

Fort Hays State University

FHSU Scholars Repository

College of Education One-Room Schoolhouse
Oral Histories

Archives Online

1985

Interview with Eliza Atkinson

Billie L. Biel

Fort Hays State University

Eliza Atkinson

Follow this and additional works at: <https://scholars.fhsu.edu/ors>

Content Disclaimer

The primary source materials contained in the Fort Hays State University Special Collections and Archives have been placed there for research purposes, preservation of the historical record, and as reflections of a past belonging to all members of society. Because this material reflects the expressions of an ongoing culture, some items in the collections may be sensitive in nature and may not represent the attitudes, beliefs, or ideas of their creators, persons named in the collections, or the position of Fort Hays State University.

Recommended Citation

Biel, Billie L. and Atkinson, Eliza, "Interview with Eliza Atkinson" (1985). *College of Education One-Room Schoolhouse Oral Histories*. 47.

<https://scholars.fhsu.edu/ors/47>

This Audio Recording is brought to you for free and open access by the Archives Online at FHSU Scholars Repository. It has been accepted for inclusion in College of Education One-Room Schoolhouse Oral Histories by an authorized administrator of FHSU Scholars Repository.

AN ORAL HISTORY OF ELIZA ATKINSON, ONE-ROOM SCHOOLTEACHER

by

Billie L. Biel

In Partial Fulfillment of the requirements for the degree,
Master of Science, Department of Education,
Fort Hays State University.

Summer, 1985

CHAPTER ONE
INTRODUCTION

Purpose of Study

The purpose of this oral history was to collect information from Eliza Atkinson about her experiences as a one-room schoolteacher and County Superintendent of Schools.

Variables

The independent variables of Eliza's experiences were: the difficulties encountered during her teaching career; the students of the one-room school and the range of their ages; the grade levels of students in the school; the calendar year; the length of the school day; the changes in curriculum and teaching methods, the materials used for teaching; the teacher's salary, living facilities and mode of travel; disciplinary measures used by the teacher; those to whom the teacher was responsible; aspects of the schoolhouse's construction, finance, maintenance, and use; the change in boundaries throughout the school's existence; special observances in the school; distances traveled by students, and their mode of transportation; the function of the schoolhouse today; Eliza's experience as County Superintendent; and her participation in the unification process. The dependent variables used in this oral history consisted of constructed questions which were used for an oral interview. The interview was recorded on

cassette tape and was later transcribed.

Background

I have known Eliza Atkinson since 1948, when I came to western Kansas to teach school. In various conversations with her over the years, I have discovered that she has a very good memory, has many interesting stories to tell, and retains an active interest in everything about her, including education today. Because she began teaching in an earlier age than I did, I began to consider how different her teacher preparation was from mine. I began to consider, too, how much more difficult it must have been for a woman to obtain an education when she began, than it has been for me. Also, because her experience has spanned forty-five years, there must have been social, educational, and historical changes which are significant in helping us to better understand education today.

Her experience as County Superintendent of Schools was included because she participated in the unification of schools in Wichita County, Kansas. Unification meant a great change in the education of Kansas children.

There has been some effort to record the history of education in Wichita County. This was done to provide a section in the History of Wichita County, Volume I, published by the Wichita County History Association. However, nothing extensive was included on individual educators. It is my hope that this oral history will include significant information to that already gathered concerning the educational history of Wichita County.

Significance

By investigating the experiences of a one-room schoolteacher's career, the difficulties she encountered, the rigors of the time in which she taught, the responsibilities which she accepted, and her later participation in the unification of schools, we can learn much about the changes in education that have occurred over the past forty-five years. This can help us to appreciate the degree to which education and society have changed and interacted upon each other. If we can better understand the problems in education today, perhaps we can find ways to solve those problems.

Objectives

1. Understand the teacher's responsibilities in the one-room schoolhouse.
2. Determine the educational requirements for a teacher.
3. Identify those to whom the teacher was responsible.
4. Establish what salaries and benefits for teachers were at that time. "
5. Become aware of the rigors of teaching at that time.
6. Identify the length of the calendar year.
7. Identify the length of the school day.
8. Describe rules of the school.
9. Establish the grade levels taught.
10. Establish the ages of students attending the school.
11. Describe the curriculum, methods of teaching, and materials used.

12. Understand the construction, maintenance, finance, and uses of the one-room schoolhouse.

13. Identify the boundaries and changes in boundaries during the school's existence.

14. Learn about the special observances in the school.

15. Consider Eliza Atkinson's experience as County Superintendent and her participation in the unification of schools.

CHAPTER II

ORAL INTERVIEW

Billie: When did you--what years did you teach, Eliza?

Eliza: I started in September, 1915, and retired August the thirty-first, nineteen and sixty-seven, when the schools were consolidated or unified. We called it unification, I guess.

Billie: What was your pay when you began?

Eliza: Forty-five dollars a month.

Billie: Did you begin teaching during prosperity or depression times?

Eliza: Well, I'd say it was depression. It was, well, it wasn't I guess maybe average--average times, maybe.

Billie: How did you start out the day when you went to school?

Eliza: When I went to school or taught school?

Billie: When you taught school.

Eliza: First, I'd have to get myself to the schoolhouse.

Billie: Tell me about that.

Eliza: The first year I stayed at Elza Burch's for a while. I don't remember how long, only a couple of months, maybe six weeks, and their oldest boy went to school with me. Well, he wouldn't talk, wouldn't say anything, so they decided to take him out of school. I wasn't sorry, 'cause (chuckled) a young teacher I didn't know what to do with him. So, (laughed) then I had a--a saddle horse down there. My father being a Kentuckian, liked fast horses. She was a good saddle horse. Much better than the average you'd find, and so I rode her. Well, it was four miles to school. That's quite a jant. And then she'd have to stand out all day and she'd be kind of frisky when it being cold to come home. Well, so she bucked sometimes. Well, I was a fair rider, but then, and I don't remember that I learned to ride. I think I learned to ride when my father came in from the field and he'd have a team of horses. We'd

go to meet him and he'd throw us on a horse, in fact, and we'd ride. I never learned--don't remember that I learned to ride. I sometimes think maybe I was born on a horse. (laughed) So, anyway, they decided if I could manage, I could stay in the schoolhouse. So, I bought a three-burner oil stove, and they had a three-quarter bed at home, and the folks let me have that, and I had some....well, I had a little table and a--a chair or two, and I had some orange crates for my dishes. Had a few dishes and good food. There's a family I stayed with a family of people and or close to a family of people and I'd go down to them and cook, and we was to start to town before daylight--er, by daylight down there to come with a team and wagon. And, so I stayed the rest of the time in the schoolhouse. And my sister had married during the meantime, and she came down and spent a week with me, at the school and so that time--we--I had a buggy--we had a buggy and I drove that down so she could go along and then we went back home on the weekend. And when I'd go home on the weekend, I could call school and the children would all arrive and then a--you're going to word this a little different, aren't you?

Billie: No, it will be as it is in--on the tape.

Eliza: I'd better watch that. Then when the children arrived, I'd call school. If that was fifteen till nine, well, I'd gain five--fifteen minutes. Then I'd short 'em five minutes at recess and a half-an-hour noon, and then, I'd let out school when I'd put in my time. And so, I had my horse there. She run loose on the range--open range on the country--there was nothing fenced much and you could angle almost all the way from Leoti down to the corner where I was--of that where I was. Not all the way--time--there was a fence or two maybe part of the way and so I would go home and she'd come up. I bought corn at the grainery. I didn't buy any roughage for her 'cause she ate buffalo grass and run with Mr. Emby's horses. He turned his loose and so she run with them. And so, I would ride home then but when my sister came--well, we went in the buggy. And then when I brought the saddle back with me and rode the horse bareback or not bareback but rode the horse with the saddle. I had a good saddle. Had a good horse. Didn't have very long to stop any place on the way home except at Joe Davidson's. He was an old bachelor who lived about a mile and a half from where I was staying, and was on the school board. I used to go there to get my warrant. And by the way, the school district didn't have any money at that time, so I had to discount my warrants if I wanted my money, to a man here in town who had money and would give me the face value of it, and then he'd get the interest or whatever....occurred,

till they paid it off. They didn't budget, schools didn't budget in those days.

Billie: I think we'll come back to that a little bit later. Could you tell me how you started out your school day?

Eliza: Oh, I think we had the flag salute probably and then classes. I don't remember how many classes I had or what grades I had. I had Lillian Page, Nora Ittner, Rugus Wadley, and Ben Wadley, and three other children. A boy and two girls. Mosher's children. The three Mosher children. That was my school. And I got all the classes in. I never was a lazy teacher, I don't think. I got them all in. Taught, I guess, as I had been taught in grade school. That's all they wanted.

Billie: What subjects did you teach?

Eliza: All the subjects that you teach now. And I don't remember what grades I had. I had two girls in the eighth grade. I remember that. Oh yes, I had an Alexander boy there too, but he only went part of the term. He got sixteen or so, so he only went till he's--till he didn't have to go to school so he quit school. And, that was my school.

Billie: Did you teach those subjects in a certain order?

Eliza: I--yes. I had a program to follow--went by. I don't remember the program. But I got all the subjects in, all the grades in.

Billie: What--what punishments did you dole out?

Eliza: I don't remember that I punished any of those children. Children minded. I never--punishment was never a problem for me. 'Bout all I had to do was look at 'em and that straightened 'em out. Believe it or not.

Billie: Let's go back to that business about discount warrants. And--would you tell me how you got your checks?

Eliza: Well, there's a--I've forgotten the man's name that took them. I can't remember. He lives where--he lived at that time where--Rose Leisman's son lived up there on the street in that building south of the hardware. He lived there in that building.

Billie: Do you know if that was the old Johnson's store?

Eliza: What?

Billie: Is that the old Johnson's store?

Eliza: Was that the old Johnson's store? Yes, yes it would have been. It would have been. But I can't--his daughter taught school, too, here, but I--I just can't--can't recall the name.

Billie: But he wrote your paychecks?

Eliza: No, he didn't write 'em. He took...my paycheck and gave me a check, gave me the money and he kept that....I endorsed it, and he kept that and I had my own money paid, I assume.

Billie: How did you get your paychecks? Did they bring it to you?

Eliza: No, I went after it.

Billie: Was that typical of all teachers at that time?

Eliza: Yes, probably. Typical of all teachers. They went after them. All teachers, too, water was a problem. Some places they had pumps. Most places they didn't and people carried the water--their own drinking water. And if they had a bucket maybe they had a bucket and they all drank out of a bucket and one dipper. And later on, they passed a law where you had to have your own drinking cup. So, we had folding drinking cups. They was about that big around (gestured with hands) I suppose, but tapered down a little to the bottom about that large around and kind of folded. They was aluminum. One ring'd fall back into the other one and so on come down top or bottom whichever way you're going. You had your own--had to have your own drinking cup then. But most of the schools I went to, we had just....well, if the school was on a creek, you probably had a cup. Now, Pleasant Valley probably had a pump. And South Beaver...or District 11 where I taught, had a pump 'cause they--Beaver had....I suppose you could dig a well with a post-hole digger but where you had to go to a hundred feet or so that's another problem. Some of them had pumps--had pumps but not all of them. Some of them paid somebody to haul the water in a cream can for the whole bunch. If they was driving a buggy, why they could haul the water for the whole bunch and in a cream can. And they got five dollars a month for hauling it.

Billie: How often did you have to meet with the schoolboard?

Eliza: Never.

Billie: How were you hired?

Eliza: I don't know. I applied for it and got it. They told me--

they told me I had it.

Billie: Who did you apply to?

Eliza: The schoolboard.

Billie: Did you do that by letter? And then they replied by letter?

Eliza: Ye..., well, yes, I think so. As far as I remember, I don't remember. I think so, though.

Billie: How did you get your school supplies?

Eliza: We didn't have any. The board bought chalk and erasers and that's about it. Believe that or not! And we supervised the playground. And we cleaned the school building. We built the fire. We did the whole thing which teachers now would turn up their noses if they had to do. (Pause) I'd like to see some of them have to do it, might be good for 'em.

Billie: How much schooling did you have to have in order to teach?

Eliza: At that time, you wouldn't have to have but an eighth grade education if you could pass the teacher's examination. Most of the teachers at the time that I taught did not have any high school at all.

Billie: Where did you go to take that examination?

Eliza: The County Superintendent's office.

Billie: How often was that given?

Eliza: I think that was given twice a year. It was given in the summertime. We used to have Normal Institute. I have an old Normal Institute book at home, I think. Practically new. I saved that. And, where we'd study various subjects, the County Superintendent would plan that and--and used--they had--well, teachers come in, usually high school teachers. I remember Miss Berry and some of the others--Miss Berry and Miss Crittenden and Mr. Heck, and I remember him saying that his name became a byword. That's how I remembered and they wereinstructors and covered the ground thoroughly. We had to take the test in music. I don't know how I ever passed that. I know little about music. I can read notes, but in that--I expect I...they...didn't grade too hard on that, probably. They--I taught some music in school at that time.

Billie: What did that music test involve?

Eliza: The basics of music, I assume. I don't remember. We had.... there were some great long sheets of paper--thin paper about I suppose two feet long and about probably about.....inches wide and the questions were on that and the County Superintendent would take them out when you finished writing your paper on arithmetic, then, handed that in and got a paper on reading or something else.

Billie: That's interesting.

Eliza: You didn't have to have--I don't think any of the teachers that I went to school to. Now these imported teachers they had had some high school. Came in here--I expect they did. Oh, Vera Jones, now she was a teacher, too. I taught--I went to school to her three years. The Joneses, they used to run that old livery barn that was torn down recently. Her father did and her mother run the Tremont Hotel. That's been torn down for some time. And there were three girls in the family and two boys. The three girls were all teachers. There's Vera, Ida, and Irma. And Vera taught our school. She taught it three years. I went to her two years. I passed the examination under her--county examination.

Billie: What was the average length of time that a teacher taught in a school?

Eliza: Same time as scheduled as it is now. You started school at nine o'clock, had recess and ten-thirty, or ten o'clock, I've forgotten which, had noon period and a recess in the afternoon, and then dismissal, four o'clock.

Billie: Then, how many years did a teacher generally stay at a school?

Eliza: Huh! I wouldn't know. That depends on a teacher. I was able to stay at a school and go back if I wanted to....In most of the schools where I taught. (Pause) I didn't go back--I taught one term of school in Logan County and I didn't go back there. I went back down to thirty-seven. And then I taught Selkirk and I got seventy-five dollars a month and that was big pay in those days. Goodness, I think there was one teacher in the county got more and that was Ethyl Whitchurch, and I think she got eighty dollars a month. But, that was big pay. And then, I taught two terms in District 11, one term in District 9, and that's because the children all moved out and I had only one child. And that was Neil Scott. No, Coral Tomberlin, and Neil Scott was a little boy about four years old, and he was riding a feed wagon with his dad, when his mother was--or his mother taught school--high school in Leoti

and he--after the Henshaw family moved out--that was a family that had a large family of children. They had only one child in school. I went out to the sandbox and played with that kid. Imagine. (laughed).....Out in the sandbox playing. Well, I did. Anyway, I said to Mrs.--asked Mrs. Scott, I said, "Why don't you let Neil ride to school with me?" I drove past their house. And he could play with Coral. Coral would have somebody to play with. And so, they did. He had the most wonderful imagination of any child I've ever known. Brilliant. And one time I tried to teach him to read but he was smart. His mother read him all the stories in the reader to him. He knew 'em. He could look at the pictures and read the whole thing and get 'em right, too, and I should've been smart enough to have gotten another text, see, but I wasn't. I didn't and so one time he was at the board doing something and I asked him to pick up the eraser. He picked it up and threw it at me, and this is punishment. So I thought, Well, young man, I guess you won't get by with that. So I took him out to the coal house--that's a building built just on the corner of the house. Well, this was the school--the schoolhouse here, and over here was the coal building joining the schoolhouse. (Eliza motioned with her hands.) And had a door in it. I put him in there and shut the door. He thought he'd get out, but he didn't. I didn't let him stay very long the first time. Went back and he was still mad as a little hatter. So I thought, "All right, young man. I'll let you sit a little longer." And so next time, he was glad to come in. That was one punishment I meted out. I kept children in. That's about all I ever did. I paddled two children in all my teaching. One little boy because he stole and lied to me. That happened on a Friday evening up here in the grade school. His name was Harvey Counselor. I believe it was Harvey--it was Counselor, Harvey Counselor, I believe. He had a twin brother. I believe it was Harvey. And he sat on the front seat and those windows on the old part of the building. And those windows had that steam heat, you know--high radiators and they had a board across there with plants on it--geraniums, and so, one boy of the school was Robert Lane, was playing with a key on a whang string and he sat there and played and played with it so I walked back and took it away from him, and laid it up on that shelf there above those--where those plants were. Well, anyway I kept this Counselor in because he didn't have his arithmetic done. That was a must. I didn't have arithmetic, so to speak. I told you that, I guess. But I figured if I ever taught school, kids'll know their arithmetic when they get through with me. And they did, I think. Well, it wasn't my fault if they didn't, I'm sure. And so, he went out at four o'clock when dismissal. Pretty soon, he came back in

crying and said he wanted his keys so you know he had some chores to do. I think he had to feed the horses someplace. They had a stable around someplace. And he had to take care of that, and so I said, "Well, I laid your key up there. You get it." And he went looking and he couldn't find it. So, I went over and I said to this little Counselor boy, I said, "Have you seen that key?" "No," he said. He said, "It might be down on the floor." So I said, "Well, all right. You fellas get down and look under that radiator." So they couldn't find it, of course. And I said to this Harvey, I said, "You said--and I searched him--his pockets--and I found the string in one pocket and the key in the other. So there he had stole and he'd lied to me about it on top of it. So I gave him a good lecture that night. That was on a Friday night and our principal at that time was a fella by the name of Clark. I think it was J. A. Clark. Anyway, his surname was Clark. He was a good school man. I told him about it the next Monday morning. An he said--he was a good man--he--he said, "Well, you have two counts against that fella. You've got to take him in and you've got to paddle him." I'd never paddled a kid before in my life at school, so, I took him--he said, "Take somebody with you to the office and paddle him." So I took him to the office and took Grandpa Carlisle. He was janitor at that time. Turned him across a chair and paddled him at the paddling place. And so, that was one of 'em.

