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1984

### Interview with Florence Campbell Kloxin

Norma L. Waggoner  
*Fort Hays State University*

Florence Campbell Kloxin

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AN ORAL INTERVIEW  
WITH  
FLORENCE CAMPBELL KLOXIN  
OF  
CHASE, KANSAS

by  
Norma L. Waggoner  
Fall, 1984

Submitted to Dr. Allan Miller  
in partial fulfillment of the requirements for  
Education 700:  
History of American Education

Norma: This is Florence Kloxin. During the time that she taught school, she was Florence Campbell (that was C A M P B E L L). At that time it was pronounced as 'Camel.' Didn't ya? (At least my mother did.)

Florence: That's right.

N: Florence, how did you get your teaching certificate?

F: At the time I was a senior in high school, they had a Normal Training course that was put out by the State of Kansas, Department of Education, and it was called the Normal Training Teacher's Certificate. And it was valid for two years and renewable. The state superintendent of Public Instruction, Jessie Miley, issued it to me June 1924, after I had taken the examinations.

N: On your examinations then, you had to meet a certain standard to get that, didn't you?

F: Yes, you had to have an average of 80% of all your grades to get your certificate. There was a lesson in psychology, one in management, one in arithmetic, geography, grammar, reading. Those were all averaged up after you took your examination at the county seat. At that time we had a superintendent of schools that visited. Of course that's out now too. [inaudible] This superintendent was over the -- And you had to have that certificate renewed every time that it ran out. You had to have eight hours of college work to renew this Normal Training Certificate. It was how it was renewed.

Most of my hours are in Sterling College. Every two years I would go to school and have it renewed, eight hours. One year I went to Boulder, one year I went to -- it's from McPherson College. It was a school that they could take out there where it's cool, and get your credits and still be out on vacation.

N: Where was the first school that you taught at?

F: Well, my dad took me out to meet the school board along in May. I believe I sent out two different applications to get a contract, a teaching contract. So, we went up near Bushton. It's about fifteen miles from here [Chase]. We went to meet all the school board. Then they, there was Mankey, L.F. Mankey, he was the director; Carl Beaverly, he was the clerk; and William Schulz, was the treasurer. After I had meet them and they visit with me and asked me a few questions, about discipline, this, that, and the other thing. Why we came home and I got a telephone call then, that they had -- would hire me.

So, my first year we had eight months school, and I got \$80 a month for eight months. You ought to have though -- you can't imagine how

much different things I plan to buy with that. And Mother kept telling me, she said, "You won't get half of those things." But, I found out that \$80 at that time went farther than what it would today. The \$80 didn't go far then either, cause I had to pay the landlady where I stayed. Well, I stayed with the treasurer. That made it nice when the end of the month came, he just gave me the check, you didn't have any trouble getting a check.

I don't think I ever met with the board after all together for any reason. One of them would talk about - one of them would say, "Well, uh, Are you going to have a Christmas program?" Well, yes, I had a Christmas program. And it was my first program or anything. I just had - I tell you we had those recitations and playlets and everything practiced till - . I think every child in the school knew everybody else's part. After the program that night, Mother's sister (Mother had a maiden sister, Aunt Lola) and she rode up with them. And she said to me, she said, "You know, I think they gave those parts so fast, I couldn't hardly understand what they were saying." It really made me realize that just that kid in me, I guess. Until after she mentioned it to me. Of course by the time I had another program, I setted them down.

N: What years was it that you taught at Bushton and how old were you?

F: I was 19 when school started, but my birthday was in October and I was 20 the 5th day of October in 1924. I started teaching in September. But I stayed there two years. And I could have stayed the next year which pleased me.

And I had another school board out here west of Chase. I looked out the window one morning and it was getting into April or May. April, it had to be April because it was only eight months school. And here's a car coming over the hill. And I knew that car and it was the forman from another school. One of the school board members and they just come in and said, "Listen." You know when the teacher gets a little tense, most every kid in the room will get tense. They just respond to ya. At least they did back in those days. I don't know how they do today, but I was really frightened. But anyway, they hired me, so I guess they must of --.

But then, I could go out here north of Chase and teach in a two room school. And that let me stay at home. So, I stayed at home and taught in a two rooms of course, they had two rooms instead of, they had four grades instead of the upper grades too.

N: At Bushton you had eight grades, is that correct?

F: I had all eight grades. I might have, I can't just remember, of the ten I had the first year pupils, I had practically all -- I know I

had a first grade and a eighth grade. All the rest of them were strung down in between. But, the second year I had fourteen in all eight grades. So, I think the worst trouble was I just couldn't do right by that little first grader. That's one of the things that has kinda always bothered me. I haven't seen her, but she lives at Ellsworth. Maybe one of these days I might see her. But uh, I do see some of those pupils yet.

But anyway, I had, when the eighth grade were going to take their examinations to pass out of the country school, I had to do most of my preparing and work with them. You just have to do what you have to do. I had her lessons, but I didn't do as well by her as I always felt like I could have, maybe.

N: But, it was a little bit more difficult to teach all those grades, I would think?

F: Well, another thing, I had always gone to a town school. And the only chance I had to even to look at grade schools where they had all classes was along in the latter part of the Normal Training course we visited the country schools. So then, you could kinda see how that teacher handled it. And, but uh, you know as today with all the practice teaching and everything, just think how much better prepared those teachers are.

N: Yes

F: That's where the difference, one of the difference comes in, I think.

N: At Bushton, did they use the school a lot for like community activities or..?

