

The Kansas State Normal years: 1863-1923

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As the United States continued to expand westward, citizens in new settlements and towns quickly expressed the desire for their children to receive an education. Schools were soon built in towns and on a section of land in the rural areas. States entering the Union almost immediately enacted some legislation establishing guidelines for public education. To meet these demands, schools needed well-qualified and trained teachers. With the establishment of a state normal school in Massachusetts as early as 1839 to train teachers, other states soon established similar training schools. In 1863, only two years after Kansas entered the Union, Kansas State Normal (KSN) was founded through an enactment of the Kansas legislature, and KSN became the second state normal school established west of the Mississippi River. The Civil War and the struggles of new statehood delayed the opening of KSN until February 1865. Although enrollment increased steadily during the early years, financial issues and the destruction of the main building threatened school closure. With the support of the Emporia community and dedicated faculty, the school persevered to become one of the nation's most recognized schools for training teachers. In 1923, the *Kansas State Normal School* name was changed to *Kansas State Teachers College* to reflect the national trend of normal schools becoming less of secondary schools and more of collegiate schools offering bachelor and master degrees.

Keywords: normal schools, école normale, Kansas State Normal School, teacher education, education, Emporia State University.

EARLY TEACHER TRAINING IN THE UNITED STATES

Since the founding of the United States, its citizens have always placed an emphasis on education. A good education guarantees prosperity, social and cultural attainment, and a democratic life. Public education became the means for the people to achieve these ideals. Although the young country had established some colleges and universities, these institutions were mostly for the education of ministry, law, and medicine. Public schools sorely lacked good teachers. Most of the education only provided basic teaching in math, reading, and writing.

In 1825, a campaign to establish normal schools to train teachers was undertaken by several Massachusetts leaders. Although progress was slow, these determined leaders were able to secure passage of a bill in 1837 to create the State Board of Education of Massachusetts with reformer Horace Mann named as its first secretary. Mann and other Massachusetts leaders worked relentlessly to provide a training school for teachers. In 1838, the Massachusetts legislature signed a bill authorizing the establishment of three normal schools. On July 3, 1839, the first state normal school opened in Lexington, Massachusetts with three young ladies in attendance. The term *normal school* originated in early 16th century France from the *école normale*. The French concept of an *école normale* was to provide a model school with model classrooms to practice the standards or *norms* for teaching. Over the next 20 years, normal schools sprang up in Connecticut, New York, Rhode Island, New Jersey, Pennsylvania, Michigan, Illinois,

and Minnesota. With the end of the Civil War and the nation's westward expansion, state normal schools greatly increased in number (Harper, 1939; Ogren, 2005).

THE KSN BEGINNING

The founding of the Kansas State Normal (KSN) at Emporia almost did not happen. Kansas achieved statehood on January 29, 1861, just a few months before the outbreak of the Civil War. Despite all the struggles and issues surrounding the war and the establishment of a government for the new state, the citizens of Kansas understood the importance of education. Prior to statehood, the Kansas Territorial Legislature had chartered 10 higher education institutions. Today, only Highland University (Highland Community College), Bluemont Central College (Kansas State University), and Baker University still exist. Plans to establish a state university began with the 1861 legislative session. At that time Topeka, Lawrence, Manhattan, and Emporia were the largest towns in Kansas; and the legislators from these communities held the most political power. Topeka had already won the site as state capital, so the fight for educational institutions remained between Emporia, Lawrence, and Manhattan. During the legislative session of 1863, the legislators finally took action to establish a public institution of higher learning. With the passage of the 1862 Morrill Act by the Federal government, the states had an opportunity to establish land-grant colleges to provide education in the areas of agriculture, home economics, mechanical arts, and other professions.

In 1861, the directors of the Methodist-supported Bluemont Central College in Manhattan offered their site as a land-grant college. However, the Kansas legislature did not accept the offer until 1863. Not to be outdone, the legislators from Lawrence and Emporia argued for a state-supported public university, each hoping that it would be located in their respective towns. Lawrence won the university by one vote on the condition that it would donate a 40-acre site and provide an endowment of \$15,000; otherwise, the university would go to Emporia. Charles Robinson, former Governor and a founding citizen of Lawrence, donated the land. Amos Adams Lawrence, from Massachusetts and for whom the town of Lawrence was named, gave \$10,000; consequently, the first public university in Kansas was secured in Lawrence.

