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## One-Room Schoolhouses in Jasper County, Illinois from 1925-1947

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LOYOLA UNIVERSITY

ONE-ROOM SCHOOLHOUSES  
IN JASPER COUNTY, ILLINOIS  
FROM 1925-1947

A DISSERTATION SUBMITTED TO THE FACULTY OF THE  
SCHOOL OF EDUCATION OF LOYOLA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE  
OF DOCTOR OF EDUCATION

BY

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CHICAGO, ILLINOIS

JANUARY 1992

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ONE-ROOM SCHOOLHOUSES IN JASPER COUNTY, ILLINOIS  
FROM 1925-1947

The one-room schoolhouse is either idealized as a learning setting with eager students and committed teachers or stigmatized for its lack of equipment, limited opportunity and poor teachers. In reality, it was somewhere in between the two extremes depending upon the commitment of the community, the teacher, and the students. The responses were generally more positive than negative to the one-room schoolhouse as an educational setting. This historiography presents a brief background on the development of schools in Jasper County as well as some of the specifics relating to individual schools with a more in-depth presentation of one-room school opportunities offered between 1925-1947. This period of time coincided with the experiences presented by the teachers and students of the one-room schools in Jasper County. Oral histories and written examples, as well as county investigations helped in the reconstruction of the educational picture. Extensive personal experiences were shared by the county school participants.

One area of focus relates to school governance including financing and aspects of local control. Another relates to the school day, its organization, the academic and socialization activities with curriculum topics and methodology. Methodological approaches used in the one-room school setting such as mentoring, cross-age tutoring, and multigrade grouping have merits for today's schools. The teacher's roles and responsibilities for the total schooling experience are explained. The school was the focal point

through which children and their families could be involved in health, wartime and community causes with the teacher instrumental in presenting all information.

Changing demographics plus state laws forced the consolidation movement resulting in the elimination of the one-room schoolhouse as an educational setting. The county residents believed the change from the one-room schoolhouse setting to a consolidated district was essential and positive with improved educational opportunities for the students.

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## ACKNOWLEDGEMENTS

The teachers and students of the one-room schoolhouses in Jasper County, Illinois generously and graciously shared their memories, photographs, and momentos. The stories of their efforts, successes and educational concerns created an increased appreciation for their abilities, spirit, determination, and contributions.

Many individuals have contributed to the successful completion of this dissertation. The encouragement, challenge, and direction of the committee, Dr. Joan K. Smith, Director, Dr. Max A. Bailey, and Dr. L. Glenn Smith, committee members, helped move this paper from the realm of concept to investigation and, ultimately, to fruition.

My professional colleagues have prompted a continued intellectual perusal of the subject. My family and friends provided steady encouragement for the endeavor and a sincere interest in the project's refinement, always demonstrating their patience and understanding.

## DEDICATION

To the teachers and students of one-room schoolhouses in Jasper County, Illinois. They taught and studied, created and invented, loved and served, to build the future which is now.

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## INTRODUCTION

Phrases such as "the little red schoolhouse" and "taught to the tune of a hickory stick" in addition to various other poems and paintings all contribute to the popular image of a one-room schoolhouse. These phrases often elicit symbols of an earlier education and a simpler time to many Americans. Images and myths are revered and memories may contribute to a distorted fantasy of the idyllic situations of the one-room schoolhouse. Perceptions about the quality of education in the one-room schoolhouses are either generally negative with the limited resources and poorly prepared teachers in inadequate buildings or idealistic with eager children and a dedicated teacher overcoming all odds to achieve success. John Greenleaf Whittier's poem from "In School Days" written in 1869 summed up the feelings of many individuals:

Still sits the schoolhouse by the road,  
A ragged beggar sunning;  
Around it still the sumachs grow,  
And blackberry-vines are running.<sup>1</sup>

A one-room schoolhouse was the basis of not only the education for the children, but it also served as a community meeting place for both social and educational endeavors.

Jasper County, Illinois was the location for the information used in the development of this presentation. It is the hometown area of the author where the one-room school was the introduction to the author's educational process. To gather information, questionnaires were developed and used as the basis for interviews with teachers of one-room schoolhouses in Jasper County and for students who had attended one-room schoolhouses in Jasper County. (The

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<sup>1</sup> Andrew Gulliford, America's Country Schools (Washington, D.C.: The Preservation Press, 1984), 19.

teacher questionnaire is presented in Appendix 1 and the student questionnaire is presented in Appendix 2.) Contacts with individuals were made through the local historical society, the senior citizens and the local paper, the Newton Press-Mentor. News of the project quickly spread so that each visit made to the Jasper County area provided additional stories and remembrances.

People generously gave of their time and resources to provide information used in this historical presentation. The comments given in the questionnaires were realistic and balanced: supplies were limited, buildings were poorly insulated, water supplies and plumbing were inadequate, curriculum was basic but not extensive, teachers cared about their students and were doing the best job they could, students participated, and learning did occur. The quality of community, the sense of hope, the commitment of the people, and the dedication of the teachers countered the negatives. Juanita Earnest Dickey, one of Jasper County's one-room schoolteachers, recalled the values of the teaching experience and the students at the Jones and Mt. Zion schools.<sup>2</sup> The realism presented painted a picture of some items that needed corrections countered with other items of lasting and significant value. The experiences, stories, and recollections, as substantiated by pictures, records, grade books, and newspaper accountings provided the basis for this presentation.

