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Interview with Andrew and Nettie Kellogg

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CHAPTER TWO

ABC'S - COUNTRY SCHOOL STYLE

Mr. and Mrs. Andrew Kellogg were teachers in one room schoolhouses in Rooks County, Kansas. Mr. Kellogg taught in those schools from 1932 - 1936, and Mrs. Kellogg taught from 1932 - 1941 in Rooks County. She also taught a rural school in Ellis County, Kansas from 1959 - 1964. The Rooks County schools will be the main ones discussed. Mr. and Mrs. Kellogg did not teach just in one school during those years, so several will be mentioned. The interview with Mr. and Mrs. Kellogg was conducted on July 12, 1991 at Hillsboro, Kansas where they were visiting their granddaughter.

Graduating from high school in the 1930's and making decisions about future career plans was difficult. Crops had failed for several years because of the drought and dirt storms; farmers were having to sell their livestock and jobs were scarce. Even those students who wanted to attend college had no money. Young ladies were encouraged to try for teaching positions in rural schools. Young men were expected to find a job or to help on the family farm. Young men were discriminated against when it came to teaching schools. Mr. Kellogg felt that he was just lucky to be accepted as a young teacher in those days.

There were two main ways to become certified to teach school. One could have had Normal Training during the Senior year of high school and graduate with a Normal Teaching Certificate. Mr. Kellogg was able to do this.

If the Senior class elected not to have Normal Training, the only recourse was to take the county teaching examination in seventeen subjects. If the applicant received a score of 80% or above on all seventeen subjects, a Second Grade county certificate was granted. Mrs. Kellogg received her first teaching certificate in this manner.

This certificate was good for just one year, so before it expired, Mrs. Kellogg took the examination for a First Grade county certificate. She passed that examination, but had to be 20 years of age to use it. Luckily, the Second Grade certificate did not expire until after she was 20 years old. The First Grade county certificate could be renewed every three years by attending summer school and earning eight hours of college credit. Both Mr. and Mrs. Kellogg attended summer sessions at Fort Hays State Teachers College, as it was called at that time.

After the prospective teacher had passed the examination, he or she could apply for a school. The schools were flooded with applications. The school boards could become very selective about the

applicants. Many times the board chose a relative of one of the members. Young men or married women had very little chance of being chosen as a teacher.

The country schools had school boards just as schools do now. There were three members for each board, elected to their positions by the members of the school district. Each school board member held an office, president, clerk, or treasurer. Mrs. Kellogg could remember three of her school board members, Harlan McReynolds, Mrs. Dolphy Cooper and William Burons. All three are now deceased. The school boards had the responsibility of hiring and firing the teachers. Sometimes before the annual meeting held in the first part of April, parents would be consulted about the hiring or firing of the teacher.

Mr. Kellogg did not have a school the first year he graduated from high school, but Mrs. Kellogg was lucky and secured a teaching position. The next year, both had schools.

After securing a teaching position, a place to live had to be found. Most single teachers boarded with families in their district. The school board would recommend a family, or a family would write to the teacher and describe their home and the cost. The teacher could expect to pay about one-fourth of his or her salary for a place to stay. Mrs. Kellogg told about one family she stayed with that was willing to

bring her a hot lunch every noon as they only lived a short distance from the school. Otherwise the two teachers had to pack a lunch in a lunch bucket just like the students.

Before they owned their own cars, the teachers either walked to school or the families they boarded with would take them. Both teachers remembered walking more than riding. Mr. Kellogg even remembered that at times he ran to school.

Mr. Kellogg is now a retired elementary administrator. I asked him questions about the formation of the school districts and other questions in this line.

The schools were built when a rural community needed to fulfill the educational needs of the children in the area. The boundaries of the school district were determined in the original petition. Any and all school age children living within those boundaries could attend school there. If a student lived on the boundary of another school, he or she could attend the nearest school.

The school house was built when a signed petition by parents contained enough signatures to qualify for the building of a schoolhouse. The number of signatures needed depended on the size of the district. The local residents would build the school. Since the

schools were financed by tax monies, they were public schools.

As far as Mr. Kellogg could remember, the land for the school was donated to the school with the provision that it go back to the owner if the school were ever closed. The funds for building and financing were provided by the tax payers of the district.

Building materials for the school were found locally. Rocks were quarried from the earth near the schools and cut into rectangular shapes for use as a foundation. Lumber was purchased from local lumber yards to finish the construction. The schools were usually rectangular with a cupola on top for the big bell.