So how was KSN conceived? In his semi-centennial address on June 15, 1918, former KSN President Albert R. Taylor gave this explanation:

As all of you are aware, the wisdom of establishing institutions for the professional training of teachers was still an open question in most parts of our country fifty years ago, and very few members of the Kansas legislature knew what kind of a school they were establishing when they voted for a normal school at Emporia to soothe the lacerated feelings of Governor Eskridge on account of his bitter disappointment in failing to secure the State University for his home city. Indeed, it is stated that when State Superintendent Goodnow suggested it to him as a substitute balm, that an oath prefixed his query, "What in the blank, blank is a normal school?" ... So while several eastern states were endeavoring to find a place for the normal school in their educational systems, and were striving to organize it on a scientific basis, Kansas in a very modest way undertook the same thing. (KSN, 1918, p. 23)

Late in the afternoon of March 2, 1863, Senate Bill No. 150 was brought before the Kansas legislative assembly for a third reading. With the question, "Shall the bill pass?" the voters were taken with the result: *Ayes* 23, *Noes* 0 (Senate Journal, 1863, p. 307). And so, Bill No. 150, "an act to establish, locate and endow a State normal," was unanimously passed. The act was signed into law the next day by Governor Thomas Carney. Section 1 of the act stipulated that KSN would be permanently located at the town of Emporia in Lyon County, stating that its exclusive purpose:

... shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education, and in the mechanic arts, and in the arts of husbandry and agricultural chemistry, and in the fundamental laws of the United States, and in what regards the rights and duties of citizens. (*General laws*, 1863, p. 93)

With the enactment of Senate Bill No. 150, Kansas became the second state-authorized normal school west of the Mississippi River (after Winona State Normal School in Minnesota) and the 13th in the United States to establish a normal school (Ogren, 2005).

After the passage of the 1863 bill to establish a state normal school, it was nearly two years before the KSN opened, and the United States was in the midst of the Civil War. Kansas was only two years old, and Emporia was six years old. There was a still question in the minds of people about what a *normal* school was. There was also no appropriation to fund the school other than monies received from the sale of state salt springs lands of which none had yet been purchased.

The legislation enacting the establishment of the school called for a nine-member Board of Directors to govern the school. Six of those members were to be appointed by the governor. By virtue of their office, the Governor, Secretary of State, State Treasurer, and State Superintendent of Instruction were to serve on the board. For some reason, Governor Carney did not appoint the board members until August 1864, which added to the delayed school opening.

Despite these obstacles, C.V. Eskridge and Reverend G.C. Morse of Emporia, both strong proponents of education, pushed forward the opening of KSN by locating a site on the northern outskirts of the original town. Twenty acres of land were purchased from Giles Filley, a stove manufacturer from St. Louis, at the head of Commercial Street just north of 12th Avenue as the location for the new school. Upon the urging of State Superintendent of Education Issac Goodnow, the 1864 state legislature appropriated \$1,000 for teacher salaries. At the first board meeting held in December 1864, an executive committee was appointed consisting of G.C. Morse, C.V. Eskridge, and J.A. Rogers. They were authorized to employ a principal for the school at the salary of \$1,000. At that time, the presidents of normal schools were often called *principals*.

Morse, who graduated from the Theological Seminary in Andover, Massachusetts, was familiar with the normal school concept and charged with finding a well-qualified principal. Morse began his search by heading east and stopping in Chicago where he called upon Perkins Bass, a fellow college student from his past. Bass recommended a young man named Lyman B. Kellogg who had just completed his degree at Illinois State Normal University in Bloomington, Illinois. Following Bass's recommendation, Morse went to Bloomington and met with the university president Richard Edwards who introduced him to Kellogg. After visiting with Edwards and Kellogg, Morse offered Kellogg the position. The salary was negotiated at \$1500 for the first year of which Kellogg would use \$300 to develop the school. A gentleman's agreement sealed the contract with Edwards as the witness (Dicks, 2006).

Kellogg arrived in Emporia the evening of January 20, 1865, after a long trip from Chicago. Plans to begin classes by the end of January were delayed due to the incompleteness of the new public school building where classes were to be held. February 15 was then set as the official first day of class for the KSN (Hansch, 2013). Kellogg, who was staying with the Morse family southeast of Emporia, walked two miles in the mud, arriving approximately one minute before 9:00AM. Eighteen students, mostly girls, waited inside the second floor room of the Lyon County District #1 school building, eager to begin their teacher education. The class room was quite sparse with borrowed furniture from other buildings, a dictionary, and Kellogg's personal bible. The class was called into session by Kellogg rapping his pocketknife on the table. He led the class in reading the parable of *The Sower* and the recitation of *The Lord's Prayer*. KSN had officially opened (Dicks, 2006).

WITH A BIBLE AND A DICTIONARY, THE SCHOOL GROWS

Lyman B. Kellogg proved an excellent choice to lead the fledgling normal school. Kellogg was a 23-year-old graduate of the Illinois State Normal University when he came to Emporia. He graduated in June 1864, with seven other students. At the time Morse offered Kellogg the principal position at KSN, Kellogg was serving as Principal of the Grammar School Department at the Illinois State Normal University model school. Kellogg's education and teacher training experience proved highly successful. By the end of the first term in June 1865, enrollment grew from 18 to 43 students. To recognize the student learning, a two-day examination was open to the public. The normal school, considered an experiment by many, was off to a good start; in fact, State Superintendent Goodnow deemed it a *success* (Report of the Superintendent, 1866).

