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1980

Nancy Bartos and Students

Country School Legacy: Humanities on the Frontier

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Nancy Bartos and Students Recording

Redbird School, Holt County, Nebraska

No date provided

Participants:

Nancy Bartos, teacher

Terry Sedivy(?), student

Joanne Day, student

Darren Carson, student

Erica Pinkerman, student

Lisa, student

Tracy, student

Scott Sedivy(?), student

Donny Heniger, student

Shelly Ray Graham, student

Robby Sporleder(?), student

Vicky Heniger, student

Jody Bessert, student

John Pinkerman, student

Perry, student

Brett Pinkerman, student

Angie Graham, student

[Side one]

[0:09]

Bartos and students: (singing)

One day while I was walking

Passing trees along the way

I sat down on a snowy log

Just to pass the time away

As I looked around me

The more that I did look
The more I realize that I was viewing
God's coloring book

I saw a golden ray of sunlight
On a snow so fresh and blue
(inaudible) stormy fleeing clouds
Across the sky of blue

A mocking(?) that seemed redder(?)
A pretty evergreen
And some frightened-looking cottontails
Run across the frozen stream

And the more I looked around me
And the more that I did look
The more I realize that I was viewing
God's coloring book

Then I turn my face to the sky
And say a silent prayer
And I heard God speak to me right there
I feel him everywhere

He is all around me
He's everywhere you look
And each new day is but a new page
In God's coloring book

Coloring book

(song adapted from Dolly Parton's "God's Coloring Book")

[2:00]

Bartos: Hello. That introduction was a song that we did for our Christmas program. And I must apologize for tape recording facilities today as they aren't up to par exactly. We have an old tape player here, but it's a tape player. All right, we're going to, uh, go through our outline that we briefly run down. And each one of the students, seven- all seventeen of them have participated in putting something together on one of the topics. The first topic we're going to start out with is our science-related activities that we've planned or done over the last year. The first one was a field trip on pollution. And here is Terry to speak on that.

[2:44]

Terry: Hi, I'm Terry. I'm thirteen years old and I'm going to tell you about our first field trip. We went to the Niobrara River about three-fourths miles from here. We ate then and then we had a discussion on pollution. We found all kinds of pollution all around the river. We thought of all the ways that pollution hurts the country all around us. We looked. We saw some trash coming down the river. Then we looked

at some of the fish that live around there. When we ate lunch, one of the students threw this orange peel into the river. She said it wouldn't hurt anything, but Miss Bartos said it would. She went after it a little ways down the river and finally caught it. And then we find out that if everybody put their trash in the river there wouldn't be any more river for us to go to. Then we went back to the schoolhouse and saw the pollution in the roads and ditches. We really enjoyed the walk.

[3:56]

Bartos: Okay. Thanks, Terry. Also on that one return trip on pollution, we each, uh, picked up as many pieces as we could and made collages of them when we got back and then finally did away with our rubbish. All right, next to speak on our field trip on plants is Joanne. Joanne.

[4:18]

Joanne: Okay. I'm Joanne Day and I'm in sixth grade. When we go on field trips around the countryside, we see many different plants and animals. Once, we went to top of Bessert's(?) Hill. We played hide-and-go-seek using a yucca plant as base. When we go on field trips, we see many different animals like jack rabbits, deer, fish, and turkeys. Animals like it around Redbird because the trees and plenty of water. There are many different kinds of nuts and berries around, too. There are cherry trees, walnut trees, plum bushes, mulberry trees, raspberry bushes, apple trees, and grapevines. Redbird in summertime is beautiful with all the flowers in bloom. For Mother's Day, we picked lilacs and put them in a bouquet for the mothers. At school, we learn about agriculture especially because our parents are farmers.

[5:23]

Bartos: Okay. Thank you very much, Joanne.