The insides of the schools were not fancy. The heating stove was a big pot bellied stove surrounded with a protective steel jacket. Lighting was furnished by the windows and wall lamps. These lamps were used only when absolutely necessary and were fueled by kerosene. The toilets were outdoors, one for the boys and one for the girls. Mrs. Kellogg added that as one of her chores each day, she had to check the toilets to be sure that there were enough pages in the Montgomery Catalog for the next day of school. These catalogs were furnished first by the school board, and later in the year, the other mothers. She really laughed about the fancy toilet paper!

The school board was in charge of the upkeep of the building. About a week before school began in September, the school board members and their wives prepared the building and school ground for school. The men painted and repaired the outside of the buildings. The school yard was mowed and raked. They also washed the windows. The women cleaned and painted the inside including the floor. The windows and curtains were also washed. After school started, the teacher was expected to dust and sweep the classroom.

Rural schools had drilled wells with a hand pump. Water was pumped into a bucket and carried into the school house. This was one of the chores that a teacher had to do each morning before school started. If the bucket ran dry, or they needed more water for some other reason, one of the older children would be asked to fill the bucket. Mrs. Kellogg remembered that at one of her schools, the well was a quarter of a mile away at the home of one of her students. That family brought water to the school each day.

Schools were usually named for a respected member of the community or a landmark. Four families by the name of Sammons lived on one community, so the school became the Sammons school. Another schoolhouse was called Chalk Mound because it was built on a chalky hill. For county records however, the schools all had a district number.

Mrs. Kellogg described the interior of the school building. The school was entered by one of two outside doors on the front end. Each door opened into a small cloak room. There were shelves on one side of the room to keep lunch pails and some outside play equipment. The opposite side of the room had hangers to hang coats and hats. The boys used one room and the girls used the other. Another door just opposite the entry door opened into a long room. This was the schoolroom. There were several windows on two opposite walls. These windows provided cross lighting and cross ventilation. Three rows of double desks were placed from the front to the back of the room. When asked to describe the double desks, she said that they were desks big enough for two students to sit and work at the same time. They were various sizes to fit the size of the student. The long recitation bench sitting in front of the seats provided a place for the girls to sit and primp. Mrs. Kellogg did not use the recitation bench very often because it took so long for the students to get there for the lesson and then back to their seats. She only used it at program time when all the students could be seated there and perform as necessary.

The teacher's desk and chair occupied a small place near the front of the room. The space directly across the room from the teacher's desk held a three

stacker bookcase. This held the library books. A pencil sharpener was near the bookcase and above the bookcase hung a wall flag. The right hand corner in the back of the room held the large pot bellied stove which was surrounded by a jacket. A coal bucket, or hod, and poker were placed near the stove. The left back corner of the room had just enough room for a small table and chair. This table held many things at different times. Sometimes it held indoor games and puzzles, clay, a bucket of paper mache, construction paper, card board from boxes, sticks, feathers, straw and other materials used in various projects.

The space between the two cloak rooms made a perfect place for the stage. The three walls above the stage were covered with blackboards. That made a good place to write lessons because everyone could see them. The water bucket, cups, and wash pan occupied an empty desk near the door. That was home for eight months.

At her first school, Mrs. Kellogg asked the school board for white curtains to match the window blinds. The school board was surprised, but told her to get them and they would pay for them. Those curtains drew much admiration from the students and parents. The school board was also proud of them. They asked her if she needed anything else for the school. She asked for new blackboard erasers and a new water bucket. The school board became very concerned about new things

that made the school a pleasant and informative place for the children to learn. As a way of showing her appreciation, and that of the students, they all wrote "thank you notes" to each member of the school board.

Teachers had many duties at those one room schoolhouses that teachers now do not have. One such duty was firing up the stove before the students arrived at school. On the first cold morning at one of Mr. Kellogg's schools, he went outside to the little storage shed attached to the school to get some corn cobs. He used these as starters for the coal fire in the stove. He had to enter the shed by a small door, it was difficult to get in there! He was raking around, gathering up some cobs when he spotted something that looked like a piece of rope. On closer examination, he decided that it was a snake - a rattlesnake! He used a board to stun the snake and get it outside the shed where he killed it. The shed had a small table turned upside down with a hole under it. He had been raking cobs out of that hole also. Remembering the old adage that where there is one rattlesnake, there will be two, he turned that table right side up. There was an even larger snake in the hole under the table. He killed that one also, completed his chore of gathering cobs and school started.

Teachers arrived at the school before 7:30 a.m. The first thing done was to open the windows during hot weather to cool and freshen the building. During cold weather, the fire was started to make the room warm before the students arrived. If there were a large outside flag, it was raised on the pole in the schoolyard. The drinking cups and desks were checked and any untidy ones noted. The furniture was dusted and more coal brought in for the rest of the day.

After school, the toilets were checked, blackboards cleaned, erasers cleaned and then papers were graded and recorded. Lessons for the next day were prepared, assignments written on the blackboard, and flashcards arranged. After all of this was completed, the teacher was ready to go home, usually about 5:00 or 5:30, if she had hurried!

