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1986

### Interview with Gladys Denio

Deborah Kobbeman  
*Fort Hays State University*

Gladys Hundertmark DeNio

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An Oral History:  
Teaching in a One-Room School

History of  
American Education

Instructor:  
Allan Miller

Submitted by:  
Deborah Kobbeman  
Lincoln, Kansas  
Summer 1986

## An Oral History:

### Teaching in a One-Room School

Background: This oral history was obtained in a personal interview with Mrs. Gladys DeNio of Lincoln, Kansas. The interviewer was Deborah Kobbeman, also of Lincoln. The interview was conducted as a project for the History of American Education class at Fort Hays State University, Summer 1986.

Biographical information: Gladys Hundertmark was born October 21, 1901 in Lincoln County, Kansas, on the farm her grandfather homesteaded. The second of the three daughters of George and Mollie Pollard Hundertmark, Gladys attended school in Lincoln County and graduated from Kansas Wesleyan of Salina, Kansas. Gladys was graduated Magna Cum Laude with a degree in Bachelor of Arts. The fact that both of Gladys's sisters graduated from Wesleyan at the same time attests to the Hundertmark family's interest in education.

Following her graduation, Gladys taught one year at Sylvan Grove High School in Sylvan Grove, Kansas. Marriage to Carl DeNio in 1925 interrupted her teaching career until 1943 when she joined the faculty of Lincoln High School in Lincoln, Kansas. Gladys retired from teaching in 1967.

In addition to the information gleaned from the interview, I utilized records at the Lincoln County Courthouse and the Lincoln Carnegie Library.

I wish to express my appreciation to Gladys DeNio for her time and for making the interview so enjoyable.

Submitted by  
Deborah Kobbeman  
Lincoln, Kansas

An Oral History:  
Teaching in a One-Room School

\*The interviewer's questions will be typed all in capital letters. The subject's remarks will be typed in a standard manner.

The following is an interview conducted by Deborah Kobbeman on July 4, 1986, as a part of History of American Education, instructor Allan Miller.

I AM GOIN TO ASK YOU TO BEGIN BY STATING YOUR NAME AND AGE AND SHARING WITH US SOME OF THE SCHOOLS YOU ATTENDED AND WHEN YOU TAUGHT IN A ONE-ROOM SCHOOL.

"My name is Gladys DeNio and at the time that I taught in the one-room schoolhouse I was Gladys Hundertmark. That began in the fall of 1919, at the age of 17, so that makes me 84 years of age. Now the schools that I attended were Grade School right here in Lincoln, Lincoln High School, and then I went to Kansas Wesleyan for my college. I taught only one year in a rural one-room school, then later taught in other schools."

AND THE NAME OF THE SCHOOL YOU TAUGHT, THE ONE-ROOM SCHOOL?

"The name of it was Bashan. It was District #15."

WE WILL BEGIN BY TALKING ABOUT SOME OF THE CURRICULUM. CAN YOU TELL US WHAT SUBJECTS WERE STUDIED DURING YOUR YEAR AT BASHAN?

"These are the subjects that the students studied? (YES) Well, I think you name it and we studied it! All of the regular--reading, writing and arithmetic, and then on through into history and Kansas history, and just on through the whole list that was taught."

WHAT WAS THE SCHOOL DAY AND THE SCHOOL YEAR, AND WERE THERE ANY CHANGES IN THAT DURING YOUR TERM?

"There were no changes and it was more or less an established thing that we would begin school at nine o'clock in the morning, had recess at mid-forenoon, had an hour off for lunch at noon, and then recess in the afternoon, and dismissed at four o'clock in the afternoon."

AND THE LENGTH OF THE SCHOOL YEAR?

"That varied, some were seven months, some eight, and here and there was a nine. Mine was an eight-month school."

WHAT TEACHING AIDS, IF ANY AT ALL, WERE AVAILABLE FOR YOUR USE AT THAT TIME?

"Oh, I think we had a big dictionary, and a set of encyclopedias and I believe I'll say period."

WERE THERE ANY SPECIAL CLASSES OR UNIQUE EDUCATIONAL OPPORTUNITIES OFFERED AT THIS TIME IN HISTORY?

"Not to my knowledge. I think that was a later development."

COULD YOU DESCRIBE A TYPICAL SCHOOL DAY, AS FAR AS CURRICULUM?

"I can do this just briefly. I had all grades, I believe, excepting one. I didn't have a sixth grade, but there were all these subjects in each of the grades, so you allowed just minutes for each one. And we had, the school was equipped with what was called a 'recitation bench'. The class that was reciting came up to the recitation bench while the others remained in their seats. This made it possible for everyone in the room to hear what was going on. In a way there was an advantage, because younger pupils learned from older pupils, because they couldn't help but hear what was going on. You had to watch your clock, because if you can imagine teaching five or six subjects to eight grades. You measure it out --how many minutes you could allow each one!" NOT VERY MANY!  
 "Not very many!"

