent at the August 1949, meeting when the new Board was sworn in.

For Wade Fowler, it was a pyrrhic victory. The gentle, kindly Fowler battled on unfamiliar territory. He won, but even his many friends and time could not restore his spirit nor heal the wounds brought on by months of bickering and deleterious publicity. He became wary and feared offending his administrators and the Board when the situation demanded decisive action. Fowler continued as superintendent, but leadership came from various members of his staff and from the school board.

Teaching is Patriotic

I Just Teach School

The war calls men and women
To the battlefields and such—
Some think I'd help my country
So very, very much
If I'd resign my teaching
And join the Wacs or Waves.
Of course they are essential,

The same as coal for fuel—
 But I believe in teaching, so
 I just teach school.
 Though industries are offering me
 Great sums of money, too—
 And sometimes I am tempted
 To accept a very few—
 Then I view my little pupils
 As they learn the Golden Rule—
 Yes, teaching's patriotic, so
 I just teach school.

—Velma Ruth Arasmith
 (*Kansas Teacher*, April 1944)

Mobilization for World War II revealed more than ever the unstable character of the teaching profession. One of the gravest problems in education during the war was the exodus of teachers from the schools and consequent shortage of teachers.⁴⁵ Efforts to meet this shortage of teachers were made by employing married women teachers, by engaging substitutes and less experienced teachers, by lowering professional standards and granting emergency certificates, by increasing the teaching loads of instructors who remained in their positions, and by dropping certain courses. Rising salaries and retirement benefits probably motivated many Wichita teachers, especially the older ones, to remain in the profession despite the temptations of much higher salaries in temporary positions at Boeing, Beech or Cessna. The median age of instructional staff as of June 1944, was as follows: supervisors, age 60; principals, age 50; high school teachers, age 49; intermediate teachers, age 47; and elementary teachers, age 42.



Cartoons, courtesy of the *American School Board Journal*.

City teachers had worked on a retirement plan intermittently since 1911, the year the state legislature allowed a district to develop a plan. Since 1911, only eight school districts in Kansas had established retirement systems. Because local school boards were lax or opposed to the 1911 law, as in Wichita, the Kansas State Teachers Association advocated a state-wide adoption plan. Finally, the 1941 Kansas Legislature (Senate Bill #218) passed the Kansas school retirement law which applied to all school employees not included in another retirement plan. Initially, the maximum credit was thirty years, twelve dollars per year up to thirty years, or \$360 per year. The 1941 annuity proved generally inadequate. Kansas teachers, chiefly under the leadership of the Wichita City Teachers Association, worked for improvements and obtained them in 1947 and later. By 1949, the maximum received from the state amounted to sixty dollars monthly. Wichita teachers and school board members worked with the Kansas legislature to obtain a supplemental annuity for city teachers. According to the *Wichita Eagle*, "It was Kitch, who, almost singlehanded, stumped the recent session of the state legislature for an enabling act authorizing a supplementary pension system for Wichita." The supplementary pension sponsored in the legislature by State Senator W. A. Kahrs called for contributions by the Wichita Board of Education and individual teachers (two percent of wages) to make up the difference between the \$125 and the top monthly benefits of sixty dollars payable in 1949 under the state system. The supplemental plan became effective September 1, 1949, for all certificated personnel. Teachers reaching the age of sixty-five and having taught in the Wichita schools for twenty-five years were eligible for full benefits.⁴⁶

Due to the emergencies engendered by the war, the critical shortage of teachers and the post-war baby boom, administrators had to reduce academic standards because more people were needed in the classroom. Prior to the war the Wichita district did not hire any teacher who did not have a minimum of a bachelor's degree from an accredited college. Kansas teacher certification law in 1941 required only that an elementary teacher complete a regular four year high school course with one year's normal training either during high school or in a junior college or college accredited for such purposes. Kansas did not require a baccalaureate degree for elementary teachers until 1959.⁴⁷

For the most part, particularly after the war, the Board heeded the Wichita City Teachers Association (WCTA) requests and increased salaries, sometimes far beyond the previous year's schedule. When the WCTA asked for a twenty-five percent increase in April 1946, the Board agreed to consider it and request a levy increase to provide it. This increase brought Wichita closer to the national average. Due to the efforts of Board President Paul R. Kitch and the personnel committee, Wichita city teachers were voted an additional two hundred dollars above the

regular one hundred dollar increment for the 1949-1950 year. He claimed the money was available and that this was not the time to "hold back." In the new schedule, beginning degreed teachers received \$2,500. This was \$200 above the schedule recommended for "untried teachers" in Kansas, according to Wichita Superintendent Dr. Fowler.⁴⁸

Two exceptions to the regular salary schedule existed and a third was officially introduced in the 1940s. First, special education teachers received up to two hundred dollars per year additional for working with physically handicapped or mentally retarded children. Second, salaries for teachers in certain specialized departments—athletics, vocational and industrial education—were supplemented in proportion to the skill involved, time or energy required and hazard of assignment. Supplemental pay introduced in 1944 provided a high of \$160 to head football and basketball coaches and a low of \$40 for golf, gym and intermediate intramural coaches.⁴⁹

A third exception to the regular salary schedule gave men two hundred dollars above that for women teachers of comparable education. Not all women teachers acquiesced to this inequality. The Wichita Kappa Chapter of Delta Kappa Gamma (professional educators sorority) asked the Board to take steps toward establishing a single salary schedule at the June 4, 1945, meeting. In 1948, Lucille Hildinger presented a request to the Board from the WCTA salary committee that salaries be based on training and experience, not on sex of teacher.⁵⁰ The Board of Education heard the request but had no desire to change their customary practice. Some advocated that both men and women teachers be paid initially the same amount, then an additional specific amount for each dependent, such in the same manner that the armed services had paid its personnel.

Memberships in both National Education Association and Wichita City Teachers Association continued high in Wichita. Superintendent Mayberry announced in late 1941, that "For the eighth consecutive year the Wichita public school teachers have won an honor medal for one hundred percent membership in the National Education Association." He further noted that very few cities in the United States could claim one hundred percent membership. The association office moved to the Carleton Building, 428 South Broadway, in 1943.⁵¹

The WCTA registered a variety of achievements in the 1940s. They sponsored an outstanding lecture series in 1941, featuring Dr. Richard Alfar, ex-president of Panama; Eva LeGallienne, actress; the Trapp Family Singers; and Professor Max Lerner, author, editor, and teacher. The association gave \$453.12 to support L. W. Brooks in his campaign for the state superintendency, aided teachers financially burdened by bills incurred through illness, and received an award of merit from City College, New York, for their series of radio programs "Citizens of Tomorrow." The WCTA claimed to be among the first teachers association to employ a Public Relations Coordinator when they did so in

February 1948. The appointee, Mary G. Andrews, came to Wichita from Decatur, Illinois public schools, where she was director of public relations.⁵²

Visiting Teachers

Since the first visiting teacher went to work for the Wichita Board of Education in the 1920s, the position required more training in sociological and psychological fields. The visiting teacher was no longer an attendance officer, but a trained social case worker attached to a school faculty to work with individual children who gave evidence of varying degrees of maladjustment. In ten years' time Mrs. Frances Downs, visiting teacher at High School East, remembered having bought cod liver oil by the gallon, furnishing milk, lunches and car fare, buying and repairing glasses, buying dresses, step-ins, shoes, shirts, garters and trousers, and employing students on special tasks, making it possible for boys and girls to graduate from intermediate and high school.⁵³

The term "visiting teacher" dated back to the early 1900s, and though still retained by the Wichita district, the term "counselor" had become far more appropriate. Evelyn Whitcomb, who later served as a Board of Education member, refused to call herself a visiting teacher; she was a counselor! Beginning in the 1949-1950 school year, Wichita district adopted the term counselor because it described more adequately the many duties of the position.

Curriculum for the Whole Child

L. W. Mayberry's superintendency spanned a period in which educational practices moved from stressing academics and efficiency of learning to giving attention to the whole child—physical, mental, social. The trend after 1940 was neither toward a liberal education nor preparation for a special field. Instead, the changes emanated from emphasis on educational sociology and psychology, individual differences, human relations, adolescent psychology, human growth and development, and educational guidance and counseling.

Delore Gammon filled the position of supervisor of elementary education in 1943. She had completed a master's program at Columbia Teachers College and was familiar with the most recent educational philosophies and psychology, especially that of Dr. Irving Gates. Miss Gammon came to Wichita from Emporia State where she had been Elementary Supervisor of the Emporia Public Schools. Gammon began, cautiously at first, to revise the curriculum in 1943. Throughout the next three years of curriculum study, teachers working in committees with Gammon emphasized the individual pupil and enriched the program beyond minimum course requirements. Basic materials for social studies underwent a complete change. Both the geography text which had been

in use since 1930 and the state-adopted text for elementary social studies, Gammon found completely "impossible to use for a satisfactory course." The teachers prepared a temporary course themselves before designing a course around the next new adopted text.⁵⁴

Gammon, in 1946, suggested goals for organization and improvement of instruction: change from semi-annual to annual promotion, re-evaluation of the daily educational program, teacher preparation for teaching more than one grade level thus making it possible to remain with students for two years, abolishment of the platoon system in favor of the self-contained classroom, and lastly, use of well-planned in-service training for teachers.⁵⁵

The first of Gammon's suggestions—annual promotions instead of the semi-annual—was adopted by the Board of Education at their May 6, 1946, meeting. As the first step in the plan, beginning kindergarten children would not be accepted during the second semester of the 1946-1947 school year. The transition from semi-annual to annual took two full years. With introduction of annual promotion, teachers were asked to begin work with a child where he was academically, instead of where he should be, and continue on from there. This continuous progress concept was new to many teachers. To implement it Gammon arranged intensive in-service training for teachers to prepare them for annual promotion. Development of unity and purpose among the entire elementary staff proved a beneficial and stimulating by-product of the in-service training.⁵⁶

Delore Gammon worked with kindergarten through third grade principals in developing the concept of the primary school. Rather than consider the first four years as compartmentalized into four grades, she believed that the primary school should be considered a unit. Young children, they said, progress at a pace that is best for them, with the majority of them reaching about the same levels in their class work at the end of the third grade.⁵⁷

Gammon followed through on her suggestion for abolishing the platoon system. In an early 1940s survey of over one hundred school districts throughout the United States, it was found that the departmental and platoon types of organizations seemed to be strongest in the central states. Middle Atlantic, South Atlantic, Rocky Mountain and Pacific Coast States showed the sharpest decrease in departmentalization.⁵⁸ The platoon system had been in use in Wichita since the 1920s. Then, the method was welcomed because it permitted teacher specialization and was thought to serve students better. As the years passed, disenchantment developed for several reasons, such as, variation from school to school and difficulty of balancing assignments of teachers, emphasis on subject matter, and rigid scheduling. In Wichita the platoon system was discontinued in 1947-1948.⁵⁹ Even so, some of the teachers could not teach music, and therefore relied on the special music teacher, another

teacher in the same building, or an in-service program conducted to improve their music methods. The following poem expressed the sentiments of the teacher in a self-contained classroom.

Elementary Teachers

The teacher in high school works hard, we all know
But the poor elementary teacher—Oh! Oh!
She must know how to sing and to paint and to dance,
To make a bookcase, and to raise lovely plants,
To weave a good basket, to make things of clay,
To write a fair poem, to put on a play,
To umpire a ball game, to run a track meet,
To be yard police, on a regular beat.
She must see that each pupil is healthy and fed,
And examine for vermin each untidy head.
And of course she must teach them to read and to spell,
To figure a little—they needn't do well
At these humdrum tasks, nor need do them at all,
If they'd rather draw pictures, or fresco the wall.

She must know every subject under the sun,
And then she'll discover she's only begun;
For where children's interest lead, who can tell?
They may want to learn Hindu instead of to spell.
All arts, crafts and skills, in one poor, addled pate,
And the madhouse at last, is the grade teacher's fate.

—Nina Willis Walter
Kansas Teacher, April 1941

Another of Gammon's suggestions, in-service training or workshops, evolved from increased emphasis on local participation in designing curriculum. *The American School Board Journal*, September 1944, noted that the workshop on the local level was in its embryonic stage of development and "gave great promise of developing into a worthwhile pattern for upgrading and professionalizing personnel through local activity."

An article in the *Kansas Teacher*, April 1948, described Wichita's chief purpose of the curriculum workshop: "Emphasis is on in-service training of teachers rather than on the production of courses of study. Wichita educators believe it is not what we get down on paper, but what we get into the understandings and practices of teachers in the classroom that actually improve the curriculum." Classroom teachers, supervisors and principals sometimes worked with outside consultants. Delore Gammon, acquainted with several nationally known and respected outstanding elementary school educators, invited them to Wichita as consultants in workshops, thus providing a strong stimulus to curriculum revision and modernization.

Fifty teachers enrolled in an English workshop conducted by the Wichita Council of Teachers of English for two weeks in the summer of

1946. No course study was produced, instead teachers worked on projects which ultimately became a formal report. A similar mathematics workshop was held in summer 1947 and 1948.⁶⁰ A two-week art workshop, held in the summer of 1948, was "believed to be the first of its kind." Ninety-five teachers and 110 children participated in the workshop. It was conducted with consultants doing actual classroom teaching of children with teachers observing and taking notes.⁶¹

Secondary Education

The director of secondary education position had existed from 1927 to 1933, was eliminated during the depression, then reinstated in 1943-1944; at both times L.W. Brooks served as director. Paul W. Harnly, elected director of secondary education for 1945-1946, continued in the position until 1961. Upon assuming the position in 1945, he found that there had been very little coordination of work between the seven intermediate schools and two high schools, nor any coordination between the secondary and elementary schools. He addressed his first concern to the instructional program, which entailed visiting classroom recitations, examining the buildings, conferring with teachers, supervisors and principals.⁶²

High schools faced more serious difficulties during the war than the elementary schools. Students sixteen and older could and did leave to work in local defense plants. Such practices only accentuated the perennial question about the purpose of high school. Several surveys conducted by educational associations on what high schools should teach revealed that the trend was toward practical and vocational education, a development which had been stimulated by federal aid support under the Smith-Hughes and George-Dean Acts. The war concentrated on technological needs to the detriment of academic education. In Wichita, Paul Harnly, as director of secondary education, worked to improve the academic and guidance program, as well as in-service for teachers. Harnly and J. C. Woodin, director of vocational education, contended for the new high school with Harnly succeeding in persuading the Board that Wichita needed a comprehensive high school rather than a vocational-technical high school which had been planned since 1941.

World War II affected curriculum emphasis not only in the technical courses, but also in social studies and history, family life education, and audio-visual instruction. Particularly noticeable was the change in history and government instruction. Pre-war successful totalitarian governments in Europe challenged the ideals and institutions of democracy. During and following the war the teaching of American history underwent a significant upgrading, nationally and locally. History instruction had moved from the old extreme of teaching and memorizing isolated dates, names and events, to realizing the importance of historic facts for understanding the news of the day, for shaping

thinking, for voting on public issues, and for understanding international problems. History was being vitalized not by adding new units, but by strong emphasis on the origin and growth of ideas and world movements, by renewing respect for other nations and their cultures, and by the concept of the interdependence for all peoples and all countries. If not international understanding, at least awareness for other nations in distress was engendered by charitable projects students undertook during the war to aid children and war refugees.⁶³ (See section on Students and the War for more on this subject.)

To stimulate interest in community education for home and family living as one means of strengthening democracy, Dr. John W. Studebaker, United States Commissioner of Education, proposed that four centers in widely differing geographical areas be selected to conduct an experimental program. Dr. Studebaker chose Wichita for the southwestern section because it already had a supporting program of parent education and because it was a small city with a "homogeneous population." The Opportunity School, in 1927, first offered child care classes. In the early thirties itinerant teachers with training in parent education visited Wichita, conducting a series of discussions on various phases of parent education and preparing other teachers. Federally aided family life education classes began in 1938 with 2,085 persons enrolled in sixty-eight classes. They discussed family relationships, discipline, nutrition, emotional growth, consumer education, home decoration, home mechanics and furniture repair, household service, and clothing. Shelby Mitcham, Wichita Public School director of home economics and family life education, attempted to coordinate the regular school program in home economics with the community family life education. The latter was carried on through the cooperation of the state board of vocational education and the Wichita Public Schools in consultation with the United States Office of Education.

During the war, the family life department offered classes in nutrition, home decoration and repairs, supervised canning food at L'Ouverture and Southwest Community Center, distributed brochures on home gardening, and served on community welfare councils. They worked with a number of Mexican families, encouraging them to make things the "American Way" and thus be "better able to understand and help their children who have turned away from their parents' ways of thinking and acting."⁶⁴ Family life education courses continued through the forties, fifties and sixties, undergoing modifications dependent on local demands and state and federal leadership.

The use of audio-visuals increased in the 1940s due partly to technical improvements. Clifford D. Miller became part-time coordinator September 18, 1944, then full-time coordinator March 4, 1946. More than \$10,000 was invested in 1945-1946 alone by the parent-teacher organizations and other organizations for audio-visual equipment.

Elementary schools more than the high schools used the audio-visual equipment.⁶⁵ Kellogg principal O.P. Loevenguth recalled that teachers too often neglected the instructional value of films, didn't prepare the students adequately nor review the film with them later.

C. D. Miller's enthusiasm for audio-visuals resulted in a vastly expanded and improved program. Miller remained audio-visuals director until his retirement in 1962, bringing his own distinctive style to the audio-visuals department. His training sessions for teachers provided as much entertainment with his poetry recitation—

Verse seems to be the shortest way
Of saying what one has to say,
A memorable means of dealing
With mood or person, place or feeling.

—as they did instruction on how to operate projectors. He was absolutely convinced of the efficacy of teaching by film and photo. Miller concluded his 1948-1949 *Annual Report*: "Teachers tire and fail to function; we all do. But audio-visual instruments never tire. Adults become irritable. Pictures spread the light always; counselors sometimes don't know; good tools always know. As excellent a lesson may be produced at three in the afternoon as at nine in the morning. In the Wichita Public Schools, exactly that is going on."⁶⁶

Several attempts had been made since the twenties to establish and develop courses in distributive education in the vocational education department. Superintendent Mayberry presented a request for the establishment of a class in the high schools for distributive education in the department of vocational education to teach selling, one-half of the salary of the teacher to be paid by the state board of vocational education. This program was available to high school seniors interested in business or trade education. Students enrolling in these courses spent two hours daily in the classroom studying retail selling and office work. When they had sufficient training, they were placed as clerks and stenographers in cooperating downtown stores and offices. They spent fifteen hours a week on the job, received school credit and an hourly wage.⁶⁷

The school board discussed adoption of a driver education course in October 1947, but took no positive action on it until December 1947. The first course in driver education was established at North High School, beginning second semester, with a class of twenty pupils. For the 1948-1949 year, the driver training program continued on an experimental basis. Delbert Means gave all class instruction to the class of forty pupils; driving instructors were recruited from the Police Department, Wichita State University, and Friends University.⁶⁸

Because only seven out of ten children entered senior high school and fewer than four remained to be graduated in the forties, secondary educators believed that they had failed to provide appropriate education

for every youth. A movement known as life adjustment education developed in the late 1940s which promised to eliminate some of these inequalities of opportunity in the secondary school. It came about partly in reaction to the totalitarian ideologies and to demonstrate that democracies could be more effective if the inequalities of opportunity were abolished from the public education system. The impetus for the movement came from the Vocational Division of the Office of Education which had expressed concern over a major group of youth of secondary school age who were not appropriately served either by preparation for college or by training for skilled occupations. Life adjustment education provided, first, for the common learning activities basic to intelligent and helpful participation in contemporary society; and second, for the specialized training adapted to the peculiar abilities, interests, and needs of each individual. In Kansas, Dr. Paul W. Harnly and J. C. Woodin, both of the Wichita school system, and F. Floyd Herr of the state department of education attended regional and national conferences and returned to explain life adjustment education to numerous groups over the state. Two conferences held in the state inaugurated the life adjustment program—one in Topeka, September 17, 1947, and the other in Wichita on September 20.⁶⁹

Paul Harnly, director of secondary education in the Wichita Public Schools, pointed out in the *Annual Report 1947-1948* that many schools in cities of similar size to Wichita had established departments of guidance which coordinated the work of various agencies and gave leadership and direction to the work. Wichita had not developed such a department, consequently, its visiting teachers (called counselors after 1949) were able to reach only a few pupils. Most of the work of guidance was done through the classroom teachers. Dr. Harnly admitted that "the weakest link in the Wichita guidance program is the lack of personal counseling service. The four visiting teachers who must divide time among twenty-three thousand school pupils are continually forced to give the major portion of their time to the most acute problem cases. Too often the pupil had to take the initiative in securing help with a problem, and then was unable to find anyone to give the desired assistance."⁷⁰ Better guidance provisions came in the 1950s with the establishment of a department of pupil personnel under Robert H. McIsaac, director.

Academic Achievement

Student achievement, as shown through comparison of standardized test scores with other school districts, revealed that Wichita had done well until World War II when a large number of children moved in. Comparison of test scores for 1938 and 1942-1943 showed that in most of the subjects, scores had dropped. Prior to the early 1940s, test scores reported for various standardized tests given in the Wichita schools showed that the Wichita median was sometimes several points above the standard

median, rarely below.⁷¹

Test scores improved after the war. On the Metropolitan Achievement Tests administered in October 1946, Wichita had a favorable showing; its scores exceeded the national average in practically every case.⁷² On the Metropolitan National Tests given in 1947, Wichita children equalled or exceeded the norms in nearly every case. The tests indicated that Wichita pupils were well above national norms in such functional skills and abilities as reading rate and comprehension; ability to read, analyze, and solve story problems in arithmetic; familiarity with literary characters and their relationship to literature, and interpretation of the material read. Test scores of the Gates Reading Tests for grades one and two and of the Progressive Achievement for grades three through six showed all Wichita groups above the standard median on every part of the tests.⁷³

Following a four-year study of failure in the elementary schools of Wichita, it was found that nearly twice as many boys failed as girls, in each of the six grades. In all subjects (including arithmetic) girls made a better showing. Differences in performances were attributed to differences in mental ability, earlier maturation of girls, and inappropriate teaching methods for boys. Observers found boys less diligent than girls in school work and more distracted by other interests. Perhaps "teaching methods and curriculum were better adapted to the interests, habits, and mentality of the girls."⁷⁴

Libraries

The Wichita Library and the public schools continued to cooperate in providing library services; the school furnished facilities and paid several salaries which made it possible for the City Library to distribute books to adults in outlying areas without additional costs. City Library branches were located at Douglass, Dunbar, Franklin, Gardiner, L'Ouverture, Harry Street, Hyde, Linwood, Martinson, Washington and Waco, and the seven intermediates. The Wichita Library Board maintained school libraries in the eleven grade schools, furnished a trained librarian half-time for each school and, in addition, it made library books available to all other Wichita grade schools desiring to establish library rooms. The head of the children's department at the Public Library continued as supervisor of school libraries and aided schools without regular libraries. This cooperative system remained until June 1, 1949. Ford Rockwell, city librarian, reported that expenditures for the school librarian salaries and further outlays for processing books for the school branches threatened the library's 1949 budget with a deficit.⁷⁵

Beginning in 1948, Crystal McNally, formerly chief librarian for Planeview schools, directed the organization of the elementary school library program in the Wichita Public Schools. Her office in the administration building and the elementary library department on ground

floor, 428 South Broadway, provided central cataloging and mending services. She assumed directorship of the secondary school libraries in 1961.⁷⁶

Industrial and Vocational Education

In 1938, J. C. Woodin, supervisor of vocational and industrial education, anticipated a demand for trained men in the local airplane factories when he added a course in sheet metal at Wichita High School East. On February 18, 1939, a cooperative program was started between the Board of Education, the state board for vocational education, the Wichita Chamber of Commerce and three airplane companies—Beech, Cessna, and Stearman. The Board of Education supplied the building at East High School, the state board of vocational education reimbursed the local school board for salaries of teachers, and the aircraft companies furnished materials and tools to supplement equipment of the school shops. Then, with the assistance and backing of Mr. Laurence Parker, state supervisor of vocational education, Woodin organized night classes in machine shop, welding, aircraft sheet metal, and blueprint reading for men employed in the airplane factories. The Wichita aircraft managers were most anxious to have the local schools develop the program so that Kansans (or at least men from the Middle West) could be trained. They opposed importing workers from industrial centers who would form a transient group of city residents. Besides, they said that Kansas boys made particularly apt mechanics.⁷⁷

James C. Woodin began teaching manual training at Wichita High School in 1915. He retired in 1957 as Assistant Superintendent in charge of industrial and adult education.



Woodin organized an advisory committee composed of local aviation leaders and selected vocational instructors. This committee determined qualifications for trainees and the standards and skills to be met before the factory would accept them. Woodin insisted that a factory atmosphere prevail in the shop classes. Guards at the door allowed only those with badges to enter the shop, trainees punched time clocks, had their own tool checks and followed a routine similar to an eight-hour shift in the factory.⁷⁸

When President Franklin Roosevelt signed the National Defense Training Act, June 30, 1940, Wichita industrial arts department had one of the first schools in the nation operating full time under this provision. On January 22, 1941, the program was enlarged by the establishment of the National Defense Training school, 151 North Waco, at the armory building which was both tax free and rent free. Twelve thousand dollars in local funds plus \$100,000 in federal funds purchased machinery and tools for training shops at High School East and Central Intermediate and the Armory, all three buildings holding national defense training classes on a twenty-four hour basis in 1941. More than sixty instructors, selected from the aircraft factories, conducted the classes.⁷⁹

At first, women did not enroll in any of the defense classes, but by the spring of 1942 women comprised fifteen percent of the enrollment with a few classes consisting entirely of women. Because of the increasing shortage of men workers due to the draft, Boeing Aircraft began hiring women for fifty cents an hour and training them in various phases of aircraft sheet metal work in the national defense training school. Preferred applicants had to be 5 feet 2 inches or taller, at least eighteen years old and not older than fifty.⁸⁰

War Production Training Program Wichita Public Schools

Trainees Completed

Field of Work	1940	1941	1942	1943	1944	1945	Total
Machine Shop	101	463	1,325	274	—	—	2,163
Woodwork	141	1,149	1,501	65	—	—	2,856
Sheet Metal	246	4,450	6,584	8,421	4,710	437	24,848
Gas Welding	37	373	1,317	173	32	—	1,932
Arc Welding	—	—	104	4	22	—	130
Aircraft Elect.	—	—	—	101	—	—	101
Final Assembly	—	—	—	362	2	—	364
Total Trained	525	6,435	10,831	9,400	4,766	437	32,394

Source: *Bulletin #37*, WPS, August 1945, pp. 20-21.

In addition to the above program a supplementary program trained another 46,131 students. Expenses for all defense training were reimbursed by the state or federal government.⁸¹ J. C. Woodin served as the director of the National Defense Training program until May 31, 1945, when both the national defense and supplementary classes closed. Local manufacturers realized that "One of the reasons for Wichita's eminence in the nation as an airplane war-time manufacturing city was that, in addition to having excellent management and superior Kansas labor, it had in Wichita the organization ready to expand its training program." J. C. Woodin, director of industrial education in the Wichita schools, was partially responsible for Wichita's success.⁸²

Although the regular public school industrial and vocational program suffered temporarily during the war because of teacher shortages and difficulties of obtaining supplies and equipment, the war experience strengthened and enlarged vocational and industrial education. It developed administrative experiences, supplied shops with equipment, increased the prestige of vocational education, increased the interest of women in vocational-technical education, introduced new methods in shop work, and established closer contact with industry through the interchange of instructors, school apprenticeship programs, war production training and employee placement.

Proposal for a Technical High School

As early as 1940, when the defense training program was well underway in Wichita, the implications of the vocational-technical emphasis for industry caused local educators, manufacturers and civic leaders to seriously consider and endorse establishment of a technical high school. C. A. Prosser, nationally known vocational educator, prepared a report for the Wichita Manufacturers Club, March 1, 1941, on the needs of a vocational education program in Wichita. He wrote that educating young people for a fuller, more productive life was only part of the reason for upgrading and increasing vocational education training. "For a very special reason, also, Wichita has a grave need at this time for vocational education. Every citizen wants to retain the advantage already gained as a manufacturing center competing for both national and regional business; attract other concerns and other kinds of industry; and build here the outstanding industrial city of the Southwest." Wichita could only do so if it could discover, train and utilize its human resources. The report recommended that a Wichita Vocational High School be constructed, supervised and administered by the Wichita Board of Education and be limited to approximately seven hundred youths sixteen or over who have had two years' secondary school work. It should offer training for skilled mechanical occupations in Wichita through day classes for novices and part-time apprenticeship and evening extension classes for those already employed. The report advised the school board to defer building another regular high school until they had first, a vocational school for boys and men, and secondly, a vocational school for girls and women.⁸³

The Wichita Board of Education approved of the idea and began seriously considering establishing a separate vocational-technical school. The war postponed plans for a secondary technical school. Shortly after the war, in August 1946, the Board of Education applied to the Federal Works Agency to advance \$90,115 for the purpose of plan preparation for construction of the public work described as School Facilities—New Technical High School for two thousand students with shops, auditorium, gymnasium, etc., located in Wichita, Kansas.⁸⁴ The Board never received a federal funds advance for this project.

J. C. Woodin and Dr. Paul Harnly surveyed Wichita employment statistics from the 1930 census and found that 55 percent of everyone gainfully employed was engaged in industrial work, 37 percent in commercial work, and less than 7 percent in the professions. On the other hand, 65 percent of the high school students were taking college preparatory courses, and less than 6 percent were taking vocational courses. With these statistics in hand, Woodin spoke before many local and regional civic groups in support of more vocational programs. Construction of a vocational-technical high school was included in the school bond issue passed in August 1947.⁸⁵

The proposed technical high school Woodin dreamed of did not materialize; instead, a second story addition and a new building were added to East High in the early 1950s, as well as additional shop space at the intermediates. Even though Wichita's gains in industrial and vocational education were far from what J.C. Woodin wanted, support from the Wichita Board of Education, the Wichita aircraft companies, the state vocational department and federal programs laid a strong foundation for the vocational-technical program in Wichita Public Schools.

Religious Education Program Questioned

December 5, 1946

Dear Miss Cooper,

Would you please excuse Gertrude from singing Christmas Carols? It is not that we do not believe in God or the birth of his son 'Jesus Christ'. At no place in the Bible does it give a record of the date of his birth, neither did Christ at any time command his followers to celebrate his birth.

It is an admitted fact that these holidays not mentioned in the Bible were of pagan origin, and sanctified by their adoption into the Church, . . .

Conscientiously,

----- Mrs. -----

Such opposition to religious programs in the Wichita Public Schools was extremely rare. However, the issue of allowing public school children to attend sessions on religion, either in the school or away from it during school hours, went before the Supreme Court of the United States (*McCullum v. Board of Education of District No. 71*) which ruled that the state supported public school facilities were being used illegally for dissemination of religious doctrines. The ruling was not clear for districts such as Wichita, which had released time for children to leave the school buildings for religious education.

George Stallwitz checked into the legality of the Wichita schools releasing time for religious education. He noted, that as of August 2, 1948, the Kansas Attorney General had made no formal ruling regarding the Wichita situation. Stallwitz knew of no one locally who wished to file

action against the Wichita Board of Education on the issue, yet he feared some could. He told Dr. J. A. Bogue, president of the Board, "I am more convinced than ever that the present program should be discontinued." On a five to four vote, the Board decided to continue the released time for religious education until they had more specific directions from the Kansas Attorney General.⁸⁶

The weekday religious education program increased steadily during the 1940s, reaching a peak of 8,239 enrollees (approximately fifty-two percent of elementary students) for the 1948-1949 school year. In that year, thirty-nine weekday church schools served thirty-three public schools. When the issue came up for a vote again in August 1949, continuance of the released time was unanimously adopted upon recommendation of Dr. Fowler, quite a contrast to the previous year when the Board was almost evenly divided. Fowler noted that nearly fifty percent of cities in the same population class as Wichita retained the program, stressing the voluntary nature for elementary students and parental consent to participate.⁸⁷

Special Education Classes

In December 1943, the Board approved of placing all children in special classes who were seriously retarded in mental development and who needed special class instruction. This altered the previous permissive policy of admitting pupils to the special classes only upon choice by the parents. Two class levels existed, one for pupils below twelve and another for pupils above twelve years of age.⁸⁸

The Wichita Foundation for Better Hearing was founded in 1945 to aid hard-of-hearing children in the Wichita Public Schools through the purchase and use of hearing aids and through the eventual establishment of clinical and medical service for children with defective hearing whose parents could not afford part or all of the financial burden of such a service. Miss Harriett Stanley, a former member of the Wichita Board of Education, provided the original Foundation gift of \$1,000 on November 3, 1945.⁸⁹ Other, smaller donations came from PTAs and individuals.

In the twenty-eight years from 1920 to 1948 only four types of special education programs were initiated, those for the mentally retarded, the physically weak, the hard-of-hearing and the visually handicapped. In the years ahead the school district developed a number of programs to deal more effectively with a variety of exceptions in children. Greater progress in this educational area came after the state established a department for exceptional children in May 1949. The law, passed in early 1949, made it possible to establish special instruction for exceptional children, including "cripples, speech defectives, those with sight and hearing difficulties and children with emotional problems."⁹⁰

Nursery Schools and Child Care

Adequate care of pre-school-age children whose parents were working during the war became a concern for the federal government. Beginning in August 1942, the United States Office of Education administered funds through the state welfare department to aid in the care of pre-school and school children. Where local or state funds were not available, funds could be obtained under the Lanham Act upon the certification of need by the United States Office of Education to the Federal Works Agency which administered the Act.⁹¹

Knowledge of availability of federal funds came to the attention of the school board through Mrs. Marcellus Murdock, Jr. and others who represented a community welfare committee to promote nursery service for the pre-school-age children of aircraft workers. They requested on December 7, 1942, that the Board of Education assist their committee by applying for government aid under the Lanham Act which provided for the establishment of nursery schools for children of defense workers. According to the Lanham Act the school board was to provide a place for the school with the federal government paying half of the operating expenses and parents or other sources paying the other half. The first nursery schools were opened in spring 1943, under the general supervision of Mrs. Irene Weigand at Dunbar, Washington, Harry Street, Irving, and Hilltop Manor. During the first month of operation enrollment ranged from a low of eleven at Harry Street to twenty-three at Hilltop. Franklin School opened a nursery in 1945. Total daily attendance at all these centers during the war averaged between twenty-nine and 189. With aid from the federal government, the school board also established several child care centers for children aged six to nine.⁹²

In 1945, the Board planned to continue operating six nursery schools for children ages two through five, and six child care centers for children six-through nine-years-old inclusive during the summer and on Saturdays. Con Doolin and Mrs. Pipkin appeared before the Board, September 17, 1945, to request that the Board approve continuation of the nursery school beyond September 30, 1945, the date the United States Government planned to withdraw its financial support. They assured the Board that parents would pay six dollars per week. Dr. Fowler approved the general plans and recommended that the program be continued for a three-month period. Kitch then moved that the nursery school service be continued until January 1, 1946, provided that the enrollment was large enough to be self-supporting, meaning that it would need a minimum of 125 children at \$6.00 per week. Only eighty-five enrolled. Consequently, the Board reluctantly closed the project as of September 30, 1945. On October 13, 1945, Leland Armstrong, assistant superintendent, wrote the Federal Works Agency regarding federal assistance for extension of the project, but no aid was forthcoming.⁹³

Students Aid the War Effort

How Can I Help

How can I help, small as I am?
How can I help, dear Uncle Sam?
I'm too young to join the air corps,
Until at least I'm twenty-four.

How can I help, small as I am?
How can I help, dear Uncle Sam?
I'm too young to sail the sea
But perhaps some day I can helpful be.

How can I help, small as I am?
How can I help, dear Uncle Sam?
I shall try to keep each and every health rule,
And do my best each day at school.

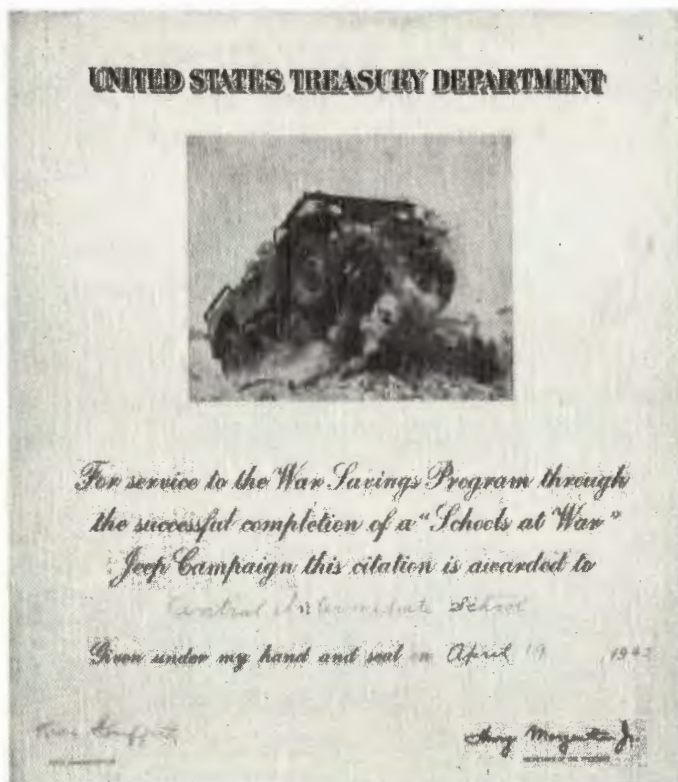
How can I help, small as I am?
How can I help, dear Uncle Sam?
A good citizen I shall try to be,
And to my school and country show loyalty.

That's how I can help, small as I am
That's how I can help, dear Uncle Sam,
To my country, may I every be true,
I'm glad I'm an American, aren't you?

—Bill Hawes, Fairmount, 5A

Nearly every classroom in the secondary schools collected books and clothing, exchanged letters and gifts with pen pals, sent CARE packages, and prepared Junior Red Cross boxes for distribution in Germany, Korea, Japan, Finland, France, Italy, Austria, Greece, and England. East High School raised \$2,600 to adopt three schools in Europe and assist an orphanage in London. Over five thousand pounds of clothing were collected for the Save the Children Federation. In addition to adopting four overseas schools, North High sent two mimeograph machines with supplies, eighty reams of paper, two basketballs, four volley balls, ping-pong balls, fifty-five dollars worth of art paper and paints, and over eighteen gross of new pencils. Central, Hamilton, Horace Mann, Marshall, Robinson and Roosevelt students engaged in similar projects. Items donated for the year 1942-1943 alone included: bridge score pads, writing portfolios, memo pads, wall hangings, jigsaw puzzles, decorated paper napkins, bean bags, books, boxes of candy, nut cups, dolls and soft toys, laprobes, knitted afghans, small tables, and assorted games. Music departments furnished entertainment for Red Cross meetings. Foods classes made dozens of cookies for convalescent men in the station hospital at Fort Riley. Printing classes printed hundreds of library cards,

menu covers, and greeting cards which were designed by art students. The boys and girls gathered scrap metal, old books and magazines.⁹⁴ A letter from the chairman of the American Junior Red Cross summarized the work done in 1943:



I have seldom found anything more absorbing than this year's work with Junior Red Cross has been. The interest, cooperation, and enthusiasm of the teaching staffs . . . have been all that anyone could ask

The high standards of production have been maintained. The quality and quantity of the work done by the boys and girls occasions frequent and sometimes amazed comment from people who visit the office.

It was my privilege recently to be the guest of the Commanding Officer of the Ninety-fourth Infantry Division at Camp Phillips for a review of troops and equipment. The sight of those splendid men and the array of superb equipment was one to stir the heart and sting the eyes with tears. As the men and machines thundered by, it was a gratifying thought that the educators and boys and girls of Sedgwick County had contributed something to the morale and comfort of every man in that splendid parade, for at least one article of furniture, and often several, made by Junior Red Cross members, is in every company day room of that the vast division. And Camp Phillips is only one camp on our list of consignees. Also this giant task is being accomplished with gain rather than loss in the student's acquisition of educational skills.⁹⁵

Working with children of the migrant defense workers was a new experience for Wichita area teachers. Vivian Woody of MacArthur Elementary in Planeview, the defense housing project just north of Boeing, described the defense worker's child:

If we judge by some of the things the defense worker's child tells us, . . . He has been face to face with reality. He tells us about huge dust storms; about the farm where the crops dried up and the family lived for a time on butter and milk. He tells how his father went here and there in search of work. When he found a job he sent for the family, put the children in school, lost his job, and they had to move on. Now at the age of ten or twelve, he cannot remember for sure how many different schools he has attended since he entered at the age of six

Huge bombers soar over our school house—bombers which will shortly be on their way to Japan. Little Japanese boys and girls may become as well acquainted with the B-29 as the defense worker's child, but they will never wear the look of satisfaction on their faces this child wears.

His father, mother, brothers and sisters helped make these planes. He had to learn to look after himself. He had to squeeze his education thus far from the cracks and crevices of . . . an international war. At the same time he brings pockets full of his own money and that of his parents for their part in every school stamp and bond drive.⁹⁶

After the war, students returned to regular programs of activities. Dancing, a recurring, controversial issue, surfaced again in 1948. "We'll fight this thing till hell freezes over, and then skate across and fight it on the other side," Rev. H.A. Kuhns, pastor of Asbury Methodist Church, told a crowd assembled to protest teaching ballroom dancing in the public schools. "I believe dancing in the world today rates not lower than public enemy No. three."⁹⁷ Another clergyman agreed more or less: "They say there is no sin in dancing, but I know when I danced there was sin in my mind We should be more interested in educating children's souls rather than their twinkle toes . . ." Due to protest, North High Principal C.E. Strange discontinued the course on ballroom dancing given only on Fridays during the school's co-recreation period.⁹⁸

Suggestions for Integration

Greater employment opportunities brought about by labor shortages during World War II, favorable rulings of the Supreme Court, and the work of the National Association for the Advancement of Colored People gave blacks hope once again in their struggle for equality.⁹⁹ Wichita citizens for racial equality in the schools began their campaign after the war. Attorney Z. Wetmore, an aging, dapper white man with a grayish-white goatee, appeared before the Board of Education on May 20, 1946, requesting that no more black schools be built. At this meeting, the Board discussed new buildings for Dunbar and L'Ouverture. Wetmore viewed this as a continuation of segregation. Board members John Bryant and Dale Critser explained that there was no segregation in the plans of the Board in their selection of sites and buildings, but that each would serve children in the surrounding area.¹⁰⁰ Douglass Elementary School patrons presented the following petition before the Board on August 5, 1946:

We, the undersigned residents of the area bounded by Main Street, Central Avenue, Tenth Street and North Waco Avenue, hereby petition that the Board

First, permit the 7th and 8th grade pupils of this area to attend the Horace Mann and Central Intermediate Schools instead of being required to cross the city to L'Ouverture School.

Second, permit our children of kindergarten age to attend Park and Emerson Schools instead of being required to cross the city to Dunbar and L'Ouverture Schools.

Third, to further provide facilities for our children from the first through the sixth grades at Douglass School equal to those provided other children of Wichita in these grades.

Dr. Fowler recommended that the petition be granted. It was.

The next year, 1947, James C. Douglas, president of the local chapter of the National Association for the Advancement of Colored People presented a petition opposing segregation of pupils and teachers because of race or color in the Wichita Public Schools.¹⁰¹ On October 4, 1948, Mrs. Rae Miller presented to the school board a petition signed by approximately six hundred citizens. It read as follows:

We, the undersigned, petition the Board of Education of the City of Wichita to abolish all racial segregation in the Wichita School System, and that no new school building be erected for Negro pupils in any part of the city.

1. That any pupil be admitted to the school nearest their home.
2. That any qualified teacher be permitted to teach any place in the Wichita system, including intermediate and high school.

The petition antedated token staff integration by six years.

World War II affected Wichita Public Schools more than any other event during the 1940s. Because the Wichita Public School vocational and industrial arts department supervised a massive defense training program, industrial education became a firmly established program and received greater emphasis in the years ahead. The war also brought Wichita to national prominence as a major aircraft manufacturing center, more substantially than when it was called the Air Capital in the 1920s. Thus in the early 1940s and the very late 1940s when aircraft production increased dramatically through military contracts, more people moved into town and the public schools faced problems of overcrowded schools. After the war, there was a brief lull before the baby boom of the war years brought thousands of children to swell enrollments far beyond the district's capacity to provide adequate classrooms.

Both administration and curriculum underwent changes when L. W. Mayberry retired in 1943. The new superintendent, Leonard Wheat, pushed for immediate changes in both areas, meeting insurmountable and irreconcilable resistance. The next superintendent, Wade Fowler, more cautious and more amenable to other points of view, agreed with the school board administrative changes and delegated curriculum leadership to the various supervisors. Hundreds of hours of conferences and workshops during the 1940s encouraged sharing of ideas among teachers.



The Population Explosion

When Russian-equipped North Korean troops invaded South Korea on June 24, 1950, the United States and the United Nations Organization immediately made preparations to negotiate a truce. Because the United States felt a responsibility to prevent the further spread of Russian control, it sent materials and troops to defend South Korea. Since 1947, Russia backed communist minorities in their government take over of Poland, Yugoslavia, Bulgaria, Rumania, Hungary and Czechoslovakia. Communication became difficult between Russian dominated countries and others of western Europe. From the Baltic to the Adriatic an "iron curtain" had descended. Russia turned to Asia, North Korea in particular, in 1950. A "cold war" suddenly grew hot. This was more than a soldiers' war, it was part of an ideological struggle requiring different

planning than had taken place in World War II. "Russia is not simply interested in winning ground with armies," warned Dr. Ralph W. McDonald, executive secretary of the National Education Association's National Commission on Teacher Education and Professional Standards, "but in winning and enslaving people with ideas." Pearl Wanamaker, President of the National Council of Chief State School Officers and State Superintendent of Public Instruction in Washington said, "Education can play a role second only in importance to our fighting soldiers because this is a war of ideas. Teachers in all of the nation's classrooms are daily engaged in implanting ideas basic to democracy and in dispelling false ideas of totalitarianism."¹

Negotiations for a peaceful settlement of the Korean War began in July 1951, but dragged on for two years while armies continued their raids and counterraid. Meanwhile, the public turned to Dwight Eisenhower, native Kansan and hero of World War II, to extricate the United States from the Korean conflict. His Secretary of State John Foster Dulles believed America's best strategy against steadily encroaching Russian Communism was preparation for "massive retaliation." Emphasis was placed on jet bombers of the Air Force as the chief striking force.

Wichita aviation industry and construction business prospered in the 1950s. The construction of McConnell Air Force Base and military contracts to Boeing, Beech and Cessna aircraft companies increased Wichita's population from 168,279 in 1950 to 254,698 in 1955. Housing subdivisions mushroomed around the city, much faster than either the city or the school district could accommodate in an orderly, adequate manner. By 1955 the federal government had spent more than 37 million dollars in the development of McConnell Air Force Base. The base, an important unit of the Air Training Command for training crewmen assigned to fly the Wichita-built B-47 Stratojet, was constructed southeast of town on grounds used formerly for the Wichita Municipal Airport. A new airport was built on two thousand acres on the far west side of Wichita. In July 1958, McConnell became a part of the Strategic Air Command, and five years later the Tactical Air Command.²

Thousands of Wichitans plus many from other regions and states found work at Wichita. They rolled the first Boeing B-47 bomber off the production line at the Wichita plant in 1951. Three years later Boeing-Wichita completed its 1,000th B-47. In 1953, Boeing-Wichita embarked on a nine-year production program on the B-52 Stratofortress. During these years Beech Aircraft also received military contracts for missile targets and the T-34 trainers, and Cessna, for T-37 jet trainers.³

Boeing Aircraft Company represented the largest single employer in the Wichita area during the 1940s, 1950s and 1960s. Boeing employment had long been considered a valid index for predicting the economic climate and school enrollment of the city. A study made of Boeing employment and school enrollment for twenty-five years between 1939

and 1963 showed periods when Boeing employment had little effect on Wichita Public School enrollment (1939-1947, and after 1957). The study found that enrollment in the Wichita Public Schools was much more stable than Boeing employment, and that while sustained growth in Boeing employment appeared to influence the number of school-age children in Wichita, even sharp decreases in employment at Boeing had little effect on school enrollment.⁴

A prospering Wichita underwent other changes during the 1950s: the United States Army Corps of Engineers developed a plan, part of it the Big Ditch, to control and divert flood waters from flooding residential areas in the city; new facilities were constructed for Kansas Gas & Electric, Sears, Cessna, Henry's and Union National Bank. Pizza Hut, the first of an international pizza chain, began in a small restaurant just south of Kellogg on Bluff; television stations KTVH, KAKE-TV and KARD-TV broadcast their first programs in 1953 and 1954; the Kansas turnpike from Kansas City through Wichita to Oklahoma was completed in 1956; and Highway 54 through Wichita became the main through trafficway.⁵

Wichita School District No. 1 struggled to keep up with the two thousand to five thousand student increase per year by building a total of thirty-two elementary schools, eight junior high schools and three senior highs. In addition ten other peripheral districts were annexed.

The 1950s presented other issues affecting education. The Supreme Court decision on *Brown v. the Topeka Board of Education* signaled the beginning of the end of public school segregation of blacks. Joseph McCarthy capitalized on the anti-Communist hysteria prevalent in the late 1940s and 1950s and captured the attention of millions who thought Americans had become ideologically soft on communism and socialism. U.S. Senator William Benton returned from a mid-1950s tour of the Soviet Union to tell reporters that education had "become a main feature of the cold war . . . Russia's classrooms and libraries, her laboratories and teaching methods may threaten us more than her hydrogen bombs" Three months after Sputnik circled the earth on October 4, 1957, the 85th Congress introduced a rash of federal aid to education bills, 150 in all. The most acceptable bill was signed into law by President Eisenhower on September 2 as the National Defense Education Act of 1958, designed "to strengthen the national defense and to encourage and assist in the expansion and improvement of educational programs to meet critical national needs." Title III of this bill, originally written to improve elementary and secondary instruction in science, mathematics and modern foreign languages, was later broadened to include 50-50 matching grants to the states covering a wide range of subjects.⁶ Education, a topic that had taken second place to economic depression and war for more than twenty years, took its turn as a top priority public concern in the 1950s.

Board of Education—Challenged on Many Issues

You are not required to complete the task
neither are you permitted to lay it down.
—The Talmund.

Nothing could express more precisely the responsibility borne by boards of education. It is demanding and unending. Meeting after meeting, a succession of board members must wrestle with the task of providing the best possible education for young and old in communities they serve. They never complete the work, but step by step contribute to the more effective functioning of the schools.

—Edward M. Tuttle, *American School Board Journal*, May 1956

With the installation of new board members in August 1949, the Wichita Board of Education presented a united front, a harmonious state absent since the deep division of opinion over the Fowler affair. The new Board wasted no time in reinstating the standing committee form of dividing responsibilities. At the first September meeting, following reorganization, they deleted Section X of the by-laws and approved appointment of the following four committees: Ways and Means, Buildings and Grounds, Personnel, and Supplies.

The superintendent retained most of his duties, but in Wichita's situation, the Board felt that because Fowler could not adequately administer the rapidly expanding school district, they had to make a choice between adding administrators, which Fowler opposed, or reinstating the standing committees to carry part of the administrative load. Board member Paul Woods, (1950-1961), advocated the assumption of administrative functions by board members as necessary to fill the executive leadership vacuum and increase the power of the Board over many facets of school operations. On the other hand, Carl Bell, Jr. (1950-1961) interpreted the standing committee system as it operated in the Wichita district as weakening the power and influence of the school board, doing so by dispersal of responsibility and specialization by board members in one area. Board members who specialized or became "experts" were generally ignorant of other areas, accepting recommendations without full knowledge, assuming the special committee had done their homework well. According to Bell, power went not to the standing committee, but to the school administrator who conferred with respective committee chairmen, for example, J.C. Hoehle of buildings and grounds. A board in Bell's opinion had power only when it met as a unit, discussed matters together, and acted together.⁷ Under the committee system, the school and board cooperated functionally; under the unit system, the board and administration divided responsibilities, checks and balances existed.

"I don't really believe in closed sessions but . . ."

"Before I went on the board I felt rather strongly against closed-door session, but now . . ."

Monday night school board meetings in the 1950s followed a long-established routine. Upon entering and being seated at the appointed places, the members agreed to adjourn to executive session and there decided what to deliberate on that evening. Sometimes the Board took an hour or more before returning to open public session. Once in session, recommendations made by standing committees who had met earlier were quickly approved; the meeting was over.⁸

In the mid-1950s, a minority of concerned and vocal citizens demanded to know what went on behind those closed doors. The *Wichita Beacon* waged a blistering attack on executive sessions: "Secrecy in the high command of the Wichita schools has become a disease. The board members, apparently, don't feel that they have to tell their bosses, the citizens of Wichita, the time of day A change in the spirit of the top echelon in education here is long overdue."⁹

Yielding slightly to public pressure the Board approved the following resolution as offered by Paul H. Woods: "Resolved: That the Board of Education reaffirms its intention to continue to operate under the committee system as it has for many years and that such committee meetings are open to the public and press except when in the judgment of the chairman or a majority of the committee present, the matter under consideration is deemed to be of a confidential nature," such as personnel, property acquisition and legal matters. All decisions arrived at in the committee sessions had to be voted upon at the full board regular meetings, and these were open to the public. Paul Woods' stand on committees contradicted Pat Talbott who called for the elimination of the committee system. Woods saw the committee as necessary to expedite the business of the schools, a task impossible for the entire Board of Education acting as a committee of the whole. Talbott argued, "The committee system is an antiquated method of board operation which tends to involve the school board in administrative duties, rather than the formulation of policies which should be our proper concern." After Lawrence Shepoiser became Superintendent (1958), he challenged board members to keep "away from petty details in order to give a sense of direction to the needs, hopes, and aspirations of the children for whom the schools are established."¹⁰

Talbott offered other suggestions to improve Board operations. Pat Talbott, having in mind ideas she heard at national school board meetings, assumed the role of a gadfly, goading the stodgy older members and younger ones into rethinking their roles. Few took her ideas seriously, not because they were poor ideas, but because the thrice-divorced Mrs. Talbott didn't fit their traditionalist mold of a prim and proper board member. Nevertheless, several proposals she made were later implemented.¹¹

Until May 1958, the Board of Education received committee reports prior to meetings, but no official agenda. Topics were discussed as they

came up. At the May 7, 1956 meeting, Pat Talbott moved that each board member receive, as far in advance as possible, agendas of the board meetings. The Board amplified the agenda policy, requesting that all items be delivered to the superintendent's office not later than Wednesday preceding the meeting, and only those items listed would be discussed, except for an emergency.¹²

Pat Talbott recommended that the Board publish its policies. Shepoiser, who opposed written policies, said development of a proper set of written policies would take seven or eight years. Nevertheless, board member Dorothy Goodpasture and others urged the administrative staff to formulate and write policies in the early 1960s.¹³

Ample Funds for the 1950s

In the early and mid-1950s, the public willingly supported the constantly increasing annual budgets and the biennial bond issues. By a three to one margin, voters approved of a \$3,113,000 bond issue in 1949; they voted in favor of a \$5,276,000 issue in 1951; a \$6,490,000 issue in 1953; a \$7,410,000 issue in 1954; and a \$12,516,000 one in 1956.¹⁴

Because of the influx of some twelve thousand families in 1950-1951 scheduled to work on the new B-47 air base (McConnell) or on large aircraft contracts at Boeing, the Wichita Board of Education applied for federal government funds and appealed to the Kansas Revenue and Taxation Commission in Topeka for authority to raise the mill levy. Throughout the decade, the Wichita Board of Education applied for aid under Public Laws 815 and 874, and their amendments H.R. 6049 and H.R. 6078, all of which provided funds to school districts wherein more than three percent of the students lived on government property and/or lived with persons employed on federal contracts. Melvin McDonald, Assistant Secretary-Treasurer of the Board, said approximately eighteen percent of Wichita's school population fell within this classification. Even though the federal grants amounted to several million dollars from 1951-1957, an analysis of income for the 1956-1957 fiscal year showed that the federal government provided only 4.7 percent of the total income for the fiscal year.¹⁵ The local ad valorem tax carried over eighty percent of the school's budget.

State aid in 1949 amounted to \$500 per elementary classroom (based roughly on thirty-two students per classroom and certain teacher qualifications). Additionally, Senate Bill 383 provided for distribution of the retail sales tax fund amounting to \$6,500,000 to be given to the state school finance fund which in turn would divide it among the various school districts.¹⁶

Leadership Changes

Wade C. Fowler's failing health impaired his ability to work, yet he postponed his retirement to no earlier than July 1, 1958. After that date he would be employed as assistant to the superintendent for research at a salary of \$10,000 per year.

For several months the Board deliberated on the qualities they sought in a superintendent. For years the district had functioned without strong administrative leadership at the top. They wanted an individual with a clearly defined philosophy of administration, one who was decisive and courageous in defining goals and implementing them, a person willing to employ competent people and give them full responsibility. Paul Woods wanted a "take charge" person, one who would not back down before the public, one who spoke with authority.

The committee to select a new superintendent consisted of Paul Woods, chairman, Herbert P. Lindsley, Arvel L. Wright, Harry O. Lytle, Jr. and Carl Bell, Jr. Paul Woods visited Lawrence Shepoiser in Mason City, Iowa, in 1957. Both Lindsley and Bell attended a curriculum conference in Chicago in the summer of 1957 specifically to meet with Lawrence Shepoiser, who had been highly recommended by Paul Woods. The Chicago superintendent of schools recommended Shepoiser, who had not administered a system as large as Wichita's, yet had the qualities the Wichita board members wanted. Dr. Lawrence Shepoiser, former superintendent of schools at Mason City, Iowa, began his duties as Wichita's superintendent-elect shortly after January 15, 1958. Shepoiser reported that he had had five contracts offered him within a two-week period prior to accepting the Wichita contract, one of the offers to be superintendent in Washington, D.C.¹⁷

Within two months after Shepoiser came to Wichita, Fowler suffered a heart attack. He died April 5, 1958, at the age of sixty-four.¹⁸ Most of Fowler's years in Wichita had been difficult—dealing with wartime emergencies during World War II, the post-war expansion, threatened dismissal and a huge increase in student population. The tribute paid him by the Board of Education recalled his finest qualities.

The great teacher gives not only of his wisdom, but also of his faith and his loving kindness. Dr. Fowler was that kind of teacher. The people who knew him best, those who worked with him, were aware of this—his infinite concern for them, his faith in their ability to do the tasks assigned to them.

Dr. Fowler gave himself to his profession with a deep sense of dedication to the underlying principles of public education, that each child shall have an equal opportunity to be educated. His years of service to the Wichita Public School system are the monument he would have chosen for his life. It is now our task to carry on with that same sense of dedication to the principles of public education.¹⁹

Administrators entering the Wichita Public School system during the early 1950s discovered that because top level leadership was weak, deci-

sion making was dispersed and allowed by default to directors, to departmental supervisors, or heads of high school departments. The Wichita Board of Education, acutely aware of the inadequacies of the administration of the Wichita school district, but uncertain as to how to remedy them, invited the A. T. Kearney Company, Chicago-based educational consultants who had surveyed numerous school districts throughout the United States, to come to Wichita. Upon completion of the study, the Kearney Company in 1951 and 1952 offered numerous recommendations for improvement. Many of these recommendations for the service department were implemented immediately. Kearney complimented the service department on its supervisory personnel and labor force; their work was productive, and morale exceptionally good.

