

# A Kansas Rural School During the 1890's

by

Minnie Davisson Baringer

District Number 113 in Marshall County shall serve as an example of the typical school of the 1890's. The frame building that housed the school was plain and neat, and so sturdy and well built that it withstood the storms without, and within, for seventy years of service as a schoolhouse. It still stands and is used as a community center and a voting place for the township. The interior has been redecorated and new equipment has been added from time to time. Sometime during the years a cloakroom with a belfry atop was built on, and a sweet-toned bell was installed. But in the 1890's, only a long wide porch welcomed the children, and two doors opened for their entry.

The furniture was well made and practical. Desks and seats were dual to best serve in the limited area afforded for the dozens of boys and girls who would seek their knowledge there. A roomy desk was supplied for the teacher, as well as a large armchair. Long seats that folded up when not in use served as recitation seats when classes were summoned to recite on the lessons they had studied at their desks.

Slate blackboards lined the entire front wall. On these the teacher wrote instructions, the shortest five-year-old could print his little words, and the biggest senior could work out his most extensive problem in long division.

The wall above the blackboard was adorned with good pictures of General Washington and President Lincoln. A flag was draped between them, the extent of the decorations! There was a small homemade wall cabinet in which to store necessary supplies such as chalk, and matches to light the fire and the six coal oil lamps that set in brackets on the side walls. A shelf beside the cabinet held a Websters Unabridged Dictionary and a large globe which revolved in its rack. These were the total equipment.

Warmth was supplied by a large heating stove with a cast iron bowl and a tall sheet iron drum above. Coal was the standard fuel, and the winter's supply was stored in a small coalhouse located near the school building. At each annual school meeting, one of the duties of the people was to decide which patron of the district should haul the year's supply of coal with his team and wagon from the nearest railroad town, which was six miles distance from the schoolhouse.

On the wall in the rear of the room behind the inner doors were shelves for the dinner pails, and hooks for the children's coats and caps. The dinner pails were mostly tin syrup buckets, half-gallon or gallon size. Every family was sure to have several



Interior of a school near Leoti, Wichita County, in the 1890's. Note especially the age of the pupils, the old stove and pump organ, and the wallpaper. (Courtesy of The Kansas State Historical Society)

keep numberless boys and girls of all sizes and ages alert and running from one side of the schoolhouse to the other in a lively game of Ante-Over, as the ball was thrown over the roof to be caught by rival players on the opposite side. (The littlest folks could have a game of their own over the smaller coalhouse roof.) Baseball was even then a nationally favored game, but lacking



Old frame country school house with water pump in front and belfry on top. Douglas County, early 1900's probably. (Courtesy of The Kansas State Historical Society)

the numbers necessary for two teams, these folk had a modified version of the game which they called Work Away. With the bases manned, a pitcher and catcher chosen, and a man in field, the remainder became the batters. When a batter was out, he went into the field position, the previous fielder moved up to third base, and so on around. Thus each man had an opportunity to serve in every position and take his turn at batting, too.

Winter and snow did not dispirit the activities of these youngsters. A two-inch snow fall left a perfect setting for a game of Fox and Geese. A large circle was outlined by shoving the snow aside with the feet, and cross paths from one rim of the circle to the opposite side were made, passing through the center in each case. The result resembled a great wheel with spokes.

The center "hub" was the only safe retreat for the "geese" when chased by the "fox," who could run only in the rim and the spokes. "Geese" would venture out on the lines, and the wily "fox" would tempt them to go out far. Then he would try to out-run them and touch them so that they, too, would become "foxes." With many "geese" and "foxes" vying for positions, there were sure to be opportunities to catch "geese" easily, but before all were caught, the bell usually rang.

Wooden sleds were easy to make and they were in plentiful supply during the winter snows — and they provided heaps of entertainment. Skating on a pond close by was permissible during the noon hour, provided that each pupil took off his skates and came in at the first bell. The teacher obligingly rang a second bell five minutes later. If a person didn't come in at the sound of the first bell, he could not go to the pond the next day.

Community meetings with literary programs, spelling bees, and ciphering matches cemented the friendly relations between families in the district. At times, this school had joint programs with adjacent districts, so that more families could get together. Occasionally plays were staged that afforded a bit of training in theatrical performance. At such times the schoolhouse was often filled until even standing room was at a premium.