The time period of this study was selected to correlate to the oral histories of the teachers and the recollections of the students. The changes that were noted from 1925 through consolidation in 1948 as dictated through the state law are incorporated to provide reflections on the curriculum and teachers, teaching styles, and county-wide athletic and art events.

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<sup>2</sup> Juanita Earnest Dickey, interview by author, 1 August, 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

## CHAPTER 1

### HISTORICAL BACKGROUND OF JASPER COUNTY AND ITS SCHOOLS

Jasper County is located in south-central Illinois with a designated longitude of eighty-eight degrees west and a latitude of thirty-nine degrees north. It measures twenty-two miles wide and twenty-three miles long. Appendix 3 is a map of the state of Illinois designating the specific location of Jasper County. This county was formed in 1831 from a portion of land that originally belonged to Crawford County. The current boundaries of Jasper County are Crawford County to the east, Cumberland to the north, Effingham and Clay to the west, and Clay and Richland to the south.<sup>1</sup>

The early settlers found much level prairie land along with woodlands, rivers and streams. They came to this area seeking religious freedom and an area to practice the trades and skills learned in Europe and other points East. Ste. Marie was specifically noted as an area for the establishment of people seeking religious freedom. Churches in Ste. Marie, West Liberty, Wendelin, and Grove signified strong Catholic communities which placed high emphasis on establishment of church-related schools. The precinct of Newton was established in June of 1834 because it was centrally located in the new county. In 1836 a small log house was constructed and used for court, school and church services. The first school district established in 1838 included about seventy-two square miles with the schoolhouse located in Newton. The school was not free as parents boarded the teachers so they could send their children to school. In 1850 there were six

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<sup>1</sup> Jasper County Historical and Genealogical Society, The Heritage of Jasper County Illinois (Kentucky: Turner Publishing, 1988), 6.

public schools, six teachers, 103 pupils and two hundred dollars in donations.<sup>2</sup> The other schools soon established throughout the county were located respectively in Crooked Creek, St. Peter and Mint Creek. In 1854 the Illinois legislature passed a bill to provide for free schools. The first report by a Jasper County superintendent of schools in 1861 reported 3,021 pupils in seventy schools. By 1870 that number had increased to 3,894 in eighty-five schools.<sup>3</sup> For about seventy-seven years there were approximately one hundred plus one-room schools in the county. Appendix 4 shows the location of the schools in Jasper County along with the designated district number and school name.

School district histories were written in 1928 and 1929 by students as part of their requirement for eighth grade graduation. These histories were then published in the Newton Press and the Newton Mentor-Democrat between 1 January 1929 and 30 August 1929. Each article included information about the origin, composition of building materials, identification of all previous teachers, famous incidents or alumni, methods for school improvement and what the student-author liked about the school. Brief extractions of information from these published articles pertaining to the historical background of the school with the description of the current building and equipment used in 1929 are included in Appendix 5. Four different school histories are included here with the exception of the teacher listing which is included in Appendix 6. These histories not only reflected upon past activities but gave a very clear accounting of the status of the building, room, and general expectations for

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<sup>2</sup> Martha Robins, Jasper County, IL 1831-1937, (Bloomington: McKnight and McKnight, 1937), 78.

<sup>3</sup> Jasper County Historical and Genealogical Society, The Heritage of Jasper County Illinois, 7.

school building necessities at the time of the writing. H. Austin Woodard described the history of Kibler School District No. 6 located in Grove Township as follows:

The first school house was made of logs. It was built about 1850 or 1851. The school house was located one and three-eighths miles south of Gila, Illinois, on the west side of the road; also about fifty feet south of a little brook. The school house was roofed with clapboards. A row of windows on one side of the house let in the light. The windows were about three feet wide. The floor was made of puncheons and the seats were hewn boards on pegs on the sides of the house. One class would take their place on the seats. The pupils would hold their slates on their laps to write. One of the first teachers that can be remembered is John Paragason. He was a fine teacher, although he was crippled. Liz Yewing was another teacher and but little is known about her. One of the incidents that happened in the last term of school taught in the log school house was a lawsuit between Mary Mann and Alice Reid, two teachers, which through a misunderstanding had both been hired to teach. They both taught school for a month each, one having the classes recite, each taking turns about [sic]. In the lawsuit Mary Mann was adjudged as the rightful teacher as she had been hired first. The log schoolhouse was sold to Manuel Kibler when it was decided that they would build another schoolhouse of sawed lumber. Mr. Kibler moved it three-eighths mile south, three-eighths mile west, one-fourth mile south and one-quarter mile west. He used it for a blacksmith shop for several years. My grandfather bought the farm where the shop was located. He used it for a cow stable. The building is all gone except one log which is probably one hundred and twenty-five years old and maybe more. . . .

The second schoolhouse contract was let to George and Dave Kibler. They agreed to buy the lumber for two hundred ninety dollars and they hired Milton Epperson to do the carpentering for sixty-five dollars, making the total cost three hundred fifty-five dollars. Today the carpentering would cost that much. This schoolhouse was built in 1873 or 74, one mile south of Gila. This schoolhouse was moved south one-eighth of a mile and is still standing, but is to be torn down some time this year or next year. The third school house was built in 1902 or 3. It was built by Obb Pery and a Mr. Nash. This school house was moved one-half mile west, where it is today.<sup>4</sup>

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<sup>4</sup> H. Austin Woodard, "School District History," Mentor-Democrat, 17 January 1929.