WERE THERE ANY COMPETENCY TESTS, OR ANY GRADE LEVEL TESTS TAKEN BEFORE A CHILD COULD BE PROMOTED TO THE NEXT GRADE?

"As I recall, not until seventh and eighth grades. And those were county.. county examinations that were held in rural schools in the area."

DID BASHAN SCHOOL HAVE A LIBRARY, AND IF SO WHAT WAS THE SIZE, AND THE QUALITY OF THE BOOKS?

"It would have been very meager. There many have been some, a few story-books, but no, I think there was a set of encyclopedias, as I recall, and very few."

HOW DID YOU DETERMINE WHAT TEXTBOOKS YOU WERE GOING TO USE AND WHERE DID THE TEXTBOOKS COME FROM?

"Pupils brought their own--they bought them and brought them. And it was a state established thing I think, every school in the state was using the same textbook."

HOW WOULD YOU DESCRIBE THE ATMOSPHERE OF THE EDUCATIONAL PROGRAM? WAS IT A STRICT PROGRAM, A LOOSE PROGRAM: WAS YOUR RELATIONSHIP WITH THE CHILDREN A COLD ONE OR A WARM ONE?

"I would say that the program itself had to be rather strict, because you were trying to crowd so much into the school day. And yet, I think that I'm not overstating when I say that there was a warm relationship. I think that country schools tended that way. The teacher was someone important and someone to love. And naturally in turn, we loved the pupils."

CAN YOU THINK OF ANY SCHOOL RULES THAT MIGHT BE OUTSTANDINGLY DIFFERENT FROM ANY THAT WE HAVE TODAY?

"I think discipline was maybe a little more strict. That there is a freedom in schoolrooms today that was not enjoyed then. They were expected to sit in their seats and stay there. If they moved, it was with permission to move!"

WERE THERE ANY SPECIAL OBSERVANCES HELD IN YOUR SCHOOL DURING YOUR YEAR THERE?

"Oh yes! We were expected to have a Christmas program. We practiced for it almost from the first day of school! This was done at night and was quite an elaborate thing."

WAS THERE ANYTHING SPECIAL ABOUT THE LAST DAY OF SCHOOL?

"Oh yes! The last day of school dinner when all of the parents, and grandparents and the whole community brought the fried chicken and potato salad. And we had a big, a full day. And there were ballgames in the afternoon and just a general full day at the schoolhouse on the last day of school.

DID BASHAN HAVE A GRADUATION EXERCISE?

"No."

NOW WE'LL TALK ABOUT TEACHING AND DISCIPLINE. TELL US A LITTLE ABOUT WHAT WENT ON BEFORE AND AFTER SCHOOL FOR THE TEACHER.

"Well, the teacher was expected to be there early, far ahead of any of the pupils. And the first thing that she needed to do was pump fresh water and have that in the house. And then in the wintertime of course to build a fire so it was warm before the children arrived. And then when they came, if it was a nice day they probably played outside, and if not, they were in the schoolhouse and free to do as they liked, as long as it was within reason, until the bell rang. And then there was the big school bell that was operated by a hanging rope out in the foyer. And all I needed to do was just go sound that bell, and that told not only the children, but that whole community that school was in session. Then after school there was never much lingering. They came from a distance so they went right on home. And then the teacher stayed and cleaned the erasers, unless some kind-hearted pupil stayed to help. And washed the blackboards, and carried out the ashes, and brought in kindling, and if you weren't afraid to do it, banked the fire for the next day. And if you were afraid to, well, at least have something there to start the fire the next day. And in general, left the schoolhouse neat and clean."

WERE TEACHERS EXPECTED TO CONDUCT THEMSELVES DIFFERENTLY IN THE COMMUNITY THAN THEY ARE TODAY?

"I would say definitely yes. It wasn't written into the contract, as such, but there was a certain moral standard that wasn't just expected, it was definitely required if you measured up. And I think in comparison with what is accepted now, it would sound pretty straight-laced."

WERE YOU, AS TEACHER, IN CHARGE OF ANY EXTRA-CURRICULAR ACTIVITIES DURING THE SCHOOL YEAR?

"Oh, just these programs. We put on several programs, where we invited parents. And of course the Christmas program and just things like that. But nothing more extra-curricular than that."