Children entered school at the age of six years. This age varied only for some unusual circumstances such as illness. A student went to school an average of eight years or until he or she reached the age of sixteen years, as was required by law.

The enrollment of the schools stayed constant during the school year until the month of March. People who rented farms moved into and out of the community during the month of March. Children moved from one school to another quite often. One year Mrs. Kellogg had 22 students enroll in September and after

the yearly moves of families, ended the school year with 23 students. Both Mr. and Mrs. Kellogg had students in all eight grades each year they taught in rural schools. The largest number of students in any one grade at any one time was three, as best they could remember.

Students did not have to travel great distances as some of our students do now. They did not have school buses to ride either. The greatest distance that Mr. Kellogg could remember a student traveling to school was two miles. These students either walked or rode a horse to school. The schools had hitching posts and water available for the horses during the school day. When the weather was cold, the parents would bring their students to school in cars or horse drawn wagons.

There were no dress codes during those school days, but the students always came to school neatly dressed and tried to keep a nice appearance. The girls were always in dresses and the boys wore overalls or belted pants. They were always appropriately dressed for the winter weather with warm coats, mittens and boots.

When asked if school were ever dismissed because of stormy weather, neither teacher could remember that ever happening. If the weather were stormy before school, the parents would bring their children. If the weather turned stormy during the school day, the

parents would come for their children in cars, wagons, or would be there to walk home with them. School was too important to miss just because of the weather. The teachers would never leave the school until that last student had been picked up by the parents. Often times the people the teacher boarded with would come for them also.

Mr. Kellogg related a story about a day when a dirt storm rolled in across the fields. The dirt would literally roll across the ground gathering strength as it went. Sometimes the dirt storms would last almost an hour. One day when a dirt storm rolled around the school where Mr. Kellogg was teaching, he could not see his car even though it was parked at the side of the school. He had a real mess to clean up before he could go home that night!

Both teachers could remember exciting and stressful first days of school. When a child is injured at school now, the school nurse tends to the injury. Not so in the days of the rural schools! The teachers were expected to take care of any injury that happened at school. They had no first aid training other than a few brief remarks at the County Institute meetings in August. They had to rely on common sense and past experiences. Mr. Kellogg told of a young girl playing on the schoolground the first day of school. The yard had just been mowed, and some green weed

stalks were sticking up out of the ground. As she was running, the young girl stuck one of those weed stalks completely through her foot. He did not remember how the parents were contacted, but the student was taken to the local doctor. He removed the stick, and the girl finished the day of school.

Mrs. Kellogg had a student, a third grade boy, swinging quite high in the swings when the bell rang for school to start. Instead of slowing down the swing, he bailed out. He fell and broke his arm quite badly. She had no telephone, so put the boy in her car with his arm across his chest. She drove to the student's home only to find that the family car was gone. She took the mother and the boy to the doctor. She had to act as the doctor's nurse while the boy's arm was set. She had contacted a mother of one of the students and told her the problem. The mother went to the school to stay with the other students. When she arrived back at school, the mother reported that the students had been very cooperative and were worried about the young boy. She commented that she praised those students highly for their behavior that day.

Nosebleeds, scratches, bee stings and other minor injuries were treated by the teacher at the school.

As stated before, money was scarce! The school boards budgeted tax monies very carefully. Students paid nothing to attend the school, so all expenditures

had to be covered by the tax monies. Students did have to purchase their own textbooks and school supplies such as tablet paper, crayons and watercolors. Many times, textbooks were passed from one family to another or from one family member to a younger member.

Mrs. Kellogg's salary for her first year of teaching was \$50.00 a month for eight months. Her salary at her last school, Star School, in Ellis County in 1954 was \$4500 for nine months of school. A successful teacher was usually offered a raise of \$5.00 - \$10.00 per month. Otherwise, the teacher had to bargain for a raise.

Pay checks were not mailed or given to the teachers at school. Mr. Kellogg stated that at the end of each month he went to the clerk of the board. The clerk gave him a pay voucher to take to the president of the board for his signature. Then the voucher was taken to the treasurer for his signature and he gave Mr. Kellogg his check. Sometimes this required several days. One time when he went to the treasurer's home, a goat climbed on top of his car and tried to eat the cloth top. The goat resented it when he was scared off the car top! Mr. Kellogg was grateful that the damage was slight and that his pay check would not have to be used to repair the car top.

Since they were teaching during the depression times, I wondered if they ever had to wait for a

paycheck. Mrs. Kellogg stated that one time her school board came to her and told her that because people had not had crops, they could not pay their taxes. The U.S. Government had provided for times like these and would loan school districts money until the taxes could be paid. Mrs. Kellogg had to wait for three months before she received a paycheck. The people she was boarding with had to wait for their rent money as she paid them from her pay check.