Kearney had more critical words for the business department operated by Lawrence Wilbur, recommending that he adopt a plan of organization that would relieve him of burdensome detail, that he make increased use of bookkeeping machines, make use of punched card service for preparation of payroll checks, and above all, delegate responsibility to others. Wilbur, a very conscientious and industrious individual, had worked in the central business office since World War II and thus was completely familiar with its operations. Through the years he had assumed responsibilities in many areas: federal aid programs, teacher annuity program, federal building permits and allocations of building materials. He also obtained supplies, raised revenue, served the Board as secretary, treasurer, and spoke at meetings for the schools. Because of Fowler's declining health, Wilbur had assumed many of his responsibilities and made some of his decisions. In the 1950-1951 school year, he employed Melvin McDonald to aid him in the office and James Porter as school architect to work with all phases of the building program. An important change in the business department was the employment of the facilities of the International Business Machines Service Bureau in establishing a tabulated card file for all pre-school and school age children either attending public schools or residing in this school district. The file furnished necessary data for federal reports and annual school census. Otherwise the assistant superintendent in charge of business had made few changes in the organization. In 1955, the Board of Education asked the Kearney Company to return to Wichita to review the organization and operations of the business division. If the business department were overloaded in 1952, and few significant administration changes had been implemented, the situation had become much worse by 1955, when school enrollment increased by 12,000 and nearly thirty new buildings added. In a letter from A. T. Kearney to L. E. Wilbur, Kearney described what he observed: "In evaluating the present plan of top organization under the Superintendent, the evidences of rapid growth are apparent and the reluctance to change long established relationships is overloading a few with heavy responsibility. Further, capable personnel at the sec

ondary levels of management are not being developed to share specifically in the immediate management requirements of the school system. The Assistant Superintendent in charge of Business Affairs is overloaded, and has been unable to delegate responsibility fully to those in his own organization. Further, he has too many persons reporting to him on daily operations, if he is to be expected to carry top management responsibility himself and be effective in the planning areas where his experience is invaluable." The report also called for higher salaries, better communication, and a larger administrative building.²⁰

Between 1955 and 1959, changes took place in the business division. Board member Paul Woods summarized them at the April 20, 1959, Board of Education meeting: "... the majority of the recommendations of the Kearney Company had been carried out, such as in the organization of the Department of Business Affairs—the employment of a director of non-academic personnel (C. Fred Colvin) who had since been transferred to the Department of Personnel, a director of materials and services (Martin Hartley), employment of a business manager (Melvin McDonald), installation of IBM equipment and an office services department." Also, during 1955-1956, the board authorized an expansion of the business machine operation in the administration building under Fred Jarvill.²¹

Pat Talbott, board member, not too satisfied with progress made by the administration in the business office, moved that the Board ask the A. T. Kearney Company to return to explain their recommendations to this Board. Her motion died for lack of a second. Paul Woods suggested that after Superintendent Lawrence Shepoiser had acquainted himself with details of the school district, that he have the A. T. Kearney Company return to make another appraisal in six months, perhaps late in 1959.²²

Initially, Superintendent Shepoiser rebuked Talbott's comments on the Kearney report, specifically the one suggesting that all purchases for the school district be placed under the authority of a purchasing agent. Shepoiser responded that space was not available in the school administration building to allow some of the recommended changes. When Mrs. Talbott said Shepoiser had always found space to work on a project he wanted, he asked if she believed she was competent to judge the space available. He objected to Mrs. Talbott moving into his area of responsibility.²³ Immediately Shepoiser got himself in the news. A local newspaper published the following editorial, May 7, 1959:

Dr. Lawrence Shepoiser, Superintendent of Schools, came here from Mason City, Iowa, with the most glowing of recommendations

Is Dr. Shepoiser proving somewhat of a disappointment in Wichita? Again and again, he has put his worst foot forward. And when it is not forward, it is often in his mouth. The incident Monday night when Shepoiser argued that the Board of Education would be trespassing on his authority if it urged the adoption of the Kearney recommendations for economy was typical.

People are not so sure that the schools and the school leadership are wonderful They will not automatically confer great authority on an educator. Dr. Shepoiser is still on trial as far as teachers and interested citizens are concerned.

Shepoiser is obviously a man unused to public criticism. He has even been known to say that those who challenge or question his views and methods are 'intellectually dishonest' His remark, when he is cross, sounds petulant

Too bad, Shepoiser is a wonderful idea man, a truly imaginative and creative thinker He is well-educated, experienced, dynamic and intellectual

The editor closed with this prophetic remark: "In short, except for his clumsiness in public relations he is the kind of superintendent Wichita needs. It is too bad that he has this flaw—which may eventually prove to be a tragic flaw as far as his success here is concerned."²⁴

The editorial was followed by a series of three lengthy articles in the *Morning Eagle* on the growing criticism of Shepoiser, "the sniping was getting heavier and the enemy showing signs of getting within the range of his Administration 'foxhole' on South Broadway." Most opposition to Shepoiser came from within the school system itself. The public had no complaints. Sources of discontent within the system stemmed from three areas: nurses, teachers, and department heads. The thirty-two nurses in the school system had been on the same salary schedule as teachers. Dr. Shepoiser said this was not right because the nurses, while providing essential services, did not have the classroom responsibilities of teachers. Therefore, he recommended for Board approval a separate, lower salary schedule for nurses. This "froze" fourteen of the nurses at their same pay for 1959 and forecast a reduction in pay for the next nine years, and moreover, it would not permit them to reach the higher salaries that teachers could.²⁵

Introduction of a new method of teacher evaluation by which school principals and fellow teachers would "grade" teachers on their teaching competence, personal qualities and personal behavior, applied primarily to the new teachers, but nevertheless threatened the security of the older ones. Also, a number of teachers with 160 hours or more, no M.A. degree were most unhappy when Shepoiser decided to recommend elimination of the 160-hour teachers from the M.A. schedule unless they were sixty years or over or could show a letter from their college dean proving they were working toward an M.A. For some teachers this meant a substantial reduction in pay ranging from \$150 to \$750 a year.²⁶

Seeking to understand the mood among the teachers, the Wichita City Teachers Association on April 17 sent a questionnaire to all teachers containing these two questions:

1. This year has been a time of anxiety on the part of the teachers. Much time has been spent listening to and trying to adjust to problems which have been created by new policies that have been put into effect by the Board of Education during the past year. Many teachers have felt that these steps were taken without due consideration for personnel involved. This has caused an apprehensive atmosphere to exist. Some feel that the point has been reached where it is interfering with the performance of quality service for the community. In general, do you agree with the above statement? Yes or no

2. There has been a feeling of confidence and understanding on the part of the teachers this year. The new policies which have been put into effect by the Board of Education during the past year have been accepted with a feeling of satisfaction. In general, do you agree with the above statement? Yes or no.

Dr. Shepoiser angrily denounced the questionnaire, "It's the kind of 'Have you stopped beating your wife?' approach." Humbled WCTA directors agreed that it was slanted and announced that questionnaires not returned would be considered an indication of satisfaction. No poll was conducted on the questionnaire after all. Teachers turned back nostalgically to Fowler's *laissez faire* regime, it had been "so comfortable."²⁷

When he came, Shepoiser found confusion over lines of administration, no definition of responsibilities and duties, no distinction between staff duties and line responsibilities. Department heads, directors and coordinators often bypassed principals. "Principals were abdicating their responsibility by letting department heads make decisions," Dr. Shepoiser said. "This caused problems. Who was the teacher to look to for supervision—the principal or department head?" Before he changed the procedure, department heads in high schools and the administration were heavily involved in personnel and purchasing. A teacher could talk to Fred Colvin, personnel director, but Colvin could not hire her until she was approved by the department head. In a similar manner, J.C. Woodin, Assistant Superintendent for Vocational and Industrial Education, moved personnel and supplies without consulting the building principal. When purchasing supplies, department heads met with salesmen, decided on equipment and negotiated over prices. They often spent more time shopping than supervising. Shepoiser corrected part of this practice, expanded the duties of personnel and purchasing departments and required department heads to turn in budget requests to the principals first. Consultants in music, art and other curriculum areas consequently enlarged their staff responsibilities in areas of educational support and program development.²⁸

Mention of the Kearney reports in the April and May meetings had attracted criticism from the press and the public until the superintendent felt compelled to call in the Kearney organization much sooner than the suggested six months.

Concurring with Kearney's suggestions on purchases was Martin Hartley, Director of Materials and Services, who developed standardized lists of equipment and supplies with the intention of bringing about considerable savings and stricter accountability. Large items were put out for bids.²⁹

Shepoiser reorganized his staff. A major change came in 1958, when the Director of Elementary Education, Delore Gammon, was transferred to the newly created position of elementary curriculum director. Alvin Morris, Director of Elementary Education at Emporia State Teachers

College, applied for a position with the elementary division in Wichita, meeting briefly with Shepoiser for the first and only time in March. He did not hear from him again until August, at which time he was notified by telegram that he had been accepted. Mr. Morris began working October 2, 1958, to coordinate, administrate and supervise the seventy-eight elementary schools.³⁰



Wichita Public School administrators in late 1959 or early 1960. From far left and around the table: Melvin McDonald, Claude Welch, Roy Groe, Blanche Owen, Elsie Rathman, Carl Foster, Lawrence Wilbur, Thomas Kelly, Crystal McNally, Helen Clark, Lawrence Shepoiser, Paul Harnly, Alvin E. Morris, Robert McIsaac, Everett Meader, C. Fred Colvin, J.C. Hoehle, William King, Gerald Klepinger, Robert Ohlson, Jr., Floyd Farmer, Louise Lawrence, Martin Hartley, Eugene Mood, Delore Gammon, Arthur Harrell and C.I. Miller.

As Shepoiser understood it, a board of education served primarily as the policy-making and evaluative body. The superintendent, he said, should give leadership to the Board on policies to adopt, but once they were adopted, it was his job to carry them out, not the Board's. The Board had every right to inquire into the administration—in fact, it had the obligation and responsibility to do so.

Shepoiser made numerous recommendations to the Board. Unlike his predecessor, Dr. Fowler, who walked unobtrusively into the meeting, sat down at the end of the table, and suggested a program or project, Shepoiser prepared his recommendations ahead of time, came to the meeting ready to present projects, and confidently expected them to be approved. Occasionally, he initiated projects and had them underway before the Board knew about it, let alone give their approval.

The Board enthusiastically approved of Shepoiser, gave him their full support, and he in turn forced change where he thought necessary. Eventually his abrasiveness irritated the Board, but for the time being Shepoiser seemed to be exactly what the district needed.

Inter Com

On August 26, 1958, the first issue of the Wichita Public Schools news bulletin, *Inter Com*, was distributed to all teachers, board members,

P.T.A. presidents, civic organizations, newspapers, radio stations, TV stations, and superintendents of larger school systems in the country. This monthly bulletin was published through the office of the superintendent and distributed monthly as a means of staff intercommunication.



Wichita Association of Educational Secretaries, November, 1955. From left to right: Row 1: Maude Litsey, Edna Webster, _____, Florence Brown, Frances Black, Marjorie Seevers, Opal Faulk. Second row: Alene McCoy, Bertha Hennessey, Esther Francis, Becky Basore, Effie Bradbury, Martha Schell, Dixie Rothenberger. Third row: Wilmajean Coate, Francis Weigand, Mona Smith, Esther Hawkins, Louise Hamilton, Bula Sponbery. Fourth row: Doris Palmer, Salome Terwilligar, Edith Kittelson, Vesta Cotner, Shirley Overby, Jane Asher, Carole Hales.

Desegregation Begins Quietly

Shortly after World War II, a small number of citizens, both black and white, demonstrated greater interest in integration of the Wichita schools. Interested white persons saw it as the best means of providing equal opportunity for all children. Black patrons perceived white schools as having better programs and facilities than theirs. Jesse Merida, principal of the all-black Douglass School in the 1940s and early 1950s, saw no appreciable differences between Douglass and white elementaries. He had no problems obtaining supplies; his teachers were well qualified. Because Douglass was a smaller school, approximately one hundred pupils in eight grades, opportunities were lacking, especially in the seventh and eighth grades. Until 1944, all black students who took manual training and domestic arts had to walk nearly two miles from Douglass, 600 North Water, to L'Ouverture, Thirteenth and Mosley. Douglass had advantages—small classes, individual attention, and understanding of black students by black teachers.³¹

In an effort to encourage natural integration, three citizens appeared before the Board at budget hearings to present petitions asking that the expenditure for transportation of "colored" children be deleted from the budget. In 1950 and 1951, several persons asked the Board why their kindergarten children could not attend schools close to home. A special committee studied the issue, then recommended that pupils of school age

be permitted to attend schools in the neighborhood where they resided with the option that students in specific areas could choose between two designated schools. The Board by resolution approved for the year 1952-1953 the elimination of the policy of racial segregation in Wichita Public Schools. Negro children could cross boundaries to attend predominantly white schools, and whites cross to predominantly black schools. Superintendent Fowler pleased over the situation wrote: "Now it seems to be an accepted principle that the make-up of a particular community decides the kind of school that will be maintained, and the question of racial background is not the factor that decides who shall attend a given school. The first major experiment with forced integration in the 1950s took place at Little Elementary School, 1613 Piatt. The integrated school opened in fall 1954 with a faculty consisting of seven black teachers, seven white teachers, and white principal, William T. Ward. Most of the teachers at Little asked for the assignment. Ward expected to have 450 pupils enroll—sixty-five percent of them black and thirty-five percent white. Fowler said that all students in the Little district would be required to attend the school. Only a few whites living nearby protested the integration effort at Little, but were not able to change the situation. Principal Ward recalled that the first year at Little was very successful and harmonious.³² Efforts to maintain an integrated neighborhood school proved futile. Within three years, more and more blacks moved into the neighborhood and whites out causing Little School to become ninety per cent black.

The large increase in Wichita's black population during the 1950s was due in part to the employment opportunities available in the aircraft industry. During the 1950s decade, black population increased from 8,802 to 19,861, comprising 7.8 percent of the population.³³ Black housing was restricted to a few sections of Wichita, the northeast area being the largest and most congested.

Isely School which had opened in an all-white neighborhood in 1954 moved quickly from five percent black in 1954 to over thirty-five percent black in one year. White faculty requested transfers out. Hysteria and panic gripped white residents who sold their homes at a loss. By spring 1958, Isely was nearly all black, Ingalls Elementary and Skinner to a lesser degree. To help stabilize the community an Urban League was organized in 1954 and the Northeast Improvement Association. Dr. James Sours, President of the Fairmount PTA in 1960, reviewed the turmoil in northeast Wichita only to conclude that no professional or social resources or organizations had been able to lend aid and assistance in bringing about public understanding.³⁴

Mathewson Intermediate School, 1847 North Chautauqua, completed in 1951 in a predominantly white area, underwent the same transition from white to black residential predominance by the late 1950s. A small group of articulate white citizens in the Mathewson attendance area and

living east of Hillside pressured the Board of Education to alter the boundaries so that some white children could attend the new Brooks Intermediate School, 3802 East 27th North, which served an all white, "gerrymandered district." By 1959, the only elementary school in the northeast area of town which retained a majority of white students was the old Fairmount Elementary School. Fairmount had less than two percent black in 1957, and about 48.5 percent black in 1959. Real estate salesmen encouraged black families to move into the area around Fairmount and discouraged white families with small children, telling them that the school was "going Negro."

The push towards integration in the late 1940s and early 1950s eventually culminated in the case of *Brown v. the Topeka Board of Education*. Prior to going to the United States Supreme Court, the Topeka Board of Education requested the support of the Wichita district in the case of *Brown* who sought to desegregate the schools of Topeka. The Wichita district refused to give that support. The decisions of the United States Supreme Court in May 1954, declaring racial segregation in public schools unconstitutional came after several of the larger cities and towns in Kansas had begun to desegregate. Hutchinson was the only one of the twelve first class cities in Kansas which had not practiced some form of segregation. In the other eleven cities, the boards of education had taken steps to end segregation in their schools by assigning all or part of their students to schools according to where they lived. Some, such as Wichita, slowly began to desegregate; others, such as Atchison, had all grades integrated by 1954. Coffeyville, Fort Scott and Kansas City integrated parts of the school districts, while maintaining one or more predominantly black schools.³⁵

Efforts to integrate accelerated in the late 1950s with Chester Lewis, President of the Wichita Chapter of the National Association for the Advancement of Colored People, questioning the board practice on restricted integration of Negro teachers into the Wichita district. (He considered student integration adequate.) No high schools employed a black teacher at this time. Mrs. Edra Weathers, board member, replied that in dealing with social questions as important as this one, progress was necessarily slow.³⁶

The tempo towards integration picked up dramatically in the 1960s, but until then the racially conservative Board, including the quiet black dentist Hugh Sims who didn't believe in pushing, moved cautiously.

More Buildings, More Space

We've got to get more buildings,
we've got to have space
for these youngsters.

—Wade C. Fowler, Superintendent
Wichita Beacon, October 15, 1950

A shortage of school accommodations for elementary and high school pupils existed not only in Wichita, but also nation-wide, even with the record school construction taking place. The editor of the *American School Board Journal* warned school officials to consider the "baby boom" of 1943 and 1944 as merely a bulge of temporary character. The editor suggested using portables where the school-age population appeared transitory. Local educational leaders also viewed the rapid enrollment increases as only temporary in Wichita partly because of the unpredictable character of military and commercial contracts for Boeing Aircraft Company. They decided to build economical school structures intended to serve students for fifteen years. At the end of that time, these structures could be replaced, if needed, or torn down.³⁷

Contrary to the predictions of the *School Board Journal* editor and others, numbers of children did not decrease. Having families of four and five children was socially "in", and the school enrollment continued to reflect the practice. Claude A. Welch, Executive Secretary of the Wichita City Teachers Association, quoted figures issued by the United States Commissioner of Education in 1954, showing that in the nation more than 50,000 new school rooms would have to be erected for the fall term. The rate of construction nation-wide would have to be tripled in the next five years to take care of the expanding school population.³⁸

Wichita Public School Business Manager Lawrence Wilbur based projected enrollments for 1965-1966 on known births in Wichita through 1955 and estimated births from 1956 through 1965; with these statistics he forecast an average five thousand students per year increase from 1956 through 1966, bringing the total number of students by 1965 to 101,116.³⁹ When Wilbur made his prediction, the rate of increase was and had been nearly five thousand per year. It dropped to two thousand per year after 1956.

In the midst of the rampant increases, the community echoed Superintendent Wade Fowler's 1950 statement, "We've got to get more buildings." The Board of Education attempted to keep up with increasing enrollments by construction of more schools, but with the rapid increase in employment at Boeing Aircraft Company and McConnell Air Force Base on the southeast side of town, it was impossible to keep pace. To temporarily ameliorate the overcrowding, the administration placed portable classrooms on the school sites where classroom space was needed. Four school sites—Kelly, Cleaveland, Knight and Sim—consisted of all portables until a permanent building could be constructed. Double shifts, one in the morning (7:30 A.M. to 12 Noon), and one in the afternoon (12:30 P.M. to 4:45 P.M.), were established in schools where enrollments demanded it. The administration had many children transported by bus from overcrowded schools to others less crowded. Schools on the south and east sides suffered from heaviest enrollments and double shifts.

Parents dissatisfied with the operation of the schools during these trying times organized the Parents Committee for Education to demand improvements. Members of the Hyde and Adams attendance areas spoke before the Board of Education and wrote letters to the editors of the newspapers, asking that something be done about the double-shift arrangements in their schools. Robert W. Thomas of the Hyde district was general chairman of a city-wide parents committee. He, Eddy Zongker, Mrs. M. L. Loomis, Mr. and Mrs. Dunn, Mrs. Van Arsdell, Mrs. Edmiston and Charles Mattingly suggested using churches for temporary classrooms. J. Ashford Manka, Wichita attorney, told the Board at its regular Monday night meeting in October 1950, that the Hyde parents and others from the eight schools on split shift were prepared to support a new bond issue if that is what it required to obtain prompt relief of the overcrowding in Wichita schools. A concerted three-year campaign followed the 1950 parents' drive to improve the schools. Bond issues totaling \$31,692,000 were passed in 1951, 1953, 1954 and 1956. With money from bond issue and capital outlay funds, the Board of Education built thirty-seven elementary schools (new and replacements), seven junior highs, three high schools, additions to fourteen other schools, plus nearly two hundred portables. Together, all new construction between 1948 and 1958 provided space for 34,810 students. In 1948, the Board owned approximately 245 acres; in 1957, approximately 917 acres.⁴⁰

Because Wichita was expanding so rapidly in the early 1950s, the Wichita Board of Education endorsed a bill sponsored by three Sedgwick County members of the Kansas House of Representatives and introduced into the House whereby the Wichita Board of Education could purchase sites for schools outside the city limits. The sites acquired had to be within three miles of the nearest city boundary either of the city or of territory attached to the city for school purposes. Prior to this time, sites were usually purchased after the area had been brought into the city and had become quite expensive. The Kansas law authorizing acquiring land outside boundaries passed in 1957.⁴¹

In 1958, the Kansas Supreme Court made a ruling on property which affected public property acquisition policies. "The decision of the Kansas Supreme Court (*Sutton v. Frazier et al*) ruled that public bodies condemning private property could only get title for the use that the property was condemned for, and that completion of such use the property would revert to the original owners."⁴²

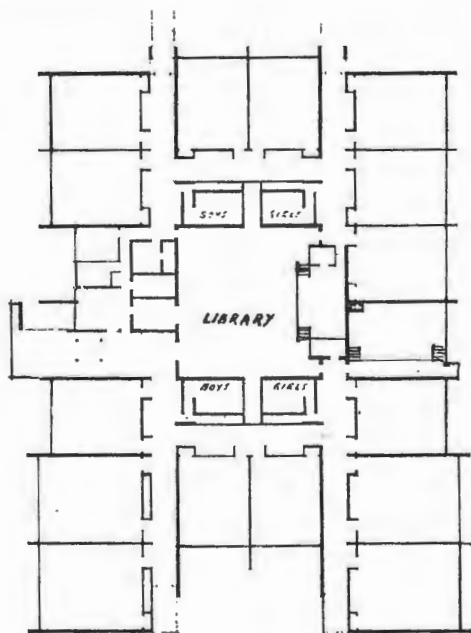
Partly because school buildings were needed immediately, and partly because funds were limited, the Board of Education had architects design the most economical, least expensive buildings possible. The "monumental" Adams School building constructed in 1948 was far too fancy, they thought, and certainly too expensive. The days of carefully, custom laid terrazo floors of the late thirties and early forties, the in-



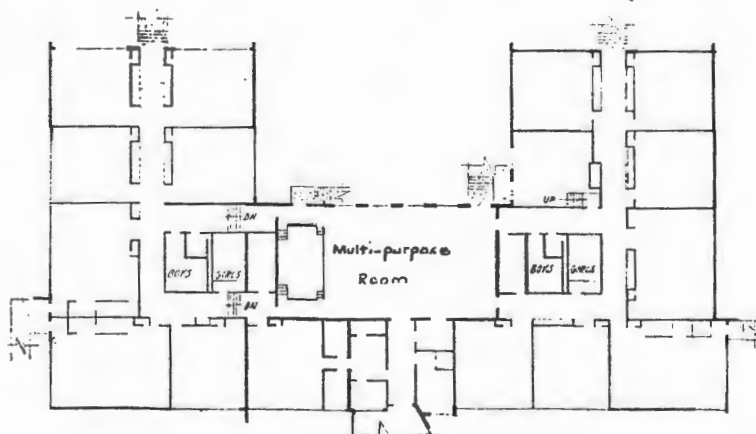
Schweiter Elementary School showing the clearstory panes near the upper roof of the building.



Jessie Clark Elementary School showing the clearstory architecture



Stearman Elementary School shows another variation of the expanded corridor. The large middle room was first used as a multi-purpose room then converted to a library in 1966.



Buckner Elementary School floor plan showing the expanded corridor in the center of the building. The expanded corridor was used as a multi-purpose room.

stallation of marble partitions in the restrooms, such as those in Kellogg, were gone. Manufacturers had increased prices, labor charged more for poorer quality work, and machines took over work previously done by highly skilled, conscientious craftsmen.⁴³ The Board of Education prepared a small booklet in December 1949, prescribing construction materials for these economy buildings: eight-inch cinder or Haydite block with a four-inch exterior brick face, wood roofs covered with asphalt roofing, asphalt tile over concrete floors, bilateral lighting, with light directional glass block installed in the clearstory portion.⁴⁴

Clearstory (clerestory) lighting was originally conceived in 1944. The Perrysbury, Ohio, elementary school building attracted nation-wide attention as one of the first school buildings using clearstory lighting, with classrooms to the right and left of the corridor attaining the bilateral lighting feature by depressing the corridor roof. Among the several Wichita schools having clearstory construction were Allen, Schweiter, Ingalls, Clark, and Skinner, all built between 1950-1956. By 1955, the clearstory window innovation gave way to skylights. Architects said skylights were more economical.

Architects worked several years to design a building that used heretofore wasted corridor space, finally adopting a suitable construction plan in 1955. In their design, the multi-purpose room was located in the center of the school with classrooms surrounding it. Its ceiling was several feet higher than the classrooms, causing a hump in the center of the roof. The elevated roof sections had plastic skylights or skydomes that brought daylight into the central activity rooms. The multi-purpose room, actually a widened corridor, was built without significantly increasing the cost of the building. Students used the extra space as a gym, play area and lunch room. Rea Woodman, Buckner, Stearman and Bert Wells elementary schools were among the first Wichita schools designed with the expanded corridor.⁴⁵

Finally, after a frantic ten-year construction program the Board considered appointing a director of school building program who would formulate the building program with the architects, study building costs, work with the city, make use of information secured by the director of research on population trends and movement of children, as well as work with principals on coordinating the building program.⁴⁶ Prior to 1959, the already overworked Business Manager Lawrence Wilbur and the committee on buildings and grounds had bought school sites, and planned and equipped buildings. The task was given to Dr. Richard Holstead in 1959.

Dr. Wade Fowler said the administrative building at 428 South Broadway was inadequate and hoped to sell it. In 1954, school administrators discussed briefly connecting the west wings of the administration building similar to the connection on the east side. A more serious study came about in 1955 when the Board called upon New York

consultants, Engelhardt, Engelhardt and Leggett, to advise them on an administration building. Engelhardt originally envisioned an administration building which would also serve as a cultural center with a children's museum and a library.⁴⁷

An administration building had been proposed as a part of the City of Wichita's Master Plan for a Civic Center. For planning purposes, the planners anticipated an acre and a half or two acres would satisfy school administration building needs. Tom Via of the City Planning Commission in 1955 proposed a city administrative center on nineteen blocks west of the Sedgwick County Court House where a school administrative building, post office, court house, city administration building, police and fire headquarters would be located. The other site, a cultural center, located five blocks south, on South Water could include an auditorium, art gallery, museum and library.⁴⁸

According to a November 30, 1955 news article, \$500,000 of the funds approved in a recent bond issue were scheduled for a school administration building. Dr. Fowler deplored the lack of waiting space for visitors at 428 South Broadway. Teachers sat in the hallways waiting to be interviewed when applying for jobs. "We can't properly accept visitors in a dignified manner in accordance with a school system of this size," he said. "The Board room is not set up to give proper hearing to what's going on—we've been embarrassed." Director of Music Education, Arthur G. Harrell, had no space for receiving instruments, no central conference facilities. "We spend a lot of time running when we should be doing something." School administrators also occupied two floors of a building at 315 East Lewis.⁴⁹ Though the need for an adequate administrative center was obvious, none was constructed.

Prior to and during the Second World War, nearly all the older Wichita school rooms had only one centrally located overhead light fixture and one electrical outlet per room. Beginning in the late 1940s, the Board ordered a much needed re-lighting program starting with the "most obsolete schools—Emerson, Martinson, McCormick, Park, Riverside, Waco, and Washington." Irving had the first fluorescent lights.⁵⁰

When a fire in Our Lady of the Angels School in Chicago occurred in 1959, killing several school children, Wichita school administrators became acutely aware of another deficiency in their buildings—adequate fire protection for the children. Superintendent Lawrence Shepoiser (1957-1968) called attention to Wichita elementary schools which presented an equally great fire hazard to that of Chicago. Oil-soaked floors and wooden stairways at both Waco and McCormick could easily ignite and trap students. Superintendent Shepoiser and Assistant Superintendent Alvin Morris suggested replacement of old buildings, first Waco, then Linwood, Lowell, Martinson, Fairmount, College Hill, and finally, McCormick.⁵¹ All but Linwood and McCormick were closed by 1977. McCormick, the oldest public school building in Wichita,



Maintenance Personnel, 1950s. From left to right: First row: Les Walz, Eugene Mood, Guido Kauer, Dean Lindamood, Dick Darnell, Sid Milliken, Haskell Hendricks, Julius Harmon, Willard Perry, Virgil Beaver, J.C. Hoehle. Second row: Ed Walker, Curtis Barker, Claude Schulte, Jack _____, Russel Whitson, Emmett Whitaker, Leonard Schmidt, Darrel Thorp, John Rider, Jim Mood. Third row: Floyd Meyers, George White, Richard Stebbins, Raymond Walz, Homer Roberts, Dean Taylor, Chester Houston, Tom Collins, Lee Davis, Cassius Johnson. Fourth row: John McCaw, _____, Everett Cox, Charles Giesen, Verdis Gullet, Joe Francis, Andy Skeen, Howard Spore, Charles Conners, Roy Rosenberg, Fred Nichols, Frank Schmidt, A. T. Schaeffer, George Cornish, Orville Smith, Hubert Cummings, _____, Laverne Legleiter, Harley Weiss.



The Maintenance Personnel in the 50s. From left to right: First row: Eugene Mood, Bruce Cosset, Bill Nottingham, Jerry Stebbins, Jack Sentel, Edith Kittelson, Salome Terwilliger, Jimmy Stebbins, Norvel C. Corkham, J.C. Hoehle. Second row: Fred Dewing, Bill Lyons, Jack Vaughn, Robert Cunningham, Leo Larkin, Raymond Kent, George Rider, Charlie Koontz, Leon Payne, Richard Hardesty. Third Row: Bobby Robinson, _____ Sarge, _____ Arnold, Jackie Stebbins, Glade Elliott, Bruce Rust, Raymond Glasscock, Lee Myers, Clarence Downing, Harold Dunham. Fourth row: Pete _____, _____, Hiram Rank, _____, Floyd Archer, _____, Leo Ernie, Orville Butts, Jr., John Dorsett, Jr., Lloyd Turner, George Cornish, Paul Barnett, Berl Murphy, Vian Branaman, Jim Reed, John Pickering, _____, Tom Muncton

received designation as city and state historic landmark in 1977 due to its age and architectural style.

Routes where children had to cross heavily traveled streets without street signals caused mothers to protest to the school board and the administration. One school child died when a car hit him near Rock and Gilbert Streets, two blocks from Stearman Elementary.⁵² Until safety

measures were enacted, mothers stationed themselves physically across the roads to permit the children to cross.

"It was a stupid place to put a school." However, the children, who enjoyed walking over the Joyland Amusement Park railroad trestle, didn't think so. But the parents who lived east of the Sowers Elementary School (2400 Wassall) considered it most dangerous. When Sowers was built in 1954, it was called the "helicopter school" because it had only one access road, and that was unpaved. The city constructed a footbridge, fifty feet in length, over Dry Creek for children living northeast of the school.⁵³

Vandals plagued the Wichita Public Schools in the late 1950s. In all break-ins, the pattern was similar—ransacking every room, emptying drawers on the floor, scattering papers throughout the room. Sometimes the vandals left empty-handed. Damages caused by vandalism during the first three months of 1958 amounted to \$2,904.44, compared to \$5,741 for all of 1957, and only \$1,733.09 for 1956. Juveniles usually committed the offenses, entering the building through an unlocked door or broken window. Gene Mood, general foreman of building maintenance, said that after a youngster entered a school "a kind of mounting hysteria develops . . . and he commits acts he had no idea of doing when he broke in."⁵⁴

"Call the Green Hornet," a police officer radioed the dispatcher after finding a school burglarized at night. "That's what the police and detectives have called me—or my car—or both of us," said Gene Mood, who also shouldered the responsibility of assisting detectives in investigating any burglary on school property anywhere in the city. For three years Mood had been driving a car painted a light, bright green with Board of Education insignia on the side. The school board bought the car for only \$25 after it had been impounded in 1952 by the Alcoholic Beverage Control Unit of the state government as a bootlegger's vehicle.

To aid the security work of Mood and also improve communication procedures between the service department and other buildings, J. C. Hoehle, Superintendent of Buildings and Grounds, proposed a two-way radio system be installed between the Service and Administration Buildings and in fifteen service trucks and cars. Such a system aided in emergency calls and saved a good deal of work time for the crews.⁵⁵

Teacher Shortages

The Best Teacher

The best teacher is not the one who fills the student's mind with the largest amount of factual data in a minimum of time, or who develops some manual skill almost to the point of uncanniness, but rather the one who kindles an inner fire, arouses a moral enthusiasm, inspires the student with a vision of what he may become, and reveals the worth and permanency of moral and spiritual and cultural values.

—Harold Garnet Black⁵⁶

Teacher shortages caused by World War II, lower enrollments in teacher education, and the baby boom of the 1940s combined to force school districts to employ teachers with less than desirable academic training. Wichita Superintendent Fowler reported it was impossible to obtain enough teachers with bachelor's degrees. Wichita was not alone. Nationally, in 1950, approximately ninety thousand teachers, or about one in ten, held substandard certificates. This compared to only 2,500 temporary teaching certificates in use in the nation in 1930. Records show that the Wichita district employed 1,945 teachers (490 men, 1,455 women) in 1955. Of this total, 270, all elementary teachers, had no degrees; 1,152 had bachelor's, 517 master's, and six doctor's degrees or equivalent.⁵⁷

The Kansas Department of Education required in 1959 that all Kansas teachers must have or be working toward a bachelor's degree for certification. Comparison of college preparation of Wichita teachers with those of Kansas in general showed that 90.1 percent of Wichita teachers had a bachelor's degree or better, while the state (which included Wichita), had only 61 percent. In Wichita high schools, 56.2 percent of the teachers held master's degrees or better, and in elementary 17.4 percent held master's. The comparable Kansas figures were 33.1 percent and 10.4%.⁵⁸

Petition

We, the undersigned, believe that Wichita's children are entitled to the best instructors available. We agree that an improvement in teachers' salary structure will materially improve the quality of new teachers hired into the school system and help retain our present teachers in Wichita.

We believe that the small, additional cost involved in raising teachers' salaries will gain our community much in education benefits. We respectfully submit this to the WICHITA BOARD OF EDUCATION so they may know our feelings on the matter.⁵⁹

Twenty-thousand Wichitans (20,150 to be exact) signed the above petition urging a pay increase for teachers in 1956. Dorothy Goodpasture, Secretary of the Wichita Secondary Parent-Teacher Association Council, initiated the petition movement after estimating that 4,000 additional pupils would enter school in 1956; teachers must be found and paid well.⁶⁰

The Ways and Means Committee presented their recommendations on teachers' salaries for adoption at the March 26, 1956 meeting. They retained the \$200 differential for men teachers, added a category for the doctor's degree to be \$300 above the master's, increased each step by \$275, and paid beginning teachers \$3,175.⁶¹

Teachers' Salaries

Step 1, A.B. or B.S. Degree		Step 14, with M.A. or 160 hours	
1949-1950	\$2,400 (\$2,600 for males)	\$3,900	(\$4,100 for males)
1959-1960	\$4,000 (\$4,200 for males)	\$7,200	(\$7,400 for males)

Source: BOE, August 15, 1949 and August 3, 1959

The Wichita City Teachers Association, formerly interested primarily in cultural, social, educational and charitable activities, turned more and more to emphasis on economic benefits. The WCTA Salary Committee in 1957, chaired by Robert Hollowell, conducted an exhaustive study of salaries in the region and the nation, comparing them to Wichita's situation and the ability of taxpayers to pay. "The WCTA studies arrived at an average figure of \$631 (increase) to put Wichita teachers on a level with those of other communities studied—after tax and cost of living facts had been considered." At the request of certain board members who had been displeased with what they called the "tub-thumping campaign" of past years, the WCTA committee met with the Board's committee in a series of private meetings at North High to work out an advance agreement. Some teachers objected to this practice saying they had no prior information on salaries before the Board received it.⁶²

The WCTA discussed merit rating, a controversial topic on the mind of teachers, educators and interested citizens throughout the nation in 1956 and 1957. The NEA defined merit rating as "a subjective qualitative judgment of a teacher made administratively by one or more persons, with or without the participation or the knowledge of the person rated, for purposes of determining salary." After obtaining information at West Hartford, Connecticut, where a merit rating program was in use and at Gary, Indiana, where a merit rating program had been discontinued after twenty-two years of operation, the WCTA concluded that a merit program needed a long period of planning, understanding and acceptance by teachers and administrative personnel, and an existing high salary schedule before implementation.⁶³

The National Education Association had 562,000 individual and over a million affiliated members in 1956. Although the NEA was then criticized for not being forceful enough and for allegedly being dominated by the school administrators, it had improved American education. It supported federal aid and academic freedom, raised the standards of education over the nation, developed a code of ethics and raised professional standards.

Another organization, the American Federation of Teachers, an affiliate of the American Federation of Labor, had a membership of fifty thousand in 1956. Not easily accepted by teachers because it associated with labor and was regarded by some as socialistic, its numbers remained small. The AFT, through the publication *American Teacher* and its local and national committees, defended academic freedom and had been a "strong advocate of higher salaries, smaller teaching loads, effective tenure provisions, adequate pensions and federal aid." Don Gooden, instructor at Wichita High School East and President of the Wichita Federation of Teachers in 1951, presented seven recommendations of the Federation to the Board of Education for consideration. He requested a \$400 across the board increase, \$200 per year for each salary step, additional salary schedule for those with 180 hours or twenty beyond the

masters, flat rate of pay for both physical education and music instructors for overtime, extension of sick leave to ten full days of pay per year of service, cumulative to sixty days, and sabbatical leave after ten years' service.⁶⁴ Gooden, and the AFT, searching for a suitable candidate for the school board, offered to back young attorney, Carl Bell, Jr. As Carl Bell remembered, Gooden and the AFT never gave him much support and were extremely surprised to see him win a seat on the Board.⁶⁵

In 1952, board member Paul Woods had statistics to show that teachers received raises from 1946-1952 which exceeded the cost of living by about twenty percent. In 1955, he argued that the increases proposed by the WCTA were "weighted very heavily in favor of teachers who had been in the system for years." Again in 1956, Woods repeated that teachers' salaries in Wichita "are not as bad as they feel they are." The public should know, he said, that 251 women teachers and 76 men teachers made over \$5,000 per year. Compared to Wichita industry this was particularly good. He used a local survey which disclosed that some 17 women and 1,352 men earned more than \$5,000 of the total 8,423 employees surveyed.⁶⁶

Paul Woods lost favor with teachers in 1958 when he made four recommendations at a leadership seminar held at Mead Intermediate in 1958. His recommendations:

1. Schools should run from 8 to 5 o'clock instead of 8:30 to 3:30.
 2. Classes should probably be much larger than 30 pupils.
 3. Since teachers earn an average of \$5,050 per year, the school board has a right to expect much more from them.
 4. Teachers have the responsibility of telling the board how to improve the education within the limits of finance and school space.⁶⁷
- Only the last recommendation came close to being acceptable.

Three other issues affected a teacher's financial status. For a woman teacher expecting a baby, the Board of Education approved this by-law on June 21, 1954: "Married women teachers approaching maternity shall be dismissed from their duties at such time and for such time as the superintendent shall determine to be for the best interest of the school. Payments due under their contract shall cease as of the date of dismissal." Secondly, Kansas school teachers and school employees approved a plan to bring them under Federal Social Security coverage. Two percent of income with a matching two percent by the school board was to be set aside beginning January 1, 1955. Third, in the issue of equal pay for men and women, the WCTA consistently advocated bringing women teachers' salaries up to the level of men's but it had been resisted by a majority of the Board. Carl Bell, Jr., Wichita board member, also advanced a proposal to replace the pay differential based on sex for one based on family responsibilities. This would benefit both men and women with dependents.⁶⁸

In 1955, William L. Mitchell, of Hutchinson, introduced a bill in the Kansas House of Representatives whereby women school teachers would receive the same pay as men. In fact, the policy of equality of payment for both men and women teachers was part of the governor's message to the joint session of the Legislature in January 1955. The editor of the *American School Board Journal* freely admitted his reactionary stand in face of the widespread acceptance of the equal salary schedules. He suggested additional pay for dependents. William C. Bruce, editor in 1956, rationalized: "There are good reasons for scheduling men teachers at higher rates than are provided for women teachers. Every school, and every boy and girl, needs the influence of a manly man, especially after the middle grades. And every well-administered school can, and should, require of its men teachers duties and services that are peculiarly limited to the male half of society. Performance of these special duties will overcome the myth that all women teachers must receive equal pay with all men."⁶⁹

Emporia State College Professor Alvin Morris noted that very few women took courses in education administration during the 1950s. A University of Florida, Kellogg Leadership Study team observed the trend toward more men in administration despite evidence of positive response to women administrators: women were more democratic than men, women acted situationally rather than in set patterns, parents approved of the women principals' leadership role more often than that of the men principals, schools with women principals more often ranked better than those with men on discipline, teacher and student morale; only on achievement did the men-principaled schools rank above women's.⁷⁰ The situation in Wichita regarding placement verified the trend toward fewer women in administration.

Wichita Year	Secondary Principals		Elementary Principals	
	Men	Women	Men	Women
1940-1941	8	1	14	21
1950-1951	9	0	23	18
1960-1961	20	0	53	28
1970-1971	21	0	80	11

Black Teachers

When Chester Lewis, President of the Wichita Chapter of the NAACP raised the question of numbers of Negro teachers in the Wichita Public Schools in 1958, Superintendent Wade Fowler reported that all-Negro staffs taught at Dunbar and L'Ouverture schools; nine other elementary schools had mixed staffs ranging from one Negro up to twelve Negroes. On the secondary level, one Negro taught at Central, two at Horace Mann and three at Mathewson Intermediate. "We have no policy in respect to restricting colored teachers to schools that have a large number of colored pupils," Dr. Fowler said. "We do have a problem of placing

teachers where, in the judgment of the staff, the best circumstances prevail.”⁷¹ Chester Lewis commended the Board on its integration of students in 1958, but found the teacher integration policy full of inequities.

Loyalty Oath

The fear of Communism led to many restrictions on the study of the ideas of Marx and Lenin and even Russian history. In schools where such subjects were studied, teaching was slanted to prove the evils of Russia and communism and to emphasize the superiority of the United States and democracy. Most disturbing to teachers at all levels were the implications of the Loyalty Oath law enacted by the Kansas Legislature in 1949.

“I, _____ swear (or affirm) that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence.”

Kansas was not the only state in which legislators showed a lack of faith in its public employees. Similar hysteria was evident in many state legislatures. The Loyalty Oath was devised specifically to fight subversion by Communists of the United States Constitution. Both the AFT and the NEA opposed Loyalty Oaths, arguing that they were unnecessary and an ineffective way of rooting so-called subversives. The NEA opposed employment of Communist teachers, but endorsed presenting comparative government and political theory.⁷²

RAFT

The Wichita City Teachers Association completed negotiations for the purchase of a 300-acre tract of land in Butler County, fifteen miles southeast of Wichita, for a recreational site for the group. About one thousand teachers planned to participate in the recreational venture. A golf course, picnic facilities, and stables were part of the program.⁷³



Business Education Day for teachers, 1954, showing them at the Wichita Boeing Aircraft Company plant. Photo, courtesy of the Kansas-National Education Association, Topeka, Kansas.

Business Education Day

J. C. Woodin, Assistant Superintendent, was in charge of the fourth annual Business Education Day when some seventy-three businesses and industrial firms served as hosts to over 1,800 public and parochial school teachers in the city. In the day-long program, teachers divided into small groups and visited business firms of their interest; they also had lunch at various business cafeterias or restaurants.⁷⁴ An attempt by the Wichita Chamber of Commerce to acquaint teachers with business and industry. Business Education Day, originating in 1951, continued for many years thereafter.

Curriculum—Mostly Traditional

The function of education on the elementary and secondary school level is in terms of the formation of human beings rather than mere knowledge. Scholarship is, as Thorstein Veblen said, in a lower category than the general education for citizenship and practical affairs. Veblen wrote: "... Citizenship is a larger and more substantial category than scholarship; and the furtherance of civilized life is a larger and more serious interest than the pursuit of knowledge for its own idle sake . . ."⁷⁵

Curriculum emphasis underwent significant revision in the 1950s. A strong undercurrent of conservatism surfaced in the 1950s, showing itself in philosophical conflict between Board of Education member Paul Woods and Delore Gammon, and in introduction of advanced academic courses. Miss Gammon had in the 1940s and early 1950s worked closely with elementary teachers on methods to improve instruction in the classroom and encourage constructive, supportive relationships between students and teachers, and among the teachers themselves. Shortly after the Russian Sputnik was set in orbit in October 1957, some educators and the public demanded academic concentration, but Delore Gammon refused to bend to the hysteria, calmly asserting that development of the whole individual was uppermost in the elementary grades. There was no need, she said, for a child of five or six to "forego the pleasure of hunting butterflies for the necessity of becoming a scientist."⁷⁶

Board member and parent Paul Woods contended that there had been a drift away from the basics in education and overemphasis on the inconsequential. "We need to keep our eyes on the main things a liberal education is supposed to provide—an ability to think, to express oneself well, to use the tools of mathematics, a basic knowledge of science, and a basic belief in one's country which comes from history." On the point of discipline, he commented: "I may be old-fashioned, but I subscribe to the theory that if a youngster gets a licking at school, he should get another licking when he gets home."⁷⁷ Deeply concerned over what he perceived as poor achievement records and lax discipline in the schools, Woods introduced a resolution calling attention to these issues in 1956, just prior to Sputnik I:

RESOLVED, That the Wichita Board of Education direct the Superintendent and all professional personnel to:

1. Maintain and strengthen academic standards in the elementary and secondary schools and to refrain from advancing students unless such students have actually attained the academic level to merit such advancement.
2. To refrain from any dilution of the requirements for graduation of strictly academic subjects as distinguished from manual arts, driver education and similar subject matter. The present requirements for graduation in English, Mathematics, History and Social Sciences represent an irreducible minimum, and consideration should be given to adding to these requirements for college preparatory students.
3. To place continual emphasis upon the teaching of moral and spiritual values as an essential function of a public school system which can be accomplished by all instructors without violating the principle of separation of church and state.
4. That high school administrators and teachers are not required or expected to subject themselves to abuse, annoyance and interruption of their normal teaching functions by irresponsible students, who apparently have no desire for an education and whose parents evince little interest in implementing the discipline which the school system finds necessary to employ; that such children should be given a reasonable chance to improve their conduct, but that if it continues to interfere they are to be dropped from the school system and their parents so notified.

The Board adopted the resolution unanimously.⁷⁸

Loren King, *Eagle* staff writer, summarized the reactions of the Wichita teachers and administrators with: "While it is apparent that most teachers and school officials welcome the appraisal brought about by the document known as the 'Paul Woods resolution' there is no reason to believe a major revolution in the Wichita school system is imminent." Delore Gammon, Assistant Superintendent in charge of elementary education, objecting to the section on not promoting children until they have advanced to a certain academic level, said children work not so much to advance a grade, but rather they work at school subjects they like, they are expected to advance, and because they please their teachers and parents by doing so. Learning is its own reward.⁷⁹

All four high school principals—Sid F. Moore (East), Floyd Farmer (West), D. W. Grigg (Planeview), and C. E. Strange (North)—defended their past record, denying that standards had fallen in the past thirty years, adding that the so-called non-academic courses which had been added to the curriculum in recent years had enriched, not diluted, the curriculum. C. E. Strange remarked that "Not all the good of a school is to be found in textbooks or other reading or lecture material. The so-called frills in school do much to teach citizenship, moral and spiritual values."⁸⁰

Teachers agreed wholeheartedly with Woods on the resolution calling on educators to stand up against "abuse, annoyances, and interruptions" by irresponsible students. A week before Woods presented the resolution, the Wichita City Teachers Association appeared before the Board of Education to recommend that representatives of the Court, the Board of Education, school administration, and members of the Wichita City Teachers Association form a committee to establish policies and facilities

for coordination in handling of chronic trouble makers.⁸¹

Few curriculum changes took place during the latter years of Fowler's superintendency. He did appoint Floyd Farmer as Curriculum Supervisor in 1957. Coordination of curriculum from kindergarten through the twelfth grade was a major task. This he intended to achieve through in-service training, workshops with universities and curriculum reorganization. Most of the department heads, including those in curriculum, set their own standards and policies with the aid of outstanding consultants in curriculum, both elementary and secondary.

When Lawrence Shepoiser became superintendent in April 1958, after Fowler's death, he implemented additional changes in the curriculum including the transfer of Delore Gammon to the position of Elementary Curriculum Director in 1958. Whether they agreed or not, the curriculum directors were forced by public reactions to Sputnik I and aided by the National Defense Education Act of 1958, which supported experimental programs and provided new equipment for science programs, to initiate new programs in science and mathematics. Superintendent Shepoiser described a research study on the guidance and motivation of superior and talented secondary school students. Wichita High School West was selected to participate in the project of the North Central Association, "whose purpose was to find, develop and implement procedures and programs in secondary schools which would identify, guide and motivate as many as possible of the superior and talented students in all fields of learning to desire, plan for and acquire a thorough college education." The project was planned to cover a period of two years and was directed by West High Principal Glen Hamilton and Counselor Harold Froning. Overall, curriculum directors enriched current programs—experimented with individualized reading as contrasted to groupings of children into fast, slow and medium readers, telescoped courses (combined courses into one), provided more programs for the advanced students, expanded an accelerated program to all fifteen intermediate schools, and raised the quality of science programs.⁸²

Superintendent Shepoiser outlined a Wichita science project being developed in conjunction with the National Defense Science Project. In this project the United States Office of Education allocated funds to the states, which distributed them on a matching basis. With \$200,000 the Wichita Public Schools proposed to establish an elementary science center to provide materials for in-service education, upgrade science teaching, add books and audio-visual aids, offer a new program of biology and laboratory science for the ninth grade. On the senior high level, the funds would purchase additional materials and supplementary literature to enrich the established courses and add advanced science studies. The project possibly came as a surprise to some members of the Board of Education who questioned the spending of this amount of money on one phase of school curriculum. Others believed that any opportunities to im-

prove the school program for children could not be denied when all school systems of the country were charged with improvement in school curriculum.⁸³

Non-academic courses still attracted a large number of students. One of the more popular were the home and society classes, which enrolled 248 boys, and foods classes for both boys and girls. The home economics department had grown from 5,963 students in 1953 to 7,837 in 1955, evidence that students still wanted to make practical preparation for the years ahead.

Team Teaching

Southeast High School initiated team teaching in 1958 on an experimental basis. Supporters of the experiment concluded that students could learn as well in large classes of one hundred or more as in smaller ones of twenty-five to thirty. Students met first in large sections to hear a lecture or view films, then divided into small discussion groups of four to twenty in number. This gave students an opportunity to test out their ideas, before meeting again with the entire group. The experiment was successful and continued into the 1960s.⁸⁴

Driver Education

Another of those practical courses considered a frill and non-essential by some—driver education—nearly lost its place in the high school curriculum in the 1950s. According to Dr. Paul W. Harnly, Assistant Superintendent of Schools in charge of Secondary Education, driver education cost the schools about four times that of other laboratory courses. At the same time, the school received no compensation from state or federal funds for this higher cost. Such news led several board members to advocate elimination of the program, but Edwana Collins waged a "valiant, one-woman crusade to keep driver training in the high school." She encountered parents and teachers, who argued that secondary schools should emphasize academics, and the economy-minded taxpayers, who called the program too expensive. Armed with information derived from a nation-wide survey she made among schools that had driver education programs, she told civic groups throughout the city that driver education should be required of every high school student as a means to reduce property destruction, injury and death on the highways.⁸⁵

Driver education remained in the curriculum only to be threatened with ouster again in 1959. Paul Woods instigated a move in early 1959 to eliminate driver education from the school curriculum saying that the community rejected it primarily because of the cost. Three hundred persons attended the meeting held at West High School on March 2, 1959, to debate the merits of driver education. Opponents of the driver education program—Robert Love, local manufacturer, and Claude Martin, spoke to the Board. Love said, "When government takes over something that is

primarily a social responsibility, it starts competing with free enterprise, a precept upon which this country is founded. There has been no conclusive evidence to prove driver education lowers the accident rate." Claude Martin added that it was getting to the place where parents had little to do with a child's upbringing. "If the schools just figure out a way to deliver and conceive a child, then parents won't have anything left to worry about." Again, board member Edwana Collins presented her statistics, showing that students trained in this program had forty to sixty-six percent fewer accidents than those who received no training. Superintendent Shepoiser fully supported the driver education program, but called the Wichita one a "farce" because of the limited equipment. When all the arguments were heard, the Board voted down Woods' resolution to abolish the course by a close vote of seven to five.⁸⁶

Wichita's driver education program improved within a year. By 1960 the driver training program was expanded through the use of two fifty-foot trailers converted to classrooms, each containing twelve driver trainer units and equipped with moving picture projectors and student scoring devices. The Board of Education authorized some \$14,000 for the two trailers and \$31,000 for the twenty-four trainer units. A factor encouraging the Board to develop the trainer program was action of the legislature which set aside funds accruing from drivers' licenses for those schools having driver training operations conforming to state requirements. This aid amounted to forty to sixty dollars per student.⁸⁷

Television Education

Wichita was one of approximately fifteen cities chosen for an introduction of a television education study to determine whether or not it was economically and academically more efficient to educate young people by television than with the current method of teaching. Dr. A. J. Stoddard, with the Fund for the Advancement of Education, a subsidiary of the Ford Foundation, appeared before the Board of Education, January 21, 1957, to explain the purpose of the Ford Fund and the television experiment in Wichita. Under the leadership of Delore Gammon, four elementary schools—Adams, Fairmount, Jefferson and Woodman—had received grants from the Ford Foundation to participate in the experiment. The Committee on Educational Television urged that all other interested teachers and principals at the elementary level be encouraged to experiment with programming during the next three years, even though they were not a part of the national experimental program.⁸⁸

At the end of one year, Dr. Blanche Owens, who had been appointed Coordinator of Educational TV, reported to the Board and requested an extension of the experiment for another year. School programming, using commercial TV—KTVH and KAKE—had been limited to three twenty-minute periods a week. Consequently, results were inconclusive. The program continued for three years in the four elementary schools, ap-



Miss Jeannette Munger with her fifth grade students at Irving Elementary School sometime in the 1950s.



The Wichita Public Schools' closed circuit mobile television studio used in the late 1950s.

parently not an overwhelming success. After the local commercial stations discontinued serving the schools, Wichita Public Schools outfitted a closed circuit television trailer which traveled from school to school. The three year experiment had shown that in the basic skills and understandings, the students did as well or better with television instruction than those students in a matched and controlled class situation. Shepoiser suggested that the Board of Education seriously consider establishing their own educational television station. In the meantime, the Board approved the superintendent's recommendation to establish a program of TV for large class instruction at Wichita High School South for 1959-1960. Southeast and Robinson Intermediate also scheduled large history and science classes using TV.⁸⁹

Textbooks

The Communist scare of the late 1940s led local Wichita educators to review textbooks used by students in the Wichita schools. *The American Way of Life*, used in the social studies courses at the senior high level, was found unsuitable by the Wichita Board of Education in 1948, and the Board moved to cancel the remainder of the contract on the text. The book had been contracted for November 20, 1944. Kansas law stated that the School Book Commission "shall not change" any textbook until that book had been in use for five continuous years. The contract on *The American Way of Life* expired in fall 1949. Fireworks exploded around the Board table Monday in June 1949, when Lloyd Ferrell asked permis-

sion to acquaint the House Un-American Activities Committee in Washington with his objection to the controversial history text, *The American Way of Life*. The Board backed Ferrell in his crusade to ban the text. They voted six to two in favor of sending it to the House Un-American Activities Committee. Kansas was among several states which had forwarded lists of its adopted books as per request to the House Committee on Un-American Activities in May 1949.⁹⁰

Harry E. Barnes and Oreen M. Ruedi, authors of *The American Way of Life*, displayed an interesting vigorous writing style, but some of their pessimistic conclusions reached in 1942, at the height of European totalitarian power were hopelessly outdated by 1949. Two passages from their book illustrate the point:

In its most fundamental sense the second world war represents the inevitable clash of totalitarian desperation with democratic dry rot. The democracies (Great Britain and France) were too stupid and fearful either to get on living terms with the totalitarian nations and make reasonable concessions to them, or to crush them by military force while this was still possible.

. . . Education is the only means of our command for bringing about social change in an orderly fashion, without running the risk of violence and revolution. Yet, education is not ready to assume this responsibility. It, too, suffers from cultural lag. We have made education available to the masses, but we have not adapted it to present-day life. We follow a curriculum which was designed centuries ago for the children of feudal lords and town nobles. Our elementary schools and grammar schools are filled with out-of-date subjects and make too little allowances for mental differences in children. Our high schools train pupils to enter college rather than to earn a livelihood and assume the responsibilities of citizenship.⁹¹

"The average cost of textbooks per pupil in Kansas Schools is \$8.35. The national average is \$3.49. Can you think of any good reason why Kansas should pay so much more for textbooks?"⁹²

Kansas students paid more for textbooks than any state in the Union according to an article in the *Kansas Teacher*, March 1955. Individual purchase procedures contributed to the high cost. Adel Throckmorton, State Superintendent of Public Instruction, proposed to the legislature that school districts be permitted to establish textbook rental programs. With the support of the Wichita Parent-Teachers Association Council for Secondary Schools, the Wichita Board of Education implemented a gradual introduction of the textbook rental into the fifth and sixth grades in 1957-1958 year, and eventually into all the schools within three years.⁹³

Summer School

A six weeks summer session for elementary children who needed additional help had been provided for a number of years. Director Delore Gammon noticed, though, that many of the children taking summer school failed to "show the spark of interest" usually evident in most regular classrooms. Others aimlessly wandered in and out of class at different times of the morning. For the summer of 1949, Gammon worked to improve the child's attitude toward school, suggesting that teachers adjust the course work to each class. The results were discouraging,

enrollment less than two hundred. She concluded that beginning with the summer of 1950, all elementary school summer sessions be discontinued. Elementary students waited until 1959 before classes were held. This time arts and crafts and individualized reading were offered.⁹⁴

Secondary summer school programs at East High School and Roosevelt Junior High attracted approximately two thousand students, enough to insure a very successful program. Students enrolled in academic courses (several accelerated), physical education courses and driver education. Beginning in 1958, summer school offered junior high and high school students the opportunity to obtain enough credits during summers in order to reduce the number of years of schooling from twelve to eleven.⁹⁵

Music

Through the years, the popularity and success of the music department waxed and waned depending on the supervisor. Jessie Clark developed a great interest in music in the schools. After her death in 1925, Ramon Hunt and Duff Middleton directed instrumental music and Aleen Watrous and Ruth Wolf directed vocal music. In certain schools, such as Central, Allison and Roosevelt, instrumental and string music flourished under the disciplined direction of talented music teachers. Myrabell Hollowell, music instructor at Black Elementary, has heard several musicians in Wichita credit Irene Meyer with getting "more kids started on good music than anyone else in Wichita."⁹⁶ Other students recalled



The East High School Marching Band at Veterans Field (Cessna Stadium) in 1953.

their teachers who inspired them with a deep appreciation for music.

When Arthur Harrell came to Wichita from Jefferson City, Missouri (in 1949), he rebuilt the music program. In doing so, he worked closely with the recently (1946) organized Wichita Symphony, a semi-professional orchestra composed of local musicians, many of them teachers at Wichita University, Friends University, and the Wichita Public Schools. Harrell offered prospective teachers both public school positions and the opportunity to play in the Symphony. Wichita Public School teachers Elna Claire Valine, Carrol Childs, Roger Roller, Clarence McLeland, Lawrence Kinney, Edward Callon, Robert Hollowell and Eldon Lipp were only a few of the many Wichita Public School string and instrumental teachers who played in the Symphony in the 1950s. Such collaboration immeasurably enriched the music program.⁹⁷

Vocational Education and Industrial Arts

J. C. Woodin's career in the Wichita schools began in 1915, with his most significant work accomplished as director of Wichita War Production Training Program—a program training 87,000 workers. After that, he worked to develop the public school industrial and vocational education department, culminating in the construction of a new, complete industrial-vocational building on the East High School site. Industrial Arts employed one hundred teachers when Woodin retired in 1957. The Chamber of Commerce quoted from the *Wichita Magazine*: "No other man in the field of education has had a greater impact on Wichita's business community. He has been a valuable and effective friend of business in industry, an important contributor to his city's industrial economy."⁹⁸

Adult Education (Opportunity School)

In fall 1955, the adult education division expected an enrollment of twelve thousand, the highest number since World War II wartime industry training. Most popular were aircraft courses which enrolled nearly half the students. New developments for the 1955-1956 adult education program encouraged high school dropouts to return to school. Beginning in 1955, the state issued high school achievement certificates which were recognized as equal to diplomas by many colleges and by industry generally. Any legal citizen twenty years of age or over who could make a minimum score on a preliminary examination could apply for the certificate. Formerly, the five-part achievement tests were available only to veterans.⁹⁹

Special Education Services Increased

The State Department of Education did not significantly recognize the special needs of exceptional children until 1949, when it passed House

Bill 440 establishing a Division of Special Education within the State Department of Instruction, enabling school districts to establish and maintain classes and schools for exceptional children and provide tax levies in support of those programs. "Exceptional children" included those under twenty-one years of age who were crippled, had defective sight, were hard of hearing, had speech impediments, had heart disease, tuberculosis, cerebral palsy or because of emotional and social maladjustment or intellectual inferiority or superiority were not able to profit from ordinary instructional methods, or were unable to attend the regular public school classes with normal children by reason of any physical or mental defect.¹⁰⁰

Wichita established a program for homebound and hospitalized children beginning in 1949. Teachers visited each child for one hour twice a week. A program for speech correction was added in 1950-1951. Most of the children with speech or hearing problems were seen twice a week for twenty to thirty minute periods. The Board endorsed an education program for blind students in 1958, at Washington Elementary where blind students were integrated into the regular classroom part of the time. During the 1950s, the Wichita Department of Special Education developed a program at Booth Memorial Hospital for unwed mothers wanting to obtain high school credits.¹⁰¹

The program for the trainable mentally retarded began in 1955 with two one-half day sessions at MacArthur Elementary School. The State Division of Special Education specified that children with an intelligence quotient range between thirty-five and fifty qualified for this program. C. Fred Colvin, then Director of Special Services, explained that the program for the trainable mentally retarded was intended to provide the child an opportunity to express himself through activities and speech, to listen and follow directions, to succeed in activities suitable to his mentality, and to learn proper manners and personal grooming. Prior to September 1959, students with low IQs entered ungraded classrooms at age six, continuing there until age thirteen, finishing the sixth grade. Beginning in 1960, special education classes were placed in intermediate schools to care for children who had in the past been released after the sixth grade. Before a child could be placed in an ungraded room, parents had to agree to it. Most parents cooperated rather than place their child in a regular classroom where it would be impossible to maintain the normal students' pace of learning.¹⁰²

At the other end of the spectrum, secondary pupils with high IQs benefited from honors classes, advanced and college level courses in high school. Although discussed for several years, a program for elementary children with IQs of 130 or more and achievement levels approximately two grades beyond the actual grade placement did not begin until 1960.