Zelma Foltz wrote the history of Service Hill District  
No. 34:

After the Foltz school was filled so full as not to allow comfortable seating, the school was divided into two different sections. The men of the southeastern section went together and organized a new school district April 21st, 1888. It was then number eight. This school was a small log cabin with three windows on each side, a door was located on the east end. For a blackboard they used lumber.

This school was called Service Hill, so called because of the serviceberries which grew on the hill. The first teacher in this small school was Amelia Westerman. Others were Ema Mitchell, Louie Bowman and Resta Brenamam. For seven terms (five months each term) this little school was well attended. At the end of the seventh term the directors decided the pupils needed a larger and better building for more warmth and comfort.

In the afternoon on April 20th, 1895, the directors sold the little log cabin to Frank Powell for five dollars and fifteen cents, which served several years for his barn. The little cabin had been used for a church.

Francis McDaniel, George McDaniel and John Payne on September 21, 1895, let the contract for building the new house to John Payne for thirty-eight dollars.

The new one was set farther south on a strip of land that Francis McDaniel had just bought. It was township seven, range nine on the third principal meridian. The first teacher in the new house was Cora Raper, our present Cora Badger, who taught for twenty-five dollars a month. Some of the others were Nancy Hill, our present Nancy McDaniel, Daisy Printz, Leona Kibler, Mary Tussing and Logan Warful.

The first improvements were in 1916 when windows were cut in the south wall. The mirror was bought by George E. Clark in 1912. When the school was first built there were as many as forty pupils but they have decreased to thirteen.

The school has been used thirty-two years now. Some of the teachers after Logan Warful taught were Ova Parker, Mamie Parker, Rose Stager, Virgil Shumard, Eva Shumard,

J.E. Tompson, Gladys Davis, Helen Bayles and present teacher Bernice Hayes.<sup>5</sup>

The Galloway School District No 122 history, written by Corrine Price and published in the local newspaper, related various information about the school as follows:

The history of Galloway school district dates back to something like 1845. The first house was a little old-fashioned log structure which stood one-half mile south of the present school house on land belonging to Allen Mullins, a citizen of the community. Seeing the need of a school the people of the community selected the site, felled the trees, hewed the logs and erected the house.

The teachers most of whose names have been forgotten received a very small salary and boarded around. Of course, they were very poorly educated as compared with today, but the result of their feeble efforts was a foundation of a real school spirit existing in the lives of our ancestry which made possible our modern institutions of learning.

After some twenty years the old log building was discarded. A plot of land upon which to erect a new house was purchased from Allen Mullins and a well was dug. However, due perhaps to some dispute among the patrons of the district the house was never built upon the purchased tract but was built upon land belonging to a Mr. Essex. This site was about one-half quarter mile due north and completely surrounded by heavy timber. Roads and foot paths were laid out leading to the place from several directions. By these routes the children reached the place of learning which has always been referred to as the "school house in the woods." This was a frame building with a door in the east end, blackboard in the west end, three windows on either side and one on either side of the door. Water was carried from the branch west of the school house or from the neighbors wells. It was considered a great favor to be allowed to "go for water" or to "pass the water." At that time the district was called "Evans" in honor of a family living near by and included a very wide area. The number of the district was seven and it was among the oldest in this section of the state.

The teachers who taught in the "school house in the woods" received salaries ranging from fifteen to twenty-

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<sup>5</sup> Zelma Foltz, "School District History," Mentor-Democrat, 30 April 1929.



five dollars per month. Since the curriculum was enlarged and teaching methods improved it was necessary that these teachers be better educated.

The present district No. 122 was mapped out and numbered in 1893, the remaining territory being organized into other districts. The present school site was purchased from Wm. Gharst for \$35. At that time \$35 was considered an extremely high price to pay for one acre of land; consequently quite a number of the taxpayers of the district objected to the purchase, but it was finally made and a contract was let with James Gerking and Louis Fehrenbacher to build the house at \$384. This house was erected and was ready for use in the autumn of 1893. In 1915 this house was sold to Louis Lockwood and is now occupied by him as a dwelling. Since the school age population of the district was very large in 1915 it was decided to erect a two-room house and employ two teachers. The contract was let to Manly Pierson and Henry Cook for \$1497.65.<sup>6</sup>

The history of Reisner District No. 69 was written by Raymond Michl and the author of this dissertation has a copy of his original work. The Reisner School was also the school in which the author attended first grade.

Reisner school was organized in the year of 1850 and the schoolhouse was erected in the year of 1860. The land was bought from M. Stevens for the first schoolhouse. It was in Section twenty, Range ten and Township seven north. The first school house was a log one. The school then was called Center because it was the center of the District. The old school house was not very well equiped [*sic*]. There was a box stove which burned wood instead of coal. The windows however were glass instead of oiled paper like they had a few years before. They had puncheon floors. The seats were made of common logs held up at each end by two stakes. The desks were a plain board slanting toward the floor they also were held by stakes, they were about two and one-half feet high. Chris Reisner, Thomas Brooks, John Reisner, Mr. Mulvany, Bas Burford and several other families lived in the District at that time. The land for the new school house was bought from Thomas Brooks for twenty-five dollars. The new schoolhouse was erected in 1879. It was built by J. F. Hunt for three hundred dollars. The west room was not built for some time afterwards. The people around had church in the log

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<sup>6</sup> Corrine Price, "School District History," Mentor-Democrat, 28 August 1929.

schoolhouse until the new one was built and the old one was sold to Henry Small for a granary. They also had church in the new one for four years. The name of the school was changed from Center to Reisner by J. F. Arnold. The number of the school was also changed from six to sixty-nine.