[5:28]

Darren: Hi, I'm Darren Carson and I'm thirteen years old. And I'm here to talk about the field trip on land farms and erosion. Along the Niobrara River, they've placed cars (might be saying guards, but sound like cars) along the banks next to the bridge so the land don't wash away. And it don't, it don't wash the water or the sand down the river. And trees are naturally along the river which help to keep the soil and dirt up on the banks. And the roots help do that and it helps keep the water from running down too fast to wash too much dirt down. And there's- You can tell the layers of rocks as its washed away in different layers of rock and sand and dirt and different kinds of layers. And there's no work being done down here because there's too- not enough rain. And that causes erosion, too, not working the land, not getting your crops in to- for roots and stuff. And it's pretty dry up here right now. That's about it. There's not much work going on right now.

[6:51]

Bartos: Okay. Thanks, Darren. That was an impromptu speech. All right. Our next topic is about our terrariums. Some of the terrariums we've built here at school. And to speak on that is Erica.

[7:05]

Erica: Hi, I'm Erica Pinkerman and I'm in the fifth grade. We all enjoy terrariums whether the wildlife and plants are inside or outside. They are very educational. The terrariums we make are a variety of s-

varieties of rare plants and soils. The animals we put in our small terrariums are lizards, garden spiders, mice, and small garter snakes. We test the soils by using sandy soil in one and rich in another. We then put grasses, cacti, wildflowers, and many plants with names unknown to me. Then see which plants in different soils grow better. We water the plants according to their needs. We then put in our animals. Once, Miss Bartos asked a couple of us to bring one or two animals, so we would have two or three animals in our terrarium. The next day, everybody, and I mean everybody, brought an average of two animals apiece. We had one blue racer snake, two lizards, three mice, five spiders, six crickets, and seven grasshoppers in our little twelve by eighteen terrarium. Overnight, our snake, two mice, and a lizard escaped. The rest we set free because half of the insects were dead. We also had an aquarium. This time, we controlled the animals. One of us brought three tadpoles. We put a stick in it. Then we put one frog in. That turned out great. We also get to see, enjoy, and observe the beautiful scenery, the wildlife like the coyotes, the deer, the turkeys, raccoons, squirrels, sunflowers, dandelions, lilacs, grasses, oak trees, cedar trees, robins, cardinals, even eagles are part of our little world here at Redbird.

[9:04]

Bartos: Very nice, Erica. All right, um. Are the first graders around? Lisa and Tracy? Come down here. In the first grade they've been planting little seedlings of beans and watermelons. And Lisa and Tracy'll tell you just exactly how they did this. Lisa, would you speak first?

[9:28]

Lisa: Well, we mixed- We put rocks at the bottom of a glass and we mixed sand and black dirt together for the seeds.

Bartos: Okay, Tracy?

Tracy: Well, and then we put this seed. We planted this seed in the bottom of the cup. And then we watered the plants. And then the seed is coming up.

Bartos: All right.

Tracy: And it's getting bigger.

Bartos: About how big are your plants now?

Tracy: Pretty big, though. (laugh)

Bartos: What? Two feet? (pause) About six inches big, aren't they?

Tracy: Yeah.

Bartos: What t- What different types of plants came up, Tracy?

Tracy: Um. I have watermelon and beans.

Bartos: How about you, Lisa?

Lisa: Peas and beans.

[10:30]

Bartos: Okay. Very good. And they're sending their drawings along with them. All right. Um. Basically, those are our science related activities as far as the natural resource program is concerned down here. Uh. We have done little things like, um, ecosystems within the fourth grade in which they were supposed to go out and, uh, and Jody and Shelly would go out and map- map off a food chain in a two-foot square region where- when they were studying about how animals eat plants and man eats animals and the death cycle and back through the ground into nutriments for new plants. Um. We'll go next to the art related activities that we've done outside. And, uh, first to report is a field trip that we did the Bessert's Hill which you'll find on our map. Who has that one? Scott? All right.

[11:35]

Scott: Hi, I'm Scott Sedivy(?) and I'm in the fifth grade. I'm going to tell you about a field trip to a large hill, one-half mile to the east of the schoolhouse. It was a very sh- I was very fun jogging over there. We took our lunches along. It took- It looks and smells beautiful. While we ate, we saw squirrels and rabbits run under the cedar trees, white-tail deer run in the meadows, and wild turkeys pick up bits of grain in the fields. When we finished eating, we had an art class. We went anywhere on the hill and drew a scene. I drew the schoolhouse and the crick running by it. It was a very beautiful scene. After we had finished our pictures, we played beckon-back-and-forth(?) for ten minutes. We- Finally, we had to jog back to the school. We looked at our and discussed our pictures when we got back. I was- It was a very exciting trip.