F: Not so much, this was a county school of course, it wasn't in town. I think, in town, the town school that's different. This was a country school and they had -- I had just a program at Christmas and then a program to close the school. They always had a covered dish and a dinner the last day of school. And then, they had, they had the board meeting, they had - I don't rem, I just don't remember, when they had to be. They always had to re-elect the board members along in the spring, and it was at the school. But then, I didn't have to be there, so.

That was quite a job when we had all the janitor work to do after the school was dismissed and the kids had gone home. You had to get in the coal for the next day and get ready, and get cleaned up, everything prepared.

But, I had awfully nice lady and man that I stayed with. They was determined to take me every place they went. I was just like one of the family and they'd take me with them. Went to Larned, went over to the neighbors and the men would all get around the big table. I think it was something like Pinocle. They called it "Sheep coffer" "Sheep coffer" of something like that. They were a German family, so. It was probably a German name, I don't know. But, they were really A - number one to me. I have a soft spot in my heart for them. The women would crochet and then they'd have cake and coffee. I tell you, those men they would smoke cigars and pipes till that smoke would just be so blue in there that. I had never had smoke at home. And every so often we had a little pitcher pump, that was back in 1924, a little pitcher pump out in the hall way coming in and I had to go out and get a drink just to get a breath of fresh air. It was smoky.

N: What type of subjects did you teach your students?

F: Just the regular books that were issued by the state. They were the ones that were - I don't know how they do it now. I haven't - after I quite teaching, I taught twelve years, after I quite then - Walt said, "I'm ready to get married, if you're ready to quite teaching." So, it was up to me to decide whether I wanted to get married or to teach. Then, after we lived in Lyons awhile and after we'd moved to Chase here, I did substitute a time or two. And then I was on the school board. We had one man that had to quite and the county superintendent come over and just talked me into being on the school board. So, I suspect I was on the school board for about ten years. So, since then I do not really know what books they - but it was the state.

N: Basically it was just like math, reading and science?

F: Yes, but basically the things I took the tests on. So, that's how come I - I don't suppose these will do you any good. [See "Normal Training Examination" after text.]

N: I don't know if they would or not. I'd have to --

F: I can just pull them out.

N: But, mostly you taught - like the eighth grade you worked more with them probably on their math?

F: And then [inaudible] fifth grade, sixth grade, or fourth grade. I can't tell you just exactly, those records I didn't keep. I don't know - I could tell you some of those kiddies names, but I don't remember which grade they were in that year.

But, they were of the family, and the children were close enough till they walked or else they -- most the time they walked. One group would meet up with another group and they'd get there about the same time. And they came in cars, came, or the parents brought them. We didn't have school buses or anything at that time.

N: What kind of discipline did you use?

F: Well, you know, I really, I think maybe it was kind of personality of something, because I'd kid along with 'em and play with 'em. I really didn't have to much trouble. I don't know whether it was me or whether it was, but you must kind of, -- well, I really liked everyone of them. It's different -- it's more like a family or something then. Now -- and you know if they didn't do what they should, their parents were goina kind of help me too. It is a different story than it is now. So, I really didn't have -- I really didn't have discipline problems. I don't know whether.

N: That must have been a good sign you were a good teacher.

F: When we went out and played baseball at recess or something, when it was nice. And mostly every Friday afternoon we would have a spelling bee or an arithmetic, (what do you call) a ciphering match or something like that. I really, well maybe, I didn't know when I had problems, but they really.

N: They must not have been so severe that they stuck with you.

F: They weren't.

N: If they were they would have stuck.

F: Yea, they really. I think they're parents kinda are in agreement with you. You get along better too, by me being here with this board member. Of course I stayed there. Dad came after me and or a boy-friend came me now and then. And then, they'd take me back Sunday night. I think I knew most of the parents too. They kind of were in agreement with me. But, I really didn't have much trouble there in that one room school. Now that is -- you got to keep on your toes. Have something planned or something. Of course I was just out of school, I had a lot of ideas that maybe I wouldn't have today. After I haven't been to school. I don't know.

N: It's hard telling. After you finished your years there at Bushton, where did you go?

F: I went to Union four. It's about six to eight miles north of Chase here. It's a two room school and I had the lower four grades. There

was a first year -- There was a man in the upper grades and he had all the ball games and everything outside and I was mostly inside. I had to watch, but then the first four grades. I tell ya, at that time them little folks you know, they think that what ever the teacher does is about alright. It's different, when you get up in the fifth and sixth, and seventh and eighth. After I had gone to Alden once in awhile the, the principal would ask me to come out there and have a -- I want to say [inaudible] -- just sit and study, study. He had me come -- you know those big folks they just have to test you to see what you would do or what you would take, how much you would take, until I told just him, I said, "I just can't stand that." I'm used to 'em when I say "When you do this." I try to ask them instead of tell them exactly. But, they usually do because they wanted to.

N: Were most of the kids you taught there from rural areas? They didn't come from Chase did they? Chase had their own schools?

F: No, Chase had their own school. And then, they had school buses down here and this. That was Union four. This was Union three. So, they were two different -- and it was mostly all the area around there. They were -- that's makes a difference too, I think, where they come from and their parents. But then we never did have very many extra curricular things going on there either. Just special days and all.

N: At this school district -- what was it -- north of here?

F: Yea - Union four.