County-wide examinations then determined the fitness of the pupil to conclude his eight years of scholastic training. The high school system was not yet established. Most of the children, on completing the course, returned to their farm homes, there to earn the means to provide homes of their own. Very few left the farm. Now few remain to live in the country.

This report could be continued from the teacher's point of view, in the early years of the twentieth century. The writer, having completed the course in the grades, had a teachers' training course in the "Normal" at the county seat town of Marysville, took the examination, received a certificate, and sat behind the teacher's desk.

The school pattern continued much the same in the early 1900's — all the grades in one room, the familiar daily routine, and the older boys staying out of school to help with the seasonal work on the farm and returning to school during the winter months for intensive coverage of the lessons they had missed. But in addition to the responsibility of teaching, the teacher was pre-

sented with a variety of demands that required physical stamina and a talent for psychological group management.

She had to deal with accidents, sudden illnesses, and other emergencies by her own wit, for no telephone was there. She often had pupils older than herself who had to be disciplined and taught respect. In addition, she was the janitor of the school, and had to reach the schoolhouse early enough each morning to kindle the fire and have the room warm when the children came. At the close of the day, she had to remain late to sweep the rough floor, put the room in order, bring in the kindling and the coal for the next morning's fire.

For this work, for this responsibility, for this teaching, she was paid a wage averaging thirty-five dollars a month for nine months. It was a "wage" then, not a "salary." The teacher of that decade accepted the work and the award as a normal situation, however, and was glad to be numbered in her profession.

As the years came along, improved assets of the schoolrooms were acquired: The nucleus of a library was established; charts, maps, and other supplies were obtained. Bit by bit the Pathway of Learning has been made more attractive and more rewarding.

So the days that were merge into the days that are and constitute a prized heritage.



Dugout school, Thomas County, about 1900. (Courtesy of The Kansas State Historical Society)

# . . . And School Now

*In order to point up the contrast — and similarities — in school-going of the last century and the 1960's, HERITAGE OF KANSAS asked various teachers in both elementary and high schools to get their students to write themes explaining what goes on today. HERITAGE hereby prints many of these themes to give present and future readers a pretty good picture of current school days.*

## A TYPICAL DAY IN SCHOOL

Thursday, December 6, 1962—a typical day at Reading Rural High School. The school bus makes its way over the lumpy hills of the old country roads as the sun slowly rises. The children are laughing and shouting in a constant uproar. At last the bus nears the corner.

"We are the first bus in today," someone announces.

"Yea, Newt," the little ones cheer. Newt pulls up to the curb and empties his load, and the younger ones race for the building.

At 8:40 the scene outside becomes very still once more. The view from the study hall window is an austere, unimpressive one. An atmosphere of gloomy silence has settled upon the little town. The old deserted buildings across the street and the trees with their naked branches look cold and barren. A light snow is gathering on the walk.

Inside the walls of the solemn brick building, it is noisy and cheerful. Busy whispers and the rhythmic clicking of typewriters are heard from the study hall and typing room. The bell rings suddenly and the students pour from the study hall into their classrooms. They clamour up and down the stairs and through the corridor. After five minutes, all is quiet again and the classroom discussions begin. A constant mingling of voices can be heard from the various classrooms, gradually rising in pitch and then lowering again to a more subtle tone. Occasionally, from one classroom or another, there bursts forth a chorus of laughter. At last the bell rings. Everyone jumps to his feet and the same class-changing procedure begins again.

And so it is all day every day—people hustling and bustling through the halls at the sound of the bells, laughing and calling out to one another until the last bell has rung and everyone has left. And when tomorrow comes, this same cycle will repeat itself. (Linda Briggs, Senior, Reading Rural High School, Reading)

## A TYPICAL DAY AT SCHOOL IN 1962

By eight o'clock almost all the students have arrived at Wichita Heights High School for another day of school.

For fifteen minutes they study in the library, visit, or take care of other "important details." First hour class takes up at 8:15 a.m. For an hour they study (?) and learn (at least that is what the teachers think). When the hour is over they

have five minutes to stop and talk to their friends, go to their lockers, walk their girlfriends to class, and squirm into their seats before the tardy bell rings.

It is the beginning of second hour, time for Mr. Anderson's [the principal's] announcements. After announcements it is time to go back to work(?). After the hour they have another five minutes to exchange classes and find their girlfriend.

