

our State, and they are compelled to subserve the end intended." What was once in reality a mighty desert, has been redeemed by the magic touch of agriculture, and prosperous towns have sprung up where utter silence once reigned save when disturbed by the heavy tread of the buffalo in vast herds or by the dismal cry of the wolf. For a time there was, it is true, a period of suspense and of fluctuating hopes. The change did not come at once; crops were many times sown and germinated, then came the blasting sun and scorching air, crisping the half-grown fields of grain and changing all to brown vegetation. The corn leaves withered till in July they gave the dry rustling sound of October. When autumn seemed to breathe coolly again over the burnt-up country, then came poverty, dragging down those hardy pioneers in the dust, crushing the aspirations of the heart, and condemning them to the companionship of sorrow and suffering, to such a degree that the State had to interpose its paternal hand and give relief from its treasury. The whole region was condemned as the theater of blasted hopes, fit only as the race-course of the winds and the arena of the tornado. Now all that has passed away, and through a beneficent Providence and the courage and industry of man, the knell of that era has been rung. There is no more prosperous section of our State—nowhere does immigration more madly rush, till unoccupied lands are scarcely to be found by the home-seeker.

Bad seasons may come again, and they doubtless will, for that is the fate of all agricultural areas the world over; but the once dreadful spell of hopelessness is broken, and few now doubt that as the years roll on our western frontier region will, only as broken by usual vicissitudes, continue to blossom as the rose. The rifle has dispersed the buffalo and the antelope, and the plow piercing the soil and exposing its fertile elements to the sunshine and the air, has enticed the clouds to drop their life-giving moisture. Thus the barren and desolate wilderness has been changed to the fruitful abode of man. The chemistry of the seasons has been changed. There are now thousands of happy homes; common schools and the college dispense knowledge and virtue to the children; the press reports the current events and transactions of busy communities; and the pulpit proclaims "Peace on earth, goodwill to all men." Above all, there are, hidden from the public eye, and sheltered within the calm retreat of the dug-out, the sod house, and the more pretentious cottage, thousands of noble women, sharing the hardships of their husbands and giving example to daughters that are to be the mothers of the coming and even more noble generations of the people of Kansas. And now, on this the twenty-fifth anniversary of Kansas as a State, we plant our feet on the glorious achievements of the past, and press firmly on with steadfast purpose to the golden shores of the future.

#### ADDRESS OF REV. RICHARD CORDLEY, D.D.

Rev. Dr. Cordley, who was then introduced, delivered the following address:

##### THE SCHOOLS OF KANSAS.

The schools of Kansas are a part of her very structure. They began with her life and have grown with her growth, and have been woven into all her history. The planting of schools was not an incident, nor an afterthought, but a part of the original purpose of her first settlers. It was truth, as well as poetry, that—

"They came to plant the common school  
On distant prairie swells."

Schools sprang up as soon as they touched the soil, almost before there were children to attend them. Lawrence was settled in September, 1854, and in less than four months, January 2, 1855, a school was opened by Mr. E. P. Fitch, of Massachu-

setts. March 7, 1857, the "Quincy High School" was established, and she has hardly had a better school since. Topeka was settled late in November, 1854, and early the next summer a school was opened by Miss Sarah Harland, and the "Topeka Academy" was established January 2, 1856. What happened in these two places was repeated in one form or another in every town and hamlet in the Territory. These were all voluntary movements, as there were as yet no provisions of law to aid in the matter. But these local and voluntary movements sprang from the same popular convictions which afterwards created our splendid school system, and were prophetic of what was coming. As soon, and as fast as possible, even in Territorial days, provision was made by law for public education. But although schools were everywhere, and interest was universal, it could not be said that Kansas had a *system* of public schools until after her admission into the Union.

The Wyandotte Constitution, under which the State was admitted twenty-five years ago to-day, provides that the Legislature shall establish "a uniform system of common schools, and schools of higher grade, embracing normal, preparatory, collegiate, and university departments."