WAS THERE ANY PROBLEM WITH TEACHER TURN-OVER THAT YOU'RE AWARE OF DURING THIS TIME PERIOD IN ONE-ROOM SCHOOLHOUSES?

"No, not that I know of."

DID MORE THAN ONE TEACHER WORK IN YOUR SCHOOL, AND DID YOU HAVE A PRINCIPAL?

"No, not more than one teacher. There were some two-teacher schoolhouses, but not mine. And no, I didn't have a principal. I was the sole and solitary operator!"

WHAT TYPE OF EVALUATION SYSTEM WAS USED FOR THE TEACHER TO LET THOSE IN CHARGE OF YOU KNOW YOU WERE DOING A GOOD JOB?

"I think there was nothing concrete there. It would have soon spread around over the neighborhood if I hadn't been doing a good job. And it was in my contract that if there were complaints they would be investigated and I would be--I would have to measure up."

HOW WERE DISCIPLINE PROBLEMS HANDLED WITH THE CHILDREN AND WERE THE PARENTS INVOLVED AT ALL IN THE DISCIPLINE PROCESS?

"It would have had to be something extreme before a parent was involved. And discipline problems, well the teacher just handled them."

ANY SPECIFIC PUNISHMENTS YOU CAN THINK OF THAT YOU MIGHT HAVE DEALT OUT TO ANYONE?

"I don't know that I do. No, I have heard of a dunce cap or stool, but we didn't do that. Oh, it might have been a punishment to stay in at recess, or it might have been a punishment to stay after school. This might have been considered punishment."

ARE YOU AWARE, DURING THIS PERIOD OF TIME, IF THERE WERE ANY DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS AS FAR AS HANDLING DISCIPLINE PROBLEMS?

"No, it think that this is not characteristic of this era at all."

WHERE DID YOU LIVE WHILE YOU WERE TEACHING AT BASHAN SCHOOL?

"I lived in the home of Morricals, and this was, I presume, oh, a mile or so north of the schoolhouse. And I walked."

HOW MUCH SCHOOLING DID YOU HAVE TO HAVE IN ORDER TO TEACH AT BASHAN SCHOOL?

"A high school diploma and a normal training certificate, which was acquired by passing a state examination satisfactorily. And then we were issued a normal training certificate. And had taken a course in high school that was called the normal training course."



WE'LL TALK A LITTLE BIT ABOUT THE SCHOOL BUILDING ITSELF. WAS BASHAN A PUBLIC SCHOOL?

"Yes."

WHAT TYPE OF HEATING, LIGHTING, AND TOILETS WERE AVAILABLE?

"The heating was a huge pot-bellied stove which sat almost in the center of the room. And the lighting I think were gas lamps. The only time we ever needed them was for the Christmas program or a box-supper or something like that. But the lighting came, in the Bashan School, from windows that were on the whole east side of the building. This was something that was rather new in school-house construction at the time, and was recommended that the light all come from the east side of the building. And then the toilet facilities, there was a girl's toilet and a boy's toilet outdoors and this was respected, I never had any trouble in that regard."

HOW DID THE SCHOOL GET ITS WATER?

"We had a good pump. And this was something that, in warm weather we brought in fresh water several times a day. And then in the wintertime, I must get there in time to have good water in the house."

DO YOU RECALL--THE WATER THAT YOU BROUGHT INTO TO THE SCHOOL BUILDING--WHAT WAS IT KEPT IN?

"A water bucket with a dipper. Now the children had--each one had a collapsible cup that they kept in their desks. So this was one of the things, don't drink out of the dipper--use your cup."

BRIEFLY DESCRIBE THE INTERIOR OF THE SCHOOL.

"The school faced the north. And when you stepped in, you stepped into a foyer, a small area there, and this had the rope in it that operated the bell. Now, step on into the schoolhouse, and to your right was the girls' cloakroom where the girls hung their coats and left their dinner pails and to your left was the boys' cloakroom where they did the same. Then there were the desks sitting, all placed in rows, and then there was the pot-bellied stove almost in the middle of the room. Then ahead of that, going south, was the recitation bench, and over on the east, near the windows, was an organ. Also on the east near those windows were what few library books we had, and the big dictionary, and the encyclopedias. And still south of that then, was the teacher's desk."

"Now, that was just about what was in the room. The water pail was near the girls' cloakroom, when you stepped in. I think that just about covers what was in there."

WHO WAS IN CHARGE OF THE UPKEEP OF THE BUILDING?

"The teacher!" That is, inside. Now, if the outside needed painting, or something like that, I'm sure the school board would have taken care of it. But no, this was in the contract, also, that you are in charge, and responsible for, the upkeep of the inside."