And then I paddled another girl there in school, and that wasn't what she needed, but I wasn't smart enough to know. Well, I did know, too, but I couldn't do anything about it. Her dad was a widower and he had two children. And he run around to those country dances week nights and so on and so forth and took those kids with him. And she just didn't feel like studying. She was smart enough. I never--wouldn't have punished a child if he can't learn. There's no use of doing that. And so,.....I told her, I said, "If you don't get your lesson and get that done, I'm going to have to paddle you." And so, she didn't get it all done. So, I had to make my word good and I paddled her, which I shouldn't have done in those home conditions, but I did talk to her and I said--well she was ready to--Grandma Carlisle and I said, "Why don't you go over there when your dad goes to dances and stay with your Grandma Carlisle, or with Grandma Carlisle. I don't think she was her grandmother. I know she wasn't. And so, she did after that. But, that's the only two children that I paddled in (not clear) school. The only two school children I ever paddled.

Billie: Was there a code of ethics for teachers?

Eliza: I never heard of one.

Billie: Were there any particular morals that you had to follow in private life as you.....

Eliza: Oh yes, yes. In some districts they wouldn't hire you--they certainly wouldn't have hired you if you smoked..That would have been a taboo. For goodness sakes, you'd have been disgraced if you'd have smoked. Now then I guess they have smoking rooms in the schools. Well, anyway, and some places wouldn't let you go to a dance. If you went to a dance, why that wasn't quite Hoyle, either. That was about the only thing I remember. And of course, you didn't dare chase around and tear around. You went to your boarding place and stayed there during the week and maybe you stayed over the weekend. If you were too far from home, you know. Like you probably did when you came out here.

Billie: Right. Can you describe the types of textbooks that you used?

Eliza: Some of them were better than what we have today.

Billie: In what way?

Eliza: I have a Hoenshel Grammar, a very good copy of it. (cleared throat) that I think that a child would get more English, more grammar, more sentence construction, and what have you from that than any English book I've ever taught.....I still--I have Wilbur's textbook. It's in good condition. Hoenshel.

Billie: How about math books at that time?

Eliza: Why a math books--a Stone Arithmetic was a pretty stiff book and one book--I can't remember the name--but they had thirty-three difficult problems in the back. I don't remember the textbook's name, but if you could work those, why you were considered a pretty good mathematician. I don't--I think that was before I--I think they changed textbooks. They used to change about every five years.

Billie: Who decided on the change in text books?

Eliza: That's done by the state.

Billie: It was at that time?

Eliza: I don't know what you do now. Do you pick your own?

Billie: I think the school generally--generally changes books about

every five years and they're able to choose the ones they want to use. I don't believe it.....

Eliza: We took whatever the state selected. I think they.....they had a committee. I believe Mabel Snell was on that state textbook committee one time, when she was County Superintendent. But I'm not sure about that. That was made up of County Superintendents--various people--that selected the textbook. The companies used to send me--I had gobs of books up there in the office I gave away. Used to send me textbooks hoping that the schools would adopt their book.

Billie: They still do that.

Eliza: I expect they do.

Billie: What kind of tests were given?

Eliza:Well, not many. (cleared throat) When I first started, teacher made her own tests or there wasn't any. Of course, the children had to take--pass the eighth grade examination. That was sent out by the state, and supervised by the County Superintendent and they usually had an examining board of two hundred people on that.....board who did the examining.

Billie: Two hundred people?

Eliza: Two other people!

Billie: Oh. I'm sorry.

Eliza: I didn't get that right, I guess. (cleared throat)

Billie: How did you study....to plan your lessons and so on?

Eliza: I studied ahead of the class and I--well--always worked ahead of my eighth grade arithmetic class, too. And, any new book, any new textbook, that I was teaching--they changed arithmetic this year or an English book, or something or other, history book, I would read the text through and underline what I thought was important. And that's most of the planning that I did. I did--there is a--was a three-step plan where you could expect your good ones to finish all of 'em--all of their work, where you could expect your medium ones to finish two parts of it, and the dumb ones to finish one. And maybe some of them were just so dumb they can't learn anyway.

Billie: Did you have any leisure time as you were teaching?

Eliza: You mean have any leisure time as you were teaching and teach eight grades? All the subjects? No wonder. You have six-seven minutes. The last year that I taught school--or the last--yow--for two years where I taught the Woodbury School, I think I had all but one grade. I had seven grades. And to do my eighth grade reading class, I had the kids buy--there's a questions--a little booklet of questions--on each story. I had them to buy that booklet. And, I didn't have time to get that class in most generally. Sometimes I could get it in, but not often. And, we only had about seven-eight minutes to a class. You can't do much in that time, when you have all grades.

Billie: How many students, average, did you have in each grade that year?

Eliza: The last year I taught?

Billie: Mm-hmm.

Eliza: Oh, I had...four eighth graders. That was a big class. Maybe one seventh grader, maybe two sixth graders and three graders--three in the third, third--second grade, and two beginners. I'm not a primary teacher, but then my beginners can read when they get through. My first school, I had a--no, when I taught Paul Appl's school, I had a little boy that had read seven books. Time his parents moved in the spring--they were--worked for people--farmers around, and they run a new place in the spring, so they moved in March. First grader. He had read seven books beside his texts. That was Frank Brownlee.

Billie: Can you describe types of teachers and their teaching ways or habits?

Eliza:I don't know--I don't know. They did the best they could with what they had to work with, I guess. That's the only thing I could tell you.

Billie: Did you feel that most teachers were good teachers then?

Eliza:I think as a rule. They were conscientious. They were people usually members or close around the community, that lived in the community, which I think probably is a good thing, in a way. Maybe they were more interested in the children. To me, today, I just think that teachers that are shipped in from various places maybe aren't quite as interested in pupils as they would otherwise be if they lived in the community. I think a lot of 'em, seems to me that, the way they act and reports that I get from this, that, and the other, that mostly they want what they think about is payday and Saturday and Sunday.Not the good of the children.

Billie: Would you tell me again your comments on childrens' behavior?

Eliza: Children at that time were taught to respect the teacher and their elders. I think now that they don't respect anyone--aren't taught to respect people. Sometimes I can look around and see that they're taught respect. You can see that by--in this hall where children are coming to visit their parents. Some children don't come at all. Very seldom do they come. Course, I don't have any children so--but I do have visitors occasionally.

Billie: What were the ages of children when they began school?

Eliza: About five.....I think it was five. To sixteen. Or until they finished the eighth grade.

Billie: Did that change over the years as you continued to teach?

Eliza: I think it did. I think--I'm not sure about that yet. Get an old law book and look that up.....I think you yet have to be six years old, don't you? Before the first of a certain time. If I was starting a child, if his birthday didn't come the first of the year, I'd hold him a year.

Billie: What was the average number of years that a--a student spent in school?

Eliza:I don't know. I don't know.

Billie: Did.....

Eliza: Most of them usually quit when they were big enough to get a job and work. That's why school, I assume, at that time was not--they didn't start school until in October. And well, so that children could help with the work that was on the farm and then they'd get out October--get out sometime in March or maybe the very first of April, probably sometime in March.

Billie: What was the dress and overall appearance of students?

Eliza:Well, they were usually clean.....Some of 'em, I'd say fair. When I went to high school, I had two dresses, a blue serge and a kind of a heavy red dress of some kind of sateen material. Had to buy me two dresses. Not enough money to have many clothes. It wasn't like today. They get a dress today and wear it once, get another one tomorrow and wear it again. So on.

Billie: According to your list, you taught at the State Home at Atchison....for a while. Can you tell me about that experience?

Eliza: I taught there five years.(cleared throat) I went there in 1938,....or thirty-nine....and taught five years. I lived in a cottage with a manager and lived in the Cardinal cottage with a manager and I suppose our average attendance was--our average group would have been twenty to about thirty little boys from school age to about thirteen years old. Then they were sent to the jail cottage. And, my manager and I were both new that year. We had had a Democrat governor before. Of course, the people we replaced were Democrats. She and I were Republicans. She was a Miss Faye Connelly from Wichita, Kansas. Her brother was a criminal lawyer out of--lived in Wichita. And her father was one of the founders of the city of Wichita. The depression came along and she lost--they lost everything they had, I think. They were quite well-to-do people. She was a little Irish Catholic lady, one of the most wonderful people I've ever known. And, we lived together five years. And she didn't--she knew nothing about children. She was an only--or she had--well, she had no children. She was a maiden lady. Her boyfriend was killed in World War I and she never married. And, she had worked some in a doctor's office, but she knew nothing of children. I always told my husband that they figured I'd know enough to be able to swing that cottage or I wouldn't be any good at all. Because she had no idea of mending, no idea of discipline of children, or any of that sort of thing. But she backed me every step of the way. She--whatever I done was all right and she wasn't one of these that'd be nice to your face and turn around and bite you to your back. She was a wonderful person. And, I (not clear) children there. I'd managed to--I was well, teacher lived in a cottage with a manager and the manager had a day off a week and he'd either have a full Sunday off--however they and the teacher worked it out--or they could either have a half-a-day Sunday and a half-a-day off on a weekday. And, they usually--they took the weekday half-a-day and a half-a-day Sunday. It was however the teacher and the manager wanted to work it. But then you had to manage the cottage. And believe me, you haven't--you don't know very much about managing children until you get in a place like that. And I worked in all cottages. I was relief manager, and that meant that I worked the nursery cottage. Well, I was their manager there for some time one summer. And I had three cases there that needed psychiatric help or psychology--some kind of help more than I could give them. That--the way I punished those children--when there was no need--when they was all ready--(not clear) hot fire would mean (not clear)

to keep the fire so I was--just said, "All right, you get your little chairs and you go in your cloakroom there--in the clothes room--we had the clothes room--I suppose well, it was as long as this room is wide and probably as long--to the wall on the north of here. I don't know--it was in the main building and that was a large big building. Three story building. It was a full basement. There were two stories above a basement. And so, I managed those little houses--nursery cottages in there. I managed our cottage which wasn't any trouble because I lived there. I managed a big girls cottage. The big girls was something else to deal with. I managed them practically one summer. And they, believe it or not, asked me to come back, and they had to cha--their manager was--had left and so they had to have a new manager. Well, our superintendent of the home wanted to put me in there as a teacher with a new manager. What she wanted, she knew I could manage those girls, and I had managed to straighten our cottage out so I could live up there and be half way liveable, and so, my English probably isn't too good either--so I--they wanted me to manage that cot--stay there with a new manager. Well, see what that would do? The kids would mind me if I'd say something to 'em. Well, if the new manager said something, they might not. Well, anyway, those girls came to me and they said, "We'll be good if you'll be our manager." And that was something, from the big girls cottage. Some of those girls had lived more than you and I have lived. Their mothers were street walkers, what have you, goodness knows. I don't know. And anyway, I was able to get along with them, and I think they respected me and liked me. Otherwise, they wouldn't have asked me to be their manager. And then I told them, I said, "Well, I'd like to be", but I offered to do that and I suppose the state felt that wouldn't be wise for somebody. Anyway, I told Mrs. Fisher that I'd do that but I felt the need of getting away from there, it--I'd have a room up on the hill in the main building and I could go up there and spend the weekend, and get away from it. And--but they wouldn't let me do that. And then they'd hire a substitute in my place at the cottage and take care of it out of my salary. And I was paid well, seventy dollars a month, I think for teaching there. I better get that straight. (Here, Eliza looked at the list of her job experiences.)

.....Seventy dollars a month.....so, then I had to take pay out of that--twenty dollars for my room and board. So I really made seventy--fifty dollars. And so, I--but they wouldn't let me do that. They'd take out of that fifty dollars I was getting for manager, whatever it cost them to pay a substitute. But they wouldn't do that, so..... I said--I told our superintendent, "Well," I said, "you could send me down there, Mrs. Fisher, but," I said, "that woman will swing that cottage. I won't do it." So I didn't get to go, or didn't

have to go. I stayed where I was. That's what I wanted to do anyway. So any--when I disciplined those girls, I didn't bawl her out or discuss it before the whole group. And that seemed to work and then I told 'em I said, "You know, if we'd get up a little earlier in the morning, we could clean our cottage and when you girls get through up on the hill,"-- they had various duties on the hill--some of them worked in the hospital, some of them worked in the kitchen, some of them worked in the dining room, and various places on the hill. And so, I said we could--would be through if they wanted to get up a little earlier than we were ordinarily getting up and I've forgotten what time we usually got up. We went by a whistle. When the whistle blew, we did this. When the whistle blew, we did that. And so on. So, that was our guideline. And so, they would not let me do that, but the girls--I think I could have managed it and done all right and got by all right.

Billie: About how many students were in a cottage?

Eliza: Usually--(cleared throat) that depends. (clears throat) They sent out--usually desperates were sent out--found homes for--placed in homes.....people would take them out for a while. We had a little boy in our cottage, Delmer. I would like to have adopted him (cleared throat) and his brother, both. And I thought about it, and I thought my brother might take Jack--there was two boys in the family, but Jack had an ear problem. They was having to go to K.U. Medical Center, and I told my brother about it, and he said, "Well, " he said, "That would break me up." And I said, "Well, throw him back on the state. That's what the rest of the people do when they take 'em out and don't suit 'em why they".....

The tape was turned over at this point.

Eliza: That summer, and when he came back in, his clothes were all ragged, and they had bought him nothing. Kept him all summer. I don't know what the child done. (cleared throat) He was my house boy. I didn't do any work there but I had to see that it was done. When I was principal of the school, I had to inspect the rooms and see that they were all clean. And I expected the boys to stay on their--stay in their room until I checked them out. And so, that was it.

Billie: What caused you to decide to go to the State Home?

Eliza: There was a political job. (cleared throat) And, you had to have your political party behind you to get it. I was Republican. And the governor before, and I've forgotten who the governor was at that time and I've forgotten the governor be-

fore, but he was a Democrat. So, practically all the Democrat employees under the governor went out. If they didn't go out that year, they did the next. And Republicans replaced them unless you had a whale of a lot of pull with some Republicans. You can get anything you want if you have pull enough.

Billie: You had been teaching here, though?

Eliza: I taught in Peabody, Kansas two years before that. Scott Caruthers and Mrs. Caruthers lived there, and I had coached June, their daughter, who had missed quite a lot of school through--I don't remember what grade--so that when she could--went into a town school why she'd be cer--could be certified by a certified teacher, when she was ready for that grade. She was a good student. And, I suspect that it probably was through them. I think that Mrs. Caruthers probably talked to the County Superintendent there. And I liked that school very much. I have pictures of the school. And, it was a two-teacher school. At one time, it was in a wealthy oil district. But I recall that the oil wells played out. We had one oil family in there when I was--when I went there. I went down in(looked at notes she had written).....in 1937. I taught thirty-seven and thirty-six, thirty-eight and thirty-nine there and I could have gone back and got my contract for the next year, but I decided to go to the State Home.....I was very happy there. That was a nice district. If the people in the district were....mostly....well, a good many of them....were renters, poor families. I had the Dukommen family, the Bernarsky family, and the.....the family from the oil-well--I don't recall their names--there were two children there. And, they had the best daughters.