The first teacher was Caroline Reisner who taught for sixteen dollars a month. There were one hundred and twenty teachers who taught at Center and Reisner school. Some times they did not have summer school on account of sickness, or they couldn't get any teacher.

The first salary was sixteen dollars a month, it also was the lowest. The highest was one hundred dollars which our last teacher is getting.

Our present building is shaped like an "L." We have a partition in the school house which divided the west room from the rest of the house. We use the west room for a cloak room and the rest of the house for studying. We have a double chimney at the southeast corner of the house. I am proud of our school house for its light and fresh air equipments, also I am proud of our way of heating the room. I am proud of our school yard because it is big enough to play any kind of a game that you would want. We have good water and plenty of shade trees. We could make our school house and yard more beautiful with little expense by planting flours [sic], trimming trees and also, set out more little trees to make more shade. I would like to see our school house improved by having a furnice [sic] instead of a stove, a concrete walk running to both toilets and a big basement under the school house. I would like to see our school ground improved by setting a line of maple trees around the schoolyard.

Our school has one hundred and four library books and eighteen reading circle books which we bought with our pie supper money. We have twenty reference books. Six small dictionaries and several books such as historys [sic], agricultures, music books etc. These were furnished by the school. We have two ventilators one for foul air and one for fresh air. We have a teacher's desk and chair, sanitary hot blast stove and one first aid kit. The dictionarys [sic] and reading circle books were bought by the school and the rest of the said things were bought by the District excepting the first aid kit, it was got for selling Christmas seals. I am proud of our stove and fresh and foul air ventilators [sic]. We need hanging maps, globe, more reading circle and library books, more pictures to hang on the wall and more blackboard. We could get these by having pie suppers and box suppers and winning prizes on the different club exhibits. Our room would look better if we had the walls painted and more pictures to hang on the walls. Here are some of the people that went to this school: I. N. Earnest who became

a blacksmith, Merle Jones who was killed in the world war and Ky Jones who was twice elected sheriff of Jasper County.<sup>7</sup>

The stories that the student-authors told in their histories indicated the importance of their school to them and to the community. The school was important to the school-age children for learning and socialization and to the adults in the community because it was a place of meetings, balloting, fund raising and celebrations. The school was basically the center of the community expressing the goals and expectations of the people within that community. The building names of the schools in Jasper County, as throughout the United States, were reflective of the respective origins of the people or the land. Often the schools were named after the people who donated the land. Helen Hanna writing of the Holm School District No.15 said,

Holm school district was organized in the year 1870. The land for the site was donated by Adam Holm. The first school building, a frame construction, was erected in 1871. The second building, a frame construction also was erected in 1896. If there are any historical events we were unable to find out anything about them. . . . We could obtain other needed equipment by forming clubs, and holding entertainments and having pie suppers.<sup>8</sup>

Daniel Heady reported that the name of the land donor, Thomas Johnson, was used as the name of the school in Johnson School District No. 21.<sup>9</sup> Opal Reisner described how the name originated for the Frazier District 28: "The site for the first school at Frazier, was a gift from Orlando Frazier. He

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<sup>7</sup> Raymond Michl, "Reisner School District History," unpublished, Jasper County Historical Museum, Newton.

<sup>8</sup> Helen Hanna, "School District History," Mentor-Democrat, 7 March 1929.

<sup>9</sup> Daniel Heady, "School District History," Mentor-Democrat, 28 March 1929.

obtained his title through the government."<sup>10</sup>

Woodrow Mulvey discussed the beginning of Trainor District No. 35. "Trainor school was organized in 1884. The land on which the school house was built was given by Mr. Trainor. The first school house was not built in the center of the district, but about a half mile northeast. The school house was erected in 1884."<sup>11</sup> Elsie Ragsdale in writing the history of Hesler District No. 12 also identified the donor as the reason for naming the school. "The Hesler school district was organized and the building erected in the year of 1875. John Hesler donated one acre of land on which the building was erected. The school was named after him. In 1900 the new building was removed and a new and much better one was built."<sup>12</sup>

Other reasons for school names were often related to the school's location. Roy Woods explained the naming of the Buck Grove District No. 47: "In the year 1873 the people in the district organized and built a school house. This was named Buck Grove, after a grove near by. When this school was built there was [sic] a lot of deer and wolves in the country."<sup>13</sup> Ruby French identified the source of the name for Slate Point District No. 18 in her write-up: "The Slate Point school was first organized in 1861. The land was obtained at the site of the Slate Point Cemetery. The second building was erected again a little more than a quarter of a

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<sup>10</sup> Opal Reisner, "School District History," Mentor-Democrat, 18 April 1929.

<sup>11</sup> Woodrow Mulvey, "School District History," Mentor-Democrat, 13 June 1929.

<sup>12</sup> Elsie Ragsdale, "School District History," Mentor-Democrat, 21 February 1929.