N: Yea - Union four - did you basically just go ahead and teach like things that were your basic subjects there too? And use your --

F:

Yes. You had to follow -- But then, I had a lot of folks -- I had a library and a lot of extra seat work and stuff I could. -- They would get for me up there. Where up at this first school, boy, I cut pictures out of paper and everything imaginable that we worked with. And then, they would bring things, you -- but just didn't have -- they didn't have -- I don't know really how much money they had, but they didn't buy me many things. Just the books and tablets and stuff that they brought from home so. You know, you really had to kind of use your imagination and work for lesson and things, but - we - outside of the ciphering matching and things on Friday afternoon. Then if we didn't do that we might take a walk up in the pature and look for different things that we could find to gather. A Nature Walk. That -- One time when we had the car up there we went over and looked at the wild life around Quavera. It's

- up near -- between that place and Greatbend. Quavera wildlife. It's a -- Anyway we took a ride. The whole batch got in Dad's Chevy car. But, I really did enjoy those two years and I think maybe that's one reason I didn't have anymore problems than I did. I never did -- I don't think I -- maybe set one in the front seat once in awhile, but then outside of -- there wasn't any problems really.
- N: Back to your schooling that you took at Sterling or Boulder when you had to renew your certificate, what type of classes did you have to take?
- F: Just regular -- most of them had to -- most of them dealt with teaching in some shape or form.
- N: Methods classes?
- F: Methods and management and I took some art. Maybe I better go get my old books. They're up in the attic. I do have a lot of them up there, but it's a wonder I don't have some of this stuff thrown away. I get the fever now and then. They tell me this is antique stuff.
- N: I know it -- it is.
- F: Is that going to help you any?
- N: Sure it will. I'm goina love looking at this when I'm through here.
- F: Well, I enjoy looking at it too.
- N: What - When you, you know when you like came back to Chase or when you went into Bushton or anything -- did they expect you to act in a particular manner as a teacher or conduct yourself in a way?
- F: I think they did -- I don't know. I didn't have a car. I just had to ride with other people and get around and. I think really I seemed -- even if I was just about like one of the kids, I think I got along alright, but my worst trouble was after I started teaching at Alden.. And then I was from Chase. And Alden and Chase couldn't get along when they had a football game or basketball game or something. And I - I was one day -- I would, I would go and never yell. That would be kinda hard on me. I would go and I'd just sit there watch the game. I never yelled for one or the other. They all watch me to see if I was gonna yell for Chase and I was down there at Bushton or at Alden, that would have been the worst thing that could happen to me. But I - that was kinda hard on me. But I survived.

N: How many years did you teach at Alden?

F: I was down there seven years.

N: How many grades did you have there?

F: I had two - first and second.

N: First and second -- How many students did you have?

F: Well, I would have probably fifteen to twenty. Not a great big group. But, I had a basement room. You know they put all the older grades upstairs and they didn't know where to put that first and second grade. So, we came in with the basement. It was always warm. And I had flowers in the windows and I had -- the janitor kinda liked the first and second grade, so he made us a fish pond. He took cement and put rocks around the fish pond. We had a fish pond, we had a canary bird, and all these things in that first and second grade then. I think that it helped all them kinda enjoy looking at these live things. You can work them in a lot of times.

N: Sure.

F: But I - I guess - I was maybe a little strick, but cause when I got to the place [inaudible] even teaching Sunday School. I quite teaching Sunday School, because I just. I would study my lesson and go to class and everybody talked and everybody did everything. I just couldn't have control, so I just quite teaching Sunday School. And I think - I really think maybe I was just getting to old for the change that was taking place. Because I would say to them, "You don't do that in school." They said, "That's just what you think."

N: Going back to Bushton and through your years of teaching, what kind of evaluation do you use in grading them and did you -- did the school board have certain standards that the kids or you had your own standards?

F: I just had my own standard and they might have asked me -- well I think on these old cards - A meant so many grades, B meant so many grades. I had my daily record that I kept pretty good. Then I would just kinda of give 'em their grade and there wasn't any trouble about it.

So I think that I have one letter in here I ought to let you see. A lady sent her little girl to school and she really had learning disabilities in Alden and she said, "I may - I may - You may have

a little trouble with her [inaudible]." (Of course I couldn't find it, if I wanted to.) You know, everybody, the girl learned a few words, she learned how to do a few things. Everybody all over town would say, "Well, she's learning, she's learning!" Like they didn't expect her to learn a thing. And [inaudible]. And then one year I had a couple. I don't know if this is something that ought to be told or not. But, they were deaf mutes. They were deaf and dumb. And, they came to me one whole year, the two of them. They wanted them -- they were passed - they must have been nine or ten. And they would just come and they would do what the others did. I told them, I say, "I don't know how to start to teach them." How could I? If I didn't have anybody but them, maybe I couldn't have done it. But they said, "We just want them to learn to be with children." And they rode on the school bus. And they came in. And if the rest of them sit, they sit, if the rest of them went to the board, they went to the board, if your neighbor was trying to write, you tried to write. Of course, now and then I'd try to showing the name of something, but that was one of the difficulties. You know, one of them died with cancer just about oh, maybe a year ago and I went out to see him when he was - he and his mother - he lived with his mother, he never married. And I went out to see him one day. He knew who I was alright.

N: At Bushton or at the Unified school district four up here, was there libraries in the class rooms or did you have a libraries?

F: There were some libraries up here at four. Out in this first school there wasn't a library. There was a few books the teachers before me had left, like maybe some book they had used and just left there. There was old organ and it wouldn't play. It didn't have any innerds in it. And, one day we took it out and put it in the room where they -- the shed on the side of the building where - so we kept coal and kindling and stuff. And we just tore it apart and put it out there. [inaudible]. I think that's one reason why I bought ~~these~~ two books in the first year. The first years I was teaching - they had so much material in, and stories and all, that I could kinda use -- I didn't have any material. But you would go to a county teacher's meeting in the fall, like October, September and probably be in Lyons and they'd have speakers. And they would have some gal would have a lot of patterns of different things that you could copy and use at your school. So there was ideas that one teacher would pass to another in the county.