Wichita speech therapists and teachers of the blind, hard of hearing, and retarded worked first in the office of physical education and health,

then special services until June 1959, when speech therapist Robert Ohlsen, Jr. was appointed Director of Special Education. The Department of Special Education at the end of the 1958-1959 year employed fifty-nine teachers to serve 1,618 children, the largest group being in speech therapy.¹⁰³

Few teachers had any training enabling them to work with exceptional children. The 1949 Kansas Statutes provided special state reimbursements to districts organizing special education programs. To qualify, the teacher had to have special training, had earned or was earning an advanced degree, and have a special education certificate. Wichita, as other districts, attracted these specialists by offering supplements to the regular salary. Wichita paid from \$200 to \$500 extra annually depending on which type of exceptional children they taught.¹⁰⁴

Student Activities—Legal and Otherwise

Fraternities and Sororities

... secret societies in American high schools exist as a problem: that their effects are bad in terms of the personality growth of many students who are not elected to membership. The case against secret societies in American high schools is strong.¹⁰⁵

Wichita school administrators had wrestled with problems of the secret societies in the early 1900s. Kansas Statutes in 1907 and 1935 declared it "unlawful for pupils of any high school to participate in or be a member of any secret fraternity or secret organization whatsoever that is in any degree a school organization." Nevertheless, secret organizations existed in Wichita East and North High schools in the late forties. The Wichita Board of Education yielded to severe criticism for its laxity regarding enforcement of the statutes. It began to correct the problem December 5, 1949, with the following resolution:

"BE IT . . . RESOLVED that the rules and regulations of the Board of Education do now and have heretofore prohibited the membership of any student in any secret fraternity, sorority or similar organization, and that the administrative officials of the schools of the City of Wichita be and are hereby directed not later than the opening of the fall term of school in 1950 to suspend from school any and all students who after said date are found to have membership in any such organization . . ."

Secret organization members numbered about one hundred members at North and approximately three hundred at East in spring 1950. Society members sought legal advice and threatened court action against the school board. However, by October 11, 1950, all ten fraternities and sororities at East, and four at North signed written pledges to disband.¹⁰⁶ Disregarding their promises to disband permanently, Tally Ho, Tally Hostess, and Sub Debs met through 1950-1951; Doux Seize, Koppa Son and J.U.G. met in summer 1951.

After Tally Ho and Tally Hostess told the Board they would continue to meet, the Board denied them participation in extra-curricular activities and attendance at school functions. Twenty-two members of the Tally Hostess chapter of the Sub-Deb Club took the issue to court, asking the court to grant the plaintiffs a temporary injunction restraining the defendants from enforcing the school board resolution barring them from participation in school activities until the court reached a decision. At the hearing, the Tally Hostess Chapter of the Sub-Deb Club denied being a secret organization. All its activities and membership lists were public knowledge. The Sub-Deb Club called the Board of Education ruling on denial of extra-curricular participation oppressive, arbitrary and capricious. It had denied them their civil right of free assemblage and discriminated unjustly, allowing girls membership in Rainbow Girls or Job's Daughters, organizations which also had secret rites. Judge Howard Kline, on December 20, 1951, rendered this decision: "As I see it, there is only one question in this lawsuit, and that is whether or not the Board of Education acted arbitrarily in adopting the resolution of September 10, 1951. The plaintiffs, in the Court's opinion have not done (shown) that. They have not shown that, and therefore, the injunction will be denied." The losing plaintiffs appealed for a new trial and were denied it.¹⁰⁷ ✓

The fraternity-sorority problems remained with East High and the Board through most of 1952 despite the judicial decision in favor of the Board. Through various subterfuges and evasive practices such as participating in summer rushing activities, certain fraternities and sororities continued to be active. For those students and parents who had, according to the Board, "simulated ignorance or miscomprehension of the scope, meaning and intention" of the Board's position, the Board cited the Statutes of Kansas which stated that the board of education in each district had the "power to make all necessary rules and regulations for the government and conduct of such schools, consistent with the laws of the state . . ."¹⁰⁸ Its lengthy resolution barring secret organization, passed October 6, 1952, included the following statements:

That membership by any student of any Wichita public high school or junior high school (sometimes denominated elementary school), whether as a pledge or as an active, in any fraternity, sorority, or other group or organization not promoted or sponsored by his or her school or its administration, and any participation, directly or indirectly, in any activity thereof, is hereby prohibited; provided, that any organization expressly thereafter approved by this resolution, or any organization hereafter formally approved by this Board of Education, shall not be considered or construed as an unlawful organization as aforesaid

...
That any student at any Wichita public high school or junior high school who violates this resolution in any part shall forthwith be barred from participation in any and all extra-curricular activities of his school.

WHEREAS, after extended and careful consideration of the entire problem this Board of Education is convinced that groups or organizations consisting in whole or in part of students of any Wichita public high school or junior high school whose primary, predominate, or major purpose is or appears to be social, and which selects its members

upon the basis of personal preferences of existing members rather than upon publicized objective standards so that any and all students in said schools who meet said standards may and will be admitted to membership and any and all types of student organizations, whether or not the same constitute "secret fraternities" or "secret organizations" under Kansas statute, which embody the principle of exclusivism, being open to only a relatively few or less than all of the students in said schools, and which base the right to membership therein upon personal tastes or preferences or upon anything other than qualification, merit, and achievement, are undemocratic, tend to develop clannishness and snobbishness, are detrimental to school spirit, bring about undesirable social stratification in the schools, interfere with the schools' own social programs, adversely affect school loyalties, interfere with school discipline, cause unhappiness and, often, even serious maladjustments to students rejected from membership therein, and for various other reasons are contrary to the welfare and the best interests of the high school and the students thereof; and,

WHEREAS, to insure that no Wichita public high school or junior high school will be in violation of the rules and regulations of the Kansas State High School Activities Association so as to jeopardize the interscholastic efforts of an entire school because of the fraternal activities of a few of its students and to insure, further, the absence of any future misunderstanding or controversy regarding whether a given organization or activity is or is not within the scope and ban of this resolution, This Board of Education desires to prescribe a general rule requiring approval of all student organizations before membership therein or participation in the activities thereof, directly or indirectly, may justifiably be considered as not in violation of the resolutions of this Board

Expulsion would be used only if the Board became convinced of its necessity. Active secret organization members had to sign statements of permanent resignation and appear before a committee before being admitted to participation in all activities of the school.¹⁰⁹ In the meantime the Sub-Debs appealed their case to the Kansas Supreme Court where the judge dismissed it on June 6, 1953.¹¹⁰

At the same time that high school fraternities and sororities were under fire, High School East Principal Walter Cooper proposed a student union at East. The committee working on this project, consisting of Kenneth Nickel, Flora Stebbins, and Mike Cambron, chairman and president of the senior class, recommended that the Board employ two part-time people to organize a recreational program to be administered under the auspices of the school; the Union itself would be self-supporting except for personnel. The Board approved of the idea. By spring 1951, the student union proposal culminated in the "Hangar" which offered a recreational program for students on Friday and Saturday evenings. For a few years the club served its purposes well, then participation declined as the Park Board, Junior Chamber of Commerce and various churches provided similar recreational programs for young people. Also, the gym ("Hangar" clubroom) was needed for basketball games. The "Hangar" was discontinued after May 1958.¹¹¹

Educators had discussed military training for high school students ever since World War I, but had done nothing in Wichita to encourage it. The Reserve Forces Act of 1955 allowed high school students, age 17 to 18½,

to sign for eight years in the 89th Division of National Guard. They could finish high school, then do six months of active training in the Army. Upon completion of six months the student returned to his Reserve Unit no longer needing to worry about whether he would be drafted into the Armed Services after high school. Wichita's first group of high school juniors and seniors soldiered two weeks in 1956 in Camp Carson, Colorado, with the 89th Division driving tanks, firing on the range, and shooting projectiles from mortars. Wichita principals Sid Moore (East), Floyd Farmer (West), C. E. Strange (North), and E. W. Grigg (Planeview) visited the young soldiers at camp in the summer of 1956.¹¹²

Until 1954, students injured on the playground or in the school buildings could appeal to the Board of Education for compensation. If that brought no results, they went to court. Throughout its history, the Wichita Board had on occasion paid for injuries suffered by students participating in school activities. The Board of Education in 1954 made provisions for a plan of insurance to which every child attending school in Wichita could subscribe. The protection cost \$2 for each pupil from kindergarten through eighth grade, and \$2.50 for the older students. Similar to group insurance plans used in other schools, the one in Wichita covered students while in school, going to and from, or participating in a school-sponsored activity at another location. During the first four years about fifty percent of the Wichita students participated. An average of \$45,000 in claims was paid annually.¹¹³

A nation which for twenty years or more had been preoccupied with financial and ideological survival, then winning a world war, could at last turn its attention to other concerns in the late 1940s and 1950s. Several issues predominated public education during that introspective period, but none had such profound effect on the public schools as the adulation of motherhood and family. Surprised demographers witnessed family sizes increasing to three, four and five children per family, reversing a downward trend of several decades. Young children inundated existing school facilities.

A second issue emerging in the 1950s, one which did not erupt until the 1960s, was that of desegregation. The *Brown v. Topeka* Board of Education decision of 1954 opened the door for equal opportunity in public education. Wichita desegregated slowly and insignificantly in the 1950s.

A third major trend developed in the 1950s, movement from emphasis on broadly based curriculum and the average student, to academic scholarship and the accelerated learner. The trend became evident before the Russian-launched Sputnik achieved orbit in October 1957. The United States government, which had since 1917 provided ample funds for vocational and industrial arts program, began placing substantial

funds in academic programs through the National Defense Education Act of 1958.

Throughout the trying almost chaotic period, the Wichita Board of Education reacted to pressures of increasing enrollments by building more schools. In the central administrative office, strong department directors carried forward successful programs and introduced new ideas. Yet all lacked unity and cohesiveness until Lawrence Shepoiser became superintendent in 1958. Willingness to change suited his administrative mode; his interaction with invigorating academic trends, incorporation of modern administrative techniques and employment of competent personnel revitalized Wichita public education.



The Turbulent Years

"Wichita was chosen because the city is most representative as to location and extent and depth of the program. It is the healthiest locale of the urban program that we have seen," so said National Education Association film producers who selected the Wichita Public Schools for their thirty-minute film on summer education after visiting many other summer schools throughout the nation. The film, once produced, would be shown on approximately 222 TV stations, before parent-teacher meetings and interested civic groups.¹

The city of Wichita also won recognition for its civic improvement program consisting of extensive downtown renovation and expansion. Most noticeable was the new civic center, Century II, and the modern library across from the old, 1890 city hall. Wichita observed Kansas' one

1960 ✓ hundredth anniversary as a state in 1961 and was selected as an All-American City by *Look* magazine and the National Municipal League.

Wichita had its problems, too, its ghettos, its pockets of poverty. Although demonstrations and violence in Wichita never reached the proportions that they did in Birmingham, Washington, D.C., Cleveland and Los Angeles, citizens were frightened and on several occasions the National Guard was called to Wichita to preserve order. Wichita was one ✓ of the most racially segregated cities in the nation according to news reports. Schools remained naturally segregated (de facto segregation) with a few exceptions on the periphery of the black neighborhoods. The 1954 Supreme Court decision on *Brown v. Topeka Board of Education* resulted in nothing more than resolution to prohibit discrimination on account of race. After President Lyndon Johnson signed the Civil Rights Act (1964), blacks used it to enforce anti-discrimination rulings and local ordinances.

✓ Since 1956 Martin Luther King, Jr. had led mass demonstrations for civil and political rights for blacks. For the impatient, King moved too slowly. Black loyalties split, with the more militant shifting from civil rights to black power with Stokely Carmichael as the leader of SNCC (Student Non-violent Coordinating Committee). Martin Luther King, Jr. of the SCLC (Southern Christian Leadership Conference) and the NAACP rejected "Black Power" as a "separatist movement." For blacks, the 1960s had been a period of rising expectations and bitter losses. Politically powerful advocates of civil rights—President John F. Kennedy, Martin Luther King, Jr. and Robert Kennedy—were all assassinated.

The U.S. involvement in Viet Nam led to huge anti-war demonstrations in U.S. cities and university campuses. At the peak years of violence and protest over race and war, from 1964-1968, more than a hundred American cities were swept by riots, dynamiting and guerrilla warfare. On university campuses students seized buildings, clamoring for participation in the university organization and determination of courses. In the late 1960s, public school students emulated their older brothers and sisters and defied the establishment by flaunting its conventions. Boys wore shoulder-length hair, girls shortened their skirts. They demanded their "rights" to be heard, some resorting to obscene language to get the attention they craved.

Another issue of the 1960s brought no violence—but possibilities of radically changing life patterns for millions of Americans. In the 1960s, women protested against subservience and restrictions at home, at school and at work. The new movement—"women's liberation"—called for social, political, and economic equality. Platitudes about golden economic opportunities, liberty, and justice for all had been for white men only. The cynical called new equal and civil rights laws pabulum for the dissidents. The optimistic rejoiced in laws that provided the first step

of a lengthy journey toward greater justice and equal opportunities.

Expansion and Consolidation

Wichita's school district underwent greater expansion from 1955 to 1965 than it had in all previous years. It tripled in size from approximately 52 to 152 square miles. All of these areas were either annexed by the City of Wichita or attached to Wichita for school purposes only.

The need for school district reorganization and unification became evident as early as 1896 when 9,284 school districts existed in Kansas. Since then the legislature created no less than eighteen different types of districts. Confusing and conflicting regulations presented problems until the unification laws of 1963 and 1965 established new organizational patterns. The State Department of Education, with the aid of county superintendents, county planning commissions and committees, drew the boundaries of the new unified districts, 303 in all by 1967.²

Outlying school districts which would become a part of U.S.D. #259 (Wichita), but not be annexed to the city of Wichita, were known as attached districts. These attached districts benefited by their connection to Wichita: their children could attend the same schools as previously, their taxes for school purposes were usually reduced because they became part of a much larger district, more instructional services were granted, more savings in purchases were possible, and services of a large maintenance and service department were offered. Between 1960 and 1966, fourteen school districts with 11,000 students were either annexed or attached to U.S.D. #259. School boards for Wichita and (Haysville district) discussed sale of Campus High School to Wichita for several years. Wichita had annexed land formerly in the Haysville district, thus depriving them of taxable property. Eventually the Kansas Supreme Court ruled that the Wichita school district pay \$1.25 million to Haysville in payment for a portion of bonded indebtedness assumed on property annexed.³

For the expanding Wichita school district, transportation of pupils became increasingly complex and expensive. In 1960, the board attorney explained that the Statutes of Kansas prevented the Board from paying transportation costs for pupils residing within the corporate limits of the city, but was mandatory when rural students lived more than two-and-a-half miles from school. The school district had to either furnish transportation or pay five-cents per mile for distance actually traveled. Beginning in 1960 the Kansas Department of Public Instruction paid the city twenty-five cents a day or forty-five dollars during the school year for each transported rural student who lived farther than the two-and-a-half miles from school. Between 350 and 400 children were involved.⁴



Forty new school buses parked on the turnpike exit. Bruce Jones, right, of B.W. Jones and Sons Bus Service, and his son Steven Jones. Photo courtesy of the *Wichita Eagle*.

Demands for busing increased within the city. Wichita district #1 transported 2,600 pupils in twenty-nine buses by October 1963. Fifteen buses were owned by the Board of Education and fourteen were leased. State statute defined reasonable walking distances for elementary pupils as being under one-and-one-quarter miles, junior high pupils, under one-and-a-half miles and senior high pupils, under two-and-a-half miles.⁵ The school board was expected to arrange bus service for those living beyond the specified distances. For awhile in the early 1960s, Rapid Transit Lines, the city owned company, provided reduced cost busing for children on the regular bus routes. It insisted on payment in advance for reserved seats. Complaints about Rapid Transit service, or lack of it, forced the school board to consider alternatives.

Rapid Transit Lines defended its exclusivity for busing Wichita children when other bus companies threatened competition. Pat Healy, attorney for Rapid Transit Company, interpreted Kansas law as saying that only bus companies which were franchised by the city may legally transport school children. This did not apply to buses owned and operated by the school system. Bruce Jones, owner of Meyer's Bus Service, explained that his bus operations in Wichita began with the request of patrons because transportation was not available in certain areas.

Board attorney J. Ashford Manka, countered Healy stating that the State of Kansas had prescribed rules and regulations for the operation of school buses and in so doing had denied to the city the right to make regulations inconsistent with state laws.⁶

Under Senate Bill 281, passed by the 1965 State Legislature, boards of education were responsible for transportation for all pupils, kindergarten through grade 12, who lived two-and-one-half miles or more from the attendance center and outside the city limits. The district would receive seventy percent reimbursement with a minimum allowance of \$32 per pupil annually for transportation. For the first school year 1965-1966 under this statute, the Board entered a one-year exclusive contract with low bidder, Rapid Transit Lines.⁷

In the following year, 1966, Bruce Jones, operator of Jones and Sons, Inc. (formerly Meyers) of McPherson, Kansas, was awarded a three-year contract for an annual expense of \$191,015.00. Jones encouraged women to apply for bus driving. "I prefer women drivers," he said emphatically. "Mothers are just a natural to drive a school bus." He added that women took good care of their equipment, commanded more respect from the young passengers than men and could cope with the kids.⁸ The Jones company provided generally satisfactory service and consequently had their contracts renewed through the 1960s and 1970s.

Skinner School—Functional Replacement

The proposed Interstate Highway, I-35, the Canal Route Bypass, was scheduled through the central part of Wichita. Working together with the Metropolitan Area Planning Department, the Board of Education agreed to support the re-alignment of the route which resulted in the elimination of Skinner Elementary School. In anticipation of demolishing Skinner, Wichita added eight permanent rooms to Mueller and added portables on other nearby school sites.⁹ Many of the transferred students were black which added to the already crowded classes of the all black schools in the northeast.

The school had sought to collect equitable compensation from the city of Wichita to defray costs of land and new facilities to replace Skinner. The first condemnation award of \$376,588 to the school board was contested by the City of Wichita; the Board of Education filed a counter suit requesting \$400,000. The court action resulted in a directed verdict by the court of a lower award of \$329,814. At this trial the school board was awarded compensation of \$14,530 for the land replacement and \$315,288 for the buildings. The school board appealed and won. In 1968 the Sedgwick County District Court Jury awarded the Wichita Board of Education \$110,000 as land replacement costs. The precedent of functional replacement reimbursement later applied to city acquisition of right-of-way for the Canal Route (I-35) through and across the west end of the campus of Wichita High School East. In each case the Board had

insisted on "full and fair compensation for the land taken and damage to land not taken so that the amount received for such land was sufficient to provide the equivalent and necessary replacement of buildings and land affected by the condemnation."¹⁰

Members of the Citizen's Planning Council for School Facilities recommended eight specific school projects as top priority in the 1960s, projects to undertake as soon as funds were available. They consisted of additions to East High and Roosevelt Junior High, a new westside junior and senior high, a new building to replace Fairmount Elementary, an addition to Brooks Junior High and a new building in the Planeview area to replace Brookside, Rogers and MacArthur elementaries.¹¹ These top priority needs required at least a \$15,000,000 bond issue plus capital outlay funds. The 1966 bond issue was approved by voters only to be contested by two Wichita attorneys and ruled invalid by the Kansas Supreme Court. It proved to be an expensive loss to the taxpayers of Wichita. Priorities remained generally the same between 1966 and 1974, but by 1974, the district needed \$30,000,000, twice as much as in 1966, to provide new facilities and renovate old ones.

Architectural Innovations

Dr. Richard Holstead, Director of Plant Planning, explained the innovative architectural aspects of the new Mary Kelly Elementary School to Wichita school board members, May 31, 1962. It was the first all-electrically heated public school building in Wichita; maintenance was minimal because the inside was faced with brick and floored with tile. The compact octagonal building provided 21,000 feet, fourteen classrooms at a cost of \$11.40 per square foot.¹² Coleman Junior High and Rea Woodman Elementary School architects also designed new schools consisting of circular units.

Cleaveland Elementary School, 3345 West 33rd Street South, designed by Schaefer, Schaefer, Schirmer & Eflin, Architects, Wichita, was selected for display during the annual convention of the American Association of School Administrators at Atlantic City, New Jersey in February 1965. The architects won the annual merit award of the Kansas Chapter of the American Institute of Architects. Cleaveland was also featured in the January 1965 issue of *The Nation's Schools* as one of the 1965 award winners in competition sponsored by that publication.

"A ten-classroom addition to McCollom Elementary School is the only structure of its kind in the United States and may set a national construction record." Enthusiastic school officials and architects said that the building was so flexible that it could be changed to serve an entirely different function ten years from now. McCollom addition was an adaptation of a system devised in 1961 by the Educational Facilities Laboratory and used in nineteen California schools. It consisted of mass-produced modular components, a heating-ventilating-air conditioning

system, ceiling and lighting system, and three types of interior partitions. The entire project took three months to complete. Initial enthusiasm waned as it became evident the new addition was not nearly as mobile as expected.¹³

Security Needs Increased

Provision of security personnel came under the jurisdiction of the school plant planning division. Previously, Gene Mood and Darrel Thorp handled the task as one of many under their supervision. Increasing vandalism and violence overtaxed Thorp's office and necessitated the addition of personnel specifically for security purposes. Thorp maintained supervision of the after school hour security personnel, while additional security persons were directly responsible to the building principals.

A security patrol was employed in fall 1967 to assist the principals in maintaining security on the high school grounds and in the building. Duties consisted of providing security for all individuals within the building and on the grounds in accordance with rules of conduct established by the principal, general administration, and school board policy. At the same time the matron patrol was employed to assist the principals in maintaining discipline in the halls and restrooms during school hours and in the building before and after school. Both the patrol and matrons were responsible to the principal and kept records of violations.

Financing Methods Changed

Board member and banker Paul Woods found himself in a dilemma in fall 1959. As a financier, he suggested that money not needed immediately for use in the general operating fund be invested in short term U.S. treasury bills to net nearly \$50,000 annually for the district. As a strict constitutionist he believed that a school board had only that authority specifically granted to it by the state legislature; the authority to invest general fund money was not among those powers. Being practical, Woods and the Board voted in favor of investment in 1960 because the tax load upon real property was so great "something had to give." It was either increase the tax levy, delete programs, or put the idle funds to work.¹⁴

The bond issue of 1963 for \$13,500,000 for acquiring sites and constructing new buildings and additions, the first submitted since 1956, was the first to fail in two generations. School population had increased by 11,000 since 1956 and the Board anticipated 70,000 enrollment by 1968. Citizens were simply not interested. "Things won't fall apart," board member Dorothy Goodpasture said, "they will deteriorate to the point where we will have to recover and recoup."¹⁵

To get grass roots support for the 1966 bond issue, board members headed citizens' committees in each high school district. For the most

part, the priority projects of 1966 were similar to those of 1963—a west side junior and senior high, a new John Martin Elementary School and a replacement for Planeview elementaries. Blacks, led by Chester I. Lewis of the NAACP, who had supported the 1963 bonds, opposed the 1966 issue and called the proposed \$2.5 million Fairmount-Isely project the Board's attempt to effect a "permanent segregationist policy." The \$15,000,000 issue was narrowly approved by 19,468 to 17,486.¹⁶

Lawyers George Stallwitz and James Schaefer contended that the 1966 bond election was not specific in that it did not spell out projects to be completed on the voting machine and questioned whether voters knew the total project costs over a six-year period would actually be \$27,000,000, not the \$15,000,000 as stated. The Board's attorney, J. Ashford Manka, refuted the charge. Shepoiser said he fully informed the public about the projects (the 14 projects weren't itemized on the ballot) and the use of capital outlay funds. Nevertheless, because of the attorneys' challenge, bond buyers were reluctant to purchase bonds. To determine exactly where it stood, the Wichita Board submitted a \$100,000 temporary note to the state auditor in Topeka for registration. After nearly two years of hasseling over the legalities of the bond issue, Wichita's \$15 million school bond issue was ruled invalid by a Shawnee County District Court Judge who upheld the state auditor's refusal to register temporary notes submitted by the Wichita Board of Education. He ruled the election invalid because ". . . the proposition submitted to the electors did not clearly state the object for which the bonds were to be issued and . . . was not informative of the whole project of purpose for which said bonds were to be issued." The Board appealed to the Kansas Supreme Court, losing again in May 1969 on the same grounds—the public was not informed. In the midst of the bond stalemate, the state legislature in the 1968 session, passed a law restricting the interest rate payable on idle funds to only 3.86 percent and prohibited investment in long-term treasury bills. Wichita banks were paying 4 percent interest on idle funds; treasury notes paid 5.2 percent interest. The new legislation would cost Wichita schools \$150,000 in twelve months according to Melvin McDonald, Wichita school budget director.¹⁷

The foundation plan as enacted by the 1965 Kansas State Legislature to relieve the ad valorem tax burden on property owners placed definite expenditure limits on local boards of education. Under the first year's plan, a 104 percent limitation was placed on next year's budget over that of the previous year adjusted to per pupil cost and predicted enrollment. The foundation plan raised state support of education from 25 percent to approximately 40 percent and sometimes more. Because it was intended to equalize per pupil expenditures, it was beneficial to the poorer districts. Shepoiser labeled the formula "educationally and administratively unsound, and so complicated that no one could understand it, to say nothing about trying to apply it at the

local level." Wichita found it extremely difficult to remain under the 104 limitation. The Wichita Board of Education filed a \$1 million appeal with the State School Appeal Board to exceed the 104 percent budget limit in 1968. Wichita used several of the twelve bases for appeal.¹⁸

Aid to impacted areas—federal money paid local schools for children whose parents worked in federal property at McConnell Air Force Base, Veteran's Hospital and Boeing Co.—contributed close to a million dollars each year for several years prior to 1964. This increased to over \$1,329,300 in 1964 and generally decreased thereafter.¹⁹ This sum varied from year to year dependent upon employment at Boeing-Wichita, one of Wichita's most cyclic industries.

In an effort to stabilize the local mill levy for ad valorem taxes and to curtail a constantly rising budget for the operation of public schools, the Wichita Board of Education studied the education and operational programs of the school system to determine where and how savings might be effected. After an examination of all programs in the school district, Superintendent Shepoiser suggested kindergarten be abolished unless substantial sums of money were obtained through additional sources or revenue.²⁰ Of course, there were other programs and personnel which could have been deleted. Knowing that the public could support the schools if they wanted to, Superintendent Shepoiser advised the Board to choose a program which the public would definitely want to retain. He was right, parents throughout Wichita voiced strong support of kindergarten; all programs remained.

Federal Aid Provided More Than Ever

Except for the Smith-Hughes funds and George Deen Act for vocational education and distributive education, respectively, federal funds had always been granted to alleviate emergencies such as unemployment in the 1930s and defense related programs in World War II. For the first time massive aid for academic curriculum came in response to Sputnik and the United States' assumption that it was far behind Russia in scientific research and application. The National Aid to Education Act 1958 immediately poured millions into programs emphasizing academic disciplines.

After the United States sent satellites and John Glenn into orbit, and the U.S. felt more confident, the nation's leaders turned to other issues, especially unemployment and poverty. Poverty was blamed for people's misery, poverty that repeated itself generation after generation. President Lyndon Johnson declared a war on poverty, placing federal funds in the hands of the skilled and unskilled to use as a weapon to conquer poverty. Both idealists and pragmatists agreed that the schools provided a logical place to begin the war on poverty. Public schools had facilities, an experienced organization, and a professional staff capable of im-

plementing programs within a relatively short time.

One of the first attempts to relieve the problems of the impoverished was the Manpower Development and Training Act of 1962. Under this Act, the federal government reimbursed the schools ninety percent of allowable costs for instruction, maintenance, equipment, clerical help and remodeling within classrooms, and a percentage of administrative costs. MDTA was intended to prepare youth who were about to enter the labor force, the unemployed and underemployed, for jobs currently available or those that would be available in the future. The MDTA program was administered jointly by the Secretary of Labor and Secretary of Health, Education and Welfare through state vocational departments and local boards of education. Training programs depended on local community needs. Trainees received free instruction and in some cases training allowances for no more than fifty-two weeks. For the first year, courses were offered in clerical work, cooking, practical nursing, machine operating, welding, auto mechanics, custodial, and maintenance work. Central Vocational was remodeled for \$50,747 for the MDTA program.²¹ MDTA funds continued to support training programs in the Wichita schools until 1974.

Those trainees and employers who benefited from the training program praised MDTA. Other employers said it cost too much and trainees weren't competent in any specific area. A big problem, according to Samuel F. Parzybok, director of the adult MDTA in 1966, was lack of space and facilities to train all those who could be placed in local industry. Otherwise, about eighty-five percent were placed on jobs, sixty-five percent of them keeping their jobs.²²

Next to supply funds for the poverty war was the Economic Opportunity Act of 1964. Title Ib of the Act provided for a work training program known as the Neighborhood Youth Corps to give financial encouragement to young people who dropped out of high school or who were potential dropouts.²³ Board members had mixed feelings about NYC; Harry O. Lytle, Jr. heard that the boys and girls getting jobs might not be the ones who needed them most. Board member William Busch ridiculed group activities such as lawn maintenance and gum scraping crews. Conversely Shepoiser admitted a need for work training programs but local industry wasn't sponsoring any. Operation of the Neighborhood Youth Corps from its inception in 1965 through the 1960s and 1970s provided incomes for several thousand young people. Comparable in some ways to the WPA programs of the 1930s, its beneficiaries performed valuable work in some areas, while others were merely passing time in make-work.

The Wichita schools participated in federal programs administered through the Wichita Area Community Action Programs, Inc. (WACAPI). The Volunteer Tutorial Program (VOLT) provided individual instruction through volunteer services of hundreds of adults, college students, and high school youth. This highly successful program continued into the 1970s.

Before Wichita Public Schools federally funded Headstart program began, the Fairmount Community Relations Committee obtained \$250 in 1963 from the school board with which to implement a day-school for "culturally deprived" pre-kindergarten pupils in the Fairmount School area. The committee selected sixteen young children for six weeks of nursery-school-type experiences during the summer.²⁴ Sixty-nine students enrolled in summer 1964.

Project Head Start, a federally funded program, was part of the Community Action Program under the Economic Opportunity Act. The program offered medical, dental, and social services on a contractual basis. The first summer program operated from June 28, 1965 through August 20, 1965 with a total budget of \$144,888. The federal government funded ninety percent of the cost; Wichita provided ten percent in services. One thousand thirty-five children enrolled at four centers with Gerald Cron, Julius McLaurian, Ralph Walker and Fred Doepke as principals. James Anderson, Dunbar principal directed the entire Head Start program. Personnel included fifty-six teachers, twelve counselors, three home economists, eight nurses, five speech therapists, four social workers, and five social service aides. School board members endorsed the program, while not necessarily considering it a panacea. Harry Lytle, Jr., philosophically opposed to federal aid, often voted against federal programs for Wichita but did think that Head Start was of value. "Of all the federal programs I've been opposed to," he said, "my opposition is weakest here."²⁵

Programs for the young child, such as Head Start for the three and four year olds, were designed to give children of low-income families cultural experiences they would or could not normally obtain. The program was a popular one and expanded in 1968 to Follow-Through which included former participants of the Head Start program who moved on to kindergarten programs. North Pleasant Valley, Earhart, Minneha and Arkansas Avenue Schools each had classes of twenty-five Follow-Through students who attended school all day.²⁶

Largest of all federal programs was that financed under the Elementary and Secondary Education Act (ESEA) of 1965. The Wichita district was informed that approximately \$1 million would be available to Wichita, provided proposals for programs were acceptable by the ESEA directors in Washington, D.C. Dr. Shepoiser called Dr. A. W. Dirks, Principal of Mayberry Junior High, to head a committee to propose projects for the federal funds available in fall 1965. Largely uninformed on the practical aspects of federal programs, Dr. Dirks sought guidance from a selected number of teachers, principals, curriculum personnel, parochial school and community representatives. All participated in a summer workshop in which each answered the question. "How would you spend \$1,000,000 for education?" From among many proposals, Dr. Dirks and his staff selected those deemed most applicable, revised them and

presented them to the Board November 1, 1965. Due to the size and comprehensiveness of the new federal grant, the Board of Education created a new division entitled Local, State, and Federal Relations Services. The division became one of the larger ones in the district and one primarily financed by federal funds.

Under Title I, forty percent of the funds were to be used for compensatory purposes and about sixty percent of the allocation for innovative projects for the education of the disadvantaged. The total grant under Title I for the first year in Wichita amounted to \$1,172,000. Thirty-four public elementary schools were in the low-income target areas to be served. Also within these areas were seven Catholic elementary schools, six junior high schools and four high schools. Wichita's Title I program included remedial instruction, guidance, counseling, health, and food services. The major thrust of the first year's program was toward remedial reading instruction. Students participated also in various art, music and other cultural experiences. All the funds went to schools in poorer sections of town, including all the black schools.²⁷ In years to come Title I funds focused on reading and math improvement.

Under Title II, school libraries not having a minimum basic collection of five thousand volumes were to be upgraded with additional resources. Under Title III, Wichita schools cooperated with the Catholic and Lutheran schools, Wichita Guidance Center, Family Consultation Service, and Wichita-Sedgwick County Mental Health Association to develop a diagnostic and treatment clinic for handicapped children.

The Wichita Board of Education unanimously approved the ESEA program in 1965; however, several board members held reservations, noting the temporariness of the program (five years) and federal controls. ESEA demanded strict accounting of funds, required additional staff and placed a tremendous burden on the business department. The majority of the teachers approved the programs, others disliked the extra work and various restrictions. Most acceptable to the teachers and administrators was aid to the libraries and innovative programs.²⁸

Within one year after Wichita accepted funds from ESEA, the Wichita district was receiving over \$5,000,000 per year from various federal programs, and continued to do so for the next decade. The more conservative members were philosophically opposed to federal aid, yet most of them approved proposals for federal funds. Someone else would get Wichita's share of funds if Wichita didn't.

Each year programs were evaluated, with some proving successful, others not, and thus they were dropped. It was, and still is, difficult to measure the long range benefits of compensatory education begun in 1965. A \$30 million nationwide evaluation conducted in 1977 disclosed that only about thirteen percent of the projects improved students' learning; twenty percent registered a negative effect and sixty-seven percent no effect.²⁹ Its immediate benefits were shown in greater parental in-

volvement with the children in the school setting, more individualized attention which gave the child a greater sense of worth, determined attempts at innovations and experimentation to upgrade programs and improvements of health. Dr. Barbara Keating, Coordinator of Primary Education in the Wichita schools, declared children obtained experiences which could not be measured. Thus, it was a fallacy to measure for academic growth when that was not the only purpose.

Data Processing Updated

In the early 1950s, the A. T. Kearney Consulting Company had recommended installation of data processing equipment to increase efficiency of the business division. In 1955 it was established with one machine operator and one keypunch operator. Until 1959 the major work of the data processing center dealt primarily with business and personnel accounting, then added test scoring, high school registration and grade reporting, library and film bookings, and school census and attendance applications.³⁰

"Through the use of electronic data processing, class work began the first day of school instead of the third," said Victor Jantzen of South High School. Assistant Principal Jantzen at South High experimented with IBM data processing and concluded that it did save time. Subsequently IBM data processing records for all schools was strongly considered. Twenty-five members of the school board and central office staff chartered a bus for a three-day-trip to Memphis, Tennessee to study data processing system in that school district. Attempts to establish a cooperative data processing center between the city and the Board of Education were fruitless. Because the needs were different, the school and the city considered it impractical for more than one firm or agency to work on the same computer.³¹

"The current data processing operation of the Wichita Public School System is overtaxed, overworked, and understaffed." This quotation from a report submitted by a Citizens' Advisory Committee summarized the status of the data processing installation in the Wichita Public Schools in the mid-1960s. The district used its own equipment to full capacity and contracted with local service bureaus for operations beyond its capacity. After study by the Citizens' Advisory Committee and the central administration, the Board moved to contract with IBM for the installation of an IBM 1440 card-computer system on May 1, 1965. A year and half later the Board leased an IBM 1401 computer which had magnetic tape and disk drives. In the later 1960s the computer was used increasingly more for school and pupil accounting purposes, such as grade cards, pupil and personnel records.³²

Board Progress

The more I talk with education writers from all parts of the nation the more convinced I become that Wichita has been fortunate in the leadership of its school board and superintendent in recent years. Writers from Boston to Houston to the West Coast tell of lack of leadership, obstructionism, school board factionalism, outmoded programs, a reluctance to change and related problems that retard education Wichita has a good system.

—Lance Gilmore, *Wichita Eagle*

February 21, 1965

Formulation and publication of Board of Education policies was a major achievement of the Wichita Board of Education in the early 1960s. Previous to this time, rules and by-laws outlined duties of the Board but gave no specific guidance to the administrative staff, teachers or non-teaching personnel. Written policies, as far as possible, clearly defined procedures in many areas, from purchasing and bidding to filling personnel vacancies.

Wichita had maintained a twelve member board of education for many years and was reluctant to change. A legislative bill passed in 1969 reduced the membership to nine in 1971 and seven in 1973. With reduction in board members came a deemphasis on standing committees. Toward the end of the sixties, the Board became convinced that it could not fully grasp all issues and instead relied on the expertise of the school administrative staff.

Administration—Building a Sound Organization

For Wichita Public School administrators, the early 1960s was a period of planned organizational structuring. Among the first changes was establishment of "semi-autonomous" neighborhood school districts, with the School-Community Relations Committee forming the core in each elementary district. Each committee was comprised of the principal, selected teachers, two parents representing the PTA and one person who had no children in school. This committee was to assist the principal in adapting board of education and central administration policies to the particular needs of the individual school and children. A well functioning committee could aid the principal and staff with lunch programs, budgets, curriculum changes, discipline and building usage. Neighborhood schools could also become local human relations centers, focusing on neighborhood unity and good will, thus hopefully, minimizing religious, racial and ethnical group differences.³³

Paul Harnly, before retiring in 1961, compiled a list of agreements, practices and policies contained in minutes of principals' meetings in the secondary schools from 1945 to 1961. Shortly afterwards, principals and central office administrators developed a much more comprehensive handbook of administrative policies and practices for elementary and

Dr. Lawrence Shepoiser celebrates his birthday in 1960 with his secretaries Carlene Goodrich and Nina Davis.



Wichita Public School administrators visiting Beech Aircraft Corporation in fall 1967. Left to right: Beech representative Marion Stevens, Dr. Keith Esch, Dr. Dean Stucky, Dr. Lawrence Shepoiser, James Abbott, Dr. Alvin Morris, Dr. David McElhiney and Dr. Ralph Walker.



secondary principals. The resulting standardization of administrative practices gave principals both increased local school confidence and autonomy.

When Paul Harnly, assistant superintendent of secondary education retired in 1961, the position was deleted. Instead, a new office, Deputy Superintendent, was established which Superintendent Shepoiser and Dr. Alvin Morris believed would strengthen the school administration. Both elementary and secondary administration became the responsibility of a single executive accountable to the Superintendent of Schools. The change was intended to improve coordination of programs, increase

interaction among members of the total group to solve common problems, establish standardized procedures for routine operations, require the sharing of responsibility as well as authority, secure greater unity of purpose by merging groups, protect equally the interests of all individuals, minorities and major groups, foster initiative by the principal, and encourage decision making at the level responsible for direct action to improve instruction.³⁴ Dr. Alvin Morris was appointed Deputy Superintendent in charge of elementary and secondary administration.

Obviously, in the late 1950s and early 1960s, Superintendent Shepoiser and his staff brought much needed order to the Wichita Public School district. Wichita had a strong organization when the waves of racial violence, teacher militancy and reformist ferment forced the "Establishment" to make changes.

Superintendent Shepoiser enjoyed these early years. A congenial intellectual, he loved talking to people and frequently was so late with his appointments that his reception room was filled with visitors awaiting their turn to see him. At board meetings, Shepoiser sometimes answered questions with thirty-minute answers which weren't always clear. Dorothy Goodpasture would ask, "Could you, very briefly, explain exactly what you mean?" Shepoiser fielded all questions himself, rarely if ever relying on his staff at board meetings. If he had scant knowledge, he preferred bluffing to a simple "I don't know," or calling upon his staff.

In the late 1960s, Shepoiser struggled with a rapidly growing school system as well as national issues which directly affected Wichita. His chief strength lay in executive leadership and finance; his weakness in the assumption of details which should have been handled by subordinates. The job simply became too big for the man from Mason City, Iowa. His relationship with the Board of Education deteriorated; they felt he was not always totally honest with them, nor did he always keep them well advised. Several times Shepoiser was reprimanded in board executive sessions.

✓ In the spring of 1968, disagreements between Shepoiser and the Board exploded over integration and the expulsion of twelve students (twenty initially) who were accused of violence at East High School. In a move to force the Board's hand to uphold the expulsion, Shepoiser wrote a note of resignation and gave it to a board member who carried it for several days. It was an impetuous move which Shepoiser deeply regretted. The Board on June 4, 1968, terminated Lawrence Shepoiser as Superintendent. His letter explained his position:

120 N. Battin
Wichita, Kansas
June 7, 1968

Dear Colleague:

I believe the enclosures will give you some of the background and reasons why I got the axe as superintendent of schools in Wichita, Kansas. Naturally, the

papers do not tell the whole story. One would have to know each of the twelve members of the board personally, as well as myself, and the community climate in order to make a fair appraisal of the reasons or wisdom of my termination as superintendent of schools. The board-superintendent relations lately became too strained for either the board or for me to operate effectively. It had to be either resignations for the majority of the board or the board had to ask for my resignation, and if not received, then fire me. A voluntary resignation by me would not have presented a clear issue to the public. Legally, the board had an option of trying to fire me for incompetence under the tenure act or asking for my resignation. They chose to honor my contract and asked me to resign. I do not question the right of the board to fire me as superintendent, but I do question the method used by the board to accomplish the fact.

I hold no animosity toward the board in making the decision to have a different superintendent when it is done in the best interest of the school system. I have always felt that when a choice has to be made between what is best for the school system over what may be best for the individual teacher, administrator, or superintendent, there is only one right decision. Hiring and firing a superintendent of schools is a board policy decision which should be made only after careful consideration of all conditions. It can be no other way if board decisions are made on what is best for the school system.

My plans are indefinite, but after a vacation and completion of my agreement with USD No. 259 to serve as a consultant until August 1969, I'll probably be ready to take on another job. The only exception is that it will not be another public school superintendency. I believe that with my experience and age I can serve the interest of public education better in other capacities.

LHS:cg

Sincerely,
Lawrence H. Shepoiser

The Board agreed to pay annual premiums on his insurance through the policy year 1973-1974, amounting to \$6,122.05 each year for six years. He also received the salary of \$22,000 as per contract until July 31, 1969. After staying one year in Wichita, he took a faculty position at Ottawa University, Ottawa, Kansas. He died March 1973 at age sixty-three of a heart attack.

When the school board met June 4, 1968, Deputy Superintendent Dr. Alvin Morris sat in the superintendent's chair at the board table. Several board members were said to favor him as a replacement for Shepoiser if the latter were to retire or resign. He was immediately appointed Acting Superintendent. Board and staff members soon learned that the affable Alvin Morris displayed a different style than the former superintendent. After the first board meeting, several school staff members walked out of the Central Vocational School auditorium shaking their heads. "Did you notice anything?" one of them asked a bystander. "He called upon us to answer some of the questions. He'll take it for awhile, then pass the problems on to us." Morris continued to have his staff answer for itself. On August 19, 1968, Dr. Morris was appointed Superintendent for the coming year. He was relatively unknown to the public, but closely identified with teachers and minor administrators while Deputy Superinten-

dent. He often handled difficult personnel problems. Sometimes his demands and quick temper combined to wilt an employee. If wrong, he was quick to apologize. Because he took responsibility for actions of principals and interceded for them if necessary, he won the loyalty of many school principals while Assistant Superintendent and Deputy. The Wichita superintendency in the next three extremely difficult years caused him to be calculated and cautious in speech and manner.

One of the less dramatic trends of the 1960s in Wichita was the declining number of women in administrative positions. Early in the 1960s Wichita women principals were informally and rudely notified that their ranks would be thinned to extinction. The superintendent wanted men in those principalships. Women principals were retired early. Others became demoralized over what was taking place knowing their helplessness to change the situation. A few highly competent younger women held their positions. For the 1962-1963 year, women principals were reduced from twenty-four to fourteen. A Wichita newspaper announced in 1963 that: "Women elementary school principals may be a thing of the past in Wichita in 1980." In 1966, only fourteen out of ninety-one Wichita elementary schools had women principals and none of the secondary schools had women principals.³⁵

Were women executives becoming extinct? In education, yes. Women had been steadily disappearing from administrative posts in the nation's public schools. NEA data showed a nearly twenty percent decrease of women in elementary school administrative positions. In Kansas, there were a few exceptions. Ruth Crossfield made a rare transfer for a woman in 1959, from a principalship in Chanute to one in Wichita. From figures derived from NEA data collected in the early 1960s, it was apparent that most women teachers did not have, nor needed to have, the strong drive for additional income that characterized their male colleagues. Furthermore, women were not in general, preparing themselves for administrative positions in education nor holding as many degrees as men nor earning administrative credentials at the same rate as men.³⁶

An Administration Center—More Talk

It is doubtful that there is any school system in the United States the size of Wichita that has more inadequate building facilities for the administration of the schools than Wichita. If there is one, it is in truly bad shape.

—Lawrence Shepoiser, June 17, 1967.

Hope surged briefly for an administrative center in the 1960s. Several alternatives were considered. Among them was renovation of the Central Intermediate building which had been closed in 1961. Architects Schaefer, Schirmer and Elfin opposed renovating a fifty-year-old building that was both too small and too old. Another scheme proposed adding a one story, three thousand square foot addition to the old

Carleton building (Administration Building) on the Broadway side and connecting the east and west wings. The three thousand square foot addition could contain seven or eight administrative offices and cost about \$45,000.³⁷ At this time the central administrative and supervisory staff were housed at five different locations. Plant facilities staff were housed in three different locations.

Administrative offices remained overcrowded at 428 South Broadway, causing the Board of Education to move its meeting place from there to the Central Vocational Building in 1967. For awhile the Board of Education, city commissioners and Sedgwick County commissioners, and the Wichita Public Building Commission, jointly worked out preliminary plans for an administrative center complex, coordination of data processing facilities, and combination of central city, Board of Education and county offices into a single Centrex system (central switch board). Thiessen moved a resolution declaring the Board's intent to locate any "new central office administrative facility within the area generally bounded by Central Avenue, Main Street, Second Street and Waco Avenue with provisions that time of construction could be determined by the Board, that financing was available, that the city intended to build in described area, that an adequate amount of land was obtainable, and that there would be continued cooperation for coordinated services and building utilization. City manager Ralph Wulz estimated it would cost \$3.3 million to build an eight-story school administration center on the proposed site.³⁸

Integration—Moving Toward Compliance

As industry moved into the near northeast section of Wichita where the black population was concentrated, black residents moved east and north, pressing hard against residential barriers separating blacks from whites. Opportunistic real estate dealers bought property cheap from whites anxious to sell their small homes. Little School, first of the truly integrated schools, had become predominately black within three years as white residents moved away. The tide moved east toward Hillside Street, one of Wichita's main thoroughfares.

One block west of Hillside was Fairmount School which had been white since construction in 1890. In 1957 only three percent of the children were black. Two years later, in 1959, 48.5 percent were black. As black families crossed into the Fairmount Elementary School boundaries, leaders in the adjacent Wichita University both feared residential deterioration and welcomed the opportunity to carry through with the "true spirit of the Supreme Court decision in the case of Brown vs. the Board of Education, Topeka, 1954." Believing that where the ratio of white and black pupils was 50-50, integration could be successful; the group petitioned the Board of Education in 1960 to hold that ratio. In a January 1960 meeting

of the Fairmount School and Community Relations Committee, Superintendent Dr. Shepoiser agreed to hold the 50-50 racial ratio for two years, forewarning them, he "could not keep his finger in the dike forever." The Superintendent established two special rooms at Fairmount, one for slow learners and one for accelerated children, to attract pupils from outside the Fairmount attendance area. In the meantime, the balance shifted to 60 percent black and 40 percent white. Fearful that the ratio would deviate further from the 60-40, the group petitioned the Board of Education, asking that Fairmount be allowed to exist as a model of truly integrated education, to have an integrated faculty and to allow more students from other areas to attend Fairmount. The petition, prepared by Dr. Grant Kenyon, psychology professor, and Dr. Richard Kennedy, English professor, and signed by 266 persons, represented 180 families. Dr. James K. Sours, head of the Wichita University political science department, was president of the PTA.³⁹

The Board of Education voted unanimously, October 3, 1960, to support a program of racial integration at Fairmount Elementary School on an experimental basis. Composition of the student body held substantially constant for two years. In 1964, crowded conditions demanded either additional portables to the sixteen already on site or transfer of Accelerated Learning Classes to Murdock Elementary School. They chose moving ALC to Murdock.⁴⁰

In May 1962, in response to a request by the School-Community Relations Committee of Fairmount on problems related to racial integration which extended beyond the boundaries of Fairmount School, the Board president appointed a committee of three, Edwana Collins, Robert Arnold, and A. Price Woodard to draw up a policy statement concerning the educational problems created by de facto segregation and make recommendations for solutions. The committee recommended approval of a social worker and special personnel to be used as consultants, in-service and continuous training for teachers, and facility and curriculum improvement.⁴¹ In the meantime, the Board issued a policy statement on integration and desegregation:

The Board of Education reaffirms its policy that there shall be no discrimination because of race, color, religion, or national origin in the placement, instruction and guidance of pupils; the employment, assignment, training or promotion of personnel; the provision and maintenance of physical supplies and equipment; the development and implementation of the curriculum, including the activities program and in all matters relating to instruction, supervision, administration, and board policy-making.

The Board of Education wishes to cooperate with other community agencies in helping to eliminate the conditions that bring about de facto segregation. Community cooperation is believed to be essential in that residential patterns, as well as cultural and social attitudes of the people have an impact on segregation. In respect to desegregation the Board of Education sees the public school system as an agency to give leadership in developing attitudes and understandings which are compatible to race integration in a democratic form of society.⁴²

The statement carried no specific details or programs for implementation of integration. In what she considered to be a non-discriminatory move, Edwana Collins, on December 4, 1961, persuaded the Board to make no entries on enrollment cards indicating race or religion of students. ✓

Faculty integration, one facet of the total integration plan, existed in five elementary schools and East and South High schools (one black each) as of September 15, 1960. Responses to a 1962 questionnaire from the superintendent indicated that approximately half of the teachers would not accept total faculty integration; twenty percent would be unwilling to teach where they were in the minority and seventy percent would not teach where the entire student body was of another race. At Mathewson, where a 50-50 racial ratio existed in 1962, teachers complained of disrespect for teachers, student unwillingness to work and resentment against teachers. About three-fourths of the teachers at Mathewson asked for transfers in spring 1962, according to Shepoiser. Thirty-two Wichita schools had 156 Negro faculty or nursing staff by September 1963; all predominately black schools had integrated staffs. By May 1968, blacks taught in nearly 50 of the 113 schools in the district.⁴³

The school board used Mathewson Junior High (at 17th and Chautauqua) to begin a limited transfer policy whereby pupils living in a restricted housing area could transfer to another school provided no more teachers need be hired in the selected school nor overcrowding be caused in classrooms.⁴⁴ Students had to provide transportation themselves. On August 5, 1963, the Board approved transfer of majority students to a school where they would be in minority. They insisted that white students remain in the predominately black schools. ✓

A visible sign of deliberate retention of a segregation policy was evident in the placement of numerous portables on black elementary school sites. Isley had seventeen portables in March 1966, and the Board by a 6-5 vote approved construction of ten more for that site. Parents in the neighborhoods complained that their schools were already overloaded with portables. Superintendent Shepoiser recommended that about 500 students be transferred to other schools where there was space for an estimated transportation cost of \$24,000 for six buses. Portable additions would cost around \$165,000. News reporter Carol Zook recorded this account of the responses to Shepoiser's recommendation:

"And you're going to isolate parents from their school?" Evelyn Whitcomb asked. "You can give a good education in portables. If you transport children out of their districts, absenteeism will be terrific." ✓

"You leave white classrooms open and stack Negroes on top of each other. If you tell people in that area that you are putting that many additional portables on those sites, you are inciting trouble," warned Chester Lewis, local president of the National Association for the Ad-

vancement of Colored People.

"Why the reluctance to take children by bus. We've been doing it in special education classes for years. That area is not desirable for portables, while other areas have extra space." Dr. Charles M. White explained in response to Pat Thiessen who sympathized with parents who did not want their small children getting on a bus.

"Even with portables, it will be impossible to have the small special education classes the children in this area need so badly," Superintendent Shepiser added. State aid was available only for special education classes which did not exceed fifteen students per class. Classes in the northeast elementaries where special education was needed averaged about twenty-eight students per class. "It is hard to find teachers to stay in a situation with excessively heavy classloads."⁴⁵

In the 1960s, Mathewson Junior High at 17th and Chautauqua was the only predominately black junior high in Wichita. As mentioned previously, whites grew reluctant to teach there, and black community leaders urged integration. For awhile, attendance at Mathewson was optional and many middle class blacks who were able to do so, car-pooled their children to other junior highs. The Board heard requests to extend Mathewson School boundary a mile further east, to Oliver and thus include 150 additional white children.⁴⁶

The Board of Education called upon their attorney to clarify Wichita's legal position regarding compliance with the recently passed Civil Rights Act. J. Ashford Manka reviewed court decisions regarding segregation in the Wichita Public Schools and reported that the Board of Education had endeavored to go beyond the legal mandates prescribed by the courts in order to foster integration in the schools.⁴⁷

Angered by what he viewed as the Board's persistent racist tactics, Chester I. Lewis, attorney on behalf of the NAACP, drew up a seventy-six page document opening with the statements:

The Wichita Board of Education has deliberately segregated the city's public school system. This conclusion was sustained from the examination of:

- (1) Intentional racial discriminatory gerrymandering of school attendance boundaries as to discriminate against Negro pupils solely because of their race or color.
- (2) The deliberate appointment and assignment of teachers and administrators on a racial discriminatory basis.
- (3) The assignment of inferior curricula to the Negro schools.

Lewis sent the complaint to David Seely, assistant to Health, Education and Welfare Secretary John Gardner. Lewis advocated that the federal government withhold funds from Wichita until the Board desegregated the schools.⁴⁸

Soon after Lewis filed his complaint, Superintendent Shepoiser personally canvassed homes in the black residential area. He disguised himself so people wouldn't recognize him as the superintendent as he

tried to gain a little background on the controversial issue. Of this foray into the black community, Chester Lewis sneered; "Shepoiser is a magician engaging in his usual hocus pocus. The picture of him tramping through the ghetto minus his glasses and Brooks Brothers suit outdoes Li'l Abner, without a doubt. If I were to put on my Louis Roth suit and go into Shepoiser's area with glasses, I might find white parents who wanted to send their children to Mathewson."⁴⁹

In April 1966, Lewis filed new charges to supplement the February 11, 1966, complaint. The office of education replied it would begin its inquiry.⁵⁰ While awaiting investigation from the U.S. Office of Education, the Wichita Board of Education discussed, but did not act on plans for a \$1,085,000 forty-room addition to the all black Isely School.

"It's clear that they are going to do anything to preserve segregation," Chester Lewis said. "I was stunned beyond belief that they are willing to spend \$1 million to do it. Students," he said, "should be sent to schools like Adams where there are rooms and not waste their money on new construction." Lewis was absolutely convinced that black children must integrate with white children in the schools in order to raise the blacks' academic achievement levels. Integration, he insisted, was among the most effective routes to breaking the poverty cycle of blacks.⁵¹

Academically aggressive black families wanted their children to attend the new "silk stocking" Coleman Junior High School, located in one of the wealthiest sections of Wichita. Coleman was built beyond the current expected enrollment. The Board opened its doors to 125 blacks (approximately twenty-six percent of the projected enrollment). Whites in the Coleman neighborhood protested, but the school board went ahead with its plans. "Operation Transport," a fund raising plan to finance transportation for blacks unable to pay, began in August 1966. Money came from church and civic groups, the Urban League, NAACP, Temple Emanu-El, Knights of Columbus, W.C.T.A. and many individuals. For those able to pay, the fare was \$5 per month, others rode free. Blacks chose Coleman because they considered it the best junior high in town. These students served as a stabilizing force when student violence broke out in other schools such as East in 1967 and 1968.⁵²

Integrationists charged that black schools were not as academically good as white. In addition students coming from poor homes, many of them black, were said to lack cultural advantages. Factors for consideration in determining compensatory educational practices at all levels were compiled by the Wichita Deputy Superintendent and published November 3, 1965. Seven major factors for determination of needs were: retentions, pupil mobility, indigency, race, achievement level (grade equivalent), vandalism, and teacher mobility. The schools ranking highest or having the most of these characteristics were Ingalls, Fairmount, Mueller, Isely, Dunbar, and Little, in that order. L'Ouverture was number ten. All of these were black schools. Among junior highs,

Mathewson, Horace Mann, Truesdell, and Roosevelt were highest, and among senior highs, East. Before attempting widescale integration, the Board of Education took action, March 21, 1966, to provide compensatory education for students at Mathewson Junior High for the 1966-1967 school year. Title I of ESEA provided the major portion of compensatory funds. Remedial reading and math programs predominated, followed by cultural enrichment.

Until 1967, racial violence had been minimal in the Wichita Public Schools. Incidents of fighting and the stabbing of a KTVH photographer took place near East High, involving approximately 250 people, about half not students. The immediate problem arose out of a protest over selection of cheerleaders. Actually, trouble had been brewing for a long time at East. Twenty-two percent of the student body were black, none of whom had any official voice in school affairs, not even one delegate to the Student Congress.

The cheerleader affair began on a Monday, when twelve white girls were selected cheerleaders from a field of twenty-five whites and five blacks. Blacks protested exclusion of Negro girls. In an effort to resolve the issue peaceably, Principal Sid Moore met with black and white student leaders, getting little positive support from white students. Dissatisfied students milled in the halls, outside the building, and across the street at Sandy's Drive-In. Board members Harry Lytle, Jr. and Patrick Thiessen worried over the situation, met at East High, then warned Shepoiser, who seemed unconcerned. On Wednesday, 250 blacks and whites fought at Sandy's Drive-In where a TV cameraman was stabbed. School and city leaders met that evening to discuss the issue. Shepoiser ordered classes resumed the next day at East.⁵³



The school board weighed charges against it in a May 7, 1968 meeting. Board members Dorothy Goodpasture, Arvel Smith, Edwana Collins, Dr. Gary Pottorff and Darrell Kellogg take notes as Chester Lewis reads statements.

Violence flared again at East High School in April 1968, shortly after the assassination of national civil rights leader, Dr. Martin Luther King, Jr. Chester Lewis had urged the closing of schools following King's death, fearing violence. East High Principal Sid Moore said in thirty-five years in teaching he had never seen moods so tense. Lewis opposed Shepoiser's management of the crisis situation which resulted in the expulsion of twenty students accused of disruptive and violent behavior.