CAN YOU THINK OF ANY OTHER SPECIAL EVENTS THAT THE SCHOOL WAS USED FOR OTHER THAN SCHOOL PROGRAMS OR FUNCTIONS?

"School board meeting--of course that would be a school function; wouldn't it? I don't recall that there were any community meetings in that particular school. However, some rural schools were community centers. And I'm sure had there been any occasion for a community meeting, it would have been at the schoolhouse."

WERE THERE ANY PHYSICAL PROBLEMS WITH THE BUILDING?

"No, I had a good building, and a comparatively new one. I was fortunate in that."

DO YOU KNOW WHAT HAPPENED TO BASHAN SCHOOL? THE SCHOOLHOUSE?

"Well, it's still standing. Or was the last that I knew, and eventually it was deteriorated into a hay barn. Someone was storing hay in it the last I knew, which nearly broke my heart."

DO YOU KNOW WHAT HAPPENED TO ANY OF THE EQUIPMENT OR SUPPLIES AFTER THE SCHOOL BUILDING CLOSED?

"No, I really don't because it operated long after the year I taught."

ALL RIGHT, LET'S TALK A LITTLE BIT ABOUT THE STUDENTS THEMSELVES. DO YOU KNOW WHAT THE USUAL AGE WAS WHEN A CHILD BEGAN SCHOOL, OR DID THE AGE VARY?

"It might vary, but I think ordinarily it was five, five years old."

DID CHILDREN MOVE IN AND OUT DURING THE SCHOOL YEAR, OR DID YOUR CLASS STAY PRETTY CONSTANT?

"It was constant."

WHAT WAS THE GREATEST DISTANCE ANY OF THE STUDENTS TRAVELED, AND WHAT MODE OF TRANSPORTATION WAS USED BY THE STUDENTS?

"Many of them walked—most of them walked, because they lived within a matter of one or two miles. But Adolph Traulsen rode a horse with little Erwin on behind him. And then in bad weather, parents might come bringing children in a buggy, or a wagon, but I walked and most of the children did."

DO YOU KNOW THE GREATEST DISTANCE TRAVELED BY ANY OF YOUR STUDENTS?

"I can't say that. I just wouldn't be sure of that. A matter of a few miles."

HOW MANY STUDENTS DID YOU HAVE ENROLLED IN SCHOOL DURING YOUR YEAR AT BASHAN SCHOOL?

"Seventeen."

AND WHAT GRADE LEVELS WERE YOU TEACHING?

"I taught everything except fifth grade—no sixth, it was sixth I didn't have."

WHAT OCCUPATIONS DID THE STUDENTS GENERALLY TAKE UP AFTER LEAVING A SCHOOL SUCH AS BASHAN?

"Well, it was a farming community so normally the boys went into farming and the girls probably became farmers' wives."

ARE YOU AWARE IF ANY OF YOUR STUDENTS EVER WENT ON TO COLLEGE?

"Not to my knowledge."

DID THE STUDENTS AT BASHAN SCHOOL COME FROM ANY PARTICULAR OR HERITAGE BACKGROUND?

"No. It was just a little community settlement out there, but no nationality particularly or cultural background that I'm aware of at all."

WHAT WAS THE AVERAGE NUMBER OF YEARS A STUDENT SPENT IN SCHOOL, AND HOW MANY YEARS WAS A STUDENT REQUIRED TO STAY IN SCHOOL?

"Well, I think that most of them went their eight years. Now, I had one pupil who had gone her eight years, and just because she didn't have anything else to do, came back and was a ninth-grade student. And I'm glad she did, because she was a joy to have around! And then, as for requirement, I just don't believe there was a requirement. I believe if anyone decided to drop out of school, you'd just been permitted to do so."

DO YOU REMEMBER ANY OF YOUR STUDENTS AS BEING PARTICULARLY OUTSTANDING?

"You mean scholastically? Or in any way? This Eva Morriscal that I speak of, she was just a delightful personality. She would have won any 'Miss Personality' contest! And then let me see, I had.....I don't remember that anyone was especially musical. That Christman program we had, I wish someone had been a little musical! But no, I can't really say that there was anything just outstanding that I have in mind."

WHAT WAS THE DRESS AND OVERALL APPEARANCE OF YOUR STUDENTS?

"Overall is right! The boys came in overalls, and the girls in dresses. No jeans."

WHAT WAS THE COST OF EDUCATION TO THE STUDENT AND THEIR FAMILIES?

"Well, I think the total cost would have just been the school books. I believe that was all."

WAS THERE A SCHOOL BOARD FOR BASHAN SCHOOL, AND IF SO DO YOU REMEMBER ANY OF THE BOARD MEMBERS' NAMES?