Excuse me....(interruption by a nursing home attendant)

Eliza: They had had before me--I think probably, oh, I guess she was probably a good teacher, but, well, I was entirely different. I taught them some work, a few things that they hadn't had. I think I was well-appreciated there. I had a very nice place to stay at the first year. That lady decided she didn't want to board a teacher--well, she was boarding two of us. One girl was teaching in a school southeast of Welty's and of course, I taught Biscuit Hill. And, we both, both boarded there and she could keep two as well as she could one, you know, so. But then, she got a job. She was a college graduate from this college down here in Oklahoma, down across the border line. What is that college? I don't remember. It's an agricultural college. She's a home ec. major. And she got a job in--some place in Oklahoma. And, her board let her resign and she went to Oklahoma during the year--she didn't stay the

full year and she had, I think, quite a school, but she would have straightened 'em out, anyway. They'd had trouble there. That school was a nice school and I had one of the best students there that I have ever had, a wonderful boy. Nice looking, he was a born leader, he--name was John Bernarsky. I've often wondered what became of him. They moved out of the district before school was out and he made on the diploma examination--he made an average of ninety-eight. And he changed schools in March and he went from Marion County to Burns--er, Burns. His father worked there I suppose or something and he was from a very poor family, and he had a little brother in school. And Tom--there was John and Tom. John had a wonderful personality. You don't find that very often. And, he had ability. He was a born leader. He could have done anything he wanted to do. And I often wondered what became of him. But he made an average of ninety-eight on his diploma examination. So you know he had plenty of ability. They didn't run those tests like we later run--where you could use a--draw a graph--where you could run a graph and see about your grades, and so on. They didn't have those when I taught there. I never used those till I came back to Wichita County after the State Home.

Billie: What were you....

Eliza: If it hadn't of been for--I couldn't have had a Christmas program if I hadn't of had those two Bernarsky boys 'cause they carried the heavy part. I had a Mr. Santa Claus and a Mrs. Santa Claus and I dressed Tom up as either a--a girl. He didn't appreciate that a bit. (laughed) But, he didn't balk either, so I guess that wasn't bad. And John was Santa Claus. He carried the heavy part. The heavy part of everything all the way through. Those little Bernarsky girls--I had four of 'em and the little Bernarsky girls--it was hard--I found short little verses or poems for them to speak. One of the girls, the oldest one, I've forgotten her name--was burned to death the year that I taught there--the first year that I taught. She started a fire and I assume that there was a--a fire in--on it--she burned some coal oil on it in a closed can, and that fire lit the coal oil coming out of the spout, exploded, burnt the whole--burnt her--burnt all of her clothing off. Fact, she had nothing on but a waist belt. Course she got afire--she ran, which was the worst thing she could have done. And, they took her togoodness, Newton--was it Newton? I believe it was Newton. Anyway, it was between Peabody and Wichita, to the hospital there and she died in the afternoon. She was burned so badly, that she walked up on the steps of the hospital--steps, going to Newton--when she went into the hospital--those nerve endings were all burned, and so on. That was a

terrible thing. That's the most terrible thing I ever had happen in school.

Billie: That would be really traumatic.

Eliza: Yow. It was bad. But--and the Madsen family--that was-- their father worked for a farmer. Those children were clean, very nice, well-behaved children. But these little Bernarsky boys weren't always as clean as they should have been. They had a little sister and the mother hadn't been--wasn't normal or hadn't been normal since the sister's birth, so I don't know. The little boys learned to cook and do things for themselves. And they come to school--they rode a bus. They owned a school bus in that district and they rode the bus. And it was way long in late fall before their father got them coats-- little jackets to wear. And those little boys would come to school with their jeans on and their shirts and no underclothing. Shoes. But they rode the bus, but I'd taken them down in the basement a lot of times. We had a cistern there. It was an oil district so the water wasn't good and we had a cistern. And I'd take 'em down to the basement and put their hands in cool water many mornings when they come to school. One place I taught down on South Beaver little boys came to school. They lived, well, where--a little ways from where--the old McDaniels place. I think Gilmore lives out there now. And, their little boy came to school one morning with his ears frozen. That was another experience--I don't know if you want that or not. Those are the--otherwise nothing unusual, I guess.

Billie: When you were teaching in Wichita County, what were some of the teacher's extracurricular activities?

Eliza: Nothing but a teacher's meeting, occasionally, at the court-house.

Billie: You worked all the time.

Eliza: You worked all the time, sure.

Billie: Was there ever a problem of teacher burnout?

Eliza: I don't know. We had to import teachers. We didn't have enough teachers--Gertrude was an imported teacher, Mary Wedel was an imported teacher, and Titus was an imported teacher in the schools I attended.....You see, you didn't have to have anything but an eighth grade education to teach if you could pass that teachers examination. First time I had a Third Grade Certificate, and that was the lowest, and that was good for one year. The next year I went to Normal

Institute and took the teachers' examination, and I got a Second Grade Certificate. So, that was good for two years and before--at the end of the--before that--at the end of that--and you could carry your grades over--that were, I think ninety and above--from on your second grade to your first grade, and then you didn't have to take that--those subjects again, see. If you could get your first grade before the thing expired--your second grade expired. And I was able to do that. I got my first grade. I had one third grade and one second grade, and one first grade. First Grade at that time was a life certificate. Was a good certificate. You were Mrs. So-and-So or Miss So-and-So if you had a First Grade Certificate. Good as a college education would be now. Maybe better.

Billie: So you think the reason that they imported quite a few teachers was that there just were not enough people?

Eliza: There weren't enough teachers to qualify in the county.

Billie: You mentioned yesterday when we were talking about a school where you were that Eva Glenn was also teaching. Could you tell me about that again?

Eliza: That was.....when--in about 1921. That was District 11. (cleared throat) That was Round Mound, I think was the name of the school. Paul Appl and--I had Paul Appl's children, Bill Lewis's children, and the Chapman boy. He was a case. They didn't want him in town, so they sent him out there. At that time, if you owned land in any district, you could send your children to school there. You didn't have to ask permission of the board and so, I had the Chapman boy one time. And he was a case to behold. They didn't want him in town here, so they sent him out there. He didn't go out there very long. I was glad of that. I had to put--I had a platform. That schoolroom was, I think, nine by eleven feet. Small, just room enough for a row of double seats on the west side, a row of double seats on the east side, a stove up here in the middle, (gestured with hands) and a little platform here, and a teaching desk that's up on the platform, and there was an organ there, and I finally put him up behind the organ and turned the organ--it wasn't a--one of these great high ones--just a ordinary organ, I guess you'd call it. And, he--where he couldn't do monkeyshines and so on and so forth, so the kids could study. And that's one kid that I slapped one time that I--one of those limber rulers across the side of the face. I expect I gave him a good one--I don't know. I was ashamed of myself afterwards, but he deserved everything he got and then some. He was--he was harder to control than any kid that I had at the State Home and I worked in the big boys cottage

there and took that whole bunch of big boys down to church with me one morning--each Sunday morning. Their various ministers would come out and hold chapel. And then the bus would go down to town after chapel, and that was in between, well, between the Sunday School and church in most of the town churches. And I was a Presbyterian, so I went to the Presbyterian Church. And I usually went to church so that any of our little boys or any child who had wanted to could go with me. And they were glad to do that, most of them were. But, well, one boy, I'd better go back to the boys I took to church. I guess the fellas that stayed home were betting that I wouldn't get them rounded to take them to church, but I took every last one of them.
(chuckled)

Billie: Well, did this boy who was causing you trouble.....

Eliza: The Chapman boy?

Billie: Yes. Did he finish out the year with you?

Eliza: Oh no, no. He quit and I--I was glad of it, really. Anybody would have been. He was a--I don't know. Mentally, he was low, and I'd say a born trouble maker.

Billie: Did he go to any school at all?

Eliza: No, he was sixteen, see.

Billie: Oh.

Eliza: He didn't have to go to school. Had a birthday. One time he had some melons or something. He brought those to school with him. Divided with us. That was nice of him. He was a nice boy at times, but he was terrible at times, too. He was the worst child I ever had to manage, I think.

Billie: What was the occasion that Eva Glenn taught at the same.....

Eliza: Oh, I was County Superintendent. Our County Superintendent resigned. She got married. It was Ethyl Whitchurch. She married Gell Gibbs. And, she and Mrs. Scott had run against each other for the office. Well, she got the votes, so when she got married, why--or she was elected--well, when she got married, why she didn't want to teach school any more, so they appointed Ethyl Scott. Well, Ethyl Scott went into the high school, so she didn't want the office any more. So then, they appointed me. And at that time, you had two days a week, Monday and Saturday. And so, I (cleared throat) asked the school board if I could send Eva Glenn. She would--had been an ex-teacher, and was a good teacher, and if she could teach school for me

Monday, and I was to keep the office open on Monday, and keep it open on Saturday. We were paid three dollars per day.... You couldn't hire somebody now for three dollars per hour. So that's that. That worked out very well. Eva was a good teacher. We got along beautifully, and so I taught school four days a week, and was County Superintendent one day a week and on Saturday.

Billie: Was that an unusual.....

Eliza: That was something that usually didn't happen. Now, when I was County Superintendent this last time, when I went in as County Superintendent in nineteen and forty-five, why, no, wait a minute. Nineteen and fifty-five, why, I did substitute work over here at the Leoti Grade School, (shuffled papers) and I substituted in any other schools that wanted to--to get off or its teacher would be sick or something. Substituting is the hardest work you can do. You don't know where the children are, you don't know where they have been, or where they're going. All you know is what they say. Some teachers left a well-planned outline, what to do. Others didn't. I taught a week or so for one teacher here at the grades--(chuckled) I used my own common sense, I guess, to get by with one of the grade school youngsters. They went on Christmas vacation and didn't get back and so, I taught. I was amused one day--I was there one day and the teachers that are on the--on the west side of that room--I was on the south side--and I'd dismissed the children to go to lunch and I'd erased--took an eraser and erased the board before I followed and done something, and the girls that were teaching--I had 'em there around the corner--told me, they said, "We figured you were in there, way the kids acted when they went down to lunch." I wasn't even aside of 'em. I'd dismissed 'em. Sent 'em to lunch. I don't know. (chuckled) And I never--I never punished children very much. Maybe sometimes I'd keep 'em in at recess awhile, ordinarily, but you can't do that if you have buses, and so on and so forth.

The tape was changed here for the last portion of the interview.

Billie: The last time we talked, you told me how you handled discipline. How did female teachers, in general, handle discipline problems as compared to the male teachers?

Eliza: From my own experience, attending schools, there was no difference.When Edd Case taught our school, some of the smaller children would climb up on his lap and treat him as a loved uncle. And, which they--he was loved by all the children. I--I think the reason--the reason children react the way they do today toward a teacher--the teacher isn't even respected.

In those days, the teacher was thought of as somebody who was quite special.And, I went to two other teachers, Albert Titus--children wanted him--I don't remember of them liking him as well--or maybe making over him--course the children had grown a year or two by the time he came along and that probably made a difference, too. And then Floyd Burchard, he was my fourth teacher. He boarded with my parents, and they--he drove a wagon and team and hauled my sister and I to school. And, of course we liked him. I'm not sure that the big boys did because he was the one that made them stand on their fingers and toes because they hadn't minded. And he stood and watched them for several minutes with a paddle in his hand, and I assume that if they hadn't of stood on their fingers and toes, he would have used the paddle. And they were deserving of every thing that he could've done to them because they were..... naughty boys. There was one boy from one family by the name of Clifford and two boys from another family, by the name of Raymond--the youngest one was Raymond and the other was Jake. And the other family--were, well, let's see, there was Clyde, and Bill, and Ralph. And, they were--Ralph probably wasn't such a large boy, but the rest of them were, oh, thirteen, fourteen, maybe fifteen years old. They thought they knew more than the teacher, but I think they found out they didn't. He was quite a--a nice fellow. Later on in years, at Christmas, he sent me a book for Christmas--of Longfellow's poems. And the year was dated nineteen and eleven. And, he was in one of the Dakotas then. I'm not sure. And afterwards we heard that he was either a state representative or a state senator from that state.

Billie: When you were teaching, what subjects did you teach?

Eliza: I taught all--the whole bit. Reading, Writing--they don't teach writing today, but they did then. And arithmetic, English, spelling, geography, Kansas history, U.S. history, civics. Last year I went to school, they taught al--agriculture.

Billie: Several of those are not taught anymore.

Eliza: Schools aren't as good as they were earlier, I don't think. Where you get--you taught--you were taught social studies where you get your history of Kansas. You don't get it...very little, unless you take a course in government.

The tape recorder was turned off here because of an interruption by a nursing home attendant.

Eliza: We did. We took civics --I guess they do now, today, too.

Billie: I don't think we have a class called civics,...

Eliza: That's social studies, isn't it?

Billie: Yes.....

Eliza: That's what I thought. All right. Your U.S. history, your civics, and your Kansas history are now classified as social studies, I believe. And, you get no Kansas history. At least, I didn't teach Kansas history the last few years I taught school.

Billie: What methods did you use for teaching?

Eliza: I think, as I said once before, when I got a new text book, when the state adopted a new textbook, I should say, I went through the textbook, read it very carefully, and underlined the important things--the things that I figured were important and the child needed to know. And, when you have all grades, in the rural school, you have about eight minutes--maybe a few minutes less than that for a class--so you try to hit the--shall I say the high spots? The main parts of the lesson? And expect the children have read the whole thing entirely, and you don't--you can't do more than that because your time is so short. In arithmetic, the last two years I taught arithmetic, I had--one year I had six grades, I think. And the other year, I had seven. I didn't have--I don't--or maybe it was seven one year and eight the other. Anyway, I--you have to work with the little fella. First graders, second graders, and third graders. You had to work with them. I would sit in a seat with them or by them in a chair and pull them in a circle around me. And with--I had three third graders. That was quite a large grade, the third grade. My first graders--I had two, and one year, and one, one year. And so I would help them so they could get started 'cause they can't do anything if they don't get a good start. And I then would go to the fourth grade, and I'd say to that grade, "Can you work today?" And if they could, I'd make an assignment and tell them to--when they're finished with their paper to lay it on my desk. And I'd go to the next grade, until I went through the grades that I was teaching. And invariably, I had come to one gra--it was taking up fractions or maybe percentage, or something, that I had to help with. I'd put that group of youngsters to the board--blackboard--and I would help them until I was sure that they knew what they were doing...And maybe the next thing--day was the same thing over.

Billie: That sounds like that.....

Eliza: That isn't the way to teach arithmetic.

Billie: But it sounds a lot like individualized education. So that's not really new, is it?

Eliza: I suppose it isn't. I suspect not. Then, in reading, in the eighth grade reader, I had the two Gardner twins, Ted Woodbury, and Aneth Marcy. I had a nice class. Four was a good class for a country school in those days. And well, I--reading, we-- I did try to teach reading in the other grades, but in reading in that grade--in the eighth grade, I--you could buy booklets, test questions, on each assignment for each lesson, for each story-- maybe that's the way I want to say it. And, I would give them a--a--their assignment--their booklet and they would have to read the story and answer the questions at the end. And that's all the class that I had, as a rule. They wanted to have a class so much, that if I could at all, I would try and work it in. But most of the time I wasn't able to. The day was too short.

Billie: Do you know when that schoolhouse was built? (referring to the first school, Conquest) And who built it?

Eliza: My first school?

Billie: I don't. I--it was a fairly new building. Well, the districts of the county were organized in eighteen and eighty-six, I think. That record would be at the courthouse, but I believe the school districts were organized that--and I assume, that when the settlers--enough settlers arrived in a district, that they had school. (Eliza went through some papers.) I taught that year--1915. And it was at that time, also, they used it to have Sunday School there. In the--in early days, the schoolhouse was the community center and many things going on. Especially, they would meet at the community center. And in many of the districts, the last day of school was quite an occasion. The children would have a recitation or maybe there'd be a dialogue, but as I remember, it was mostly recitations and maybe songs. Especially, when I got Pleasant Valley School, when I went there, and parents would come with well-filled baskets and we'd have a picnic dinner. There's a picture of that at home, I think. One of 'em Pleasant Valley. And that was always a great day. Sometimes--Christmas was usually a great day, especially when I taught Selkirk. We usually had a Christmas program and it usually centered around the birth of Christ. And also a Hallowe'en program. The Hallowe'en program was used--the money was raised from that--was--you had--we had a pie supper and a box supper. Cakewalk sometimes with that, and we tried to put on a good program. That was a two-teacher school, and the money was used to buy supplies for the school--things that the teacher wanted that the district didn't furnish.

Billie: Did you have spelling bees?