[12:41]

Bartos: All right. Thanks, Scott. Um. That- That trip probably is about a mile from here to there all-inclusive. The hill is quite a large one and to get to the top, we have to do almost a whole orienteering course through the trees. Uh. Is anyone- Did anyone- Did I ask anyone to speak on the Christmas presents that we made? When we collected flowers? No one's sc- Joanne did? Okay, uh. What we did there was on one of our field trips to the river, the Niobrara River, we, uh, collected, uh, the plants as they were drying last fall for flower arrangements and, at Christmastime, we selected a piece of driftwood down here from the Redbird Crick and they dug out spaces for candles and made candles, uh, with little stone houses from selected stones or little log cabins from selected sticks and twigs and with the dried flowers, they decorated it and made a snow scene, or just a shellac. And they were quite a nice wildlife arrangement for Christmas presents. Um. Those sorts of things are inexpensive because the natural resources are readily available here. Other things that we have- Other related activities that we have are, um, or basic course-related activities, most of the kids here are speaking on recreational activities. But other things that we've done with the older kids is, um, last year, we did a surveying exercise in which the seventh graders went out and surveyed the distance from the schoolhouse to the top of Bessert's Hill, which there's a radio antenna standing up there, TV antenna, excuse me. And they had to calculate the distance from the schoolhouse to there by using triangle measurements in correspondence with the actual measurements. So they got the- They measured the side of the schoolhouse and then from that they measured the angles and set the angles equal to their little triangles that they drew on their paper. Therefore, calculating the distance from here to there as the crow flies. Um. Other things that we've studied are- using our natural resources are differences with leaves. Each student has received a leaf, told to look at it, and know which leaf is theirs. Fine, easy enough, until they're all put together and then said, "Find your leaf now. Pick your leaf out." When they were all mixed up. And leaves can be very much the same and yet they can have very markable

differences which they soon found. So the next time they looked at something, they took better care to discover the dis- the differences. We did sunflower leaves with that. We did, um, sticks, and few different things like that. Um. Most farm kids are usually attuned to finding distances and knowing directions very, very well. In all social studies classes, we have map skills on finding your way around here and there. However, most of the kids down here, growing up on a farm would know their way north no matter where they were put. So I guess we're, you know, town- Where town kids, you know, sometimes don't know their way around, you get a pole attraction when you live out in the country. Um. But we do do a lot of map work as well. [16:31] All right, um. As far as social studies-related activities, we acted out pioneer day once in which we were all pioneers of Indians and we trekked across land and forded the stream and went and researched an accident that happened up the road here. Um. Other things are just studying the river and the way that our Redbird Crick dumps- um, goes into the Niobrara which then dumps into the Missouri and down to the Mississippi River and out through the coast into the Atlantic. Recreational activities will now continue with, um snow activities were Donny. Was Donny.

[17:20]

Donny: Hi, my name is Donny Heniger. I'm in the fifth grade. We've got a sleigh here- sleigh ride here. It is very big. It is really fun and it took about a week to get it ready to go riding on it. Then it really snow- started to snow and we got to go sleigh riding. Then at the bottom of the hill, we made a tunnel and we went through it and we would measure how far we went. The trees were- We had to go through, but the trees are pine trees and cedar trees. You got to go around trees a lot. We go ice skating on the Redbird Crick a lot in the winter. When that isn't frozen, we- enough, we would go to my place and go ice skating. It was about 150 yards long and fifty to seventy yards wide and about very has- has. Miss Bartos, can I skate very well.