KSN was not of collegiate rank at its founding, as the main purpose of normal schools at this time was to educate and train students to become teachers rather than to become scholars. The preparation of elementary school teachers placed a strong emphasis on methods and the psychology of child development. The curriculum consisted of courses that were taught in the public schools such as reading, writing, arithmetic, spelling, grammar, science, language, and geography. Three years was considered the necessary amount of time to complete the full course of study. Preparation for secondary school teaching demanded a larger academic component and was still left to liberal arts colleges.

In fall 1865, Henry B. Norton was introduced as a new teacher at KSN. His subject expertise was the natural sciences, but he was also an accomplished writer, poet, and speaker. In 1867, Kellogg and Norton opened an experimental or model school that would coincide with the opening of KSN's first building at 12th and Commercial Street. The model school was limited to 30 students and provided an opportunity for KSN students

to practice their teaching skills. The model school continued to flourish until the departure of Kellogg in 1871. With the completion of a new and larger school building in 1873, KSN President George W. Hoss revived the model school. The additional classroom space allowed the model school to offer classes from kindergarten through the eighth grade. Seventh grade pupils from Emporia city attended the model school in order to provide KSN students opportunities for their teacher training (KSN, 1889).

Soon after C.R. Pomeroy was appointed KSN president in 1874, a series of disasters struck the by-then flourishing school. The 1874 grasshopper plague greatly affected the economy of the state. Education in general sustained a major blow, as did other areas of public services. Faculty salaries were greatly reduced due to the lack of income. According to an article in the local newspaper, arson was suspected in an 1875 fire, only two years after completion of the new building. Fortunately, a neighbor saw the light of the fire in the basement and was able to extinguish it before any major damage was done (Daring outrage, 1875). The worst setback, however, was the legislature's decision to withdraw financial support in 1876. At that time, there were two other normal schools functioning in Kansas; one at Concordia (1874-1878) and one at Leavenworth (1870-1878). For some reason, the legislature of 1876 tacked a provision onto an appropriation bill that eliminated support for all three teacher-training schools. One explanation for the legislature's lack of funding was an effort to close Concordia and Leavenworth and combine them with Emporia. Another explanation was that KSN was on its way to becoming a university instead of maintaining its original purpose as a teacher-training school which would be in direct competition with the public university in Lawrence and the land-grant college in Manhattan.

The Kansas Board of Regents immediately took drastic measures to save KSN until state support might be reinstated. The entire faculty was dismissed except for the president who received no pay. The following year, President Pomeroy hired teachers based on enrollment. Students were assessed tuition and textbook fees to help finance the school. This action caused a decrease in enrollment.

During the 1877 legislative session, a bill was passed to reorganize the normal school, appoint a new Board of Regents, and to allow the salt springs lands endowed to the school to be sold. School officials and the community rejoiced with the good news. The celebration was short-lived, as in April 1878, a tornado ripped off two-thirds of the school's roof, causing extensive water damage. The greatest blow came on October 27, 1878, when fire created from spontaneous combustion in the furnace room destroyed the KSN building. Hope and help for the school finally came in 1879, when the legislature appropriated \$25,000 for a new building with the condition

that Emporia and/or Lyon County contribute an additional \$20,000. Emporia citizens rallied to the cause, knowing this was the only chance to save the school. Thanks to the Board of Regents and the citizens of Emporia, KSN was able to survive these crises. These difficult years took a toll on President C. R. Pomeroy, and in the summer of 1879, he tendered his resignation.

Following those dark and turbulent years, the school saw continuous growth in enrollment and course development. Under the administrations of R.B. Welch, A.R. Taylor, J.N. Wilkinson, and J.H. Hill, courses of study were offered for students at different levels including kindergarten, primary, intermediate, and high school. Students could also concentrate in specific subject areas such as the languages, sciences, music, library methods, and industrial methods. Various certificate levels plus a two- or four-year degree plan offered students a more flexible course of study. During this time, a training school at the high school level was also established for students who specifically wanted to teach upper grades. Students completing the advanced courses and meeting the standards above the preparatory level were granted a two- or four-year diploma.

Summer school at KSN originated in 1891, when a special session was taught by Professor M.A. Bailey for advanced students in mathematics and Latin. The intent of the session was to enable students to graduate at an earlier date and to provide an opportunity for teachers to better equip themselves for advanced duties in the profession. The session was 10 weeks, with written exams every fourth week, plus a final exam. Fifty-three students enrolled in the 1891 summer session. The following summer, three additional faculty members offered sessions (The summer school, 1900). By the turn of the century, there were more than 300 students enrolled in summer school course work. From 1891 until 1901, student fees paid for the faculty to teach the summer classes. However, with the legislature appropriating \$10,000 in 1901, summer school students were able to receive free tuition, as did those during the regular academic year.