Eliza: No. When I first went to school, the first schools, they did. We used to stand in sp--in class in spelling and spell down, and as I remember, the early teachers, or maybe not. Until the third, or fourth, or fifth grade. Would give a penny pencil to the one that--after you got so many--after you spelled down so many. If--in that way--if someone--you had a certain place in class. You just lined up, and if the head person missed the word, then the second person went above the head person, the leader, and so on, and then if the leader spelled the word correctly, then they went to the foot of the line. And that was all--as far as--all they had--or I never attended any spelling bees other than just that way spelling was taught. It wasn't written down. You pronounced the word and the child writes it. Or it was when I quit teaching, but then they didn't write it. And we had slates to write on. I had a double slate, I remember, as a child in school, and it was quite large--larger than (rustled papers) this large typing sheet of paper. And a pencil--you could put your pencil inside. You could work your arithmetic problems and fold the slate--oh--slate up inside and you'd have your arithmetic lesson. Teacher would come along and check it an.....

Billie: By the time you were teaching, you had paper, though, for your students?

Eliza: (Not clear) I--I don't think any of 'em have ever had a slate where I taught.

Billie: OK. You said you didn't know when the schoolhouse was built.....

Eliza: I don't know when the schoolhouse was built...the county was organized in eighteen and eighty-six or eighty-five, I guess. (The tape recorder was turned off briefly when a resident of the nursing home entered.) And districts probably, if I remember correctly, were organized about in 1886. And, you want to stop that? (Referring to the tape recorder) I'll do a little looking and we'll see. (Here, the tape recorder was turned off while Eliza looked through some notes she had prepared.)

Billie: Where did the funds for construction of your school and others come from?

Eliza: From taxation of the school district--the people in the district. And they did not make a school budget in those days, and sometimes they got in.....debt. The first school I taught, they gave me a warrant, not a check, and I sold those warrants--I think maybe I had to discount 'em a dollar or so--maybe two,

and to a fella by the name of J.C. Sypolt. You asked me that the other day and I couldn't think of it. And that Russell name is spelled two l's instead of one. I looked that up. And most--they got behind and I don't think they adopted a budget until oh--I had taught several years before they finally was adopted. I'd have to look up school law to find out about that and I don't remember, but I do remember that they would--did have a budget--that our school districts did have a budget and they'd have to stay within the budget.

Billie: How did people decide on the location of the school?

Eliza: Many schools were built in the center of the district. The--the first school that I taught in was not, and, one year, the third year that I taught there, a family moved in the district by the name of Stump and they lived about two miles north of where the schoolhouse was located, so they moved the schoolhouse--or maybe it was three miles north, and they moved the schoolhouse at that time so that it would be in the center of the district, but the Pleasant Valley School that I attended when I was a child--when my father moved there he let the school lay (not clear) and he tried to get them to put that school in the center of the district, but there were too many mamas and papas that voted for it to stay where it was, because it was closer for their children. And we could go the extra distance. That's Pleasant Valley.

Billie: If they moved that school close to the center of the district, did they buy land then from a landowner or was it.....

Eliza: Usually, I think the landowner donated the land. I know--so far as I know it was donated. I don't know about--now this high school--new high school was built, I was on the schoolboard at that time and that land was bought. But so far as I know the rest of the land probably was just--was donated. The parents in those days were glad to have a school. That meant something to have a school. Tisn't like it is today. Parents go to school and if things don't go to suit 'em they raise--cause the teacher all kinds of trouble--everybody else. The school ought to be run to fit their little Johnny or Mary whether it suits anyone else or not. That's the way at a lot of schools as I see it.

Billie: Your school was part of the public school system?

Eliza: Oh, yes, it was--they were all public schools. All but Marienthal, at one time, and that was a parochial school. They had a parochial school there.

Billie: What materials were your school built of?

Eliza: Schools that I taught in were built of wood or brick. But some of the teachers before me and some of the teachers when I first started, were teaching in sod schoolhouses. The last sod schoolhouse in the county was during the time when I was County Superintendent, and the (Eliza rustled papers.) in the twenties. Early twenties, I'd say. That was a line in the picture of that last sod schoolhouse. (referring to a picture in the History of Wichita County)

Billie: Is that still standing?

Eliza: It's--oh no. It isn't. They built a frame schoolhouse and I taught in the frame schoolhouse one year--that stood there--I taught--it was District Number 20. I taught there in thirty-six and thirty-seven. That was during hard times--dust bowl days--the Dirty Thirties.

Billie: Was your first school a frame building?

Eliza: Yes.

Billie: How did people get the materials there to build the school?

Eliza: Well, at that time, there were lumberyards here in Leoti. That is, I assume that's where they got the materials..... At first, material--people used to freight from Garden City on the railroad--until the railroad came through here. It came through here before eighteen and ninety-two, because there were two railroads here in eighteen and ninety-two. And my father went to buy his ticket to go to Rogers, Arkansas to marry my mother, and I remember of him telling that he went to one railroad and then the other to see which one he could buy his ticket the cheapest.

Billie: Do you have any idea what the approximate cost to build a one-room schoolhouse might have been?

Eliza: Nothing like it would be--what it would be today. I suppose three or four hundred dollars. It didn't cost much to build a sod schoolhouse, only your windows and your floor, and your door.

Billie: How did your schoolhouse get its water?

Eliza: Oh, schools at that time were close enough--when I first started there--that we got the water at a family that I later rented a room and would myself would carry it--it was a--I

suppose probably three blocks from the schoolhouse. The family home was. Maybe further.

Billie: Did you have to go get the water and bring it back?

Eliza: No, I think the--Emby children--or Emby's--Mr. Emby's step-children--the Wadley children--brought the water. (cleared throat) That was usually put in a bucket--a large bucket and we used a dipper or a tin cup. And all children used the same drinking cup. But during my school days when I was going to Pleasant Valley, they changed that law that each child had to have his own drinking cup.

Billie: What type of heating did you have?

Eliza: Coal. We burned coal. Hauled coal out the (not clear). Sometimes I've known teachers that would go out and--if their schoolhouse was in a--close to a cornfield they'd get cornstalks, or if they was close to a pasture, sometimes they'd pick up cow chips to start the fire--you'd have to have kindling or something to start a coal fire. They did that.

Billie: You took care of your own fire, then?

Eliza: Teacher was it! They were the janitor, they were the school playground supervisor. They were the whole bit. Even the doctor.

Billie: What about toilets?

Eliza: Toilets were outdoors, usually one for the boys and one for the girls, made out of wood, lumber.

Billie: What were some other physical problems of your school?

Eliza:Then--I'm not sure that there.....

The tape was changed here.

Eliza: Were rattlesnakes which the children had to be on guard against. The rattlesnake was a poisonous snake. And, it did--would bite you, it well, it was almost certain death. But children were taught to watch out for them and stay away from them. You want that snake story now? The last school that I taught, oh, one of my little boys asked to leave the room to go to the toilet. He came back a few minutes later and his face was white as chalk and he said, "Mrs. Atkinson," he said, "there's a snake out there." Well, that started the whole school. I had to block three big boys, so we all went to the toilet--out to the toilet, and there was this rattlesnake coiled up there.

And I've forgotten what the boys got to kill it with, but then they killed it and that was the end of it. But, you'd better watch out for snakes. That was the only thing that I was afraid of, I guess, in my experience.

Billie: What kind of lighting did you have?

Eliza: Cross-lighting. Windows on each side of the building. And if we had a program at night, we had to have the neighbors bring in--lights. I never had a program while I taught at Conquest, but later on, when we did have programs, they brought in gas-light. They used a pump to pump it up--maybe you've seen that kind of--well, that's--that was a--neighbor's--some of the neighbors had one or two of those, so they'd bring those and that was our light. Besides maybe a lantern--lantern or two that somebody would bring.

Billie: Can you describe for me the interior of you school?

Eliza: I think it was plastered. A board--the blackboard was across the north end of it which had no windows in it. That was about it. A stove. A desk. I had a desk.

Billie: I think you told me it was just large enough for two rows of desks.

Eliza: Yes, it was. And a aisle between--large enough for a aisle between. And later, when I ran out of a place to stay, they let me move a small bed and a three-burner oil stove in the building and I bached, so to speak. Had to go across over to Mr. Higgins to get my water and so on. Carried it across.

Billie: Did your school have a library?

Eliza: No. There was no such thing. Er, there was, too, in various schools, but we had a library when I went to Pleasant Valley School. I think it cost sixty dollars, as I remember. I know some of the parents thought that was money thrown away. That's the only school that I went to when I was a child growing up that had a library. And that wasn't too much.

Billie: Was there a storm shelter?

Eliza: No such thing was heard of.

Billie: Was it a problem when bad storms came then?

Eliza:No, cyclones usually come, not in the fall, but in early spring of the year. That was the only thing. We had two bad cyclones that I was in, but neither of them happened during school time.

Billie: Who was in charge of the upkeep of the school?

Eliza: The teacher was. You asked the board for this or that or what you needed. They bought the chalk and the erasers. And probably a water bucket and a dipper. And that was about it. Didn't have sweeping compound either the first schools, to help keep the dust down when you swept the floor.

Billie: What was the significance of the school's name?

Eliza: I don't know. There was a small post office name of Conquest and I--maybe they called the school district that. It was called Conquest. District Number 37, but I don't know..... why it was called--called that.

Billie: Was there any type of controversy about your school while you were there?

Eliza: There was no trouble--or any that I know of during the years that I taught there.

Billie: How large an area did it serve?

Eliza: Well, I'll have to have that map again. (referring to a map in the History of Wichita County.)

Billie: Maybe I can look on that map when I find it.

Eliza: Here.

Billie: That would also tell me the boundaries....of the school's jurisdiction.

Eliza: Yow, yow, yow. (still looking) Where in the world.....

Billie: How large an area did the school serve?

Eliza: Twelve sections of land made up the school district.

Billie: What were the.....

The tape recorder was off because of an interruption by a nursing home attendant.

Billie: How did they decide what the boundaries would be?

Eliza: That I don't know. I suppose to suit the population in the district at the time that the district was organized. Later on, we had boundaries--some of these--the districts had only--

well, three miles square and that would not yield enough taxes to pay a teacher. Even though the teacher's salary was ten dollars a month. Some of them.

Billie: So then, what happened?

Eliza: They combined their first--they had school in--a few--a few months--two months of school in one district, whatever they could afford, and then the children all went to that district, and then they went--had it in the other district--then they went to that district. I think that's true of this Lydia School down here. They were just three miles square and well, you can see the boundary lines (referring to map) here and here--they're just three miles square. You don't raise enough taxes to support anything on that.

Billie: So then, the boundaries of your school probably changed.

Eliza: They changed. The whole--all of 'em have changed during the years coming down. Through the years they changed. And that set of maps that I made shows the change and tells what's--what districts they went to.

Billie: Would you say the main reason was lack of money or were there other reasons...why the boundaries changed?

Eliza: Probably lack of money and settlers and the people moving. My father said when I was a child--I remember that he had seen the pioneers come and go three times. They would come here and the hop--grasshoppers or the dry weather or they wouldn't have money enough--maybe they'd find they'd have money enough to get back east where they came from and they said usually they were going back to their wives' folks. And going out west they would say they were going someplace or bust. Going west or bust on the wagon--covered wagon. They were very enthusiastic going west, but sometimes, going back east, they didn't, or weren't enthusiastic. They'd had it, so to speak. They had prairie fires, and later on after they'd plowed the land up, we had the dirt storms, of course, and those were the worst things that happened--the prairie fire I think probably was the worst, and the pioneer learned to protect his house and his outbuildings--barns and chickenhouse, what have you, by plowing fireguards. And then would plow three or four rows of furrows--and make three or four furrows around their buildings, and then they'd go on a ways and make three or four furrows another distance and some day when it was--wind was--wind was calm and so on, they'd burn the grass off around--in between the two rows of furrows that they had made, and that was a pretty good fire guard.

Billie: Did they build on to your school during the years that it was used, or did it essentially remain the same?

Eliza: They built on to no school that I have taught in the county during the time that it was used.

Billie: What was the greatest distance traveled by any student?

Eliza:Oh, maybe four.

Billie: What was the usually--usual way they traveled to school?

Eliza: Some children walked. Usually, they--some people--some children rode horseback. And some people, their father rigged up a--they had an old buggy and I remember the Pleasant Valley District where I went to school the Wilson children drove a donkey to school. We rode a horse, after we quit boarding the teacher. The three of us rode one horse. I rode in front, and my brother next to me, and my sister, back--on the back. And she carried the lunch basket. I couldn't get off of the horse--I had to let a wire down--and let the wire down one place--no gate--for the horse to cross. I'd lead it up to the fence post and climb back on the horse and go on. And then I had--I had another gate to open and before I got to school. And I--getting on and off a horse--getting off was no trouble, but getting on, I usually climbed up on a fence post--led the horse up to the side of the post and jumped on it.

Billie: Was each school pretty much governed by its school board?

Eliza: That was the purpose of it--of the schoolboard--was to govern the school. Usually, if the teacher was a good teacher, there was nothing--no ruckus or anything of that sort. If they got a teacher in there that didn't amount to much sometimes--by the way, if a teacher had a smoked in those days they'd of had her ousted about the first week. I doubt if they'd of stayed the first week. And we wouldn't have dared--some districts prohibited the teacher from going to dances. Which the square dances--that was a--one of the.....well, one of the forms of entertainment that the community had and they would gather with a neighbor and there'd be somebody in the district maybe that could play a violin and the guitar and so maybe they'd move--clear the kitchen out except the cookstove. I know the first dance I attended, that's the way they did. And they moved the furniture out of the kitchen except the cookstove and a table, and the brother had gotten married. This Woods--George Woods--and his son of this school district and his brother Doug, I think, got married, and so, he gave a dance for his brother. And that's when I was in Logan County and staying with Mrs. Miles and the

Woodses came after us and she didn't believe in dancing, but there was no form of entertainment or amusement around, only maybe a country dance occasionally, and sometimes the cowboys'd drive twenty or twenty-five miles to a dance.

Billie: So they didn't mind if you went to a square dance, but they...

Eliza: Oh yes, they did. You did not go to a dance, period! But square dancing was a form of entertainment, for the pioneer. And they--sometimes the ladies would bring pies and cakes and they'd have a lunch. And they'd dance the wee hours of the morning sometimes. I read a funny story about the early days in Kansas. Not too long ago--I have a story book--and it told about a couple of cowboys that attended that dance and the children were left in the bedroom and put on blankets or the bed or someplace to sleep. The children were taken with them. They hadn't--there wasn't such a thing as a babysitter, unless this young couple happened to live with their grand--with their parents. That usually wasn't the case because the parents hadn't come to Western Kansas with them. And these two cowboys took and changed the wraps--those days we left 'em wrapped up--took and changed the wraps of some of the babies. And when one lady picked up her baby--the baby that had the wrap on it that she brought with it, it was her baby--she took it home. Another baby and so on. And come to find out, (chuckled) that those cowboys had changed the wraps and they'd got home with somebody else's baby. (chuckled)

Billie: I expect that caused some excitement.

Eliza: It did cause plenty of excitement. (chuckling) They--parents went back to the place where the dance was held and of course the cowboys didn't show up, naturally, and they changed the children--got their own children. That's the best story I have heard about--maybe you won't want it in your.....

Billie: Are any of the schoolboard members of your first school still living?

Eliza: No. One of them is buried here in the Leoti Cemetery--Mr. Emby. I always decorate his grave on Decoration Day.

Billie: That's nice.....Who hired and fired the teachers?

Eliza: Pardon?

Billie: Who hired and fired the teachers?

Eliza: Schoolboard.

Billie: How long was your school year?

Eliza: Five months. I never went to a school that was longer than five months. In (not clear) School, I (not clear)--it was changed to eight months.

Billie: Was that when you were teaching?

Eliza: Yes. I think it was changed eight months by the time I taught.

Billie: How long was the school day?

Eliza: Same as it is today.

Billie: I think we start about 8:30.....

Eliza: We--we started at nine o'clock and closed at four o'clock. Hour off at noon and fifteen minutes off for morning recess and fifteen minutes off for afternoon recess.

Billie: It looks like it'd be about the same amount of time, doesn't it?

Eliza: I think it's the same amount of time.

Billie: Was the school for all children, or only for the landowner's and taxpayer's children?

Eliza: It was for all children. If you owned land in three different districts, you could send your child to each one of the districts to the district that you chose. And my father owned land in two districts--District Number 8 and District Number--well, 35, I think. Well, Pleasant Valley, anyway. And we went to District Number 8 for two years and they didn't like some of the things that happened--behavior of some of the youngsters--so they didn't send us there after that. We went to Pleasant Valley. Which was more--I would say--more our type of people that went there than they did at the other place--other school.

Billie: Did you ever have children of transit workers coming to your schools?