Teachers were expected to conduct themselves with great decorum in the community. They were also expected to participate in community activities. There was no specific code of ethics given to the teacher, but they were expected to conform to the mores of the community. The church played an important part in the community and also provided social activities that the young teachers could join in and not worry. Both Mr. and Mrs. Kellogg taught Sunday School, Mr. Kellogg sang in the church choir and served as Sunday School Treasurer.

Teachers were evaluated once a year by the County Superintendent. He would not give advance notification of when he would be inspecting the schools. He would just arrive. He did not stay long as he would try to visit at least two schools each day. He would be given a chair and desk at the back of the room so that he could check the school records for the year. The

records that he would check were the attendance records, grade records and lesson plan books. He was not so interested in lesson plans themselves as in how the teachers were presenting the lessons. When leaving the school he sometimes would commend the students on their behavior and on what they were learning that day. Neither teacher remembered that he ever gave them any suggestions as to how they might improve their teaching skills.

Sometimes the school board and parents would visit the school to evaluate the teacher's performance, but this was quite rare.

Mr. Kellogg firmly believes in a positive approach to discipline. Sometimes removal of privileges was used, but since the teacher was expected to be on the playground with the students, a student could not be left in the schoolroom alone. Mr. Kellogg remembers standing a very disruptive young boy in the corner for part of one afternoon. Students could be kept after school with advance notification of the parents and with their approval. Mrs. Kellogg stated that she just kept the children so busy with their studies that they did not have time to get into trouble. When asked if female teachers handled discipline problems any differently than males, Mr. Kellogg commented that since there were so few male teachers during those years, no comparison could be made.

Special observances held at school as remembered by Mr. Kellogg were annual Christmas programs, box suppers or pie suppers. The box suppers were always a special event. The ladies would fix the boxes and after a ciphering match or spelling bee, the boxes would be auctioned. The box would go to the highest bidder, with the young lady eating the meal with the buyer of her decorated box. The proceeds from these events would go to help the school buy needed supplies, usually books for the library. They were also a wonderful social event for the young people of the community.

The schools also celebrated Thanksgiving with a dinner. The last year Mr. Kellogg taught in a rural school, the school he was teaching in and the one the Mrs. Kellogg was teaching in held the dinner together. Mr. Kellogg's schoolhouse was the site of the dinner. The children would either bring the food from home already prepared, or the parents would bring the meal in at the appropriate time.

Halloween was celebrated with a party at the school complete with costumes and treats. When asked about birthdays, neither teacher could remember that those were celebrated in any way other than the singing of "Happy Birthday" during opening exercises. The students did not bring treats to school as the students do now.

Sometimes spelling bees, ciphering matches and music contests were held during the evenings. The parents would challenge the students and much fun was had by all.

In the last school Mrs. Kellogg taught in, she had a harmonica band. Harmonicas with a lesson book cost fifty cents - a lot of money in those days. She knew that three of the fathers were in a harmonica band so she asked the students if they would like to learn. They were very excited and gave up part of their lunch period for lessons on the harmonica. By Christmas time all could play three songs for the Christmas program. In the spring before school was dismissed, the students presented a cantata featuring the harmonicas playing three and four part music. The mothers were so excited that they made red capes lined with white and similar hats for the students to wear during the program. The school house was packed with some standing outside to hear the performance. After it was completed, the band was asked to perform at several other school functions. The parents were so proud of their students that all volunteered to take the students to other schools. Quite a surprise since money was so scarce and gas was relatively expensive! The band did make several other appearances after practicing very diligently during the noon hours to perfect their performances!

School districts also had organizations called "Literary". These groups had some of the same functions as a P.T.A. but was more of a social organization which sponsored ciphering matches for residents and students. Spelling Bees were also popular for students and their families. Literary usually sponsored a pie supper or a box supper each year. The women made the pies or filled decorated boxes with meals to be auctioned.

Neighboring schools held track meets and softball games during the spring months, but these were usually held on the last day of school and were just for fun, not competition. On the last day of school, whole families would attend the events and compete.

The schools fostered friendship and cooperation among the residents. They developed community pride in their schools and the education provided there. These country schools produced some well educated students who had developed a life long desire to learn. Mrs. Kellogg remembered several outstanding students: Leonard Sammons who was a Methodist minister now retired and living in Stockton, Kansas; Marvin McReynolds stayed on the farm and is still a very successful farmer and business man; Mary Jane Newlin who became a missionary to Africa from the Nazarene church and Delwyn Cabbage a successful psychologist living in Wichita, Kansas. Mr. Kellogg remembers one

fourth grade girl in particular. She loved to sing and is now a vocal music teacher in the Great Bend area.