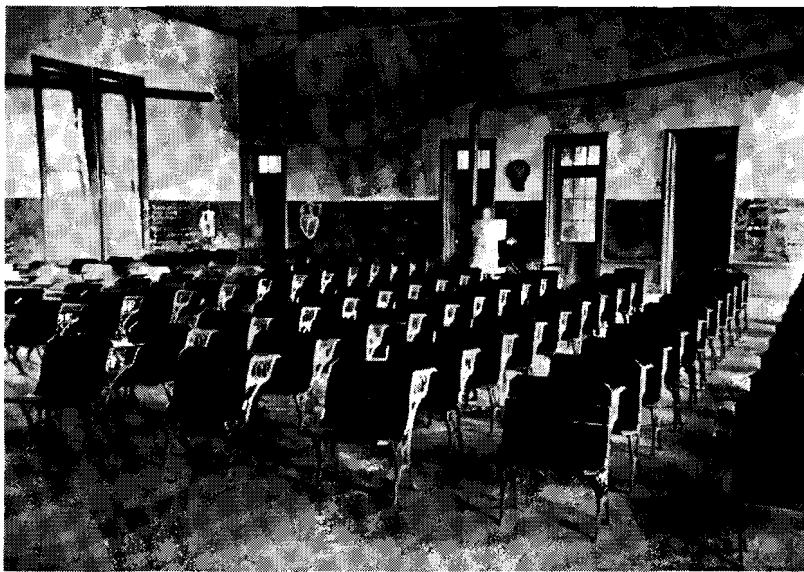
During third hour (as in most hours) you can catch students sleeping, passing notes, and just plain talking.

Fourth hour, half the students go to regular class, one-fourth to lunch, and the remaining fourth go to seminar. Seminar is a half-hour class where discussion is the prime topic. We discuss such subjects as "How to Get Along with Brothers and Sisters," "How Teenagers Feel About Dating," or "A Trip to Mexico." When this half-hour is over, the students at seminar and lunch change.

The menu at the cafeteria consists of pizza, steak, roast beef, or fish for the main dish. Then there are salads, rolls, desserts, and milk. At the snack bar one can have sloppy joes, hot dogs, candy, cokes, or shakes.

Fifth hour is like fourth hour in the respect that eating, seminar, and regular class go on at the same time. Sixth and seventh hour are trudged through. Then finally school is over.

Once or twice a week the day is capped with a basketball game. School spirit runs high with the aid of cheerleaders, pep clubs, and pep bands. This spirit runs even higher if we are winning or are close to winning. We win some games and lose some but no matter how many are lost, school pride is still high. I guess this loyalty is common in a 1962 high school. (Paul Dickey, Freshman, Wichita Heights High School, Wichita.)



Interior at the Leavenworth Public School building, 1878. (Courtesy of The Kansas State Historical Society)

*The routine in grade school differs but little from that of high school. The following themes from the fifth grade class of Robinson Elementary School in Augusta are rather enlightening in a number of ways, and although these themes tell about the same routine, each has something to add extra.*

#### A DAY AT SCHOOL

School begins at 5 minutes until 9:00. The tardy bell rings at 9:00. First thing in the morning at school a President, which is David Hime, calls the class to order. He asks for the Flag Salute and the Lord's Prayer. The Vice President holds up the flag. His name is Richard Lewis. After that the Secretary leads a song. Her name is Barbara Brown. The President calls for the lunch money. Then he sees if anyone has anything to share. I think that is a very good way to start the day.

The first subject is Arithmetic. We are doing division and soon will start fractions. The next subject is Geography. We are studying about the Pacific Coast Region. There are three states in the Pacific Coast Region. They are Washington, Oregon, and California. It is nice to know about them.

Before Geography we have a 15 minute recess. There are tether-balls, monkey bars, swings and some other things to have fun on.

After Geography is band. Band starts at 11:30 and lasts till 12:00 o'clock. Lunch time is at 12:00 o'clock. I go home for lunch. It's nice to eat with your own family. I come back to school at 12:30. Then it's recess till 5 minutes until 1:00.

When the bell rings we start the subject Spelling. This week we have compound words. They are fun to learn. Next we have writing. There are many nice writers in our room. At 1:30 we have reading. Reading lasts till 2:30. We have work to do in books. Right after reading we have another recess for 15 minutes.