A capacity crowd of about four hundred persons at the Central Vocational School auditorium heard public charges by students of teacher prejudice, and use of profane language by teachers, and manhandling by the police.⁶⁴ Board minutes recorded the following communications and petitions:

A petition circulated by a Negro senior boy containing 523 signatures of students and teachers in support of the action of Mr. Sid Moore, principal, in expelling the students from Wichita High School East.

A petition signed by 967 students at Wichita High School East asking the Board to support the administration in keeping out those students disrupting classes and deploring the racial implications placed on administrative disciplinary policies. This petition was also adopted by the members of the Wichita High School East Student Congress and signed by fifty-six out of sixty-six members in a separate petition.

A letter from Nancy C. Millett, an instructor at Wichita High School East, outlining the disorderly activities on Friday.

A letter from Jeanne Adele Ponds, a Negro instructor at Wichita High School East, supporting the action of the administration in expelling the students and stating further that the lack of order and discipline and disregard for rules and regulations would weaken the educational learning situation.

A letter from 'Richard Easley and Concerned Students' demanding that the Board declare the petition circulated by students invalid and that it be destroyed immediately because of cited infractions in the writing and circulating of the petition.⁶⁵

Tempers cooled as the Board and school officials worked to restore order in the few days remaining in the second semester.

Following Chester Lewis' complaint of 1966, the HEW sent an investigation team to Wichita in the summer of 1967, telling Shepoiser that they felt no effort was being made to integrate. After Wichita presented its case to them, the HEW team returned in 1968. Without any sense of urgency HEW requested compliance with the Civil Rights Law but actually had set no deadlines. In the meantime the Wichita Board, with aid of attorney Donald Newkirk, had approved principles and procedures as a plan of action for compliance with the Civil Rights Act of 1964. The principles of compliance, presented by the Board in August 1968, called for the closing of Mathewson as a junior high in September 1969 and assignment of the students to several secondary schools, distributed so that there would be no heavy concentration in any area, removal of portables at black schools, and no new construction of black schools. Mathewson would house fifth and sixth grade pupils from the seven schools in the area in the 1969-1970 school year. After that it could become a diagnostic center, a community activities center, or an

educational activity center where pilot programs and projects could be developed. The plan was discussed at the December 30, 1968 meeting, suggestions and modifications were offered, and opposition expressed. The total estimated cost for the plan over the next three years was \$847,130, including \$707,130 for added transportation and \$140,000 for removing portable buildings. Of the total for transportation, \$243,872 was reimbursable through state or federal funds. By this plan, secondary schools would be integrated, elementary schools would remain largely segregated with blacks free to attend other schools. The Board finally adopted a Civil Rights compliance plan January 6, 1969, incorporating the preceding policies.⁵⁶ The central administrative staff privately believed cross-busing the best approach to meeting Civil Rights requests. HEW thought the compliance plan adequate in many respects except for continued segregation of the elementary schools.

HEW sat on the plan for several months before making more demands. Busing of black students into other areas had begun in 1968, with 1000 bussed to schools where there was room. At the time, the Board justified busing, saying it was done to relieve overcrowding and not for integration purposes. Only board member Ruby Tate voiced concern that the proposal was an endorsement of cross-busing of Negro and white children.⁵⁷ Board member Pat Thiessen had reservations on busing. "I have never been able to sell myself on the idea of using a school system as an instrument to eliminate de facto segregation." Neither the Board nor the majority of the community could emotionally commit themselves to forced cross-busing.

Matt Green, member of Wichita Urban League, explained that "the whole problem is that white folks in Washington D.C., are telling white folks in Wichita, 'Do something about it.' " The feeling of the black community, Green said, is "this (school) board will do nothing and the government will come in and take over the (school) system." Or, he added, "there is a second feeling the Board will 'do just enough to get the government off its back and then go back to its same old ways.' "

The months of December 1968, January, February, and March 1969, brought constant confusion and tension to the Wichita community and especially the Board of Education and school administrators who faced harassment from angry whites who opposed busing their school age children into black schools several miles from home into a community where violence had taken place, bottles thrown at cars and fights erupted between blacks and whites. Opposition came from black civil rights leaders who charged tokenism because the new integration plan bused only black secondary school students. Chester I. Lewis called the plan a "continuation of separate and unequal." Black Power militants had come to prefer separation of blacks and whites and the establishment of freedom schools in the black community. School administrators and board members in these months met privately and with citizen groups to

hammer out a plan that would be acceptable. Blacks and whites were kept emotionally boiling by neighborhood meetings and frequent headlines on busing and compliance. There were outbreaks of violence and petitions against busing and the realignment of school boundaries. "The black Student Union at Wichita State University and the Wichita Area Community Action Program teamed up to secure ten thousand signatures to present to the Board to show that the black community was opposed to the School Board's Compliance Plan." Nevertheless, demands of the white community (eighty-five percent of the total population) prevailed. The Board felt compelled to postpone part of the HEW order to desegregate all seven black elementary schools.

The Wichita Board of Education and Donald Newkirk, attorney, proceeded to write a new civil rights compliance plan based on various interpretations of the Civil Rights Act of 1964 and more recent court decisions. On March 17, 1969, HEW demanded total desegregation of the schools no later than fall 1970. Dorothy Goodpasture moved that the Board advise the Office of HEW that Wichita would not integrate all seven black elementary schools by fall 1970.⁵⁸ The Board on April 8, 1969, sent this letter to the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.:

Dear Mr. Panetta:

Our Board has considered further the matter of elementary school integration and has concluded it will not make a present commitment to abandon the neighborhood school concept and completely "desegregate" the seven elementary schools by the fall of 1970 as you have requested. We will advise you by June 30, 1969, the extent of integration which will be accomplished in 1969 under the elementary school portion of our present plan, and we will continue to advise you as elementary integration is further planned and accomplished.

Sincerely,
Patrick H. Thiessen, President
Board of Education

Within two months following notification to HEW of Wichita's intent not to desegregate the seven elementaries, the long-awaited Low Economics Area Problems report came out. The LEAP Committee, comprised of some thirty laymen and educators, had spent two years and \$20,000 studying related problems of low economic groups in Wichita, the areas in which they live, and the resulting segregation problems. The study focused on the predominately Negro northeast area. Carl Bell, Jr., LEAP chairman said, "Part of our assignment was to deal with the problems detailed in the HEW letter." After several postponements, the committee produced its report, July 1969. Controversy surrounded it; its recommendations startled and angered some of the Wichita community. A few of its major recommendations were:

- (1) Achieve total socio-economic integration of students.
- (2) As a first step toward total socio-economic integration, the Board should achieve immediate racial desegregation in all schools. No school should have more than twenty percent of its pupils from minority groups.
- (3) Establish immediately an Inservice Teacher Development program.
- (4) Establish a Master Urban Teacher Corps.
- (5) Undertake a feasibility study on education parks.
- (6) Establish a pilot program for students whose home environment contributed to education deprivation.
- (7) Provide free textbooks for all students.
- (8) Give consideration to operating an owned or leased transportation system.

"Way, way out there," Evelyn Whitcomb exclaimed after reading the report.

"A sociologist's dream," said Ruby Tate.

"The more I take a look at this (report), the more I like what I see in terms of general conception," said Superintendent Alvin Morris. The Board told the superintendent to develop recommendations on those phases of the LEAP integration report that could be implemented by the 1970-1971 school year.⁵⁹

The Wichita school board and the administrators continued to wrestle with the integration problems. Numerous meetings were held privately as well as publicly with the leadership urging total desegregation as the only solution. Recalcitrant board members firmly and publicly opposed the cross-busing concept in the 1960s.

Wichita's 1969 compliance proposal did not satisfy the federal examiner who repeated that the Wichita school district was still operating in violation of the Civil Rights Act of 1964. Federal funds could be suspended unless the Board complied. The Board and the school administration, knowing that federal courts were ruling in favor of cross-busing to achieve desegregation, could either comply or have an outside court or government agency design a plan for them. In 1970 they would make their decision and accept all consequences.

Teachers Turn From Begging To Bargaining

I move that this Board go on record that we are not required or permitted to enter into collective bargaining with any employee group, independent or union.

—Harry Lytle, Jr., November 28, 1961

Before Wichita teachers became deeply involved in political action and professional negotiations they worked toward other less urgent needs, such as, a tax shelter-annuity plan in 1962 and a retirement center for teachers. A Wichita Educators Community Housing group employed an architect who drew plans for a 75-unit home which could be expanded to 125 units. The project never got beyond this planning stage. WCTA turned it over to the KSTA for further consideration.⁶⁰

David Lawson and C.L. Silvertooth, Wichita delegates to the State Representative Assembly in March 1968. The proposals spread on the floor before Silvertooth range from a "Crisis Alert" declaration with intensive public relations and political action, to full sanctions and professional days. Photo courtesy of the *Kansas Teacher*.



Several years of tentative and cautious political activity preceded an all-out effort in 1964-1965 to endorse a slate of candidates for the school board. In 1966, approximately fifty teachers and school administrators met in the Wichita State University Campus Activities Center to officially incorporate PACE (Political Action Committee of Educators), a pressure group to upgrade education in Kansas. They claimed being the state's first political action corps of teachers. Officers were James Heidebrecht, Clinton Allison, Helen Frieze, Doran Rhoads, Lindel Silvertooth, Clifton Smith, Pearl Akins, and Lee Streiff. Throughout the 1960s this group exerted vocal and financial support of candidates and of legislative issues for general improvement of education in Kansas.⁶¹

Teachers, caught in the reformist ferment of the 1960s, ultimately demanded higher salaries and specific civil rights from the local boards of education. Some of the pressure came from the entrance of more men into the teaching profession after World War II, men who persistently demanded better wages and fringe benefits. When young Robert Hollowell learned that his income as a music teacher was so small that he could not qualify for a twenty-year loan on a \$12,000 house, he decided it was time to take action on teachers' pay. That was in the 1950s. Then and in the 1960s he and others worked diligently through the Wichita City Teachers Association to increase teachers' wages. He was President of the WCTA in 1967 when a poll of the Association reportedly endorsed sanctions rather than strikes as a tool to obtain higher salaries.⁶²

The Wichita City Teachers Association, an affiliate of the National Education Association, moved resolutely and confidently toward obtaining higher financial and professional standards. Early in the 1960s the WCTA and the Wichita Board of Education developed guidelines for smoother teacher-superintendent-board relationships. On January 4,

1965, the Wichita Board adopted a policy that recognized WCTA as the representative of the teachers in Wichita in the development of policy recommendations which directly affected teachers or the instructional program. Procedures were defined for salary negotiations, including situations in which consensus was not reached at first. No appeal or study by a third party in an impasse situation was provided. The superintendent was recognized as having a dual role of chief administrator for the Board and professional leader of the faculty. During this pre-negotiations period most WCTA members accepted the Kansas Supreme Court ruling of 1965 which concluded that "collective bargaining units are not intended to apply to employment by political subdivisions," such as school districts.⁶³

The WCTA and the NEA, both aware of the collective bargaining agreement American Federation of Teachers (AFT) had signed in New York City in the early 1960s, wanted to exert more power in their relationships with school boards, but at the same time avoid the negative image of a labor union. The AFT contract in New York had dealt only with financial benefits and was essentially a labor contract. A later contract between the Warren, Michigan teachers' NEA local (1967) included both financial benefits and professional policies, and thus became the one the Wichita City Teachers used as a model for its contract with the Wichita Board of Education.⁶⁴

The National Education Association had offered its first workshop in negotiations in 1966 in Omaha, Nebraska. WCTA salary committee members Robert Wright, Lee Streiff, and Bill Wolf, all Wichita teachers, attended the workshop. There they learned the at-table tactics and other procedures conducive to successful negotiations. WCTA was not ready yet for full-fledged professional negotiations. However, the salary committee, with encouragement and support of William Busch, President of the Wichita Board of Education, negotiated informally with the Board, seeking supplemental salary contracts for coaches and other financial improvement for all teachers.

In August 1967, Dorothy Brooksby, NEA field representative, told Kansas Teacher Association members that the day of passiveness was past for the NEA. There was an air of eagerness, if not militancy, in the NEA Washington office after August 1967, when the new executive secretary Sam Lambert took over. "Everyone's excited and everything seems to be changing fast." In speaking about the thirty-five teacher strikes across the United States that fall, Brooksby noted that educators were determined to have a voice in the program of instruction; the younger teachers resented administration domination of some local units.⁶⁵ School administrators had been leaders in NEA since its inception.

At the November 20, 1967 general meeting of the WCTA, Carl Elvin, association president, explained the need for the formal negotiation procedure and the role of the association in such negotiations. He

presented an organizational structure and procedures, appointed Lee Streiff, chief negotiator, Robert Wright, recorder, and Bill Wolf, reader. The recommendations passed. A month later, Lee Streiff reported that WCTA team was preparing to obtain an agreement with the Wichita Board of Education, similar to the one obtained by Warren, Michigan NEA teachers and Denver, Colorado teachers. Salary, Blue Cross-Blue Shield, salary index, and working conditions were among the priority items.⁶⁶

The salary committee, with the approval of the WCTA executive officers, prepared themselves through hours of research and discussion to negotiate formally with the Wichita Board of Education for the 1968-1969 school year. Their goal reached beyond salaries, calling for a "comprehensive contract" which included policies regarding teacher-administrator relationships, the professional day, grievance procedures and all other professional aspects affecting the teachers on the job. The plan for the comprehensive contract met with the approval of Superintendent Shepoiser and board members William Busch and Pat Thiessen. WCTA and the Board fully intended to work cooperatively toward a mutually friendly and satisfactory agreement. Shepoiser served as the consultant to board members. Thiessen, trusted by other board members and himself experienced in the private sector with negotiations, and Board of Education President Busch were very receptive to the WCTA team and eager to negotiate a good contract.⁶⁷

Under the advisement of Superintendent Lawrence Shepoiser, the Wichita Board of Education employed professional labor negotiator and attorney Marvin Martin to "provide special legal services in the area of negotiations." "We'll be using his (Martin's) experience in labor-management relations to help us steer clear of the problems that have arisen in the labor field," board member Thiessen said. Thiessen described the overall approach as being on a professional basis, much different from a labor approach.⁶⁸

Lee Streiff, the chief negotiator for the teachers association, and Pat Thiessen, Wichita Board of Education member, explained how the two teams were entering areas of contract negotiations never before explored by Wichita educators. "Previously," Thiessen said, "any talks were strictly on a wage basis. The teachers came before the Board, stated what they wanted and it was left for the Board to argue it out among themselves. The approach this year is radically different," it called for a "comprehensive individual contract." The major difference between the new negotiations and the previous procedure was that both economic and non-economic items were covered.⁶⁹

"It is absolutely essential," Thiessen said, "for the Board to set up formal machinery to find out what the teachers want. Negotiation is that machinery. It is not collective bargaining, for bargaining is a technical term that implies equality." Martin, for the Board, said that under Kan-

sas statute it was illegal for public employees to bargain on an equal basis with a government agency. WCTA's Streiff answered that Kansas statutes also specified that contracts between individual teachers and boards of education could be changed by "mutual consent."⁷⁰

While teacher negotiations were underway Mrs. Ruth Trigg, President of the Association of Classroom Teachers (ACT), spoke in Wichita in the winter of 1968 on "Teaching—A Changing Profession." "Teachers today are younger, there are more men in the profession which makes it more aggressive and teachers are better educated today." Well-educated teachers felt more confident in dealing with administrators. Instead of being dependent on administrators to make decisions for them, the teachers were eager to make decisions themselves.⁷¹

"Impose stiff penalties on striking teachers," the American Association of School Administrators declared. An AASA resolution stated: "We therefore vehemently reject the use of the strike, work stoppage, walkouts, slowdowns, and other disruptive practices by teachers while under contract, or by any other group essential to the continuity of the school program. These disruptions are damaging to the education of pupils, to the respect that pupils and the general public have for schools, for teachers, and for the educational program of the system We strongly urge state legislators to declare strikes illegal."⁷²

Superintendents felt "squeezed" between school boards on the one side and teachers on the other. Assistant Chicago Superintendent David Hefferman characterized superintendents as "very, very lonely in the middle of teacher negotiations."⁷³ Wichita's Shepoiser came to know the feeling.

WCTA opposed part of the 1968-1969 salary schedule adopted by the Board. The Board schedule gave all teachers a \$400 across-the-board raise rather than progressive raises on an index that would give experienced teachers greater raises than beginners. (Both agreed on the \$5,800 base salary.) The WCTA representative assembly voted to use its muscle and approved sanctions against the school system including withholding of services to teach summer school if the Board did not enter into re-negotiations for more money. The WCTA advised teachers not to sign contracts until the results of the new negotiations were known. In the meantime, administrative processing of contracts had already begun. Thiessen of the Board's team explained to the WCTA that his team could only negotiate within the powers given his team and that in economic matters they were not acting as negotiators as much as mediators between the WCTA and the Board.⁷⁴

The WCTA then called for a public meeting with the whole Board. One or two days prior to the meeting the board members were given copies of the proposed contract. Ruby Tate and other board members found the thick volume far too much to read and thoroughly understand before the upcoming meeting on Monday. They confessed being totally unprepared

to respond intelligently to any questions on it. Three hundred teachers watched the WCTA-school board confrontation Monday night. Pat Thiessen, out of courtesy to WCTA requests, introduced motions favorable to the WCTA which he and the majority voted down several times. WCTA gained nothing that evening except status in the eyes of the teachers who witnessed their representatives taking a firm, unyielding stand against the Board. The Board was dumbfounded. Superintendent Shepoiser was embarrassed because he and the other members of the Board team had said the contract was a good one, and that the teachers were professionals who would not take advantage of any of the policies, such as the professional day which required them to be on the job only during classroom hours. Shepoiser had been naive in his understanding of the implications of the professional day. The Board felt their team had made too many concessions.⁷⁵

"WCTA spokesmen, still smarting from a stormy Board of Education session Monday night at which board members voted down seven different moves aimed at improving or arbitrating next year's teachers' salaries, today imposed local sanctions which it had approved earlier in the salary dispute." The sanctions included pledges from WCTA members (97 percent of city teachers) that they would not sign their contracts, would not teach in summer school (except for federal and previously contracted programs), and would not take on extracurricular activities next year. The WCTA threatened expulsion of any member who did not comply with WCTA action. WCTA Executive Secretary Carl Elvin requested a full scale investigation of the school system by the Kansas State Teachers Association and by an investigative team from the National Education Association. "If, after those investigations, the organizations join WCTA in sanctions, it will mean the largest professional teachers group in the nation has alerted its members that conditions in Wichita are not conducive to quality education." The NEA action was effective. The Board agreed to reopen negotiations in an effort to end the salary dispute which had threatened to close summer school for five thousand students.⁷⁶

At the May 27, 1968 meeting, the Board of Education and the Wichita City Teachers Association reached agreement. The teachers obtained almost everything they sought including support from the Board to develop and secure the passage of a state negotiation law. Young, brash Robert Wright, the new negotiator for WCTA, cockily admitted that the Board had "gone over half way. They have met us more than we have met them."⁷⁷

Though it may seem that the WCTA was firmly united in spring 1968, it was actually torn with dissension. Dick Yeargan and a few others had wanted the WCTA to separate from the Kansas State Teachers Association which had given the urban teachers meager support in recent years. Dennis Wright wanted all administrators and principals withdrawn from

the WCTA. On the other hand, members Robert Wright and Lee Streiff, with the firm support of Dr. Fred Addis, John Gasper, and Ben Mevey, among others, believed that administrators and teachers combined could achieve substantial gains as professional educators. Disagreement between Lee Streiff and other members of the WCTA team caused Streiff, who wanted to maintain a strong stance, to resign as chief negotiator in the last week of negotiations. Robert Wright became chief negotiator. Lastly, the entire membership of the WCTA had not been well informed during the previous year of the intent and procedures used by the negotiating team, a factor which irritated some members.⁷⁸

As board member William Busch reviewed 1968, he concluded: "Formation of Policy 200, a negotiations agreement between teachers and the Wichita Board of Education, was the most significant contribution made by the Board this year."⁷⁹ Policy 200 defined terms, explained Board statutory policy, recognized the WCTA—NEA as the teachers' representative, explained assignment policies, relationships between the teachers and teachers, teachers and principals and other administrators. The policy outlined organization of a school building committee, which would consist of the principal, at least three elected faculty and the NEA building representative. This committee was to identify problems at the building level and arrive at acceptable solutions. Lee Streiff regarded the inclusion of a Building Committee within each school as a major step toward democratization of local school administration. The teachers considered inclusion of the "Professional Day" which required their presence during class time only as a major victory. For the administration it meant teachers could leave during the noon hour, with only the principal to supervise children. With no funds to pay aides, administrators were reduced to pleading for aid with supervision.

In the same spring that the NEA negotiations team challenged the Board, the Wichita Independent Association of Classified Personnel, and the Building Service Employees International Union, Local 513 representing 1,100 non-teaching employees of Wichita Public Schools appeared before the Board to request more money. This group, too, was successful. The Board had originally offered them a total increase of \$22,000 for employee salaries on April 22, raised it to \$60,000 by May 31, and closed with an allocation of \$85,000.⁸⁰

Beginning with the 1968-1969 school year, thousands of United States teachers were on strike for the NEA and American Federation of Teachers. Polls released in 1968 NEA conventions showed that the percentage of public school teachers who believed that teachers should strike in certain situations, rose from 53.3 percent in 1956 to 68.2 percent in 1968. "If school boards did not take the need for better schools to the people, teachers are going to reach higher and higher levels of frustration," NEA President Mrs. Elizabeth Koontz warned in an address at a Wichita City Teachers Association workshop at Coleman

Junior High School.⁸¹

The WCTA and Board of Education entered negotiations during the 1968-1969 school year. Dr. Keith Esch, USD #259 personnel director, Dr. A. W. Dirks, federal programs director, board member Darrell Kellogg, and attorney Bob Partridge handled negotiations for the Board. Superintendent Alvin Morris, who replaced Shepoiser after the latter was terminated, wanted no part in direct negotiations, but sat at the end of the table as a consultant.

"At eight o'clock this evening you are all going to be fired!" WCTA President, Carl Elvin announced to four hundred teachers at a mass meeting March 10, 1969. He based this announcement on the school administration's sending of a letter to the teachers stating that many of the provisions of the current contract were being reviewed and pledged that in time the teachers would be offered a contract for the 1969-1970 school year when all the terms were finalized.⁸²

WCTA accused the Board of Education of firing 3,400 teachers. The Board said only that it was trying to reach agreement on changes which would make a better contract for both the Board and teachers. "According to the Board's legal counsel the continuing contract law required the Board to give notice to teachers by March 15 if contract changes were to be made for next year. The Board gave that notice by its action last night and it is this action to which the WCTA objects. In the absence of such notice the Board could be made to accept the terms of last year's contract without the changes it believes necessary," said Thiessen.

Kellogg supported Thiessen's position, "It does not mean we are firing teachers. All we are doing is preventing automatic continuation of Policy 200 into the next contract year." The Board letter stated that changes were being made in the 1968-1969 contract and the Board did not want that language to automatically become part of the 1969-1970 contract. The Kansas Continuing Contract Law required that notice be given to each teacher; the Board was merely complying. WCTA's Elvin regarded "Termination of those provisions (Policy 200) as termination of employment." The WCTA filed suit against the Wichita Board of Education.⁸³

Topeka Teachers Association told Wichita "Call on us for any help we can give you on your courageous stand." NEA Executive Secretary in Washington, D.C., promised that "Specialists will be made available to you immediately. The full resources of the NEA are yours."⁸⁴

Agreement was finally reached in May. The increased cost of approximately \$2,580,800 could be financed by using the full 104 percent permitted under the State Foundation Plan plus an appeal to the State Board of Education for an additional four percent for teachers' salaries. The WCTA overwhelmingly approved the 1969-1970 salary schedule beginning at \$6,200 or \$400 above the present schedule. Average increases on the master's and doctorate levels were about twelve percent and ap-

proximately eight percent (\$600) on the lower levels.⁸⁵ WCTA dropped its suit against the Board.

"Nothing of significance in this contract was lost from last year," chief teacher negotiator Robert Wright told the teachers' representative council. "Much has been gained. In non-economic areas," he said, "there is no contract that can compare favorably with ours." All administrators automatically advanced one step in salary each year. Prior to this they could be "held" on the scale. Teachers registered several non-economic gains. Elementary teachers would have a lunch hour free and planning period for the first time. Parents or teacher aides would be paid for playground and lunch supervision at a cost to the Board of about \$125,000. Personal appearance was left to the instructor. Academic freedom articles spelled out the right to have controversial speakers in class and to have hearings when teachers might be accused by others or when their materials were suspect.⁸⁶

In the entire history of the Wichita Public Schools, excluding the previous two years, the teachers had threatened, pleaded, but more often, passively submitted to whatever the Board of Education offered them. The "gee whiz, thanks" attitude no longer prevailed. Negotiations provided a business approach to relations between the Board and its employees.

The Board of Education and administration realized that it needed a full time staff person to negotiate with the strong WCTA team which had the support of most teachers and building principals. Superintendent Alvin Morris chose thirty-year-old, aggressive, articulate Paul Longhofer, a vice-principal with the Topeka schools. He was hired as Director of Employment Relations in spring 1969.

In the midst of negotiating with the school board in the 1968-1969 school year, the Wichita City Teachers Association became the first local unit of the National Education Association to rename itself, National Education Association—Wichita. A minority of teachers opposed the change. By-laws stated that to become a member of the Wichita Association, teachers must join the state and national society. Most of the Wichita teachers voluntarily belonged to all three groups.⁸⁷

The other teachers' organization, the Wichita Federation of Teachers, virtually dormant since 1942, was slowly gaining ground as the three thousand member City Teachers Association faced disputes within its ranks in 1968 and 1969. The American Federation of Teachers union advocated teachers' strikes; the National Education Association and its affiliates opposed such action. The Wichita City Teachers, Kansas State Teachers Association, and the National Education Association had battled unions for a long time in Wichita, and allegedly used "rough tactics" against teachers who did join. Wichita president of the WFT, Sumner Roberts, claimed that teachers who joined the WFT were ostracized, and many local teachers were afraid to join. "We never tell how many

members we have," Roberts said. "It just gives the WCTA more ammunition with which to criticize us." The WCTA feared their leadership was being infiltrated by WFT members. Dual membership was prohibited.⁸⁸

From Intellectual Excellence to Redemption of the Poor

"Sputnik made scholarship more respectable, parents and the general public accept and support emphasis on scholarship—including special programs for the gifted—more than ever before," Paul Harnly explained.

"Youngsters don't resent hard work these days. They don't choose snap courses any more," remarked Sid Moore, East High Principal.

"There's definitely a change for the better Education is now dignified," North High Principal C. E. Strange noted.⁸⁹

Top educators warned that public schools had squandered brain power at an alarming rate. Suddenly various instructional programs concentrated on talented, promising students. Adoption of the Advanced Placement Program on an experimental basis as a part of the Wichita curriculum was recommended by the Board of Education, March 5, 1962.

"High schools have become little prep schools," said Mr. Strange of Wichita North High, after noting that an advanced placement course in mathematics would be incorporated in the curriculum at Southeast for the first time. If students satisfactorily passed a combination of analytical geometry and calculus, they would be granted lower division college credit in mathematics in the college of their choice. Similar courses in English and Chemistry had been successful.⁹⁰

On the elementary school level, a committee of teachers working together in a college class presented a program for the organization of classes for the gifted (for children having at least 130 IQ and scoring two grade levels ahead in standardized achievement tests). For the 1960-1961 year the project involved four classes for fourth grade students in four elementary schools.⁹¹ In years to come, more classes were organized for "accelerated" students. The program proved to be very successful. Furthermore, according to the Executive Director of the Wichita Chamber of Commerce, Richard Upton, Wichita's ALC program had been a very attractive feature to business, industrial and professional persons considering moving to Wichita.

In tracing the history of curriculum development, Dr. Floyd Farmer recalled that at first, the specialist in the universities decided what to teach. Then school teachers and teachers college professors determined how and what students needed to know. In the early 1960s, the university scholars and the teacher as practitioners worked together. This method proved successful in biology, physics, chemistry, mathematics, modern foreign language, language arts and the social sciences. Changes in the

physics curriculum came through the efforts of Dr. Jerrold R. Zacharias of the Massachusetts Institute of Technology. A new physics curriculum, fashioned by his Physical Science Study Committee, "set out to take a total look at what was taking place in the field of physics, then adapted to the high school level some modern concepts of physics that had been the exclusive domain of graduate students." Wichita Southeast offered the first MIT program in Wichita, then West. The American Institute of Biological Sciences sponsored a Biological Science Curriculum written by university scholars and high school teachers; the School Mathematics Study Group offered course outlines for high school study.⁹²

East High School was one of ten secondary schools in the U.S. to receive national honors in 1962 for its outstanding physics program. Two of East's teachers, John M. Michener, head of the East High science department and Willard L. Gilmore, instructor in physics, were acknowledged personally for their work. Another science teacher, Gerald D. Tague, was recognized as the "Biology Teacher of the Year" in Kansas.⁹³

In 1959, a laboratory science program was initiated in one junior high science room for teaching of biology. In previous general science courses, the teacher performed experiments for students to view. In the next four years \$100,000 in aid for equipping junior high science laboratories came from the National Defense Education Act, the government sharing fifty percent of the expense. Twenty-nine rooms had been remodeled prior to 1962 and fourteen more were scheduled for the 1963-1964 school year. A better preparation in the junior high was expected to build a broad base of interest and experience for more specialized fields of biology, chemistry and physics at the senior high level.⁹⁴

For years Wichita high schools taught modern foreign languages from textbooks. An experimental program developed in one high school using electronic equipment to give the students an opportunity to speak and to hear foreign languages spoken with greater frequency than could be done in the traditional book centered course proved so satisfactory that fourteen electronic laboratories were ready for use in the 1960-1961 school year.⁹⁵

Curtis Intermediate was one of the growing number of secondary schools across the nation where pilot programs of the University of Maryland Mathematics Project were going forward with finances from the Carnegie Corporation. In the 1958-1959 school year, Miss Lela Cobb was one of forty-five teachers in thirty-four schools experimenting with the UMMP concept of math instruction. Cobb worked with 29 Curtis seventh graders the first year, then had five classes with 155 enrolled in 1959-1960.⁹⁶

English departments received an \$18,000 grant from the Dean Langmuir Foundation, New York City, to participate in a two-year national project to improve English composition through new techniques

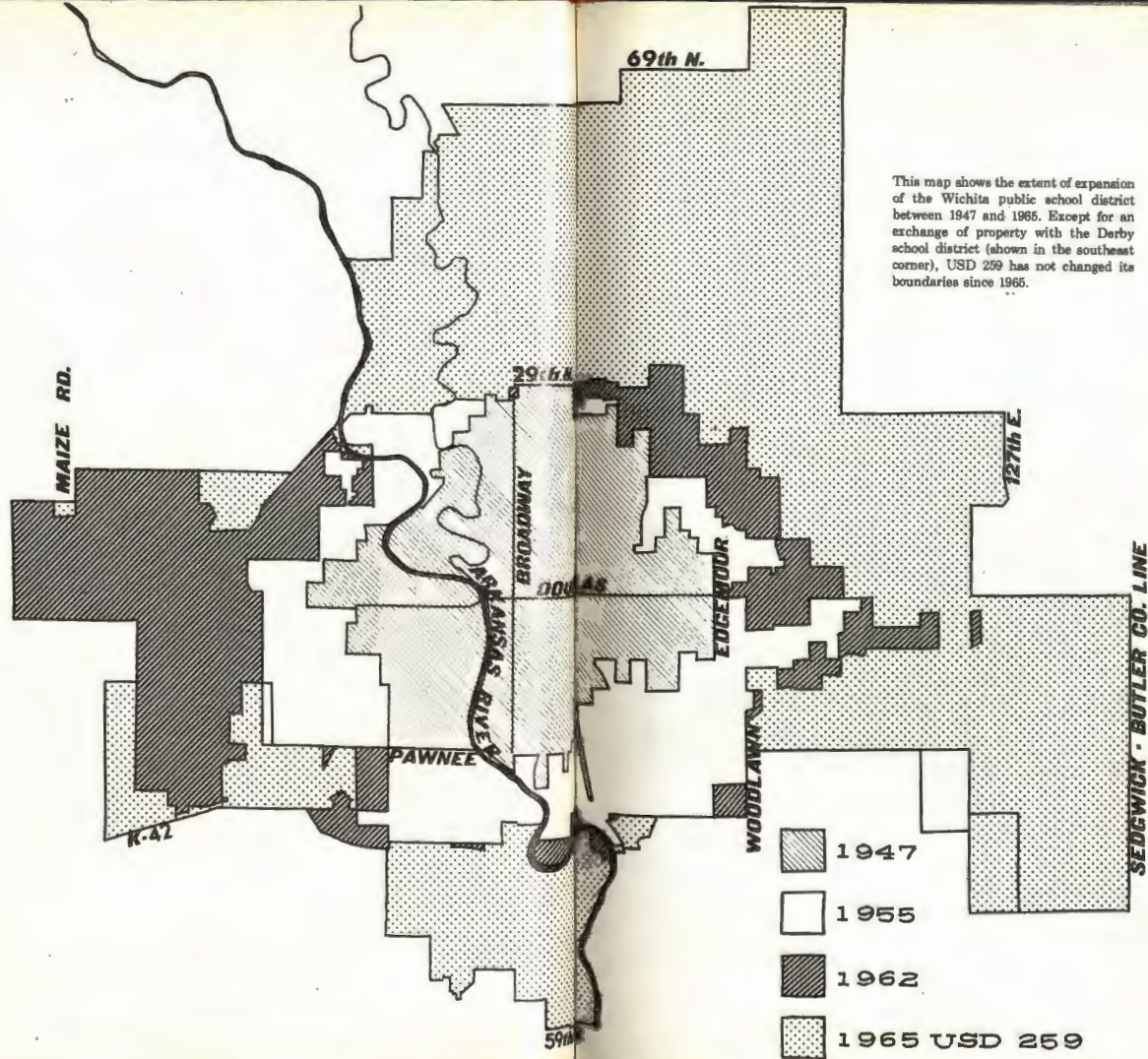
and content. When the Board suggested that more time be allocated to the teaching of composition in the English course, Dr. Harnly said that this was nearly impossible due to the many students, unless the teacher had help to grade the papers. The superintendent suggested an experiment in the use of graders (college graduates in English) for part of the grading, with payments to them by the Board of Education.⁹⁷ This practice, though far from perfect, pushed students to improve their writing skills.

Wichita public school teachers previous to the 1960s attended to curriculum work from 4 P.M. to 5 P.M. following a busy teaching day or were given released time from class. Neither was satisfactory. For the 1963-1964 school year, the Board of Education approved \$20,000 for curriculum study, the money being used to pay teachers for curriculum work on Saturday and during summer vacations. In addition the Board employed teachers for special projects such as writing guides, units and teaching manuals during the summer. Cooperation with the local universities, Kansas State Teachers College at Emporia, Kansas State College of Pittsburg and other colleges, textbook companies, the state department of public instruction, and consultants continued to aid Wichita teachers.⁹⁸

Until 1960, the testing program in the Wichita Public Schools had been somewhat haphazard. A few elementary schools developed their own tests to measure achievement. Dr. Gwendel Nelson, Director of Research, energetically mapped out a two-year program to standardize testing throughout the district. Achievement tests, mental tests for intelligence, interest inventory tests, differential aptitude tests, all designed to understand and aid the students, were implemented in the years from 1960 through 1962. The 1960 Achievement Testing Program results reflected that Wichita averages exceeded the national averages in grades 2, 3, 4, 5, 6, 8, and 10.⁹⁹

According to results of the annual achievement testing program, Wichita schools ranked in the "top twenty percent" of the schools in the nation. Even more significant, when the 1962 test results were compared to scores of past years, a definite pattern of overall improvement was evident. Typical pupils in the Wichita schools progressed at 110 percent of the rate of their counterparts across the nation on the same tests. At a time when the public schools were under fire for "softness" and "frills," teachers in Wichita were proud of the academic performance of their pupils. Wichita students performed well in 1967; fifty-six of ninety-one elementary schools were at or above national norm on the Iowa Test of Basic Skills. Twenty-four schools receiving federal aid through ESEA all ranked below the national median.¹⁰⁰

This map shows the extent of expansion of the Wichita public school district between 1947 and 1965. Except for an exchange of property with the Derby school district (shown in the southeast corner), USD 259 has not changed its boundaries since 1965.





Cindi Gragg, Janet Marrs, Jackie Walk, Mrs. Helen Frieze, instructor, and Candi Beard eat out at Innes Tea Room in April 1962. These students were among the 114 Curtis ninth grade homemaking students who culminated a unit entitled "Let's Eat Out." Photo courtesy of *Wichita Eagle*.



Wichita Height's High School Band marching in the 1964 Presidential Inaugural Parade.

Music and Art

Arthur G. Harrell, director of the music education department in Wichita since 1949, had expanded the Wichita musical program through the staging of solo and ensemble festivals, band and orchestra festivals, organization of an all junior high school band, area orchestras and bands for elementary children, and junior and senior high school choral festivals. The number of students taking instrumental music had increased from five hundred to between six and seven thousand since

World War II, "indicating the phenomenal growth in interest and participation."¹⁰¹

Nation's Schools carried a short feature in its October 1966 issue on closed-circuit music lessons in a mobile electronic lab. The lab consisted of eighteen individual electronic pianos, equipped with earphones, an electronic control panel, tape recorder and record player. The lab was driven from school to school by the music instructor who spent half days at each participating school. A Title I (ESEA) grant of \$32,000 funded the project until 1973.

Wichita was one of three cities in the United States chosen for the 1969 artist in residence program funded by the Ford Foundation. "Marc Taslitt, pianist from Ohio, came to Wichita to work with elementary school students, musical groups and organizations."¹⁰²

Woody King, director of the art education department, noted changes in his field in the last twenty-five years. "Art education," he wrote, "has witnessed far-reaching re-examination of philosophy, method, content and aims. Academic perfectionism has been superseded by self-discovery, and step-by-step exercises have been replaced by experiencing and experimenting. Stereotyped subject matter has given way to personal interpretation. The application of adult concepts and aesthetic standards in the evaluation of children's work has been replaced by a fresh insight into the nature and meaning of the art of children."¹⁰³

Religion in the Schools

By 1960, 7,613 students participated in the weekday church school program. Wichita's Board of Education at its October 7, 1963 meeting, adopted a policy in compliance with the U.S. Supreme Court decision banning recitation of the Lord's Prayer and devotional Bible reading. After three hours of argument the Board adopted the following position: "The Board holds that the relationship between religion and the state as expressed in the First Amendment of the Constitution is one of the most distinctive features of American political and religious life. The Board endorses and supports the doctrine of separation of church and state as interpreted by the Supreme Court. In support thereof, the Board commits itself to a position of neutrality with respect to religion in the public schools." That meant no devotionals, no indoctrination, no evangelization. Shepoiser viewed the court ruling as one enhancing religious freedom in the U.S. "The court in essence, says that religious literacy is an essential goal of liberal education. He added that the Bible was also a rich source of moral and spiritual value."¹⁰⁴

Black History

Following racial disturbances at East High School in May 1968, the Black Immediate Action Committee (BIAC) circulated a questionnaire to determine the number of students interested in taking a class in Negro history. They declared that 1,000 students were interested. Teachers, Dr.

Floyd Farmer, curriculum service division director, and Beryl Hamilton, social studies curriculum consultant, began planning sessions in April. Eight teachers were hired, more than 900 textbooks and pamphlets ordered for \$1,075.50. Only 49 students enrolled in the Negro history class that summer, including fewer than 20 black students. Perhaps the students were deterred by the \$16 tuition fee for the two-hour daily class which ran eight weeks.¹⁰⁵ Although the first attempt obviously failed, minority studies were incorporated into the public school curriculum.

Sex Education

The sex education program was introduced at the beginning of the 1968-1969 year at Munger and Cleaveland elementaries and Truesdell Junior High. The Board planned to establish the program in ten other schools. Before it did, it faced a barrage of public criticism.

Evelyn Whitcomb, school board member, spoke to one hundred parents, some very angry, at Chisholm Trail Elementary School in January 1969. At this evening meeting, interested parents learned more about the pilot project which would teach not only the facts of sex, but all about "the sacredness of the home, dignity, personality, idealism and discipline." A few persons repeatedly interrupted the speaker before she could complete her explanation of the program. Whitcomb bristled, "People who have made it hush-hush need help themselves. If Henry (Classen, principal) had called a meeting tonight on the circulation of the blood, would you have been here?" Dissenters argued over SIECUS (Sex Information and Education Council of the United States), a controversial clearinghouse for sex education information. Whitcomb denied using this material. "Sex maniacs," shouted one parent, "SIECUS is Communist." Opponents believed that sex education should be left to parents who could monitor the information.¹⁰⁶

Rev. M. L. Carlton, Pastor of Gideon Baptist Church, spearheaded the drive to stop the school's pilot project in sex education and was instrumental in organizing the Concerned Parents for Responsible Education. The Ultra-conservative John Birch Society allied with other Wichita opponents of sex education. A number of persons from Newton, Haysville, and Oklahoma City gave support to the Wichita opponents.

Five hundred people filled the school board meeting room to view films and hear discussion for more than four hours on the proposed sex education program. Those looking for pornography found the films so dull that many people left before they viewed them all. Even though the sex education program was accused of being everything from a "new fruit that Satan was offering the children" to a Communist plot to destroy the morals of youth, the program was approved. It concentrated on human growth and development.¹⁰⁷

Once in awhile, parents read students' assignments. In 1961, a few parents pressured teachers to withdraw two books—George Orwell's *1984*

and Robert Penn Warren's *All The King's Men* from classroom use in South High School. John Fredin complained about the blandness of older literature and its irrelevancy to the modern setting. Other English instructors, such as June Dirks of Southeast, yielded temporarily to the student's plea for relevance and chose contemporary literature. She found relevance a poor substitute for quality literature, whether it was classical or contemporary.¹⁰⁸

Pacemaker Award

Parade Magazine at the NEA convention in New York City, 1965, presented Wichita teacher Hope Shackelford the Pacemaker Award for her innovative use of newspapers in the classroom. Helen Frieze, NEA Wichita president, said it was given each year to the school system in each state, which in the judgment of the committee, had made the most valuable contribution to education.¹⁰⁹



Wichita teacher Hope Shackelford won *Parade* magazine's Pacemaker Award for her innovative use of newspapers in the classroom. Photo courtesy of the *Kansas Teacher*.



Each year Kansas children vote for their favorite recently published book. In 1969 their votes in the William Allen White Award contest went to author Keith Robertson for *Henry Reed's Babysitting Service*. Chuck Trombold presented the award. Robert Hampton of the William Allen White Library, Emporia, is behind Trombold.

Children's Theatre

Since 1960, the Wichita Children's Theatre, directed by Mrs. Irene Vickers Baker, had presented plays to the public school pupils. First was "Johnny Appleseed," then "Pied Piper of Hamelin," and "The Elves and the Shoemaker." The group of local dramatists of all ages gave various plays throughout the 1960s and 1970s. Nearly every Friday, they presented a play at one of the elementary schools, taking in all, three years to reach every elementary. Before each play, Mrs. Baker or a



A 1974 Children's Theatre cast, "dolls" Leigh Smith, Ashley Simon and Tiffany Scholle. On the floor are Karen Carr and Amelia Hubbard. Photo courtesy of the *Wichita Eagle*.

member of the staff spoke to the audience, introducing them to the play. Dr. Raymond Crisp, Coordinator of Language Arts of Wichita Public Schools, wrote a fitting tribute to her in March 1976 when she retired. "Through the voices and actions of a theater company, Director Baker has touched the hearts, has sparked the imaginations, and has kindled the creativity of close to 300,000 elementary school students. She has brought children's theater to children and has helped students to realize a greater world than their own, to develop an understanding of their own hopes, fears, and frustrations, to relate with other individuals in a real and dynamic social setting."

Libraries—A New Concept

"Wichita public school libraries are rated among the four best in the nation according to the U.S. Office of Education." Dr. Gwen Nelson, assistant superintendent and research director said that "The typical Wichita pupil reads at least half a year above his counterpart across the nation. Reading scores for Wichita pupils on standardized tests administered each year consistently exceed national expectations." Part of this success could be attributed to emphasis on library use in the Wichita schools. Yet, in 1962, only the largest schools—Kelly, Woodman, Ingalls,

Isely and Mueller—had their own libraries.¹¹⁰

Elementary school library collections, with a few exceptions, had been nothing more than small room collections until the late 1950s. Within five years after Dr. Lawrence Shepoiser came to Wichita, these room collections were shifted to central libraries. Expansion of the library concept to include other materials came in 1962. The Buckner Elementary Library was one of four in Kansas to receive funds under the Federal Elementary-Secondary Act to develop a model library implementing new concepts. Principal Larry Bechtold and Buckner librarian Mrs. Louisa Lane coordinated the local project. Expansion of the Buckner facilities included additional books, films and filmstrips, space for listening and viewing, addition of one full-time and two part-time librarians and extension of hours to include after school and Saturday. Pleasant Valley Elementary obtained a similar grant in 1967.¹¹¹

Public school libraries were full scale "multi-media centers" by 1970. They offered tape recordings, disc recordings of music, documents, story telling and poetry reading, loop films and three-dimensional objects. Wichita public schools had four "demonstration libraries" by 1970, Buckner, Pleasant Valley, Stearman and the Regional Library for the Visually Impaired and the Blind.¹¹²

Stearman Elementary School under the direction of librarian Mrs. Mildred Laughlin inaugurated a new program in 1963 bringing four-year-olds into the classroom for pre-school reading and discussion sessions. Enrollments in the program were unexpectedly high. Parents, pleased with Mrs. Laughlin's style, commented "She's just a live wire. She lives every minute of these stories with the children. She just gets lost in it."¹¹³ Ever since then, Stearman had conducted a library program for pre-kindergarten children each spring.

Wichita elementary school libraries worked toward meeting American Library Association book collection standards in the early 1960s. Only one library was listed as Class I in 1963, meaning that it had met at least seventy-five percent of the ALA adopted qualitative and quantitative standards for school libraries. Twenty-two libraries shifted to the class I rating in 1964. All the others upgraded their libraries.¹¹⁴

Vocational-Technical Showed Remarkable Growth

Vocational programs reached a nadir in the early 1960s. The program needed more space, more equipment, more appeal, more variety and more students. Unfortunately, its needs came at a time when the Board of Education was cutting programs to hold down the budget. The vocational education department served a pedestrian role, parents weren't sold on their sons becoming mechanics or their daughters waitresses. Evelyn Whitcomb, newly elected board member in 1963, wanted vocational education made more popular, "it should be just as

honorable to be a vocational student as anything else." Sid Moore, East High Principal, said, "the boys in vocational training are good, sound citizens and will be men of dignity just the same as anyone else when they get through." Wichita had only half the facilities needed, consequently the school's staff was selective about who entered the program, choosing those students most likely to succeed.¹¹⁵

Superintendent Shepoiser outlined the proposal for the Wichita Area Vocational Technical School on November 16, 1964, explaining that it was a cooperative proposal with ten school districts intending to participate on a tuition basis. They were Mulvane, Valley Center, Viola, Clearwater, Derby, Maize, Cheney, Mt. Hope, Norwich, and Kingman. The program was to be financed 50 percent from state and federal government and 50 percent from cooperating districts. The Board appointed Maurice Goff, teacher at Jardine School, as coordinator. The program began September 1965. Initially the Wichita Area Vocational School adopted the program already offered at East High School and in each of the six comprehensive high schools in the city. A second phase broadened the curriculum to include post secondary youth and adults. Shepoiser complained that Wichita wasn't getting its fair share of state funds. He criticized financing of the state area vocational technical schools and the Schilling Technical School, Salina, saying that "Schilling has been able to dip into the first (money), taking money which otherwise would have gone to area schools."¹¹⁶

Architects Schaefer, Schirmer, and Elfin designed the Wichita Area Vocational Technical School just south of East High. The new WAVTS at 301 South Grove opened in 1968. Director Richard Ladd predicted a seventy percent increase in enrollment from the 1967-1968 school year to the 1968-1969 year. WAVTS offered courses in business education, trade and industry, home and community services, health education, and agriculture. The skill levels to be attained ranged from job training, vocational, technical and professional, and managerial.¹¹⁷ The Continuing Education program and Area Vocational Technical combined into the Division of Vocational and Continuing Education. Dr. Maurice Goff was appointed division director.

The name Opportunity School was dropped in 1962-1963 and a more appropriate name, Continuing Education, was given to all the adult education programs. As in the past, Continuing Education was directed toward providing a comprehensive and diversified and relevant program to out-of-school youth and adults. The reopening of the old high school building at 324 North Emporia as the Central Vocational Building in 1965 provided space for both daytime and nighttime students. An adult Basic Education project financed by 90 percent federal funds established centers at Brookside, Dodge, Dunbar, Little, and Waco schools during the 1965-1966 year.¹¹⁸

Wichita Schools use Cessna Stadium

Because none of the high schools had adequate facilities for nighttime football, the Wichita Board of Education attempted to work out plans for use of Veterans Field (Cessna Stadium) for public school football games. They made rental arrangements with the Wichita University Athletic Department. In 1968 the Wichita Public Schools agreed to pay \$125,000 toward the purchase of synthetic turf for the W.S.U. stadium. In return, the Wichita Public Schools would be permitted continued use of the stadium for games. The final agreement provided that the school board pay \$125,000 to the Wichita State University Endowment Association for a ten year period with option for renewal. The lease agreement began September 1, 1969 and would terminate August 31, 1979. Under the agreement the schools could use the field for forty periods each year at an annual rent of \$12,500 per year, plus \$250 per day or \$275 per night for football, or \$100 per day and \$125 per night for other athletic events. Between 1969 and 1973, total costs, excluding lease payments, for the use of Cessna Stadium averaged between \$833 to \$1,136 per football game. Even so, the public school athletic teams made a small profit on games at the stadium.

A Wide Variety of Students

Students of the 1960s ranged from petty thieves and extortionists to merit scholars and Olympic stars. Problems with student defiance and deception increased as traditional mores seemed irrelevant. At Allison, Payne, Mayberry, Coleman, and Curtis schools small gangs of students demanded fifteen to twenty-five cents per week for protection money. Many students defied traditional school regulations and dress codes. At Southeast High School, boys' shirttails, except square-cut ones, had to be worn in, girls' skirts were to be no shorter than the middle of the knee, and girls must wear either bobby sox or stockings. Cut-offs, printed sweatshirts and partly bleached jeans were questionable. Boys' hair could not be so long that it "distracted from the educational process in the classroom," said O. J. Budd, Southeast vice-principal. North High School distributed a written statement to all students on dress: "A well-groomed and suitably dressed student body is essential for the successful operation of a school. Teachers have been instructed not to admit students to class who represent an unsuitable appearance or who are improperly attired, (i.e. tacky and unorthodox clothing, extreme hair cuts and hair styles, etc.)" Vera Hunter, Heights teacher noticed that dress worn by students affected behavior; on dress-up day students were quieter.¹¹⁹

During the 1965 legislative session, Kansas law regulating school attendance was changed for the first time in forty-two years. House Bill 542



Fast—finishing Jim Ryun, jubilant fans and officials. Wichita East miler shatters national prep mark with blistering 3:58.3 at the State AA track meet held at Wichita State University on Saturday, May 15, 1965. It was termed "Ryun's High School Farewell." Ryun's 3:58.3 was the best mile time ever recorded in Kansas. Jim Ryun competed in the 1968 Olympics.

changed compulsory attendance from age sixteen or completion of the eighth grade to age sixteen only. This forced school staffs to deal more seriously than heretofore with both truants and dropouts. A high rate of truancy in Wichita schools forced the Board to hire eight special attendance aides to work in poverty target areas during the 1967-1968 school term. Federal funds financed the project. In the high schools truancy rates approached approximately ten percent. Another one hundred students were tardy almost every day. Hourly class cuts increased to the point that classroom instruction was adversely affected. James Gates, coordinator of pupil adjustments, directed the work of the attendance aides who made home calls, reported home conditions related to absences, tardiness and truancy, and promoted positive parent attitudes

toward attendance. Wichita dropout rate was well below the national average for cities its size in 1964. One hundred twenty-eight cities were covered. "In contrast to the large city holding power of 70.8 percent from tenth grade through high school graduation, Wichita had a holding power of approximately 85 percent according to Superintendent of Schools Lawrence Shepoiser."¹²⁰

Speaking before more than 150 members of the Wichita Council of Elementary Parent-Teachers Association in 1969, Dr. Alvin Morris asked for assistance from parents to quell what he called a "rising storm" of defiance toward school administrators. He called for more opening lines of communication between students and administrators. One forum for responsible student dissent resulted in the publication of a paper-within-a-paper in the 1969 school year. Lee Streiff, its sponsor, viewed it as a means to let dissidents know it was possible to work from the framework of the establishment. The paper, called *Conspectus*, had a separate editorial staff who spoke out on everything from standards of dress to the Vietnam War. Other school newspapers of questionable quality were forced underground when the Board of Education banned them in 1967.¹²¹

Wichita administrators also responded to the pupils by establishing the Wichita Public Schools Youth Council which met first in October 1969. About thirty students attended. When asked about their problems in the school, they cited attendance, parking, busing, civil rights compliance, and protection at ball games at night. Superintendent Alvin Morris and Dr. David McElhiney conferred with this group. Through the years, the Youth Council, consisting of representatives from the secondary schools, has voiced its concerns and if problems were not always solved, at least the channels of communication were kept open.

Educational programs of the 1960s produced outstanding students. Many were eligible for National Merit Scholarships and other programs that recognized academic achievement.

Citizen Committee Community Participation

Community participation in school programs and policies had been intermittent and institutional, that is, through the PTA. Beginning in the 1940s with the problems over double shifts, school patrons organized in reaction to school board and administrative policies and procedures. The trend was definitely toward more community participation in the schools; citizens wanted involvement.

In June, 1959, the Wichita Board of Education developed policies and procedures for the development of citizens' consulting committees whose principal purpose was to advise the Board on improving the schools. The consulting committee on television, first of these citizens advisory groups had thirty-five members. A second citizens committee assisted the Board in deciding teacher salary policies. The Citizens' Planning Council for

School Facilities surveyed and analyzed anticipated school facility needs preceding the 1966 school bond election. The Board of Education credited them with helping make the school bond election successful.¹²² Although misunderstandings between community, school and administration caused conflict in some areas, it also opened new areas of understanding and when it did, it built a stronger base for community participation and understanding of the overall function of the school.

Wichita schools grew and prospered in the early 1960s. Superintendent Lawrence Shepoiser and his staff constructed a solid organization with clearly defined lines of responsibilities. Teachers remembered these years as the "golden years," when students cared about achievement and academic excellence. Then the mood changed. Civil rights advocates said poverty and discrimination existed side by side with prosperity and opportunity. The Federal Government used massive amounts of federal money to buy motivation and raise academic achievement. Minorities dealt with rising expectations and majorities resisted change or yielded as circumstances demanded. Integration, student activism, teacher militancy all aimed to restructure and improve society. Pat Thiessen, board member 1965-1969, viewed the personnel of the school board, the administrative staff, and the three thousand public school teachers as providing stability to Wichita during that extremely controversial period.



1970

A Period of Consolidation

Student unrest and violence over civil rights and the Viet Nam war spilled over into 1970 and 1971, then ceased. The United States began pulling its troops from Viet Nam. Civil rights laws enacted in 1964 were finally being enforced. Reason replaced open rebellion for the most part.

The disclosure of illegal and unethical use of power by the President of the United States and his assistants in the Watergate scandal shocked the nation into re-examining their values and those of their elected officials. Although the President was involved in the worst scandal in U.S. political history, few Americans doubted the stability of the government; others marveled at the orderly transfer of authority from a self-deposed president to an appointed one. Cynics focused on the corruption of the affair; idealists gained a deeper respect for honesty, for the law, and for the

constitutional form of government.

Except for Watergate, the 1970s lacked the excitement and trauma of the late 1960s. The emotions had been spent, and a violence-weary people cherished stability. Fuel shortages and destructive pollution of air, land and water forced the public to turn from preoccupation with personal rights and privileges to community survival. Cooperation was essential to the conservation of energy sources and the protection of the environment.

The concept of working for the general welfare of the community revealed itself in the efforts toward increased cooperation between the public school, the city and county, and Wichita community agencies. At inter-governmental meetings, city, county and school officials planned methods to avoid expensive duplication; they discussed exchanging properties for the mutual benefit of all concerned. In recent years, this cooperation has been evident in the exchange of Bridgeport property for about three acres near Emerson School; the inclusion of community centers at the new Colvin Elementary, Stanley and Isely schools; making available grounds for the aviation center near the airport; the exchange of Waco and Finn property in the Urban Renewal Area for the addition to the Cloud Elementary site and funds to finance building part of the new Cloud school. As the events of the 1970s revealed, the paths to cooperation between community, city and schools were often cluttered with distrust, suspicion and selfishness. Division of government responsibilities and competition for allocation of federal funds continued to raise barriers to cooperation. Overcoming any of these several barriers resulted in progress for the total community. This was especially evident during the late 1960s and early 1970s when Wichita was consumed with the integration controversy.

Integration, An Act of Compliance

Now Wichita must throw off finally the last vestiges of the old order. Soon, looking back, we will wonder why we took so long to do so.

—Robert L. Davis, *Wichita Beacon*, April 28, 1971

The unresolved desegregation effort of the 1960s moved slowly forward. A reworked compliance plan presented January 5, 1970 called for removal of portables from the Assigned Attendance Area (area of predominantly black schools) except to house special services or activities, no construction of new facilities at present black schools, integration of staff, ultimate integration of pupils at all levels, and discontinuance of L'Ouverture and Dunbar elementaries as attendance centers for the 1970-1971 school year. Pupils in these schools were to be bused to predominantly white schools. Fairmount, Ingalls, Isely, Little, and Mueller were to become primary schools, K-3 and also offer school programs for four-year-old children. Children in grades four through six were to be transported from Fairmount, Ingalls, Isely, Little, and Mueller to white

schools. Black primary schools would receive compensatory education programs, have small classes, more supplies, food service and extra inservice training for teachers. The Board voted for the revised plan by 10 - 1.¹

"We will protest the savage, racist action of the Board of Education by a boycott. We are not only fighting the Board of Education, but the whole white power structure," Hugh Jackson angrily told the Board, January 11, 1970. Jackson, executive director of the Wichita Urban League, resented the burden of busing on blacks. Other Wichita blacks agreed with Jackson. Together they proclaimed a boycott of public school classes. On January 14, 1970, only 234 of 3,720 secondary black students attended school and only 56 of 172 black teachers reported for work.²

Recognizing the problems of the black community, a majority of twenty-nine civic leaders, in a closed meeting, urged cross-busing, open housing, and fair employment as a solution to the racial problems affecting the city. A small section of the white community recommended a volunteer cross-busing program while others, the largest group, organized to oppose busing in any form, especially cross-busing.³

HEW notified Wichita on January 19 that the January 5 plan was insufficient and that they would recommend enforcement proceedings against Wichita. Most of the top level school administrators, especially those who had researched the problem extensively for the LEAP committee, were convinced that cross-busing was the only and ultimate solution. Yet pragmatists, both in administration and on the school board, conceded only as much as they thought the community would accept and hoped that it would appease HEW.

Fearing that the school board would make further concessions to HEW, white marchers paced back and forth on the sidewalks in front of the administration building three times in late January and early February. The Black United Front plan which insisted on cross-busing on an 85-15 white to black ratio, again called for an economic and educational boycott.⁴

Five hundred and fifty people jammed the Central Vocational auditorium for the Board meeting, February 2, 1970, many of them speaking to the integration controversy. School board president Robert Beren handled inflammatory and emotional statements from the audience calmly, stressing time after time, that Wichita must comply with the law and the directives of the federal government. Three days later, Superintendent Alvin Morris reviewed the issues with the Youth Council: "Administrators and school board members have been in almost constant communication with community groups during the past three years. Community acceptance and political financial consideration had to be weighed by the Board as it framed a compliance plan. It would be easier if we could just make a decision on what's right educationally. Any method of desegregation—cross-busing, one-way busing, or open massive educational parks—will require transportation of pupils." Explanations

seemed futile, protesters numbering over two thousand marched on the administration building on February 7, carrying American flags and signs against busing. Their stance was reinforced by President Richard Nixon, who announced his opposition to busing to achieve integration.⁵

Since July 1969, NEA-Wichita leadership had voiced its support of the desegregation effort. In a December 1969 resolution the association reaffirmed its belief and commitment to the laws of the United States and the direction of the Supreme Court for the fulfillment of those laws, both in letter and spirit. The association pledged itself to a program of desegregation in which each school approximated a socio-economic and racial mix that reflected that of the school system at large. NEA-Wichita committed itself to aid the administration efforts to develop in-service training to prepare teachers for integration and to increase minorities in administrative positions. The resolution, passed by the twelve member executive committee was challenged by other members who argued they had not been consulted. They wanted to rescind the endorsement of cross-busing and censure the executive committee for its stand on cross-busing and its support of the black boycott of white businesses. Stunned and angry, Jeanne Ponds, NEA negotiator, lashed out at fellow teachers for their apparent bigotry. Cross-busing was necessary, she said, and integration was desirable for children.⁶

Divisiveness among the teachers and in the community had little effect on HEW who demanded a hearing with the Wichita district officials. They charged them with thirty-one violations of the Civil Rights Compliance Law. The school board directed attorney Donald Newkirk to prepare responses to the allegations.