"Yes, there was a school board and I do remember their names. One was Mr. Cline, one was Mr. Kroenlein, and one was Mr. Walter."

ARE THESE MEN ALL DECEASED AT THIS TIME?

"Yes, they are."

DID BASHAN HAVE ANY ORGANIZATION THAT MIGHT BE SIMILAR TO TODAY'S PTA?

"No, not as such. The nearest thing that I can say that they had to it was the telephone and I'm sure that some of those mothers kept the telephones quite busy, comparing notes on what goes on at school, and what did they do today, and what did your child learn, and what did that teacher do today!"

WHO HIRED AND FIRED THE TEACHERS?

"The school board."

DID ANYONE ELSE HAVE ANY INPUT INTO WHO WAS HIRED AND FIRED?

"Probably not officially. But certainly anyone who had any input was listened to, I'm sure."

IN THE AREA OF FINANCE, WE'VE ALREADY ESTABLISHED THAT ALL IT COST A STUDENT TO ENROLL OR ATTEND BASHAN SCHOOL WAS THEIR TEXTBOOKS. WHAT WAS YOUR SALARY WHEN YOU TAUGHT AT BASHAN SCHOOL?

"Sixty-five dollars." MONTHLY? "Monthly, right."

BY WHOM WAS YOUR SALARY DETERMINED, OR DO YOU KNOW?

"The school board."

DID YOU HAVE ANY VOICE IN SALARY DECISIONS?

"No, no I didn't. Nor did any other teacher that I knew of at that time."

AND HOW DID YOU RECEIVE YOUR PAY?

"Mr. Walter was the clerk, so I just went by his house, as I went home weekends, and at the end of the month, picked up my check. I had to go and get it!"

THIS IS THE END OF THE FORMAL QUESTIONS. GLADYS, CAN YOU THINK OF ANYTHING ELSE THAT YOU WOULD LIKE TO SHARE WITH US?

"No, I can't" (This part of the tape is blurred.)

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After reviewing the interview with Mrs. DeNio, I realized that I had neglected to ask her about playground equipment and games. During a phone conversation, Mrs. DeNio related to me that Bashan School did not have any playground equipment of any kind during her year as teacher. She told me that in the fall and spring, when weather permitted, the favorite game of all the children was baseball. Everyone played, from the very youngest through the very oldest, including the teacher. When not playing baseball, games like "tag" and "three-deep" were popular. And during the long noon hour--which was one hour long--during nice weather, everyone, including the teacher, would hike to the nearby creek gathering wild flowers.

In addition, Mrs. DeNio had herself thought of one or two items she should have shared during our interview, and wanted to do so during our phone conversation. First of all, as far as teacher evaluation, Mrs. DeNio remembered that one of the traditions of a one-room school was a visit yearly by the county superintendent. At least one time during the school year, the county superintendent would visit the one-room schoolhouse. This was a big occasion. One which warranted a caution from the teacher to the children to be on their very best behavior. On this daily, or one day visit, the superintendent would check all the aspects of the school, not only watching the teacher during instruction, but checking all the records and bookkeeping-type items that the teacher was expected to perform. And also check on the condition of the building to see how well the teacher was keeping it up. This then was reported to the school board; probably had some input as to whether or not the teacher would have been hired back.

Mrs. DeNio also shared that although she couldn't remember any traditions which were peculiar only to Bashan School, she did say that one thing that was common, probably not just at Bashan but at many one-room schools, was that the children loved to bring questions, riddles, and things to try and stump the teacher. Many times the parents would help in making up this question or "digging" up an item for the teacher to do research on. It was done in a friendly manner. It was not an effort to run the school teacher out, which may have occurred in other places in other years. Mrs. DeNio felt that this was a very friendly type of competition simply to see if they could come up with something that might stump the teacher.

There are other questions which we omitted in our interview which were on the suggested questionnaire. For instance, no activities took place between Bashan School and other one-room schools during Mrs. DeNio's year as teacher there. There were no controversial things that happened during her year. As far as she knows, the school did not make any lasting contributions to the community. There are other questions about the school itself--why it was built--when it was built--that Mrs. DeNio did not know the answers for. However, I am going to research some of these questions and hopefully find the answers out.

(Research at) the Lincoln County Courthouse and the Lincoln Carnegie Library did not yield any information about Bashan school--about the reasons for it being built (or what happened to the original school). However, I did manage to obtain a copy of the "Teacher's Term Report to the District Court made out by Mrs. DeNio on April 21, 1920. This gives her daily schedule, the pupils enrolled, and their grades, and some personal comments about the school year. I did learn that Bashan, which was District #15, held its final year of school in 1948-49 with Vida Cline as teacher and six students enrolled. The school was then closed, due to declining enrollment.