After recess we have music. We've got some pretty good singers. We have many programs with some singing in them. They sound very nice. When music is over we have Language. We are studying about verbs, nouns, adjectives, and pronouns. They're fun to study.

After that we have Science. We are studying about many interesting things. When we are finished with Science it is 4:00 o'clock. It is time to go home. School is really fun if you stop to think about it. Isn't it? (Glenda Hastings, Grade 5, Robinson Elementary School, Augusta).

#### A DAY AT SCHOOL

In arithmetic it is fun to have contests and baseball games. In baseball there is a catcher, pitcher, and batter. The pitcher calls a number such as seven times eight. If the catcher answers first it is called a strike. If the batter answers first he gets to go to first base. Contests are lots of fun, too.

Group acting and special reports make geography lessons more interesting. Group acting makes you see more clearly what people do in other places. With special reports you can learn other things that are not told in your book.

In writing there are letters that we sometimes write wrong. Now we have writing books that we may learn how to write them right. If we don't make them right the first time we do it over and over until we make them right.

In our fifth grade band there are four kinds of instruments. They are clarinet, flute, saxophone, and trumpet. I play a saxophone. It is pretty easy to play.



Then we have recess and choose up teams to play basketball in the gym. Every Monday when we come back from recess I have my clarinet lesson and every Wednesday and Friday when we come back we go to Band. Every day after recess we take vitamins and juice.

We do a writing copy and then have Kansas Geography. We give reports and sometimes make maps. Next we wash and have a hot meal. We have a noon hour and go back to class with the subjects English, Math, Spelling. We have another recess and come back to Study Hall. Finally we have Music. We made notebooks on the "Colors of Music" at the beginning of the year. We come back to Study Hall and school is out at 3:45. (Cindy Rhoades, Grade 6, Hamilton Grade School, Hamilton)



Interior of the first Bohemian school, District No. 10, near Wilson, Ellsworth County, about 1915. (Courtesy of The Kansas State Historical Society)

*So much for the typical day at school — but how does the 1960 school itself compare with the school of the past?*

#### SCHOOL TODAY

Education is one of the most fortunate things that ever happened to this country. The U. S. has one of the foremost knowledges of the world.

This Kansas school I go to isn't the biggest or the best, but it has many modern devices such as fire and tornado alarms, intercoms in every room, new modern books, and six buses, four of which are new.

I have many subjects: literature, English, math, geography, spelling, health, physical education and band. Math and band are my favorite subjects. There are 72 students in our band. I play the drum. Physical Education is a subject I like too. We play basketball, football, volleyball, and do calisthenics. We have a large sports program. We have many first place trophies in track, basketball and football.

I like this school very well. (Brad Martin, Grade 7, Herington Elementary School, Herington)

#### SCHOOL TODAY

In Kansas, you start to school when you are five years old. You go a half a day for one year. The teachers have 2 or 3 classes each day. I admire kindergarten teachers because they have so much patience with little children who are always into mischief.

When you are out of kindergarten, you go to school for a whole day for a year. In first grade, you learn to read simple books and how to print. First grade teachers set the children on the path of learning.

When you are through with first grade, you go on until you are in eighth grade. Then you graduate into high school. I am in seventh grade. Each day, I take up about 8 subjects in  $6\frac{3}{4}$  hours. When I am in high school, I will have only 6 subjects. The reason for this is that they are much more difficult.

I like school today because when I am busy learning new things, I do not get bored. When you have gone through school, and you have gone over many subjects thoroughly, you will be able to choose a career which will be useful to yourself and others. (Sharon Sims, Grade 7, Herington Elementary School, Herington)



Interior of the Dawson School east of Topeka, Shawnee County, around 1920. It would appear that this might be an early form of a hot lunch program. (Courtesy of The Kansas State Historical Society)