Since the area was basically a farming area, most of the students became farmers or wives of farmers. Agriculture was one of the subjects taught to the older students.

According to Mr. Kellogg, the length of the school day was from 9:00 a.m. to 12:00 and 1:00 p.m. to 4:00 p.m. The students and the teacher had an hour at noon to eat and play either inside games if the weather were nasty, or outside games. Some of the favorite outdoor games were baseball, Red man, last couple out, dodge ball and hide and seek. Favorites for indoor times were hide the thimble, tick tack toe, cat and mouse, blindman's bluff and clap in - clap out.

Schools or teachers could not make any decisions about the textbooks being used. The texts were selected and published by the State of Kansas Textbook Commission. In August when the teacher attended the Teacher Institute meeting, they would receive a list of the required textbooks for the coming school year. These texts were usually good for five years. The texts could be purchased in various stores in the towns of the county.

The school district provided the necessary Teacher's Manuals for each textbook used in the school. Teachers were expected to use these and to take care of them!

Teaching aids that Mr. Kellogg remembers using were: wall maps, charts, teacher made flashcards, rulers, a dictionary on a stand, and a globe on a stand, a small bell on his desk to signal class changes and the usual chalk, erasers and so on. Mrs. Kellogg's school had a triple stacker bookcase. Each stack or compartment was about twelve inches deep, twelve inches high and twenty-four to thirty-six inches long. The stack resembled a box with a glass door in front. This door could be pulled out and pushed back into the box just above the books. A triple stacker had three of these box like compartments. Each box rested on the top of the other one. There were 25-40 books, most were library books.

A large bell was on the outside of the school to be rung when school was ready to commence. One of the favorite tricks of the students was to try to ring the bell so hard that it would end up upside down. Someone would then have to climb to the belfry and turn the bell. No mention was made of who would have to do this.

These rural schools had no special classes or unique educational services offered. If any child

needed special help or attention, the teacher was expected to provide that help.

The subjects studied were: reading, English, spelling, writing, arithmetic, health, Our Government, geography, history, and agriculture for the older students. Various methods such as individualized instruction, small groups, peer tutoring, combined classes, and sometimes the entire school participated for a lesson. This saved time for the teacher and the classes enjoyed working on the same subject at different levels. Subjects taught by this method were writing, art and music.

The number of different classes given at one time depended upon the number of students in the school, the needs of the students, and the subject being studied. One example that Mrs. Kellogg related was when one class would be writing a story, another class would be working on a written map assignment and a history class would be memorizing the Gettysburg address.

The atmosphere in the school rooms of both Mr. and Mrs. Kellogg was warm and supportive of the young students. They were not opposed to spontaneous reactions. Mrs. Kellogg gave these examples: her fifth grade English class was studying about newspapers. Their assignment was to have a written news article for a newspaper. For class, a small boy read his news article as follows: Mr. and Mrs. Andrew

Kellogg are sporting a new Chevrolet coupe. The rest of the school had a good laugh. And another time when she was working with another class, a first grade boy had been making a clay cat. He was very proud of his work and came up to her and said, "See my cat? You pull his tail and he says meow!" With a hug and a "yes, that's very nice", he was on his way back to his work feeling that he was appreciated by his teacher.

Mr. Kellogg commented on the testing used in the schools. Teacher made tests were used in grades one through seven at the end of the school term. The students of the eighth grade were given a special promotion test at the end of the school term. These tests were sponsored by the County Superintendent. They were given at various schools over the county on the same day. The students had to pass these tests in order to graduate from the eighth grade and go on to high school. These were very important exams and the students studied very hard. Mr. and Mrs. Kellogg both indicated that they never had a student fail to pass those examinations.

Eighth grade students who passed the test were invited by the County Superintendent to attend a special graduation exercise that was usually held at the county seat. Parents, teachers and friends were also invited to attend this event. Many times this would be the first time that a boy had a suit and the

girls were always dressed in fancy new dresses. It was a special time for all involved. Sometimes graduating eighth graders performed musical numbers during the ceremony. The last year Mrs. Kellogg taught, three of her eighth grade harmonica band members were asked to perform. This involved a lot of extra practice for the students, but they were proud and honored to have been asked, so the extra practice time was no problem for them. They wanted to play just as perfectly as they could.

Sadly, this era of education came to an end. The number of school age children decreased; it became popular to attend the city or town schools, and the rural schools were forced to close. The Kansas School Reorganization plan was also an influence in this.

The schoolhouses were sold or kept for further use as a community building. Many 4-H groups use former schoolhouses as their meeting places. The equipment and supplies that these schools had were annexed by the school district they were required to join.