N: Did you ever take time to read aloud to your students?

F: Well, yes, you prednear have to. That's one thing -- you know. I taught the Sunday School down here, and we always had a little phamlet about every Sunday morning and it was a little story. It might of have been about Jona one day, or might of been about Moses

or different character. And I thought maybe I might not make a very good teacher today because I would take those, and some morning I would read that story to them. And they didn't seem to mind and their parents didn't seem to mind. Some of them were Lutheran and some of them were Methodist and some of them were different denominations. But, I knew part of them were Lutherans because I would to, -- they asked me -- invited me to come a confirmation of one of the Lutheran girls. And that was the Sunday the woman sat on one side of the room and the men sat on the other. That's my first meeting -- visit to Church. And the Methodist church was about a mile from the school. And I had gone there a time or two when I stayed over. But, I, once in a while I'd read these story to them and nobody complained. So, I got by with that and but then, I did read mostly mornings. When you opened up -- after you had the flag salute. We always had the flag salute at that time. And -- maybe a little story -- I can't remember that. We never did pray the Lord's Prayer or anything. I think -- maybe the little Bible story and the thought: there behind that was enough for school.

N: Did they have to recite things to you?

F: Yes.

N: Mainly that, they didn't have a lot of paper then to write things out on?

F: Well, they -- in the book -- would be maybe such and so lesson and it would said -- tell them to make out questions or answer some questions or something. And they would write that down, after I would come along and have their class. And then they would go along and have some hand work.

N: Their parents provided the paper and they brought in?

F: Yes, paper and pencils and stuff like that.

N: Was it a particular nationality or anything there?

F: Yes they were German.

N: There were German!

F: A German community. This lady's mother and father lived in Bushton and once in a while they would come out and visit her and they spoke no English [Tape is messed up here.] leave me in a note. I didn't know German and they didn't know English. And then when she would come back. One day she asked me, she said, "Did you tell them you wasn't going to have any last day of school program?" I said, "No, if I told them I didn't mean it." Anyway, I knew four

words. And probably when she said, she said school, however she said it, then I probably thought she meant something else. Anyway, we couldn't understand each other. But they were nice people and I -- they'd do anything for me. But, this Mr. and Mrs. Schultz that I stayed with, they didn't have any children and so I was kinda the kid, I guess.

N: You said that now you still see a lot of your students around.

F: Every once in a while.

N: Now, you see them in like Lyons, Great Bend?

F: Well, once in a while now like, if they have Chase day or sometime when that see. I was teaching in Glen Cherry near Bushton. They had the picnics down here and sometimes -- one time the mother told me she said, she would let me drive the car, she wouldn't let the kids drive the car, but she would me drive the car and bring all the school kids down to the Chase picnic. And then some of them would be down here and drive it home. You know, this was a Ford and you had to push down on the pad to get it to go forward or something. And Dad, our Cheverle had a gear shift and I wasn't use to this other Ford. And I said - I told those kids, I said, "I don't think I can do it." They said, "Yes you can." [inaudible]. They siad, "Yes you can, we'll help ya." And they just sit by me and told me what to do. They could have driven the car a lot better than I could have, but the mama wanted me to drive. And I drove it. I - You get in this thing. But they were Doles and there a Doles here that they were related to. But I haven't seen them - that group. I see the Rickers more often and the Raylords and then there were -- part of them were Catholics and the Beaverly family was Catholic. And I didn't see them as much as the ones that went to the other churches.

N: Do you know of any of your students that became outstanding citizens of their community? I know a teacher that became an outstanding author and wrote Chase America.

F: Well Richer is in the co-op up here. He course is just the co-op manager and they didn't do bad, but I don't think they were outstanding.

N: No criminals anyway.

F: No, I don't think there are any criminals either. I don't think I can take any credit for that.

N: Were there any kind of PTA organization or anything at that at all?

- F: No, I think that was ahead of me - PTA. Now there was here in Chase, but not in the rural. They come in from the rural areas to PTA's. And up near Bushton, Glen Cherry, they didn't even have one. They didn't have anything. They didn't have any community organization.
- N: But, basically, you communicated with the parents all the time, so there was no need for it.
- F: Yea, well, they come like they would bring the kiddy to school. If they had something to tell me, well, "we want to pick him up to do something awhile." That was alright they just told me and they could do it. And then -- the rest of the time I -- I don't think cause like I said there's this one group they were Lutherans, some of them were Methodists and then we had this one family that were Catholics and then I didn't see them very much. I didn't have any of their children in school. I think maybe that was the reason.
- N: Yea.
- F: Could have been. But there wasn't any organization at that time. I guess .
- N: But, you communicated with the parents all the time, so it didn't make a whole lot of difference?
- F: Yes.
- N: PTA's now days anyway are basically so teachers communicate with parents. -- Okay.

At this point I stopped the interview, as I could tell she was getting tired and losing her train of thought. As she prepared supper, I thumbed through her scrap book and recorded on the back side of the tape some things found in it: classes taken at colleges, teaching contracts, letters from the State of Kansas and parents. She also allowed me to copy some of the things that were in the book. Please see the following pages for her Teacher Training Certificate, test for Normal Training and contract.