By 1901, KSN had advanced from a handful of students taught with limited resources to a higher institution gaining recognition throughout the nation as an outstanding teacher institution. With an enrollment of 1,404 in 1891-1892, the Kansas Board of Regents made these remarks to the governor and legislature:

We recommend to your favorable notice, with great pleasure, the position of the Kansas State Normal School among the schools of like character in the United States. We feel that the people of the State have a great pride in their schools, and will especially appreciate the knowledge that the Kansas State Normal is the largest State Normal School in this country, if not in the world. . . (State of Kansas, 1892, p. 1)

The school also gained recognition at the 1893 World's Columbian Exposition in Chicago when two medals were awarded for student work. KSN President A. R Taylor wrote in his report to the State Department of Public Instruction:

The state normal school was awarded two medals at the World's Fair, one for students' work, normal department, and the other for work of pupils in the model school. Special mention was made of several lines of our work and individual medals were awarded several of our people who prepared some the most meritorious parts of the exhibit. (State of Kansas, 1894, p. 23)

Beginning with the fall 1906 semester, courses were offered which led to a Bachelor of Arts in Education degree. For several years, the Kansas Board of Regents had discussed the transition of KSN from a secondary school/junior college to one with full collegiate rank. According to Fish (1936), this transition had been happening over a number of years, but was difficult to document because of inadequate records and the confusing level of courses. During the next 17 years, under the leadership of President Thomas Butcher, the school continued to develop, reorganize, and offer additional courses leading to bachelor degrees. All of these changes led KSN from a teaching-training institution into a liberal arts college offering students a wide range of coursework either to teach and/or seek a career in many occupations.

GROWTH FROM ONE TO ELEVEN BUILDINGS

When enticing Kellogg to begin his career at KSN in Emporia, Morse did not promise the young educator a fully equipped classroom in a new building on a landscaped campus. When Kellogg walked into class that first day in February 1865, he found a sparsely furnished, cold room on the second floor of the Lyon County District School #1 school building. Kellogg had to wait until January 1867, to teach in KSN's new building located on the tract of land at the north end of Commercial Street. That first building was similar to the stone schoolhouse he had left. It was a two-story structure on a raised foundation. The first story was divided into four classrooms: one room was for the model school, and the other three were classrooms. The second story was the assembly hall and could seat 120 people (The dedication, 1867). The dedication of the school was remembered vividly by Mrs. George (Nellie Storrs) Newman who was then 13 years old. She recalled Indians from the Kaw Reservation near Council Grove observing the ceremony as they sat in the corridor outside the auditorium. Later, the Indians followed the marching band as it made its way down Merchant Street, curious and amazed at the celebration taking place in this small prairie community (Mrs. G.W. Newman, 1936). Six years later in 1873, thanks to a \$50,000 appropriation from the Kansas legislature, a larger new structure was completed in order to accommodate the growing enrollment. A four-story-

high building facing Commercial Street stood in front of the 1867 structure. Bricks from the Emporia brick factory and limestone from the Cottonwood River valley were used in the construction of the Victorian structure which featured architectural elements from the Second Empire, Queen Anne and Chateausque styles (The new school building, 1872). The imposing structure gave the appearance of a castle on the open prairie evoking grandeur, culture, and education (Fig. 1). Unfortunately, the grand structure met an early demise on October 27, 1878, when fire destroyed it and the first school building located behind it (A state calamity, 1878).

With the improved economic times, the 1879 legislature resumed financial support for KSN. An appropriation of \$25,000 was authorized to replace the burned building if Emporia and Lyon County could contribute \$20,000. The money was raised, and a new building began to rise like a phoenix out of the ashes of

the old one. The 1873 architectural building plan was used to rebuild and enlarge the burned out structure. Completed in 1880, the new structure was 75 feet by 125 feet with three stories and a basement. The 25 rooms could accommodate between 400 and 500 students. Within five years, more space was needed to accommodate the increasing enrollment. Friends of the school lobbied the legislators in 1887 to make an appropriation for an addition to the building. As promised, the legislature granted an appropriation of \$25,000. When the news reached Emporia, students, faculty, and the city celebrated with a bonfire, fireworks, and a brass band along 12th Avenue (The state normal school, 1887). The new 72-foot addition was completed in 1888; however, within a year, lobbying for a new assembly room and wing had begun. In 1893, the legislature appropriated \$50,000 for the addition. To the surprise of President Albert Taylor, the new assembly hall was dedicated and named in his honor on September 3, 1894.