Wichita Mayor Don Enoch wrote a six-page letter to President Nixon, appealing for time for Wichita to work out its desegregation programs at the community level. Kansas Senator Robert Dole asked Vice-president Spiro Agnew to aid in easing the Wichita problems.⁷

President Nixon's statement against busing for integration confused the Wichita Board of Education. Darrell Kellogg, at a loss for direction, lamented, "We can't have consensus on anything now. The Board has reached the point where it no longer can lead the community toward integration." He predicted that the Board would scrap the integration plan adopted in January. Separate school districts for whites and blacks were considered a possibility. School board division (generally 6-6) over compliance methods caused board member Edwana Collins to accuse the Wichita Board of Education of polarizing the city by not listening to black leaders in time. "Many blacks," she said, "would settle for less integration if they had been consulted before the Board passed its one-way plan."⁸

At the April 27, 1970 board meeting, the Board moved closer to accepting the HEW directive advocating cross-busing when they asked for white volunteers to attend the two black schools, L'Ouverture and Dun-



**Harry O. Lytle, Jr. (1965-1967, appointed 1/17/77)
President of Board 1967-1968 and 1965-1966**



**Mrs. Ruby G. Tate (1961-1977)
President of Board 1973-1974**



**Dr. Gary N. Pottorff (1965-1977)
President of Board 1976-1977**



John C. Frye (1969-1973 and 1975-)



**Dr. Don L. Miller, D.D.S. (1969-)
President of Board 1971-1973 and 1977-**



Mrs. Jo Brown (1971-)



Robert M. Koepke (1973-)



**Daniel R. Glickman (1973-1976, resigned 11/15/76)
President of Board 1975-1976**



Mrs. Jo Ann Pottorff (1977-)



Dr. Kenneth R. Kimbell, D.V.M. (1977-)



Mrs. Patricia A. King (1977-)

bar, and for an intensification of the compensatory program in all school enrolling a significant number of disadvantaged pupils. This placated the opponents of cross-busing. Their spokesman, Doug Myers an oil company engineer, stated: "The proposal accepted Monday night seems to be a fair plan. Since it is a voluntary plan, it certainly meets the criteria our organization set down." Charles McAfee on the opposite side observed: "The Board's freedom of choice plan was nothing more than an attempt to appease the angry white people. The burden is still on Negro children and Negro parents. This is continued polarization. Nobody is so out of touch they aren't aware of why the decision was made." The school administrators sent letters to parents of elementary school children seeking their support for the integration program. Less than one percent of the parents offered to volunteer their children out of their neighborhood school.⁹

The Wichita Board of Education was informed on May 7, 1970, that administrative hearings to determine whether Wichita was in violation of Title VII of the Civil Rights Act would begin June 8, 1970 in Kansas City, Missouri. The purpose of these hearings was to determine whether or not the Wichita district used federal money to operate programs in which the educational activity for black children was discriminatory. If so, HEW threatened to freeze federal funds until compliance.¹⁰

Hearings on the Unified School District #259 case were held June 8-12 in the Federal Office Building, 911 Walnut, Kansas City, Missouri. The federal examiners requisitioned financial records of the school as well as other materials only three days before the hearing. Attorneys for Wichita USD #259 were Donald R. Newkirk and Thomas D. Kitch. Testifying for USD #259 were James Anderson, Sara Black, Gerald Cron, Dr. F. George Farmer, Floyd Pope, Paul Prichard, Roy H. Taylor, W.T. Ward, and Julius McLaurian, all principals or former principals of Wichita public schools; Dr. Alvin Morris, Dr. Donald Younglund and Wilbur Dorsey of the administration and board members or former board members, Robert Davis, James M. Donnell, Dorothy Goodpasture, Harry O. Lytle, Gary N. Pottorff and Paul Woods. On the opposite side, witnesses for the Department of Health, Education and Welfare included Wichitans: Chester I. Lewis, Mary Ellen Lewis, and Edwana Collins, a Wichita Board of Education member who believed that the Board had deliberately discriminated against black children in the schools.¹¹

The administrative hearings held the possibility of establishing a landmark precedent as the government and local boards of education in the North needed desegregation guidelines because there had been no Supreme Court ruling on de facto segregation. National interest and speculation focused on the Wichita case. The HEW hearing examiner, Irvin Hackerman, announced it would take ninety days to review the findings and arrive at a decision.



Above, Wichita police shown entering Wichita High School Heights in September 1970. At the Right: Attorney Chester Lewis conferred with a sheriff's officer at the scene. Twenty-two students and law officers sustained minor injuries during the September 1970 Height's violence. Photos courtesy of the *Wichita Eagle*.



The school administration proceeded without explicit directions. They called for volunteers, assigning white elementary pupils to L'Ouverture and black pupils to white schools. Four hundred ninety-one black children volunteered to be assigned to nineteen predominately white schools. Ninety-eight of the original 130 white volunteers to L'Ouverture attended on the first day of school in late August.¹² For the most part, * elementary integration began peacefully in 1970.

On the other hand, secondary schools, which had integrated with relative calm in 1969, now seethed with racial tension. Violence erupted at West and South high schools and at several junior highs. Concerned parents asked to patrol the halls at Allison, Curtis, Hamilton, and Truesdell junior high schools, and at South and West high schools. The school administration attempted to mollify the racial disturbances by calling student, faculty and community meetings to determine black student grievances. As a last resort, request city police assistance. Still violence continued. Some students, pumped full of racist venom in homes and neighborhoods, came to school ready to fight. The worst of the disturbances occurred at Heights High School, beginning with a minor scuffle between a black girl and a white girl, and between boys in the cafeteria. The scuffles escalated to a near race riot. The principal, Dr. Robert Anderson, called for police. More than one hundred sheriff's officers, city police, and highway patrolmen raced to the school. During the hour and a half of fighting, sixteen students were arrested and fourteen taken to the hospital. Dr. Anderson reported, "Administrative officials have been talking with black students for several days in an effort to seek out grievances and head off any major confrontation." Deputy Superintendent Dean Stucky hoped to calm parents by informing them through the media that further security measures had been taken, and that school would be held the following day. Few students returned to Heights for the next two days. Local sheriff's officers patrolled the grounds and buildings at Heights while a contingent of thirty Kansas Highway Patrol troopers remained on alert just outside the city.¹³

Because of the hostility between races, and of the need to feel involved with the school, Heights blacks wanted black counselors, black studies and all black organizations. They wanted equal treatment with white students. They let their demands be known at the Board meeting, September 28, 1970. Larry Howard spoke for the Black Student Union, "An atmosphere of racial anxiety and hatred had been created in the Wichita schools. Students want to do their own thing without being coerced by the administration."¹⁴

The schools' immediate need was re-establishment of law and order. Superintendent Alvin Morris assured patrons of a close working relationship between school administrators and the Wichita Police Department. He advised the Board and the community that the school administration was working in several ways to promote a better at-

mosphere in the school by creation of faculty sounding groups, human relations committees, by changing methods of selection of students for committees and groups, creation of multi-ethnic materials and provision of activity buses for students who stayed for after school functions. Soft spoken Frank Crawford, a black, was appointed director of intergroup relations in the public schools. Sensitive himself to racist barbs, he worked patiently with students, faculties, and citizen groups to promote interracial understanding. To ease racial tensions, the NAACP called for more black faculty, counselors and administrators.¹⁵

At this time, the LaRaza Unida Council representing residents of the Mexican Americans in Wichita joined the racial rights melee by presenting the Board of Education with a list of demands to implement within thirty days. The Council demanded more Mexican-American faculty members, teacher training programs, participation in decision making, and bilingual education programs beginning in preschool. Leonard Vasques of LaRaza advised the Board that if their demands weren't immediately acted upon they would take legal action. Viewing the requests of this Mexican minority as well as others as being valid, the Board authorized inclusion of a multi-ethnic curriculum, counseling service for minorities, compensatory education, minority students organizations, minority employees, parental involvement, community cooperation, and eventually a bilingual program.¹⁶

To reduce racial tension at South High School, the Youth Council recommended that the southern theme at South High School be re-examined, and the tune "Dixie" and other traditions suggestive of the old South with its slavery implication be abandoned. South High, located in a lower middle socio-economic area of Wichita, was more resistant to integration than areas where whites felt less threatened. Dr. David McElhiney, after meeting initial overwhelming student resentment, decided against rushing the South High students toward a decision on their school theme. By June, the students and community accepted a change which they hoped would develop a feeling of togetherness. They selected the "Titan" theme, titans being powerful warriors and giants in Greek mythology.¹⁷

Dr. Fred Addis, principal at Southeast High School which had relative calm compared to South, West, and Heights, believed mixing students did not guarantee integration. He wrote in January 1971, "Desegregation at the secondary level in Wichita is an accomplished fact. The task that now lies before us as teachers and administrators is to insure that integration in its true sense takes place as well. Merely mixing students together in a physical way does not guarantee that integration will occur. Students must share a common sense of purpose and common set of concerns."¹⁸

Nearly a year had passed since the HEW held administrative hearings in Kansas City. The decision of the hearing examiner finally came on

March 1, 1971. He ruled that the school administration, Board of Education, and City of Wichita (which had federal funds shared with the schools) were in violation of the Civil Rights Act of 1964, and that federal financial assistance administered by the Department of Health, Education and Welfare, the National Science Foundation, and the Department of Housing and Urban Development (Model Cities Program) would be terminated with the exception of programs of Community Action Program (Head Start and Follow Through), the Child Nutrition Act, the Manpower Development and Training Act and vocational education for persons now enrolled in public and private schools. The Board voted to request a review of the decision, an action giving them an additional twenty days before funds were stopped.

Irvin N. Hackerman cited the Wichita school system for violating Section 601 of the Civil Rights Act, which read, "no person in the United States shall on the grounds of race, color, or national origin be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal assistance." Based on civil rights precedents, Hackerman concluded the following:

1. The existence of contiguous residential areas one from which Negroes were excluded and one not, coupled with the conformance of school boundaries with the racial boundary separating the areas, gives rise to an inference that the board intended the result achieved when the schools serving the areas were racially segregated.
2. A school board may not, consistent with the Fourteenth Amendment to the Constitution, purposefully tailor the components of a neighborhood school attendance policy so as to conform to the racial composition of the neighborhoods in its school district.
3. A school district may not, consistent with the Fourteenth Amendment, make decisions which have the effect of instituting or perpetuating segregation of students because of a community attitude which is hostile to Negroes.
4. A finding that the school district has segregated the faculties of its elementary schools is alone sufficient to conclude that the district has created de jure segregation.
5. The school district was motivated in its creation and maintenance of a neighborhood school system by racially neutral considerations. However, this does not constitute an excuse for the continuation of segregation if the district concurrently favored neighborhood schools for illegal racial reasons.
6. Separate educational facilities are inherently unequal. When a school district maintains a system that includes a large number of minority pupils and offers those pupils a demonstrably unequal education, the board is discriminating against those students and must take corrective action.
7. The constitutional prohibition against racial segregation applies to all levels of public education. Moreover, the adverse effects of a racially segregated education are cumulative, so that desegregation in the primary grades is an educational as well as constitutional imperative.¹⁹

At this point, Board of Education President Robert Beren recognized several options: one, fight the decision through the appeal process and

the courts; two, try to negotiate a settlement or three, "tell the government to go to hell and keep its money." Realizing that the district may need to comply anyway, Beren favored a negotiated compromise with HEW. "I didn't want to see Wichita, as a city, have an integrated system as a result of a forced court order, . . . if there was a negotiated way that would fit into the plans we have for larger schools." After obtaining approval from the superintendent and the school board, Beren called for an appointment with J. Stanley Pottinger, director of the Office of Civil Rights in Washington.²⁰

Over a period of several years, dating back to the compilation of the LEAP report, school administrators, board members and selected citizens on the LEAP committee had considered many desegregation plans. Most of these persons were convinced that total integration accomplished by cross-busing of blacks and whites was the only equitable method and would be the only method the HEW would accept. Had the school central office had its way, it would have implemented cross-busing for elementary students in 1970.²¹ Other factors restrained them and the Board, notably the need for community acceptance and maintenance of community stability. Protest marches against busing, outbursts of violence in the schools had reached dangerous levels. How much more would Wichitans tolerate?

When Al Morris and Bob Beren met one afternoon in Beren's east Wichita home, they kept all these factors in mind. They spent several hours together hammering out a plan which they hoped would meet the requirements of the civil rights mandate, would be workable, acceptable to the community and beneficial for the education of children. They also devised a strategy to achieve that goal. Beren, Morris, and Wichita lawyer Donald Newkirk flew to Washington, D. C. to meet with Pottinger and six other officials from his office. Also present were Lester Rosen, administrative assistant for Garner E. Shriver (R-Kansas), and Ward White from Senator Bob Dole's staff. Throughout the two day sessions, Robert Beren, in his capacity as board president, spoke exclusively for the Wichita team. He opened by asking if HEW had made any changes in their decision. Their initial response was negative, they still recommended cross-busing all seven black schools. Both sides exchanged suggestions. The next morning negotiations resumed and an agreement was reached. A major part of the agreement was the closing of three black schools and several white schools operating with fewer than six hundred students, a number considered economically indefensible. About 4,000 black students would be bused to white elementaries to constitute approximately fourteen percent of the student body; about 1,000 white students would be bused to formerly all black schools, maintaining a 86-14 white to black ratio in most schools. Initially uncertain about what to expect from Pottinger and HEW, both Morris and Beren concluded the negotiations highly pleased to find that HEW arrived at near-

ly the identical plan worked out by Morris and Beren at an earlier date. Beren attributed their good fortune to meeting at an opportune time. Had they met twenty days later, April 20, 1971, when the decision on the *Swann v. Charlotte-Mecklenburg Board of Education* case came down from the Supreme Court saying federal courts could order schools to bus children to achieve racial balance, USD #259 would have been forced to accept more of HEW's demands than otherwise and consequently made the plan more difficult for the total community to accept.²²

Upon their return to Wichita, Beren, Morris, and Newkirk informed the school board of the Washington negotiations. Initial reaction was mixed. They needed time to think and possibly make modifications. Between the meeting on April 6 and the public board meeting on May 17, Beren and Morris spoke to many individuals and groups—teachers, PTA leaders, black leaders, city commissioners and major civic, business and educational leaders including Clark Ahlberg, Floyd Amsden, Marvin Bastian, John Colburn, Clarence Coleman, Martin Eby, Gordon Evans, Olive Garvey, Kenneth Johnson, Frank Kessler, A. W. Kincade, Jr., Ralph McCollister, Sam Marcus, H. D. Moore, Dick Price, Otis Smith, Byron Stout, Dwane Wallace, and Jack Kennedy. They requested Charles Pearson and Dorothy Wood of the editorial staff of the *Wichita Eagle* to agree not to reveal details of the plan until the many Wichitans had been notified personally. Beren called a press conference, April 27, 1971, to present the agreement. It included:

1. L'Ouverture and Mueller schools will be integrated on the approximate ratio of 84% white and 16% black.
2. Ingalls must have no less than 20% white pupils in attendance.
3. No portables will be used at any of these three schools, and the schools will be operated only at their permanent building capacity.
4. Fairmount school will be closed and its use discontinued for any purpose.
5. Dunbar, Little and Isely will be discontinued as elementary attendance centers, but will be used for other substantial educational purposes.
6. No peripheral schools will be allowed to become majority black schools.
7. A home base concept in relation to elementary pupils may be incorporated in the plan.
8. Certain other provisions of lesser importance are included. Notification of the action of the Board of Education must be before May 31, 1971.

The remedy required involves participation by approximately 1,000 of the 28,000 white elementary students in Wichita. To have integration take place under any plan on the approximate ratio of 84% white and 16% black, requires that most of the black elementary students be assigned out of their neighborhood school area. Thus, more black children than white will move under the plan acceptable to the government. Utilization of the busing capacity we now have should cause a minimal cash outlay in transportation dollars. I believe that it is time to obey the spirit and the letter of the law, and it is time for Wichita, in its tradition as an "All American City," to move forward by putting aside a substantial cause of dissension among its citizens. I have no illusions that integrated education will immediately provide better educated boys and girls. But neither do I hold the view that segregated education is a sound educational route to be continued. I am convinced the plan is educationally sound; it is legally sufficient and it is morally responsible.²³

Black leadership registered little enthusiasm for the plan. Willis Hockett, NAACP president, withheld comments until later, except for saying that he preferred equal treatment of both blacks and whites. Chester Lewis added, "I just don't trust the school board to act in good faith in reference to black children's needs."²⁴

BUILD A BETTER TOWN

WITH

Jo BROWN

ON OUR

SCHOOL BOARD



For:

- Creating equitable opportunities for each child in school; inequalities breed unrest, thwart initiative, demoralize our community.
- Encouraging more active participation of parent groups in our school programs and problems.
- Securing the best teachers and making their economic climate more acceptable; perpetuating competence and dignity among our educators and children.
- Developing and supporting innovative teaching methods and expanding counseling services.
- Promoting relevant avenues for accountability among students-teachers-parents, Board of Education and the Administration.

SHE IS A MOTHER . . . CONCERNED ABOUT OUR CHILDREN . . . OUR SCHOOLS . . . OUR COMMUNITY

In the midst of the 1971 cross-busing controversy, Wichita elected its first black woman, Jo Brown, to the Wichita Board of Education.

Busing was clearly a black burden. Few parents, regardless of color, favored busing 5,000 elementary school students in grades kindergarten through six. Despite the strong opposition to the compliance plan, the four hundred parents who appeared at the Board of Education meeting May 10, 1971, were calm in comparison with open meetings on desegregation during the preceding two years. Twenty-seven school patrons, both black and white, spoke against cross-busing, condemned the trading of federal dollars for the educational futures of their children and protested the closing of Dunbar, Isely, and Little. Only the League of Women Voters speaker Maxine Longstaff fully endorsed the plan.²⁵

Nevertheless, the Memorandum of Agreement worked out by HEW officials, Robert Beren, Alvin Morris, and Donald Newkirk was approved. A few board modifications were included. Voting for the plan were: Robert Beren, Edwana Collins, Robert Davis, Darrell Kellogg, John Michener, Dr. Don Miller, Dr. Gary Pottorff and Ruby Tate. Jo Brown and Jeanette Holmes strongly favored cross-busing for integration, but voted no because the plan put the burden on black students. Evelyn Whitcomb and John Frye opposed cross-busing and therefore voted no. No board member opposed integration, just the method. The majority recognized that either they devise a plan locally or a court would order one for them. Maintenance of civil peace was also uppermost in the minds of Board members.²⁶

Mrs. Tate called the decision "one of the hardest ones that I've ever made," and "goes against many things that I believe, but the plan is a way to find the best way out of a bad situation. Legally, we stand to lose if the plan is not adopted." She met with many groups explaining the plan and hopefully enlisting their support. Board President Robert Beren, pleased over the board approval, wrote J. Stanley Pottinger, Director of the Office of Civil Rights on May 1, 1971, on the Board's decision and stated he looked forward to release of District #259 from non-compliance status. Much to Beren's dismay and disgust, HEW wanted to renege, stating they had "certain misgivings about the adequacy of the desegregation plan in view of the recent Supreme Court decision on *Swann v. Charlotte-Mecklenburg Board of Education* which ruled that federal courts could order busing as a means of desegregating public school children.²⁷

Nevertheless, the Board and the school administration revised sections of the plan and hastened to make arrangements to implement it before school started in fall 1971-1972. Every department, every program organized to integrate. Gloria Crockett, first black woman to join the central administrative staff, became special activities coordinator. She worked all summer with elementary school principals to organize and develop citizen participation committees in the district's eighty-two elementary schools. Dr. Don Younglund, director of pupil services, recommended random selection of pupils by lottery based on birth dates. The pupil accounting department under Wilbur Dorsey's direction planned the logistics of pupil assignment.

In the midst of the frenetic summer's preparation, Superintendent Morris in a speech to the Downtown Optimist's Club disclosed that Wichita was only the second system in the nation to come under the close



Wichita mothers protest cross-busing for integration in summer, 1971. Photo, courtesy of the *Kansas Teacher*.

scrutiny of the Federal Office of Civil Rights. "We know we're rocking lots of boats with this," Morris said. "Change is hard on everyone, especially when it involves some of the values we've held dear for many years." Morris called civil rights compliance not merely a question of having federal funds withheld, but a moral question of obeying the law.²⁸

Blacks and whites marched in front of the school administration building during the summer of 1971, the blacks protesting inequality of the desegregation plan and the whites protesting destruction of the neighborhood school concept. Rather than bus their white children, some families moved from Wichita, other whites organized Concerned Citizens for Neighborhood Schools, and Parents and Taxpayers. Anti-busing ads in the newspapers, written protests and threats of lawsuits and of physical violence pressured board members and administrators unmercifully. Three lawsuits to halt busing were filed, one by Billy Jo Linker, another by Ellis Brown et al, and a third by Nancy L. Farha and Alfred A. Farha, et al. The last two represented the Citizens Committee for Neighborhood Schools and the other, Parents and Taxpayers. These cases were combined. They lost in District Court and again in the U.S. Court of Appeals in Denver in 1973.²⁹

Throughout the summer, Wichita newspapers provided informative, supportive coverage of the Board and administration actions, thereby easing community apprehension prior to the 1971-1972 school year. A series of *Wichita Beacon* articles by Jacque Stringer described how each school division worked toward full implementation of the plan.

Schools opened on August 26, 1971, and for the first time in fifty-nine years, were fully integrated from grades K-12. Apparently the plan worked for few students stayed away. Hundreds of parents, pleased with the educational programs at Ingalls, Mueller, and L'Ouverture, volunteered 1,547 Caucasian children to return or be bused to these schools for the 1972-1973 school year. Yet, for the teachers, administrators and students, the adjustments were often extremely difficult. Racism and fear on both sides discouraged teachers who anxiously counted each hour to the final buzzer each afternoon.

Parents of forty-five elementary children refused to send their children to school throughout the entire year. No charges were filed against them for violating compulsory education laws.³⁰ There were outbursts of violence in the secondary schools such as West and South in September. The Parents and Taxpayers group campaigned door-to-door to initiate action against cross-busing. They wanted to restructure the school board, eliminate the superintendent's position, and compile lists of police calls and injury records to discredit the administration.

In the face of continued protest, newly elected board member Jo Brown said, "It's too late now to turn backward. To turn and swim against the one hundred year tide of segregation, takes conviction and perseverance on the part of central administration, principals, teachers, counselors,

and all school personnel, students and parents, plus Board of Education members willing to give their time and interest, working with all these elements."

Jo Brown enlisted the aid of influential local black leaders to reopen Isely Elementary. She flew to Washington, D.C. to confer with Stanley Pottinger of HEW, insisting that HEW demand the opening of Isely school. Her efforts succeeded. Late in 1972, the administration proposed that Isely Elementary offer a program for pupils with "unusual abilities" who were already in grades four, five, and six. Programs began in the second semester, 1973-1974. This was the last hurdle for the USD #259. All the government offices, Office for Civil Rights, Department of Health, Education and Welfare, and Department of Housing and Urban Development, had dismissed the non-compliance action by September 12, 1973.³¹

✓ Superintendent Alvin Morris observed with pleasure that a national study done in 1973 found Wichita one of only ten school systems completely desegregated and "right on the mark." Other cities were Providence, Rhode Island; Cambridge, Massachusetts; Niagra Falls, New York; Pontiac, Michigan; Pasadena, San Francisco, Riverside, Santa Monica, and Berkeley in California.³²

✕ Many city superintendents had lost their positions when forced to deal with the desegregation issue. In Wichita, this had been partly true for Dr. Lawrence Shepoiser. Perhaps some of the blame could be placed on the HEW officials who preferred working with the school administrators who had to implement the plans, rather than with school boards who determined policy. School boards, as representatives of the people and policy determinants, resented being bypassed on such a critical issue. Wichita Superintendent Morris early recognized the wisdom of the Board maintaining its statutory prerogatives and his duties as executor of their directives. Any suggestions or disagreements between the superintendent and board members could be and were privately discussed, but all statements regarding integration policy had to be given by the Board president.

✓ Over the years, school board members and others have viewed the integration effort in the Wichita schools a success. They gave several reasons:

- (a) Enlistment of community in school integration efforts.
- (b) Organizational changes in the schools which assured greater participation by minority students.
- (c) Sense of urgency to work out a solution.
- (d) Increased integration of minorities in teaching and administrative positions.
- (e) Leadership of a Board of Education committed to integration and to a plan which they had agreed upon.
- (f) Leadership by the school administration determined to implement the plan.
- (g) Formation of human relations groups which worked with teachers to

sensitize them to minority issues.

(h) Cooperation of teachers and principals.

(i) Election of Jo Brown, black, to the Board of Education in April, 1971.

(j) Commitment by civic leaders to maintain a stable community.³³

Richard Upton, executive director of the Wichita Area Chamber of Commerce, praised Wichita Public Schools for its integration achievement, saying, "Wichita does bus and it does so successfully." As late as 1976, Wichita was the largest city in the Kansas, Missouri, Iowa, Nebraska region with a desegregation program that had been operating for several years. Topeka, Kansas City, and Omaha school districts, accused of violating the 1964 Civil Rights Act, called upon successful Wichita for advice and recommendations.³⁴

Constance Menninger, chairperson of the Kansas Advisory Committee to the U.S. Commission on Civil Rights released a report dated August, 1977, *School Desegregation in Wichita, Kansas*, prepared by the U.S. Commission on Civil Rights. The report showed, she said, that "school desegregation can work," and that there is no educational harm in busing students to achieve desegregation. "Wichita has reason to be proud," yet it can't afford to be complacent. It must remain vigilant to new forms of discrimination."

The man who started it all in 1966, Chester Lewis, in his cynical but scintillating manner, viewed the desegregation effort with complete disdain and disillusion. It hadn't raised the achievement level of blacks, it hadn't broken the poverty cycle, he said. Could Lewis expect so much, so soon? Justice had been inexcusably delayed; yet significant changes had occurred. Lewis and other blacks can live in any section of town, and are employed in practically every occupation and profession in the city. True, racism and bigotry still existed, but by comparing conditions in 1967 to those in 1977, improvements were obvious. Perhaps the following statement by the Deputy Superintendent of schools pinpointed the stage of the lengthy process of integration:

We have desegregated, but we have not completed an integration program.

—Dr. Dean Stucky, August, 1977

Administration—Increasingly Standardized

The 1960s had been a time of major change in the central office, when decentralization of responsibility took place. The 1970s were a period of consolidation. Since then certain administrators have complained of the trend toward centralization. More accurate terms were standardization and accountability. Whereas centralization often involves a transfer of personal authority and power to a small group of individuals, standardization circumscribes an individual's initiative and control by impersonal and systemwide application of policies and procedures. Late

in the 1960s and in the 1970s, certain forces had been operating to limit the control of the administrators. State laws became increasingly specific on special education, transportation, the school year, and many other areas. Regulatory agencies such as the State Department of Education, the North Central Accreditation Association, and national professional accrediting agencies detail the standards for certification and accreditation. The federal government demanded complete compliance with its guidelines for the expending of federal funds. Every chair, every ream of paper, every employee had to be listed on reports. Such accountability standards increased work loads in the schools and central office as well as standardized procedures. Citizens through involvement in advisory committees and councils placed further restrictions on administrator behavior. In a large school district such as Wichita's, policies applicable to one school had to be applicable to all. Additional controls were imposed by teachers through negotiation agreements and by special interest groups. Even pupils, powerless earlier, appealed violations of civil rights through the grievance process. Again this placed limits on administrative behavior. In summary, then, administrators felt the pressures of control on their initiative due to standardization, to financial accountability and public pressure.

Standardization and accountability had their benefits, too. They gave the administrator a solid frame of reference; they reduced arbitrary decisions. Known policies and procedures assured the Board of Education that certain approved practices were taking place in the schools.

Staff Developments

In 1971, *Eagle* education writer Jack Kennedy, reported that Wichita Public Schools had appointed a director of staff development, perhaps the first of its kind in the nation. Sam Spaght, elected to the post, hoped to become a "gadfly to a movement for action" and a catalyst for changes. He developed in-service training, coordinated student teachers, and an administrative intern program with area colleges.³⁶ Spaght was, by the way, the first black on the top-level cabinet.

A new office of communications was inaugurated in June 1970 to process general information questions from the public, develop school district publications and assist staff members and schools with information and communications. Murray Harris was appointed director.

A human relations department was added and staffed by five specialists who coordinated a broad range of school and community programs. This department was later reorganized.

According to information released by the Deputy Superintendent's office, the number of administrators, managers, principals and assistant principals decreased from 225 in 1973 to 216 in 1976. Increases have occurred in psychologists (16 to 30), consultants and supervisors of instruction (53 to 68), and other professional staff (107 to 133).

Dr. Howard Demeke, developer of an evaluation plan for administrators, said Wichita would be the first major U.S. school system to grade administrators by using teams of their peers to check competence and sensitivity. The evaluation procedure was developed in a five-day workshop for forty-five grade school principals at McCollom Elementary School in summer 1973.³⁶

A first in the Wichita public school district occurred on December 6, 1972, when an educational conference was held to explore the educational needs and concerns of the Wichita community. It involved a number of community participants in educational planning. Three such conferences were conducted after that.

Administrators

Administrators, once loyal to the NEA, felt compelled in many instances to choose between an alliance with the school board organization or the classroom teachers. Both the Kansas Association of School Boards and the K-NEA wooed them. The dilemma was untenable! They could not align easily with either. Many chose to form a third organization. Subsequently, creation of the United School Administrators with more than 2,000 potential members in Kansas, was discussed in Wichita, January 28, 1971 during the annual Council of Administration. The USA organized with participation by Kansas Association of School Administrators, Kansas Association of School Business Officials, and Kansas Association for Supervision and Curriculum Development. The principals' groups declined membership in 1971, becoming participants in later years.³⁷

Wichita public school administrators declared their independence from the NEA in salary negotiations, organizing instead their own bargaining unit, Wichita Educational Administrators Association, with Carroll Liechti as the first president in 1972.³⁸

Goal setting had always been implicit in the year to year administration of the schools. Midwest Research Institute, of Kansas City, representatives recommended in 1969 a much more comprehensive approach, that of setting definite goals, and measuring them to determine if the school was obtaining what it expected for the funds expended. Midwest representatives outlined the application of Planning, Programming and Budgeting Evaluation System (PPBES) to the local schools. The PPBES system, Charles Hughes of Midwest said, forced proponents of new programs to justify them in detail, and enabled the school system to test their ideas. Superintendent Morris suggested that goals be broad so that the administration would not be tied and its educational judgment hampered. Suggested goals for the school board included providing free textbooks and materials programs, increasing intergovernmental cooperation, reducing the number of elementary schools, conducting a successful bond election, reaching general agreement on a long range building

program, and making greater use of parent aides for teachers.³⁹ All but the first three of the preceding goals were reached by 1977. PPBES was never totally implemented. It did make the administration more conscious of priorities. Since then each division has been requested to develop a set of goals for their respective department and jointly develop overall goals for the district. For 1977 conservation of energy and resolution of discipline problems topped the list.

Only eighteen women held administrative managerial or principal and assistant principalships in 1973. Due to the affirmative action program, more women were placed in administrative positions, totaling twenty-five in October 1976. Seven women were appointed assistant principals in 1977. Otherwise, progress in the area was necessarily slow partly due to declining enrollments and administrative reductions in some areas.

Even though more women had been placed in administrative positions, none were included in top level policy positions; all division directors and other cabinet level administrators were male. Whether deliberate or unintentional, barriers to full acceptance of women as professional colleagues existed and isolated women. Willing administrative compliance with Title IX and affirmative action policies gave women equal professional opportunities with men, but they had not eliminated deeply entrenched cultural sexist customs and attitudes.

Leadership in the Wichita Public Schools came from many individuals and committees. If decentralization of responsibility actually worked, application of innovative ideas and procedures could theoretically come from any one and if deemed beneficial to education could be approved and implemented by the Board of Education. The superintendent set a climate for leadership while he himself took a global view of the entire operation, acting as a liaison between the policy setting Board and the school administration. In issues where major change appeared desirable, Wichita Superintendent Alvin Morris preferred to move slowly, first convincing the people that were going to be involved that a change was the proper one to make. "This may take time, but then you get less opposition." As for the top administrative team, "They must be able to relate well, collectively and individually. This means you're coordinating, you're initiating, you're praising. There isn't room in top management for people who can't control themselves, we have to be able to absorb the pressures that are there."⁴⁰

Foundation Plan to Power Equalizing

Between 1965 and 1973, school districts operated under the foundation plan which based the amount of state aid a district could receive on: (1) number of certificated teachers, (2) pupil-teacher ratio, (3) semester hours of college training for teachers and years of experience, and (4) the

economic index of each county (district) based on a two-year average adjusted valuation and average net income as defined in the Kansas Income Tax after deducting exemptions. The State Board of Education applied a formula to all these statistics and thereby computed the amount of state aid each district was entitled to receive. During this time, school districts were restricted to budgeting no more than 104% (unless amended) of the amount legally budgeted for operating expenses per pupil in the preceding year. Exceptions were possible and appealable. If the school board wanted to increase budgetary authority, it had to submit the issue to a vote of the people. The school foundation finance law had the effect of aiding all districts more or less equally, the economic index was generally the major variable, but not as important as it would be after 1973 under the School District Equalization Act.

Under the School Foundation Act, Wichita benefited briefly with slightly over fifty percent state aid, the high teacher qualifications counting significantly. Under the more recent School District Equalization Act, Wichita has not been so fortunate. The amount received from the state had declined to below forty percent by 1977. The determination of general state aid entitlements was based on district wealth (property valuation and income tax) and a "local effort rate" (and index) as determined by Kansas law. The result of this financial plan has been to reduce the amount of state aid to wealthy districts, in some districts to almost nothing, and to increase aid to the very poor districts.

Per pupil expenditures increased during the 1970s while enrollment decreased. Per pupil costs had risen sixty percent between 1960 and 1970 to \$700. Demands for new programs and increases in non-instructional items such as transportation and school security pushed the expenditures higher. In 1960, the schools spent only \$12,300 on transportation—the salary of one person and costs of busing students from a former rural district. In 1970, transportation cost \$970,000. Wichita had one truant officer, who received a \$10,000 salary in 1960. In 1970, school security guards and aides who visited homes and had other expenses worked with a budget of \$53,000. Between 1960 and 1970, instruction costs, including materials and staff salaries, rose one hundred percent, from \$16.3 million to \$33.7 million. Large personnel increases occurred in classified personnel—office and maintenance employees—from 837 to 1,545.⁴¹ Certificated teachers decreased by four hundred from 1971-1974.

In 1971, the Wichita public school's budget squeezed in only \$45 under the spending lid imposed by the state legislature. Although the Wichita school administrators resented the restrictive lid, they were able to budget within its bounds and maintain a quality education program because of an annual two to three percent declining enrollment. However, by 1976, reductions resulting from fewer students were not enough to offset inflation, the rapidly mounting expenses of utilities (fuel and electricity) and mandated special education programs. In the latter,

1974 Bond Building Projects Completed



Heights High School Library

New office space at Lawrence Elementary



A new elementary school library

**Kitchen facilities in an EMH
suite**



**A redecorated junior high
school hallway**



South High School Stadium

the cost to educate a single severely multiply handicapped child amounted to over \$8,000 per year (compared to \$1,500 average per pupil expenses). Wichita, which had a high proportion of children needing special education programs, proposed a \$9 million budget for 1977-1978. A 1.5 mill levy and state aid provided approximately half of the \$9,000,000. Because of rapidly mounting special education costs and rising utility rates (consumption rates had declined in some areas), USD #259 appealed to the State Board of Tax Appeals for extended budgetary authority for both special education and utilities in 1977 for a total amount of \$1,261,300. Special education appealed successfully for more funds in 1976 and 1977; the appeal for an additional \$490,600 for utilities was lost. Consequently, use of utilities was drastically reduced throughout the district.

Other expenditures continued to rise—employee salaries, supply costs, social security taxes, workers compensation. Also, USD #259 was required to comply with Occupational Safety and Health Act (OSHA) requirements. Darrel Thorp, director of plant facilities, estimated this could cost from \$3 to \$5 million in the late 1970s. Unless major changes were made in local, state and federal tax laws to keep pace with inflationary costs and mandated programs, other educational programs would be reduced.⁴²

Each year when the Wichita school district held hearings on its annual budget, the Chamber of Commerce customarily appeared to request cuts. The Chamber, in 1977, called for a \$4 million cut and also made known by their presence at the State Tax Appeals Hearing that they were opposed to the Board's appeal for additional budgetary authority. Attorney Ted Sharp, Louis Earle (county assessor until 1977) and businessman Willard Garvey have made annual protestations in recent years, with the latter calling for a ten percent overall reduction and introduction of the voucher system.

Ever since the invalidation of the 1966 bond issue, the administration and the school board had considered holding another bond election. They began serious planning in 1972 with a bond election feasibility study to determine school building needs and community acceptance of a bond election. The bond issue received backing of the Wichita Chamber of Commerce, NEA-Wichita, Wichita Federation of Teachers, Greater Downtown Wichita, PTA, Junior League and Wichita League of Women Voters. Because the school district could not legally finance a bond campaign, a group of citizens organized CAUSE (Citizens Actively Underwriting School Excellence) to assume the task of publicizing the need for school improvements. Darrell Kellogg, former school board member, chaired CAUSE. They installed billboards, published and distributed brochures urging a "yes" vote and campaigned door-to-door for support. School principals persuaded teachers and parents to wage door-to-door campaigns. The newspapers carried lengthy, favorable, and in-

formative articles. It had to be one of the most publicized bond campaigns in Wichita history. The total issue came to \$30,000,000. Voters approved the bond issue by a 3,659 vote margin on November 5, 1974. An additional \$7,000,000 from the capital outlay fund would supplement bond moneys. The \$30,000,000 was the largest school bond issue passed in Kansas history to that date.

Teachers—Classroom Issues Predominate

Wichita teachers had made their greatest professional gains in the late 1960s and early 1970s. Except for salaries, significant changes were few, mostly modification and updating. As a result of the 1970 negotiations, parts of the professional day were revised; a teacher had to check in and check out, whereas in the previous contracts including Policy 200, this was not necessary; sick leave increased from 120 to 150 days. This contract clearly benefited the career teacher who could expect to be making seventy-five percent more than the beginning salary after reaching the top of the salary scale with about fourteen years experience.⁴³

Negotiations legislation, HB 1647 passed by the 1970 state legislature, was described by board member Darrell Kellogg as essentially a "meet and confer" bill as contrasted to a negotiations bill. The legislation granted permissive authority for a teachers' organization and board of education to enter into an agreement covering terms and conditions of professional service. Such agreement could include provisions for binding arbitration of disputes which could arise involving the interpretation, application or violations of such agreement. The law stipulated that separate bargaining units were required for teachers and administrators. K-NEA interpreted the new Professional Negotiations Act as making almost every professional concern negotiable; both sides were bound by a "good faith" criterion in seeking agreement; ratification by a majority of members of both board and teacher groups made an agreement binding with the possibility of submitting to binding arbitration of grievances. During the year, K-NEA backed legislative proposals seeking to strengthen the law, while KASB backed proposals to dilute the power granted to teachers under the act.⁴⁴

NEA-Wichita itself suffered from dissension among its local members who feared a concentration of power in the hands of the association's executive committee in 1969. Several of the 172 members of the NEA representative council blocked changes in the constitution which would have transferred some council power to the executive body. Others objected to moves taken by the executive committee without consultation with the representative council. Shortly after this, NEA-Wichita representative council broadcast its meetings over local station KMUW-FM to improve communications with the remainder of the local association.⁴⁵



High school exchange
students from Codec School,
Tlalnepantla, Mexico

The Pennsylvania Ballet
practicing for an appearance
in Wichita. They were co-
sponsored by local civic,
cultural and education
organizations.



Wichita teachers attending
the Coleman Educational Fair
in August 1976.

Part of the many students who board buses each morning for school.



Gifted, talented and creative students at Alcott School with teacher



Elementary students practicing for the inter-school musical production "America 200." Music for the Bicentennial extravaganza was composed by former Wichitan Joshua Missal and libretto by Bruce Cutler, Wichita State professor of English.



Non-democratic executive board decisions plus a vote favoring cross-busing for integration split teachers into two camps. Richard Elving, past president of NEA-Wichita and a member of the executive committee, defended his position saying the Board reasserted its belief in a representative form of government. "The board decided it would be completely ridiculous to govern an organization of this kind by 'pure' democracy." On the opposite side, Benjamin Henry, Coleman Junior High teacher said the issue was not integration but representation; the majority signatures of teachers, many against busing, called for "no further statement without consultation." In time the heat generated over the busing issue cooled. The large NEA-Wichita continued to have other areas of disagreement.⁴⁶

Taking a respite from salary emphasis, NEA-Wichita in 1972-1973 negotiations, emphasized program and students according to James Connett, West High School teacher and Wichita-NEA president. Increase in pay would be tied to the cost of living index and gross national product, not a set amount. For the first time in the short negotiations history, NEA-Wichita and the Board negotiated a two-year agreement along with an 11% salary increase. The agreement increased a number of fringe benefits.⁴⁷



Teachers picketing at the Board of Education offices May 1, 1973, prior to the agreement between NEA-Wichita and the Board of Education. Photo, courtesy of the *Wichita Eagle*.

Since 1970, negotiations have taken on a more professional quality but at the same time the general tone exhibited deterioration with the pitting of one negotiator against another in a game replete with sniping, name calling, and intimidation. Evan Hughes, employed in 1970 by NEA, left

Wichita in 1973. Willard Moore replaced him. Wichita school board negotiator Paul Longhofer, hired in 1970, transferred in 1973 to secondary administration. Douglas Hupp aided by Dr. Ralph Walker and Dr. A. W. Dirks, served for two years. Next came Robert Wright in August 1976, the same Wright who had been chief negotiator for Wichita City Teachers Association in 1968 and 1969. During his first year, Wright represented the Board of Education in negotiations which ultimately deadlocked and resulted in the Board of Education issuing contracts unilaterally.

NEA-Wichita has urged the reconsideration of class size as a means of reducing discipline problems and thereby improving teaching quality. The number of children was not so critical as the type in a classroom. Therefore, they suggested that each child be weighted as to difficulty, i.e. #3 for a problem child and a #1 for the normal. Thus a maximum class of 30 weights may contain only fifteen to twenty-two children.

NEA-Wichita interest and membership slipped in the 1970s, losing 628 in 1970 and 1971. Emphasis on financial and political issues alienated older members. A few thought \$100 annual dues were too high. Statewide, the NEA lost seven percent of its previous years' membership. NEA-Wichita membership had declined by 1977 to approximately seventy-seven percent of the total teaching staff.

WFT, in 1974, charged that NEA-Wichita no longer was an effective voice for teachers and asked the Board of Education to recognize WFT as the exclusive bargaining agent for public employees. Actually the WFT could not legally challenge NEA until its membership approached thirty percent of the total bargaining unit. The WFT had somewhere near twelve percent of the teachers, about 324 members in 1974 and 200 in 1977.⁴⁸

By 1974, teacher evaluation was mandatory in Kansas. Thereafter, each employee was evaluated at least twice a year for the first two years of employment and less frequently thereafter. The new Kansas law required that all evaluation be made in writing, that every board adopt a written policy of personnel evaluation and file it with the State of Education. Teachers were furnished copies of the evaluation and had two weeks to file a rebuttal.⁴⁹

Immediately after World War II, men were encouraged to enter the elementary education field. In Wichita in 1972 only 113 of 1,100 elementary classroom teachers were men. Only two taught in kindergarten through grade three. Dr. M. Doyle Koontz, then director of elementary education for USD #259, saw little hope for an increase of men elementary teachers, attitudinal barriers were too high. Yet, men were needed to provide a realistic balance and to serve as surrogate fathers.⁵⁰ Beginning in 1974, the district began more active recruitment of men for elementary teaching. Wichita had 191 male elementary classroom teachers in 1976, or 14 percent of the total as compared to 12 percent in 1973 when the first affirmative action statistics were released.



Administration Building
428 South Broadway

Community Education Center
1847 North Chautauqua



Vocational-Technical Center
301 So. Grove

School Service Center
3850 North Hydraulic





Educational Services Building
640 North Emporia



Schweiter Building
1400 George Washington



**Special Education
Diagnostic Center**
4558 North Hydraulic

Another administrative building—Central Vocational—is located at 324 No. Emporia. A photograph of it appears on page 119.

Affirmative action called for active recruitment of minorities for certificated positions and either men or women to balance out predominance by one sex in certain departments. The personnel department extended its recruitment efforts to Missouri, Colorado, Louisiana, Arizona, and New Mexico in addition to Texas and Oklahoma. Unfortunately, for full and rapid implementation, the action came at a time when enrollments and staffs were decreasing. The Wichita district in 1973 interviewed about ten candidates for teaching jobs for every one it hired. Affirmative action figures released by the office of the Deputy Superintendent showed that the number of elementary and secondary classroom teachers remained constant (2,465 in 1973, and 2,472 in 1976). The percentage of minorities had climbed from 9% in 1973 to 13% in 1976. Because of their relatively small percentage of the whole teaching staff, black teachers often numbered only one or two per building in the smaller schools. Some of them felt alienated from the total staff because of this. A caucus of minority teachers existed within NEA-Wichita to cope with problems encountered by minority staff.⁵¹

For a short time in the 1970s, the twelve-month school year was considered. A committee of professional employees appointed in 1970 studied the extended school year concept and presented its report to the Board in February 1971. A random survey of Wichita teachers indicated that the twelve-month school year was attractive to them. The major disadvantages consisted of additional expenses for operation of school facilities (an additional \$19,842,218, mostly for air conditioning), increased numbers of employees, and additional pay for teachers. Advantages went primarily to students, who could select the time of year they wished to attend school. Also students had more job opportunities due to varying vacation seasons.⁵²

"Student indifference, wide ability ranges and crowded classes posed greater problems than curricular changes, drug use and lack of academic freedom," said the National Education Association which conducted a nationwide survey sampling 1,662 instructors. A Wichita survey of sixty percent of the 3,000 teachers concluded that the discipline problem in the Wichita schools was quickly approaching the scale of the large urban centers across the nation. Major discipline problems had been handled satisfactorily but the continuous minor disruptions had been overlooked. Too frequently, teachers complained, troublemakers were allowed back in class. Teachers in the survey blamed central administration for inadequate support and general ignorance of the daily problems.⁵³

Several Wichita teachers won state or national recognition for their work in the 1970s. One was Hope D. Shackelford, winner of the Pacemaker Award in the 1960s and of Kansas Teacher of the Year in 1971, was in 1972, a candidate for National Teacher of the Year. Noted for her clever classroom use of teaching aids including newspapers, Mrs. Shackelford had taught at Wichita's Mead Junior High School since it

opened in 1957. Mrs. Jo Anne Gudeman received a national award for innovative and outstanding geography education at the elementary level from the National Council for Geographic Education. William G. Ward, industrial arts instructor at Wichita East High School, had been named Kansas' outstanding industrial arts classroom teacher of the year by the Kansas Industrial Education Association. Ward taught graphic arts in the eighth through twelfth grades at East High and Roosevelt Junior High.⁵⁴

Johanna Frauen, Gerald Ramsey, and Bettye Tumlinson were named "Outstanding Secondary Educators of America for 1974." This annual awards program honored recipients for exceptional services, achievements, and leadership in the field of secondary education.

Lack of Discipline—More Disturbing Than Ever

Racial tensions smoldered all through 1971, 1972, and 1973 in the secondary schools. No one could predict exactly when or where racial sparks would fly. A particularly disruptive confrontation involving one hundred students in all took place at Truesdell on March 8, 1972. After the police restored order, a riled Wichita Police Chief Floyd Hannon spoke before three specially called assemblies of seventh, eighth, and ninth graders. He told students that schools would remain open, disturbances would cease. "If you don't believe me, you just test my muscle and find out. . . . The school won't be closed by a bunch of bums. We're going to weed you bums out one by one and I'll do everything in my power to see that you are expelled from this school or any other school in this city that you attend. I can't afford the luxury of sending forty or fifty officers down here every morning and leaving the rest of the city without police protection. It's stupid." Hannon's tough stand was backed by top school officials and NEA-Wichita. The next day thirty police officers patrolled Truesdell's halls and grounds.⁵⁵

A month after the Truesdell outbursts, most schools were calm although some tenseness remained. City police had been reduced to one policeman in the trouble spots, and none, except for beat officers, in other schools. In the meantime the Board of Education voted to expand its security force with members being trained by the police department and equipped with arrest powers.⁵⁶

At East High School, about forty students voluntarily formed a multi-racial Student Union to reduce racial tension and prevent violence. Upon hearing their spokesman, junior Greg Baker, and Principal Vernon Kirby, Jo Brown and other board members commended the students, many of whom had been involved in disturbances themselves. Each student agreed to put the goals of the group before his or her own feelings. Members ran the risk of being called "Uncle Toms" if black or "nigger lovers" if white. Students in other schools were also moving toward

resolving problems. Deputy Superintendent Dean Stucky observed: "This kind of commitment comes only when students are ready. It cannot be imposed by the administration."⁵⁷

The 1972 spring disturbances were serious enough to warrant organization of a State Select Senate Committee on Wichita School Disturbances to hold meetings in the Sedgwick County Courthouse. The committee heard testimony from teachers who believed that overcrowded conditions, compulsory attendance laws, uninterested parents, absenteeism, cross-busing, irrelevant curriculums, lack of alternatives in education, lack of strict discipline policies, and physical fear of a few students resulted in discipline disturbances. To cope with the unsatisfactory situation, some teachers reduced their standards, became more permissive about student behavior. Following the hearings, school administrators and the police chief met in a closed session with members of the Senate committee. Other than encouraging establishment of alternative programs (such as Wichita's Metro) and suggesting that legal support be provided by the school board for employee action when quelling disturbances, the committee had no substantiative legislative recommendations.⁵⁸

A thirty-five page report on school discipline released by NEA-Wichita in June 1972, disclosed that discipline problems plagued Wichita schools as much as they did other metropolitan areas in the nation. Fifty-nine percent or 1,612 of the total staff submitted answers to questions on discipline. Discouraged teachers in senior, junior highs, and elementaries voiced similar problems. A junior high teacher's comment was representative: "I have taught for twenty-seven years and this is the worst I have ever seen. Students can steal, fight, mouth four-letter words, tell the teachers where to go, etc. I know teachers who take this abuse and don't have the guts to tell what they are going through. They are afraid of losing their job." NEA Executive Director Evan E. Hughes summarized findings of the report: "The discipline problem is an extreme critical situation that must be brought back into control. The report is indicative of what teachers feel is going on in our schools—and they should know." Expulsions increased during 1972, with 151 expulsions during the 1971-1972 school year, double the previous total of 82 in 1970-1971. Records on suspension were not made public in order to avoid comparison between schools.⁵⁹

The Urban League School Assistance Center, active in 1974 and located in a mobile trailer unit, traveled from school to school in an effort to reduce the number of minority students dropping out of school and to lower the number of racial disturbances in the local public schools. Emphasis was on "understanding and prevention."⁶⁰

Discipline problems which once centered on racial tensions in the early 1970s changed in nature and diminished in intensity. Rather than loud sporadic incidents, disturbances were of a milder, more incessant nature



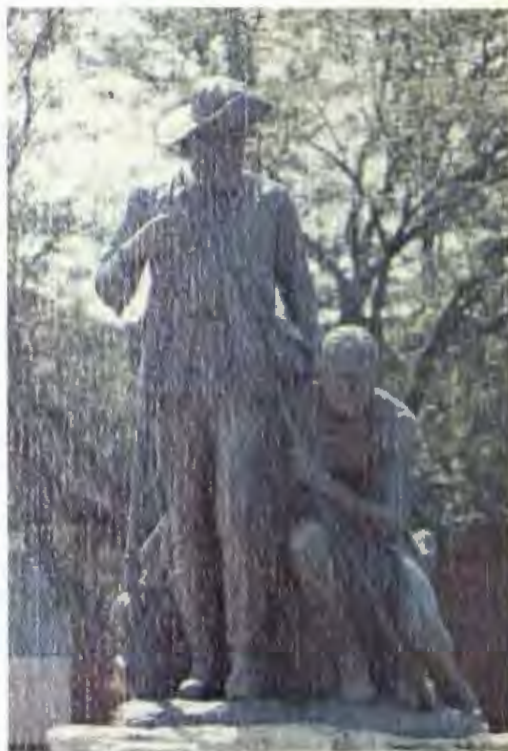
Statue of Liberty on the
Roosevelt Campus



William Finn Site, location of
the first school (1869) in
Wichita, 12th and Jackson.



Sculpture on Southeast High
School Campus



McKnight Memorial Foun-
tain on East High School
Campus

A Task Force on School Discipline, created in 1976, studied the problem. At a sparsely attended hearing in the Wichita City Library Auditorium in December 1976, parents told administrators that a lack of interest and organization on the part of administrators and teachers in Wichita public schools breeds student misbehavior. Since then, the Board has officially recommended employment of a director of discipline to coordinate a program to alleviate a problem which seemed to be as much a symptom of the times as a problem attributable only to local circumstances.⁶¹

Students—the Last To Be Recognized

"We are recognizing finally," said Dr. Morris, "that our students do have a lot of know-how. There must be a lot more involvement than we've had in the past with student groups." According to an article in the October 1969 *Kansas Teacher*, Dr. Alvin Morris initiated the move to organize a citywide Youth Council in the Wichita Public Schools. Assisting him were Dr. Dean Stucky, Dr. David McElhiney, Lawrence Anderson, director of pupil service, and Corwin Bare, coordinator of guidance and pupil evaluation. Every racial, ethnic, and socio-economic group was to be represented on the Council and its committees. The Council expected to have an advisory role, feeding ideas to the Board and school administrators, involving students more in determining their education, and possibly heading off discontent and unrest. The Youth Council made suggestions during the difficult early 1970s when most student violence took place. Among their suggestions to reduce friction were: changing of the South High School southern theme to one less racial; advocating of student evaluation of teachers; formulating a dress code; and requesting open lunch at the high schools.

Court decisions across the nation introduced a new philosophy regarding student rights, one of a more protective nature. A small Wichita committee of students and school personnel developed a preliminary students rights guide in 1972 as part of the 1972-1973 NEA-Wichita and Board negotiations agreement. This first effort received criticism from NEA President James Connett and Dr. Paul D. Longhofer, director of employee relations, who called it a summation of student prohibitions and administrative rights.⁶²

The enlarged, comprehensive version of the student-teachers rights and responsibilities handbook was completed in May 1973 and presented for Board approval. A major inclusion was a grievance procedure for students who believed they had been treated unfairly. Sixty thousand copies sent to students and teachers informed them of policies on dress, on behavior, on attendance, on discipline, confidentiality of records, free—but responsible speech, and many other areas of student behavior.⁶³

A Permanent Security Force Established

The Board approved the establishment of a permanent expanded security force for the schools. Personnel would be trained by the Wichita Police Department and wear uniforms. The security department head would be responsible directly to the superintendent. Sgt. Floyd Jones, Wichita Police Department liaison officer conducted the first two-week training seminar with security personnel. He praised principals who had to serve both as policemen and educators. Jones probably exaggerated when he said the Wichita schools appeared to have the best school-police working relationship in any of the 100 major cities, but at least, it exemplified his high opinion of them. Creation of the separate security division cost the Board \$447,500, and included thirty-seven in-school security officers and several roving nighttime officers. William Ward, coordinator of risk management, was appointed head of security until Arnold R. Ricketts was employed coordinator of security. Board member Jo Brown opposed Ricketts' appointment because he had "been going around telling everybody for the last two years that he was going to be coordinator of security" and consequently discouraged others from applying for the job. Only three applications were made.⁶⁴ Rickett's unprofessional behavior led to his termination in 1977. Harry Minor, former Wichita police detective, was selected from among several candidates in 1977 to replace him. Minor works under the supervision of plant facilities director Darrel Thorp.

Curriculum—More Innovative Programs

The Board of Education encouraged curriculum innovation in many ways, including the allocation of \$25,000 for mini grants. These funds were appropriated to individual teachers in amounts of several hundred dollars or less apiece and used to develop projects, usually within the classroom. This program proved highly successful and was continued thereafter. Availability of federal funds and continual examination of new programs by Wichita curriculum specialists generated numerous ideas and many experimental programs. In 1970, 1971, and 1972, educators advocated a more humane curriculum, one which dealt with student problems and with integration. Instruction became more individualized.

Prior to the 1970s, the curriculum division had several general curriculum coordinators for both elementary and secondary education. In 1969 and the 1970s the division added coordinators in science, in math, in language arts, health occupations, and career education. Reading and math consultants had first worked with the Title I program in the 1960s, then expanded to serve all schools. Coordinators enhanced the total

curriculum by facilitating the instruction in their respective areas and introducing many methods and projects never before available to teachers. One of the most popular was the science program under the direction of Neil Miller in which children studied the environment and took trips to the area around the zoo annually.

Emphasis on individualization resulted from the need to address the varying ability of pupils. Racial integration also forced more educators to deal with cultural diversity; some were already doing a good job. Finally, increased parental involvement often demanded something specific for a particular child. Individually Guided Education (IGE) featuring individualized instruction for students was begun at Cloud Elementary in 1974, in math. Teachers worked harder and were rewarded to find children learned better. The program was expanded to other subjects.⁶⁵

Project DEEP (Diversified Education Experience Program) was a program offering a series of media oriented alternative learning routes in English, history, and science. "DEEP was an open classroom—open to change, not chaos." Films, video tapes, individual student projects, trips and physical involvement enhanced learning, director Ralph Parish said. It originated as part of a Title III federally funded project (\$200,000) opening at West High School in 1972 and expanding to other Wichita public high schools in 1973.⁶⁶

Professor John M. Nickel of Wichita State University directed a \$100,000 three-year project which claimed to be the nation's first educational experiment in teaching mathematics and science as one subject in south central Kansas. The experiments were financed by a grant from the U.S. Department of Health, Education and Welfare. The program was known as SOCKEMS (South Central Kansas Elementary Math-Science). SOCKEMS projects were evaluated by the Wichita curriculum personnel for strengths and weakness. Following that, a similar program was implemented in the Wichita elementary schools.

Part of a country-wide multi-million-dollar National Science Foundation program called Engineering Concepts Curriculum Project (ECCP) was taught for the first time in Kansas high schools at Wichita South and West in 1969-1970.⁶⁸

Wichita school district's first venture into instruction assisted by computer (Computer Extended Instruction) originated at North High in 1971. The computer itself was in Dallas, but signals were fed via telephone line to Central Computing, Inc. in Wichita. At North, seventy-two algebra students in two classes experimented with the computers. Robert Wright, North High mathematics teacher who introduced the program, called it the "smallest of beginnings." Shawnee Mission was Kansas' only other school district using the computer for instruction when Wright began his program. The Board of Education approved funds for the lease/purchase from Hewlett-Packard Co. of terminals needed to provide computer instruction at Wichita North and South. Eventually

McCormick, Wichita's oldest public school. Constructed in 1890 by Proudfoot and Bird, it is a Wichita and Kansas historic landmark..



**Wichita High School North, 1929
Designed by Glenn Thomas**



**Horace Mann Intermediate,
1917, Wichita's first public
junior high school. Designed
by Lorentz Schmidt**



Resident poet Michael Moos visiting with Wichita teachers and Language Arts Coordinator Dr. Ray Crisp.



The Arts Festival at Sowers Elementary School in 1976.



Teacher Charles Maloney and Woodman Elementary School students discussed Martin Luther King and Mahatma Gandhi. Photo courtesy *Wichita Eagle*.

this instruction was extended to all senior highs and some junior highs.⁶⁹

In an effort to make English more interesting to high school students, Olin Hiebert at Heights High School inaugurated a program of mini-courses with the aid of mini-grant funding. North High also used the same approach with its sophomores. Mrs. Lois McPherron and twelve teachers at South remodeled the English curriculum into a series of nine-week intensive courses with more emphasis on individual interests. Fifty short (mini) courses on women's liberation, group discussion, propaganda, the black experience and so on were offered. Other programs introduced during the 1970s included Career Education (1971), Project LINK, Teacher Renewal and Activity Based Curriculum. The Center for Innovative Teaching Education (CITE), Murdock Teachers Center, was

one of the most useful curriculum services. CITE, following phase out of federal funds, was continued as an in-service training site for teachers.