The Kellogg's were excited and eager to share their experiences as educators in rural schools. They commented several times that they appreciated the fact that someone was trying to preserve the history of the rural schools. On a personal note, I was very glad to be the historian in this case. The history that I am helping to preserve is that of my parents.

CHAPTER THREE

BIOGRAPHY

ANDREW JAMES KELLOGG

Andrew J. Kellogg was born on March 5, 1913 on a farm northwest of Stockton, Kansas. He lived there until 1915 when the family moved to a farm south of Woodston, Kansas.

During his preschool years, his only playmate was a brother born in 1915. The brothers enjoyed a close relationship then and now.

Among his earliest memories are playing with a little red wagon, driving a horse and buggy to church, and in 1918 the purchase of the first family car - a model T Ford. The car was named "Lizzie," and Andrew's job was to keep it clean and shiny. He took great pride in this first responsibility.

On May 20, 1918, a terrible tornado passed through his neighborhood. It demolished many homes and killed herds of livestock. When the storm hit, his father grabbed him from bed and his mother grabbed his brother. They stood in the middle of the kitchen praying for the storm to stop and to spare them. When the storm passed, they discovered that not only were they not injured, their's was the only farm building spared. He has been a great believer in the power of prayer ever since. He has also maintained a healthy

fear of storms and sympathizes with those who have to endure them.

In the fall of 1918, the family moved to Bates County, Missouri. In 1919 he started to school - a one room rural schoolhouse. This was his first experience in playing with children other than his brother. It was a definite shock!

His father took him to school, introduced him to the teacher, told her if he did not behave to let him know, and left him there, scared and crying. A boy named Glenn Burk asked him to play, and they went to the far corner of the schoolyard. Neither boy paid any attention when the bell rang. The teacher, Miss Maud, had to come and get them. According to Mr. Kellogg, it took several days before the ringing of the bell came to mean the end of play time to the two friends.

He remembers that he was always very fond of school, even when a new group of children joined the school. They were more aggressive than he, and he soon had to learn to be more aggressive also.

Andrew was a very responsible young boy. At home he had definite chores to do. He also hired out with his pony to neighboring farmers as a water boy. He saved the money he earned and put it in a savings account - a habit he still has!

In 1926 the family moved to a new community. For the first time there were neighbor children of the same

age. The two families soon became very close, sharing both work and play.

At the age of 13, Andrew thought that he was old enough to help with the farm work. He was given a team of horses and was very proud of the work he did.

In the spring of 1927, the family moved back to Rooks County, Kansas. They moved to a home six miles southeast of Webster, Kansas. The farm was much larger than the one they had left in Missouri. Young Andrew had to learn to use tractors and other big machinery.

Up until this time, he had trusted everyone and felt secure in any and all social activities. His parents had trained the two boys in the Christian way of life. They attended church regularly. They were allowed some choice in social decisions but generally speaking, they knew that it was much better to consult one of their parents before making definite plans for attending social gatherings other than church socials.

The new home was near grandparents. The two brothers became acquainted with uncles and cousins that they had not known while living in Missouri. The association between the two families was not always a pleasant one.

That fall, Andrew started to Webster High School. While he was attending this school, he was active in the music class doing a great deal of vocal solo work. Since he had to depend on an uncle for transportation

to and from school, and the uncle was not interested in playing any sports, Andrew did not have the opportunity to play basketball while in high school.

During high school, Andrew made the decision that he wanted to be a teacher. He liked farming, but the great depression of the thirties had begun, and at that time there was no future for farmers. He graduated from high school with a Gray Scholarship to Manhattan Agricultural College. The scholarship was for tuition only, so he did not get to use it for lack of finances, and employment in Manhattan was extremely hard to find.

He took the Normal Training examinations offered to prospective teachers and began teaching in a rural school. He taught in rural schools for four years and then became the sixth grade teacher and assistant principal at Plainville, Kansas.

After he began teaching, he decided that the Normal Training was not enough. He began to make plans to attend college, specifically Fort Hays Kansas State Teacher's College. He would teach for eight months then attend summer school at Fort Hays, driving back and forth from Plainville each morning and evening.

After he started teaching, he met a very successful lady teacher who had many of the same ideals and ambitions. They had so many things in common that it led to their marriage in 1935. They both continued to teach after marriage and spent many hours in

preparation. Two years later their house burned, destroying all their possessions but the car. It took nerve to start again, but they did.

Andrew taught six years in Plainville. In the spring of his fifth year, the superintendent called him to his office. There he and the Republican party chairman persuaded him to campaign for county superintendent of schools. He did not really desire the office, but the superintendent had been so good to him that it was difficult to refuse.