[19:09]

Bartos: (laughing) That was good, Donny. Um. Donny's one of our expert sleigh riders and when I first came to Redbird and it snowed so hard over Thanksgiving, not last year, but the year before. Unfortunately, we didn't have much snow this year. But when they showed me that's our sleigh riding hill, I looked up at the hill and all I could see was trees. Well, when you get to the top, you can find that track that's about six feet wide and angles around a cedar tree here and a cottonwood here and all the way down the hill and you've got to be a real avid sleigh-rider and really like the sport, otherwise you come out like I did with bruises from head to toe. But, uh, we did quite a bit of snow activities then. Whenever we have snow down here, we're never at a loss for things to do. We have really large fox and geese courses and it- The ice skating that Donny was talking about that is where we went to his place which is down right next to the Niobrara on the bayous down there and that was really a fun time down there. Okay, not to take you directly to the opposite season, but Shelly's going to talk about swimming here.

[20:23]

Shelly: Hi. Hi. My name is Shelly Ray Graham. I am in the fourth grade. I am my new (inaudible). One day our teacher told us to bring our swimming suits. Some of didn't know how to swim, but our teacher brought her- (laugh). Didn't know how to swim. Our teacher taught us how. We had a lot of fun. We all thought that it was great. Miss Bartos had us dunk our head and she made us float on our back and our (inaudible). After that, we started back. When we got back to the schoolhouse, Miss Bartos said, "I have

a surprise.” She went to the porch and had a watermelon. We all thought it was the best surprise. We all had at least two pieces.

[21:18]

Bartos: Okay. Thanks, Shelly. Um. And also a recreational thing that we’re in the midst of right now is making kites. Robby.

[21:29]

Robby: Hi, I’m Robby Sporleder(?) and we made kites out of some wood and paper and some string. We wrapped it up, the wood together and split the ends of the wood and made, and put the string in between them and we’re going to paint on this newspaper print that we have pictures. And then we’re going to put it on the kites and put on our tails. And then we’re going to, um, fly them on Wilson’s Hill which is, I don’t know how far, it’s a ways away from here, though.

[22:02]

Bartos: All right. Thanks, Robby. Wilson’s Hill is a hay meadow that’s just up to the west of the top of our sleigh-riding hill. Um. Another place we might, probably will fly them is on sandbar which is back of the one picture on the Niobrara River. Um. Someone to speak on jogging. Our jogging daily. Vicky.

[22:23]

Vicky: Hi. I’m Vicky Heniger. I am gonna- I am gonna tell about when we jog. Almost every morning, we jog past Wilson’s Hill. On the way back to the school, we- school goes through the woods. We cross a log. Then we start again. We pass lots of pretty trees. Then we got to school. The next day, we jogged to the Redbird bridge. Then we started back to the school. Then the fourth graders and third graders took the other school to the- jog to the Niobrara bridge. The school stayed there and looked at the water. Then we started back to the school. We saw lots of stuff in the ditch (inaudible).

[23:28]

Bartos: Okay. Thanks, Vicky. All right, uh. Jogging has become a part of all of us. When we’re really into our program, we increase daily, uh, to two miles and, um, it’s just a nice time to get away our first morning recess and enjoy the good weather and the beauty around us. Allright. Darren, will you talk about orienteering, thanks

[23:55]

Darren: Okay. I’m Darren Carson and I’m in seventh grade. Here at Redbird, we have the facilities to make an excellent orienteering course. I also understand that many colleges use this technique. With the help of a copy machine, we copied off sixteen to twenty maps of the school, the schoolyard, and the woods around it. (inaudible) we all make flags out of paper and put letters on it. Miss Bartos goes out and hides the flags. She then marks the places on the map with the numbers of the- and circles the number. The maps are about six by eight pieces of paper. We- She says “Go” and we all take off. There’s usually ten flags and the first one back is the winner. We take times and we’ve done pretty good so far.

[24:47]

Bartos: Okay. Thanks very much, Darren. Just briefly, Jody is here to talk about a few of the other recreational things that we do. Of course, we play football, soccer, and softball, et cetera, like all other schools do. But we feel that with the trees and the other things that we have around here, we can do a few extra things. Jody.