<sup>13</sup> Ray Woods, "School District History," Mentor-Democrat, 11 July 1929.

mile north of the present building. Then it was moved to where it is now in the year of 1872 or 1873."<sup>14</sup> The naming of Buckeye School District No. 19, described by Louise Sparks, also used location name as the basis for the school name. "District No. 19 was organized in 1879. The site was purchased of [sic] J. T. Burnside, who was from Ohio, hence the name given the schoolhouse was Buckeye, after the state of Ohio. The first house was erected in 1879. Another house was erected in 1917."<sup>15</sup>

In addition to the documented names, the school names sometimes reflected beliefs and values of the community as well as names of other geographical points. For example, Long Branch was named for the river that flowed through the school ground or Compromise which indeed was a compromise in location for differing community members. The name could be almost whimsical or imaginative such as Happy Hollow, Sweet Run, and Pleasant Ridge. The names also reflected historical concerns such as Bunker Grove, Shiloh, Liberty, Union and Independence or names of faith such as St. Peter, Mt. Zion, Mt. Olivet, or even named after ethnic origin such as German School. Other names carried a personalization which reflected the community designation, including Pingtown, Rafetown and Plainfield while others reflected lofty goals such as Excelsior and Advance. From some of the descriptions, it was clear that some were located in picturesque settings or on prominent ridges surrounded by virgin woodland often along small rivers or creeks, or sometimes just on the flat plainlands of the area while others were located on whatever land was available.

A series of articles on one-room schools was published in

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<sup>14</sup> Ruby French, "School District History," Mentor-Democrat, 24 Jan 1929.

<sup>15</sup> Louise Sparks, "School District History," Mentor-Democrat, 21 May 1929.

the Newton Press-Mentor in November 1983 to celebrate American Education Week. This project was under the direction of Mrs. Sandra Ward, teacher of the elementary gifted program who sponsored Project OWL (On With Learning). Their research, though not as detailed as the ones of 1928-29, provided a perspective on the importance of the schools to the communities and to the families. Rox Anne Pickens, a West Junior High eighth grader, wrote the following about Latona District No. 17:

Latona was founded in 1869 and was once a thriving town. A few of its early inhabitants were the McCoys, the Jack Erwins, the Socrates Trexler family, the Ralsons, the Murphys, the Williams family and the Palmers. At one time Latona had a U.S. Post Office, a blacksmith, an undertaker, a grocery store and two small general stores.

In 1870 Johnson Trexler donated the property on which the Latona Christian Church and the Latona School were built. In 1870 the Latona School was one of the many one-room schools in Jasper county. The reason for so many one-room schools was because all the teachers and children who went to school had to find their own means of transportation. This usually consisted of walking or riding horses to school. The schools were not consolidated then as they are now.

In those days the teachers made from \$5 to \$18 a month for teaching and doing their own janitorial work. . . .

In 1945-47 the Illinois School Consolidation Law was implemented. This law brought an end to the one-room schools in Jasper County. By the late 1950's all the one-room schools had been consolidated and had been divided into eleven districts. The Galloway, Latona and Wheeler schools all joined together to make Muddy Consolidated School District.

The remains of Latona consist of the old Latona Store, the Latona Christian Church, and the old Latona School which has been made into a parsonage for the church. Even today some people still call Latona "Dogtown."

This story was interesting to me because my father grew up about a quarter of a mile from Latona and I have lived in the same vicinity all my life. I've heard my parents and others say, "Remember the good old days at Latona School." If they can say that, we kids must have

something great going for us with all our modern facilities and activities.<sup>16</sup>

Terry Kirks, an eighth grader at East Junior High wrote of the Ochs School District No. 77:

An aunt of mine, Christine Ablinger spent her life as a teacher. Many of these years were in one or two-room school schools. I would like to thank her for recalling the memories and sharing them with me.

Along the dusty roads, the trip to school was around three miles. Sometimes Christine Ablinger went by buggy or even by Model T but the majority of times were on foot, often stopping to gather the hazelnuts.

Although the Ochs school was poorly set up, Miss Ablinger was paid \$70 a month, a lot in those days, for the single term of 1921-22. Often the people had box-suppers to raise money for the school. Families often invited her to stay for supper and the night. Once she was invited to a dance at the site of a new house.

Once a wild bull got loose and the students at the Ochs school were warned not to go outside. There was no recess and the students stared out the window all day. Finally it was safe to go out for the bull had been killed.

In the next years, Miss Ablinger left the Ochs school and taught in the Ste. Marie Public school, where she received \$75 a month for teaching grade school. A little later, she received even more as a high school teacher. .

Today both the Ochs and the old Ste. Marie school still stand. The Ochs school has been slightly moved from its original place and is used at the Paul Zuber farm for farm purposes. The old Ste. Marie school is now used as the town hall.

Miss Ablinger related that she still has the desk bell that she used to call students in from recess and that relatives of a former student have the desk that she used at the Ochs school.

Miss Ablinger taught one year, 1921-22 at the Ochs school, four years at the Ste. Marie Public school from 1922 through 1926, and 20 years from 1927 to 1947 in the two-year high school at Ste. Marie.

She completed her teaching career at the Newton

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<sup>16</sup> Rox Anne Pickens, "Latona School Dates to 1870," Newton Press-Mentor, 31 October 1983.

Community High School. Miss Ablinger's many students will attest to the important influence she had on them.<sup>17</sup>

29: Andrea Jester wrote about Excelsior School, District No.

The Excelsior school was a one-room schoolhouse in Jasper county. It was located two miles east and one mile north of Gila. The common name for the school was Coverstone.

It had many different schoolteachers over the years. A few of them were Raymond Hicks, Lawrence Kibler and Betsy Frazier.

Some of the students over the years were Bill Jester, Ted Marrs, Bill Wilson, George Foltz, Guy Cummins, Claude Griffith, Rose Newlin and Dale Newlin.