# State Examination Professional Reading

Saturday, May 22, 1926

The following paragraph is quoted from the regulations of the State Board of Education:

"Commencing with September first of the school year 1923-'24 holders of normal-training certificates must follow a course of professional reading prescribed by the State Board of Education. This professional work will be concluded with an examination prepared by the state board and held at the same time and place as the examination for normal-training certificates, in any county where the normal-training examination is being held. These papers will be transmitted to the State Department of Education for grading. The book on which this work is to be based will be announced annually on or before September first. Eighty per cent is the passing grade."

## RULES GOVERNING THIS EXAMINATION.

1. Teachers renewing normal-training certificates in 1926 must take this examination unless a grade in Professional Reading was obtained in 1925. Holders of normal-training certificates renewable in 1927 have the privilege of taking the state examination in Professional Reading either in 1926 or in 1927. This examination is not required of persons who have secured permanent normal-training certificates.
2. Each candidate should fill out an enrollment card and write his name and address on each separate sheet of paper the same as on the card.
3. Write only on one side of the paper. Use pen and ink.
4. The same general rules apply as in the normal-training examination.
5. Manuscripts will be graded by the State Department of Education, and a report made to the applicant about the middle of July.
6. Charge no fee for this examination.

FOR THE COUNTY SUPERINTENDENT,

Examiner should see that each applicant's manuscripts are securely fastened together and should attach the enrollment card to the first sheet. ~~At the close of the examination, wrap all professional-reading manuscripts in one package and include this package with the~~ which you send to the State Department.

JESS W. MILEY,

State Superintendent.

## HOW TO TEACH READING.

(Pennell and Cusack.)

Answer any ten. Do not answer more than ten.

- ✓ 1. Why is effective reading of fundamental importance in adult life? In child life?
- ✓ 2. What facts in regard to the work of the eye in reading should the teacher know? What practical use can she make of this knowledge?
3. How should new words be attacked?
- ✓ 4. What features of a book or magazine should a child be taught to use?
- ✓ 5. What are the factors conditioning speed in reading?
- ✓ 6. How can effective use of a dictionary be secured?
- ✓ 7. Why should training in silent reading be given? When should this training be begun? Why?
- ✓ 8. What preparation must a teacher make for a lesson in silent reading?
- ✓ 9. Why should training in oral reading be given? What material is best suited for oral reading?
10. What remedial measures can be used for the following:
  - a. Lack of interest in reading.
  - b. Lack of control over words.
  - c. Lack of comprehension.
  - d. Faulty eye-movements.
  - e. Speech defects.
- ✓ 11. How may the kindergarten help to create and foster an interest in reading?
12. In formulating blackboard lessons for a second- or third-grade reading class, the teacher should be careful to observe correct literary form. What are some of the things she should keep in mind?
- ✓ 13. What should be the general objectives in teaching reading in the fourth, fifth, and sixth grades?
14. Suggest at least two supplementary readers for either the fourth, fifth, or sixth grades. *Winston fourth*
- ✓ 15. Discuss the use of newspapers as reference material in the upper grades.

434

### In the Normal Training Examination,

Held MAY 10 1924 at Chase, Mo., 1924

Florence Campbell  
Chase, Mo.

made standings as noted below:

Subjects.	Standing.
Psychology .....	86
Methods .....	95
Management .....	91
Arithmetic .....	85
Geography .....	85
Grammar .....	70
Reading .....	67
General average .....	82

An average of 80 per cent of all grades, with no grade below 60 per cent, is required for a certificate. Applicants failing to secure a certificate may carry grades of 80 per cent or above for one year only, and at the next succeeding examination may write upon the subjects in which they have fallen below 80 per cent.

*Jess W. Miley*  
State Superintendent of Public Instruction.  
10-2112

# ARITHMETIC

(Answer only ten questions.)

(Indicate operations in all solutions.)

1. Theory:

- (a) What should the pupil learn in arithmetic during the first two years of his school life?
- (b) What standard units of denominate numbers would you teach a pupil of the second grade?
- (c) How would you use objects in teaching number work in the first and second grades?
- (d) Illustrate and explain the 45 combinations.
- (e) What material should you have prepared or collected for teaching numbers in the first and second grades?

2. Explain:

- (a) The value and use of standard tests.
- (b) How would you make the study of arithmetic practical in the community where you teach?
- (c) How would you teach the fundamental processes in decimal fractions?
- (d) How to teach that the area of a circle equals the product of one-half the circumference by the radius.

3. Find the capacity—

- (a) In bushels, of a bin 15 ft. long, 9 ft. wide and 7 ft. deep. *4756*
- (b) In cubic feet and in gallons, of a cylindrical watering trough  $2\frac{1}{2}$  feet in diameter and 15 inches deep. *3200*

4. A cement walk is 60 ft. by 8 ft. Find the diagonal of the walk. How many square feet of walk on each side of the diagonal? If the walk is 8 inches thick, how many cubic feet of concrete were used? *60.5*

5. At  $\frac{3}{4}\%$ , Mr. Wilbur paid a premium of \$18 for insuring his property at  $\frac{3}{4}$  of its value. Find the face value of the policy. Find the value of the property. *✓*

6. Two farms sold for \$3,000 each. On one the owner gained 20% and on the other he lost 20%. Did he gain or lose on both transactions? How much? *1000*

7. A can do a piece of work in 8 days, B can do it in 6 days, and C can do it in 12 days. How long will it take if all three work together? *2 2/3*

8. a. From a farm of 80 acres there were sold 7.5 a., .75 a., .075 a., and .0075 a. How many acres were left? *71.6275*

b. Change to decimals of four places:  $\frac{1}{6}$ ,  $\frac{1}{8}$ ,  $\frac{1}{24}$ ,  $\frac{1}{42}$  and  $\frac{1}{56}$ .

c. Simplify  $\frac{5}{6} \times \frac{1}{2}$  and  $\frac{3}{4} \times 2\frac{1}{2}$ . *5/12, 7 1/2*

d. How many acres in a square field whose diagonal is 64 rods? *5714 2/3*

9. At 95c. a yard, what will be the cost of carpeting a room 18 x 20 feet with carpet one yard wide, if the breadths run lengthwise and there is a loss in matching of eight inches to the breadth? *35 1/2*

10. \$1,800.00

KANSAS CITY, Mo.,  
September 14, 1923.