[25:10]

Jody: Hi, I'm Jody Bessert and I'm in fourth grade. I'm talking about sports. We play beekon back in our neighbor's field. A cow's- A cow's salt block is our base. If there were no trees, everyone would be caught, so I guess we need all the trees we can get. We can only go seventy feet from our base. When you get caught, you go- We get caught, you go to base. Look for someone waving at you. We all- We also hide in the trees. Someone hides and then, and then when that person is ready, we all look for him or her. When the last person finds him, the game is done. We have two different kinds of obstacle courses. We always have two teams and we always have fun.

[26:03]

Bartos: Okay. Thanks very much, Jody. Um. Briefly, John is going to just review, I don't know. He's put together a few things. This is my third grader. John.

[26:26]

John: Hi, I'm John Pinkerman and I'm in third grade. The Redbird school is incubating twenty chicken eggs. The temperature should be between 97 and 102 degrees. They hatched in 21 days. The eggs won't turn into chickens if they're not fertilized by a rooster. We had three incubators. Two of them can hold four eggs. The other can hold about fifty eggs. You have to turn the eggs at least three times a day. Once in the morning, and then noon, and before you go to bed. You should fill the pegs(?) full of water. If you fill the pegs with too much water and the water overflows, take a dry paper towel and wipe out the water that is not in the pegs. When the incubator starts going off and on, it is hot- (tape disruption) You should be careful that you bump the incubator so you don't hurt the blood cells of the eggs. When one egg hatches, do not take the chick out. Wait 'til the other eggs are hatched and are dry. Then you can take them out of the incubator.

[27:27]

Bartos: Okay. Thank you very much, John. This tape player is just really, really squeaking and I'm sorry if it hurts your eardrums, but I keep stopping it and starting it. (Tape disruption). Okay, we're going again regardless of the squeak. (laughs). Think of the can remedy(?). All right, um. To finish off, I've got three beautiful kids here. Perry is going to talk about, um, agriculture week, which was last week. Uh. We did a few art murals is school and things of this nature. He's drawn a picture of an International tractor here which is gray and black, Perry. Aren't International's red? (pause) Aren't International's red, Perry?

[28:17]

Perry: Yes. And my dad has one that is big, and he uses it almost- He uses it for the grinder which is red. And sometimes he uses the 170. And he can't- He doesn't use a Farmhand very often, he breeds cows with it and stuff. And a Farmhand I can drive without the, um, farm-, the thing on it, the loader. And the 170...

Bartos: Now this is an International, too? Is it?

Perry: Uh-uh. This is an LS tromers(?).

Bartos: I see.

Perry: The International is the biggest truck that we have. And-

Bartos: What kind of cows do you have, Perry?

Perry: Um. Black ones.

Bartos: What kind are they? What kind is black cows?

Perry: Angus.

Bartos: All right, they're the best kind, aren't they, Perry?

Perry: Mm-hmm.

Bartos: Darren doesn't think so over there with Hertfords, but we think so, don't we?

Perry: Mm-hmm.

[29:54]

Bartos: Right. Okay. Does everybody here at school, Perry, have something to do with farm work? Pretty much. Can you look around at the kids, tell us about how many of us ride horses everyday. He's counting with his finger. (pause) How many do you think?

[33:33 – 30:43 tape disruption. Distorted, barely discernible voices]

Bartos: Turn to the other side now.

[30:46 – 31:49 Distorted voices can be heard. Voices in rewind?]

[Side two]

[0:25]

Bartos: ...find, Perry?

Perry: Um. Two.

Bartos: Two? (laughing) We had about seven hands up about. They were all flying and waving. But probably every day about two. Yeah? Probably. Shelly's been riding her horse every day. Who else? Joanne and Donny and Darren and Vicky. I ride mine every day. Okay. Thank you.

Perry: So the two horseback riders are Donny and Darren.

[1:01]

Bartos: Okay. Thanks very much, Perry. That was my first grade, Perry. First grader, Perry. Another first grader that I have is Brett. I've got four of them around here. Brett, where'd you run off to. He's here in his Land-O-Lakes cap to talk about pet week and some of the pets we're going to have here at school.

That's going to be a great week that we've been planning for a long, long time. We don't have an old barn like they always used to in the old country schools which could really come in helpful. But we're going to get all these pets in here one time or another. Okay, Brett?