During the summer he campaigned but was interrupted by an emergency operation. He taught the months of September and October, which was an advantage for his opponent, as he had become eligible for draft into the armed forces. He was defeated by one hundred votes, but considers this to be a real blessing. Had he won, he would have been denied the privilege of teaching and guiding boys and girls and probably would not have gone on to receive his college degrees.

The next two and half years were spent in defense work. In June 1944, a daughter, Joy, was born. He was able to leave defense work in August and return to his first love - a classroom. The beginning of that school year he was a principal of the grade school in Grainfield, Kansas. It was a nice place to work, but he wanted to get closer to Hays and was able to move to Ellis the next year.

He began in Ellis as the grade school coach and social science teacher for sixth, seventh and eighth grades, and continued for four years. The fourth year one of his basketball teams went through the season undefeated, including two tournaments, and the other team finished second in the league. Not bad for a coach who had never played basketball!

That spring the seventh and eighth grades were moved to Ellis High School, thus completing a junior high school. The school board offered the job of being principal of the grade school to Andrew, and he accepted. He remained in that position until 1965 when he moved to Bonner Springs, Kansas.

During his time in Ellis, he received both a Bachelor of Science degree in Education and a Master's Degree in Administration. During the summers not only would he attend classes at the college, but he was also the lab school principal. Many teachers and principals in the state of Kansas owe their start in education to Mr. Kellogg. Dr. James Stansbury on the faculty of Fort Hays University was a young teacher under the leadership of Mr. Kellogg. The college always placed student teachers in his school.

During the summers he was working on his Master's degree, the faculty at Fort Hays honored him by asking him to become a charter member of Phi Delta Kappa, an organization that he enjoyed very much.

At Bonner Springs, Kansas, he was instrumental in starting a nongraded school. He was hired specifically for that purpose. He had met Dr. William Howard at several principal's meetings and discovered that they had a lot in common. Dr. Howard knew of Mr. Kellogg's educational background, philosophy, and attitudes toward students, staff, parents and community members. Bonner Springs was ready for a progressive educator, and Mr. Kellogg was the one chosen. He remained there for ten years before retiring to Branson, Missouri. Mr. Kellogg taught for forty-one years, filling the position of Elementary Administrator for twenty-seven of those forty-one years.

But Mr. Kellogg's life was not just education. He was active in the Methodist Church, teaching Sunday School and filling the position of Sunday School Superintendent several times.

He was an active Lions Club Member holding many local and district offices. One of his favorite offices in the local organization was Chairman of the committee for boys and girls. He was also instrumental in persuading the club to send band members to the State Lions Club Band.

Scouts was another activity that he believed was worthwhile for youngsters. He was a scoutmaster for boys scouts for several years.

Mr. Kellogg was one of the first teachers elected to the Teacher's Hall of Fame in Ellis, Kansas. He was selected for this honor by students that he had taught.

Mr. Kellogg firmly believes in a mixture of work and play. He enjoys hunting, fishing, photography, refinishing antique furniture and traveling. At the present time he and his wife, Nettie, reside in Tucson, Arizona, where they pursue retirement with great vigor.

When asked for his basic philosophy, Mr. Kellogg replied: "I have always tried my best to follow good health and moral habits and my philosophy of life would be: develop physically, mentally and spiritually to be happy; meet the members of one's group half way or more when disagreements arise; to truly believe the great American ideal that no man should be a slave for another, and to have friends one must be a friend."

BIOGRAPHY

NETTIE F. SMITH KELLOGG

Nettie F. Smith was born on May 12, 1913 in Dewey County, Oklahoma. She was the oldest of six daughters and one son born to James and Dollie Smith.

She was very young when an epidemic of dysentery spread over a large area of the county for two consecutive summers. The second summer she and a younger sister were ill with the disease. Nettie recovered, but the younger sister died. Her parents were very discouraged and decided to sell their farm in Oklahoma and move to Kansas.

Nettie remembers that because they had so many household items left even after the sale, her dad bought a covered wagon to bring the household items to Kansas. She was allowed to drive the wagon at times just to relieve the boredom of the journey.

They settled in Rooks County, Kansas on a farm. Later, she started first grade in a one room rural school. There were many pupils of all ages and a young lady teacher. She did not learn what her mother had expected of a first grader so her mother taught her at home. Her mother had been a teacher in Oklahoma.

She remembers liking all of her teachers, but had two favorites - a man and a young lady. Both tried to inspire all the students to do their best in

everything. They also worked to make all the studies interesting and fun.

The man played the organ quite well so the students had singing time nearly every day. He noticed the interest that Nettie had in the organ and offered to give her lessons after school. She enjoyed those lessons very much. She wonders if this influenced her to always have music in her schoolroom.

She was permitted to tutor the younger students when her studies were completed. This was her first experience with teaching, and she enjoyed it very much.