Four months after date, I promise to pay to the order of  
Dennison and Page, Eighteen Hundred Dollars, with interest at  
6%. Value received. HORACE P. STILES.  
Discounted Oct. 30 at 5%. *# 1749.30*  
Find amount received for note.

11. How much must be paid for 42 shares of stock in Peoples Gas Co. at 103 1/2, brokerage 1/8%? *44,352.25*

12. If the valuation of a school district is \$80,000, what will be the levy necessary to raise \$7,200 for school purposes? *9*

## PSYCHOLOGY.

1. Define psychology, mood, sentiment, disposition, temperament, conception.
2. Discuss:
  - a. Sentiment as a cause of action.
  - b. Prevention of the formation of bad habits.
  - c. The psychology of habit as related to teaching.
  - d. The relation of attention and consciousness.
  - e. The two ways of studying the mind.
3. Distinguish between—
  - a. Mind and brain.
  - b. Conception and perception.
  - c. Thinking and day dreaming.
  - d. An ideal and an idea.
  - e. Remembering and recollecting.
4. Illustrate:
  - a. Instinctive acts.
  - b. Habitual acts.
  - c. Volitional acts.
  - d. The forms of reasoning.
  - e. Three types of attention.
5. State:
  - a. The nature of consciousness, and illustrate by a diagram.
  - b. James' three maxims of habit formation.
  - c. The interrelation of expression and impression.
  - d. How your knowledge of psychology will aid you in teaching.
  - e. A syllogism.
6. Point out the value of imagination—
  - a. In interpreting the thoughts of others.
  - b. In constructing ideals.
  - c. In regulating conduct.
  - d. To the teacher.
  - e. To the learner.
7. State the laws of association—
  - a. From the psychological point of view.
  - b. From the physiological point of view.
8. Explain—
  - a. How interest is the gateway to the education of the child.
  - b. The procedure of the child in forming a concept.
  - c. "Interest is dynamic."
  - d. The laws underlying memory.
9. What is meant by "an idea always assumes greater clearness and wider relations when it is expressed?"
10. How does attention measure mental efficiency?

## METHODS.

1. Tell what to do the first day of school.
2. Explain—
  - a. The value of the plan-book in teaching.
  - b. Correlation as applied to school subjects.
  - c. The meaning of "standard tests."
3. Outline a daily program for a one-teacher school having eight grades with three pupils in a grade.
4. Discuss and compare the methods of teaching primary reading. Which method do you prefer? Why?
5. Discuss the importance of appeal to generic values in the teaching of subject matter.
6. What methods would you employ—
  - a. To make seat-work effective?
  - b. To remedy poor work in arithmetic?
  - c. To correct errors in oral English?
7. Write a short application for a position as primary teacher in a city school.
8. (a) Explain the ethical value of play.  
(b) Define method, device and technique. State fully the differentiation of each term.  
(c) Compare the Socratic method and the topical method as to effectiveness in the recitation. *fundamental of primary*
9. What standards will you expect pupils to attain in spelling? Why is spelling essential?
10. Would you expect as much power of concentration from a pupil who has adenoids as from one who has not? Discuss this question.

## MANAGEMENT.

(Answer only ten.)

1. (a) What should the teacher know about the school before the opening day?  
(b) How may she get this information?
2. Discuss the duty of the teacher—
  - a. To the community.
  - b. To her profession.
  - c. To parents.
  - d. To the school board.
  - e. To the county superintendent.
3. Name five common school evils and tell how to treat them.
4. What should be the aim of punishment? What principles should govern punishment? What is the aim of discipline? Explain "Government by incentive."
5. How could the teacher cultivate the following school virtues?
  - a. Neatness?
  - b. Accuracy?
  - c. Industry?
  - d. Obedience?
6. What cautions and admonitions can you give as to—
  - a. Use of sarcasm?
  - b. Being hasty?
  - c. Dealing with dull children?
7. State definitely ways of helping a child who does not know how to study.
8. (a) What advantages does a one-teacher school have?  
(b) What disadvantages?  
(c) Suggest ways a teacher may cause pupils to use the advantages and avoid the disadvantages.
9. What special treatment should be given—
  - a. The dull child?
  - b. The unusually bright child?
10. (a) In the order of sequence name the "five formal steps" in the recitation.  
(b) Explain what is meant by each step.
11. (a) What care should the teacher exercise in the assignment of the next lesson?  
(b) When should the assignment be made?  
(c) Why?