Eliza: Oh, when I taught in Leoti Grade School we had children that stayed down--there was sort of a--oh, I suppose motel places, we call 'em today. They was just shacks and down where Charley Campas has his business and our superintendent was J. A. Clark, it--one of 'em, and he called 'em wagon tramps, which they were. People would stay in one place awhile and go on and stay awhile in another place. You don't have that so much in the country, but you do in the town school, more than you do in

the country. People are--well, they stay in a place there in the country. On the land, that's home. These people that were wagon tramps didn't own anything only maybe the means of getting around.

Billie: Were those children treated differently?

Eliza: Not 'sposed to. They usually weren't as good a students because I assume the reason was that they weren't in school all the time. Didn't attend school regularly. Dad was on the move too much.

Billie: Going back to your first school, were the students of any particular cultural background in that area of the county?

Eliza: Not that I know of.

Billie: Of any particular religion?

Eliza: No, they--I think they had a--maybe had Methodist material to--for their quarterlies and so on. I don't know. There's no particular religious--people had Sunday School at those--for all denominations. It wasn't like it later got to be when the Catholic people moved in around Marienthal. Course they didn't mix with the Protestants, you know. And maybe the Protestants didn't mix with them. I suppose it worked both ways.

Billie: Did you offer any special services when you were teaching....in that first school, that were not offered in other schools?

Eliza: I wouldn't--I don't suppose so. You offered--you really taught school and did the best you could and that was it.

Billie: How many levels of school, or how many grades did you offer in that first school?

Eliza: I don't know. Don't remember. I had several grades.

Billie: You could have had eight, though?

Eliza: I could have had eight. Anywhere from--I've taught school anywhere from one pupil to--to a--all eight grades--one grade to all eight grades.

Billie: Did the student have to pay for his school?

Eliza: No. All they had to pay for was their lunch and their books. Work materials.

Billie: Was your school different from others in the area?

Eliza: They're all about the same. There wasn't much you could do to make 'em different.....unless you was a good musician--maybe you could add music, which I wasn't a musician, so I couldn't add music.

Billie: Was there any outstanding feature of your school?

Eliza: Not that I know of. The neighbors got along all right, as far as I know. That's what makes your difficulty in your dis--school district, is the neighbors. Mrs. Brown or Mrs. Jones, if they don't like each other and they're spitting fire all the time, so.....

Billie: Did any activities take place between schools?

Eliza: We had a literary--sort of a literary program there. Where they meet every so often and had literary. And they usually baked and well, they'd make it to be--two leaders and they'd--then they'd have a people that would--they chose people to be up--or maybe they did that when they organized and they'd choose a subject. I remember one subject was "Which is more destructive, fire or water?" And so, I assume when they organized their--they--got two people to take the lead part on for one and against the other, and so on.

Billie: Did it take some special time in school to get students ready for that?

Eliza: Oh, you didn't do any--any special time at school. It was--maybe the teacher took part in one of the debates--on one of the debate sides. That's really what it was. And, maybe they didn't. Maybe it was people in the community that did it.

Billie: What would have been the topic you debated on?

Eliza: Well, the one that I remember--that special one was--"Which is the most destructive, fire or water?" Anything that pertained to what was going on at the time.

Billie: What type of graduation exercises were performed?

Eliza: We had graduation exercises were--you took an examination, a state examination. You went to the courthouse, er--and took it or else you went to a center where it was held. Maybe if you were way off in the country, you went to a center where there would be several schools in that community with some of the teachers would give a test. And the children would write the test and then one of the teachers would take it to the County Superintendent. And the tests were graded, and if they made

certain grades, why they passed and if they didn't, they failed.

Billie: That was for eighth grade?

Eliza: That was the eighth grade. I have a picture of my eighth grader when I--first school I taught. It was Mrs.--Lillian Page, and she later married Lew Burch. I have a nice picture of that.

Billie: Can you tell me some rules of your school?

Eliza: The only rule that I know is the children was to behave themselves. Which they usually did. I've never had any trouble with discipline. Never paddled but two kids in all my teaching of school.

Billie: Was any type of evaluation done...in those days, any type of evaluation to see what a good job you were doing or what a good job the students were doing?

Eliza: Well, there wasn't such a thing, Billie. There wasn't such a thing. If you were a fairly good teacher, you went back and taught next year. That was the only evaluation--if the people liked you and you did a fair job, you could probably stay as long as you wanted to. But if you didn't, and somebody got out of sorts about something, why maybe you wouldn't do it.

Billie: We talk a lot about evaluation now-a-days.

Eliza: There was no such thing as evaluation in those days.

Billie: Was there any organization similar to PTA, or were the parents and the teacher involved?

Eliza: No, we had a county organization--of the county. Teachers meeting once a month or maybe they didn't have that at first. When I first taught--that was probably later on. Teachers met at the courthouse and discussed various things, so on. Maybe--maybe we had some teacher that was able to talk on some particular thing and they did and that was it. We had no teacher's organizations, only that.

Billie: Were those meetings usually held in the evening or on the weekend?

Eliza: On Saturday, well, usually on Saturday afternoon. It wouldn't be an evening. People couldn't drive a horse and buggy twenty-five or thirty miles to a teacher's meeting or they wouldn't have done it, you know. Sometimes you lived that far, if you

were in a corner of the county.

Billie: What types of occupation did those students of your first school eventually take up?

Eliza: I have no idea. I think they probably--I don't know. The Mosher children--I don't know what happened to them. I know the Wadley boy, Rufus, married and lived in Colorado--in Paonia, I think, Colorado. He married a girl from Lydia, and I think he did quite well, probably. His brother, John, who was too old to go to school, he....didn't amount to much and the little boy--I've forgotten his name--there were three boys--he died young. And this Lillian Page married Lew Burch. She lives down north of Syracuse, She has raised quite a nice family, I think. And she told me one day (chuckled) that she'd learned how to bring in cow chips to bake her bread that she made. Either the mothers made the bread--you didn't go to the store and buy it in those days. It was all homemade cakes, pies, what have you. Was no such thing as a baker. We had at one time a baker in town, as I remember, but that was years ago. (not clear) And besides, most of the people didn't have the money to buy baked goods anyway. They had to make it.

Billie: Did any of the students that you taught in other schools go on to become outstanding in some way?

Eliza: I taught at Selkirk School. I had taught a girl there that... had a I.Q.--I have no idea what her I.Q. was. She was brilliant. She is a trained nurse. And, I had one of the Gardner boys--he's on the police force in Oregon and that I know about. And Ted Wood--this girl was the valedictorian of the rural schools of the county. I wanted her to go into medicine because she was capable. She didn't want to, so she became a nurse. And her sister was a good student--not quite as good as the oldest girl and she sewed her way through college, as she said. She went through high school, took Home Ec., and she became a county extension--worked with the county office as a home ec. demonstrator, or whatever they call those. And she has a nice family, two boys. The older sister had no children. She has a nice adopted child who is, I think, brilliant. Now Hazel..... (A resident who had continually opened the door of Eliza's room during the time of the interview, opened it again, and Eliza began to speak to her.)

The recorder was off for a time.

Eliza: Her husband is working for Mobil Oil. She has two boys and from what I gather--the mother visits me quite regularly--those two boys, her two sons, are brilliant. (clears throat) And her

husband works for Mobil Oil and he's supposed to have a good job from what I gather. Makes very good money. Sends her home--she comes home--one boy's in college, the oldest one, and the other one graduated, well, they're both in college now. And the other one graduated from high school. And they'll both probably do well in life and should. Then, the boy that I'd like to know really what happened to, was one of the best youngsters--all around youngsters--I've ever had in school. He was brilliant, he was a leader, he was good looking, he had everything it takes to make a success in the world. And he came from a very poor family. And he moved--his parents moved out of the district. That was in Peabody when I taught in Marion County. His parents moved in March--that was moving time there--and went to Burns, and he took the eighth examination at Burns, and made an average of ninety-eight percent. I had had him two years in school. He was a wonderful youngster. I'd like to have had him.

Billie: When did your first school close down? Do you know about that?

Eliza: I don't know. I could--we could find out about that, going through those.....record books at the County Superintendent's office. Shouldn't have to do a lot of research. I don't know. I assume they closed it--well, there was a teacher taught after I taught there--Olive Shumard. And.....I don't know who taught after that. Maybe it closed that time the Mosher family moved out, the Page family--Lillian--Lillian was--she didn't graduate. She didn't pass her test and she didn't go to school after that. She was sixteen, so she didn't have to go to school. And they didn't, at that time, especially the boys when they were sixteen, they stopped school. Maybe the girls went on to high school, but high school was something quite special in those days.

Billie: After the school closed, did it serve any particular purpose?

Eliza: The school?

Billie: Yes.

Eliza: Not that I know of.

Billie: What's the function of that schoolhouse today?

Eliza: I think it's a home.

Billie: Where--where is that located?

Eliza: Well, east, or west of the Leoti Grade School.

Billie: So it's right here in town?

Eliza: Across the street. Here, you can see it's on the corner.
(showing a picture of the house)

Billie: Who owns it now?

Eliza: I don't know. Those people who run the restaurant did own it. Mickel did own it, the last I knew. I don't know who owns it now.

Billie: Do you know of other people who have owned it?

Eliza: No.

Billie: Besides Mickel? Do you know if any of the original equipment is still around?

Eliza: I wouldn't suppose so, but I don't know.

Billie: Did that schoolhouse make any lasting contributions to the community....it served?

Eliza: I don't know, but served as a place for the children to learn to read and write and so on. That's all that any of the rural schools did.

Billie: As superintendent, according to the list you made of your teaching experience, you were superin--County Superintendent at two different times, and for a number of years each time.

Eliza: That's right.

Billie: How did you become County Superintendent? Were you appointed or elected?

Eliza: The first time, I was appointed. The County Superintendent was Ethyl Whitchurch. She married Cell Gibbs, so she didn't want the office. She ran against Mrs. Ethyl--Mrs. Charley Scott and so, then the commissioners appointed Mrs. Scott. Well, she was hired to teach in the high school, (cleared throat) and she was my high school teacher, by the way. And was a good teacher, by the way. And so, she didn't want the job anymore and so I was appointed. I had a school and I talked it over with the schoolboard and they allowed me to send a substitute out to the school on Monday--Mrs. Eva Glenn, who had been a teacher. And was a good teacher, considered at that time. And so, I kept the office open. It was to be open two days a week. I kept it open on Saturday and Monday, and taught school the rest of the week, the weekdays.

Billie: What were your duties?

Eliza: They were many. Various kinds. Settling disputes, was one of

of them, that'd arise in the community. And I remember one time when a teacher came in and she was so aggravated at some things that had happened, she was going to resign. Well, I didn't think it was worth resigning over, so I talked her into going back out and teaching--finishing the school. And then districts'd get--had--get--had squabbles and so on and so forth. You had their annual reports to check over and you'd have the supplies that the county furnishes the teacher--like grade books and oh, maybe tests after the--you got tests. Not at first did we have these tests that you could buy and they weren't furnished. No child had to take them, only when the examinations that the teacher would give, and not many of them gave tests. I remember when I was going to school to Albert Titus, he gave us a test, a time or two or something or other. I don't remember what that was--I think it was in geography. But most of the teachers didn't give tests. We didn't take any tests.

Billie: What type of tests were those that you gave as Superintendent?

Eliza: I don't remember what they were. They were tests to give in the fall of the year and then you gave a test again in the spring. And they had--they had a graph on the back and you could tell the progress that the child had made during the year. I--I can't remember what they were. They weren't--I don't think SRA, but I don't remember.

Billie: Were there some other duties that were important?

Eliza: You had to visit the schools. And after the last time I was County Superintendent--then I did a lot of substitute work for teachers--teacher was sick, or there was a death in the family, or she had to go someplace or something--some reason or other. I have substituted in quite a number of schools in the county. Substituting is the hardest teaching that you can do. You don't know where the child has been, you don't know where he's going. Some teachers leave you a good outline to follow, and some teachers leave none. You have to use your own judgment.

Billie: Was there a lot of paper work and record keeping?

Eliza: Yes, you had to make well, a clerk has to make--had to tabulate--make an annual report of the school and how the money's spent, and that sort of thing, and the attendance and so on, to the County Superintendent. And that was required by the state. Then you had to make a state report combining all of those county--district reports. That's quite a chore. And your--first thing you gave, you went over the district's report to see if it balanced. Sometimes they had it balancing when it

didn't balance. Well, then, they had to be something done about that. But most generally, they'd balance. But you had to--I always went over it, after I got wise enough, went over it, and saw that it did balance and I started in to make my report. And you made your report from the school district clerk's report.

Billie: What generally happened when you went out to visit teachers?

Eliza: Pardon?

Billie: What usually happened when you went out to visit teachers?

Eliza: Nothing special.

Billie: Did they know you were coming?

Eliza: No, I never told anyone I was coming. No need.

Billie: You just sort of walked in? And then, how long did you visit?

Eliza: About a quarter of the day.

Billie: Did you discuss better ways of teaching or.....

Eliza: Sometimes.

Billie: Did you--did you prefer being County Superintendent to teaching?

Eliza: No, I don't think I did. The reason was, I was driving twenty-six miles a day. I could have gone back to that school I expect as long as they had a school, probably. Anyway, I could have gone back again another year, but I thought well--and I didn't get as much salary as County Superintendent as I did the last school that I taught, but I didn't have to get up and drive twenty-three miles to school and then twenty-three miles home. Got rid of part of that driving. Which I probably was not smart in doing because my Social Security check would have been bigger if I had of gone on teaching. And, my teacher's retirement check, I'm sure, would have been bigger. 'Cause I retired under the old law. That isn't as good a law as you fellas have today.

Billie: Did you need any extra education to be County Superintendent?

Eliza: No.

Billie: Were you superintendent when the schools unified?

Eliza: When what?

Billie: When the schools unified?

Eliza: Was I superintendent then? And resigned after they unified.

Billie: How did you participate in the unification process?

Eliza: Well, we had meetings. We had a board. And, we had meetings and we had members from various districts. Art McCowan, as I remember, was from the southwest--or southeast part of the county and I think was one from Marienthal, and one from Leoti, and probably one from the north part of the county. So many, I don't--I just don't remember all of them. Meisenheimer was one of them. He was from the northeast part. They were--districts all were--the districts were represented except Selkirk. At that time, there was a school at Marienthal, Selkirk, Lydia, and Leoti Grade. High school came under it, too. I was chairman of the high school board.

Billie: As superintendent, did you lead those meetings?

Eliza: More or less. The principal and I.

Billie: Were--were you in favor of unification?

Eliza: I was. I thought it would be better, but I'm not so sure that it is.

Billie: Why is that?

Eliza: Well, one thing, when taxes--it costs three hundred and fifty dollars a month to educate a child, which I understand it did in Marienthal according to a report in the paper, and I'm sure that it cost that in Marienthal, it must have cost at least four hundred dollars a month to educate a child in High Plains. That's too much to have to pay, when it costs about two hundred dollars a month here in town.

The tape was turned over at this point.

Eliza: Never was in favor of building High Plains School. My name was mud in that community.....

Billie: That was when.....

Eliza: (Not clear)

Billie: That was built after unification?

Eliza: No. That was built before. When we brought that land in from Logan County--south part of Logan County.

Billie: Did the people in that district at that time insist on keeping

that school open?

Eliza: I think they're insisting on keeping it open even today, and I understand--I'm not sure that this is true--but there was one child in one grade there last year. That's a crime. I had, in my experience in teaching school, that I got a child who had been in a single grade--he was the only child in all the grades through school--he didn't know what it was to work with other children. If I had a child today, and lived in either district, where school is held, I'd send him to Leoti. They're going to have to in life, they're going to have to meet, and I say, come up against all kinds of people. They might as well start in while they're younger, as to stay out there, and it's my understanding--or I think, too, the teacher asks the child to give--to do certain things at school, the child does it. All right, she has one or two pupils. She is bound to grade that child higher than he would have gr--be graded in any school unless he was very, very intelligent. Give him better grades--probably gives him A's. Papa and mama like that, but they don't know what it's doing to the child.

Billie: Were there any other problems connected with unification?

Eliza: Well, I think it makes taxes higher. I--I don't see how people are going to continue to pay their taxes. If they pay with--at that rate, that doesn't make sense.When you can send 'em here at Leoti--and because after all, lot of these--as I understand, a lot of these people are going broke.

Billie: I understand that there was some problem about taking some Scott County land into our district at the time we unified.

Eliza: It was a--there--probably before that there was a problem. Taking a--one member on the school board of District 14 wanted to go--he didn't want to send his children to Marienthal. He was in the Marienthal district, so, that District 14, the last teacher that taught there, I think, was a Filipino boy, that the Harknesses took quite a liking to and took him under their wing, and he was able to pass the teachers examination and so, he taught school there. They liked him very much. But, they--this one fellow, a member of the board by the way, did not want to send his children to a Catholic School, or to Marienthal, 'cause it was taught by the nuns. And, he was the reason that--he wanted to take enough land out of Wichita County to pay his way, on the average, in Scott County. And I suspect now he probably wishes that he'd stayed in Wichita County. I don't know because I think taxes--anyway later on they said the taxes was higher than they were here, so I don't know. But there--that was--that district was disorganized.