The old school burnt down around 1915. It was rebuilt soon after. During the rebuilding, the students went to school at the Coverstone church, a short distance away.

The school year back then was shorter by two months. The students would go to school five months in the winter and two months in the summer. In the winter, the school would have spelling bees, pie suppers and ciphering or math bees at least two times a year.

The Excelsior school closed down in 1946. The attendance was four students and a dog. Two of the students were Evelina Helmick, Roger Clark and his dog.<sup>18</sup>

### Governance of the Schools

Within the state of Illinois between 1925-47 there was an elected State Superintendent of Public Instruction with a designated Supervisor of Rural Schools. At the local level there was an elected County Superintendent of Schools. This elected county official was responsible for the collection of statistics on the number of school-age children in the various districts and then reporting this information in an annual report to the state superintendent. This person was also responsible for dividing funds to the respective school

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<sup>17</sup> Terry Kirts, "Teacher of the One-Room School," Newton Press-Mentor, 7 November 1983.

<sup>18</sup> Andrea Jester, "Excelsior Closed Doors in 1946," Newton Press-Mentor, 24 October 1983.



districts based upon the average daily attendance, resolving disputes about boundaries, conducting licensing exams for teachers, visiting schools, making recommendations for improvement and school organization plus conducting county-wide institutes.<sup>19</sup> The results of these responsibilities were evident in the state superintendent reports with information noted in Appendix 7 presenting information on the number of one-room schoolhouses, number of students, the ranges of numbers of students in respective schools, the total number of teachers in the county, the number of beginning teachers, and statistical information on county institutes that were held. The county institute programs were often explained in the local papers identifying the scope and content of the respective institutes as well as the summary report on the actual institute itself.

Being an elected official in education did not preclude criticism from county residents. V.A. Jones, in the Press edition of 4 August 1925, discussed the school law pertaining to the granting of teacher certificates while emphasizing his role in carrying out the law, not making the law. It appeared from the tone of his article that people had been critical because individuals had been denied the opportunity to teach. He countered with an extensive explanation by saying:

The foregoing has been given to the public for the benefit of those who do not know the certificate law and have been criticizing the County Superintendent of Schools, who is trying to obey the law as all law abiding citizens should. Any questions about schools will gladly be given an answer by the County Superintendent of Schools if he knows of anyone who will take the trouble to go to his office to talk it over. That is part of his business. He is your servant but you must tell him.<sup>20</sup>

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<sup>19</sup> Gerald Gutek, Education in the United States: An Historical Perspective, (Englewood Cliffs, N.J.: Prentice Hall, 1986), 105.

<sup>20</sup> V.A. Jones, "School Laws," Newton Press, 4 August

Based upon information gleaned from the local papers, the Newton Press and the Mentor-Democrat, the presentation of school data required by the state office was often shared with the local people. As stories were reviewed in the respective papers, it was evident that the County Superintendent of Schools was a respected and influential person working to establish educational standards, provide quality instruction and maintain interaction with a variety of local groups for the continued interest and support of the schools within the county.

The County Superintendents were V.A. Jones from 1923 to 1931, Merle A. Yost from 1931 to 1939, and Rolla B. Cramer from 1939 to 1952. The dictates for this office allowed for change of personnel on 1 August of the year of the election.

V.A. Jones used an evangelical writing style and presented more discourses in the local papers on actions and corresponding results than did the other county superintendents. An article entitled "Pupil Failures in Schools: Discussion of Some of the Many Causes", discussed the seriousness of student failure, encouraging parents to be responsible for their children and to their fellow taxpayers. He encouraged parents to come in and discuss their child's promotion.<sup>21</sup> An article entitled "Children in School" gave ten reasons for children to stay in school including greater earning power, opportunity for success, and training for the hard knocks of the competitive world.<sup>22</sup> He promoted utilization of public resources in an article, "Use the

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1925.

<sup>21</sup> V.A. Jones, "Pupil Failures in Schools: Discussion of Some of the Many Causes," Newton Press, 8 May 1928.

<sup>22</sup> V.A. Jones, "Children in School," Newton Press, 25 September 1928.

Library"<sup>23</sup> and promoted increased standards for school buildings with improved equipment, ventilation, lighting, and sanitation.<sup>24</sup>

### School Boards

Each school district had an elected board of directors. The members served a three-year term. These elections were held in the local school and sometimes people ran unopposed with their name on the ballot as a result of demonstrating an interest in the schools. Each board was to have a president to conduct the meetings, a secretary or clerk to record the minutes and maintain the records and a treasurer to be responsible for the collection and disbursement of school funds. These people were responsible for: hiring schoolteachers; establishing rules pertaining to the respective school; and maintaining the building by proposing repairs and following through on their recommendations. In addition there were three elected trustees and an elected treasurer for the township. The Newton Press in 1925 reported the elected directors for each of the local school districts and trustees that were named for the respective townships.

Family connections with school directors often opened the doors for teacher employment. Lawrence Cowger, one of Jasper County's one-room schoolteachers, was able to obtain his first job because of a familial acquaintance with the wife of one of the directors of the Reisner school. It was common for directors to house the teachers. Mr. Cowger obtained housing with another director's family and ultimately found that to be a positive personal experience as the paper noted him courting and ultimately wedding the director's

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<sup>23</sup> V.A. Jones, "Use the Library," Newton Press, 18 October 1929.