## READING.

1. Make a brief statement of your own reading for the current year from which the examiner may ascertain your reading field.
2. Of what importance is intonation in reading; as a teacher how do you purpose to develop this quality among your pupils?
3. (a) Write the letters f to o, inclusive, in alphabetical order.  
(b) Write numbers over the five words in each of the following groups to show the order in which they would occur in the dictionary:
  1. Way, eat, dog, foot, horse.
  2. Many, manage, man, mane, manor.
  3. Hemispheroid, hemstitch, hemisphere, hemispherical, hemispheric.  
(c) Underline the order in which the several definitions of one word are given in the dictionary:
  1. Alphabetical order.
  2. Order in which they are developed historically.
  3. Most common first, least common last.
  4. Least common first, most common last.
  5. Most recent first, the oldest last.
  6. No special order.
4. Write a brief discussion about the history of reading. What important fact about the movement of the eyes in reading is brought out by Huey?
5. What use should be made of the mechanics of reading in the grades?
6. Explain the classic "O Captain! My Captain!" as you would develop it in your own school.
7. (a) Explain the figure of speech known as an allusion; discuss its importance.  
(b) Give suitable quotations and point out—
  1. An allusion to history.
  2. An allusion to literature.
  3. An allusion to the Bible.
  4. An allusion to folklore.
8. Write from memory "The Recessional"; who is the author; of which type of literature do you consider this a good example, concrete or abstract?
9. Explain both the merits and the demerits of the word method of teaching beginners to read.  
Give a careful discussion of the comparative values of oral reading and silent reading.

## GRAMMAR.

1. Discuss:
  - a. The purpose of all language teaching.
  - b. The purpose of grammar.
  - c. Three practical ways to correct grammatical errors in school.
  - d. The observation of "good English week."
2. Correct these sentences if necessary and state the reason for each correction:
  - a. Can we go fishing with them boys?
  - b. During the night the bread will raise to the top of the pan.
  - c. His advice had a good effect on we girls.
  - d. Please can we work these kind of problems for our lesson?
  - e. When I laid down I left the paper lying on the table.
  - f. Miss Lane read the story to we girls.
  - g. This room looks badly.
  - h. Frank will go with Henry and I.
  - i. The children played quiet on the lawn.
  - j. We don't have no examination to-day.
3. Give the synopsis of the verb *write* in both active and passive voice, indicative mode, plural number, third person.
4. Tabulate the principal parts of the following verbs:
 

a. am	drive	hide	lose	sting
burst	eat	lay	lie	teach
come	go	learn	sit	tell
drink	give	lend	shrink	write

  - b. Use the past tense of *sit*, *lie*, *burst*, and *lay*, in sentences.
5.
  - a. Write ten sentences each illustrating a different use of the noun. Underline the noun and after each sentence indicate its construction.
  - b. Write five sentences each illustrating a different use of the infinitive. Under-score the infinitive and indicate its office in the sentence.
6. Define and illustrate in sentences:
  - a. Objective complement.
  - b. Object.
  - c. Retained object.
  - d. Predicate complement.
7. Analyze or diagram the following sentences:
  - a. Genius is a great *capacity* for taking pains.
  - b. To obey is better than to *sacrifice*.
  - c. Iron will float in *mercury* because mercury is denser than iron.
  - d. Parse italicized words.
8. Fill blanks with a suitable verb or pronoun and tell why it is used:
  - a. Every one of the pupils ——— finished ——— exercise.
  - b. The dish that was ——— belongs to Mary and ———.
  - c. I never heard of ——— doing that before.
  - d. There ——— several pencils in the box.
  - e. The man will choose between John and ———.
9. Decline the personal pronouns. How would you show students that memory work is valuable?
10. Tell briefly how you would correlate—
  - a. Language and art.
  - b. Language and nature study.
  - c. Language and literature.

1. Discuss fully:
  - a. Rational geography.
  - b. Place geography.
  - c. Standard time.
  - d. Climate.
2. Classify and explain:
  - a. Geographic controls (5 illustrations).
  - b. Geographic responses (5 illustrations).
3. What and where are the following: Dardanelles, Vesuvius, Weland, Rhine, Calcutta, Jugoslavia, Kiel, Yokohama, Juneau, Edinburgh?
4. By means of a diagram show the width of the zones. Name the boundaries and explain why the boundaries of the zones are located just where they are.
5. What are cyclonic storms? Show the relation between rainfall and cyclonic storms.
6. Discuss fully the inductive and deductive methods of teaching geography.
7. Name ten products shipped out of the United States and ten products brought into the United States. From whom do we buy and to whom do we sell in each case?
8. Make a model assignment for a lesson in geography on Germany.
9. What material in addition to the textbook may be used as an aid in teaching geography?
10. State the purpose and outline the scope of observational or home geography.

STATE OF KANSAS—DEPARTMENT OF EDUCATION

## Normal Training Teacher's Certificate

VALID FOR TWO YEARS. RENEWABLE

These Presents Declare, That *Florence Campbell*  
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 section 72-1309, Revised Statutes 1923, 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 September first, 192*4*...

This certificate expires September first, 192*6*... This certificate is renewable at its expiration if the holder meets the conditions prescribed by the State Board of Education.

Given under authority of the State Board of Education, this

**B N<sup>o</sup> 6270**      ... *30th* day of *June*, 192*4*...

*Jess W. Miley*  
State Superintendent of Public Instruction

Registered in Rice County August 25, 1924

*[Signature]*  
County Superintendent.

Registered in Rice County August 30, 1926

*[Signature]*  
County Superintendent.

Registered in Rice County August 31, 1928

*[Signature]*  
County Superintendent.

Registered in Rice County August 26, 1930

*[Signature]*  
County Superintendent.

Registered in Rice County September 24, 1932

*[Signature]*  
County Superintendent.

RENEWED FOR  
TWO YEARS FROM

SEP 1 1934

*[Signature]*  
STATE SUP.

RENEWED FOR  
TWO YEARS FROM  
SEP 1 1926  
*[Signature]*  
STATE SUP.  
RENEWED FOR  
TWO YEARS FROM  
SEP 1 1928  
*[Signature]*  
STATE SUP.