In accordance with this constitutional provision the Legislature has, at different times, passed laws looking to the development of a complete system of schools, and these laws have been carried out by school officials elected under them. These laws provide for a State Superintendent of Public Instruction, who shall supervise the schools of the State, and for County Superintendents, who shall supervise the schools of the county. The State has been divided into school districts small enough to make a school accessible to all the children, yet not so small as to make the maintenance of a school burdensome.

Every district is encouraged to sustain a school at least three months in the year, and every parent is required by law to send his children to school at least three months each year. Cities and larger towns are authorized to establish graded schools, including primary, grammar, and high-school departments. Every child who wishes, may secure, not only the rudiments of learning, but a good English and business education, and also prepare for further study in higher institutions of learning.

Beyond the common schools, there have been established schools of a higher grade and for special study.

At Emporia is the Normal School, for training teachers in the art of teaching. It was founded by a grant of nearly 40,000 acres of land, which is being sold to establish a fund for its support. It employs eleven professors and two assistants, and has an attendance of 597 students, making it the largest school in the State. It has a small endowment, but a grand and growing work, and it is to be hoped that the Legislature will hereafter supplement its endowment by appropriations equal to its opportunity.

At Manhattan is the State Agricultural College, for instruction in agriculture and the industrial arts. It is based upon a Congressional grant of 82,000 acres of land. The sale of these lands has been admirably managed, and has produced a permanent fund of about half a million of dollars. The College is doing a grand service in elevating the industries of the State. It now employs twelve instructors and assistants, and seven superintendents of different branches of industry, and gives instruction to 404 students.

At Lawrence is the State University, designed to give to all citizens the opportunity for professional study, and for the pursuit of all branches of higher learning. It employs some twenty instructors and assistants, and at the last report had an attendance of about 500 students. It is hoped that here a fully-equipped university may be developed, with schools of literature and art, of philosophy and science, and schools for professional study. It is hoped also to gather here libraries and

cabinets, and museums and galleries of art, and to establish learned professorships and lectures, so that persons desiring to pursue any branch of learning may here find facilities to any extent desired. The University has the beginnings of a noble system of buildings, and a very enthusiastic and industrious faculty. It has a very small endowment in money and lands, but an unlimited endowment in the growing confidence and affection of the people.

The maintenance of the common schools is both State and local. The act of Congress admitting the State set apart the sixteenth and thirty-sixth sections of each township for school purposes. This will aggregate nearly 3,000,000 acres of land, and Superintendent Speer estimated four years ago that it could be made to yield a permanent school fund of \$15,000,000. The fund already amounts to \$3,500,000, and is increasing rapidly. This fund is invested in good securities, and the interest apportioned among the districts.

But the main dependence of our public schools is the local tax, which districts impose upon themselves. While the public moneys distributed annually are only about \$300,000, the cost of maintaining our schools is over \$3,000,000. If the State school fund should reach the highest sum suggested, it would give our schools only a very meager and partial support. The tax now assumed by districts is ten-fold the amount given by the State. If the State aid should be withheld, a very slight additional tax would supply the deficiency. The schools of a State do not depend on its public school fund, but on the interest of the people in them. One State with no public fund may have better schools than another State with an enormous fund.

A large fund is no substitute for an interested people. The largest fund ever named is no match for a people whose love for education makes them willing to tax themselves for its support.

The hearts of the people are a larger and surer dependence than the State treasury, however full that may be.

We have but to look over Kansas and see her school houses, built by a self-imposed tax, and her troops of teachers paid by a self-imposed assessment, to see that we have the most enduring foundation for an effective system of public schools.