The County Superintendent had to do that. I spent a whole day out there that day. And part of it I gave to Lydia, part of it to Marienthal, and the rest of it--he went--went to Scott. So I wasn't very popular with that fellow--family. County Superintendents get in places where they aren't popular, you know. I wasn't popular when they built High Plains either because I didn't want that building. That--that is a stable community, and I was sure that many of the children who married and would not stay at home. It has proven to be a fact that a lot of them don't stay at home. They move on. One man that was so much for it, I think his son is a pilot, works in a--oh, some kind of manufacturing or something of that sort. He's gone quite a way with his location. But he wouldn't go back to farm. That man has his son-in-law there with him, at the present time, and they have two children. Well, the children don't want--you know they don't have any children--they only have three teachers (speaking of High Plains School). I think the Leoti Grade could take care of all of them.

Billie: Tell me about the circumstances when you resigned....as County Superintendent.

Eliza: Wasn't anything. Just resigned. Handed in my resignation to the County Commissioners. I didn't go to work the next morning.

Billie: What did you do after that?

Eliza: When I resigned, it was the hardest thing I have ever done. I didn't know what to do with myself. I had a garden, and a backyard, and I messed in the garden, worked in the garden.... read, crocheted, pieced quilts, anything to pass away the time. It's hard to quit.....after you've done a thing all your life.

Billie: How do you feel teaching has changed since you began?

Eliza:Teachers today would not teach if they taught under the conditions that I taught. They wouldn't do janitor work. They wouldn't do playground supervision. The whole bit. They might do it one day (not clear) take your turn, but I--I really have often wondered if unification was a good thing since I've retired. We had good teachers in all the schools that we had going at that time, excellent teachers. And, I have heard, and I think it is probably true, that in this high school, or this seventh and junior high, I guess it is, that the teachers--or the children got up and walked on the desks and done what have you. You probably know more about that than I do. I don't see how--you can't teach school and not have discipline. And I--I just often wonder if we do a

good thing. They're able to offer more--let me get my--turn it down. (Eliza got a list she had prepared.)

Billie: Any other comments on how teaching has changed?

Eliza: Well, I tell you, I think that we're giving too much attention to the child who is a borderline student, and not enough attention to the child who is brilliant. You can't give a child--what God and heritage doesn't give him. All you can hope for is to make him a good citizen, enough reading and writing and arithmetic, maybe to get by in life, and he won't ever make a scientist, he won't ever make a professor, a lawyer, or a doctor--Hazel, for goodness sakes, why don't you leave that door alone?.....That's my schoolteacher voice when I got out of sorts. (A resident had continually opened Eliza's door during the time we interviewed.) That went on that, didn't it? (chuckled) That'll be too bad. Oh, well. I think that we don't pay enough attention to the gifted child. There's where our scientists are coming from. Not these children that are borderline. I--all--you can't give them what God and heritage didn't give them. Do you agree? It's impossible.

The recorder was off here, briefly.

Eliza: You can help them enough, maybe, so they're able to wash dishes in a nursing home. Maybe they're able to pump gasoline, which that may go out of date some of these days before too long, and, well, I would say more less manual labor. They won't ever be able to clerk in a store. Tain't the school--some of the teachers maybe ought to be out.

Billie: There is some effort to work more with gifted students, but not enough.

Eliza: I don't think near enough, near enough. Or others. And, there may be too much federal money that dictates how we shall do this and that in the school.

Billie: President Reagan seems to be taking care of some of that problem.

Eliza: I hope he does. I think he's a wonderful president. 'Course I'm Republican. And then we're lowering the standards to the level of the so-called disadvantaged student. That's what I've been trying to say.....Nobody is supposed to fail..... And certainly, if the child can't read in the first grade, there's no need of passing him to the second grade. I'd hold him in the first grade another year. And then, if he can't

make it, I'd let him go. Give him what he could take.
There's no need--I've had experience with some children--one boy--I taught him to read. He was an only child, and he became a good reader and read books, went to the library and got books to read. And he was able to pass away the time, but they couldn't teach him to spell, only simple words, and arithmetic, well, he could get by, guess maybe. I don't know whether he could balance a checkbook or not. But, anyway, he learned to read, and was a good reader--but suppose he worked at that because he liked it. He was a lonely child--all by himself. Gave him ideas of another world--something he could never experience. So--and I don't know what's--where he is today. And, the lack of discipline. I think is another thing. I don't know whether you agree with me or not, but I don't think many of our teachers are good disciplinarians.

Billie: I can certainly tell a difference from when I very first began teaching....and today.

Eliza: Well, I think that probably is because corporal punishment is against the law. I've paddled two children in my teaching. One child lied and stole. First he stole and then he lied to me. That was on a Friday evening. Well, I gave him a lecture. I didn't paddle him. I don't believe in paddling very much. Sometimes that's the only thing that'll help. But, I taught with a teacher once who said--had two children of her own. She said, "Children are like violins. They need tuning up every once in a while." (chuckled) They thought that was quite a bit of a saying. So, anyway, this boy, why I kept him in for his arithmetic. Arithmetic was a must when I taught school. They didn't get by. They had to get their paper in. It was over here at the Grade School when I was teaching there. And, I think I told you this. I--they'd took a key that was on to a--tied on to a--tied on to a whang string--the whang string was tied to the key--and the boy that was playing with it, laid it up on the top of the radiator where there was a board with some plants, geraniums, and so, I thought no more about it, and the boy went home, or started home, and he came back crying and wanted his key. He had chores to do, and the key, I think, belonged to the door where he kept the feed to feed his horse and whatever he had to take care of. And so, the little boy--I asked him--I think his name was Harvey--and said, "Do you know where it--that is?" "No," he said, "maybe it's on the floor." I said, "Well, you fellas get down and look." And they did and it wasn't there. And I said to him, I said, "You stand up." And he stood up and I searched his pockets and found the key in one pocket and the string in the other. So, I gave it to the other boy, Robert, and he went on, and then I probably lectured Harvey some more and sent him home after he got his paper in.

And I told--that was on Friday evening. I told the principal about it Monday morning. And he said, "You have to paddle that youngster. You have two counts against him." Well, I took the janitor and went in his office--the principal's office--and paddled him. And then I paddled a girl. That wasn't what she needed. But I didn't know what to do and she was capable of doing it, or I wouldn't have done it. But she didn't get her lessons. But her father run around to dances. Took the kids--he had two kids--he was a widower--took the kids with him. And she wasn't getting enough rest and she wasn't getting her work done. And I finally talked her into staying with an aunt who lived here in town, when her father went to dances. That's what I should have done in the first place. But she got her lessons after that.

Billie: Do you feel that the changed lifestyles of today have anything to do with changes in education, or have affected education in some way?

Eliza: It could be. Papa and mama sometimes both work and children come home to an empty house. What is there for them to do but to get into mischief? I think mama should be home, that is, during the school hour--er, when the children are--if it--or else arranged for their care.....Even homework's frowned on. Maybe you've run across that. I didn't. When I was teaching, that hadn't appeared.....And then, the student doesn't do it, no one can make him do it, I think. Mama and papa don't care enough--maybe mama's partying, or maybe they're smoking or having a drink at a party.....Maybe I'm a radical. I don't know. I think children are the most important thing a parent has, more important at least than chasing around to parties and what have you, which I think some of our young people, from what I read and hear and gather, maybe happens occasionally.

The tape recorder was off briefly, so Eliza could take medicine.

Eliza: Then there's a widespread belief by the upper middle-class that parents and disadvantaged parents, that their children are special. Mrs. Jones, she has a little girl whose I.Q. is about sixty--she feels her little girl is special. The teacher should spend a lot of time. I think teachers spend more time with the disadvantaged than they do with the advantaged or brilliant child because he can go by himself. And the teacher spends more time probably with the disadvantaged child. But that's the mama that probably raises the ruckus. And then these parents sometimes, too, you run across, that they think the rules are made for everybody except their children.....I

I understand that in junior high school high school that they had some kind of a meeting of the younger, er the latest football game--I'm not sure about that part of it--but I understand that one of the youngsters got the key to his father's liquor cabinet and brought liquor to school. And a good many of the children are--took a drink or two. Well, that was forbidden on high school--at least this high school, when I was County Superintendent. They was supposed to be expelled for three days if anything would have happened. I understand, in this instance, they were not expelled. They run three la--or so many laps on the gym floor. I believe it was eighteen. Now I think that that--and as I understand--that the principal's daughter--not the superintendent of schools--but the principal's daughter was in the group that partook of the liquor.

Billie: I hadn't heard that.

Eliza: I'll tell you where it happened if you shut that off. Well, these people think their children are special. And then, too, this Christian School--I've wondered about that. There's a belief by Christian parents that the lack of school prayer has allowed all sorts of un-christians--(shuffled notes she had made).....un-christian practices to develop in public schools, and maybe that's gone on down to some of the teachers.I don't know. I do know that a man who went to school to me three years and now works on a Topeka newspaper--he's brilliant. He and his wife have two children and visited me last fall. And they're putting their children in a Christian school this year. They're both Presbyterians, and both parents work. I'm sure though, they don't leave their children uncared for when they're working. And the reason they gave--I asked why--the reason they gave me was that they didn't like the textbooks that they were using. That they were, I would say, maybe more or less were communist. And that sort of thing. They bought the textbooks and read them themselves, and then decided. And they would have gone to the Topeka schools. And then they decided to put their children in a Christian school. But the father said, "I'm not doing that next year because," he said, "I want my son to learn manual training and arts, and that sort of thing." So they're going to put them back in a public school. But that's why they took them out for this year I haven't heard anything like--well, I had heard something about textbooks, too. What is your opinion about textbooks?

Billie: I think that teachers don't do enough examination of textbooks before they choose them to use in their classes. That's something we worked on at Hays this summer, on how to evaluate textbooks. I do--I don't believe that these people down in Texas who are causing so much trouble about the textbooks,

should be allowed as individuals to do that. But I--I think there's room for improvement in the textbooks.

Eliza: Well, I didn't know we'd gotten to that place....and then, sometimes I think that the curriculum has been watered down, to accommodate all the extras. I think we have too much extras in sports. I can't see--how--that a youngster can be hauled across the western part of the state....seventy-five or a hundred or a hundred and fifty miles, twice a week to engage in a basketball game for a football game, and still make his grades and keep on a--and an A student. There must be some padding of grades. That happens. I've known it to. Whether it's happening here or not, I don't know, but I can't for the life of me see--you take a boy and haul him to Meade or some of the other towns that are quite a ways, Ulysses.....

Billie: Elkhart.....

Eliza: Yes, and then take him to someplace else again the same week. How is he--he's going to be so tired that he won't have time to do his football practice or practice in the game that they're playing. How is he going to get up--he's going to have to be a very brilliant student to do that....in my thinking. I may be wrong. I hope I am, but I--I don't think that we need to go all over the western end of the state of Kansas to play football or basketball. If I was still County Superintendent, I would fight that. I think it's all right to go to the adjoining counties and around not too far.

Attendant: Excuse me. (Interruption by nursing home attendant)

Eliza: The watered-down curriculum--I've been over that, haven't I.. I'm wondering if when P.E. was added, if we didn't have to stop--when the schools--or a study period. I would think schools would need some study periods.

Billie: We still have study halls.

Eliza: Do you still have study halls?

Billie: Yes.

Eliza: Well, I would think they would have to. There's--in some places, I think they don't.

Billie: That's true.

Eliza: And then, in some places, goodness knows they have to have--they have policemen to guard the halls, and so on, in these

Cities.

Billie: That's right.

Eliza: What are you going to do with that sort of person? I don't know. I'd say that his parents paid no attention to him--he grew up on the streets--and they let him grow up..... Well, I guess maybe we can all know, there's just so many hours in a school day, and you can't put water and air in the same bottle.

Billie: That's a good saying.

Eliza: Then, when we added bilingual, there was something else was-- had to be dropped.....No wonder we don't study Kansas history anymore. No wonder we don't study U.S. history anymore as such. We study--geography, or Kansas history. U.S. history, geography, and civics. I believe they do have a civics course in high school, but they don't in grade school.

Billie: They don't in high school.

Eliza: What?

Billie: They don't at the high school.

Eliza: They don't have a government course?

Billie: Government, but not called civics. That may be incorporated into the social studies.....

Eliza: I would assume that it is. But they don't have it in the grade school. We used to have it in the eighth grade. I learned my president's qualifications, the senator's qualifications, the representative's qualifications when I was in the eighth grade. We had a teacher that outlined the civics book for us and that was a good deal, 'cause (chuckled) I was so dumb I probably wouldn't ever have gotten it if he hadn't..... And then, I don't think that in the lower grades, especially, in many cases, they don't teach phonics anymore. And I think that's a must if you have a good reader. Even when I was teaching the four upper grades in Selkirk, I took about the first ten minutes for phonics for all four grades. I took the--used the families--like the "ad" family, the "at" family, the "an" family, and so on. And, I also left--put them to the board and I'd put the fifth grade by the eighth grade and we diagrammed--we learned to diagram our English sentences. We had a seventh grade English book. We had one of the--a good--and I got my materials--my sentences and stuff--that was one of my

books that had been a textbook at one time and we traded off to get something better--and they thought they did anyway. And so, I put the eighth grade by the fifth grade. I knew they'd copy, and I wanted them to, because that's the way they'd learn. I couldn't stand by each one and help--help them. And like the boy who went home--we diagrammed that and then we analyzed it. And we said, "boy" is the subject. It is a noun. "Went" is a verb. And it's the predicate. And "home" is a noun and it's the object. It tell--tells where the boy went. And "the" is an adjective that modifies the boy--modifies boy. And those kids got so by the time we got through--when they got into the eighth grade--they could diagram compound and complex sentences, and tear 'em apart. Well, at that time, I knew that that sort of question would be asked on the diploma examination. Now that's the way I prepared 'em for that. I took the whole group and got 'em to the board. It didn't take--I didn't have only about ten minutes to give--and I cheated on something else to give 'em that. But then, I knew that that was ahead of 'em, and if they hadn't of ever had it, the child couldn't be expected to know it. And if I had taught 'em, why I thought I had done my part. I'm not sure that I was a good teacher. I look back and think I should have done this or that. But I didn't. But I have had, when I was County Superintendent, a young man--three to be exact--and I'll tell you one. Well, one's a--came into a..(Eliza looked through some papers, but couldn't find the name she was looking for.)

The tape recorder was off for a time, so Eliza could search through her papers.

Billie: In summing up, what do you feel were your greatest accomplishments as a teacher?

Eliza:I hope that I made the children feel that they could be independent, and do things for themselves, not to depend upon others to do it for them. I always told my children in school, "You have to do it no matter what. The world doesn't hand you things on a silver platter. You have to earn them." I hope I got that across.

Billie: Is there anything else you'd like to add?

Eliza: Well, the only thing, if I had it to do over again, I--I might do some things differently. Punishment was never any problem for me. I was always able to control my children. They were doing something they hadn't ought to, I stopped whatever I was doing and looked at them, and that was all the punishment I ever dished out. Oh, all except the two that I paddled. Well, that's all I had to do was just stop doing

whatever I was doing and just look at them. If they were doing something they shouldn't be doing, they knew they were. I never said a word to 'em. So I don't know. A boy visited me last summer that was in--he used to call it the slow fourth grade when I taught in the grade school. And I--he came from a rather poor home. But he was well-dressed, and his wife was well-dressed. He's in the insurance business. He writes to me at Christmas time and has made a success, I think, in the insurance business, from the way he talked. So you can't always depend on--maybe they want--I--need to want to do--you need to establish that in a child, too. You need to make him realize that he wants to do it and that it will be good for him in later life. One of my children that went to school to me, he and his wife visited me some few years ago. They invited me to come and spend the summer with them. He was on the police force in some city in Oregon. He's made good. I liked that boy very much, and I guess that he knew I liked him, I hope. But the one boy that I'd like to know what's happened, is the boy I had when I taught Marion County, the boy that had everything it took--it took to get by in life, if he used it. He was a Catholic boy. I don't think the parents went to church very often, but I often wondered if maybe some priest, or somebody in the Catholic Church could get ahold of him and guide him and help him. Poor little boys, they came to school to me, and they had nothing on except their little shirts and their little jeans. Until a way long in mid-winter, when their father was able to get them jackets, apiece. Their mother wasn't--their mother still wasn't normal. I visited the homes. I was new in that community and I visited all the homes that sent children to school, so.....

Billie: Well, perhaps sometime you'll still find out about him.