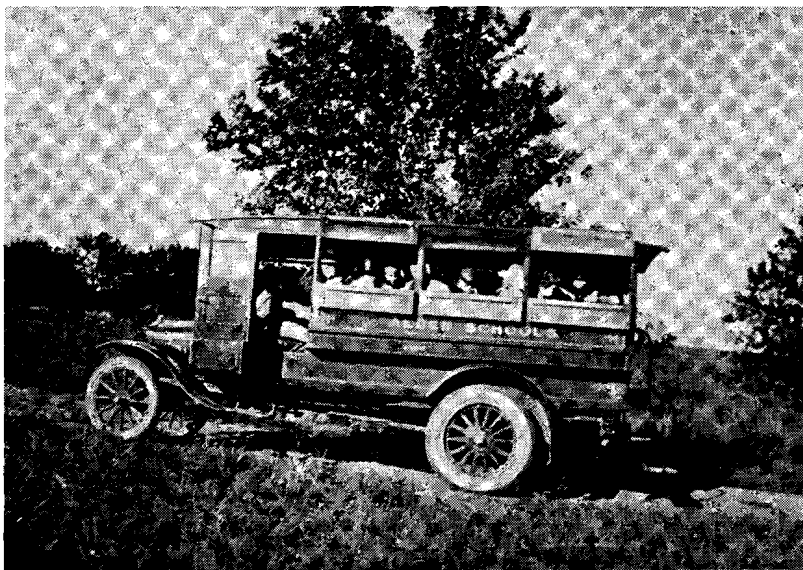
*Certainly the present day school has a number of advantages over the school of former years — the hot lunch program, school bus transportation, audio-visual aids. Some young scholars have written essays on these:*

#### HOT LUNCHES

We have two nice cooks who serve us a well-cooked dinner everyday. Some days we have a good meal and some days I have spinach. That is bad because I don't like it. Some days we have home-made bread. Boy, is that good! We also had butter and jelly every day except when we have corn bread. Then we have honey.

We all eat with manners. We don't shout at the table or throw food at people because we would get in trouble if we did. When we want butter or jelly we say "Please pass the butter or jelly." We spread our bread with the knife that's in the butter or jelly. To come to the table you go down a long rubber platform because you won't fall down so many times.

After the dinner is over we get up one by one to put the food we don't eat in a tin can. Our tin can does not get very full because our teacher said we can have only two things that we don't eat at the table. We can get by eating half of the other things. (Bradley Atchison, Grade 7, Reading Grade School, Reading)



First bus purchased by Alden Consolidated School District No. 9, Rice County, 1920. (Courtesy of The Kansas State Historical Society)

#### TRANSPORTATION

Today we have a regular bus route. The busses are not very old and they have very nice seats to sit in. The heaters keep us very cozy. There is one heater by the driver with a fan to blow the heat to the back of the bus so it makes the

bus comfortable. When we get on, a radio is playing music softly or blaring the news. At the back of the bus there is an emergency door. For safety, if some one would happen to open the door while the bus is moving there is a loud buzzer to let the driver know what is happening.

We have an experienced driver. The driver keeps the bus clean and sweeps it whenever it is needed. His turn lights all work and when he puts his foot on the brake lights, a sign lets me know that he is going to stop for me.

We have the kind of windows that you can adjust it by notches at each side. On one side of the bus is a first aid kit which has many different kinds of first aid things. Some of the things are a wire splint, drinking cups, bandages, gauze, tape and antiseptics. In the back end of the bus under the seat is a metal box full of chains and other things to use if the bus would happen to get stuck or have a flat tire.

The bus driver makes us sit in the seat we first choose when we get aboard. Some of the "brats" on the bus will watch the mirror and when the bus driver isn't looking will move from one seat to another which sometimes gets them a seat on the floor! When the little children get to screaming the bus driver will call them down.

One time we were coming to school and we thought all the roads were open. But it so happened that the mile ahead of us was not open but the bus driver took it for granted that it was and we dived off into a seven-foot drift. The snow was piled to the windshield. Our driver tried to back out but the poor bus couldn't move. The thoughtful driver left the bus running so it would keep us warm. He took his shovel out from behind the seat and tried to dig us out but it was no use. The bus wouldn't budge so he walked about half of a mile to call another bus to pick us up so we could make it to school on time. When he came back to the bus some men who were going to feed cattle pulled us out with their truck. At the same time the other bus came to pick us up. So in order to save time we went on the bus which came to pick us up.