The curriculum division developed programs in minority studies under the direction of Gertrude Duckett and Clarence Horn, and Indian education under Vera Hunter. Federal funds (Bilingual Education Act, Title VII, ESAA) supplied instruction for every student in kindergarten through the third grade at Cloud Elementary for a bilingual education (English-Spanish). The bilingual program which began in Wichita with English and Spanish added Vietnamese after Vietnamese refugees fled from their home country to the United States. Wichita public schools had 123 Vietnamese children. These children were bused to the Caldwell-Curtis-Southeast complex where Mrs. Christine Ngo and Mrs. Nguyet Vu worked under the direction of Graciela Stone, bilingual specialist for the public schools.⁷⁰ This program continued into 1977.

The Instructional Materials Center, under the direction of Dr. Benny Wolfe, added more of the latest equipment—video tape recorders, loop filmstrips and projectors, tape cassettes, overhead and opaque projectors. The center produced a number of slide-tape and video-tape programs for general or classroom use in the schools. Its slide presentation as a part of the school-wide musical "America 200" in 1976, helped make the total program a huge success.



Kathy Garofalo (3) and Lynette Woodard (30). Miss Woodard, six-foot tall All-American basketball star of Wichita High School North, led North to three consecutive city league titles and two state championships. Photo courtesy of the *Wichita Eagle*.



Darnell Valentine, Wichita Heights, one of the nations top fifteen high school basketball players in 1977. *Parade* and *Scholastic* magazines named him All-American. He also carried a 3.5 grade average. Photo courtesy of the *Wichita Eagle*.

For the first time in Wichita school history, all elementary schools had special physical education instructors. Prior to the 1970s, elementary classroom teachers usually let the children out for a run or games at recess. With P.E. teachers, children learned fundamentals of movement, did calisthenics and played a variety of games. When multi-purpose rooms and equipment were added after the 1974 bond election, physical education programs improved even more. P.E. received additional importance when research indicated that physical education skills enhanced academic abilities. Physical education director Leon "Pete" Cannady and his two consultants, Duane Compton and Edward Nutter, heartily endorsed the concept which was really nothing more than a reaffirmation of the Greek ideal of a sound mind in a sound body.

National music educators urged the schools to get up-to-date on the latest music. In the 1920s, when jazz was popular, public school music instructors fought its so called evil influence on the young. The furor over jazz subsided and in time, jazz gained respect as a genuine American art form. When rock and roll music blasted the ears of music educators in the late 1960s, it too, found condemnation (as well as approval) among musicians whose ears appreciated harmonious sounds. In October 1964, the Music Educators National Conference (MENC) boldly proposed that its members help bridge the generation gap by making rock music a part of the school music program.

In Wichita, stage bands played "rock" along with jazz. Arthur Harrell, director of music programs for the Wichita schools, expressed cautious approval of the MENC recommendations. In its favor, Harrell said, rock has a great freshness, many new rhythms, and fine possibilities for harmony. On the negative side, he said rock was a form which did not demand precision or pure tone quality.

"'I could never do it,' said North High music director Robert Hollowell. 'I can't stand the sounds, and I don't consider it (rock) music—this hollering and screaming and loud noises. I've got the shortest hair of anybody.'"⁷¹

Wichita was one of eighteen in the nation participating in performance contracting in 1970-1971. The contractors promised gains of up to two grades within the year. Most Wichita students barely achieved the eight months gain normally expected in eight months time—although there were some exceptions. Sam Spaght, who monitored the project for the six-school Wichita phase in 1970-1971, believed that Wichita could have done better if more teachers' training had preceded the implementation of the project. He noted too, that "no plan, blueprint or curriculum" was available at the outset of the program. He admitted better progress had been made with the experimental group than with the control group and educational benefits had been derived from the experience.⁷²

In 1969, the Low Economic Area Problems committee recommended the creation of an Urban Teachers Corps. In February 1970, the

Cooperative Urban Teacher Education (CUTE) program began with the purpose of improving the quality of education for low economic area students. Financed primarily by the Mid-Continent Regional Education Laboratory in Kansas City, the Wichita CUTE programs had headquarters and housed student teachers from thirteen cooperative colleges and universities in Fairmount Towers on the edge of the black ghetto. James Abbott and Charles I. Rankin directed the program. "We need and will continue to need teachers who have empathy and awareness for the special problems of youngsters who are environmentally deprived," Abbott said. CUTE teachers were taught to identify with the problems and psychological needs of the underprivileged and inner city child. This program continued through the 1970s.⁷³

In 1971, the first Executive High School Internship Program began with twenty-five students in the New York Public School System. Within four years, the program spread to twenty-seven cities in the United States and had around two thousand participants each year. Wichita interns spent four eight-hour days a week with the executive sponsors, and one day in group seminars with fellow interns on administration and organization. For this, they received a full semester of academic credit. The intern kept a daily log and presented a comprehensive project which demonstrated knowledge and insights gained from the experience.⁷⁴

At right, Merle Gates checks the omnisphere equipment. The Omnisphere Earth-Space Center, located at 220 South Main, has proved extremely popular with students and Wichita citizens. Below Dr. Gordon Davis and Sharon Kessler discuss a display in the Mobile Museum.



USD #259 developed several programs requiring coordination between the city and local agencies to enhance the total educational program. Cooperative efforts included the Omnisphere, the All-American Indian Center, the Wichita Historical Museum, the zoo, and recreation centers near or on school sites. Dr. Gordon Davis, in working with several of the aforementioned agencies as well as with the schools, directed the construction of a mobile museum, planned and constructed numerous historical exhibits.

Test Scores—To Publish Or Not

A test measures only a little piece of what's important in education.

—Donald Younglund, *Beacon*, October 14, 1974

NEA-Wichita conducted a poll in March 1970, to determine if Wichita teachers wanted Iowa Test of Basic Skills scores revealed and consequently building performances compared. Controversy over publication of test scores existed in Wichita and nationwide over whether publication of test scores would lead to improvement of schools, particularly black schools where scores were lower. Wichita's superintendent was "adamantly opposed" to publication of the scores. Darrell Kellogg reminded him that as the school demanded more money, the public demanded accountability. Publication began in 1972.⁷⁵

Each year after 1971, the Board of Education requested an analysis of student achievement scores on the Iowa Test of Basic Skills. A comparison of Iowa Test results in Wichita from 1971 to 1975 showed that third through sixth grade scores ranged from fiftieth percentile to sixtieth, with the percentile scores dropping in later years. Ninth grade average scores were only in the fortieth percentile in 1971, increasing to the forty-third percentile in 1975. Although some educators expressed discouragement over the downtrend in test scores, Dr. Hieronymous, professor of education and psychology at the University of Iowa and a developer of the Iowa Test of Basic Skills (ITBS), declared that Wichita students were performing much better overall than students in most of the nation's large school districts. "If I were a superintendent of schools in any other major city I would be envious of Wichita." Between 1955 and 1963, Hieronymous explained, test scores had been on the increase in most school districts. Between 1963 and 1970, there was little change overall. Hieronymous attributed the decline to less emphasis on basic skill development, less positive attitude toward testing, parental permissiveness and a host of other reasons. Urban schools had more pupils below average than the national average.⁷⁶

In 1975, for the first time, the Wichita Board of Education required ninth graders to take a battery of proficiency tests to determine if they could read, write, spell, add, and subtract. Dr. Lawrence Bechtold, director of curriculum, called the proficiency testing as a graduation requirement a "rather new concept" although a number of school systems were

beginning to require such tests. Bechtold noted proficiency testing experimental practices in California and Oregon where students could actually test out at a certain level, receiving enough credits to enter college.⁷⁷

Elementary School Alternatives

The first elementary alternative school came about in response to the Department of Health, Education and Welfare's insistence that the district reopen Isely and integrate it. Wichita educators made it an alternative school in January 1974, for children with special talents, abilities, and interests, and ITBS scores in eighty-fifth percentile and above. Volunteers were requested from throughout the district and each screened. A long waiting list of 400 applications for 110 openings existed in fall 1974. A unique aspect of the Isely Creative Center program was called Interdisciplinary Curricular Time (ICT) which allowed students to select subjects of their choice for study. Students worked at the level of their ability, not by grade, although the school was designed for children in grades four, five, and six.⁷⁸

With experimentation and innovation in many areas of education, it was only natural that a minority of educators would want to establish new programs in buildings apart from the traditional environment. Sunnyside principal, Maurice Ediger, was such a person. He first experimented with the open classroom concept at Sunnyside Elementary School in October 1972. About half of the teachers in the building volunteered to try the open classroom with its individualized program for each student. Each teacher was willing to innovate and undertake additional work to get the experiment to work.⁷⁹

A group of Wichita parents called Parents for Alternative Learning System (PALS) proposed a learning center stressing an "open classroom" environment in July 1974. A committee of parents, teachers, and administrators studied and designed a program. They presented their proposal in November 1974.⁸⁰ The school administration first selected Park, then L'Ouverture, only to be soundly condemned by parents of both school communities who resented being used for experimental purposes at Park, or in trying to destroy an excellent existing program at L'Ouverture. Finally the Board, in 1975, approved establishment of an elementary alternative learning center in the abandoned Emerson School Building at Central at Waco.

Maurice "Mo" Ediger who had initiated an open classroom program at Sunnyside became the first principal. Parents and community members became closely involved in developing and maintaining the kindergarten through eighth grade program at Emerson. Children were taught basics, such as math, reading, writing, and speaking. Beyond that they could select whatever topics interested them. The school's theme "Free to Be You and Me" set the tone, a positive self-image, self-direction, skills in

interpersonal relationship and feelings of success were among goals for children. Mo Ediger described the school as child-centered; "our children are here to learn, not to be taught. We are concerned with the whole child: his childhood is something to be cherished. The staff here is concerned with giving children a sense of responsibility, not an obligation to obey and conform."⁸¹ Emerson could accommodate only 150 students. Many parents applied for admissions, sending letters giving their reasons for wanting their child in Emerson, and then awaiting the decision of the nominating committee: a parent, teacher, and Ediger. Emerson had a waiting list of 177 students for the 1976-1977 school year. Because of this, the Citizens for Choice in Education pleaded for establishment of another alternative school similar to Emerson. None was granted for 1976-1977.

"What's happening today," Board member Don Miller observed, "is that parents, teachers, and even some students are telling school boards to stop experimenting and get back to reading, writing, and arithmetic—the basics." He noted articles in various school journals reported national average scores on Scholastic Aptitude Tests had been falling for the past ten years. "I am becoming suspicious that maybe we are promoting a generation that will not know the basics. That's my greatest concern." Miller suggested that a basic school be in operation by September 1975. If such a school were opened, it would be only one of about dozen basic schools opened or planned in the nation.⁸² The Kellogg Traditional (basic) Alternative (K-8th grade) prepared for students in fall 1975. Kellogg Principal Elsie Zimmerman and teachers determined the program, assigned homework, stressed discipline, strict dress codes, good manners, rules, and quiet classrooms. No additional funds were needed to establish the basics program at Kellogg. Neighborhood children chose to stay there; several not living there were transported in by choice. "Basics" backers lacked the vocal enthusiasm prevalent among the advocates of "open" schools.

Amelia Earhart Elementary, 4401 Arkansas, became the seventh alternative school in the Wichita public school district. The Earhart Environmental Complex offered a more structured program than Emerson. It adhered to a "continuous progress" concept somewhat like that of the open-ungraded school.

Maintenance of alternative programs in small buildings was more expensive than programs of any kind in larger facilities, providing both were filled to near capacity. A large school could offer several teaching philosophies and programs if the staff and principals agreed to the extra work of allowing parents and children to have choices in selection of teachers. Educators agreed that a variety of programs must be offered to students; the problem was matching students, teachers, and programs into a customized package for each.

Middle School—Another Alternative

Jo Brown requested on November 5, 1973, that the school administration study the possibility of organizing the school system on a K-5, 6-8, and 9-12 plan. She also suggested that an additional administrator be employed to be responsible solely for junior high school children.⁸³ In essence, Jo Brown had suggested a middle school, an innovation in school organization designed to meet the educational, physical, and social needs of students from ages ten to fourteen. Educators in Wichita viewed the middle school not as a continuation of junior high school with a simple reorganization of grades, but rather a new approach more in tune with modern children's needs.

A middle school program, in operation in other districts, was partially implemented, at least physically, though not philosophically, in 1974 at South High School, where about 150 ninth graders from Truesdell attended. The Board of Education requested in 1976 that a task force make a year-long study of middle schools and present a recommendation to the Board in early 1977. Deputy Superintendent Dean Stucky viewed the establishment of middle schools as the most significant educational development in Wichita since the school system was forced to desegregate its schools. A transition to systemwide middle schools would take several years. Teachers implemented Horace Mann middle school concepts in 1976-1977, then planned to take sixth graders in 1977-1978 and allow its ninth graders to attend North High.⁸⁴ In 1977 the Middle School Task Force presented their recommendations to the Board of Education. The Board approved the Horace Mann Middle School program but was hesitant about expanding the concept to the entire system until the programs in operation could be carefully evaluated.

Alternative Secondary Schools—Metro and Munger

Metro came into being when Board of Education member Dr. James Donnell, pupil adjustment coordinator James Gates and others wanted a program for senior high students who did not fit into regular classes. Its original purpose was broader than remedial care of the difficult students. The need for it was further accented by disturbances in Wichita high schools in the fall of 1970, when many students were expelled. In mid-October 1970, Sid Moore of the personnel office called Claradine Johnson, assistant principal at Heights, to come in for a conference. She then was asked to organize a school—Secondary Program Center—for “drop outs,” “drop ins,” expellees, rebellious and indifferent students, and others who had serious difficulties adjusting to the normal school routine. She had ten days to find a couple of teachers, a room, and obtain supplies. She started with twenty-seven students, including thirteen expellees on October 22, 1970. She had one English, one math, and a part time social studies teacher, Jane Ware. All students were over sixteen; they could come or go at will; they had few restrictions—wear shoes, no

fight, no dope and no loitering on premises. They could smoke in specified areas and eat in the classrooms. Students and staff reached consensus on responsibility and social acceptability while at school.⁸⁵

The program was tailored to the students' needs and classes were small. Students came from wide ranges of socio-economic backgrounds, about a fourth were minorities. By fall 1971, Metro enrolled two hundred students, offering all high school programs except foreign languages and physical education.⁸⁶ The first classes met at Central Vocational, then moved to rooms at 514 South Topeka and on to the former Willard Elementary School. By this time it was known as the Metropolitan Secondary Program Center. It enrolled 312 students two years after opening. Metro, as an alternative high school, was highly successful.⁸⁷

In March 1970, James Gates, coordinator of pupil adjustment, recommended creation of an education center for school drop outs for junior high youths. Gates had investigated successful programs in Kansas City, Denver, Oklahoma City, New York City, and Los Angeles. If a center weren't possible, perhaps "crisis rooms" could be set aside at the eight junior highs.⁸⁸ For young junior high students faced with suspension or expulsion, Beverly Gutierrez initiated a "crisis room" program at Horace Mann Junior High in 1970. It relied on volunteer teacher and parent help. Administrators then drafted a federal proposal to expand the plan to keep troubled junior high youths in schools rather than be suspended or expelled from school. The Board of Education did minor remodeling on four crisis rooms at Hamilton, Allison, Jardine, and Roosevelt junior highs; \$70,000 from the Federal Emergency School Assistance Act financed the remainder of the program. Mrs. Gutierrez and Dr. Donald Younglund, director of pupil services, called the crisis or focus rooms "a sort of 'in house' rehabilitation unit." It could be short term correction, an hour, a day, or in some cases for an entire semester.⁸⁹

In November 1974, Dr. David McElhiney prepared a proposal that resulted in Munger Junior High Interest Center. (Plans to develop this type of school for junior high students had been seriously discussed by Dr. McElhiney, director of secondary education in 1973. Then, money was scarce and the idea shelved.) Based on a similar philosophy as Metro, Munger opened in January 1975, under the direction of Dennis Wright. Only thirty-five could attend in March 1975, eighty-two were on the waiting list. At first, subject areas taught were limited to English, social studies, math, science and art. Instruction was individualized, classes no larger than ten pupils, rules and regulations were minimal.⁹⁰ Unlike Metro students who could come and go at will, Munger students were under sixteen years of age and were, by law, compelled to attend. It, too, was successful in educating young people who otherwise faced failure or expulsion in regular junior highs.

The large Truesdell Junior High offered an Alternative Learning Program and the Structured Learning Center as options to its regular

program. Principal Paul Longhofer described the programs as fitting the needs of the youngsters.⁹¹

During the early 1970s, Wichita Public Schools had offered its students many routes to learning. Too many variables existed to guarantee success. A summary of a study of thirteen school systems with 30,000 students prepared by the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education reported in December 1976 that intensive innovative educational practices gave no evidence of being generally better than the more traditional approaches. Exceptions existed, some students, especially in the early elementary grades, made dramatic gains in achievement. Overall, either increased individualization or innovation were not synonymous with educational quality.⁹² Teacher interaction with students remained a major factor in student achievement.

Early in the decade emphasis had been on improving interpersonal relationships and enrichment in curriculum for students so as to attract and hold their interest. By the later 1970s, educators and the public sensed that basics of reading and mathematics needed greater emphasis. Achievement test scores attested to the deficiencies. Teachers looked forward to placing more emphasis on basics and individualizing instruction.



Kansas Governor Robert Bennett and others at the Aviation Center groundbreaking. From left to right: Earl W. Johnson, Robert McNay, Dr. Alvin Morris, Governor Bennett, Dr. Gary Pottorff, Richard Ladd, Verlyn Griffith and Richard Upton.

Vocational-technical education

After the Wichita Area Vocational Technical School complex was completed near Wichita East—automotive building, industrial building, and

a technical and community service occupations building—enrollment soared, increasing by 2,000 in the 1969-1970 school year. Nationwide, vocational schools showed increasing enrollments.⁹³

Smiley Ebert, director of industrial arts, prepared a pilot plan for Wichita junior and senior high schools to revise the traditional saw and hammer approach to industrial arts. Conceptual Base for Industrial Arts (CBIA), the new concept said "to be sweeping the nation," proposed offering industrial arts students a general knowledge of industry rather than a particular skill. CBIA divided industrial education into three major study areas—visual education, materials and processes, power and energy.⁹⁴

The Manpower Development Training Act which had provided funds to the WAVTS phased out in 1974. The program was replaced by the Comprehensive Employment and Training Act of 1973 (CETA). CETA called for individualized instruction in contrast to the classroom approach of MDTA. Funds for MDTA had come directly from the federal government to the schools; CETA funds went to the city first, an arrangement, which according to both school and city officials had been far from satisfactory. Should both agencies seek *first* benefits for the young and unemployed, substantial educational good could be achieved for Wichita.

Secondary and post-secondary vocational-technical programs expanded rapidly in the mid-1970s. In one year alone, 1976-1977 to 1977-1978, enrollment increased from 13,888 to over 17,000. Dr. Maurice Goff, director of the division of vocational and continuing education, attributed the surge in enrollment to training which led directly to employment. The Cooperative Education program enrolled 1,000 in 1977. Dr. Goff predicted enrollment to rise even more for both secondary and post-secondary programs because of the relevancy of the programs, increased work-study programs for high school students, and the opening of the Aviation Education Center at Mid-Continent Airport.⁹⁵

Special Education Expands

The Diagnostic Center was first funded with federal money, then by the Wichita Board of Education. It worked with children needing special educational services. The Wichita Regional Library for Visually Impaired and Blind, located at the Diagnostic Center, served the entire state of Kansas. It was supported by Title VIb funds through the State Department of Education. The library provided many materials for visually impaired, was a depository for Braille textbooks, and a production center for reproducing textbooks in Braille.

A primary goal of the 1972 special education legislation was to provide kindergarten level education for children with learning disabilities such as visual, auditory or perceptual problems, and hyperactivity. Until that



Classroom clowning at the Levy Special Education Center. Photo courtesy of the *Wichita Eagle*.



A teacher working with severely multiply handicapped children at Levy Special Education Center.



Student reading Braille at Kelly special education class.

time these children were usually classified as mentally retarded if they fell two grades behind.

The Wichita Board of Education initially decided to not levy the 1.5 mills authorized by the 1972 Legislature to finance mandatory expansion of special education programs. Kansas Senator Joseph C. Harder, R-Moundridge, sponsor of the bill to provide instruction to the developmentally disabled, warned Wichita that if it did not comply, the state could easily withhold financial aid. Wichita was already budgeting \$2 million annually for special education. Wichita administrators defended their stand by saying that in order to comply with the mandate (which bore no penalty for non-compliance) it would cost \$3 million extra annually. They did levy one-half mill afterall.⁹⁶

The 1972 mandate expanded to authorize school districts to contract with private agencies for special education services the schools could not provide. The law limited the expenditure per pupil to no more than a maximum of three times the school district per pupil operating cost of the preceding school year. School districts would receive categorical aid from

the state. In an article on special education services, Superintendent Morris predicted correctly that eventually the school district may prefer to provide its own services rather than contract with private agencies. Until then, the school and the community agencies worked on arrangements for contracts and educational guides for handicapped children. In 1977, Wichita provided most of the services for special education students; it also contracted with private agencies, Starkey School, Elks Training Center, Holy Family Center, and the Institute of Logopedics.⁹⁷

Legislation in 1974 directed public schools to provide an education for all exceptional children by July 1, 1979, in accordance with a plan adopted by the Kansas State Board of Education. Many children residing in state institutions were sent back home to be educated in the local school district. Dr. Peter Fanning, director of special education in the Wichita Public Schools, reported that eighty-eight Sedgwick County children had been discharged and sent home in 1976. More were scheduled for release later.

Wichita prepared to design a special education center, a building to be used sixteen to eighteen hours daily for severely handicapped children and their parents. The program would concentrate on five areas: language and communication; daily living and self-help skills; sensory, motor and perceptual training; social development; and academic subjects that relate to the other four areas. The center would have open areas, kitchens, specially equipped restrooms, physical and occupational therapy rooms.⁹⁸

Special education programs tended to be more expensive than regular education because of requirements for more staff per pupil, more space, more equipment and more transportation. Necessary supportive services—family counseling, occupational, physical, musical, artistic, and recreational therapy increased costs even more.

SPECIAL EDUCATION BUDGETED PROGRAM COST SUMMARY

PROGRAM	Maximum Number of Pupils	Budgeted Cost per Pupil
Developmental Disabilities Kdg. (DD)	32	\$5,184
Educable Mentally Handicapped (EMH)	1,060	2,378
Gifted / Talented / Creative (GTC)	600	1,595
Hearing Impaired (HI)	132	3,489
Learning Disabilities (LD)	546	3,324
Severely Multiply Handicapped (SMH)	61	8,196
Physically Impaired (PI)	27	8,394
Trainable Mentally Handicapped (TMH)	230	5,581
Visually Impaired (VI)	36	3,131
Personal/Social Adjustment (PSA)	128	5,845
Autistic (SMH)	16	6,017

Source: Educational Highlights, Wichita Public Schools, August, 1977

Federal Programs

Federal programs continued to be an integral part of Wichita's overall educational program in the 1970s, this time concentrating on reading and math. Dr. A. W. Dirks, director of local, state, and federal programs, aggressively examined every possibility for programs and wrote proposals for them.

On the one hand the Kansas Department of Education used Wichita as a "model of comparability," (meaning its low-income-area schools compare well in services available with other schools,) and on the other the Lawyers Committee for Civil Rights accused Wichita of being in violation of Title I in 1972 with a noncomparability of 43 percent. Six months later federal officials evaluated federally funded programs in Wichita, giving high ratings to Project DEEP, Right-to-Read, Head Start and a vocational program for mentally handicapped. Corrective and developmental reading programs received high praises. The team told board member Dr. Don Miller that "the evaluation showed mostly strength with no significant weaknesses in operation of federal programs here. . . ."⁹⁹

Some federal funds had been allocated to Wichita to aid with integration. These funds once used in low income schools on remedial math and reading "followed the child" to the school where the child was bused. New federal guidelines demanded that Wichita in 1976 abandon this practice and leave the funds only in designated schools. Federal programs increased from \$5 million to \$12 million from 1967 to 1977.

Title IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance.

Title IX, the educational amendment to the Civil Rights Act of 1964, passed Congress in 1972; regulations enforcing the law were not proposed until June 1974, with final regulations not available until January 1975. Title IX outlawed discrimination in schools on the basis of sex and covered every aspect of school administration including athletics, employment, course offerings and counseling. Failure to comply with the law could result in termination of federal aid to programs tainted by discrimination. Wichita secondary schools began pilot projects in the second semester, 1975, to move toward compliance. Physical education, industrial arts and home economics were offered to both boys and girls. School clubs opened membership. All public schools had to be in compliance with the regulation by the start of the 1975-1976 school year.

Two sex discrimination grievances were filed against the Wichita school system under Title IX. In one case, no probable cause for discrimination was found. In the second case, there was a blanket charge of

sex discrimination in the schools. In the latter, neither the complaintant nor the charge was identified. Civil Rights officials were still investigating the case in 1977. Although school officials spent many hours seeking, but never finding the cause of the complaint, all had not been a waste of time. In each department, educators have examined issues and practices to determine if sex discrimination did exist.¹⁰⁰

Before Title IX was enforced, Erin Wright, trophy winning female golfer at North High School, sued the Wichita Board of Education for the right to compete for a place on the boys' golf team at North. (No Wichita schools had a girls' golf team). Members of the Board in sympathy with Miss Wright suggested withdrawing from the Kansas State High School Activities Association (KHSAA) which had denied her request to compete on a boys' team. Wright dropped her suit against the Board after a girls' golf program was begun in 1973.

Tammy Gilpin, cross-country runner for Southeast, filed suit against the KSHSAA and USD #259. Judge Wesley Brown of the District Court declared she could not be denied participation on account of sex. However, the ruling applied only for her. Brice Durbin, then executive secretary of KSHSAA, defended exclusive boys' or girls' teams, saying that only the exceptional girls could compete with larger, stronger males. Only when girls competed among themselves, could they have more opportunity for participation.¹⁰¹

In the very late 1960s and early 1970s, the Board and school administrators discussed developing an interscholastic competitive athletic program for the girls. (Girls had not competed with other schools since before World War I). The Kansas State High School Activities Association sponsored for the first time, a state tennis meet for girls in 1970, and in 1971, state meets in volleyball and track. By spring 1972, Wichita girls competed in tennis, volleyball, basketball, gymnastics, softball and track.¹⁰² It took time and persistent efforts to establish a balanced girls' athletic program. The employment of athletic coordinator Jean Bierig, physical education teacher at West, as of August 1, 1977, was intended to improve the athletic education program for secondary school girls.

Expansion of Facilities

Since the early 1960s, Wichita school officials planned for new school buildings, replacements and renovation of older ones. Planeview had the most dilapidated schools. Gene Mood, then director of plant facilities, said facetiously, they had been "keeping them together with bailing wire and bubble gum." As for North High and its leaky water lines, he said the school "just might wash itself away if improvements aren't made." The district needed another high school, an administrative building and a relocated large maintenance and supply facility.

Most troublesome of the planned projects was the large northwest high school complex which had been in the planning and design stage since 1966. As originally conceived, the two level project was to accommodate about three thousand senior high and two thousand junior high students for a total cost of about \$10,000,000. The Board reduced the size. Architect Glenn Benedick estimated it would cost \$7.5 million; bids came in at \$10,537,119 in August 1970. The Board could not afford \$10 million and had to delay the project indefinitely. Nearly \$380,000 had been spent by the Board on architectural plans it did not own. Because the architectural agreement with Benedick had proved so unsatisfactory to all parties concerned, the Board immediately changed their policy for future contracts.¹⁰³

In the meantime, board member Robert Beren pushed for purchase of the Catholic girls high school, Madonna, built in 1966 and being closed by the Diocese for economic reasons. School officials found it difficult to turn loose of their dream for a huge northwest junior-senior high complex.¹⁰⁴ Nevertheless, the four-year-old school was a bargain too good to refuse. The Board of Education on March 24, 1971, entered into an agreement with the Catholic Diocese of Wichita to purchase Madonna High School for \$1,000,000. They renamed it Lawrence E. Wilbur Junior High School in honor of Wilbur, former school teacher and assistant superintendent in charge of business from 1931 to 1967. The building was improved and expanded later.



Wichita's newest high school, Northwest under construction in 1977.

Groundwork for the 1974 bond issue began with a building needs study in 1966. Additional studies were prepared by various community groups in 1969, 1972 and 1973. Final plans included the construction (replacement) of two elementary schools, one at College Hill and the other at Planeview (named C. Fred Colvin in honor of the former assistant superintendent in charge of personnel) to replace MacArthur, Brookside, and Rogers, and Northwest High School. Other projects called for remodeling, renovation, and additions. In all there were fifty-six projects directly involving forty-five schools. By the addition of classroom space, Richard Holstead, director of plant planning, hoped to eliminate as many as 185 of the 368 portables on school grounds. Within three years of the successful bond election, thousands of Wichita students enjoyed new media centers, played in new gyms and attended classes in carpeted, air-conditioned classrooms equipped with the latest in educational furnishings.¹⁰⁶ Nearly all projects were completed before January 1978. Northwest High School would open for students in 1978-1979. Stanley and possibly the Special Education Center would be ready in 1979.

Construction of the I-35W-Kellogg interchange necessitated taking approximately 14.4 acres of land from the East High School-Vocational Technical Center-Roosevelt Junior High School-Plant Facilities site. This action eliminated two baseball diamonds, a practice football field, a lighted football field, a 440-yard cinder track and a driving range for driver education programs. The Board proposed relocation of the plant facilities in July 1971. When the State took the fourteen acres in 1972, it agreed to compensate the school district for its property by having the same replaced with facilities functionally comparable to those taken or damaged, and located at another site. To accomplish this functional replacement concept, a new maintenance and supply facility—School Service Center—was constructed at 37th Street and Hydraulic. In all, the federal government eventually paid nearly two thirds of the cost of the new center. The government had not paid willingly. Dr. Richard Holstead, director of school plant planning and operations, recalled that when the federal government condemned the Skinner School site at 21st and Hydraulic for the Canal Route in the 1960s, the school district had filed two lawsuits seeking reimbursement based on costs of functional replacement value for facilities being displaced and for the land condemned. The school won both suits in the district and State Supreme Court. Holstead called it a “landmark case because it established a new way to reimburse other governmental agencies when land is taken for a highway.” When the Highway Commission took the 14.4 acres for I-35W (I-135) the district brought the issue to court again, seeking functional replacement costs. The district won. Holstead commented that “without the favorable court rulings we could not have had this new building,” one which he called the “heartbeat of our entire school operations from the standpoint of maintaining buildings.”¹⁰⁶

Administration Building Prospects

Since 1955 the Board of Education had tentatively agreed to locate an administrative center in a governmental complex of city and county buildings. By 1970, central administrative offices were located in six scattered buildings up to five miles apart. When the old, but renovated Fourth National Bank building was for sale in spring 1972, the school board considered purchasing it. Harry Lytle, Jr. chaired the advisory committee on purchase of the Fourth. He reported that the ten-story bank building would cost less than \$4 million and a new administrative building close to \$8 million. Revenue bonds issued by the Public Building Commission could be used to purchase the building, with the PBC leasing the building back to the school administration to retire the bonds by rental payments. The school board action angered City Commissioner Jack Green who believed the Board had made an "irreversible decision" in 1968 to locate in the government administrative center where they could share cafeteria, large meeting rooms and data processing equipment. City Manager Ralph Wulz found it very discouraging to have spent "thousands of hours" jointly planning an intergovernmental complex only to have the Board of Education "renege" on its tentative obligation. Don Miller of the school board responded that the Board had to consider expense to the taxpayers of a brand new facility over that of one already constructed.¹⁰⁷

The Public Building Commission voted to reject the Board's request for bonds by a vote of 4-2 in late December 1972. Don Miller, president of the Board was surprised at the vote because he had been assured by City Manager Ralph Wulz, a PBC member, that approval was more or less automatic. Wulz voted against it. The Board reopened the issue in 1973, voting again to submit a request to the Public Building Commission to issue \$2.5 million in bonds for the Fourth and succeeded in winning their approval by a 6-1 vote.¹⁰⁸

Prior to this, opposition to the bank purchase had been minimal, coming mostly from the Parents and Taxpayers who earlier filed suit against District #259 on cross-busing. Next, the Citizens Committee for the Right-to-Vote organized, ostensibly not taking a stand either for or against the purchase, to call for a vote of the people, which in effect meant a lengthy delay on purchase. The Citizens Committee garnered 6,829 valid signatures on petitions to force a public vote on the purchase of the bank, more than enough to call an election.¹⁰⁹

Directors of the National Education Association-Wichita also declared its opposition to the bank building purchase, saying students needed new facilities more than administration. The PBC waited for the Board to act, while the Fourth National officials determined whether they wanted to wait from December until April for an election or try to sell to other purchasers. The Fourth National Bank announced late in December that it was withdrawing from further negotiations with the PBC and the

school board. Dwight Button, speaking for the Fourth, announced the bank's decision with "sincere regret." The bank had given the Board priority and even discouraged further inquiries from other investors, believing that sale to the Board would best serve the public interest. Loss of the Fourth was a major disappointment to many school administrators and to the Board. Considering the opposition to an administrative center, the Board of Education did not include it in the 1974 bond proposal. Instead, all funds went to school facilities.¹¹⁰

School board policy dictated that the district should operate facilities and programs consistent with sound principles for conservation of fuel and energy and for economical use of other natural resources. Throughout the 1970s, Richard Holstead and Darrel Thorp constantly urged economical use of fuel, electricity, water, and other natural resources. Buildings' temperatures were reduced, lowest possible light levels were maintained, with lights off when periods of vacancy exceeded fifteen minutes, water usage was saved by maintenance of plumbing and reduction of watering, and gasoline consumption reduced by limiting school vehicle speeds to no more than fifty miles per hour. Building principals, teachers and students,—in fact, all employees and patrons were urged to conserve fuel, room by room, person by person.

School Lunches and Cafeterias

The high schools and junior highs had had food cafeterias ever since construction; elementary schools, with one exception, had no cafeterias; all young students were expected to walk home for lunch. Those who stayed brought sack lunches from home and ate in the classrooms. In the 1960s school districts joining the Wichita district already had cafeterias. School lunch service increased with the integration cross-busing plan. Lunches prepared and packaged at the Community Education Center were delivered to grade schools having a high number of low income students who were eligible for free lunches. Upon completion of the 1974 bond projects, many buildings had new, but small, kitchens with ovens for hot lunches. By 1977 nearly every school building in Wichita had lunchroom arrangements to serve half its elementary enrollment and more, if needed.

Believing that employment of a professional food management firm might save the district money, the Board of Education contracted with Interstate United Management Services on November 1, 1974. Interstate forecast it could make a profit but has not been able to do so. Open lunch at high schools, federal requirements, wasted food, and higher food costs changed the once barely profitable cafeteria operation to an expensive food service which must be subsidized by \$200,000 to \$400,000 each year. In recent years individually prepackaged lunches (coldpack) have been expensive; Pat Moore, coordinator of food service, predicted that hot

bulk foods sent to the schools would be more economical. Also, as quantities increased, cost per unit would decrease. A \$350,000 food preparation center was installed in the Community Education Center in 1971. Later plans called for construction of a food preparation and distribution center addition to the School Service Center.

Secretaries

The Wichita Association of Educational Secretaries, organized in 1954 with forty-two charter members, had a membership of close to 285 in 1976-1977. It was affiliated with both Kansas and National Associations of Educational Secretaries. The National Association of Educational Secretaries sponsored a Professional Standards Program for improvement and education; this program has had the active support of the Wichita Association. The Board of Education recognized certification in this program by increments in salaries. The Wichita Association of Educational Secretaries gave two scholarships per year, sponsored workshops, special projects, and socials. Social highlights of the year have been "Bosses Night" in October, a Christmas party in December, and the spring banquet in May.

Caroline Johnson, in the art education office, was Secretary of the Kansas Association of Educational Secretaries in 1977-1978; Mona Smith, secretary for the curriculum division, served as treasurer of the National Association of Educational Secretaries in 1974 and 1975, and president of the NAES in 1977-1978.

Classified Personnel

Maintenance of the Wichita Public Schools required a large number of supportive personnel which fall under the designation of classified employees. According to Dr. Keith Esch, director of personnel, 1,574 persons were employed as service workers, skilled craftspersons, laborers, technicians, clerical and secretarial workers, and classroom aides as of April 30, 1977. USD #259 employed 3,100 certificated personnel making a total work force of 4,674 people.

Ombudsperson

The creation of an ombudsman was suggested in a report of a school-community relations committee headed by board member Darrel Kellogg and delivered to the Board in December 1967. The idea of the ombudsman originated in Sweden in the early 1800s, and only recently had the concept been transported to the United States. An ombudsman was an official who would answer questions, complaints and inquiries from citizens who were unable to find satisfaction within the individual



The poor and the powerless in particular do not feel free to contact the board of education.

—Robert Wright, 1973
Wichita Public School Ombudsman
Photo, courtesy of the *Wichita Eagle*.

school.¹¹¹ Three years later, after the first recommendation, the Wichita League of Women Voters asked the school board for permission to employ an ombudsman. The Board divided on the position, the minority, Don Miller and Evelyn Whitcomb, viewed the position as a waste of administrators' time.

North High mathematics teacher Robert Wright received the appointment on August 24, 1973. His position and that of his administrative assistant Mrs. Loretta Harris were financed by a federal grant of \$30,512 through the League of Women Voters. In his office at 509 North Emporia, he expected to hear from school patrons who felt ill at ease conferring with school officials or teachers. Opposition to Robert Wright came from NEA leaders who feared he would circumvent student and teacher grievance procedures while aiding complainants. Black leaders believed he was too close to the school administration to be of assistance to the blacks: "Why take my problems to The Man who's givin' me all my problems?"

The ombudsman was refunded for the 1974-1975 school year, however Wright decided to return to teaching at North, "I am essentially a teacher and that's my first love." Rex Krieg, ombudsman at Wichita State University was selected to follow Wright and served, rather unsatisfactorily for the 1974-1975 year. Federal funds expired in June 1975. The Board voted 4-3 against school district funding.¹¹²

With the election of John Frye to the school board, support for the position changed. The Board of Education in mid-July 1975, agreed to create the position of ombudsperson with the program to be financed by the school system. James Wineinger was appointed to the position in January 1976. The former social worker at South High and Truesdell Junior High shared an office with Fred Linde, the city grievance officer in City Hall. Wineinger processed over 450 inquiries and complaints throughout the 1976-1977 year. A user survey conducted early in 1977 disclosed that eighty-five to ninety percent of the complainants were pleased to highly pleased with the service.¹¹³

Wichita struggled into the 1970s, finding that integration was workable after all. For the most part, the 1970s had been a period of consolidation of gains in regard to integration, in assimilation of different values and implementation of the laws developing out of the civil rights movement. In just ten years, 1967 to 1977, more national and local policies respecting the civil rights of students, of teachers, of minorities and of women had been made since the nation was founded in 1776. To those still swimming upstream against racism and sexism, progress has seemed minimal, but when taking a long view, it has been revolutionary!

The methods of teaching, the number of students served, the application of technology, and the improved wealth of the general population have made vast differences in the education programs. Innovational practices and massive amounts of federal funds have not proved the panacea, but they have been indispensable in assisting teachers and students to come closer to reaching their intellectual and human potential.

The Past, the Present, the Future

We have studied the past, examined the present, and they have brought a deeper understanding of our common school heritage. That heritage has been a heterogeneous mixture of educational philosophies, a conservator of traditional attitudes and practices as well as a vehicle for social change, and a respondent to national, state, and community demands. Evidence accumulated over the years has revealed that a public school system is more than classrooms of students and teachers, it is a broadly based community of learners. Educational leadership has come from many directions—from superintendents, principals and teachers, from patrons who introduced new programs, from industry and business which needed trained workers, from minorities who deserved equal rights and treatment, and from students who demanded relevancy. Progress was never certain. Yet, through it all, hope existed for improvement, for if one method failed, concerned parents, students, educators

and citizens could always present new ideas, develop new approaches, or synthesize the best of older methods. Consequently, the system could only be as static as citizens and educators would allow.

What is ahead in Wichita public school education? Local, state and national developments indicate trends which may continue:

- Discrimination against minorities will decrease.
- Regular public school programs will be extended to three year olds and even younger children.
- More work-study programs will be available for secondary school students.
- Students will volunteer more of their time to social services in the community.
- Teachers may combine the NEA and AFT to form a powerful union capable of dominating public education.
- Parents and citizens will become more involved in many areas of the public school program.
- Financing of public education will be more broadly based due to infusion of additional federal and state funds.
- More schools will serve as community centers, with greater cooperation between the city and the schools on use of facilities.
- Basics in education will be stressed along with techniques of problem solving and teaching how to learn.
- The schools will develop an even closer alliance to cultural, historic, and recreational organizations in the city.
- Teachers will continue to experiment with curriculum and individualize instruction.
- Use of proficiency testing may allow students to leave school at an earlier age.
- The school will continue to assume the burden of alleviation of social problems by offering remedial help as well as preventive aid through courses in teenage parenting, consumer and career education.

These trends point to many options in education. In time, they too, will become a part of our educational heritage. They will demonstrate the same continuity of purpose that existed since the first Wichita public school opened in 1870—that of educating the young to constructive citizenship and fulfillment as individuals. To accomplish this the public schools have assumed an expanding role. Many years ago they recognized that the mere knowledge of reading, writing and arithmetic was no longer adequate as it was in the 1870s, and enlarged their programs to serve the myriad needs of thousands of young people and adults. The work of the public schools remains unfinished. . . .

Footnotes

CHAPTER I

- 1 Adaptation of a poem by Theo F. Price, *Wichita Eagle*, April 6, 1876.
- 2 *The Emporia News*, April 24, 1868. James R. Mead resided in Butler County and had represented his section in both branches of the Kansas legislature. W. W. H. Lawrence, president of the Wichita company, was secretary of the Kansas Livestock Company. A. F. Horner lived in Topeka. E. P. Bancroft was a real estate agent for Amos A. Lawrence of Boston. Lawrence, associated with the Atchison, Topeka, and Santa Fe Railroad Company, owned thousands of acres of land situated in Lyon, Chase, Marion, Butler, Greenwood and Sedgwick County. *The Emporia News*, May 8, 1868.
- 3 D. S. Munger to A. F. Horner, May 24, 1868, Kansas State Historical Society, Topeka, Kansas.
- 4 William Frank Zornow, *Kansas, A History of the Jayhawk State* (Norman: University of Oklahoma Press, 1957), pp. 100-103; Robert R. Dykstra, *The Cattle Towns* (New York: Alfred A. Knopf, 1968), pp. 42-44. The Wichita Town and Land Company never officially filed a charter with the Kansas Secretary of State.
- 5 *Portrait and Biographical Album of Sedgwick County, Kansas* (Chicago: Chapman Brothers, 1888), pp. 155-166.
- 6 *The Wichita Tribune*, November 2, 1871; *The Commonwealth*, October 17, 1872.
- 7 *The Commonwealth*, October 17, 1872.
- 8 *The Commonwealth*, October 17, 1872.
- 9 William Finn, "A Pioneer Tells Story of Wichita's First Church," *Wichita Eagle Sunday Magazine*, 1928; Kos Harris, "Christmas 1915," *Wichita Eagle*, n.d.
- 10 Proceedings of the Board of Commissioners of Sedgwick County, Volume A, 1870-1874, April 27, 1870; *Wichita Vidette*, November 17, 1870.
- 11 *The Wichita Tribune*, March 19, 1871; *Eleventh Annual Report of the Department of Public Instruction of the State of Kansas*, 1871 (Topeka, Kansas, 1872), pp. 66-67.
- 12 Ruth Spooner Stone, "A History of the First Presbyterian Church in Wichita, Kansas," Masters' Dissertation, unpublished, Wichita University, 1935, pp. 15-16. *Wichita Tribune*, May 11, 1871 lists the textbooks.
- 13 *Wichita Tribune*, May 25, June 22, and July 27, 1871; H. Rea Woodman, *Wichitana, 1877 to 1897* (n.p., 1948), pp. 31-32. Jessie Hunter later married James Black. Black Elementary School was named in her honor.
- 14 *Wichita Tribune*, August 3, 1871.
- 15 *Wichita Eagle*, July 19 and October 24, 1872.
- 16 First Record of the City of Wichita, July 22, 1870 to May 20, 1874, Vol. A, April 5, 1872. N. A. English later gave property to the Wichita Board of Education for the First Ward building known as Carleton School. It is now the site of the Administration Building, 428 South Broadway. N. A. English owned the quarter section bounded by Douglas Avenue on the north and Broadway (Lawrence) on the west. A. H. Fabrique and Fred A. Sowers later had elementary schools named for them.
- 17 *General Statutes of the State of Kansas, 1868, and Compiled Laws of Kansas, 1879*.
- 18 *Twelfth Annual Report of the Department of Public Instruction of the State of Kansas, 1872* (Topeka, Kansas, 1872), p. 121.
- 19 Alfred T. Andreas and William G. Cutler, *History of the State of Kansas* (Chicago: Andreas, 1883), p. 1327, 1474, 1433.
- 20 *Seventh Annual Report of the Superintendent of Public Instruction of the State of Kansas, 1867* (Topeka, Kansas, 1868), p. 6.
- 21 Minutes of the Proceedings of the Board of Education of the City of Wichita, Kansas, May 15, 1873; July 21, 1873; September 4, 1873. (This reference will hereafter be noted as BOE.)

- 22 *Wichita Eagle*, July 23, September 24, and October 22, 1874; BOE, September 7 and 11, 1874.
- 23 *Eagle*, July 23, 1874.
- 24 W. E. Stanley, BOE Clerk, *Eagle*, December 28, 1876; and August 10, 1876.
- 25 *Eagle*, February 8, June 14 and 21, September 13, and November 29, 1877.
- 26 *Eagle*, November 28, 1878.
- 27 *Eagle*, May 14, 1879. The tower bell fell to the ground, breaking into several pieces. *Topeka Capital*, February 5, 1880. James R. Mead took a piece of the burned bell to the Kansas State Historical Society in February, 1880. Mead had brought the bell from St. Louis in 1871 and presented it to the city.
- 28 *Eagle*, February 26, 1880.
- 29 Jean McClintock and Robert McClintock, eds., *Henry Barnard's School Architecture* (New York: Teachers College Press, 1970), pp. 5, 20. Barnard's original *School Architecture* was published in 1848. The prominent 19th century educator was also the first U. S. Commissioner of Education.
- 30 BOE, May 3, 1875.
- 31 BOE, July 5 and 6, 1875; *Wichita Weekly Beacon*, January 12, 1876.
- 32 *Eagle*, February 8, June 22, August 16, 1877, August 22, 1878.
- 33 BOE, July 15, 1878, August 14 and October 6, 1879.
- 34 *Eagle*, April 22, June 24, October 21 and 28, November 11, December 9 and 16, 1880.
- 35 S. A. Merrill, M.D., "To the Teachers of the Sedgwick County Public Schools," *Eagle*, July 29, 1880. The doctor composed this verse while vacationing in Alpine, Colorado.
- 36 Harriett Seymour, "The Certification of Teachers in Kansas, 1860-1930," M. A. dissertation, unpublished, University of Kansas, 1930, p. 2.; *Ninth Annual Report of the Superintendent of Public Instruction of the State of Kansas, 1869* (Topeka, Kansas: "Commonwealth" State Printing House, 1870), p. 14.
- 37 *Second Biennial Report of the State Superintendent for the School Years Ending July 31, 1879 and 1880* (Topeka, Kansas, 1881), pp. 17-23.
- 38 *Ninth Annual Report, 1869*, p. 17 and 118; *Thirteenth Annual Report of the Department of Public Instruction of the State of Kansas, 1873*, (Topeka, Kansas, 1873), pp. 21 and 126.
- 39 *Eleventh Annual Report, 1871*, p. 19; *Thirteenth Annual Report, 1873*, p. 24.
- 40 *Eagle*, September 12, 1878; BOE, June 2, 1879, p. 151.
- 41 *Tenth Annual Report of the Superintendent of Public Instruction of the State of Kansas, 1870* (Topeka, Kansas, 1870), p. 37; and *Twelfth Annual Report, 1872*, p. 33; *Eagle*, June 12, 1879.
- 42 *Fifteenth Annual Report of the Superintendent of Public Instruction, 1875* (Topeka, Kansas, 1876), pp. 109-110.
- 43 *The Complete Works of Josh Billings* (New York: M. A. Donahue & Co., 1916), p. 326.
- 44 *Ninth Annual Report, 1869*, p. 3; BOE, June 2, 1879 and September 6, 1880. According to Gloria McAfee of Wichita, Kansas, Anna Rickey was said to be the first black girl to attend Wichita public schools (1876), and Samuel Jones, the first black boy in 1874. Wyandotte County operated two all black schools in 1876 at "heavy expense to the district" but "very acceptable to the colored patrons." *Sixteenth Annual Report of Public Instruction of the State of Kansas, 1876* (Topeka, Kansas, 1876), p. 72.
- 45 *Eagle*, March 13, 1879.
- 46 *Twelfth Annual Report, 1872*, p. 5; *Eagle*, December 11, 1873.
- 47 *Eagle*, June 14, 1877; November 29, 1911.
- 48 *Eagle*, November 29, 1911; Victor Murdock, *Folks* (New York: Macmillan Co., 1921), pp. 26-27.
- 49 *Eagle*, August 14, 1879; BOE, April 5, 1880.
- 50 *Eagle*, March 13, 1879; *Wichita Weekly Beacon*, March 12, 1879. I have found no information on course offerings in the 1870s, but courses were probably similar to those listed

in Chapter II.

51 *Eagle*, June 5, 1879.

CHAPTER II

- 1 E. Roberts, "Looming, Booming Wichita," *Wichita Eagle*, May 18, 1887.
- 2 Curtis Wood, *Dynamics of Faith: Wichita 1870-1897* (Wichita: The Center for Management Development, College of Business Administration, Wichita State University, 1969), p. 77.
- 3 Wood, *Dynamics*, p. 97.
- 4 *Eagle*, December 14, 1887.
- 5 Wood, *Dynamics*, pp. 92 and 99; *Eagle*, December 14, 1887.
- 6 Albert S. Russell, "Wichita," *Eagle*, November 30, 1887.
- 7 *Eagle*, June 5, 1886; BOE, 1880 - 1889, *passim*.
- 8 *Eagle*, July 2, 1887; BOE, June 4, 1885, October 1, 1888, January 7, 1889.
- 9 *Annual Report of the Public Schools of the City of Wichita, Kansas for the year ending June 30, 1889* (Wichita: Board of Education, 1889), p. 10. BOE, September 14, 1886, January 2 and July 6, 1888.
- 10 *Eagle*, May 10 and June 27, 1889.
- 11 Wood, *Dynamics*, pp. 130-131; *Eagle*, April 24, 1886, and July 14, 1889. *Directory of the City of Wichita*, 1887 and 1891 (Wichita, 1887, 1891).
- 12 *Annual Report of the Public Schools of the City of Wichita, Kansas for the year ending June 30, 1891* (Wichita: Board of Education, 1891), p. 46. The Burton School was located four miles north of downtown Wichita, and in the Burton Car Works complex. An estimated 300 school age children lived in the area. Burton Car Works closed down in the 1890s and the school building moved to near northeast Wichita to serve as a school.
- 13 Henry Barnard, *School Architecture; or Contributions to the Improvement of School-Houses in the United States* (N.Y.: A. S. Barnes & Co., 1848), p. 55.
- 14 BOE, June 12, 1885, p. 12. Proudfoot and Bird moved to Salt Lake City in 1891, designed the City and County Building, now a national landmark. They later moved to Iowa and designed numerous public school and college buildings.
- 15 BOE, August 26 and November 1, 1886, July 2 and August 4, 1890.
- 16 *Eagle*, April 4, 1886, October 4, 1887. Janitors were not paid extra for police duties.
- 17 BOE, July 6 and 26, and November 5, 1888, August 5, 1889, and January 6, 1890. Janitors had been employed by the Board since 1873, perhaps earlier.
- 18 *Eagle*, September 14, 1887.
- 19 Superintendent of Public Instruction, *Biennial Reports*, 1883 through 1888.
- 20 *Eagle*, July 13, 1882.
- 21 *Eagle*, October 17, 1884, and January 31, 1892. According to rumors in 1895, Hallock left Oklahoma for Cuba to aid insurgents attempting to overthrow the Spanish rulers. *Eagle*, November 3, 1895.
- 22 BOE, June 2, 1884; *Eagle*, December 27, 1905.
- 23 BOE, June 11 and August 26, 1886; *Eagle*, July 29, 1886.
- 24 BOE, September 6 and October 4, 1886; March 11 and September 5, 1887; and March 5 and November 5, 1888.
- 25 *Annual Report*, 1889, pp. 40-41.
- 26 BOE, July 14 and August 7, 1888.
- 27 BOE, June 7, 1889; *Eagle*, June 11, 1889.
- 28 BOE, May 11, 1891, May 31 and June 4, 1892; *Eagle*, June 4 and June 7, 1892, March 7, 1893. Stevenson had served as Secretary of the National Education Association in 1891 and 1893 and had written articles for the NEA publications. While serving in Wichita, Stevenson gathered facts about early Wichita schools and corresponded with William Finn, Wichita's first teacher. *Eagle*, November 20, 1892. Among the improvements Stevenson accomplished from 1890 to 1892 were: (1) Reorganization of the schools into Primary, Gram-

mar, and High School, each section consisting of four grades; (2) Establishment of a Normal School; and (3) Opening of a Public School Library in the City Building.

29 *Eagle*, November 3, 1885 and January 17, 1886. The statistics were taken from the third, fourth, fifth, sixth, and seventh *Biennial Reports of the Department of Public Instruction*, 1881-1890, and *Annual Reports of the Public Schools of Wichita*, 1889, p. 23 and 1890, p. 54.

30 *Eagle*, November 23 and December 14, 1882, February 15, March 19 and 22, 1883.

31 *Annual Report*, 1890, p. 61.

32 *Annual Report*, 1889, p. 12.

33 *Eagle*, March 15, 1883.

34 Clyde Lyndon King, "The Kansas School System," *Collections of the Kansas State Historical Society*, 1909-1910, Vol. XI (Topeka, 1916), p. 43.

35 *Eagle*, August 16, 1888, and August 15, 1889; *Fifth Biennial Report of the State Board of Agriculture*, 1885-1886 (Topeka, 1887), p. 96.

36 *Eagle*, May 3, 1888. In an article "Ethics" by G. H. Laughlin of Wichita, printed in the *Western School Journal*, February 1889, pp. 56-57, similar views were expressed on the inability of children for self-government. He wrote that children's "wills should be brought in subjection to the will of the teacher." Obedience was the ultimate product of discipline.

37 *Eagle*, October 21, 1888.

38 BOE, June 8, 1888.

39 BOE, November 5, 1888, September 27, 1889.

40 *Eagle*, January 2, 1885, September 14, 1886 and May 22, 1888. Under Mrs. Greening's direction Wichita students exhibited over 600 freehand and original drawings in May 1887. *Annual Report*, 1889, pp. 14, 16-17, and 1890, p. 73; BOE, November 1 and 5, 1886, February 7, 1887, and September 27, 1889.

41 *Annual Report*, 1889, pp. 42-43.

42 *Annual Report*, 1889, pp. 56, 76, 59.

43 *Eagle*, October 5, 1888, and May 31, 1889.

44 "The Overworked Elocutionist," *Poems Teachers Ask For, Book One* (Dansville, New York: F. A. Owen Publishing Company, n.d.), p. 9

45 *Eagle*, February 3, May 12, and November 24, 1881. One hundred and five pupils were enrolled in the class. The first chart classes possibly began in the 1870s in Wichita. The youngest pupils learned their letters and numbers from charts hung on the walls. Once these were mastered, they moved on to first grade. Kindergarten was introduced into Kansas around 1878, and its methods adopted into the Wichita schools although the classification "kindergarten" did not replace chart classes. The Women's Christian Temperance Union opened a kindergarten in September 1886.

46 *Eagle*, February 3 and November 24, 1881.

47 H. Rea Woodman, *Wichitana*, 1877-1897 (n.p., 1948), p. 63.

48 *Eagle*, March 6, 1884. A group of Wichitans organized an Academy in 1883 and persuaded the Board of Education and city to issue bonds in the amount of \$25,000 to buy land and construct a building. The Board decided to use the money instead for public schools. Also, the state did not allow bonds for the building of an academy. The Academy, called Lewis Academy, was operating in the later 1880s in a building designed by Proudfoot and Bird. *Eagle*, February 4, 1884.

49 *Eagle*, September 2, 1887; and *Annual Report*, 1890.

50 *Annual Report*, 1889, p. 27; *Eagle*, November 23, 1882 and November 23, 1889.

51 *Annual Report*, 1889, p. 30.

52 BOE, March 5, 1888; *Eagle*, March 8, 1888.

53 *Eagle*, September 24, 1885; Robert R. Bunting, "School Segregation in Kansas, A Study in Constitutional and Political Development," M.A. dissertation, unpublished, Wichita State University, August 1971, pp. 13-14, 19-20. *Kansas Session Laws*, 1889, Chapter 227, Section 4. For the most part, Kansas educators opposed segregation. The State Superintendent of Instruction denounced it as a barbaric practice in 1867. The Kan-

sas State Teachers Association adopted the following resolution in July 1866: "That we as teachers use our best endeavors to overcome unreasonable prejudice existing in certain localities against the admission of colored children upon equal terms with white children as guaranteed by the spirit of the law of our state." Bunting, "School Segregation," p. 6. He took this from the *Kansas Educational Journal* (August 1886), p. 69.

54 *Eagle*, September 18, 1889; BOE September 17, 1889.

55 Albert P. Marble, *Sanitary Conditions for the Schoolhouses* (Washington, D.C.:

CHAPTER III

1 *The American School Board Journal*, June 1891, p. 11; BOE, May 7, 1894, January 7 and August 5, 1895; *Wichita Eagle*, June 5, 1894, May 7 and June 4, 1895.

2 BOE, May 7, June 4, July 2, 1900. According to the *American School Board Journal*, September 1896, p. 9, Wichita teachers threatened a strike in 1896. Board member W. F. Schnell said he'd ask the governor to call out the militia if they did.

3 BOE, August 1, 1892, May 1, 1893; *Eagle*, August 2 and December 7, 1892.

4 *Annual Report*, 1893, pp. 45, 49-50.

5 *Eagle*, March 4, 1897, and June 7, 1898.

6 *Eagle*, October 8, 1897.

7 BOE, May 6, 1901. An article "Bureaucracy and the Common School: The Example of Portland, Oregon, 1851-1913" by David Tyack, *American Quarterly*, Fall 1967, describes the development of the public schools in Portland. Many aspects parallel those of the Wichita public schools.

8 *Eagle*, February 25, 1896. Murdock also called American education the most expensive. An almoner is anyone who dispenses charity, benefits or blessings. The term dates back to the Middle Ages in Europe.

9 *Eagle*, December 16, 1893.

10 *Western School Journal*, August 1888, p. 217.

11 *Eagle*, March 6 and 12, 1895.

12 *Eagle*, January 11, 17, 22 and May 18, 1899.

13 *Annual Report*, 1891, pp. 83-84; *Eagle*, June 3, 1894. Coxey's Army consisted of unemployed demonstrators who marched to Washington, D.C. to seek aid.

14 *Eagle*, April 3, 1894.

15 *Eagle*, April 12, 1894.

16 BOE, July 3, 1893; *Eagle*, April 12, 1894.

17 *Eagle* for all quotes on the trial: April 12, 17, 19, 24, 26 and 27, 1894. The *Wichita Daily Beacon* issues of April 12, 16, 17, 18, 21, 24 and 26, 1894 were also consulted and offered a less colorful, more factual account of the trial.

18 *Eagle*, December 12 and 16, 1891.

19 BOE, February 2, 1891.

20 Wynne Harrell, "A History of Music Education in the Wichita, Kansas, Public Schools from 1871 to 1965," Ed.D. dissertation, unpublished, University of Missouri at Kansas City, 1967, pp. 177-179. Miss Clark invited elementary classroom teachers to meet with her on Friday evenings for instruction and demonstration for classroom music teaching. *Ibid*, p. 182.

21 *Eagle*, January 19, 1890.

22 *Eagle*, November 16, 1890.

23 *Western School Journal*, December 1888, p. 8.

24 *Western School Journal*, January 1890, p. 35. Reprinted from *Puck*.

25 BOE, April 6, 1891.

26 *Western School Journal*, February 1889, p. 70.