Eliza: I hope I do. I had a deaf boy in that school and he was a third grader and he and the little Dukommen girl--and she came from a very poor family--well, they were mostly renters, so they didn't have too much money to spend on their children. But they--this one family of children were always neat and clean. Their clothes had been well-patched and well-worn, but they were neat and clean. This little boy was deaf. He had learned to talk before he went deaf. I think he had the measles, and the whooping cough at the same time, caused him to lose his hearing. And he went on through--he was a lip reader--and I stood in front of his desk and pronounced his spelling words to him, and when he'd look up at me, then I'd pronounce another word. And so, we got along in school fine. And I assume he got along that way in high school. But later on, he went to Washington, D. C. to the deaf school and he is a--he teaches in college, a deaf college, someplace. And he has written a

book, a textbook, so I think I'm proud of that. So..... and then I had some--some Burns School youngsters here. I had one little boy in the seventh--or when I taught out at Paul Appl's district--District Number 11--first year--had to move the first of March and he had seven text--little readers--besides his textbook by the time he moved. He went on and became--well, I think he's a captain in the army in World War II. I think that was as high as he went. He went way high. And then another boy that was here in town--he was a college graduate. Well, I think this other boy was, too. Maybe not. But he had some college, I'm sure. And, but the boy that was a college graduate, he didn't seem to fit in anything that he tried. And when World War II came along, he entered the army, and he rose, well, as high as he could go. So, he just wasn't challenged in the other places, I expect, 'cause he had plenty of ability.

Billie: Eliza, I want to thank you very much for helping me with this project.

Eliza: Well, you're entirely welcome, Billie. If I've helped you, I'm glad. I hope I haven't done the opposite.

Billie: No. Thank you.

CHAPTER III
BIOGRAPHY, CONCLUSIONS, AND RECOMMENDATIONS

Cy W. Basham, from Meade County, Kentucky, first visited Kansas in 1885 to look it over. In 1886, Cy returned to Wichita County and took up a homestead. For several years, he lived and worked in Pueblo, Colorado, for six months and then returned to Wichita County to live in a dug-out for six months of the year in order to prove his claim.

Then, on December 18, 1892, he and Jenny Morgan were married in Rogers, Arkansas. They returned to Wichita County where he built a sod house, and four children were born--Eliza, Helen, R.M. (Mack), and one other child, who died of pneumonia at six months of age.

It was in this sod house that Eliza Basham Atkinson was born on June 8, 1896, attended by a mid-wife.

Her home life and childhood were representative of the lives of most early settlers of that time.

It took some time to get started, but then the family lived on the sale of cattle and horses. After separators came in, the cream check and the sale of butter provided such staples as potatoes, beans, and sugar. Any leftover money was used or saved for shoes and clothing. As Eliza said, if Mrs. Basham hadn't been thrifty and creative, the family wouldn't have survived.

Almost everyone then was poor, but Eliza noted that, "We didn't know we were poor." The family always had plenty of food and warm

clothing.

There was no such thing as recreation, only work. Eliza recalls working for her father. She would walk furrows, dropping two grains of corn in each hill. She rode the horse and pulled the harrow. She cultivated the corn. She raked alfalfa. She did everything but mow the hay, but she did help her brother stack. For an entire summer, she and her sister rode horses herding cattle for her father and uncle.

Eliza began school at four years of age in a sod school building about one mile west of her home. She attended this school for two years. Other schools she attended as a child were the Charles Bradley School in Logan County, the Hargrove School, and Pleasant Valley, where she completed the eighth grade.

The school term at that time was five months. Eliza remembers missing one full month of that five-month term because she and the other children were needed at home to help their mother watch the cattle. The cattle were their means of livelihood.

In fact, Eliza took the eighth grade examination two or three times before she passed it, simply because she had missed so much school that she was unable to catch up. There was no makeup work, so she had to skip over some things to keep up with her class.

Eliza attended three years of high school in Leoti, Kansas, and finished her high school education by correspondence.

Her college education included taking summer classes and correspondence courses from Fort Hays State Teachers College, Pittsburg

State Teachers College, and a Free Methodist summer school at McPherson, Kansas.

On July 30, 1917, Eliza married Floyd Wilbur Atkinson. They had no children.

Conquest School was Eliza's first teaching position, and she began here in 1915. Other teaching positions, salaries, and the years taught are shown at the end of this chapter on a list which Eliza provided. Her experience also included teaching at Peabody, Kansas, and at the State Home at Atchison, Kansas. She also served as County Superintendent for several years at two separate times.

Conclusions

Eliza not only worked hard as a child and accepted responsibilities, but she did this as a teacher, too. The welfare and best interests of students has always been important to her. This concern for students may be noted throughout the transcript of the interview. Students to whom the interviewer has spoken throughout the years have always spoken of Mrs. Atkinson with great respect.

Her stories reveal much about her community's attitudes about life and educational values.

For example, Eliza noted in the interview that people taught their children to respect the teacher. That made punishment in school unnecessary, generally. Parents donated land for the school-house location because they were glad to have a school. For the most part, parents treated the teacher well as long as she did a good job of teaching and was of good moral character. Because

schools didn't budget in those early days, each family had to share the cost of the teacher's salary and the maintenance of the school. This indicates the sense of responsibility they felt for the education of their children.

The transcript also indicates that Eliza's experiences in teaching, the methods, the textbooks, the modes of travel, teaching conditions, the range of ages and grade levels taught, the length of the day and the school year, living facilities, disciplinary measures, physical conditions of the schoolhouse, changes in boundaries, teacher responsibilities, and school related problems were representative of the educational system of Wichita County during the time that she taught.

Notable historical events that occurred during the years that Eliza taught included World War I, the Depression, the dust bowl storms of the Dirty Thirties, World War II, and the Korean War. One of these events affected her very directly. Wilbur served in the army during World War I, having received training at the cooks and bakers school at Kelley Field in Texas. Eliza spent two weeks one summer there with him and then returned home to teach.

Recommendations

Other interviews with Eliza Atkinson should follow, since she has many more stories she would like to relate. These would form the basis of short writings which could be published and which would further describe teachers, their experiences, their methods, and the schools of this area.

A study should also be made of the ways in which education in Wichita County may have been affected either directly or indirectly by the historical events that occurred during the time period during which Eliza taught.

Studies should be made of other individual educators of Wichita County who are still living and have taught at various time periods. They could provide much information on the history of education in Wichita County.

Research should be done on the school at Marienthal, Kansas, which originally was a parochial school, and was founded by a group of Volga Germans who settled in that community.

This oral history may be used by future Fort Hays State University students to compare one-room Kansas schoolhouses and their teachers.

This oral history may also be of interest to the Wichita County History Association as well as the Kansas State Historical Society.

Conclusion

This oral interview took place in two sessions at Golden Acres Nursing Home, Leoti, Kansas, on June 22, 1985, and on June 28, 1985. Eliza was eighty-nine years of age at the time of the interview. She has resided at Golden Acres since June 2, 1982, yet still maintains her home in Leoti.

Despite numerous interruptions by residents and staff members of the nursing home, Eliza was congenial and extremely cooperative. She prepared herself before the interviewer's visits by making notes and

by locating information in the History of Wichita County.

In typing the transcript, the interviewer has attempted to preserve the informal conversational style in which Eliza spoke.

Emphasis was placed on obtaining information about Eliza's first school, but her experience has been so varied, the interviewer felt it necessary to include information about other schools where she taught and about her experience as County Superintendent.



This is Eliza Atkinson at the time she retired as County Superintendent.



This is Eliza's mother, Jenny Morgan, before she married Cyrus W. Basham.



This is Eliza's father, Cyrus W. Basham, before he was married to Jenny Morgan.



Dickey & Denning.

Headquarters,
Leoti, Kansas.

Eliza Agnes Basham is standing beside her sister, Helen Basham.



Eliza Basham Atkinson, sometime in the 1920's



Pleasant Valley School District #43. School started September 14, 1908 with a term of 28 weeks and the teacher's salary was \$35 per month. Left to right: Bryan Rickford, Hazel Wilson, Edd Case the teacher, Loveta Wilson, Ralph Carlisle, Eliza Basham. Front row: Helen Basham, Millie Rickford, Adlee Wilson, McKinley Basham and Delia Wilson. Picture taken in 1911.



District #43 Pleasant Valley School started on October 11, 1909 with a term of 20 weeks taught at a salary of \$37.50 per month or a yearly salary of \$187.50. Back row left to right: Albert Titus the teacher, John Burgess, Eliza (Basham) Atkinson, Lovetta (Wilson) DeTar. Second row: Millie Rickford, Lloyd Overby, Bryan Rickford. Third row: Jack H. Smades, Edith (Smades) Rickford, Delia (Wilson) Stroll and McKinley Basham.



The Leoti Grade and High School with all the students standing out south of the building.



*W.C.H.S. freshman class taken April 26, 1913.
Left to right, Albert Woods, Charles Swan,
Fred Reverts, McAllaster, Robert
Clark, Nathan Chamberlin. Second row:
Hazel (Copes) Green, Flo (Glenn) Swan, Elsie
(Elder) Dodge, Ruth (Hoffman) Bruch, Hazel
(Ober) Grace (Oldham) Rayberg.
Third row: Fern (Preedy) Woods, Loveta
(Wilson) DeTar, Ina (Ober) Pearl
(Staley) McAllaster. Fourth row: May (Heath)
(Morrison) Yousey, Lela (Paine) Millie
Rickford, Eliza (Basham) Atkinson*



The W.C.H.S. junior class 1915-16. Left to right: Grace Oldham, Eliza Basham, Millie Rickford, Elsie Elder, Hazel Cope, Flo Glen, Mae Heath and Fern Preedy



Institute picture taken in 1913 or 1914. Back row left to right: Hessie (Brock) Ford, Pearl (Stahley) McAllaster, Edna (Stiles) Armstrong, Myrtle (Miller) Hamm. Front row: Maude (Miller) Hoover, Dora (Miller) Shumard, Etta (White Lewis) Mickel, Millie Rickford, Eliza (Basham) Atkinson.

TERMS OF SCHOOL TAUGHT AND THE YEARS TAUGHT

	Dist. No.	Year	Salary
Eliza Atkinson	37	1915-16 -----	\$ 45.00 per mo.
Eliza Atkinson	37	1916-17 -----	50.00 per mo.
Eliza Atkinson	Poo Logan Co.	1917-18 -----	50.00 per mo.
Eliza Atkinson	37	1918-19 -----	60.00 per mo.
Eliza Atkinson	5	1919-20 -----	75.00 per mo.
Eliza Atkinson	11	1920-21 -----	100.00 per mo.
Eliza Atkinson	11	1921-22 -----	100.00 per mo.
Eliza Atkinson	9	1922-23 -----	90.00 per mo. Co. Supt.
Eliza Atkinson	15	1923-24 -----	90.00 per mo. Co. Supt.
Eliza Atkinson	15	1924-25 -----	90.00 per mo. Co. Supt.
Eliza Atkinson	8	1925-26 -----	90.00 per mo. Co. Supt.
Eliza Atkinson	15	1926-27 -----	90.00 per mo. Co. Supt.
Eliza Atkinson	1	1927-28 -----	100.00 per mo.
Eliza Atkinson	1	1928-29 -----	100.00 per mo.
Eliza Atkinson	17	1929-30 -----	100.00 per mo.
Eliza Atkinson	1	1930-31 -----	100.00 per mo.
Eliza Atkinson	1	1931-32 -----	100.00 per mo.
Eliza Atkinson	1	1932-33 -----	95.00 per mo.
Eliza Atkinson	1	1933-34 -----	70.00 per mo.
Eliza Atkinson	Did not teach	1934-35 -----	Worked for Brots-dress shop
Eliza Atkinson	16	1935-36 -----	50.00 per mo.
Eliza Atkinson	20	1936-37 -----	50.00 per mo.
Eliza Atkinson	Marion Co.	1937-38 -----	70.00 per mo.
Eliza Atkinson	Marion Co.	1938-39 -----	75.00 per mo.
Eliza Atkinson	State Home	1939-40 -----	
Eliza Atkinson	State Home	1940-41 -----	
Eliza Atkinson	State Home	1941-42 -----	
Eliza Atkinson	State Home	1942-43 -----	
Eliza Atkinson	State Home	1943-44 -----	
Eliza Atkinson	49	1944-45 -----	150.00 per mo.
Eliza Atkinson	49	1945-46 -----	175.00 per mo.
Eliza Atkinson	49	1946-47 -----	192.50 per mo. 192.50
Eliza Atkinson	49	1947-48 -----	200.00 per mo. 200.00
Eliza Atkinson	49	1948-49 -----	240.00 per mo.
Eliza Atkinson	49	1949-50 -----	240.00 per mo.
Eliza Atkinson	49	1950-51 -----	300.00 per mo.
Eliza Atkinson	49	1951-52 -----	315.00 per mo.
Eliza Atkinson	49	1952-53 -----	315.00 per mo.
Eliza Atkinson	32	1953-54 -----	350.00 per mo.
Eliza Atkinson	32	1954-55 -----	375.00 per mo.
Eliza Atkinson	Co. Supt.	1955-56 -----	249.60 per mo.
Eliza Atkinson	Co. Supt.	1956-57 -----	249.60 per mo.
Eliza Atkinson	Co. Supt.	1957-58 -----	255.59 per mo.
Eliza Atkinson	Co. Supt.	1958-59 -----	261.16 per mo.
Eliza Atkinson	Co. Supt.	1959-60 -----	281.68 per mo.
Eliza Atkinson	Co. Supt.	1960-61 -----	

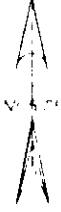
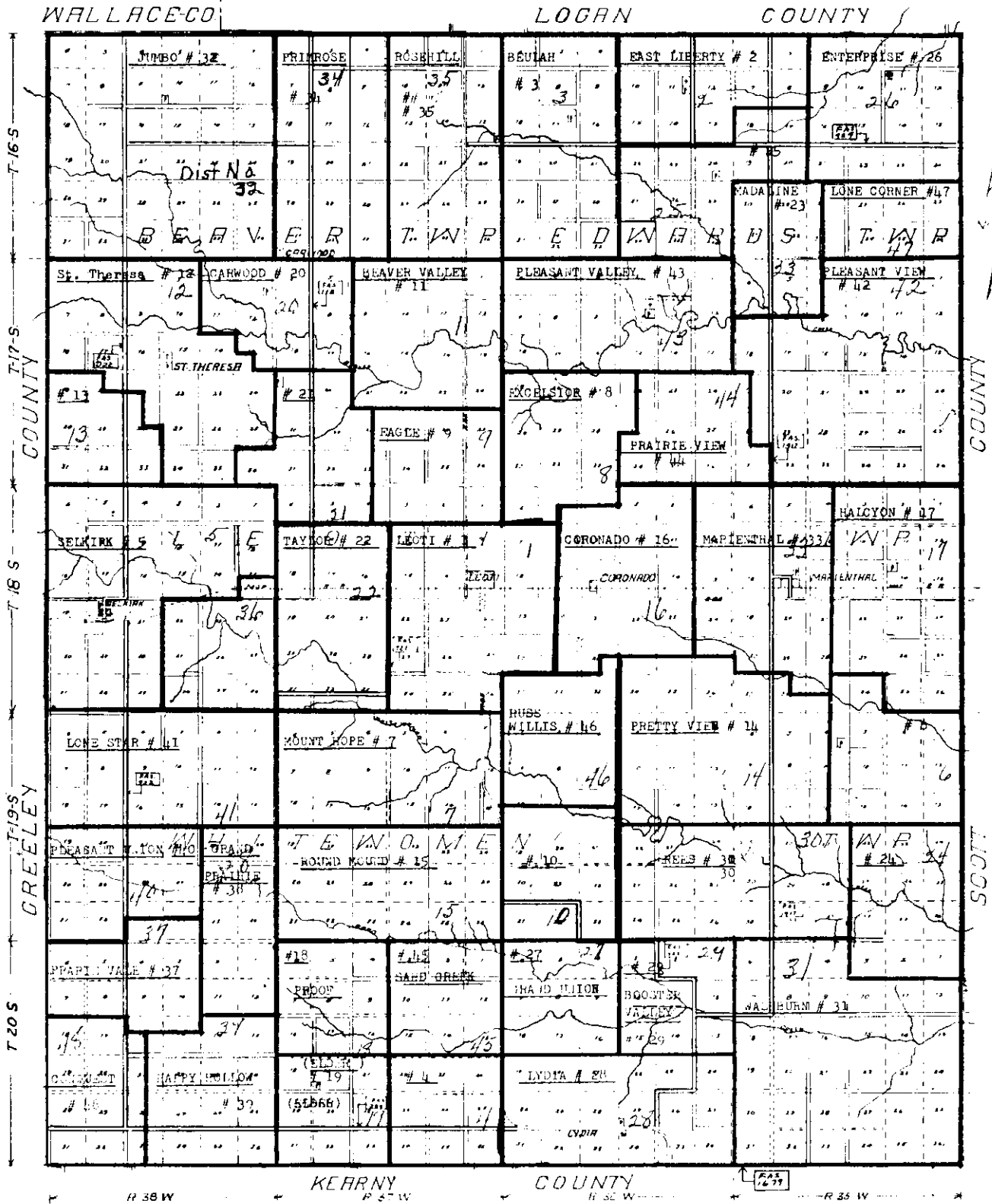
Taught - 45 years.

retired Aug 31 1961 when schools were consolidated

WICHITA COUNTY

74

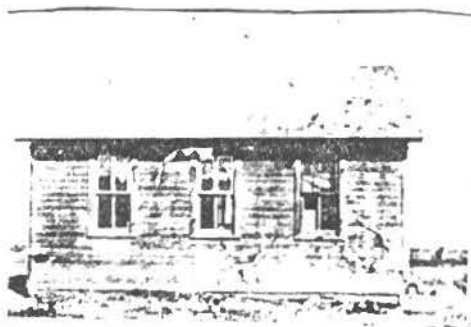
48 School Districts as of 1887-1888



STATE ROAD
COUNTY ROAD GRADED
ROADS NOT GRADED
SCHOOL
CHURCH

FAS - SECONDARY

ERNEST ROYER CO. ENGR.