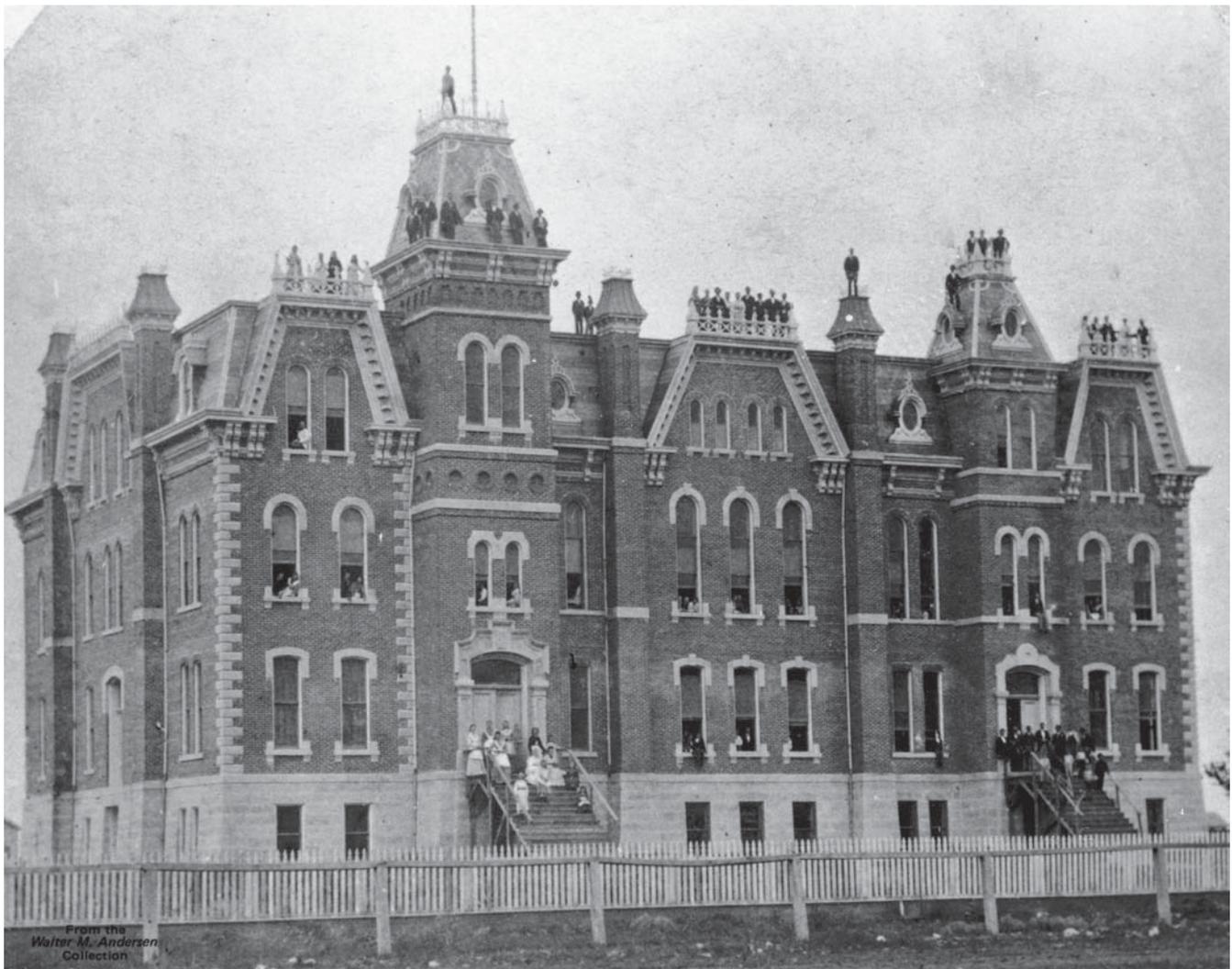


Figure 1. KSN old main building in 1873. Source: ESU University Libraries & Archives Special Collections.

Enrollment continued to increase throughout the end of the nineteenth and early twentieth centuries, creating a need for additional teaching and learning space on the 20-acre site. By 1910, the campus began to take the shape seen today. In 1903, Kellogg Library was dedicated west of the main building and named in honor of Lyman B. Kellogg. Soon to follow in 1904, was the Training School building located near the library (Fig. 2). The words *Training School* appeared above the main entrance with the dates *1864* and *1904*, as a reminder that it had been 40 years since the normal school was founded. In 1905, a grandstand was built with funds provided by the athletic association. Students and faculty donated time and labor to construct the 90-foot long, 36-foot wide and 22-foot high stand. The grandstand, entirely enclosed with a painted shingle roof, was a landmark for many years along Merchant Street.

In November 1907, a new science hall was constructed and named in honor of science professor Henry B. Norton, the second instructor of KSN. The Norton Science Hall was located on the extreme east end of the campus near the present-day Roosevelt Hall. One of the fastest growing and most respected departments on campus was music. In 1908, the former home of C.V. Eskridge was purchased and remodeled to house the music department. The great Victorian home served in this capacity until 1926 when the present music hall was built. In 1907, the legislature appropriated \$75,000 to erect a physical education building which would become the second largest building on campus. On April 15, 1910, the physical education building was dedicated. The basement contained a large swimming pool, and the first floor was divided into two exercise rooms which were free of structural supports. The second

floor, supported by 11 steel girders, contained separate exercise rooms for men and women, classrooms, and offices. A running track and spectator seats surrounded the second floor. At the time of its completion, the KSN physical education building was known as the best physical training facility in the state (The new gym, 1909).