27 BOE, February 22, 1897; *Eagle*, February 23, 1897; *General Statutes of Kansas*, 1899, Chapter 92, Article 20.

- 28 BOE, September 13 and 14, 1897.
- 29 *Eagle*, September 14 and 18, and October 15, 1897. Superintendent Dyer agreed that the state books were of poorer quality than those ordered by the Wichita Board. A list of the required textbooks appears in the BOE proceedings, September 14, 1897.
- 30 *Eagle*, September 22, 1897. The Populist Party with a platform advocating agricultural and labor reform, and government ownership of communications and transportation, was strongest in Kansas. In the late 1890s they met defeat at the polls and their influence as a party diminished rapidly.
- 31 *Eagle*, January 28, 1891.
- 32 *Western School Journal*, May 1890, p. 120.
- 33 *Eagle*, April 10 and 13, May 2, 15, and 29, and September 18, 1890; *Annual Report*, 1891, pp. 79,80.
- 34 *Eagle*, April 11, 1890; *Annual Report*, 1890, p. 33; *American School Board Journal*, March 1904, p. 13.
- 35 *Eagle*, April 28, 1892.
- 36 *Eagle*, March 29, 1893. One of the volumes prepared by the students is in the office of the Wichita superintendent of schools.
- 37 *Eagle*, May 30, 1890, May 27, 1892, May 26, 1893, May 21, 1896 and May 7, 1897.
- 38 BOE, December 6, 1897; *Eagle*, December 7 and 9, 1897.
- 39 BOE, May 30, 1898; *Eagle*, May 27, 1898 and March 25, 1899.
- 40 *Eagle*, May 29, 1899.
- 41 *Eagle*, May 27, 1891. The speech was not recorded verbatim by the reporter.
- 42 *The Wichita Daily Beacon*, October 30, 1894; *Eagle*, April 28, 1895. Times for the 50-yard dash, five and one-fifth seconds; the 100-yard dash, ten seconds; and the mile run, five minutes, forty-five seconds.
- 43 *Eagle*, March 4, 1890; BOE, April 7, June 16 and August 4, 1890, May 4, 1891; *Annual Report of the Wichita Public Schools*, 1891, p. 116.
- 44 *Annual Report*, 1891, pp. 117 and 119.
- 45 *Eagle*, May 24 and June 8, 1892, October 1, 1893.
- 46 *Eagle*, December 3, 1895; BOE, December 7, 1896; *Eagle*, February 18, 24 and 25, 1897.
- 47 *Eagle*, March 17, 1897.
- 48 *Annual Report of the Department of Public Instruction of the State of Kansas 1870* (Topeka, 1870), p. 9; *Statues of Kansas*, 1899, Chapter 92, Article 8.
- 49 BOE, February 3, 1890; *Eagle*, August 19, 1890.
- 50 *Eagle*, November 24 and December 4, 1891; 8th, 9th, 10th, 11th and 15th *Biennial Reports of the State Superintendent of Instruction*.
- 51 *Annual Report*, 1891; BOE, May 26, 1893; *Eagle*, July 29, 1893; BOE, December 4, 1899.
- 52 *Eagle*, February 4, 1891.
- 53 Henry J. Perkinson, *The Imperfect Panacea* (N.Y.: Random House 1968), p. 36.
- Willard B. Gatewood, Jr., *Black Americans and the White Man's Burden*, 1898-1903 (Illinois: University of Illinois Press, 1975), pp. 167-168.
- 54 *Eagle*, January 20, 1891.
- 55 *Eagle*, December 14, 1893. Wichita had no black teachers.
- 56 *Eagle*, December 19 and 22, 1893.

CHAPTER IV

- 1 Ingalls, built from a \$25,000 bond issue, was dedicated in November 1901. *Eagle*, February 5 and November 5, 1901.
- 2 *Eagle*, June 5, 1900.
- 3 *American School Board Journal*, February 1900, p. 6; October 8, 1902; Minutes of the

Proceedings of the Board of Education of the City of Wichita, Kansas, January 31 and March 7, 1910. (This reference will hereafter be noted as BOE.)

4 *Wichita Eagle*, September 19, 1900; *16th Biennial Report*, 1907-1908, State Superintendent of Instruction. Wichita had the third largest high school in the state with 412 students in June 1900; Kansas City had 686, and Topeka, 749. *Western School Journal*, June 1900, p. 433.

5 *Wichita Daily Beacon*, May 8, 1902; BOE, March 3, 1903; *Beacon*, June 3, 1903; BOE, June 11, 1907; *Eagle*, April 7, 1908; BOE, April 11 and July 29, 1908; January 17, 1910. C. W. Terry was not paid for his plans until January 17, 1910.

6 BOE, May 3 and April 5, 1909.

7 BOE, April 18, 1910; *American School Board Journal*, April 1909, June and July 1910.

8 BOE, March 7 and June 6, 1910. E. F. "Gene" Mood, who worked in the buildings and grounds department from the 1930s to 1960s, said the building was rented and did not belong to the schools.

9 *Beacon*, September 2, 1902; BOE, December 3, 1906.

10 *Eagle*, January 5 and March 1, 1903; BOE, January 5 and February 2, 1903; *Beacon*, February 3, 1903.

11 *Laws Relating to the Common Schools of Kansas—1909*, Chapter II; Topeka.

12 *Daily Beacon*, July 2, 1901.

13 BOE, June 4 and July 1907.

14 *Annual Reports of the Wichita Public Schools*, 1904, p. 3; 1906, p. 6; and 1907, p. 4.

15 *Eagle*, September 9, 1900.

16 *The Americans* (New York: G. P. Putnam's Sons, 1969), p. 547.

17 *Eagle*, June 30, 1908; State Superintendent of Public Instruction, *16th Biennial Report*, 1907-1908, p. 213.

18 Minutes of meetings of city teachers, September 28, 1889; September 29, 1906, National Education Association Office, Wichita. For the 1900-1901 school year, the Board of Education provided a lecture course for the benefit of teachers inviting Professor Blakeman of Kansas University; Eugene Ware, Kansas lawyer and writer; and Professor Oscar Chrisman of the Chair of Paidology, Kansas State Normal at Emporia and others deemed to be an interest to teachers. *Beacon*, February 5, 1901. Paidology referred to child study.

19 *Eagle*, January 10, 1901; November 29, 1903; *Western School Journal*, December 1903, p. 10; Minutes of the Southern Kansas Teachers Association meetings, November 27 and 28, 1910. C. O. Wright, *100 Years in Kansas Education* (Topeka: The Kansas State Teachers Association, 1963), p. 78, 79. Wright was editor of the *Kansas Teacher* for several years.

20 *Eagle*, June 3 and 4, 1902.

21 BOE, June 16, 1902; *Beacon* and *Eagle*, June 17, 1902.

22 BOE, June 6, 1904; *Eagle*, June 6, 1905.

23 *Eagle*, June 7 and September 12, 1905; BOE, October 1 and November 5, 1906. In 1904, living expenses for teachers averaged \$297 per year. Superintendent of Public Instruction, *15th Biennial Report*, 1905-1906, p. 57-58.

24 BOE, June 7, 1909, p. 487; Letter from C. S. Caldwell, Secretary of the Board of Education to the principals, January 18, 1911. Superintendent R. F. Knight considered school visitation very useful for pedagogical growth.

25 *Eagle*, October 7, 1904.

26 *Annual Report*, 1907, p. 3; State Superintendent of Public Instruction, *16th Biennial Report*, 1907-1908.

27 *Eagle*, May 24, 1900.

28 *High School Messenger*, January 1, 1906. This edition gave a 6 ½-page history of manual training and domestic science programs in Wichita schools.

29 *Annual Report*, 1908, p. 14.

30 *Eagle*, June 5, 1900, October 13, 1907; *Annual Report*, 1908, p. 13.

- 31 Melvin L. Barlow, *History of Industrial Education in the U. S.* (Peoria: Chas. A. Bennett Co., Inc., 1963).
- 32 Dr. Woldemar Goetz, *Illustrated Manual of Hand and Eye Training* (London: O. Newmann & Co., 1893).
- 33 *Annual Report*, 1903, pp. 3-4.
- 34 *Eagle*, March 4, 1903.
- 35 BOE, June 18, 25, 27, August 3, 15 and November 2, 1903; August 1, 1904.
- 36 *High School Messenger*, January 1906, pp. 9-12; Isabel Bevier and Susannah Usher, *The Home Economics Movement, Part I* (Boston: Whitcomb and Barrows, 1912), passim.
- 37 *Annual Report*, 1909, p. 4.
- 38 *Eagle*, October 8, 1905; *Western School Journal*, July 1911, p. 1.
- 39 *27th Biennial Report of the State Superintendent of Public Instruction for the Years Ending June 30, 1929 and June 30, 1930*, Geo. A. Allen, Jr. (Topeka, Kansas, 1931), pp. 41-45.
- 40 *The Comment*, Keokuk, Iowa, a student newspaper.
- 41 *The Junk Shop*, published annually by the Senior Class of Wichita High School, Vol. 1., 1901.
- 42 *Eagle*, March 25, 1900, and January 26, 1901.
- 43 *Eagle*, January 24, 1901. The sorority later opened its meetings, becoming a literary society, presenting programs of both music and literature to the public.
- 44 *American School Board Journal*, February 1907, p. 14; BOE, February 4, 1907; *Wichita Beacon*, February 28, 1907. Indiana, California, Minnesota, and Washington had also passed laws prohibiting secret fraternal organizations in public schools. *American School Board Journal*, January 1908, p. 9.
- 45 *The Junk Shop*, Wichita High School Senior Class, 1901, p. 52-53; *Eagle*, October 15 and 22, 1905.
- 46 *Eagle*, January 7, 14, 21, February 11 and November 26, 1906.
- 47 *Beacon*, March 28, 1905.
- 48 *Eagle*, November 2, 1905; BOE, March 5, 1906. L. B. Wickersham of Omaha, Nebraska spoke in 1906.
- 49 *Daily Eagle*, January 20 and 29, 1909.
- 50 *Messenger*, May 1907; *Eagle*, March 29, 1908.
- 51 BOE, November 4, 1901; *Eagle*, November 5, 1901 and June 10, 1905.
- 52 BOE, November 4, 1901.
- 53 BOE, February 1, 1904.
- 54 *Eagle*, April 19 and May 10, 1905.
- 55 Booker T. Washington, *The Wichita Searchlight*, September 8, 1900.
- 56 BOE, May 5, 1902; *Eagle*, May 17, 1902.
- 57 *Eagle*, February 19, 1905.
- 58 No. 15281, Sallie Rowles v. the Board of Education of the City of Wichita, et al, Syllabus by the Court, J. Smith. Jo Brown, Board of Education (1971-197—), and others recall name as being Sallie Rawles.
- 59 *Daily Eagle*, November 6, 1906.
- 60 *Eagle*, January 15, 1907.

CHAPTER V

- 1 Edward C. Kirkland, *Economic History of the United States*, p. 458. Prices reached their highest level in May 1919, when average income received for farm products climbed to 139 percent above the 1910-1914 averages. At the same time the cost of living compared favorably to income. William Frank Zornow, *Kansas: A History of the Jayhawk State* (Norman: University of Oklahoma Press, 1957), p. 271.
- 2 *Wichita High School Messenger*, Wichita, Kansas, January 1914.
- 3 *Eagle*, January 4 and August 6, 1916; Proceedings of the Board of Education of

Wichita, Kansas, January 3, 1916.

- 4 *Wichita Beacon*, September 10, 1914; BOE, April 4, 1917, p. 50.
- 5 *The Wichitan*, February 8 and 15, 1918, p. 6; *Eagle*, March 25, 1918; *Messenger*, May 1918, p. 23.
- 6 *Beacon*, March 23, 1909, p. 10; Letter of the City Clerk, William Sence, Certification of record showing the vote on Board of Education, April 7, 1913. Election held April 1, 1913.
- 7 *Eagle*, November 1, 1909. BOE, December 13, 1909, p. 19. Her title was Assistant Treasurer. BOE, March 7, 1910, p. 34.
- 8 BOE, September 12, 1916, p. 509.
- 9 BOE, October 2, 1911.
- 10 *Eagle*, May 25, 1910 and February 4, 1915.
- 11 *Eagle*, February 1, 1910, p. 10; BOE, March 7, 1910, p. 34.
- 12 *Beacon*, May 17, 1910; BOE, June 9 and July 7, 1919.
- 13 BOE, June 2 and 16, 1913, pp. 215, 217.
- 14 *Eagle*, February 6, 1912, and March 22, 1915; BOE, March 1, 1915.
- 15 BOE, June 5, 1911, and April 10, 1914, p. 276; *Eagle*, May 5, 1914.
- 16 *Eagle*, July 2, 1912; BOE, April 30, 1915.
- 17 *Eagle*, October 4 and 5, 1911. The lunch room in 1913-1914 took in an average of \$65.00 per day. Costs included a payroll of \$51.25 per week plus free lunches for twenty-five student employees, disbursements for supplies and equipment, and \$62.40 per month for fuel, power, light, clerical help, upkeep and maintenance, and interest on investment. Even so, the Cafeteria showed a cash surplus during the year. *Report of the Board of Education, 1913-1914*, p. 50.
- 18 BOE, May 3, 1915, p. 349.
- 19 *American School Board Journal*, November 1917.
- 20 *Eagle*, May 7, 1912.
- 21 BOE, May 6, 1912, p. 148; *Eagle*, May 7, 1912. Edgar W. Knight, *Twenty Centuries of Education* (Boston: Ginn & Co., 1940), p. 482.
- 22 *Encyclopedia of Educational Research* 3d ed., edited by Chester W. Harris, 1960, p. 20.
- 23 *Report of the Board of Education of Wichita, Kansas For The Year 1912-1913*, p. 23.
- 24 *Eagle*, May 18, 1913.
- 25 *Statistical Report for 1917-1919*, p. 29.
- 26 *Eagle*, May 18, 1913.
- 27 *State Superintendent of Public Instruction, 20th Biennial Report, 1915-1916*, p. 234, and *Biennial Report, 1919-1920*, pp. 291 and 335.
- 28 *Eagle*, October 6 and 7, 1919.
- 29 *Report of the Board of Education, 1914-1915*, p. 29; *Eagle*, October 3, 1916 and September 22, 1917.
- 30 *Eagle*, June 4, 1912; and *Reports of the Board of Education: 1912-1913*, pp. 23, 94; *1913-1914, 1914-1915*, p. 26.
- 31 *Several Statutes of Kansas* 1915, Chap. 105, Article 6, pp. 1822 and 1823.
- 32 Elizabeth Hodgson, "Are Teachers Human?", reprint from *The American Teacher*. Appeared in the *Messenger*, October 1914, pp. 10 and 11.
- 33 *Beacon*, May 14, 1912. The *Beacon* endorsed pensions for Wichita teachers. *General Statutes of Kansas, 1915*, Article 11, pp. 9116-9119.
- 34 *Eagle*, December 9, 1911 and June 12, 1912. The newspaper reporter covering the situation understood that the restraining order had not been asked by enemies of the teachers, but by their friends. *Beacon*, April 1, 1913. *Report of the Board of Education, 1915-1916*, p. 124.
- 35 *Eagle*, January 7, 1917; BOE, April 15, 1918.
- 36 "Higher Salaries for Men Teachers—Not Equal Pay," *American School Board Journal*, January 1912, p. 17.
- 37 *Education*, May 1915, p. 571-577.

- 38 *Eagle*, April 15, 1913; *American School Board Journal*, September 1913, p. 24.
- 39 BOE, May 11, 1914, p. 277; *Eagle*, May 12, p. 2, and December 9, 1914.
- 40 *Eagle*, May 20, 1913, p. 5.
- 41 *Beacon*, June 17 and *Eagle*, June 17, 1913.
- 42 *Eagle*, July 27, 1913.
- 43 BOE, March 7 and April 4, 1910. The *Beacon*, March 8, 1910, also reported on growing dissatisfaction with the Wichita schools. *Wichita Eagle*, March 12, 16 and 23, 1910. *Eagle*, March 24, 1910.
- 44 *Eagle*, May 13, 1910.
- 45 *Biennial Report of The Board of Education of Wichita, Kansas for 1915-1916 and 1916-17*. pp. 86-87.
- 46 *Education*, Vol. 31, 1910-1911, p. 397.
- 47 *Beacon*, April 11, 1910; *Western School Journal*, December 1911, p. 22; *Report of the Board of Education, 1912-1913*, p. 63; *Eagle*, May 18, 1913.
- 48 *Eagle*, July 11 and October 6, 1912; *Report of the Board of Education, 1912-1913*, p. 40.
- 49 *Eagle*, December 19, 1913; *The Wichitan*, 1911, p. 5.
- 50 *High School Report*, 1913-1914, p. 41.
- 51 *Report of the Board of Education, 1913-1914*, p. 101.
- 52 *Eagle*, April 30 and May 7, 1913.
- 53 *Annual Report*, 1912-1913.
- 54 *Eagle*, March 4, 1915.
- 55 *Eagle*, March 1, 1915. The vacant College Hill building was considered.
- 56 *Eagle*, September 7, 1910 and August 20, 1912. Heretofore, teachers tested on a monthly basis. BOE proceedings refer to Mayberry's report, approved but gave no details. "Principles and Rules for the Promotion of Pupils in Grades and High School." Adopted by the Board of Education, September 9, 1910.
- 57 *Eagle*, October 27, 1910, p. 10, September 5, 1911, p. 2, and April 6, 1915.
- 58 *American School Board Journal*, October 1911; *Eagle*, July 2, 1912; and *Report of the Board of Education, 1913-1914*, p. 28.
- 59 *Eagle*, November 2, 1913, p. 3.
- 60 *Eagle*, March 20, 1919. Those who contested their cases were charged the higher fine.
- 61 *Eagle*, January 4, 1917.
- 62 *Eagle*, November 7, 1916; BOE, January 15, April 2 and May 7, 1917 and June 3, 1918, p. 116.
- 63 *The Wichitan*, 1912-1919; *Eagle*, March 7, 1916.
- 64 *The Wichitan*, December 17, 1915, p. 2 and 1919, p. 68.
- 65 *Eagle*, February 1 and 6, 1914.
- 66 *Eagle*, April 30 and May 5, 1919.
- 67 BOE, May 5, 1919, p. 159; *Eagle*, May 6 and October 4, 1919.
- 68 BOE, September 12 and October 9, 1916; *Report of the Board of Education, 1919-1920*.
- 69 *Eagle*, April 4, 1911 and September 16, 1916; BOE, April 3, 1911, p. 85.
- 70 *Beacon*, June 9, 1902; BOE, 1904-1910, passim, and May 10, 1915, p. 354; *Annual Report, 1913-1914, 1914-1915*, p. 77 and 110.
- 71 BOE, June 3, 1918, p. 117; *Statistical Report for 1917-1919*, p. 29.
- 72 BOE, November 6, 1905; *Eagle*, November 7, 1905.
- 73 *Beacon*, January 21, 1913; *The Wichitan*, October 31, 1913, p. 1. The *Eagle*, October 28, 1913, listed thirty-three students, whose ages ranged between sixteen and fifty years. *Statutes of Kansas*, 1915, Chapter 105, Article 23, #9394.
- 74 BOE, April 6, 1914.
- 75 BOE, September 6, 1915 and October 2, 1916; *Eagle*, September 9, 1915 and November 6, 1917.
- 76 *Eagle*, November 12, 1909.

- 77 *Eagle*, November 17, 1910; *Wichita High School Yearbook*, 1917, p. 48.
- 78 *Eagle*, September 18, 19, 23 and 24, October 5 and November 12, 1913, December 24, 1915 and January 4, 1916.
- 79 *Report of the Board of Education for 1912-1913*, Student Activities, p. 45.
- 80 BOE, November 6, 1911. Nothing was said in the October, November or December proceedings on the desire for separate schools. *Eagle*, November 7, 1911, p. 11.
- 81 *Eagle*, December 13, 1911, p. 8; BOE, July 1, 1912.
- 82 *Eagle*, June 12, 1912. Other names suggested were Benjamin Bannecker, city planner, and Wendell T. Woods, inventor. BOE, August 5, 1912, p. 166, May 27, 1912, p. 149, and April 22, 1912, p. 144.
- 83 *Eagle*, June 18, 1912, p. 3 and August 13, 1912, p. 6.
- 84 BOE, September 9, 1912, p. 174; *Eagle and Beacon*, September 10, 1912.
- 85 *Eagle*, October 2 and 8, 1912; *Annual Report of the Superintendent, 1913-1914*, p. 48.
- 86 *Report of the Board of Education of Wichita, Kansas for the Years 1913-14 and 1914-15*, p. 92, 93; and *Statistical Report for 1917-1919*, pp. 36-37, 40-41.
- 87 BOE, September 12 and October 9, 1916; and Adra Cleora Jones, "History of the Parent-Teacher Association in Wichita, Kansas" (unpublished M.A. Dissertation, University of Wichita, 1949), pp. 56-77.

CHAPTER VI

1. A. L. Booth, "Wichita, The Commercial Capital of Kansas," *The Kansas Teacher*, October 1929, pp. 42-45.
- 2 J. E. Moore, C. W. Popkins, W. L. Friley, "A Survey for Vocational Education in Wichita, Kansas," Survey Committee Report, University of Wichita, 1928, pp. 53 and 69.
- 3 *The Kansas Teacher*, October, 1923, p. 34.
- 4 Annual Reports to the State Department of Education compiled by Superintendent L. W. Mayberry.
5. *Beacon*, March 2, 1926.
6. *Beacon*, May 4, 1926.
- 7 *Beacon*, August 9 and 19, 1926.
- 8 *Revised School Laws of Kansas*, Chapter VII, Article 1, #133 and *Eagle*, April 13, 1924.
9. *Eagle*, August 8 and 9 and September 5, 1922.
- 10 *Eagle*, June 20 and 21, 1923.
- 11 *Eagle*, November 6, 1923, February 17 and March 4, 1924.
- 12 BOE, August through November, 1926, passim; *Beacon*, July 7 and September 19, 1926.
- 13 *Beacon*, March 15, 1929; *American School Board Journal*, May 1929, reviewed the plan briefly without editorial comment, but implied approval of it.
- 14 Financial Statement, the Board of Education, Wichita, Kansas, July 1, 1928 to June 30, 1929.
- 15 *Eagle*, July 4 and September 4, 1920.
- 16 *Eagle*, October 1, 2, 3, 1922; BOE, November 6, 1922 p. 373 and July 2, 1928, p. 161.
- 17 Richard Holstead, interview, January 19, 1977. Lorentz Schmidt's Horace Mann and Roosevelt were featured in the *American School Board Journal* in March 1924 and Wichita (East) High School in January 1925.
- 18 BOE, December 5, 1924; *Beacon*, July 20, 1926; *Eagle*, December 16, 1924, September 9 and November 16, 1926.
- 19 BOE, June 1, 1925; *Bulletin #20*, WPS, August 1929, p. 7.
- 20 *Eagle*, August 23, 1925; BOE, July 22, 1929 and *Beacon*, September 21, 1930. This memorial was moved in 1976 nearer to Douglas Street in order to provide space for new school construction between East and Roosevelt.

- 21 *Eagle*, December 6, 1921. The old Emerson school building on Water Street just south of Central housed school supplies of all kinds. *Eagle*, January 15, 1922.
- 22 *Eagle*, November 8, 1921; BOE, September 3, 1923, p. 425.
- 23 BOE, November 2, 1925.
- 24 *Eagle*, May 3, 1921 and June 2, 1925, p. 3.
- 25 *Eagle*, February 1, 1920 and October 9, 1921.
- 26 *Eagle*, May 4, 1926.
- 27 *Eagle*, September 12, 1926; *Beacon*, June 13, 1927.
- 28 *Bulletin #11*, WPS, August 1925, p. 1; Lawrence W. Mayberry, "What is a School?" *Kansas Teacher*, December 1927, pp. 17-18. For his leadership in education, L.W. Mayberry, in 1928, received the first honorary doctorate degree in education offered by the University of Wichita. *Kansas Teacher*, December 1928, p. 26.
- 29 *Bulletin #20*, WPS, August 1929.
- 30 *Eagle*, September 27, 1919, March 2, 7, 8, and July 4, 1920.
- 31 *Eagle*, March 23, 1920, p. 5.
- 32 BOE, May 3, 1920.
- 33 *American School Board Journal*, January 1922, p. 60.
- 34 BOE, April 2, 1923, April 7 and 14, 1924, February 1 and April 5, 1926. *Eagle*, September 8, 1920, April 13, 1924 and February 2, 1926.
- 35 BOE, April 4, 1927; *Bulletin #20*, WPS, 1929.
- 36 *Bulletin #20*, WPS, 1929.
- 37 *Eagle*, January 6, 1925; BOE, January 2, 1928; and *Beacon*, January 4, 1928.
- 38 Lenore Helen Scott, "A History of the Wichita City Teachers Association 1911-1928," M. of A. Dissertation, unpublished, University of Wichita, June 1949.
- 39 *Beacon*, April 4, 1926.
- 40 L. W. Brooks, "The Complexity of School Problems," *The Kansas Teacher*, February 1923, p. 12.
- 41 "Report of Commission on Teaching International Understanding in Secondary Schools," by L.W. Brooks, chairman of three-member commission. *Bulletin of the National Association of Secondary School Principals*, Vol. 11, 1927, pp. 209-217.
- 42 National Association of Secondary School Principals, H. V. Church, ed., *Fifth Yearbook* (Wisconsin, 1921), p. 38.
- 43 Jennie Small Owen, comp., *Annals of Kansas*, 2 vols., ed. Kirke Mechem (Topeka, Kansas: Kansas State Historical Society, no date), 2:306; *Eagle*, December 3, 1923 and March 11, 1928.
- 44 *Eagle*, April 21, 1928; H. S. Miller, "Salesmanship as a Science," *Kansas Teacher*, 1926.
- 45 *Eagle*, March 17, 1929; John Dixon, "Are Mental Tests in the Schools Democratic," *The American School Board Journal*, December 1929.
- 46 Superintendent L. W. Mayberry, "The Wichita Public Schools," *The Kansas Teacher*, October 1929, p. 46.
- 47 *The Kansas Teacher*, October 1928, p. 86.
- 48 *Bulletin #17*, WPS, August 1927, pp. 98,110,112,118.
- 49 *Eagle*, March 11 and July 7, 1925; *Bulletin #20*, WPS, August 1929.
- 50 Thomas D. Wood, Chairman Committee on Health Problems in Education, New York, N.Y., "The Health Crisis in Education," National Education Association, *Addresses & Proceedings of the 59th Annual Meeting, 1921*, vol. 59 (Washington, D.C.: n.p.), pp. 306-308.
- 51 Ralph G. Hurlin, "City Expenditures for School Health," *American School Board Journal*, November 1921, p. 31.
- 52 *Eagle*, December 18, 1921.
- 53 BOE, October 4, 1927; *Eagle*, October 4 and 6 and December 8, 1927.
- 54 *Eagle*, October 7, 1923; *Bulletin #16*, WPS, August 1925, p. 27.
- 55 *Eagle*, October 23, 1921.

- 56 *Eagle*, May 2, 1922.
- 57 *Bulletin #20*, WPS, August 1929, p. 4.
- 58 *Eagle*, October 15, 1922; Strong Hinman, interview, 1977
- 59 *Eagle*, September 11, 1921 and October 2, 1922.
- 60 *Eagle*, December 17, 1922; *The Wichitan*, 1925, p. 132-133.
- 61 *Eagle*, April 4, 5, 7, 1925.
- 62 *Eagle*, October 24, 1926.
- 63 *Eagle*, March 12, 1921, February 3 and April 23, 1928.
- 64 *Eagle*, November 13, 1921, October 15, 1922, and January 21, 1923.
- 65 *The Messenger*, December 5, 1923, p. 3, and reprinted in "A History of Music Education in the Wichita, Kansas Public Schools from 1871 to 1965," by Wynne J. Harrell, D.M.A. thesis, unpublished, University of Missouri, at Kansas City, 1967.
- 66 Edith L. Hilderbrant, "Music Memory Contests," *The School Review*, April 1922, p. 301-303; *Eagle*, November 16, 1924; *Bulletin #16*, WPS, 1926, p. 42; Harrell, "Music Education in Wichita," p. 221.
- 67 *The Kansas Teacher*, January 1926, p. 28; and *Eagle*, May 10, 1925.
- 68 *Eagle*, March 13, 1921, and May 5, 1924.
- 69 BOE, April 2 and June 4, 1923; *Eagle*, October 24, November 1, 1923 and May 11, 1924.
- 70 *Eagle*, March 25, 1925; John Michener, interview, June 17, 1977; Gerald Tague, interview, June 17, 1977.
- 71 *Eagle*, April 6 and 14, 1920.
- 72 *Eagle*, June 8, 1920; BOE, May 4 and June 7, 1920.
- 73 *Eagle*, March 13 and October 16, 1921, January 6, 1927.
- 74 *Eagle*, April 1 and 3, 1928.
- 75 *Eagle*, September 9 and 27, October 8 and 10, and November 7, 1919, September 13, 1920; *Bulletin #20*, WPS, August 1929, p. 4.
- 76 James H. Van Sickle, "How Far Shall The Public School System Care For The Feeble-Minded?" National Education Association, *Journal of Proceedings and Addresses of the 50th Annual Meeting* (Washington, D.C.: n.p.), June 6-12, 1912, pp. 408-411.
- 77 *Eagle*, November 18, 1919.
- 78 *Eagle*, April 10 and December 4, 1921; Herschel L. Glover, "A Study of the Historical Development of Special Education in the Wichita Public School System," Specialist in Education Dissertation, unpublished, University of Kansas, May 1966, pp. 16,24.
- 79 *Eagle*, January 31, 1925; BOE, February 2 and July 6, 1925.
- 80 *Beacon*, March 28, 1926; *Eagle*, January 9, 1927.
- 81 *Eagle*, February 2, 1926; BOE, August 2, 1926.
- 82 BOE, June 4, 1923, May 5, 1924, August 2, 1926; *Eagle*, August 28 and 29, 1925; *Bulletin #20*, August 1929, p. 5; Glover, "Special Education in Wichita," p. 32.
- 83 BOE, July 2, 1928. It became the Orville Wright Home in 1949.
- 84 *Bulletin #20*, WPS, August 1929; BOE, September 5, 1927.
- 85 *Bulletin #19*, August 1928, p. 29 and *Bulletin #20*, August 1929, pp. 61-62.
- 86 *Eagle*, October 27, 1919 and December 19, 1920.
- 87 *Bulletin #12*, August 1923, p. 52. No high school credit was given for these courses; Financial Statement, the Board of Education, Wichita, Kansas, July 1, 1928 to June 30, 1929; William Larry Williamson, "Origin and Development of Industrial Education in the Wichita, Kansas Public School System," M. of Science Dissertation, unpublished, Kansas State College of Pittsburg, July 1968, p. 44.
- 88 *Eagle*, March 1, 1920, p. 5.
- 89 *Eagle*, March 2, 3, and 4, 1920.
- 90 *Eagle*, November 14, 1920.
- 91 *Eagle*, February 3, 1924; *Bulletin #20*, WPS, August 1929.
- 92 *Eagle*, April 30 and May 2, 1925.

- 93 BOE, September 4, 1928; *Eagle*, September 5, 1928.
- 94 *Eagle*, December 17, 1922.
- 95 *Eagle*, April 7, 1925; BOE, April 6, 1925 and December 5, 1927, p. 118.
- 96 *Eagle*, May 24, 1919.
- 97 BOE, November 1 and December 6, 1920; *Eagle*, November 2, 1920.
- 98 *Eagle*, September 18, 1921; Marion L. Austin, Marie Brown and Jo Brown, interviews, May 1977.
- 99 BOE, February 4, 1931; *Eagle*, February 5 and 9, 1924; Marion L. Austin, interview, May 1977.
- 100 *Eagle*, January 9, 1923 and November 2, 1926. This Tulsa race war occurred in June 1921, with nine whites and twenty-one blacks known to have been killed.
- 101 *Eagle*, February 15, 1924; "Report of the Committee on Findings," The Conference on Race Relations, Wichita, Kansas, 1924, Kansas State Historical Society Library, Topeka, Kansas.
- 102 Gordon Lorraine West, "The Establishment and Growth of Negro Schools in the City of Wichita from 1912 to 1933," M. A. Dissertation, unpublished, University of Wichita, June 1933, pp. 52-55.
- 103 BOE, October 3, 1921; *Eagle*, October 4, December 11 and February 29, 1921.

CHAPTER VII

- 1 Oscar Theodore Barck, Jr. and Nelson Manfred Blake, *Since 1900* (New York: The Macmillan Company, 1952), pp. 436, 437.
- 2 Board of Education, September 7, 1937 and May 13, 1939. *Bulletin #29*, Wichita Public Schools, August 1937.
- 3 *American School Board Journal*, July 1938, p. 90; U.S., *America Builds, The Record of the PWA—Public Works Administration* (Division of Information, U.S. Government Printing Office, 1939), p. 128; John D. Hicks, *The American Nation* (Houghton, Mifflin Company, 1955), p. 574.
- 4 BOE, August 3 and 6, 1931.
- 5 *Wichita Eagle*, August 9, 1931; Harold Caldwell, March 13, 1977.
- 6 BOE, January 6, March 3 and May 5, 1930.
- 7 *Wichita Eagle*, January 22 and 29, 1930.
- 8 *Wichita Eagle*, March 30, 1931.
- 9 *Evening Eagle*, March 30, 1931.
- 10 *Wichita Eagle*, December 25, 1931, January 5 and 27 and April 17, 1932.
- 11 *Wichita Eagle*, July 26, 1932, April 30, 1933; BOE, July 30, 1932, p. B36.
- 12 *Bulletin #23*, Wichita Public Schools, July 1932.
- 13 *Wichita Eagle*, March 4, 15 and 16, 1933, WCL clipping.
- 14 *Wichita Eagle*, March 22 and 25, 1933; *Evening Eagle*, February 4 and 28, 1938.
- 15 *Wichita Eagle*, April 4 and 18 and June 13, 1933; Kansas, H. R. 745, Chapter 319, Session Laws, 1933, Topeka, 1933, pp. 522-530.
- 16 *Wichita Eagle*, August 11, 1933 and November 11, 1934, WCL clipping.
- 17 L. W. Mayberry, *Our Public Schools in Wichita, A Self Survey* (Board of Education, Wichita, August 1937), p. 15; BOE, February 9 and 28, 1938; *Wichita Beacon*, February 28, 1938.
- 18 *Wichita Eagle*, November 6, 1934, p. 3.
- 19 *Wichita Eagle*, January 24, 1932; "Statement of Cash Receipts and Disbursements," Wichita Public Schools, July 1, 1937 to June 30, 1938; *Wichita Beacon*, July 28, 1938.
- 20 *Wichita Eagle*, January 4, 1934; Everett S. Cole, "Elementary Education in Wichita, Kansas from 1871 to 1963," Education Dissertation, unpublished, Colorado State College, August 1964, p. 30, Taken from: Federal Works Agency, Works Progress Administration, *Final Statistical Report of the Federal Emergency Relief Administration* (Washington,

- D.C.: United States Printing Office, 1942), p. 181; BOE, December 18, 1933.
- 21 BOE, June 28, 1935, p. B399. Known as Federal Emergency Relief Act (FERA) Project 2B453; *Bulletin #27*, Wichita Public Schools, August 1935, pp. 44-47.
 - 22 BOE, September 3, 1935 and May 3, 1937; *Wichita Eagle*, September 4, 1935.
 - 23 BOE, July 5, August 1 and September 6, 1938; *Wichita Beacon*, September 5 and 12, and October 3, 1939; *Wichita Eagle*, January 7 and 10, 1940.
 - 24 *Wichita Eagle*, January 7, 1936; BOE, October 5, 1936 and December 7, 1936; *Bulletin #30*, Wichita Public Schools, August 1938, p. 64.
 - 25 *Wichita Beacon*, September 11, 1938; Interviews with Gene Mood and Richard Holstead, March 9, 1977.
 - 26 *Bulletin #23*, Wichita Public Schools, July 1932
 - 27 BOE, June 1, 1931, p. 482-483; *Bulletin #26*, August 1934.
 - 28 BOE, November 6, 1933, p. B20; Letter to Mrs. Hortnese Campbell from Bliss Isley, May 10, 1934, Wichita Library File; In 1975-1976 the area around the granite block was purchased and landscaped with walks, benches and shrubs.
 - 29 *Wichita Eagle*, January 10, 1932 and February 2, 1932.
 - 30 *Wichita Beacon*, April 17, 1927; *Wichita Eagle*, April 13, 1930. Elizabeth Truax and Royse Francis Aldrich, "Memorials, Monuments and Statues," WPA collection, Wichita State University, Special Collections.
 - 31 BOE, March 4, 1935; O. P. Loevenguth, interview April 1977.
 - 32 BOE, 1936-1937, passim; *Wichita Eagle*, March 28, 1937.
 - 33 *Wichita Eagle*, May 1937, stated that 533, seventy-seven percent, out of 690 Wichita teachers had college degrees; *Wichita Eagle*, August 15, 1937, Wichita City Library clipping; *Kansas Teacher*, October 1937, p. 7.
 - 34 *Wichita Eagle*, December 13, 1931.
 - 35 BOE, April 7, 1930, p. 336; This raise was granted during a period of oversupply of teachers.
 - 36 BOE, April 4 and 19, 1932; *Wichita Eagle*, April 20, 1932.
 - 37 Minutes of the Wichita City Teachers Association, February 1, and 6, 1933. The resolution which appeared in the Board of Education minutes had been slightly modified.; BOE February 6, 13, and March 7, 1933; *Wichita Eagle*, February 14, 1933 and August 6, 1935; Interviews with Harold Caldwell and Strong Hinman.
 - 38 *Wichita Eagle*, March 7 and April 25, 1933.
 - 39 *Kansas Teacher*, 1935, p. 26.
 - 40 BOE, May 1, 1939, p. H-352.
 - 41 Minutes of the Wichita City Teachers Association, 1929-1939, passim; *Bulletin #23*, July 1932, pp. 35-36; Lenore Helen Scott, "A History of the Wichita City Teachers Association, 1911-1938," M.A. Dissertation, unpublished, University of Wichita, June 1949, p. 28-32; The Public Salary Tax Act, enacted by Congress April 12, 1939, extended provisions of the federal income tax laws to officers and employees of states beginning with the calendar year 1939.
 - 42 *Bulletin #27*, August, 1935; Wichita City Teachers Association Annual Report, 1937-1938.
 - 43 Minutes of the Wichita City Teachers Association, December 14, 1932, April 8, and 29, 1935.
 - 44 Minutes of the Wichita City Teachers Association, October 12, 1925 through March 21, 1934, and April 25, 1934 to February 2, 1938; February 23, 1938 to May 2, 1949, passim.
 - 45 *Kansas Teacher*, September 1939, p. 26.
 - 46 Minutes of the Wichita City Teachers Association, agreement dated October 17, 1938.
 - 47 BOE, January 2, 1934; *Wichita Eagle*, January 3, 1934.
 - 48 C. A. Bowers, "The Ideologies of Progressive Education," *History of Education Quarterly*, Winter 1967, p. 467.

- 49 *Kansas Teacher*, March 1939.
- 50 *Wichita Beacon*, October 20, 1933; *Kansas Teacher*, January 1936, p. 27.
- 51 *Bulletin #22*, Wichita Public Schools, August 1931, pp. 12-15.
- 52 Superintendent L. W. Mayberry, *Our Public Schools in Wichita, Kansas. A Self Survey* (Board of Education, August 1937), p. 36.
- 53 *Bulletin #23*, Wichita Public Schools, July 1932, pp. 49-50.
- 54 Virginia Reed, "Projective Education Replaces Hickory Rod," *Wichita Eagle*, April 13, 1930.
- 55 *Bulletin #23*, Wichita Public Schools, July 1932, pp. 54-56.
- 56 Superintendent L. W. Mayberry, *Our Public Schools*, 1937.
- 57 *Wichita Eagle*, February 23, 1930.
- 58 *Bulletin #30*, "A Review of the Year 1937-1938," August 1938.
- 59 *Wichita Eagle*, February 12, 1939.
- 60 BOE, July 2, 1934 and October 7, 1935.
- 61 *Evening Eagle*, September 18, 1934.
- 62 *Bulletin #25*, August 1933.
- 63 *Bulletin #23*, July 1932, pp. 11-12.
- 64 Emory L. Cox, "Corecreation in Wichita," *Journal of Health and Physical Education*, May 1937, pp. 300-301; Interview with Strong Hinman, March 14, 1977.
- 65 *Journal of Health and Physical Education*, November 1935, pp. 32-33, 59.
- 66 *Wichita Eagle*, January 8, 1932; *Bulletin #25*, August 1933, p. 61; *Bulletin #30*, 1937-1938.
- 67 *Journal of Health and Physical Education*, October 1936, p. 490; Hinman did not sign a contract with the Kansas City board, going instead to Topeka.
- 68 *Bulletin #22*, August 1931, pp. 44, 45.
- 69 *Wichita Beacon*, April 2 and May 9, 1930, Wichita City Library clipping.
- 70 *Bulletin #29*, August 1937, p. 32; *Bulletin #30*, August 1938, p. 21.
- 71 *Wichita Eagle*, March 18, 1930; Mabel Rosenberger, "The Growth of Weekday Church Schools in Wichita, Kansas, 1924-1949," M.A. Dissertation, unpublished, University of Wichita, July 1949, p. 27.
- 72 *Bulletin #27*, August 1935, p. 45.
- 73 *Wichita Eagle*, April 8, 1934 and June 6, 1935; *Evening Eagle*, May 27, 1935; *Bulletin #27*, August 1935, p. 46.
- 74 *Evening Eagle*, July 16, 1934.
- 75 *Evening Eagle*, September 12, 1933; *Wichita Eagle*, December 17, 1935; BOE, August 3, 1936, p. B523.
- 76 News clipping, dated April 17, 1934; Dale Critser, interview March 11 and 17, 1977.
- 77 *Wichita Eagle*, September 5, 7; October 14, 15, 16, 1928; BOE, December 13, 1937.
- 78 *Wichita Eagle*, September 10, 1931 and December 2, 1936; The Chamber of Commerce donated \$75 for purchase of safety signs; Yellow Cab Company donated another \$18.
- 79 *Bulletin #29*, August 1937, p. 35.
- 80 BOE, March 13, p. 482; April 6, p. D43; and April 15, 1936, p. B491, "The Wichita Public Forums,"; *Kansas Teacher*, December 1936, p. 15.
- 81 *Wichita Beacon*, October 25, 1936, Wichita City Library clipping.
- 82 *Bulletin #23*, July 1932, p. 47; *Kansas Teacher*, September 1939, p. 33; The PTA membership was open to all regardless of race, color, creed, financial rating, cultural development or professional standing.
- 83 Adra Cleora Jones, "History of the Parent-Teacher Association in Wichita, Kansas," M.A. Dissertation, unpublished, University of Wichita, Kansas, May 1949, pp. 28-34.

CHAPTER VIII

- 1 Richard Long, *Wichita Century* (Wichita, Kansas: McCormick-Armstrong, 1960), p. 179.
- 2 *Wichita Century*, p. 181.
- 3 *Wichita Century*, p. 182.
- 4 Shelby C. Davis, "Wichita—Boom Town," *Current History and Forum*, January 10, 1941, p. 9.
- 5 *Current History*, pp. 11 and 30.
- 6 *Eagle*, December 2, 1941.
- 7 *Current History*, pp. 9-11, 30.
- 8 *Eagle*, April 22 and September 10, 1941; BOE, September 15, 1941; *Beacon*, October 6, 1941.
- 9 BOE, August 6, 1942.
- 10 I.L. Kandel, *The Impact of the War Upon American Education* (Chapel Hill: University of North Carolina Press, 1948), pp. 68, 69.
- 11 Kandel, *Impact of the War*, pp. 69, 70, 71, 73.
- 12 Letter to the people of Parsons from C. O. Wright, Executive Secretary of the Kansas State Teachers Association, *Kansas Teacher*, November 1944, pp. 7, 8. Wright also believed the state should and could pay at least twenty-five cents on the dollar toward public education.
- 13 Letters copied from J. C. Hoehle to Wilbur Jones, chairman of Buildings and Grounds Committee, April 23, 1940; Eugene Smith to J. C. Hoehle, April 27, 1940. Letters attached to the BOE proceedings, May 13, 1940.
- 14 "Report on Condition of Franklin School," submitted for the use of PTA. BOE, May 13, 1940.
- 15 *Beacon*, October 6, 1941; BOE, July 7 and October 6, 1941; *Evening Eagle*, April 15, 1942; BOE, May 4, 1942.
- 16 BOE, January 3 and 9, and February 15, 1943; *Eagle*, December 16, 1947; BOE, May 3, 1948.
- 17 *Evening Eagle*, January 29, 1944; *Beacon*, September 8, 1948.
- 18 *Eagle*, February 6 and August 5, 1947.
- 19 *Wichita Beacon*, September 28, 1947; *Eagle*, July 25, 1948.
- 20 BOE, April 5, 1948; *Evening Eagle*, May 17, 1949.
- 21 Florence Kerr, "The WPA School-Lunch Program," *American School Board Journal*, December 1940, p. 50-51; George Hillyer, "WPA School Lunch Projects in Kansas," *Kansas Teacher*, January 1941, pp. 3-4; *Beacon*, May 25, 1941; *Eagle*, September 16, 1941; *Evening Eagle*, March 17, 1943.
- 22 *Evening Eagle*, February 28, 1949. The Kansas State Superintendent of Public Instruction first appointed a school lunch director in 1946.
- 23 Nadine Miller, "Kansas City Adopts Unit Plan," *American School Board Journal*, September 1941, pp. 147-148. The Kansas City, Missouri Board of Education adopted the unit system of administration in July 1941. Topeka schools adopted the unit plan in 1943. See Glenn Archer, "The Unit Plan of Administrative Organization in Topeka, Kansas," *American School Board Journal*, October 1943, p. 23.
- 24 *Evening Eagle*, April 4, 1945; *Eagle*, January 29, 1946.
- 25 *Eagle*, December 17, 1946; BOE, March 10, 1947; John Michener, interview, March 1977.
- 26 BOE, October 18, 1948 and January 3, 1949; *Eagle*, July 6, 1949.
- 27 Mayberry's secretary, Edna Cairns began with him in 1912 and was still his secretary

in December 1941. *Eagle*, December 2, 1941; Jennie Small Owen, "Lawrence Wallace Mayberry," *Kansas Teacher*, September 1943, p. 10.

28 *Kansas Teacher*, September 1943, p. 10, 37. A year before Mayberry retired, the *Evening Eagle* announced unofficially that William M. Richards, superintendent of Emporia public schools would succeed L. W. Mayberry.

29 *Evening Eagle*, August 10, 1942; BOE, January 9, 1943; *Eagle*, January 10, 1943. Wheat was the only superintendent in Wichita Public School history to lease a car for school business, a 1940 two-door Mercury Sedan, for six months for ten dollars per month for official business only. The school board supplied the gas. BOE, October 4, 1943.

30 Bulletin #36, WPS, August 1944, pp. 11-12.

31 BOE, July 7, 1944; *Beacon*, July 9, 1944; *Evening Eagle*, July 10, 1944; BOE, August 17, 1944. Wheat's salary was paid through July 1945.

32 BOE, December 9, 1944; *Eagle*, December 10 and 31, 1944. Fowler started working in Wichita, January 8, 1945.

33 BOE, August 6, 1945, and April 7, 1947.

34 By-Laws, Rules and Regulations of The Board of Education, 1947, Wichita, Kansas.

35 *Eagle*, January 12 and 17, 1949.

36 *Eagle*, January 28, 1949.

37 *Eagle*, January 29, 1949.

38 *Eagle*, February 7, 1949.

39 *Eagle*, February 7, 1949.

40 *Eagle*, March 8, 1949.

41 *Eagle*, March 8, 1949. Radio station KFJH broadcast both the February and March sessions.

42 Gordon Jones, interview, May 6, 1977.

43 *Eagle*, March 23, 1949; Gordon Jones, interview.

44 BOE, April 11, 1949; *Eagle*, April 12, 1949.

45 Kandel, *Impact of the War*, p. 61.

46 *Kansas Teacher*, May 1947, pp. 5, 6; BOE, June 20, 1949; *Eagle*, June 21, 1949.

47 Adel F. Throckmorton, *Kansas Educational Progress* (Topeka: State Department of Public Instruction, 1967), p. 92.

48 BOE, April 22, 1946; *Eagle*, May 4 and November 4, 1946, and June 21, 1949.

49 BOE, May 17 and August 7, 1944.

50 *Eagle*, May 4, 1948.

51 The association office moved to the Carleton building, 428 South Broadway in 1943. *Evening Eagle*, December 1, 1941.

52 Lenore Helen Scott, "A History of the Wichita City Teachers Association, 1911-1948," Master's Dissertation, unpublished, University of Wichita, June 1949, pp. 32-42.

53 Bulletin #32, WPS, August 1940, p. 59.

54 Bulletin #38, WPS, August 1946, pp. 11, 12.

55 Bulletin #38, WPS August 1946, pp. 14, 15.

56 Bulletin #40, WPS, August 1948, p. 16.

57 Bulletin #39, WPS, August 1947, pp. 18, 19.

58 *American School Board Journal*, September 1945, pp. 25, 26.

59 Bulletin #39, WPS, August 1947, pp. 29, 30.

60 *Kansas Teacher*, April 1948, pp. 33-35.

61 *School Arts*, December 1948, pp. 112-115, 8a; Bulletin #41, WPS, August 1949, p. 23.

62 Bulletin #38, WPS, August 1946, pp. 18, 19.

63 Bulletin #40, WPS, August 1948, p. 30.

64 Anna Jane Michener, acting head, "Report on Community Education for Home and Family Life in Wichita 1938-1946." Wichita's family life program was described in the *American Library Association Bulletin*, March 10, 1940 by Ruth E. Hammond, "Wichita's Family Life Project," pp. 187, 188; and by Muriel W. Brown, "Wichita Program," *School Life*, December 1940, pp. 68-70, 77.

- 65 *Eagle*, February 12, 1939; *Bulletin #38*, WPS, August 1946, p. 40.
- 66 *Bulletin #41*, WPS, August 1949, p. 55; C. D. Miller, *Leave the Woodpile Higher Than You Found It* (Mission, Texas: Rio Grande Publishing Co., 1975), p. 411.
- 67 BOE, June 1, 1942; *Evening Eagle*, January 16, 1948.
- 68 Mr. and Mrs. Paul Heide wrote a letter to the Board of Education in 1947, asking that a driver training course be included in the curriculum. *Eagle*, October 21, 1947; BOE, December 1, 1947, January 5 and June 7, 1948.
- 69 *Kansas Teacher*, April 1949, pp. 32-33, 42.
- 70 *Bulletin #40*, WPS, August 1948, pp. 27, 28.
- 71 *Bulletin #35*, WPS, August 1943; *Bulletin #37*, WPS, August 1945, pp. 25-27.
- 72 *Bulletin #39*, WPS, August 1937, p. 31. The Board provided for an electric test scoring machine for 1947-1948. It reduced scoring time from five minutes by hand to fifteen seconds by machine. The Wichita school system was the first in Kansas to install the electric test scoring machine.
- 73 *Bulletin #40*, WPS, August 1948, p. 26; *Bulletin #41*, WPS, August 1949, p. 26. Intelligence tests were administered to all high school students for first time in 1948-1949.
- 74 *Bulletin #35*, WPS, August 1943, p. 11.
- 75 BOE, July 6 and September 8, 1942. Of the approximately 66,000 volumes in the school libraries some 60,000 were owned by the Board of Education. *Beacon and Evening Eagle*, December 9, 1948.
- 76 Crystal McNally, Director of Library Services, interview, May 12, 1977.
- 77 *Eagle*, November 5, 1940; Davis, *Current History*, January 10, 1941, p. 11; *Bulletin #34*, WPS, August 1942, p. 88.
- 78 F. L. Novascone, "Aircraft Riveting and Assembling Course," *Industrial Arts and Vocational Education*, March 1942, p. 102-104. F. L. Novascone taught sheet metal in 1938-1939.
- 79 *Eagle*, June 1942, p. 5; *Bulletin #34*, WPS, August 1942, pp. 88, 89.
- 80 *Eagle*, November 17, 1942.
- 81 *Bulletin #37*, WPS, August 1945, pp. 15-21.
- 82 Bliss Isely, "J. C. Woodin Directs Kansas Manufacturer's Show," *Kansas Teacher*, December 1947, p. 19.
- 83 "Report of C. A. Prosser to the Special Committee on Vocational Education of the Wichita Manufacturers' Club," March 1, 1941, pp. 3-15.
- 84 BOE, May 3, 1941 and August 5, 1946.
- 85 *American School Board Journal*, December 1946, p. 70; *Evening Eagle*, February 28, 1947. Construction of a vocational-technical high school was included in the school bond issue passed in August 1947.
- 86 BOE, August 2 and September 7, 1948; Letter, August 2, 1948 from George Stallwitz, attorney for the Wichita Board of Education to Dr. J. A. Bogue, President of the Board of Education.
- 87 Mable Rosenberger, "The Growth of Weekday Church Schools in Wichita, Kansas 1924-1949," Master's Dissertation, unpublished, University of Wichita, July 1949, pp. 39-40; *Eagle*, August 2, 1949.
- 88 BOE, June 16, 1943.
- 89 "Wichita Foundation for Better Hearing," Board of Education Ledgers, December 3, 1945, office of chief accountant, Administration Building, Wichita, Kansas.
- 90 *Kansas Teacher*, May 1949.
- 91 Kandel, *Impact of the War*, pp. 46-49.
- 92 *Bulletin #35*, WPS, 1942-1943, p. 15; and *Bulletin #37*, WPS, August 1945, pp. 10, 13.
- 93 BOE, May 7, 1945; Letter to Mr. C. W. Anderson, Federal Works Agency, St. Paul, Minnesota, from Leland R. Armstrong, October 13, 1945. Filed in the Business Services Division, 428 South Broadway.
- 94 *Bulletin #35*, WPS, August 1943, p. 14.
- 95 *Bulletin #35*, WPS, August 1943, p. 12.

- 96 *Kansas Teacher*, March 1945, p. 10.
 - 97 News clipping, about March 1948, n.d.
 - 98 *Eagle*, March 25, 1948.
 - 99 Robert L. Lane "A Historical Study of the Development of School Desegregation in the Wichita Public Schools, 1966 to 1975," Ed. D. Dissertation, unpublished, University of Kansas, 1976, p. 53.
 - 100 *Eagle*, May 21, 1946.
 - 101 BOE, May 5, 1947.
- The following persons were consulted for chapter 8: Crystal McNally, O.P. Loevenguth, Dale Critser, Paul Kitch, Thomas Kelly, Delore Gammon, Gordon Jones, Jeanne Naugle.

CHAPTER IX

- 1 Elaine Exton, "The Schools in the National Emergency," *American School Board Journal*, September 1950, pp. 35-36.
- 2 *Wichita Century*, Dick Long, pp. 193, 194.
- 3 *Wichita Century*, Dick Long, pp. 200, 204.
- 4 BOE, November 4, 1963.
- 5 *Wichita Century*, pp. 193-196.
- 6 Mark Travaglini, "In the Wake of Sputnik," *A Nation of Learners* (U.S. Department of Health, Education and Welfare, Washington, 1976), pp. 93, 94.
- 7 Ken Brasted, Jr., board member 1947-1955, interview, May 23, 1977; Carl Bell, Jr., interview, June 2, 1977.
- 8 Paul Woods and Carl Bell, Jr., interviews.
- 9 *Wichita Beacon*, January 24, 1957.
- 10 Communications Office clippings file, (hereafter referred to as CO clipping), March 1957; *Inter Com*, April 27, 1959.
- 11 Pat Talbott, Edwana Collins, Carl Bell, Jr., interviews; *Wichita Beacon* and *Eagle*, articles, 1955-1959.
- 12 BOE, May 5, 1958; *Eagle*, May 22, 1958. The Clerk of the Board has files of agendas dating from May 19, 1958.
- 13 *Beacon*, May 5 and 29, 1959.
- 14 BOE, October 3, 1949 and March 5, 1951; *Beacon*, November 9 and 28, 1951.
- 15 *School Laws enacted by the Legislature of 1949*, Senate Bill 357, p. 44; BOE, February 5 and 12, 1951; *Evening Eagle*, August 19, 1953 and August 20, 1954; *Beacon*, October 2, 1954 and July 31, 1955; Leroy Hinman and Paul Scheer, "Taxation and Assessment," March 31, 1958.
- 16 *School Laws enacted by the Legislature of 1949*, prepared by W. A. Stacy, Assistant State Superintendent, (Topeka, Kansas, 1949), pp. 44-46.
- 17 BOE, June 3, and November 11, 1957; *Eagle*, November 12, 1957; *Beacon*, November 12, 1957; Paul Woods, interview, May 27, 1977; Carl Bell, Jr., interview, June 2, 1977.
- 18 BOE, March 10, 1958; *Evening Eagle*, April 5, 1958.
- 19 BOE, April 7, 1958.
- 20 Letter, A. T. Kearney and Company to L. E. Wilbur, July 14, 1952; *Bulletin #44*, WPS, August 1952, pp. 14, 15; Letter, A. T. Kearney to L. E. Wilbur, May 6, 1955, Kearney files, Business Services Division.
- 21 *Bulletin #48*, WPS, August 1956, p. 9
- 22 BOE, April 20, 1959.
- 23 CO clipping, April 21, 1959.
- 24 CO clipping, May 7, 1959.
- 25 BOE, agenda, March 2, 1959; *Inter Com*, March 27, 1959; *Morning Eagle*, May 11, 1959.
- 26 *Morning Eagle*, May 11, 1959.

- 27 *Eagle*, May 11, 1959, CO clipping.
- 28 Martin Hartley, Carl Bell, Jr., William W. King, interviews; *Eagle*, May 12, 1959.
- 29 Martin Hartley, Carl Bell, Jr., interviews; *Eagle*, May 12, 1959, CO clipping.
- 30 BOE, August 4, 1958; *Evening Eagle*, August 5, 1958. Morris began work October 2, 1958, at a salary of \$10,000. Alvin Morris, interview, May 31, 1977.
- 31 Interviews, Jesse Merida, Jo Brown, Marie Brown, Daisy Brown Austin, May, 1977, and Kenneth Nickel, June 6, 1977.
- 32 BOE, August 15, 1949, September 4, 1951, March 3, 1952, and agenda, October 3, 1960, p. 14; *Bulletin #45*, WPS, August 1953, p. 9; *Morning Eagle*, September 2, 1954; *Evening Eagle*, August 26, 1954; Interviews, Gordon Jones, May 1977, Paul Woods, May 27, 1977, and William T. Ward, May 31, 1977.
- 33 Dr. James K. Sours, "A Brief on Some Background Material Related to Integration in the Wichita Public School System," pp. 5-6; Robert Lane, "A Historical Study of the Development of School Desegregation in the Wichita Public Schools, 1966 to 1975," Ed D. Dissertation, University of Kansas, 1976, p. 76.
- 34 Dr. James K. Sours, *Ibid*, pp. 2-6. Robert Lane, *Ibid*, passim.
- 35 *Eagle*, November 29, 1955, CO clippings.
- 36 BOE, January 6, 1958; *Bulletin #51*, WPS, August 1959, p. 10.
- 37 *American School Board Journal*, January 1950, p. 62; Paul Kitch and Paul Woods, interviews, May 1977.
- 38 *Eagle*, September 19, 1954.
- 39 L. E. Wilbur, Assistant Superintendent in Charge of Business Affairs, "Financing of the Wichita Public Schools 1956-1957 and Building for an Expanded School Population," p. 12, Board of Education Business Office, Wichita, Kansas, 1956-1957.
- 40 *Beacon*, September 19, 1950; *Eagle*, October 3, 1950; BOE, December 30, 1954; *Morning Eagle*, February 8, 1955; L. E. Wilbur, Assistant Superintendent in Charge of Business Affairs, "Financing of the Wichita Public Schools 1956-1957 and Building for an Expanded School Population," Board of Education, Wichita, Kansas, 1956-1957, p. 9; L. E. Wilbur, "Financing of the WPS 1957-1958 and Building for an Expanded School Population," Board of Education, Wichita, Kansas, 1957-1958. The Board purchased a sixty-acre tract for \$1,500 per acre west of Ridge Road and south of Central in 1955 for the site of a northwest high school. Edwana Collins, interview, May 31, 1977.
- 41 *Beacon*, January 19, 1953, CO clipping; *Kansas School Laws*, 1957, GS. 1955 Supplement 72-1626a.
- 42 BOE, June 30, 1958.
- 43 *Morning Eagle*, April 21, 1950: Richard Holstead, E.F. Mood, Paul Kitch, interviews.
- 44 "Standards of Procedure, Modern Economy Type Building," Board of Education, December 1949, pp. 1-7. Additions and changes were made in February 13, 1951.
- 45 "Manual of Information to Architects," Board of Education, 1955, p. 9.
- 46 BOE, May 4, 1959.
- 47 CO clipping, July 15, 1955; *Bulletin #48*, WPS, August 1956, p. 9.
- 48 CO clipping. The "Program of Functional Requirements for an Educational Administrative Center," 1955, described in detail plans for this center.
- 49 CO clippings, approximately 1955, 1956, 1959.
- 50 *Eagle*, May 3, 1949; BOE, June 13, 1949; Darrel Thorp, interview.
- 51 CO clipping, June 7, 1959.
- 52 CO clippings about 1955, p. 28 and August 24, 1958.
- 53 *Beacon*, November 22, 1954; *Eagle*, November 23, 1954, and September 1955, CO clippings.
- 54 *Beacon*, June 21, 1958.
- 55 BOE, April 14, 1958.
- 56 *American School Board Journal*.