The school programs, box suppers, and pie socials required extra memorizing and practice to produce a program by the children. Nettie was one of several who gladly used the noon hour to help younger students memorize plays or readings for the programs. If they were permitted to go to the cloak room to practice, they tried to accomplish even more to please the teacher. It was fun to be one of the teacher's helpers. She did not realize that she was learning how to keep children excited about school, busy and learning.

There was very little equipment to use during the noon hour and recess, so the children played a lot of physical games. Some favorite games Nettie remembers playing were hop scotch, two deep, flying dutchman and dodge ball. If the weather were cold or stormy, indoor

games most enjoyed were ciphering, spell downs, geography matches and hide the thimble.

Her father bought another farm that bordered the town of Webster, Kansas so that she and her sisters and brother could walk to the rural high school. She graduated salutatorian of her class.

The great depression of the 1930's, a severe drought and terrible dust storms were crippling the economy so much that a high school graduate faced a bleak future. Farmers could not raise crops and had to sell their livestock. The drought and dirt storms ruined the ground, machinery and buildings. Banks closed without notice, taking any money that people might have in them. Jobs became very scarce and people graduating from high school faced problems trying to finance college or to find work.

Many tried to teach in rural schools. They took an examination in fifteen subjects. The average grade of 80 was required to pass the test and to be eligible for a second grade county certificate and to certify the holder to teach for two years. Nettie took the examination straight out of high school and earned her certificate. Now she had to find a school that would hire her!

Many teachers and would be teachers created numerous problems for school boards. Usually a relative or friend of the school board was chosen.

Then, the boards began to use restrictions to discourage many applicants. Some of these restrictions were no men applicants or married women. The only applicants encouraged to apply were experienced and successful teachers.

She felt fortunate to teach in a school close to her fiance, Andrew Kellogg. Her contract forbade marriage, so they waited for two years before they could find schools without the marriage restriction. They continued teaching and finally were able to obtain contracts without the marriage restriction. These schools were adjoining school districts. They each received the usual salary of \$40 per month for an eight month term.

They were married August 11, 1935 and moved into a house near their schools. They taught in those schools for two years. Then Andrew became a teacher in the Plainville public schools where he taught for seven years, and she taught rural schools near town.

They had learned as rural school students that students must enjoy school to be successful. She remembered ideas and methods used by her teachers. She also tried new ideas and methods and attended summer school at Fort Hays.

Some of the extras used were grouping students for specific situations, using student tutors, and playing

indoor games during stormy days that perfected skills learned in regular classes.

Remembering her love of vocal classes when she was a student, she tried supplementing vocal music by teaching the students how to play the harmonica. They used part of the noon hour for instruction on the harmonica. The children carried their harmonicas home every evening and returned the next morning with lessons mastered and anxious for another lesson. Soon groups were playing and the whole school was able to play two and four part songs for the Christmas program. Before much longer, all the lessons were learned as a group.

Box suppers and pie suppers were popular, and the parents of her students were happy to help with them. They enjoyed the community ciphering matches and spelling bees. Every parent wanted to help transport students when the harmonica band was invited to play for other schools. That was unusual because those same parents had had trouble paying for the fifty cent harmonicas!

Her husband, Andrew, entered defense work during World War II. During that time their daughter was born and Nettie retired from active teaching. She felt that she should be home with their daughter.

When Andrew accepted a teaching position in Ellis, she became active in church and community work. At

times she could be persuaded to substitute in the grade school, and for two years worked as a paraprofessional for a first grade teacher.

During those Ellis years, her husband earned two degrees from Fort Hays, and she earned a Bachelor of Science in Education. She also taught five years in a rural school, Star School, just north of Ellis. Teaching there required that she interrupt her own college training, but she felt a duty and a call to help those students. If the school had closed, the young students would have had a long bus ride to school each day.

After completing her college work, she taught for one year in St. Mary's Catholic Grade School in Ellis. She had a third grade classroom - that year she had 50 students with a Catholic sister as a paraprofessional.

When the Bonner Springs, Kansas school district offered an administrative contract to her husband, Andrew, they also offered a teaching contract to her. She again had a third grade classroom. This time she was part of a progressive school district - they were using individualized instruction for most of the teaching. She was responsible for the lower functioning students one year, and the rest of the time she had the accelerated students. She feels that working in the rural schools helped her greatly with planning for the individualized instruction.

Currently she resides in Tucson, Arizona with her husband Andrew. They still enjoy traveling and like to participate in all the activities of their grandchildren that they can.

She feels that school teaching has been through many changes since the era of rural schools. Those changes have been good for the most part, but rural schools were the foundation of the United States educational system, and she is proud to have been a part of that great era.