Before the construction of the library, classroom instruction and other learning activities took place in the old main building. By 1910, only the assembly hall in the main building was still used for its original purpose. State funding was requested to remodel the old building; however, following a 1913 architectural study, the old main building was declared unsafe and condemned. In 1915, the legislature appropriated \$175,000 for a new administration building, and construction began to the north about 100 feet behind the old main building. The Preston B. Plumb Memorial Building was completed and dedicated in 1917 at a cost of \$250,000. With the occupation of the new building, the old main building was demolished. Following the demolition of the 1880 structure and its additions, the basement area was used as a sunken garden. The 150-foot long former basement site was raised to three feet below ground level. A sun dial monument presented by the Class of 1918 was placed in the center of the sunken garden. On the face of the sun dial were the words, *Grow old along with me, the best is yet to be* (Improvements on campus, 1918). Today, the sun dial and monument are located east of the William Allen White Library.

Along with the appropriation to demolish the old main building, additional funds were appropriated in 1917 to build a cafeteria.

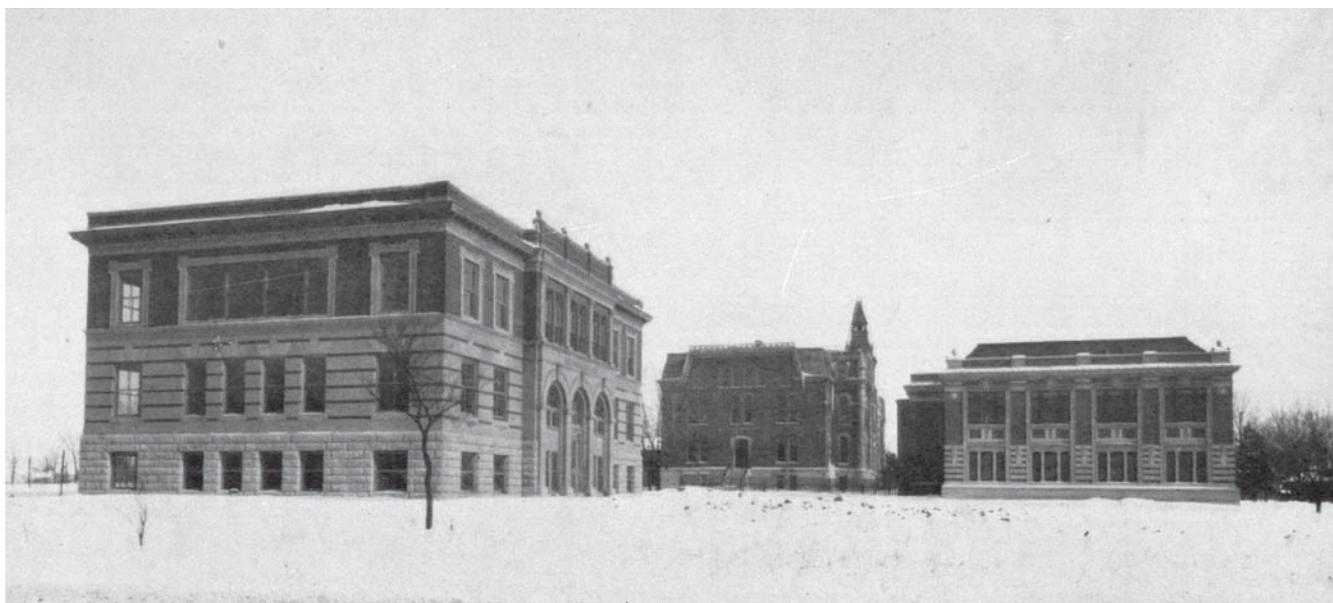


Figure 2. Winter view from west of KSN campus in 1906. Source: *Aureae Memoriae/Senior Class Yearbook*, 1906, ESU University Libraries & Archives.

Salvaged materials from the main building provided a \$20,000 savings in construction cost. The new 500-seat dining facility, furnished with golden oak furniture, was completed in 1920. In 1917, another major improvement on the campus was the construction of the lake north of the new administration building. The existing small pond was excavated to create Wooster Lake. Rubble from the demolished old main building was used to build the dam of the lake. The lake was named after Lyman C. Wooster who utilized the small pond as a natural science teaching resource (Aber, 2013).

In 1921, plans were made to construct a student alumni building in memory and honor of the soldiers who fought in World War I. On August 15, 1922, the state of Kansas issued a charter to the Memorial Union Corporation which would oversee and operate the building. Groundbreaking for the building occurred in November 1923, just a few months following the renaming of *KSN* to *Kansas State Teachers College*.