- 57 BOE, July 9, 1949; *American School Board Journal*, February 1950; BOE, December 5, 1955.
- 58 BOE, January 5, 1959; *Evening Eagle*, January 7, 1959; F. Throckmorton, (*Kansas Educational Progress 1858-1967*), Topeka, Kansas, 1967, p. 92.
- 59 BOE, March 5, 1956.
- 60 BOE, March 5, 1956; *Beacon*, March 6, 1956; *Eagle*, March 6, 1956.
- 61 BOE, March 26, 1956.
- 62 Carl Bell, Jr., interview, June 2, 1977; Robert Hollowell, interview, June 6, 1977. The NEA office moved from the administration building in January 1958 to Kellogg Elementary.
- 63 *Kansas Teacher*, March 1957, p. 14; BOE, March 4, 1957; Interviews with Robert Hollowell.
- 64 Callahan, *An Introduction to Education in American Society*, pp. 425, 426; BOE, February 5, 1951.
- 65 Carl Bell, Jr., interview, June 2, 1977.
- 66 BOE, May 2, 1955. Experienced teachers had benefited likewise in 1954. *Eagle*, February 15, 1956. Survey done in three public utilities, one aircraft plant, two commercial banks, and a government agency. *Beacon*, March 5, 1956.
- 67 *Beacon*, November 21, 1958; CO clipping.
- 68 BOE, June 21, 1954; *Eagle*, April 14 and 16, 1955; CO clipping; Letter to Lawrence E. Wilbur from WCTA. *Eagle*, February 10, 1956; BOE, April 2, 1956 and passim 1950-1960.
- 69 *American School Board Journal*, February 1, 1950, p. 52, April 1953 and June 1956, p. 50; *Evening Eagle*, January 19, 1955.
- 70 *Eagle*, February 15, 1956; Vynce A. Hines and Hulda Grobman, University of Florida, "The Weaker Sex is Losing Out," *The American School Board Journal*, March 1956, pp. 100-102.
- 71 *Beacon*, June 23, 1958.
- 72 School Law Supplement, Senate Bill 325, p. 83; Callahan, *An Introduction to Education in American Society*, p. 436; Arthur G. Sellen, "Dare We Trust Our Teachers?" *Kansas Teacher*, May 1949, p. 22.
- 73 *Beacon*, June 23, 1958.
- 74 *Kansas Teacher*, January 1955, p. 7.
- 75 *American School Board Journal*, July 1953, p. 46.
- 76 *Evening Eagle*, December 18, 1957. Gammon had explored the primary unit or the non-graded elementary school for several years, deciding in 1959-1960 to make a comprehensive community study of the concept. *Bulletin #51*, WPS, August 1959, p. 8.
- 77 CO clippings, September 20, 1956.
- 78 BOE, October 1, 1956, p. M-92.
- 79 *Evening Eagle*, October 12, 1956.
- 80 CO clippings, 1956.
- 81 *Beacon*, September 25, 1956.
- 82 BOE, October 6, 1958; *Bulletin #45*, WPS, August 1959, p. 24-27; *Bulletin #50*, WPS, August 1958, p. 15, 33-35; *Eagle*, May 13, 1959, CO clipping; Wm. King, interview, June 8, 1977; Dr. Floyd Farmer, interview, June 7, 1977.
- 83 BOE, May 18, 1959; *Bulletin #51*, WPS, August 1959, p. 22. West also piloted a language laboratory in 1958.
- 84 CO clippings, about 1964.
- 85 *Evening Eagle*, May 18, 1955; *Beacon*, June 22 and 24, 1956.
- 86 *Eagle*, March 3, 1959; BOE, March 2, 1959.
- 87 *Beacon*, May 28, 1960; Boe, April 20, 1959.
- 88 *Evening Eagle*, June 4, 1957; BOE, March 18, 1957.
- 89 *Eagle*, April 17, 1958; *Beacon*, February 17, 1959; BOE, June 2 and September 2, 1958, February 9 and May 4, 1959; *Inter Com*, January 26, 1959, p. 4.
- 90 *Eagle*, June 14, 1949; *American School Board Journal*, September 1949, p. 55; BOE,

April 4, 1949 and November 29, 1948; Letter from George Stallwitz to Paul Kitch, March 25, 1949.

91 Harry E. Barnes and Oreen M. Ruedi, *The American Way of Life* (New York: Prentice-Hall, Inc., 1942; pp. 750 and 754.

92 *Kansas Teacher*, March 1955.

93 *Kansas Teacher*, March 1955, p. 33; editorial in the *Wichita Beacon*, September 11, 1956; CO clipping, no date, about May 1957; *Bulletin #49*, WPS, August 1957, pp. 16, 17, 34.

94 BOE, November 29, 1948; *Bulletin #41*, WPS, August 1949, p. 27; *Bulletin #45*, WPS, August 1959, p. 35.

95 CO clipping, July 26, 1958; James Dye, interview, August 5, 1977.

96 Myrabell Hollowell, interview, June 10, 1977.

97 Myrabell and Robert Hollowell, Wm. "Woody" King, interviews, June 6 and June 9, 1977.

98 CO clipping, no name or date.

99 *Bulletin #47*, WPS, August 1955, pp. 39-43; *Eagle*, September 1955, n.d. Twenty-eight states had already adopted this program.

100 *School Laws Enacted by the Legislature of 1949*, Topeka, 1949.

101 *American School Board Journal*, July 1950, p. 58; BOE, June 8, 1953, March 4, 1957 and June 16, 1958; Herschel L. Glover, "A Study of the Historical Development of Special Education in the Wichita Public School System," (unpublished Specialist in Education degree dissertation, University of Kansas, May 1966), pp. 21, 22.

102 BOE, April 4, 1955 and February 2, 1959; *Bulletin #48*, WPS, June 1956; Alvin Morris, interview, May 31, 1977.

103 *Eagle*, June 15, 1959; *Bulletin #51*, August 1959, p. 850.

104 BOE, February 2, 1959; Office of the Superintendent, "Rationale for the Elimination of Special Education Supplements," May 17, 1977, pp. 1,2.

105 John Phillips and Charles F. Grover, "High School Secret Societies: A Nationwide Problem," *American School Board Journal*, August 1947, p. 28.

106 *Beacon*, May 3, 1950; *Evening Eagle*, October 10 and 11, 1950. Tally Ho at East was the last to sign.

107 BOE, October 20, 1951; Beverly Andeel, et al. v. Paul W. Woods, et al., Application for Temporary Injunction, Case #A-37918, Clerk of the District Court, Sedgwick County, Kansas; Journal Entry of Judgment, Case #A-37918, p. 2.

108 *General Statutes of Kansas, 1951*, Supplement, 72-1623.

109 BOE, October 6, 1952.

110 Syllabus by the Court, Case #39,741, June 6, 1953.

111 BOE, November 6, 1950 and June 4, 1951; Agenda and Minutes, May 19, 1958. Jimmy Ruffin, representing the Wichita High School East Lounge Committee, presented a petition to the Board August 3, 1953, requesting the installation of a lounge for students of the high school to be used for smoking and lounging in the morning before school time, between classes, and after school. Petition was referred to the administrative division.

112 BOE, June 23, 1956; CO clippings, September 4, 1956.

113 *Evening Eagle*, July 24, 1958.

114 *Beacon*, November 7, 1958.

Persons consulted for this chapter:

Dr. Floyd Farmer, Edwana Collins, Pat Talbott, Jo Brown, Jesse Merida, Kenneth Brasted, Jr., Dr. Richard Holstead, Darrel Thorp, Myrabell Hollowell, S. Robert Hollowell, William W. King, Herbert Schroeder, Carl Bell, Jr., Dr. Kenneth Nickel, Dr. Martin Hartley, Dr. Alvin Morris and Paul Woods.

CHAPTER X

- 1 Communications Office clipping, July 25, 1961; *Inter Com*, September 1, 1961.

- 2 Adel Throckmorton, *Kansas Educational Progress 1858-1967* (State Department of Public Instruction, June 1967), pp. 82-88.
- 3 CO clipping, January 24, 1967.
- 4 *Evening Eagle*, September, 7, 1960.
- 5 BOE, October 7, 1963 and January 27, 1964.
- 6 BOE, February 16 and March 1, 1965.
- 7 BOE, May 3, 1965.
- 8 *Beacon*, April 19, 1966.
- 9 WPS, *Annual Report*, 1960-1961 p. 110 and 1962-1963; *Bulletin #55*, p. 201.
- 10 BOE, September 26, 1966; CO clipping, September 19, 1968; Dr. Richard Holstead, interview, July 6, 1977; Appeal from the District Court of Sedgwick County Kansas, Division No. 5, Howard C. Kline, Judge, District Court Case No. C-8427-66, 1967; BOE, May 26, 1969.
- 11 CO clipping, June 28, 1966.
- 12 *Evening Eagle*, June 1, 1962, Architects Feagins & Kirsch.
- 13 *Eagle*, July, 13, 1966.
- 14 *Beacon*, January 20, 1960.
- 15 BOE, January 7, 1963 and CO clipping, March 13, 1963.
- 16 *Beacon*, September 19 and 23, 1966; *Eagle*, September 21, 1966.
- 17 *Beacon*, March 27 and September 7, 1968, May 18, 1969; *Kansas Teacher*, April 1968, p. 39.
- 18 BOE, June 1, 1965, as explained by Lawrence Shepoiser, Superintendent; *Eagle*, August 18, 1966 and June 21, 1968; WPS, *Annual Report*, 1966-67, p. 2.
- 19 *Beacon*, May 2, 1964.
- 20 The kindergarten programs received no funds from the state, indicating its lack of importance. *Annual Report*, 1959-1960, p. 3,4.
- 21 CO clipping, October 14, 1962; WPS, *Annual Report*, 1965-1966; *Bulletin #56* WPS, 1963-1964, pp: 61-67; BOE, March 1, 1965.
- 22 *Beacon*, May 6, 1966.
- 23 BOE, October 5, 1964.
- 24 *Eagle*, May 6, 1963; BOE, May 6, 1963.
- 25 BOE, April 12, June 7 and July 12, 1965; *Beacon*, May 6, 1965. During the summer of 1965, Wichita was one of fourteen Kansas cities which served a total of 2,650 children. *Kansas Teacher*, September 1965, p. 17. Harry Lytle, Jr., interview, July 1, 1977, preferred to keep local dollars in hands of local people.
- 26 *Eagle*, August 29, 1968.
- 27 BOE, November 15, 1965; *Bulletin #58*, WPS, 1965-1966.
- 28 *Beacon*, January 6, 1969; Dr. A. W. Dirks, interview, June 27, 1977.
- 29 *Education USA*, July 11, 1977.
- 30 Fred Jarvill, Report of Department of Data Processing, WPS, *Annual Report*, 1962-1963, *Bulletin #55*, p. 175.
- 31 BOE, agenda, December 4, 1961; CO clipping, June 1, 1962; BOE, July 2, 1962.
- 32 WPS, *Bulletin #56*, p. 87, 1963-1964, Fred Jarvill, director; BOE, November 9, 1965. Wilbur Dorsey, interview, July 19, 1977. The district leased an IBM 370/135 computer in July 1973 and an IBM 370/138 in 1977.
- 33 *Eagle*, January 23, 1960; *Bulletin #55*, WPS, 1962-1963, p. 8.
- 34 *Annual Report*, WPS, 1961-1962, p. 1-3; Alvin Morris, interview, June 17, 1977; Ralph Walker, interview, July 1, 1977.
- 35 CO clipping, editorials, December 29, 1966; Fern Ritter and Barbara Keating, interviews, August, 1977.
- 36 Harris A. Taylor, "School Administration . . . For Men Only?" *Kansas Teacher*, May 1964, pp. 35-38. The 1977-1978 roster for Wichita Public Schools included thirteen (of seventy-six) women in regular elementary principalships, seven of seven in elementary assistant principalships, three of twenty-five secondary principalships and three of thirty-six

secondary assistant principals.

- 37 BOE, August 5, 1963 and July 24, 1967.
- 38 Co clipping August 16 and September 17, 1968; BOE, December 19, 1967 and October 21, 1968. In 1977 the BOE traded Bridgeport property for six acres around Emerson School.
- 39 *Eagle*, October 3 and 4; "A Brief on Some Background Material Related to Integration in the Wichita Public School System" by Dr. James K. Sours, Head, Department of Political Science, University of Wichita, presented October 3, 1960, at the BOE meeting.
- 40 BOE, March 9, 1964.
- 41 BOE, May 7, 1962; untitled, report in Agenda, May 23, 1962.
- 42 BOE, agenda, June 4, 1962, "Interracial Problems and Relations."
- 43 BOE, agenda, October 3, 1960 and April 16, 1962; CO clippings, June 2, 1962, October 4, 1963 and August 16, 1968; *Beacon*, May 27, 1968; Jeanne Ponds, interview, July 1977.
- 44 BOE, August 20, 1962.
- 45 *Beacon*, March 22, 1964.
- 46 *Eagle*, January 25, 1966.
- 47 BOE, agenda, January 24, 1966.
- 48 *Eagle*, February 1, 1966.
- 49 CO clipping, February 24, 1966.
- 50 Robert Leon Lane, "A Historical Study of the Development of School Desegregation in the Wichita Public Schools, 1966 to 1975" (unpublished Ed. D dissertation, University of Kansas, September 1967), p. 109-110.
- 51 *Eagle*, May 11, 1966; Chester Lewis, interview, July 20, 1977.
- 52 *Eagle*, August 11 and 12, 1966; Dr. David McElhiney, interview, July 1, 1977.
- 53 *Eagle*, May 4, 1967; Harry Lytle, Jr., interview, July 6, 1977.
- 54 *Eagle*, May 10, 1968.
- 55 BOE, May 9, 1968.
- 56 "Plan of Compliance Wichita Public Schools, USD #259," December 2, 1968; *Kansas Teacher*, January 1969, p. 14-15; *Beacon*, January 7, 1969.
- 57 *Eagle*, March 26, 1968.
- 58 *Beacon*, January 13, 1969; BOE, March 31, 1969.
- 59 *Eagle*, September 30, 1969.
- 60 "Retired Teachers Home Planers Seek Indication of Interest," *Kansas Teacher*, December 1964, pp. 31-37.
- 61 Lee Streiff, "The Wichita Story," *Kansas Teacher*, April 1966; CO clippings, 428 South Broadway.
- 62 *Beacon*, November 25, 1959; *Eagle*, March 4, 1967; Robert Hollowell, interview, June 1977.
- 63 *Kansas Teacher*, April 1965, p. 7; Chester Nolte, "Is the Board an 'Employer' under a State's Labor Relations Law?" *American School Board Journal*, September 1965, pp. 9-10.
- 64 Lee Streiff, interview, July 18, 1977.
- 65 CO clippings 1967.
- 66 Minutes of the representative council, WCTA, December 18, 1967, NEA office. Professional NEA negotiator Bill Stiles sat in on several meetings. *Beacon*, December 19, 1967; Robert Wright, interview, June 20, 1977; Lee Streiff, interview, July 18, 1977.
- 67 Lee Streiff, interview, July 18, 1977; Pat Thiessen, interview, July 22, 1977.
- 68 *Beacon*, December 19, 1967; Robert Wright and Pat Thiessen, interviews.
- 69 *Ibid.*
- 70 *Beacon*, January 19, 1968.
- 71 *Beacon*, February 1, 1968.
- 72 *Eagle*, February 19, 1968.
- 73 *Eagle*, 1968.
- 74 *Beacon*, April 26, 1968.

- 75 Robert Wright, interview, June 20, 1977; Ruby Tate, interview, August 11, 1977.
- 76 CO clipping, May 1, 1968; *Beacon*, May 7, 1968, *Eagle*, May 20, 1968.
- 77 BOE, May 27, 1968; *Eagle*, May 28, 1968.
- 78 Minutes of the Representative Council, WCTA, March 18 and May 20, 1968; Lee Streiff and Robert Wright, interviews.
- 79 *Beacon*, July 1, 1968.
- 80 *Eagle*, May 31 and June 20, 1968.
- 81 *Eagle*, September 9 and 10, 1968.
- 82 *Eagle*, March 11, 1969.
- 83 *Eagle*, March 11, 1969.
- 84 *Eagle*, March 11, 1969.
- 85 *Eagle*, April 3, 1969; BOE, May 12, 1969.
- 86 *Eagle*, May 13, 1969.
- 87 Certificated Instructor Policy, No. 200, April 15, 1968; CO clipping, March 18, 1969; *Eagle*, May 13, 1969.
- 88 *Beacon*, September 15, 1954; WCTA Representative Council, January 29, 1969.
- 89 CO clipping, December 3, 1959.
- 90 CO clipping, August 22, 1963.
- 91 BOE, agenda, March 29, 1960; WPS *Annual Report*, 1959-1960, p. 93; Richard Up-ton, interview, August 1977.
- 92 WPS *Annual Report*, 1960-61, pp. 35-36; Dr. David McElhiney, interview, July 1, 1977.
- 93 CO clipping, May 17, 1962.
- 94 BOE, agenda, September 8, 1959; CO clipping, July 31, 1963; *Bulletin #55*, 1963-1964, p. 136.
- 95 *Beacon*, December 20, 1957; WPS *Annual Report*, 1959-1960, p. 63.
- 96 *Beacon*, September 15, 1959.
- 97 *Eagle*, August 17, 1963; BOE, June 15, 1964.
- 98 WPS, *Bulletin #55*, 1963-1964, p. 137.
- 99 *Eagle*, October 19, 1959; National sample for averages numbered approximately 75,000 children. BOE, January 3, 1961; WPS *Annual Report*, 1960-1961, p. 30.
- 100 WPS *Annual Report*, 1962-1963, p. 177; *Eagle*, June 21, 1967.
- 101 WPS *Annual Report*, 1960-1961, p. 83; CO clipping, 1962.
- 102 *Eagle*, May 26, 1969.
- 103 *Annual Report*, 1961-1962, p. 27.
- 104 Delore Gammon, "Weekday Church School in Wichita, Kansas," BOE agenda, January 18, 1960; *Eagle*, June 2, August 27 and October 8, 1963; BOE, October 7, 1963.
- 105 *Beacon*, June 27, 1968.
- 106 *Eagle*, February 1, 1969.
- 107 CO clipping April 1, 1969; *Eagle*, November 4, 1969.
- 108 *Eagle*, March 21, 1963; June Dirks, interview, July 1977.
- 109 BOE, June 21 and July 12, 1965; Mrs. Hope Shackelford, "Extra! Extra!" *Kansas Teacher*, December 1965, pp. 10-13, 29.
- 110 *Eagle*, November 21, 1962; *Evening Eagle*, January 19, 1963.
- 111 *Eagle*, December 22, 1965 and January 20, 1967; *Kansas Teacher*, May 1967, pp. 27-28, devoted part of an article to Buckner.
- 112 BOE, January 3, 1966; *Audiovisual Instruction*, October 1967, pp. 811-812 featured Stearman Elementary's conversion of a multi-purpose room into a multimedia library.
- 113 *Eagle*, November 16, 1963.
- 114 WPS *Annual Report*, 1960-1961, p. 3
- 115 CO clipping, June 6, 1963.
- 116 BOE, January 4, 1965; *Eagle*, February 29, 1965 and October 4, 1966.
- 117 BOE, agenda, August 2, 1967.
- 118 WPS, *Bulletin #58*, pp. 68-69.

- 119 *Beacon*, July 2 and November 12, 1965; CO clipping, May 24, 1967.
- 120 CO clipping, July 9, 1965 and *Beacon*, August 15, 1967.
- 121 *Kansas Teacher*, April 1969, p. 15-17.
- 122 BOE, June 1, 1959 and September 1966; *Eagle*, December 12, 1959. Objectives and procedures for these were defined at the January 29, 1968 board meeting and again on April 8, 1969.

Persons consulted for this chapter:

Dr. David McElhiney, Dr. Ralph Walker, Ruth Crossfield, Leonard Wesley, Chester I. Lewis, Dr. Richard Holstead, Dr. Alvin Morris, Thomas Kelley, Dr. Barbara Keating, Robert Wright, Lee Streiff, Edwana Collins, Dr. Floyd Farmer, Harry Lytle, Jr, Dr. Gary Pottorf, Dr. A. W. Dirks, Gerald Tague, June Dirks, Martin Tice, Wilbur Dorsey, Carlene Goodrich, Pat Thiessen, Dr. Maurice Goff, Sid Moore, Richard Upton, and Larry Turner.

CHAPTER XI

1 Robert Leon Lane, "A Historical Study of the Development of School Desegregation in the Wichita Public Schools, 1966 to 1975," unpublished Ed.d dissertation, University of Kansas, September 1967, pp.132-135; BOE January 5, 1970.

2 *Beacon*, January 15, 1970; Lane, p. 135.

3 *Eagle*, January 18, 1970; Lane, p. 136.

4 Lane, p. 137.

5 Lane, pp.137-138; *Kansas Teacher*, February 1970, p. 17; *Eagle*, February 4 and 8, 1970.

6 *Eagle*, December 19, 1969 and March 17, 1970; *Kansas City Star*, December 21, 1969; Jeanne Ponds, interview, July 28, 1977.

7 *Eagle and Beacon*, February 26 and March 3, 1970; BOE, March 2, 1970; *Time*, April 6, 1970.

8 Lane, p. 147; *Wall Street Journal*, April 6, 1970; *Eagle*, April 12, 1970.

9 Lane, pp.153, 155; *Beacon*, April 17, 1970; BOE, April 27, 1970.

10 Lane, p. 153.

11 Lane, pp. 153-156.

12 *Beacon*, August 31, 1970.

13 Lane, pp. 169-170.

14 Lane, pp. 171-172; *Beacon*, September 25, 1970; *Eagle*, September 29, 1970; Jo Brown, interview, September 8, 1977.

15 Lane, pp. 173-176; *Beacon*, September 29, 1970; *Eagle*, September 29, 1970; Frank Crawford, interview, August 18, 1977.

16 Lane, p. 177; BOE, October 6 and November 2, 1970.

17 *Beacon*, January 1, 1971; *Eagle and Beacon*, March 6, 1971; *Eagle*, June 17, 1971.

18 Fred G. Addis, "Let's Have True Integration," *Wichita Eagle and Beacon*, January 24, 1971.

19 Irvin N. Hackermans, "Initial Decision of Proceedings under Title VI of the Civil Rights Act of 1964," Docket No. CR-962, February 24, 1971, p. 2. Quoted in Lane, pp. 192-193.

20 Robert Beren, interview, 1977; *Beacon*, July 28, 1971.

21 Dr. Dean Stucky, interview, August 12, 1977; Dr. Don Younglund, interview, August 13, 1977; Wilbur Dorsey, interview, August 17, 1977.

22 Robert Beren, interview, August 10, 1977.

23 Lane, pp. 197-198; Robert Beren, August 10, 1977.

24 Lane, p. 200; *Eagle*, April 28, 1971.

25 Lane, p. 203; *Eagle*, April 28 and May 11, 1971; *Beacon*, May 11, 1971.

- 26 BOE, May 17, 1971; *Eagle*, May 18, 1971; Dr. Don Miller, interview, August 8, 1977; Robert Beren, August 10, 1977; Ruby Tate, interview, August 11, 1977; Jo Brown, September 8, 1977.
- 27 Lane, pp. 207-208. Lane quoted letters from HEW's J. Stanley Pottinger and John L. Wodatch. *Eagle*, May 18, 1971; Robert Beren and Ruby Tate, interviews August 1977.
- 28 *Eagle*, July 1, 1971. Ferndale, Michigan was the other.
- 29 BOE, August 23, 1971; *Beacon*, February 28, 1975.
- 30 *Beacon*, June 7, 1972.
- 31 Lane, pp. 258 and 266-268. Statement made by Dr. Walter Smith, Pupil Accounting Department. *Beacon*, July 23, 1971; BOE, December 18, 1972; *Eagle*, December 19, 1972 and January 14, 1973; letter from J. Stanley Pottinger, office of Civil Rights to Alvin E. Morris, Superintendent of Schools, August 7, 1972.
- 32 *Beacon*, November 26, 1973.
- 33 Interviews: Dr. Don Miller, Robert Beren, Robert Lane, Ruby Tate, Robert Koepke, Dr. Alvin Morris, Richard Upton, Jeanne Ponds, Wilbur Dorsey, Dr. Dean Stucky, Dr. Robert Anderson, Dr. Don Younglund, Dr. Gary Pottorff, Jo Brown and John Frye, Dorothy Wood and Charles Pearson.
- 34 Thomas Neumann, director of the Kansas City regional office of the U.S. Commission on Civil Rights in *Eagle*, February 5, 1976.
- 35 *Beacon*, June 20, 1971; *Eagle*, June 20, 1971.
- 36 *Beacon*, June 7, 1973.
- 37 *Eagle*, May 5, 1971.
- 38 BOE, June 19, 1972; *Eagle*, June 21, 1972.
- 39 *Eagle*, September 23, 1969 and June 19, 1970.
- 40 *Eagle*, August 31, 1970.
- 41 *Eagle*, November 23, 1970.
- 42 *Kansas Statutes*, 72-7002 through 72-7080; Robert Nispel, interview, August 18, 1977; *Eagle*, June 26, 1971.
- 43 BOE, April 6, 1970; *Eagle*, May 11, 1970.
- 44 Clay Lloyd, "PN: Panacea, No!" *Kansas Teacher*, May 1971, pp. 17-18.
- 45 *Eagle*, October 21, 1969; *Kansas Teacher*, January 1970, p. 9.
- 46 *Eagle*, February 17, 1970.
- 47 *Beacon*, December 2, 1972; *Eagle*, December 2, 1972.
- 48 *Beacon*, July 19, 1970 and March 6, 1974. The Wichita Federation of Teachers was organized in 1945, by 1968 it had 40 members, in July 1970, 250 members.
- 49 *Eagle*, November 2, 1973.
- 50 *Beacon*, November 6, 1972.
- 51 *Kansas Teacher*, January 1972, February 1972, p. 23; *Beacon*, August 23, 1973; Jeanne Ponds, interview, July 1977; Dr. Keith Esch, interview, August 31, 1977.
- 52 Dean R. Stucky, "Report of a Study of Alternative Plans for an Extended School year and Extended School Day and Estimates of Funds necessary for Implementation of a Plan in the Wichita Public Schools," July 1972, p. 26. The \$19,842,218 applied if the program was mandatory.
- 53 *Beacon*, October 8, 1972; *Eagle*, October 8, 1972.
- 54 *Kansas Teacher*, January, February 1971, p. 8; *Beacon*, November 11, 1971; *Eagle*, February 19, 1973.
- 55 *Beacon*, March 8, 9 and 10, 1972.
- 56 BOE, March 20, 1972; *Beacon*, April 7, 1972.
- 57 *Eagle*, March 21, 1972.
- 58 *Annual Report*, WPS, 1971-1972; *Beacon*, May 25, 1972; *Eagle*, June 27, 1972.
- 59 *Beacon*, June 6, 1972.
- 60 *The New Newspaper*, January 11, 1974.
- 61 *Eagle*, December 2, 1976.

- 62 *Beacon*, October 12, 1972.
- 63 *Student-Teacher Rights and Responsibilities Handbook*, Wichita Public Schools, 1973, *Beacon*, May 23, 1973.
- 64 BOE, March 20, 1972; *Eagle*, September 26, 1972; *Beacon*, December 4, 1973.
- 65 *Eagle*, December 23, 1974; Dawn Grohs, interview, 1977.
- 66 *Eagle*, August 25, 1972 and May 16, 1973.
- 67 *Beacon*, April 17, 1970 and July 20, 1972.
- 68 *Beacon*, June 25, 1970.
- 69 BOE, June 5, 1972. *Eagle*, August 27, 1971.
- 70 *Eagle*, September 8, 1975.
- 71 *Eagle*, November 13, 1969.
- 72 *Kansas Teacher*, October 1971, pp. 16-31; Sam Spaght, interview, August 26, 1977.
- 73 *Beacon*, February 5, 1970.
- 74 Charlotte Dupre, "Executive High School Internship Program," *The National Educational Secretary*, December 1975; Dr. Lawrence Bechtold, interview, August 30, 1977.
- 75 *Eagle*, March 12, 1970.
- 76 *Eagle*, December 9 and 21, 1975; *Beacon*, December 21, 1975.
- 77 *Beacon*, September 11, 1975; Dr. Lawrence Bechtold, interview, August 3, 1977.
- 78 Bill Carriker, Principal of Isely, conversations, 1976 and 1977. *Beacon*, February 28, 1975; *Eagle*, November 28, 1975.
- 79 *Beacon*, October 6, 1972.
- 80 *Beacon*, November 8, 1974; *Independent*, November 15, 1974.
- 81 Maurice Ediger, conversations, 1976.
- 82 Elsie Zimmerman, Principal of Kellogg, conversations, 1976. *Beacon*, April 6, 1975.
- 83 BOE, November 5, 1973.
- 84 *Eagle*, April 29, 1974. Dr. McElhiney praised the middle school concept as being socially and academically advantageous to both ninth graders and sixth, seventh, and eighth graders.
- 85 Dr. Claradine Johnson, interview, August 18, 1977.
- 86 *Eagle*, June 27, 1971; *Beacon*, June 27 and September 27, 1971.
- 87 BOE, November 16, 1970; Dr. Claradine Johnson, interview, August 18, 1977.
- 88 *Eagle*, March 11, 1970.
- 89 *Beacon*, July 31, 1973; Beverly Gutierrez, interview, May 1976.
- 90 *The New Newspaper*, July 2, 1973; *Beacon*, March 8, 1975; *Eagle*, January 27, 1976.
- 91 *Eagle*, August 13, 1976.
- 92 *Research Digest*, Education Research Service, Inc., February 1977.
- 93 *Beacon*, July 30, 1969.
- 94 Smiley Ebert, interview, August 31, 1977; *Eagle*, March 10, 1970; *Beacon*, March 26, 1974. Wichita did not write a curriculum for it until 1973-1974. Since then 25 school districts requested copies of it.
- 95 Dr. Maurice Goff, interview, August 30, 1977; *Beacon*, February 26, 1974.
- 96 *Beacon*, July 4 and 7, 1972. Legislators Richard C. (Pete) Loux and Paul Hess, R-Wichita opposed the inclusion of program for gifted students.
- 97 *Beacon*, January 13 and September 27, 1972.
- 98 *Beacon*, November 26, 1976.
- 99 *Eagle*, September 12, 1972 and March 26, 1973. There were fifty Right-to-Read projects in the United States, seven of them were in Wichita.
- 100 Al Graham, interview, August 25, 1977.
- 101 *Beacon*, September 20 and December 1, 1973; *Eagle*, October 5 and December 1, 1973.
- 102 *Beacon*, June 12, 1972.
- 103 *Beacon*, August 29 and April 25, 1974; *Eagle*, August 29 and December 30, 1970.

- 104 Robert Beren, 1977; *Eagle*, September 1, 1970.
- 105 "Bond Feasibility Study, Project Identification Committee Report, Wichita Public Schools, May 1973; *Beacon*, October 5, 1974.
- 106 BOE, July 19, 1971; *Beacon*, January 16, 1974.
- 107 *Eagle*, June 15 and 29, 1972; *Beacon*, July 27, 1972; Dr. Don Miller, interview, August 6, 1977.
- 108 Dr. Don Miller, interview, August 6, 1977; *Beacon*, January 1 and August 20, 1973; *Eagle*, January 1, 1973; BOE, July 16, 1973.
- 109 *Beacon*, September 8 and October 29, 1973; *Eagle*, September 8 and October 31, 1973.
- 110 *Beacon*, December 18 and 31, 1973; BOE, January 8, 1974.
- 111 *Beacon*, December 8, 1967.
- 112 *Eagle*, May 16, 1974 and May 6, 1976; *Beacon*, May 2, 1975. Wichita was one of eight districts in the U.S. to have a liaison between public and school, and one of the two most active.
- 113 James Wineinger, interview, August 23, 1977.

The following people were consulted for the 1970s:

Robert Beren, Dr. Donald Younglund, Dr. Robert Anderson, Ruby Tate, Dr. Claradine Johnson, Jeanne Ponds, Dawn Grohs, Dr. Don Miller, Dr. Fred Addis, Robert Koepke, Robert Nispel, Wilbur Dorsey, Robert Wright, Fern Ritter, Ruth Nathan, Dr. Dean Stucky, Dr. Alvin Morris, Al Graham, Ruth Crossfield, Patricia Smith, Richard Upton, Frank Crawford, Pat Moore, Dr. A. W. Dirks, Barbara Young, Dr. Keith Each, John Frye, Dorothy Wood Belden, Charles Pearson, Dr. Richard Holstead, Eugene Denton, Robert Finch, Dr. Larry Roberts, Mark Ritchey, Dr. Lawrence Bechtold, Hester Packard, Rebah Hubbard, James Wineinger, Eleanor Lundgren, Carlene Goodrich and Mary Stone.

The preceding list is partial at best. Many persons contributed information from offices throughout the district. Numerous conversations with teachers, administrators and citizens shed light on many issues. Regular attendance at the Board of Education meetings and the Superintendent's Advisory Cabinet offered insights into the operation of the total school district.

Appendix A

WICHITA PUBLIC SCHOOLS

1871-1977

Note: The beginning operational date listed for each school is the date the school was organized or of its acquisition by the Wichita Public Schools. In some instances a school was in operation in another location prior to completion of the building.

Elementary Schools

School Name	Dates of Operation	Location, Miscellaneous
Adams, Samuel	1927-	1002 North Oliver County school called Cook Hill acquired through annexation in 1927. Name changed to Adams in December, 1929.
Alcott, Louisa M.	1916-	3400 East Murdock
Allen, Henry J.	1952-	4814 East Mt. Vernon
Arkansas Avenue	1964-	3361 North Arkansas Acquired through annexation of District 120.
Benton, Mary	1960-	338 South Woodchuck Lane Acquired through attachment of District 69.
Black, Jessie Hunter	1954-	1045 High
Booth, Gifford M.	1954-	5920 East Mt. Vernon
Bridgeport	1963-1975	3601 North St. Francis Acquired through attachment of District 169. Closed due to declining enrollment caused by industrialization of the area.
Brookside	1955-1971	3620 Cessna Drive Acquired through attachment of Plane-view District. Closed due to declining enrollment. Property transferred to City Park Board.
Bryant, John B.	1957-	4702 West Ninth
Buckner, Mary Wadsworth	1956-	3530 East Twenty-seventh Street North
Burton	1887-1900	Bradshaw and Fifth Also known as Car Works School.
Caldwell, Charles Stuart	1950-	5528 East Boston
Carleton, Will	1877-1946	428 South Lawrence (later South Broadway) Originally called First Ward School. Discontinued as attendance center in 1946 because of declining enrollment and utilized for administrative offices. Renamed Administration Building.
Carter, Mrs. Lucetta S.	1950-	4640 East Fifteenth
Cessna, Clyde V.	1963-	2101 West Forty-fifth Street South Acquired through annexation of District 15. Originally called South Enterprise.

Chisholm, Jesse	1949-	Name changed to Cessna in 1964-65. 2515 East Osie Called Southeast during first few months of operation.
Chisholm Trail	1963-	6001 Forester Acquired through attachment of District 51.
Clark, Jessie L. Classen	1953- 1951-1963	7000 Cottonwood 2734 South Hydraulic Acquired through attachment of District 27. Closed due to declining enrollment. Property returned to original owner and building razed.
Cleaveland, Cynthia W. Cleveland	1956- 1890-1901	3345 West Thirty-third Street South Corner Eleventh and Cleveland
Cloud, Henry Roe College Hill	1954- 1890-	1205 West Twenty-sixth Street North 204 North Rutan Rented facilities in the area were used for school purposes from 1887 to 1890.
Colvin, C. Fred	1977-	2820 South Roosevelt Consolidation of Rogers and MacArthur Elementary Schools.
Cook Hill Dodge, Almon E.	1954-	See Adams 4801 West Second Acquired through attachment of District 127. Originally known as Eureka No. 2.
Douglass, Frederick	1912-1956	615 North Water Closed because of declining enrollment. Used as storage until June, 1971, then leased to County. Building razed in 1972. Property sold to County.
Dunbar, Paul Lawrence	1927-1971	923 Cleveland The school at this location was called Ingalls until 1927 when a new Ingalls School was built at Ninth and Grove. Closed in 1971 in accordance with integration plan, and building became the Dunbar Adult Education Center.
Earhart, Amelia	1963-	4401 North Arkansas Acquired through attachment of District 170. Originally called North Riverside. Name changed to Earhart in 1964-65.
Eighteenth Emerson, Ralph Waldo	1912-1927 1880-1963 1975-	Eighteenth and Riverside 437 North Waco Originally located at Central and Water and called Second Ward School. Closed in 1963 due to declining enrollment. Reopened in 1975-76 as Emerson Open Alternative School.
Enterprise	1963-	3612 South Seneca Acquired through annexation of District 15. Known as North Enterprise until 1964-65.

Eureka	1954-1971	573 South West Street Acquired through attachment of District 127. Closed in 1971 because of declining enrollment. Building leased to West Side Involvement Corporation in November, 1971.
Fabrique, Andrew H. Fairmount	1951- 1887-1971	5730 Ridgecrest Road 1515 North Lorraine Closed in compliance with integration plan. Building razed in 1972.
Field, Eugene Finn, William	1930- 1929-1974	3006 St. Louis 520 West Twenty-fifth Street North School taken by Urban Renewal and building razed.
Franklin, Benjamin	1885-	214 South Elizabeth Originally called Fifth Ward School.
Funston, Gen. Frederick	1964-	4801 South Hydraulic Acquired through annexation of District 136. Called South Riverside prior to annexation.
Gardiner, Laura S.	1912-	1926 Ida Originally called Levy Street School. Name changed to Gardiner in March, 1925.
Garrison, Charles M. Grand Greiffenstein, William	1954- 1912-1926 1950-	2330 West Fifteenth Mosley and Boston 2700 South Washington Called South for a period during first year of operation.
Griffith, Col. Bruce Harris, Kos Harry Street Hillside Grove	1958- 1956- 1890-	1802 South Bluff 706 North Armour Drive 107 East Harry 4558 North Hydraulic Acquired through attachment of District 184 on May 31, 1963. Closed June 10, 1963. Reopened October, 1966, as Special Education Diagnostic Center.
Hyde, A.A. Ingalls, John J.	1930- 1900-	210 North Oliver 2316 East Tenth Located at Ninth and Cherry until a new Ingalls School was built at Tenth and Grove in 1927. The old Ingalls School was renamed Dunbar.
Irving, Washington	1884-	1642 North Market Originally called North Lawrence School.
Isely, W.H.	1949-1971 1973-	2500 East Eighteenth Closed in 1971 for integration purposes. Reopened February 1, 1973, as school for children with exceptional abilities in grades 4, 5, 6.
Jefferson, Thomas Kechi Child Development Center	1942- 1963-1966 1966-	4615 East Orme Kechi, Kansas Acquired through attachment of District

Kechi Center		184. Closed at end of 1965-66 school year. Reopened in October, 1966, to house prekindergarten and Head Start programs. Kechi Road and Highway 81 Acquired through attachment of District 51 in May, 1963, but was never used by Wichita Public Schools as an attendance center. Property reverted to original owner.
Kellogg, Milo Bailey	1887-	1220 East Kellogg Rented facilities used until building was constructed in 1889.
Kelly, Mary	1954-	3143 South Millwood
Kensler, Pearl	1960-	1030 Wilbur Lane Acquired through attachment of District 69.
Kistler, Harry H.	1963-	4531 East Thirty-seventh Street North Acquired through attachment of District 184.
Knight, Robert	1954-	3030 South Osage
Lawrence, Robert	1953-	3440 Maple
Levy, Morris W.	1952-	2001 East Stafford Changed to Levy Special Education Center in 1971-72.
Levy Street	1888-1895	Corner of Levy and Washington Probably a rented facility. See also Gardiner.
Lincoln, Abraham	1885-	1210 South Topeka
Linwood	1910-	1340 Pattie
Little, William C.	1954-1971	1613 Piatt Closed as elementary school in 1971 in accordance with integration plan. Utilized thereafter as Little Early Child- hood Education Center.
Longfellow, Henry W.	1930-	2116 South Main
L'Ouverture, Toussaint	1912-	1539 Ohio (1951 to present) Thirteenth and Mosley (1912-1951)
Lowell, James Russell	1911-1971	408 North Grove Closed due to declining enrollment and for integration purposes. Building razed in 1974.
MacArthur, Douglas	1955-1977	2821 South Fees Attached with the Planeview area. Closed in 1977 and property transferred to the City Park Board.
Mammoth Cave		9718 East Harry Formerly District 22. Acquired in 1965 through unification but was never used as an attendance center by U.S.D. 259. Building used as a community center. Property sold in 1977.
Martin, John M.	1956-1976	2801 West Twenty-seventh Street South Acquired through attachment of Oatville District 2, popularly called Orienta. Closed due to declining enrollment.

Martinson, Ola	1910-1973	249 North Athenian Closed due to declining enrollment. Property sold in 1974.
Mathewson, Wm.	1969-1970	1847 North Chautauqua Previously a junior high school. Operated as an elementary school for grades five and six for one year only. Subsequently utilized as Community Education Center.
McCollom, C. Herbert	1960-	1201 Waddington Acquired through <u>attachment</u> of District 69.
McCormick, John	1890-	855 South Martinson
McLean, Ben F.	1955-	2277 Marigold Lane
Meridian	1925-	301 South Meridian
Michener, John and Anna	1964-	2235 West Thirty-seventh Street North Acquired through <u>annexation</u> of District 128. Originally called North Pleasant Valley. Name changed to Michener in 1973-74.
Minneha	1965-	701 North Webb Road Formerly District 134. Acquired through <u>unification</u> .
Mueller, Charles P.	1952-	2821 East Twenty-fourth Street North
Munger, D.S.	1950-1973	1150 Bluffview Closed due to declining enrollment. Reopened in January, 1975, as Munger Junior High School Interest Center.
Murdock, Col. M.M.	1952-1973	670 North Edgemoor Closed as attendance center in 1973 due to declining enrollment. Utilized thereafter as Murdock Teacher Center.
North Enterprise		See Enterprise
North Pleasant Valley		See Michener
North Riverside		See Earhart
Oak Street	1887-1890	Probably a rented facility.
O K	1956-	1607 North West Street Acquired through <u>attachment</u> of District 5.
Orient	1911-1914	Euclid Avenue (Also 2000 South Glenn) See Stanley
Park	1885-	1025 North Main
Payne, David	1954-	1601 South Edwards
Peterson, Daniel	1960-	9710 West Central Acquired through <u>attachment</u> of District 69.
Pleasant Valley Elementary	1964-	2000 West Twenty-ninth Street North Acquired through <u>annexation</u> of District 128. Known as South Pleasant Valley prior to 1973-74.
Price, Will G.	1957-	6123 East Eleventh
Riverside	1889-	1001 Porter
Riverview	1963-	5355 North Seneca Acquired through <u>attachment</u> of District 171.

Rogers, Will	1955-1977	3580 Sunnybrook Acquired through attachment of Plane-view area. Closed in 1977 and property transferred to the City Park Board.
Schweiter	1953-1963	1400 Geo. Washington Drive Closed as attendance center in 1963 because of declining enrollment. Now utilized as Schweiter Technical School.
Seltzer	1965-	903 S. One hundred twenty-seventh Street East Formerly District 31. Acquired through unification.
Seventeenth	1912-1918	Seventeenth and Herbert
Sim, Coler S.	1956-	611 West Thirty-third Street South
Skinner	1917-1964	6140 West Twenty-first Street Property taken for construction of I-35 Canal Route. Building razed.
South		See Greiffenstein
Southeast		See Chisholm
South Enterprise		See Cessna
South Hillside	1951-	2161 South Hillside Acquired through attachment of District 27.
South Pleasant Valley		See Pleasant Valley Elementary
Sowers, Fred A.	1953-	2400 Wassall
Stanley, Edmund E.	1927-	1749 South Martinson Originally called Orient. Name changed in 1929 to Stanley. From 1911-14 a school called Orient was located at 2000 South Glenn.
Stearman, Lloyd	1956-	8103 East Gilbert
Sunnyside	1913-	3003 East Kellogg
Waco	1907-1974	2150 North Waco School taken by Urban Renewal and building razed.
Washington, George	1879-	1600 East Third
Webster, Noah	1871-1908 1911-1958	640 North Emporia Originally known as Fourth Ward School and was located at Third and Emporia. Building at Pine and Emporia opened in 1913-14. Closed as an attendance center in 1958 due to declining enrollment. Utilized as Curriculum Building beginning in 1959. Name changed to Educational Services Building in 1971.
Wells, Bert C.	1956-	3601 South Pattie
White, William Allen	1964-	5148 South Kansas Acquired through annexation of South Riverside District 136. Known as South Riverside Junior High School prior to annexation.
Willard, Frances	1927-1971	751 Geo. Washington Blvd. Closed due to declining enrollment. Became Metropolitan Secondary Program Center in August, 1971.

Wilson, Grace V.	1954-	2945 Victoria
Woodland	1907-	1704 Salina
Woodman, Rea	1956-	1500 Hiram
Allison, James	1921-	221 South Seneca
Brooks, L.W.	1958-	3802 East Twenty-seventh North
Central	1923-1961	324 North Emporia Formerly Wichita High School. Changed to an intermediate (junior high) school when the new high school at 2301 East Douglas was completed. Closed because of declining enrollment in 1961. Reopened as Central Vocational Building in 1965-66.
Coleman, W.C.	1966-	1544 North Governeour
Curtis, Charles	1953-	1031 South Edgemoor
Hadley, W.S.	1958-	1101 Dougherty
Hamilton, Alexander	1919-	1407 South Broadway
Horace Mann	1918-	1243 North Market
Jardine, W.M.	1955-	3550 Ross Parkway Came into system as a six-year high school when Planeview was attached. Was changed to a junior high school in 1957 and renamed Jardine. New building completed in 1958 and old building razed.
Marshall, John	1939-	1510 Payne
Mathewson, Wm.	1951-1969	1847 North Chautauqua Closed as a junior high school in 1969 for integration purposes. Utilized for grades five and six in 1969-70 and in 1970-71 became the Community Education Center.
Mayberry, L.W.	1955-	207 South Sheridan
Mead, James R.	1952-	2601 East Skinner
Minneha	1965-66	701 North Webb Road Acquired through unification. Operated as junior high and elementary school for one year after coming into Wichita system. See Minneha Elementary School.
Munger Junior High School	Jan., 1975-	1150 Bluffview
Interest Center		Formerly Munger Elementary School which was closed in 1973.
Pleasant Valley	1964-	2220 West Twenty-ninth Street North Acquired through annexation of District 128.
Robinson, Charles	1932-	328 North Oliver
Roosevelt, Theodore	1921-	2201 East Douglas
Truesdell, Benjamin W.	1956-	2464 South Glenn
Wilbur Lawrence E.	1971-	340 North Tyler Road Acquired through purchase from Catholic Diocese.

Senior High Schools

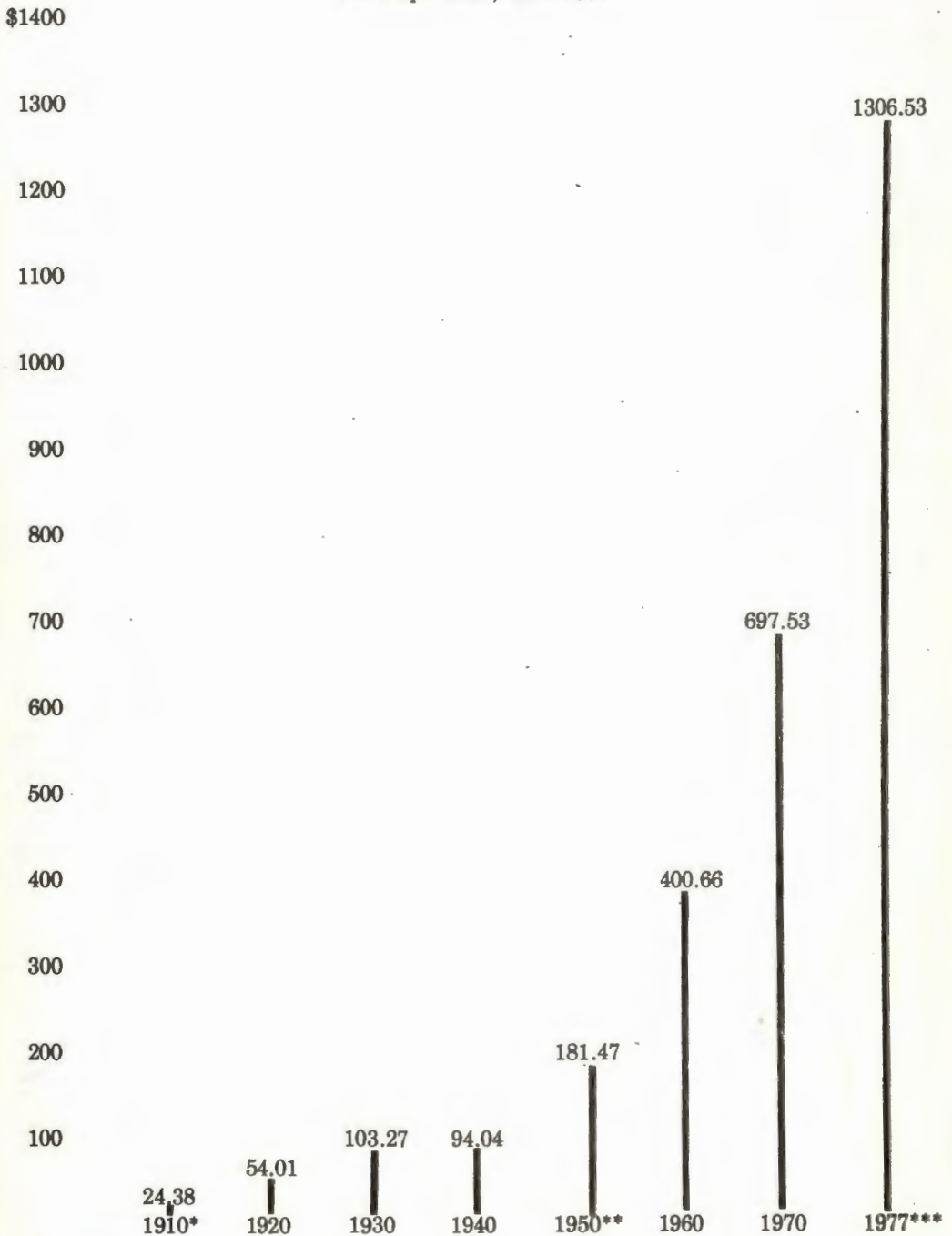
Metropolitan Secondary	1971-	751 Geo. Washington Blvd.
Program Center		Formerly Willard Elementary School.
Wichita High School	1884-1929	Third and Emporia (1884-1923)

Wichita High School East	1923-	2301 East Douglas (1923-1929) High school classes were offered beginning in 1872. First graduating class—1879. 2301 East Douglas Formerly Wichita High School. Name changed to Wichita High School East when Wichita High School North was completed in 1929.
Wichita High School Heights	1963-	5301 North Hillside Acquired through attachment of Wichita Heights Rural High School District 192.
Wichita High School North	1929-	1437 Rochester
Wichita High School Planeview	1955-1957	3600 Ross Parkway Came into Wichita system as a six-year high school when Planeview was attached. Was changed to a junior high school in 1957 and renamed Jardine.
Wichita High School South	1959-	701 West Thirty-third Street South
Wichita High School Southeast	1957-	903 South Edgemoor
Wichita High School West	1953-	820 South Osage

The preceding information was compiled by Nina Davis, former secretary to superintendents Dr. Lawrence Shepoiser and Dr. Alvin Morris.

Appendix B

Per Pupil Cost, 1910-1977



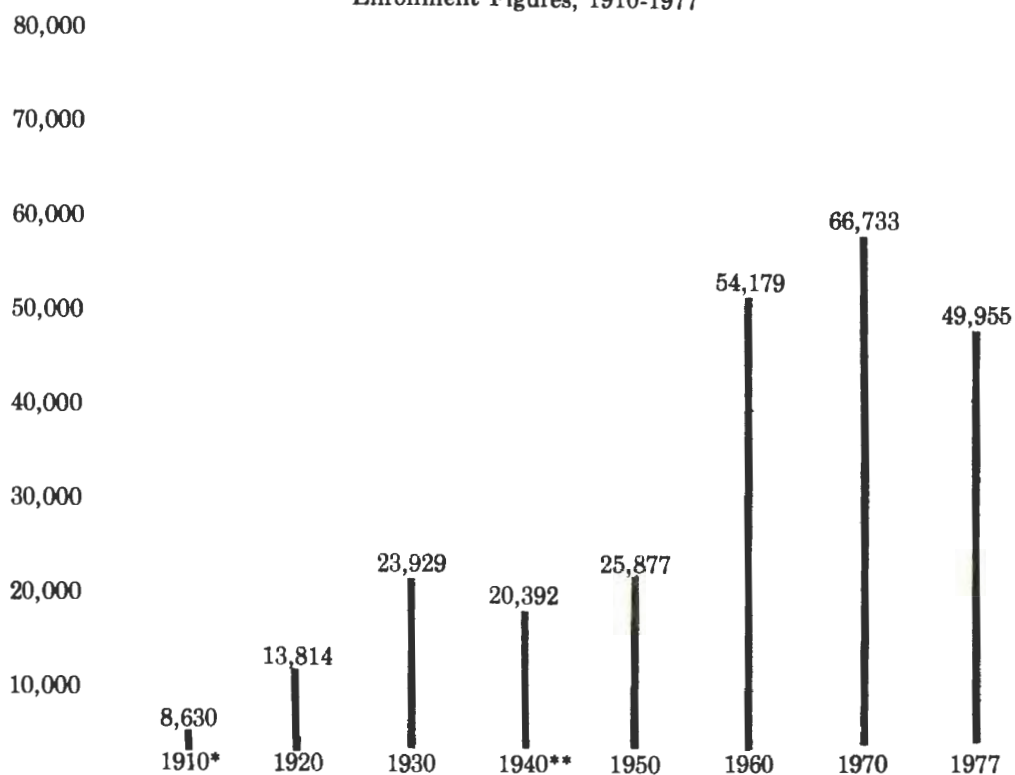
* Per pupil costs for 1910 through 1940 were computed on a weighted average basis using data taken from *Reports to Department of Education, State of Kansas, 1908-1960*.

** Per pupil costs for 1950 through 1970 were taken from the *Proposed Budget, 1977-1978, Wichita Public Schools*.

***Per pupil costs for 1977 were obtained from a letter from Dale Dennis, assistant commissioner for financial services, state department of education.

Appendix C

Enrollment Figures, 1910-1977

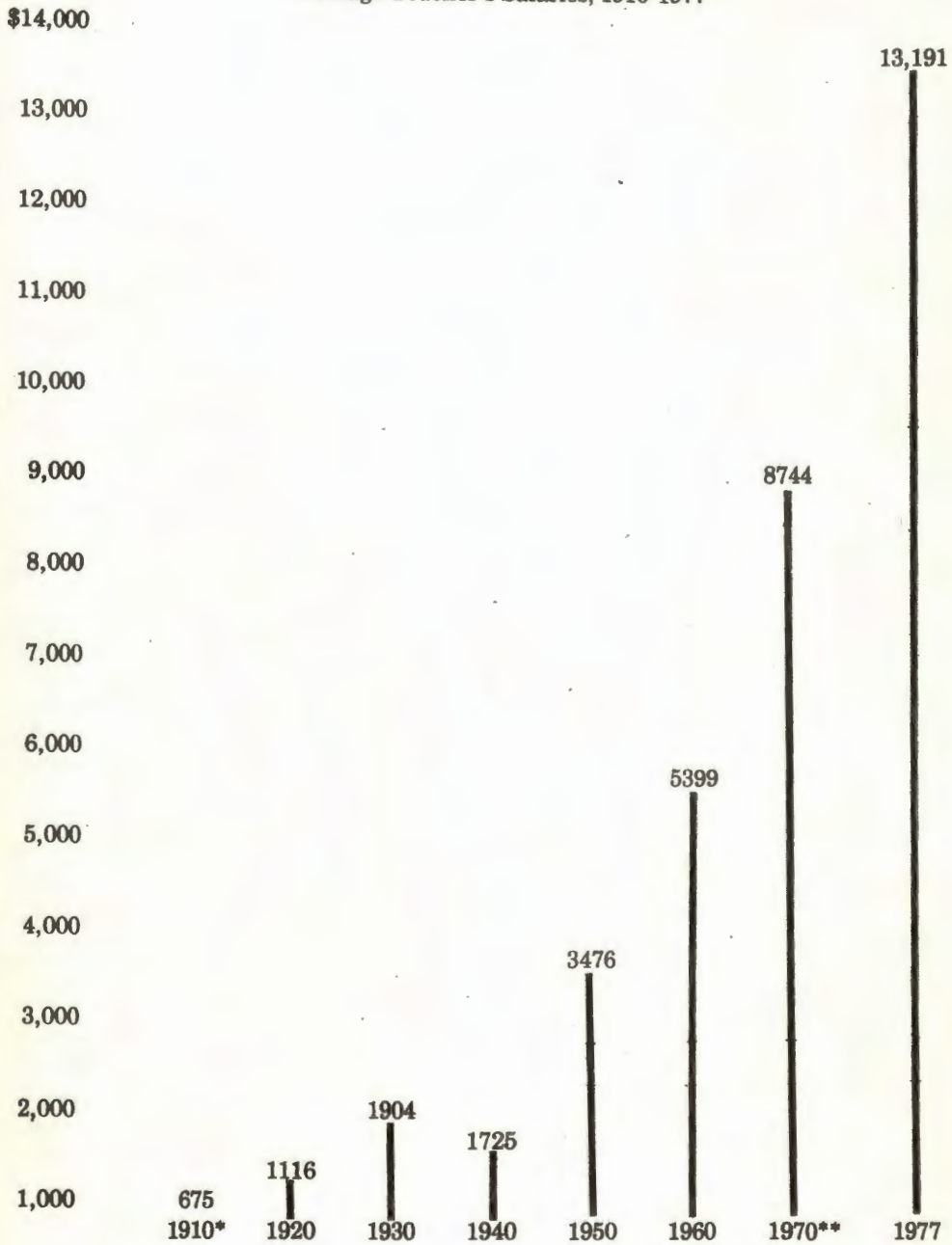


* Enrollment figures for the years 1910 through 1930 are taken from *Reports to Department of Education, State of Kansas, 1908-1960*.

** Enrollment figures for the years 1940 through 1977 were obtained from the Pupils Accounting Department, Wichita Public Schools.

Appendix D

Average Teacher's Salaries, 1910-1977



* Average salaries for the years 1910 through 1960 are computed by weighted average from data found in *Reports to Department of Education, State of Kansas, 1908-1960*.

** Average salaries for the years 1970 and 1977 are found in *Statistical Information Related to Personnel in the Wichita Public School System, Unified School District 259, 1969-1970 and 1976-1977*.

Appendix E

Superintendents in Wichita Public Schools

1873-1875	B.C. Ward
1875-1876	J.F. Gowdy
1876-1878	O.F. McKim
1878-1879	G.H. Woodward
1879	B.D. Hammond, October 1879 for one month
1879-1882	L.G.A. Copley
1882-1884	E.L. Hallock
1884-1886	George E. Campbell
1886-1889	M. Chidester
1889-1892	R.W. Stevenson
1892-1895	Dr. Wm. Richardson
1895-1901	F.R. Dyer
1901-1911	R.F. Knight
1911-1912	Geo. W. Kendrick
1912-1943	L.W. Mayberry
1943-1944	Dr. Leonard B. Wheat
1944-1945	L.W. Brooks, acting superintendent until January
	Dr. Wade C. Fowler, acting superintendent balance of the year
1945-1958	Dr. Wade C. Fowler
1958-1968	Dr. L.H. Shepoiser
1968 to present	Dr. Alvin E. Morris

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