[1:35]

Brett: (inaudible)

Bartos: Can you talk into the mic, please?

Brett: These d- These drawings grow, um, food. Um. (pause) These are my dogs. I colored them. (pause)

Bartos: What kind of dogs are they, Brett?

Brett: Um. (pause)

Bartos: What kind of dogs does your dad have?

Brett: (pause) Coyote dogs.

Bartos: Yeah. Brett's dad is a coyote hunter.

Brett: (pause) We, um, feed our dog every day. (inaudible)

Bartos: Okay. He takes good care of his dogs. That's good, Brett. Unlike Perry, my other first grader with the knack for and ability for visiting, we have Brett. Thanks very much, Brett. And not to be left out is my kindergartener, Angie. And she's drawn a lot of different pets which will probably be brought to school. Can you name a few of those?

[2:58]

Angie: Cat. Dog. Rabbit. Chick. Lamb.

Bartos: Okay. Very good. What color is that lamb? Is it blue? Wow. That would make a pretty- someone a pretty sweater, wouldn't it? You wouldn't even have to dye the wool. All right. Um. Those are some of our weekly activities. Uh. Things like agriculture week, plant week, pet week, fire prevention week, and things of that nature. Um. Is there anything we have left out? Have I left anyone out? Would you like to sing one more song for the tape?

Students: No.

Bartos: No?

1 student: Yes.

Students: No.

Bartos: The nos outweigh the yeses. I think they're just shy. True?

Students: No. Yes.

[3:49 tape disruption]

Bartos: Okay. All right. We have just a few poems. Erica, will you start? This was from agriculture week and Erica would like to read her poem.

[4:00]

Erica: "What a joy it is." What a joy it is to know to watch your crops grow. Just beginning as little seeds for you protecting them from the weeds. It is not only that. You must get rain on your flat. You must get sunshine too which you must have already knew. Just to watch them sprout. You want to run, jump, and shout. But when they really begin to grow, you hope your crop doesn't have a single (inaudible). To watch hail ruin your crops, you feel as though you could flop. Raccoons can ruin it also. And watch out for tornados that blow. A farmer's friend is right around the bend for his crop is his best friend. Now you know the joy it is also to watch your crops grow and grow.

[4:44]

Bartos: Thank you, Erica. Joanne?

Joanne: Mine's a really short one. It's "We must plant our seeds." We must plant our seeds today so in the spring we get our hay. Our hay. Our hay is so fresh and new. We use it to feed out little ewe.

[5:00]

Bartos: All right. Shelly?

Shelly: Okay. Well mine doesn't really have a title. In the row we plant our grain. To get it to grow, we will need rain.

Bartos: All right. Lisa?

Lisa: After our crops begin to grow, we must spray the weeds. Back and forth down every row to give the plants all their needs.

Bartos: And that was my first grader. Angie, can you remember yours? Angie had some help with hers.

[5:30]

Bartos: (prompting Angie) We disced the ground.

Angie: We disc-

Bartos: The ground.

Angie: The ground.

Bartos: To kill the weeds.

Angie: To kill the weeds.

Bartos: When none can be found.

Angie: When none can be found.

Bartos: We plant our seeds.

Angie: We plant our seeds.

[5:45]

Bartos: Thank you. Darren?

Darren: "Ag is my bag." Tractor and plows. Horses and cows. Dry oats and wheat. Pork and beef meat. And if you put it all in a bag and shake it up good, open it up and inside is Ag. Put a crop in a field. Take care of it well and in the end, you get a good yield with plenty to sell. This is all Ag. And Ag is my bag.

Bartos: Okay. Vicky?

[6:09]

Vicky: This isn't a poem. This is a story. One day I was helping Dad in the field all day. Then Mom came to help. Donny too. The Robin came to tell us that our lunch was ready, so we had to leave our work and go eat lunch.

Bartos: Okay. John?

[6:29]

John: "What are you going to farm?" What are you going to farm? Plant your seeds on the row. It's fun to watch your crops grow. But you have to watch the weeds, so they don't get the feed. After you plant the wheat, you need rain and heat. You protect the wheat from the mice and rats, or you'll just have flat. Be careful with the grain, the wind can turn it into flat plains. Take care of your grain and wheat, then everyone will think you're neat.