For nearly 40 years, from 1865 to 1903, KSN had operated almost entirely in one building. Within 20 years, from 1903-1923, 10 buildings were added to the grounds of KSN. The following buildings comprised the campus in 1923: Kellogg Library, the Training School, Norton Science Hall, the gymnasium, the music building (formerly the Eskridge home), Preston B. Plumb Memorial Building, the cafeteria, the power plant, the emergency hospital (a converted residence), the residence of the Superintendent of Buildings and Grounds, and a service garage. Under construction were the Student Union building and Morse Hall, a residence for women.

LEARNING BEYOND THE CLASSROOM

Not only does learning take place inside the classroom; it also takes place outside the classroom. Students attending KSN had many opportunities to experience outside learning, as do students today. During the early day residence halls, which were known as *boarding clubs* or *boarding houses*, students became acquainted with one another. Literary societies provided opportunities to debate, recite, and write creatively. Music, drama, dance, athletics, Greek life, and other social organizations provided opportunities for competition and to develop lifelong skills (Harding, 1971). As the school grew and evolved, so did these outside learning experiences.

One of the first requests from President Kellogg was the construction of a boarding house for students. Affordable housing was at a premium in this young town following the war. To remedy this situation, the State Normal School Boarding House Association was formed in 1865. Shortly thereafter, the association began construction of a boarding house on the southwest corner of 6th Avenue and Merchant Street. Unable to make the construction payments, the association traded the house to Jonathan Hunt who operated it as a hotel.

Obtained in the trade, was the building at 613 Exchange which opened for student housing in 1868. In 1870, two boarding houses were built on the southwest and southeast corners in the 800 block of Commercial Street. The southeast house was for men, and women lived in the southwest house. Rooms were rented to the students for 25 to 50 cents per week. Following the 1878 fire, the two boarding houses were used as classrooms (Kansas State Normal, 1889). These boarding houses provided similar life-learning experiences that students living in residence halls experience today.

The most popular and educational learning experience offered on college campuses during the nineteenth century occurred through literary societies, and KSN was no exception. The literary society's main purpose was to debate the social issues of the day, although members would also present original prose, poetry, and other creative writings. According to the 25th anniversary history of KSN:

The culture to be derived from literary societies is as varied as it is valuable. The environment has a tendency to inspire with lofty motive, to give breadth to one's views, and to encourage all literary ambition. Friendships are formed that cheer and comfort through all the vicissitudes of life. (Kansas State Normal, 1889, p. 62)

As early as October 1865, the first literary society was organized and appropriately named the *Normal Literary Society*. For several years, there were other short-lived societies including the *Normal Literary Union*, the *Lyceum*, *The Irving*, the *Philadelphian*, *The Ladies' Debating Club*, and *The Men's Debating Club*. With the growth in enrollment and additional building space, several new societies were organized in the 1880s. Debate contests were held among themselves and with other state normal schools and universities. Not only did these societies debate, but they also took on an intramural aspect by competing in sporting events such as basketball. The most recognized literary societies on campus included *The Literati Society*, *The Alpha Society*, *The Belles-Lettres Society*, *The Amasagacian Society*, *The Omega*, the *Amicitian Society*, and the *Oratorical Association*. By the end of the 1910s, most of these literary societies were replaced by academic organizations, social clubs, sororities, and fraternities. One of the main reasons for the decline of the literary societies was due to the inclusion of debate and public speaking classes then offered as part of the curriculum. Fraternities and sororities also became popular as social and service organizations. According to the Phi Sigma Epsilon fraternity, there was a strong interest to form such an organization at KSN:

It was the desire to be a member of such an organization that led Fred M. Thompson and Orin M. Rhine, then students at Kansas State Normal College in Emporia, Kansas, to begin the process which finally resulted in the

birth of Phi Sigma Epsilon. In recalling those trying days, Brother Thompson said, "I do know it was a resolute hard band of young men who made history at the old school who were clamoring for social distinction of a sort that could come only through a secret society. We held many meetings, always with the same purpose in mind, that of organizing a fraternity." In January of 1910, two members of the group, Fred Thompson and Victor Bottomly, presented their case for a fraternity to the college President, Joseph H. Hill. After giving respectful attention to the two men, President Hill thumbed his nose glasses and looked off into space. The substance of his response was: "You have my permission to organize a fraternity. I have supreme confidence in all of you and believe that the time has come for such societies to have a place (on our campus). (The history of Phi Sigma Epsilon, 2010, para. 26)

In perusing the KSN yearbooks up to 1923, one may see an organization offered to interest almost anyone in areas of academics, the arts, athletics, and social living. In 1915, for instance, women could participate in the *Zeppelin Verein* club. Its purpose was to cultivate ladylike conduct, merrymaking, good cheer, and all other attributes which make a well-rounded, likable character. Men had the opportunity to participate in the *C.S. Club* whose purpose was to teach young men the importance of social forms and customs, composure, and self-assurance in their social and business affairs (*The Sunflower*, 1915). The 1923 *Sunflower* listed eight sororities, four fraternities, four honor fraternities, five societies, eight academic clubs, three religious clubs, plus organizations related to music, drama, publications, and athletics (*The Sunflower*, 1923).