As far as the name Bashan, as near as we could figure at the courthouse, Bashan was the name of a small community in southeast Lincoln County. It did at one time have a post office by the name of Bashan, although we could not find any information about the origin of the name itself.

Attached to this interview is a copy of the "Teacher's Term Report". In addition, Mrs. Denio let me copy from her personal records, her teacher's

contract at Bashan School, her grades on her Normal Training Examination, her Certificate of Registration and Normal School Diploma, her Normal Training Teacher's Certificate, and also a copy of the Souvenir of Our School, which was traditionally handed out at the end of the school year to the pupils from their teacher. This "Souvenir of Our School" was in excellent condition and the picture of Mrs. DeNio copied off quite well.

I wish to thank Mrs. DeNio for her time and assistance in helping me produce this interview for the history of American Education Class.

Deborah Ann Kobbeman







### REPORT OF CLASSIFICATION

| SCHEDULE OF CLASSES       | BEGAN |     | THIS TERM<br>(Pupils in Class by Number<br>See page 1) | FINISHED |     | NEXT TERM<br>(Pupils in Class by Number<br>See page 1) | TO ENTER |     |
|---------------------------|-------|-----|--|----------|-----|--|----------|-----|
|                           | Year  | Mo. |  | Year     | Mo. |  | Year     | Mo. |
| Elementary U. S. History, | 7     | 1   | 10, 11   | 7        | 8   | 10, 11   | 8        | 1   |
| U. S. History             | 8     | 1   | 12, 13, 14, 15   | 8        | 8   | 12, 13, 15   | 9        | 1   |
|                           | 9     | 1   | 14   | 9        | 8   |  |          |     |
| Kansas History            | 9     | 1   | 14   | 9        | 4   |  |          |     |
| Agriculture               | 8     | 1   | 11, 12, 13, 15   | 8        | 8   |  |          |     |
| Civics                    | 9     | 1   | 14   | 9        | 8   |  |          |     |
| Writing                   | 2     | 1   | 1, 2, 3, 4, 5, 6, 7, 8, 10                             | 2        | 8   | 1, 2, 3, 4, 5, 6, 7, 8, 10                             | 3        | 1   |
|                           | 3     |     |  |          |     |  |          |     |
|                           | 4     | 7   | 17   | 4        | 8   | 17   | 5        | 1   |
|                           | 5     | 1   | 9  | 5        | 8   | 9  | 6        | 1   |
|                           | 6     |     |  |          |     |  |          |     |
|                           | 7     | 1   | 10, 11   | 7        | 8   | 10, 11   | 8        | 1   |
|                           | 8     | 1   | 12, 13, 15   | 8        | 8   | 12, 13, 15   | 9        | 1   |
|                           |       | 1   | 14   | 9        | 8   |  |          |     |
| Drawing                   | 3     |     | None   |          |     |  |          |     |
|                           | 4     |     |  |          |     |  |          |     |
|                           | 5     |     |  |          |     |  |          |     |
|                           | 6     |     |  |          |     |  |          |     |
|                           | 7     |     |  |          |     |  |          |     |
|                           | 8     |     |  |          |     |  |          |     |
| Music                     | 1     |     | None   |          |     |  |          |     |
|                           | 2     |     |  |          |     |  |          |     |
|                           | 3     |     |  |          |     |  |          |     |
|                           | 4     |     |  |          |     |  |          |     |
|                           | 5     |     |  |          |     |  |          |     |
|                           | 6     |     |  |          |     |  |          |     |
|                           | 7     |     |  |          |     |  |          |     |
|                           | 8     |     |  |          |     |  |          |     |
| Physiology                | 5     | 1   | 9  | 5        | 8   | 9  | 7        | 1   |
|                           | 7     | 1   | 10, 11   | 7        | 8   |  |          |     |

What work, if any, has been done in—

Cooking: *None*

Sewing: *None*

Woodwork: *None, excepting hand-work done by seventh grade U. S. History class.*

Names and addresses of pupils perfect in attendance:

*Lawrence Cline, Lincoln, Kansas, R. 7, D. 5  
Crown Traulsen, Lincoln, Kansas, R. 7, D. 5  
Adolph Traulsen, Lincoln, Kansas, R. 7, D. 5.*