Bartos: Okay. And Jody.

[6:58]

Jody: This is my farm poem. I live in a big, white house with on the side of the road. In the beautiful Redbird Valley where the cardinals sing their songs of joy. Where deers graze and turkeys walk to make my life happy.

Bartos: All right, thank you very much. And we thought we'll close for now and maybe adding a bit- a few more things, but we have to with a song. Now they want to sing.

[7:31]

Bartos: This is the "Rainbow Connection" that kids sang for Christmas which they sang in the "Christmas Connection" version. Ready?

[7:40]

Students: (singing)

Why are there so many songs about rainbows
And what's on the other side?
Rainbows are visions, but only illusions
And rainbows have nothing to hide

So we've been told, and some choose to believe it
I know they're wrong, wait and see
Someday we'll find it, the rainbow connection
The lovers, the dreamers, and me

Who said that every wish would be heard and answered
When wished on the morning star?
Somebody thought of that, and someone believed it
Look what it's done so far

What's so amazing that keeps us stargazing
And what do we think we might see?
Someday we'll find it, the rainbow connection
The lovers, the dreamers, and me

All of us under its spell
We know that it's probably magic
Have you been half asleep, and have you heard voices?
I've heard them calling my name
Is this the sweet sound that calls the young sailors?
The voice might be one and the same

I've heard it too many times to ignore it
It's something that I'm supposed to be

Someday we'll find it, the rainbow connection
The lovers, the dreamers, and me
La-da-da-de-da-da-do
La-da-da-da-da-de-da-do

("The Rainbow Connection" by Kenny Ascher and Paul Hamilton Williams, from *The Muppet Movie*, 1979)

[10:25]

Bartos: A few things about myself which you wanted- which you asked about. Um. I was born and raised about sixteen miles east of here, twenty miles west of Verdigre, Nebraska on a farm, in a family of ten children to Emil Bartos and my dad raises angus cattle. And it was pretty much a ranching sort of situation. I graduated from Verdigre High School in '72. I went to Nebraska Wesleyan University at Lincoln for four years where I majored in physical education and biology. Um. When I graduated with a Bachelor of Science in '76, I went to Australia the following week on a job assignment that I had signed a contract to eighteen months in Melbourne, Australia where I would be teaching phys. ed. and biology in the secondary school of Fitzroy High School. The school was primarily a constitute- uh, was constituted primarily of Italians, Greeks, Lebanese, um, et cetera. It was a real melting pot of a school in which I had to deal with different types of problems and things that would arise in the school system of an inner cities of three million people. It was a really great experience and I did a lot of recreational activities in that time, broadening my aspects as far as my goals were concerned in physical education. Um. When I returned, well, I returned a couple of times, when I returned for a final stay, um, I was assigned to

elementary teaching here at Redbird where I've been for a year and a half. Um. And I must say I really enjoy my position. I miss, specifically phys. ed. Teaching, which I'm trained for, but I really enjoy having the school system, you know, planning and programming to myself here at Redbird. And it's been a learning experience as well for me.

[12:48]

Besides teaching school, my hobbies are rodeoing, um, all types of female hobbies, cooking, sewing, la-di-da. Basically though, outdoor activities, any type of sporting activities, ice skating, tennis. I teach jazz ballet a couple nights a week, now. Once, in O'Neill and once here at school. And that kind of gives me an extracurricular outlook on things. Um. Other than that, um, my future plans are, or future goals are to once more get back into phys. ed. I think. Probably at the elementary level and probably in the western states of the United States. Although there is a position in Alaska I'd really like to apply for. But, um. I just. Through that rundown, I hope that you get a better outlook of what I like to do. My family consists, besides my mother and father and ten brothers and sisters, three Australian Blue Heelers, one of which was pictured and a couple of horses.