The growth of our public schools has so exactly kept step with the growth of the State as to show that they are a part of its very life—bone of its bone, flesh of its flesh. The reports of the first two or three years of the State history were so incomplete that they afford no fair basis of comparison. But we may take the report of 1866 and measure the growth of the last twenty years with a good degree of accuracy. In 1866 the school population of the State was 54,725. It is now 461,000. The number of children enrolled in the schools then was 31,528. The number now is 335,538. The number of teachers employed then was 1,086. The number now is 8,219. The number of school houses was not reported that year, but in 1867 it was 703. The number now is 6,673. The amount paid then for teachers' salaries was \$115,924. The amount now paid is \$1,989,169. The value of school property was then \$318,897. The value now is \$6,904,176. The whole amount expended for public schools in 1866 was \$253,926. The amount being expended this year will be about \$3,000,000.

The school population has increased about eight and a half fold, from 54,000 to 461,000, indicating a growth in population from about 161,000 to about 1,400,000. In nearly every other respect the schools have increased over ten fold.

But there has been growth in other things as well as in numbers. There has been improvement in quality as well as enlargement in quantity. We have better school houses, better teachers, and better methods of teaching. There is coming to be, among our teachers and among the friends of education, an enthusiasm for the best that may be had in facility and in methods. Every new town takes pride in making



its school house the best building in the place. The people will wait for comforts around their homes, but the school must be sheltered and equipped. It is a heavy tax which the support of our schools imposes. But no tax is more willingly borne. Sometimes the small politician thinks to make a point with the burdened tax-payers, by clamoring about the immense cost of our schools. But the people have a way of laying these gentlemen on the shelf and leaving them there to rest and think. And even this class of men do learn wisdom in time, as, they say, a child learns about fire. They learn that the people will permit no trifling with the common schools, the colleges of the common people. Our school system is by no means complete. Nor are our schools perfected. There are missing links to be supplied, and room for improvement along the whole line. But we have the elements of an admirable system, and there is under it, and in it, and through it, that spirit of life which creates systems, and transforms them to its will. It is the settled policy of our people to plant a school wherever there are children to need it. "A school for every child, and every child in school," is the motto of our progress, and the end toward which we move.

ADDRESS OF REV. F. S. McCABE, D.D.

Col. Anthony, in introducing the next speaker, humorously remarked, that, as the editor of the leading religious and prohibition newspaper of the State, he took pleasure in introducing to the audience the leading minister and prohibitionist in Kansas. Rev. Dr. McCabe then delivered the following address:

THE CHURCHES OF KANSAS.

*Pre-Territorial Era.*

In the pre-Territorial era, viz., prior to 1854, missionary enterprises were vigorously prosecuted on this soil among the Indian tribes, by several denominations of Christians.

The Baptists established a mission among the Shawnees in 1831. The station was about four miles from the Missouri river, in the present county of Wyandotte. The first printing press ever on Kansas soil was brought by Mr. Jotham Meeker, in 1833, for a Baptist mission located near the present site of the city of Ottawa.

The Catholics started a mission among the Osage Indians in 1827, near the present site of Osage Mission.

The Methodist Episcopal Church began its work among the Delawares and Shawnees, on the south side of the Kansas river, and it organized its first church among them in 1832, Rev. Thomas Johnson having established a school in 1829.

The Presbyterians founded their first mission in Kansas in 1835, among the Wea Indians, who lived near where Ottawa now is. In 1837 a mission was founded by them for the benefit of the Iowas, near what is now Highland, in Doniphan county.

The Society of Friends started a school, and held meetings, among the Shawnees in Johnson county, soon after the removal of the tribe to Kansas.

Schools and churches were organized by the Moravians, and perhaps by other bodies of Christian people.

*Territorial Era—1854-61.*

The fierce political and border strifes, which chiefly made up the history of the Territorial era from 1854 to 1861, were unfavorable to the planting and nurture of churches. Yet during this period foundations were laid by various denominations, in order to meet the needs of the people, and especially in anticipation of the prospective settlement of the Territory.

The Baptists organized in June, 1855, and their first house of worship was built at Atchison.