RENEWED FOR  
TWO YEARS FROM

SEP 1 1932

*[Signature]*  
STATE SUP.

# TEACHER'S CONTRACT

IT IS HEREBY AGREED, By and between School District No. 26, County of Rice, State of Kansas, and Frances M. [unclear] the holder of a Normal Training Teacher certificate, this day in force, that said teacher is to make and subscribe the oath or affirmation printed on the back hereof, and 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 and the State 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 10 school months, commencing on the first day of September A. D. 1922, for the sum of 100.00 Dollars per school month, to be paid at the end of each month.

It is agreed that at all times during employment said teacher will be modest in dress and will carefully set before the youth of the community proper examples of good conduct and of freedom from all bad habits and harmful vices.

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 also 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 Board hereby agrees to keep the schoolhouse in good repair, pay for janitor service, and provide the necessary fuel, school register, and such other supplies as may be necessary.

IN WITNESS WHEREOF, We have hereunto subscribed our names, this 10th day of September, A. D. 1922.

ATTEST:

[Signature] Clerk.

[Signature] Director.

[Signature] Teacher.

[Signature] Treasurer.

**NOTE.**—This contract should be made out in duplicate and one copy given to the teacher and the other placed on file in the School District Clerk's office. The law does not authorize the School District Board to make a contract with a teacher, nor to pay salary, for any time during which a certificate is not in force. Having signed this contract, both the Board and the teacher are liable at law for any violation thereof.

TEACHER'S CONTRACT

DISTRICT No. 26

Wichita COUNTY, KANSAS,

FOR TERM BEGINNING

AND ENDING

192

192

Teacher

Home address

District Clerk

*W. C. Bell*

OATH, OR AFFIRMATION, OF TEACHER.

STATE OF KANSAS,

County of Wichita ss.

I, Florence Campbell, do hereby swear, or on my honor and conscience affirm, that I will support the constitution and laws of the United States; the constitution and laws of the state of Kansas; and faithfully impart lessons of patriotism, loyalty, and allegiance to this Republic, to every pupil that shall come under my instruction.

(Signature) Florence Campbell Teacher.

Subscribed and sworn to before me this 10th day of April, 1927

My commission expires.....

Notary Public (or other officer authorized to administer oaths.)

Note.—If the teacher is a member of any religious body the faith of which will not permit the taking of an oath, strike out the words "swear or," and the words "and sworn to."

RICE COUNTY  
SCHOOLS

DIRECTORY  
1925—1926

FLORA GUETHLIN  
COUNTY SUPERINTENDENT  
LYONS, KANSAS

24 Northfork	Martha Alton, Little River.....NT	30	John Donnelly, Little River 224,890 L. H. Knackstedt, Little River Pete Hunsinger, Windom	4.5	32	18
25 Excelsior	Bertha Ohnstead, Lyons.....1	125	Nelson Belden, Sterling J. O. VanNorman, Lyons Mrs. Mabel Goerl, Lyons	299,720	3.4	55 37
26 Glen Sharold	Florence Campbell, Bushton.....NT	90	Leo Manke, Ellinwood Wm. Schultz, Bushton Carl Bieberle, Ellinwood	391,021	2.1	27 10
27 Green Valley	Pauline Volkland, Bushton.....3S	85	Ed Gemienhardt, Bushton W. H. Poppeieter, Bushton Alvin Beck, Bushton	366,784	1.7	24 3
28 Little River	Supt. A. F. Throckmorton, L. R. L Fred M. Schul, Little River 3L Leo I. Warner, Little River 3L Selma Ferns Huling, L. R. 3L Mary E. Shaw, Little River 3L Eva R. Werner, Little River 3L Delia Chavez, Little River S Hugh Kitterman, Little River NT Lena Klien, Little River 1 Hazel Ruehlen, Little River NT Mildred Hatfield, Little River NT	266 188 161 150 155 150 125 100 100 100 100	C. C. Shumway, Little River 1,531,238 A. J. Reed, Little River J. E. Moore, Little River	7.9	249	256
4						
29 Mt. Pleasant	Rachel Evans, Bushton	NT 95	H. H. Roelfs, Bushton Otto Springer, Bushton Elmer Wessler, Bushton	391,706	3.1	46 17
30 Wide Awake	Pearl Colberg, Chase	NT 80	Albert Dittmers, Chase W. L. Haxton, Chase J. S. Dellinger	310,491	2.6	24 16
31 Keystone	Lillie Boldt, Lyons	PNT 110	S. E. Smith, Lyons F. L. Helmer, Lyons S. J. Avery, Lyons	314,726	4.8	32 20
32 Bee Hive	Mabel Sanderson, Windom	NT 90	B. F. Myers, Windom Mrs. Kate Downing, Windom W. R. Snell, Windom	218,146	4.2	30 12
33 Pleasant Hill	Elsie Stange, Lyons	NT 100	Walter Poland, Lyons Homer Johnson, Lyons E. L. Asling, Lyons	369,355	3.3	17 16
34 Eureka	Elsie Wright, Bushton	3S 100	Frank Murphy, Frederick H. E. Groth, Frederick Arnold Westrup, Frederick	347,905	2.9	9 9
35 Prairie Lea	Viola Metcalf, Lyons	NT 115	M. L. Smith, Lyons G. N. Leclerc, Lyons O. F. Ellis, Lyons	307,650	3.3	25 11
36 New Atlanta	Elma Dean Orr, Lyons	2 90	H. Cherpitel, Lyons Mrs. L. A. Smith, Lyons Forest Ebright, Lyons	247,612	4.1	21 12