[14:20]

Now, I'll run through these pictures that we took. We kind of just dashed. I bought a camera and dashed the pictures off. But they're a pretty encompassing sort of group which gives you all angles, and from different areas where we do most of our outdoor work. The first one, picture number one, is just us starting the day off with the Pledge of Allegiance. That's a picture of our school. It's not a very big school. It's just a relatively small (inaudible. Incorporated the porch which you see there to become our first-grade classroom, which is. I do have a helper, Mrs. Sevy(?), in the mornings, for a couple hours every morning. She helps the first graders. Basically, it's self-contained. Not picture number two is just southeast of the schoolhouse down through the pasture, Wilson's pasture, of course, one of the neighbors and that's, uh, what the Redbird Crick. That's shallow for this time of year. But that's where we do our swimming, wading, relays, um, ice skating up in back along there, and a lot of different walks and things down to the crick.

[15:50]

Okay, the next one is a shot along the roadside of the Niobrara River. That's up and over the hill about three-quarters of a mile north of school. And this is looking to the northwest. And there's seventeen of them lined up there. I just thought I'd line them up so you could have a good look at them. They're quite funny in their little farmer's caps. And this is- The next one is looking east down the Niobrara River the way it flows. We've had lunch here a number of times. Just taking our lunches and going up over the hill and down to the river. And we cross the river in the background and that sandbar is a pretty ridges(?) little sandbar there and it goes way out into the middle of the river. And that's where we hope to fly our kites one day. One of the places anyway.

[16:49]

Um. Next picture is a picture from the top of Bessert's Hill. Jody Bessert is pictured, uh, to the far back on the left. And this is his parents' property, up where they have their TV antenna positioned. In the background, you see a picture of the school. The road comes around to the north, swings around, and then comes back up to the main road. Directly in the middle of the picture is the Redbird Crick which

sweeps around in a circle around the school. To the immediate top left is a hay meadow where we do a lot of activities. Kite-flying. That's our jogging system. We jog down the road way off to the right where you can't see around those trees and come up the road comes up over the back in through that space and then we jog across the meadow and cross country down to the trees. Uh. There's a pile of old telephone poles and things up on the far northern corner of that meadow where we've done a lot of balancing activities. They really- You know, it's just like a homemade balance beam system with enough for everyone to work on one at the same- all at the same time. The kids are, I'll begin bottom left: Angie Graham, John Pinkerman, his sister Erica Pinkerman, you can just barely see Brett down there Pinkerman. And then to the middle you have three head all together that's Tracy, Lisa, and Perry, first graders. Next to them to the right is Shelly Graham and Robby is down there in the red. Behind Robby is Darren. Behind Darren is my eighth grader, Jim. The girl in the to the front of him is Joanne Day, and we have Terry Sedivy(?), Vicky Heniger, in the red cap Scott Sedivy(?), and Donny Heniger, and in the back is Jody. And they range from kindergarten, Angie, to eighth grade, Jim in the background. Jim is a new student. He's a foster student from Lincoln. He's been with us since October and he's doing really, really well. He's really adapted well to his surroundings and to the kids in school. It's kind of hard not to, though.

[19:33]

The next picture is taken from about a quarter of the way up our sleigh riding hill. If you can imagine that covered with snow and having to form your own path down on sleds. I've got the kids all over in the pictures. There's some on the slippery slide, some up in trees, some on the barrels, some on the merry-go-round, and some all over. But they each got in the picture and I thought it was a good shot with the school in the background that you can just barely see through the trees. The floor looks really autumn-like. However, it's this time of year, it's spring. It's just really dry up here.

[20:14]

And the last picture, Darren insisted on taking of me, so I thought I'd, um, use up my film. I don't know if it was wisely or not, but I did. That's one of my dogs with me. And that's pretty much, uh. I don't know if, if that suited you or not, but we put together basically what we've been doing in an outline manner and I guess if you have any questions, Mr. Grundy, I'd be more than welcome to answer them, either over a phone call or by writing additional information. Just let us know. Okay. It's been really great putting this together and, if you wouldn't mind, I'd really like to have the pictures back. If it's not too much trouble because they did all turn out pretty good I think. And I'd just like to keep them for my files. All right then. Thanks very much and have really good luck on your, um, report that you have to give. Thank you.

[audio ends 21:24]