Our bus system provides us a happy and safe journey to and from school. (Gale Downs, Grade 8, Reading Grade School, Reading)

#### OUR LEARNING TOOLS

Our modern school room is equipped with many aids to make our work easier and more interesting. Our books and charts are colored to make them less tiring. Diagrams or charts are useful to show facts and to answer questions for those who do not understand. Our books are attractive and easily read. We have black and white pictures and some are colored. We have many different kinds of books in our library. Our reference books come in handy in our classes. We also have books on adventures, history, mysteries and so on. Our school room appearance affects the way we study.

Movies help in our classes. They show us the countries, habits, customs, forms of government, cities, rural areas and the history of the country. Movies also show us to be safe, avoid silly unnecessary accidents and what to do in case of a serious accident. They help us to understand tariff and trade of our country and others.

In health we have a plastic visible man. His parts are colored so they may be seen more clearly. These parts are made of something like plastic. Sometimes we use him to show the different systems of our body. This helps us to see the work of the body.

In music we have a record player which runs automatically. Our music teacher reads to us about composers or we listen to records of cowboy songs, symphonies and others. We have a piano and other instruments.

Some schools have tape recorders and televisions. The tape recorder helps students to improve their reading. To do this the teacher records the student's reading and plays it back to find where they have to improve most. The television helps by giving information to the students and their teacher.

These tools help develop our minds but we also have equipment to develop our body. We have weights, volleyball, net, basketball, baseball, bats, etc. With this equipment we do exercises that keep us in good shape and in good health.

These tools help us in the development of our mind and body. (Mary Ann Whitaker, Grade 8, Reading Grade School, Reading)

*Of course organized school activities are not the only concerns of young scholars. Current fads take some attention — and the opposite sex takes quite a lot. What do current students have to say about these subjects?*

#### DATING AT READING HIGH SCHOOL IN 1962

Dating is the topic of a lot of discussion in Reading, Kansas. Most of the young people don't date very much—mostly because the boys are too "chicken" to ask a girl. This creates quite a problem, for if the boys don't ask us, who will? Consequently, there are a lot of "girl-ask-boy" parties, which some fellows don't like because they think it is improper when a girl asks a boy for a date.

About the only excuse the younger boys from fourteen to fifteen give for this inactivity is that they aren't old enough to drive. They could double-date with older fellows, or at least take an active part in the dances that are not girl-ask-boy. In Reading, it seems that when a boy gets his driver's license he is just too wonderful for any girl. All he does is drive past with all male passengers, to show off all his gear shifts or something. . . .

It seems as though something should happen, doesn't it? Maybe there will be a flash of light and the boys will see all of this "beauty" before them. Until then, I guess we girls will just have to grin and bear it. (Judy Shields, Freshman, Reading Rural High School, Reading)

#### DATING OF THE '60's

In our school [Reading Rural High School], dating isn't very popular. Anyway not very many kids do date. Don't get me wrong—I think it's great, but in a school this small there just aren't enough boys and girls.

Last year in our health book we had a couple of chapters on dating. I learned a lot from that—anyway I thought I did. It's easier said than done—dating, that is. One part said not to ask a girl, "What are you doing Friday night?" but to ask her if she would like to go out with you to a movie or a dance. Now, as I said earlier, it's easier said than done. For instance, I called up a girl for a date to a class party and the first thing I did was start stuttering. Now the way the health book puts it, three easy lessons and you're a Romeo. When a boy is talking to girls person-to-person it's O. K.; but on a telephone and for a different reason, it's just too much.

Last year a girl asked me to go to a party. And I found it kind of awkward. Of course I said "Yes" and went. But I still don't think it is right for girls to ask for a date unless it is a special party. Then there's the thing of going steady. There was a hot debate in the health class over "Do's and Don't's in Dating," and before the period was over, a variety of arguments had been offered for and against going steady.

In addition to the problems of asking a girl for a date and going steady, there is the problem of when to start dating. I don't date very much because I'm not old enough to drive and I think that is the way a lot of boys feel. If they can't drive themselves they don't want to have to depend on their friends or parents. Double dating has become popular and makes a boy feel better when he first starts dating.

In a big city like Topeka or Emporia, dating isn't as much a problem because boys can take dates to the show on a bike. But when the boy's date lives about four miles out in the country, it rather discourages a guy. So I don't think we can set an age limit on dating.