<sup>24</sup> V.A. Jones, "School Standardization," Newton Press, 2 February 1929.

daughter.<sup>26</sup>

Prior to 1925, having local people who were not necessarily certified to teach was more common than after 1925 because of the legislation that had occurred regarding certification for teachers. Naidene Stroud Trexler, another teacher of a one-room school in Jasper County, negotiated with the board of directors to establish her salary and her own school calendar.<sup>27</sup>

### Finances

An act providing for the establishment of free schools in Illinois was approved on 15 January 1825.<sup>28</sup> Some communities taxed themselves more than others to provide better teachers, longer school terms and better school buildings. The financial situation of local schools was regularly published in the local papers and in articles like the one in the 3 April 1928 Newton Press:

The report on the school tax levy for 1927-28, which has just been issued by County Superintendent V.A. Jones, shows some alarming conditions which face our rural schools for next year. We note that 67 of the 113 school districts of Jasper county levied the maximum amount permitted by law and yet will not get the amount they levied due to lower valuations caused by the shrinkage in the value of farm lands. For example one district levied \$600 needed to run the school next year but will receive only \$362. Another levied \$800 and will get only \$584. Another levied \$1200 and will receive \$875. Others are not quite so bad, but still will run behind. One village

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26 Lawrence Cowger, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

27 Naidene Stroud Trexler, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

28 August Mave, History of Illinois, (New York: Charles Scribner and Sons, 1927), 84.

levied \$1300 but can only get \$984.

The expense of maintenance of the school rooms is about the same for the various districts throughout Jasper county, but the salary of the teachers and the number of pupils per school varies widely, which in turn greatly affects the cost of instruction per pupil enrolled. The average enrollment per teacher is 20; per rural district 18; and per village district 30.<sup>29</sup>

V.A. Jones reported on the financial status for the 1928-29 school year:

County Superintendent V.A. Jones has just issued a list of the school districts of Jasper county, together with their assessed valuations, enrollments and costs per pupil. This shows that of the 112 districts in the county, 72 have levied the limit the law permits for educational purposes, one per cent of the assessed valuation. In commenting on what this shows, Mr. Jones said, "The cost of a year's school of seven months is about \$700. There are about seventy districts which cannot secure that much from taxation but fortunately, the state distributive fund helps to make up the deficit. However, this does not permit all the schools to obtain enough funds to pay adequately for good teachers, who command good salaries. Because of this a few schools cannot provide the best of schooling for the pupils in their district."<sup>30</sup>

The people in the communities also established the regulations for the schools; thus the organizations and functions of the school became very important to the local citizens and gradually a pattern of community involvement was established. In other words, communities wanted better teachers, better equipment and even longer terms of school.

#### School Attendance

In the early years of public education, children often attended school only sporadically, dependent upon family beliefs and concerns. Lawrence Cowger recalled a family

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<sup>29</sup> "School Data: Many Districts of Jasper County Will Run Behind Next Year," Newton Press, 3 April 1928.

<sup>30</sup> "School Data Issued," Newton Press, 19 March 1929.

situation where the father did not want his child to be passed into fifth grade; the father had never passed fourth grade and did not want his children to surpass him.<sup>31</sup> That was an unusual circumstance as most people wanted their children to better themselves in terms of education. The school terms often were arranged to accommodate children who were required to help with the farm work. Initially the question of compulsory school attendance had caused quite a debate as noted in the 21 January 1887 Chicago Times: "The law has no more right to compel attendance in schools than it has to compel them to attend church"<sup>32</sup>

The Illinois revised statutes of 1925 indicated that it was parental responsibility to require any child between the ages of seven and sixteen years to attend some public or private school for the entire time when the school attended was in session. The penalty for neglect was that the school district would receive a sum not less than five dollars, nor more than twenty dollars and cost of suit for any truancy proven.<sup>33</sup> The Newton Press on 13 September 1927 identified various points of order of law with specific reference to truancy indicating that each district would have a list of all children in the district between the ages of seven and sixteen who are under the compulsory attendance law. It was the duty of the directors to see that pupils enrolled in school, that teachers checked regular school attendance and that the county truant office enforced the law. In the same article, the identified truancy cost for the county was seventy-eight dollars and the truancy cost for each district

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31 Lawrence Cowger, Teacher Interview.

32 John K. Keiser, Building for the Centuries: Illinois 1865-1898, (Urbana, Illinois, University of Illinois Press, 1977), 311.

33 Illinois State Statutes, Revised, Annotated, 1925, Vol. 7, 227.

was seventy cents. Enacted by the fifty-sixth general assembly and effective 1 July 1929, the minimum school term was raised to eight months from seven months.<sup>34</sup>

The state and county levels continued to emphasize the importance of regular student attendance. The local schools also recognized the value of daily participation. It was not uncommon for local papers to identify those students with perfect attendance: "The three children of Mr. and Mrs. Luther Clark of near Yale have made a perfect attendance record since starting to school. All three have always gone to Clark school and their combined attendance amounts to nineteen years. The oldest, George, is in his eighth year, the second Ellen is in her sixth year, and the youngest, Paul in his fifth year."<sup>35</sup>

Attendance of pupils was also noted in the accounting of the end-of-year picnics along with the honoring of teachers. At one such picnic in Premium School District No. 60, Miss Lorene Carpenter, gave eleven awards for attendance to the pupils who had not been either absent or tardy for four school months. She presented one pupil, Kenneth Chaney, an award for both perfect attendance and no tardiness. Mr. Bert Mattingly, teacher of Wakefield District No. 52, presented at their closing picnic, eight certificates of award to the pupils who had demonstrated exemplary attendance. The five pupils who went the whole term without missing a day or being tardy were Donald Spani, William Salyers, Charles Harvey, Ardell Heady and Joy Harvey. Victor Cummins acknowledged attendance at the Reisner District No. 69 close-of-school noon meal on 5 April 1929 by giving eight pupils certificates of award and acknowledging four who went every day without

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<sup>34</sup> "Changes Made in Illinois School Laws," Newton Press, 25 June 1929.