*Sent 22-4-20*

REMARKS (report any special work in agriculture, boys' and girls' club work, and any social gatherings or other matters of interest in connection with school work): *1. A Parent-Teacher's meeting at Thanksgiving with a short program and display work. 2. A program and a Christmas tree at Christmas time. 3. A community dinner and a program on the last day of school.*

| FORENOON |       |                   | DAILY PROGRAM |       |                   | AFTERNOON |       |          |
|----------|-------|-------------------|---------------|-------|-------------------|-----------|-------|----------|
| Time     | Grade | Subjects          | Time          | Grade | Subjects          | Time      | Grade | Subjects |
| 9:00     | All   | Opening exercises | 1:00          | all   | Opening exercises |           |       |          |
| 9:15     | 1     | Reading           | 1:10          | 1     | Reading           |           |       |          |
| 9:30     | 2     | Reading           | 1:20          | 2     | Reading           |           |       |          |
| 9:40     | 4     | Reading           | 1:30          | 3     | Physiology        |           |       |          |
| 9:50     | 5     | Reading           | 1:35          | 4     | Geography         |           |       |          |
| 10:00    | 7     | Reading           | 1:45          | 5     | Grammar           |           |       |          |
| 10:10    | 8     | Classics          | 1:50          | 7+8   | Grammar           |           |       |          |
| 10:20    | 7     | Classics          | 2:00          | 7     | Physiology        |           |       |          |
| 10:30    | All   | Recs.             | 2:10          | 7     | History           |           |       |          |
| 10:40    | 1     | Arithmetic        | 2:20          | 7     | Recs.             |           |       |          |
| 10:50    | 2     | Arithmetic        | 2:30          | All   | Language          |           |       |          |
| 11:00    | 3     | Arithmetic        | 2:40          | 11, 2 | Language          |           |       |          |
| 11:10    | 5     | Arithmetic        | 2:50          | 4     | Geography         |           |       |          |
| 11:20    | 7+8   | Arithmetic        | 2:55          | 5     | Geography         |           |       |          |
| 11:35    | 9     | Arithmetic        | 3:05          | 7     | Geography         |           |       |          |
| 11:45    | 8     | Agriculture       | 3:15          | 7     | Arabic            |           |       |          |
| 11:55    | All   | Writing           | 3:25          | 7     | History           |           |       |          |
| 12:00    | All   | Noon              | 3:35          | 7     | History           |           |       |          |
|          |       |                   | 3:40          | 1     | Phonics           |           |       |          |
|          |       |                   | 3:45          | 2     | Spelling          |           |       |          |
|          |       |                   | 3:50          | 3     | Spelling          |           |       |          |
|          |       |                   | 3:55          | 4     | Spelling          |           |       |          |
|          |       |                   | 4:00          | 5     | Spelling          |           |       |          |
|          |       |                   | 4:05          | 7+8   | Spelling          |           |       |          |
|          |       |                   | 4:10          | All   | Oral              |           |       |          |

I HEREBY CERTIFY That the foregoing report is correct and that I have completed my daily register and classification register and have filed the same with the District Clerk. I also enclose a copy of the daily program.

*Gladys Hundertmark*  
Teacher.

NOTE.—(a) In this report the teacher should studiously comply with all its requirements. Partial or incorrect reports are of little value.  
(b) In your classification register you should make the standing of every pupil as plain as possible, that your successor may profit by all you have done, thus bringing a great advantage to the pupil.  
(c) The classification register referred to in this report is any register or scheme by which the complete standing and progress of each pupil is shown.

FORM 13-A  
Dec. 1919. 24,000 copies

Teacher's Term Report

DISTRICT CLERK

School District No. *15*

Lincoln County, Kansas

FOR THE

Term ending *April 21, 1920*

Received and filed *4-29* 1920

*G. W. Howard*  
District Clerk

*Gladys Hundertmark*  
*Lincoln* made standings as noted below:

| Subjects.       | Standing. | Subjects.                  | Standing. |
|-----------------|-----------|----------------------------|-----------|
| Psychology..... | <i>98</i> | Grammar.....               | <i>97</i> |
| Methods.....    | <i>90</i> | Reading.....               | <i>90</i> |
| Management..... | <i>94</i> | United States History..... | <i>95</i> |
| Arithmetic..... | <i>94</i> | Physiology.....            | <i>93</i> |
| Geography.....  | <i>99</i> | Civics.....                | <i>90</i> |
|                 |           | General Average.....       |           |

Required average, 80 per cent.  
Minimum in any branch, 60 per cent.  
Anything below these a failure.

*Lucius Elizabeth Winter*  
State Superintendent Public Instruction

7-288

Form 46.

4-15-0000

### Certificate of Registration of State Certificates and State Normal School Diplomas.

No. *4140-779*

Date *August 8* 191*9*

This Certifies, That *Gladys Hundertmark*  
of *Lincoln, Kans* is a holder of a valid  
*Normal Training Certificate*  
(Insert kind of Certificate.)  
issued *6-30-1919* for *2* years, and expires *6-30-1921*

and that the same has been duly registered by me this day, as required by Sections 55 and 56, School Laws of 1907.