Dating is not just for the he-men. It is also for us little under-nourished kids. All boys don't like the same thing. Some boys like a nice, good-looking girl who doesn't get over-emotional at the drop of a hat. Others don't like that kind of girl. Some boys like girls who are the athletic type. Myself, I don't, because when a girl can show me up in my own game, I figure it's time to quit. (Charles Schlobohm, Sophomore, Reading Rural High School, Reading)

#### TEENAGE FADS

There have been many teenage fads that have come and gone in the last couple of years. I don't know why these trends have become popular, but it has happened over and over again. A product will come on the market or a fashion expert will predict that a certain style will be best. Within a few months this product or style will be the thing to buy or do. Some fads may last a year; some just a few weeks.

For example, many dances have been introduced. First there was the Bristol Stomp, the modern version of the Charleston. Then a dance which was a combination of the bunny-hop and the conga-line called the Pony came. Next was the famous Twist which had everyone throwing every joint in his body out of place. The Twist lasted for over a year. Last summer the Mashed Potato was the popular dance, and now the UT is the latest thing. Many grown-ups have said the UT looks like the Shimmy, but it really doesn't. One stands about two feet from his partner, pushes his knee in and out, rocking on the ball of one foot, while the other foot is flat on the floor. His hips make a vertical motion. His hands may be at his side, on his hips or in front of his body. Perhaps these dances have become popular because one doesn't have to be taught to dance; it just comes naturally.

I have tried to explain one of the numerous teenage fads. Others are ratting hair, wearing crew socks and short skirts. Fads have been in existence as long as people have been on the earth, and I imagine they will continue until eternity. I can't say I like all the fads that come out, but I don't think I can do much about them so I'll just enjoy the ones I like and forget about the rest. (Sheryn Wilt, Sophomore, Wichita High School East, Wichita)

#### HAIR STYLES

The hair styles today are very astonishing and unusual. The style that has impressed many women is known as the Up-Sweep style. The Up-Sweep affected

the nation as a whole, putting the spotlight on the ratting of the hair. Fashions in hair styles change almost as rapidly as those in clothes. Since shorter hair has become prevalent, the wig has become a substitute for many women. The fashionable wig comes in many colors, so one's hair color does not have to be consistent.

Women are conscious of the fact that since hair arrangements are very similar, one must try to achieve beauty in color and form in arranging the hair. A woman's hair is one accessory that should be custom-made for her and no one else. . . .

Many women today enjoy their artistic ability to work with their hands and create something beautiful. Every day she faces a new challenge, a challenge of making herself desirable and appealing, the challenge of a new creative look. . . . (Ethyle Bobo, Junior, Wichita High School East, Wichita)

#### HAIR STYLE FADS OF KANSAS HIGH SCHOOL GIRLS IN 1962

(As Seen by the Opposite Sex)

Hair style fads of high school girls have been on a rampage the last year or two. There have been as many new hair styles as there have been international crises. Some rare cases seem to last for several months; most of them hang around for a week or two and then collapse. Maybe they are trying to test us men.

Some of the current hair styles would be good for a few laughs on "Candid Camera." The main obstacle would be that Allen Funt would have trouble persuading some of these scraggly rats' nests that their hair styles should be exhibited for the enjoyment of the whole nation instead of reserving them for the disgust of the local people. The girls who run around with twining knots or smoked-out beehives on their heads ought to be behind bars in a zoo instead of running wild. If any of them got loose in an African jungle, some hunter would shoot them and have their heads mounted on a walnut plaque.

Of course, not all hair styles are like this. In fact, some are pretty sharp. There is a difference between a hair style that looks like someone tried to electrocute the wearer and one that is modestly fluffed out. All girls have to "rat" their hair, it seems, but some of them will brush the outside down a little before making a public appearance. Such hair styles can thus be tolerated. . . .

There are both good and bad points in the hair styles of girls today. I think that they mean well in most cases. Of course, sometimes they are misled by other embittered teenagers who are mad at the world or possibly some mentally deranged adult hair stylist who thinks his new igloo-style wig would look cute on high school girls. All in all, I would say that Kansas high school girls are a pretty well-balanced lot—so long as they hold their necks erect. (David Samuelson, Junior, Reading Rural High School, Reading)

*So these are the ways of school—then and now. School life "then" was different, yet the same as "now." As one of our authors, Mrs. Baringer, said, "So the days that were merge into the days that are and constitute a prized heritage."*

## REFERENCES AND ACKNOWLEDGMENTS

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### "School Now":

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