School District #8

Eliza taught here the 1925-26 school year.



Carwood School District #20
Eliza taught here in 1936-37.



Pleasant Valley School on the last day of school when Eliza was in the eighth grade.



This is Eliza's third and fourth grade classes at the Leoti Grade School. She taught here from 1927 to 1934, and again from 1935 to 1936.



Biscuit Hill School, Marion County, 1937-38.



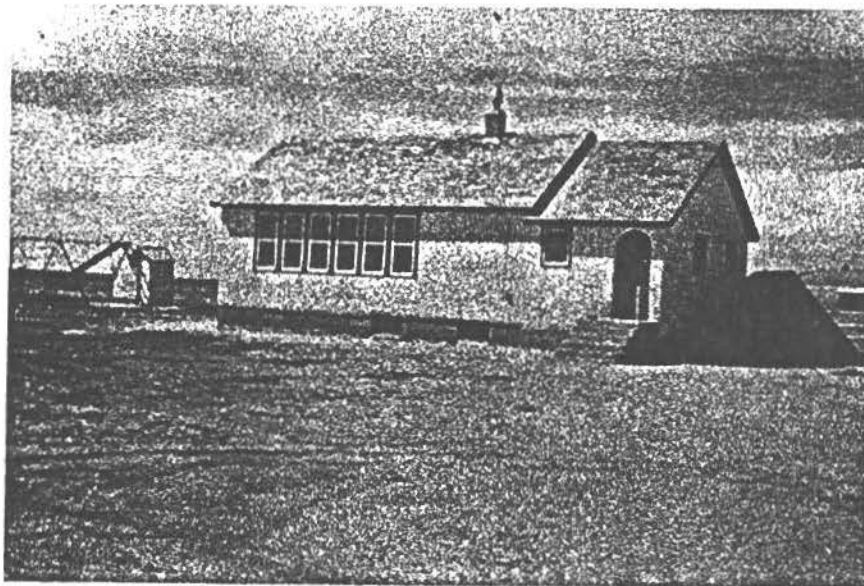
Eliza's students at Biscuit Hill School, 1937-38.



Ben Stutzman was the driver of this bus which transported Biscuit Hill School's children in 1937-38.



This is Carwood School, District #20, 1936-37, where Eliza taught while Wilbur was at camp at Ottawa.



The last school where Eliza taught was District #32, Jumbo, The east part of this school was added after she left.

Kansas State Home
Commencement, 1942

Thursday, May 21

Eight o'clock

V . . . -

GRADUATES

Ann Baulow

Edward Brown

Twyla Burnett

Bernard Hammel

Harry Karr

Jerry Lipps

Margareta Samora

Rosalea Tribble

Geraldine Truman

Osker Welch

Honor Roll

Twyla Burnett

Osker Welch

Margareta Samora

Motto

"Victory Through Effort"

Class Color

Red and White

Class Flower

Red Rose

The Program

Star Spangled Banner

Invocation - - - - - Rev. E. E. Tillotson

Reading of Honor Students - - - - - Eliza Atkinson

Solo - - - - - Gretchen Snyder

Commencement Address - - - Superintendent W. D. Wolfe

Presentation of Diplomas - - - Mrs. Irene M. Meeker

Greetings to the Class - - - Mrs. Minnie Fischer

Representative of the Class - - - Twyla Burnett

Benediction - - - - - Rev. E. E. Tillotson

America

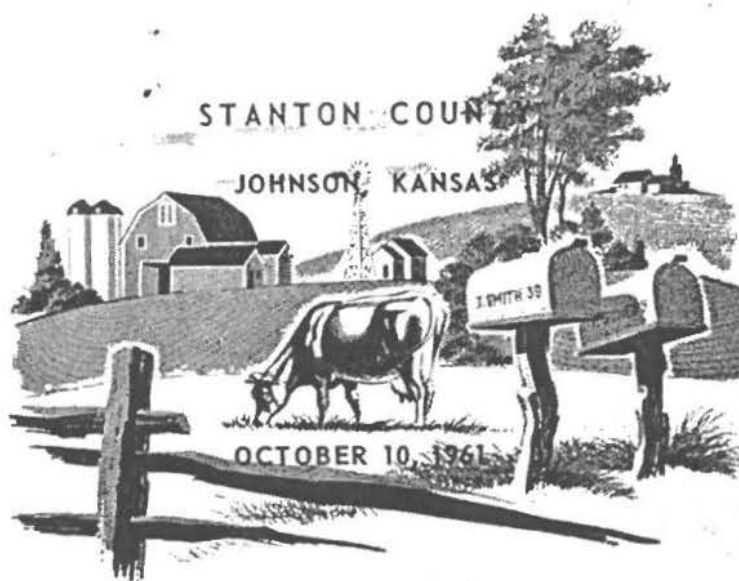


Eliza and Wilbur Atkinson on their 40th wedding anniversary.

WELCOME
TO

STANTON COUNTY

JOHNSON, KANSAS



SOUTHWEST KANSAS C.O.C.

Eliza saved this program from one of the County Superintendent meetings that she attended.

SOUTHWEST KANSAS C.O.C. OFFICERS

Ora Fletcher, President — Meade County Treasurer
 Vernon Schrader, Vice Pres. — Hodgeman Co. Comm.
 Bonnie Zirkle, Sec.-Treas. — Finney Co. Treasurer

STANTON COUNTY OFFICIALS

COMMISSIONERS

John S. Wartman Melvin Winger

Hal Hale

E. L. NewtonCounty Clerk
 Edith Daniels.....County Treasurer
 Hettie JonesRegister of Deeds
 Hazel A. YorkCounty Superintendent
 Pearl GaskillClerk District Court
 Betty BarberSheriff
 Maurice L. GillumProbate Judge
 Mary CrossWelfare Director
 L. LaVerne Fiss.....County Attorney
 Myrl Wilkerson.....Acting County Engineer
 Joe KippesCustodian

COUNTIES IN THE SOUTHWEST DISTRICT

Clark	Kearny
Finney	Lane
Ford	Meade
Grant	Morton
Gray	Ness
Greeley	Scott
Hamilton	Seward
Haskell	Stanton
Hodgeman	Stevens
Wichita	

PROGRAM

9:00-10:30 A.M. Registration
 Coffee Time

10:30-12:00 A.M. General Assembly
 Court Room

Ora Fletcher President

Welcome Ivan Jossierand
 Mayor of Johnson

Response Bonnie Zirkle
 Finney County Treasurer

Reading of the Minutes

Appointment of Committees

Roll Call of Counties

Music Marjorie & Gene Floyd

Address Leland E. Nordling

12:00-1:30 P.M. Luncheon
 Johnson Coop Office Bldg.

2:00-3:30 P.M. Group Meetings

3:00-4:00 P.M. General Assembly

Report of Resolutions Committee

Selection of Next Meeting Place

Adjournment



Conquest School, Eliza's first one-room schoolhouse, is now a residence in Leoti. Conquest was in District #48, and it may be located at the extreme lower left-hand corner of the map.



Eliza taught at the State Home at Atchison, Kansas from 1939-1944.
This is the front entrance of the schoolhouse.



Helen White, Edra Lake, Mrs. Carson, and Eliza Atkinson were four of the
teachers who taught at the State Home, Atchison, Kansas, 1939-1944.

The following pages are copies of certificates which the teacher had made to give to her students at the end of the school year.



The increase of Knowledge Increases the need of it
My first School

<p>PRAIRIE VALE PUBLIC SCHOOL District No. 37</p> <hr/> <p>West Whitewiman Tp., Whichita Co., Kansas</p> <hr/> <p>MISS ELIZA A. BASHAM, Teacher P. E. Metheny, Co. Supt.</p> <hr/> <p>School Officers R. A. Compey, Director D. H. Thurner, Clerk F. Mosher, Treas.</p>	<p>PUPILS</p> <table border="0"> <tr> <td>Nora Ittner</td> <td>Lillian Page</td> </tr> <tr> <td>Beulah Mosher</td> <td>Ray Mosher</td> </tr> <tr> <td>Edith Mosher</td> <td>Ben Wadley</td> </tr> <tr> <td>Rufus Wadley</td> <td></td> </tr> </table>	Nora Ittner	Lillian Page	Beulah Mosher	Ray Mosher	Edith Mosher	Ben Wadley	Rufus Wadley	
Nora Ittner	Lillian Page								
Beulah Mosher	Ray Mosher								
Edith Mosher	Ben Wadley								
Rufus Wadley									

School Souvenir

19 |  | 21



*This workshop called a school, we now
A little while suspend,
To give its workers time somehow
Vacation's path to end.*

My 6th School



Beaver Valley Public School
West Edwards Tp., Wichita Co. Ks.
District No. II

Eliza Atkinson, Teacher
J. A. Bryan, Co-Supt.
S. E. McDaniel, Treas.
J. M. Meyer, Clerk
H. Geisick, Dir.

PUPILS

Bessie Brown Hubert Meyer
Osa Bell Bowman Laurence Meyer
Wilma Whitchurch
Charley Bowman
Katherin Whitchurch

*The School is out, vacation's come,
The bell has ceased to sound,
The old School House has lost its hum,
And silence broods around.*





Not what you Read but
What you Remember will
make you Wise

My 3rd school



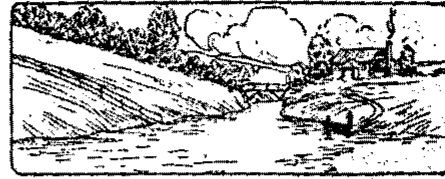
But still the road leads on before.
The gate which closed upon the past
Gives us entrance yet to more
Vistas for next year than last.

Travel there both young and old.
Whether days be foul or fair --
Horizons new their views unfold,
Truths revealing everywhere.

The journey of a short school year
Is but a little episode,
A pleasant jaunt, with memories dear,
On learning's never ending road.



"If a man hides his purse in his head, no man can
take it away from him"



The texts are guide-books of the route,
The teacher one who points the way
Preparing pupils to find out
The course to take some future day.

Let no one think the journey done
Though he has passed through many a gate,
For learning's goal is never won --
Always more to contemplate.

May each one who has studied here
Desire much of learning's lore,
Inspired by what was learned this year
To covet all that's held in store.



"Success consists in doing the common things
of life uncommonly well."

POE SCHOOL

District No. 19

Augustine Twp., Logan Co., Kansas

ELIZA BASHAM, Teacher

PUPILS

Peri Flanagan

Stanley Flanagan

Ethel Flanagan

Floyd Flanagan

Catherin McBride

Margaret McBride

Jesse Ganson

Evelyn Ganson

Alcie Ganson

Bennie Atkinson

Mary C. McBride, Treasurer

T. O. Flanagan, Director

L. Atkinson, Clerk



But still the road leads on before.
The gate which closed upon the past
Gives us entrance yet to more
Vistas for next year than last.

Travel there both young and old,
Whether days be foul or fair --
Horizons new their views unfold,
Truths revealing everywhere.

The journey of a short school year
Is but a little episode,
A pleasant jaunt, with memories dear,
On learning's never ending road.



"If a man hides his purse in his head, no man can
take it away from him"



The texts are guide-books of the route.
The teacher one who points the way
Preparing pupils to find out
The course to take some future day.

Let no one think the journey done
Though he has passed through many a gate.
For learning's goal is never won --
Always more to contemplate.

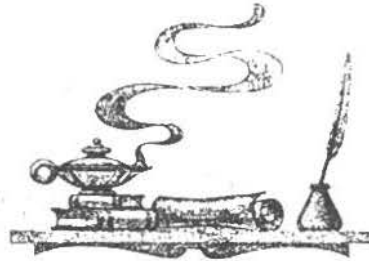
May each one who has studied here
Desire much of learning's lore,
Inspired by what was learned this year
To covet all that's held in store.



"Success consists in doing the common things
of life uncommonly well."



SOUVENIR
of our
SCHOOL



*It matters not what
Fate may give,
The best is thine —
To nobly live. — Buckham*

1714 5th School

"Of all the memories of the past,
Those of school are the ones that last!"



SELKIRK SCHOOL

District Number 5

Selkirk, Whitewoman Twp.,
Wichita County, Kansas

1919-1920

ELIZA ATKINSON, Teacher

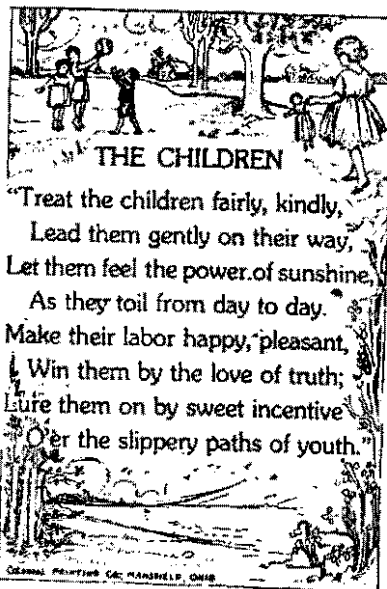
PUPILS

Dee Bishop
Wesley Niswonger
Dan Brandner
Cleo Blackburn
Cleta Blackburn
Clell Blackburn
Lee Harper
Virgil Bishop
Dock Harper

Rolland Reimer
Mildred Bishop
Carl Harper
Ray Harper
Willis Reimer
Gertrude Reimer
Gerald White
Clarence Reimer
Ruby Harper

SCHOOL OFFICERS

R. A. Brandner, Dir. J. A. Reimer, Clerk
A. H. Bishop, Treasurer



THE CHILDREN

"Treat the children fairly, kindly,
Lead them gently on their way,
Let them feel the power of sunshine,
As they toil from day to day.
Make their labor happy, pleasant,
Win them by the love of truth;
Lure them on by sweet incentive
Over the slippery paths of youth."

ORIGINAL PRINTING CO. HANSHIELD, OHIO

SOUVENIR OF OUR SCHOOL



My 9th School
Ella

Y
E
A
R

9
2
4

SCHOOL DISTRICT NO. 16
Whitewoman Twp., Wichita Co., Kan.

ELIZA ATKINSON, Teacher

PUPILS

Verna Appl

Daisy Appl

Victor Appl

Ernest Appl

Edna Appl

Doris Appl

Elmer Appl

George Willis

Edna Pearl Willis

Leslie Henry

SCHOOL BOARD

Paul Appl, Clerk

Marion Wilson, Treasurer

Jim Bishop, Director

Every Day a School Day

Should you forget some of the tricks of arithmetic or rules of grammar, the names of the bones in your body or the capital cities of a score of states, you may be certain that you have not been idling away precious time in conning your lessons and I shall feel that I have accomplished something truly worthwhile in my endeavor to make this old world a better place in which to live, if only you remember that the education of self is a lifetime process and not merely the task of a term or the duty of a decade.



The Atkinson Senior Citizen Center held its regular monthly birthday party this past week. The birthday girls are Left-Right: Viola Hockensmith, Eliza Atkinson, and Pauline Blender. The center is named after Eliza Atkinson, who is 89 years old, June 8.

This picture of Eliza's eighty-ninth birthday party appeared in the Leoti Standard newspaper, and Eliza loaned it to be copied.

BIBLIOGRAPHY

Atkinson, Eliza. Personal Interview. 22 June, 1985.

Atkinson, Eliza. Personal Interview. 28 June, 1985.

Wichita County History Association. (1980). History of Wichita County, Kansas. Volume 1. Newton, Kansas : Mennonite Press.