*G. N. Hower*  
\*County Superintendent.  
Clerk of Board of Education.

\*Cancel titles which do not apply.

5-5529

# TEACHER'S CONTRACT

It is Hereby Agreed, By and between School District No. 15, County of Lincoln, State of Kansas, and Gladys Hundertmark the holder of a Normal Training certificate, this day in force, that said teacher is to teach, govern and conduct the public schools of said district to the best of her ability, follow the course of study adopted by the State Board of Education, keep a register of the daily attendance and studies of each pupil belonging to the school, make all reports required by law, and such other reports as may be required by the County Superintendent of Public Instruction, and endeavor to preserve in good condition and order the schoolhouse, grounds, furniture, apparatus, and such other district property as may come under the immediate supervision of said teacher, for a term of Eight school months, commencing on the first monday day of September A. D. 1919, for the sum of Sixty Five Dollars per school month, to be paid at the end of each month. It is also agreed that said teacher will pursue the professional course of study prescribed by the State Reading Circle Board, or its equivalent, will attend county teachers' associations, and shall receive one dollar as compensation for each teachers' association attended: *Provided*, That the District Clerk shall not draw an order for the amount herein specified unless he shall have received written notice from the County Superintendent that said teacher is entitled to pay. Continued failure to comply with the above conditions, one month's written notice having been given the teacher and District Board by the County Superintendent, renders this contract void, at the option of the District Board, the County Superintendent concurring. It is provided that in case said teacher shall be legally dismissed from school, or shall have her certificate legally annulled, by expiration or otherwise, then said teacher shall not be entitled to compensation from and after such dismissal or annulment: *Provided further*, That the wages of said teacher for the last month of the school term shall not be paid until said teacher shall have made the reports hereinbefore mentioned.

And the said School District hereby agrees to keep the schoolhouse in good repair, and to provide the necessary fuel, school register, and such other supplies as may be necessary.

IN WITNESS WHEREOF, We have hereunto subscribed our names, this Eighth day of August A. D. 1919.

ATTEST:

George Kromlein  
Clerk or Treasurer.

Charley Colvin  
Director or Treasurer.  
Gladys Hundertmark  
Teacher.

REMARKS.—The teacher should be elected at a meeting of the District Board. This contract should be made out in duplicate and one copy given to the teacher and the other placed on file in the District Clerk's office. The law does not authorize the District Board to make a contract with a teacher, nor to pay salary, for any time during which a certificate is not in force.

No. A 4140

STATE OF KANSAS  
DEPARTMENT OF EDUCATION

**Normal Training Teacher's Certificate**

VALID FOR TWO YEARS. RENEWABLE

These Presents Declare, That *Gladys Hindertman*  
being a graduate from the Normal Training course in a high school accredited  
for this purpose by the State Board of Education as provided by chapter 212,  
Laws of 1909, and having passed the required examination, is entitled to this  
Certificate, which shall be evidence of qualifications to teach in elementary  
schools in any county in this State for a period of two years from the date  
hereof.

This Certificate is renewable at its expiration if the holder meets the con-  
ditions prescribed by the State Board of Education.

Given under authority of the State Board of Education, this

*30* day of *June* 191*9*

*Wm. H. ...*  
State Superintendent of Public Instruction.



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



**BASHAN SCHOOL**

District Number 15

Lincoln County, Kansas

1919-1920

GLADYS HUNDERTMARK, Teacher

**PUPILS**

FIRST GRADE

|                |                 |
|----------------|-----------------|
| Lawrence Cline | Verne Kroenlein |
| Lyle Cline     | Walter Shafer   |
| Dale Creek     | Erwin Traulsen  |

SECOND GRADE

|               |                  |           |
|---------------|------------------|-----------|
| Esther Ancell | Allen M. Linnas  | Guy Creek |
|               | Arnold Kroenlein |           |

FOURTH GRADE

Myrtle Ancell

FIFTH GRADE

Pauline Cline

SEVENTH GRADE

|              |                 |
|--------------|-----------------|
| Morgan Cline | Theodore Walter |
|--------------|-----------------|

EIGHTH GRADE

|              |               |
|--------------|---------------|
| Velma Ancell | Emerson Cline |
|--------------|---------------|

Adolph Traulsen

NINTH GRADE

Eva Morrical

**SCHOOL BOARD**

|                         |                       |
|-------------------------|-----------------------|
| Charles Cline, Director |                       |
| George Kroenlein, Clerk |                       |
|                         | Ben Walter, Treasurer |