Physical training was always part of the normal school curriculum. A physically fit body was a healthy body, so outdoor and indoor physical activities were encouraged and taught by the faculty. As the school increased in enrollment, more competitive sports were played. For women, there were gymnastics, archery, tennis, field hockey, track and field, and basketball. For men, popular sports included baseball, football, basketball, track and field. In 1900, basketball arrived at KSN, just two years after James Naismith introduced it at Kansas University. KSN's first away game was against a team from Florence, Kansas, at the Florence Opera House, about 45 miles southwest of Emporia. Florence won the game 13-12, and the Emporia team complained that it was a rough game as the officials did not any call fouls (Florence, 1901). As a majority of the normal students were women, girls' basketball was highly popular and competitive at this time also.

Football was not well-received by KSN administrators, the community, and even some students when it was first played on campus in 1894. The Board of Regents, legislators, and general public considered it entirely too rough and physically unsafe (Foot ball must go, 1893). Undeterred, the students

continued to play the game, espousing its virtues of character building and camaraderie like so many other sports. However, football soon became a recognized sport, following the gift of a large trophy named the Mit-Way Cup in 1902. O.M. Whilite, an avid sports supporter, donated this large trophy which was given to the winner of the game between the KSN and the College of Emporia football game. The trophy cup initiated a rivalry between the two schools that lasted for many years.

KSN offered many other popular learning opportunities through music, theatre, dance, literature, art, and sports. A few of these experiences were The Concert Company, The Gilson Players, The Glee Club, Entre-Nous, the Kansas State Normal Band, The K-Club and the Rhythmic Circle.

CHANGING LIVES FROM 1863 TO 1923

There is no doubt that many lives were changed since the founding of KSN in 1863. However, the story of KSN did not end when its name changed to *Kansas State Teachers College* in 1923. The name change was indicative of a new era of education that swept across the country. From 1863 to 1923, statehood continued to expand across the North American continent with an additional 14 states. The families in these new communities relied on the teachers trained at normal schools to educate their children. Following World War I, however, many of the old norms and methods of instruction to train teachers were replaced by modern ones. State departments of education and school districts were raising the standards of education for children. Teachers were expected to be knowledgeable in many subject areas. A lifetime teaching certificate was replaced by a four-year bachelor's degree. By the 1920s, the role of the state normal school changed to meet the educational requirements of state departments of education for teacher training or seeking other career employment (Harper, 1939; Ogren, 2005). KSN met this trend of educational change head on. According to President Thomas Butcher in his 1924 report to the Kansas Board of Regents, the caliber of education received at Kansas State Teachers College (formerly KSN) was highly recognized at the University of Kansas, the University of Chicago and The Teachers College at Columbia University by students applying for graduate study (Thirtieth Biennial Report, 1924).

For more than 60 years, KSN laid a solid foundation to successfully train teachers in Kansas and throughout the United States. Thousands of lives were changed in those early years by the teaching, learning, playing and socializing developed at KSN. As a new era began for KSN, Kansas had every right to be proud of its state normal school. Each issue of the *State Normal Bulletin* published during the 1905-1906 academic year contained the following reasons why the state normal school was an outstanding institution:

The FIRST State Normal School

In the United States to receive an endowment land granted by the act admitting the State into the Union
 In the Louisiana Purchase to be established in the interior
 In the West to establish a kindergarten department
 In the West to establish a manual training department

The BEST

Athletic grounds belonging to any school in the State
 Library reading room in the State
 Library training course given by any Normal School in the country

The GREATEST

In number in attendance
 Literary society equipment in the State
 In value of work done for the State
 In enthusiasm of students for work
 In equipment for training of teachers

The ONLY school in the State

Whose courses of study prepare for teaching in all grades including kindergarten and high school
 Whose diploma is a life certificate without endorsement or renewal
 Whose one-year or three-year State certificate can be issued to undergraduate whenever they need it after they have completed a minimum of attendance and credits
 Whose graduates and undergraduates, gentlemen and ladies especially, command the highest average salaries paid to teachers in the best positions in the State (The State Normal School, 1905)

Not only was KSN proud of its accomplishments, so was the city of Emporia. Twenty-five years later, the 1930 Emporia city directory listed the slogan of Emporia as the *Educational Center of the West* and proudly boasted that, "In the opinion of a group of the nation's outstanding educators, the school was rated as the second best teachers college in the United States in 1928" (*Polk's Emporia city directory*, 1930, p. 13). Today, Emporia State University can still proudly boast of its nationally recognized teacher education program along with the many other outstanding academic programs which had their foundation laid in the era of the KSN.

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