<sup>35</sup> "Perfect School Attendance," Newton Press, 10 December 1929.

being either absent or tardy. The names of the latter were Beatrice, Floyd and Evelyn Russell and Maurice Michl.<sup>36</sup>

The patterns established for community involvement and student interaction in the country schools evolved over a period of time so that the schools were a center of activity and learning for the children of Jasper County. The people responded to the needs of the students, the requirements of the state, and their own personal desire for opportunities for their children with a demonstrated commitment to schooling. Personal feelings and willingness to become involved allowed the local community the opportunity to impact the quality of learning opportunities and control events in the one-room schoolhouse. Although they reserved daily activity responsibility for the teacher, the closeness of the community allowed for expression of ideas and feelings. The teacher designed the school day and was responsible for the control of the children. The school day, its routine, curriculum, and breaks, are presented in Chapter 2.

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<sup>36</sup> "In the Social Whirl: Doings of People You Know," Newton Press, 5 April 1929.



## CHAPTER 2

### SCHOOL ACTIVITIES, RESOURCES, AND EXPECTATIONS

The school day was organized to allow for teacher interaction with all students of varying ages and abilities. The basic curriculum needs were met and enhanced through special competitive activities to maintain interest and spark enthusiasm. Music and athletic competitions prompted the greatest interest.

Although resources were limited, teacher and student ingenuity provided new and creative experiences in both the classroom and the playground. Holidays and special occasions were important times to both the students and all community members.

#### The School Day

The school day started at nine o'clock and ended at four o'clock. Juanita Earnest Dickey, recalled the day being separated by morning and afternoon recess and lunch. She scheduled her day as follows:

The first period was language arts including reading and spelling; the second period was math and science; the third period was language arts with emphasis on English and grammar; and the fourth period was devoted to social studies, geography and history. Sometimes subjects were taught on alternate days. Penmanship was coordinated with writing sentences with older children. Primary grades worked on writing after reading.<sup>1</sup>

Hazel McCrillis Salyers, another teacher of one-room schools in Jasper County organized her day and materials "as

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<sup>1</sup> Juanita Earnest Dickey, interview by author, 1 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

suggested by the county superintendent and my own wishes."<sup>2</sup> Zola Klier Story, a teacher of one-room schools said, " We always had reading first because I thought reading was the most important thing. Then from recess until noon, I had arithmetic because we had a lot of arithmetic classes. Then in the afternoon we would have our language, health and geography."<sup>3</sup> The chart below is an outline of a typical daily schedule. It corresponds to the recollection of individual respondents and identifies the class, period and length of time allocated for each grade level as determined by an unknown teacher. This daily outline has been taken from the original copy which is housed in the Jasper County Historical Museum:

9:00	Opening Exercise - All	1:30	Language - 6th Grade
9:10	Reading - 1st Grade	1:40	Language - 7th Grade
9:30	Reading - 2nd Grade	2:00	Health - 6th Grade
9:40	Reading - 3rd Grade		Mon, Wed
9:50	Reading - 5th Grade	2:20	Health - 7th Grade
10:00	Arithmetic - 6th Grade	2:30	Recess - All
10:20	Arithmetic - 7th Grade	2:45	Health - 3rd Grade
10:30	Recess - All		Mon, Wed, Fri
10:45	Arithmetic - 1st Grade	2:55	Spelling - 1st Grade
11:00	Arithmetic - 2nd Grade	3:05	Spelling - 2nd Grade
11:10	Arithmetic - 3rd Grade	3:15	Geography - 5th Grade
11:30	Arithmetic - 5th Grade		Mon, Wed, Fri
11:40	Reading - 7th Grade	3:25	Geography - 6th Grade
11:50	Reading - 6th Grade		Mon, Wed, Fri
12:00	Noon - All	3:40	Geography - 7th Grade
1:00	Language - 1st Grade		Mon, Wed, Fri
1:10	Language - 2nd Grade	4:00	Dismissal - All
1:20	Language - 5th Grade		

Source: Unknown teacher of one-room schools in Jasper County, unpublished, Jasper County Historical Museum, Newton.

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2 Haxel McCrillis Salyers, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

3 Zola Klier Story, interview by author, 22 June 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

A close examination of this schedule indicates that there were either no students in the fourth or eighth grades or else the plan of alternation had been adopted. The latter plan allowed teachers the opportunity to combine students scheduled for different grades to reduce the number of daily class preparations. For example, students could be promoted from the third grade and move into the fifth grade curriculum and then back to the fourth grade the following year. The Illinois Course of Study was followed for each grade so that all curricula would be taught.<sup>4</sup> Naidene Stroud Trexler, a teacher of one-room schools in Jasper County, avoided putting kids under the alternation plan; "If the students were scheduled to be in the fourth grade, they stayed in the fourth grade. I didn't flip the kids back and forth and I think the districts appreciated that."<sup>5</sup>

The number of students in the school varied from minimal numbers of fewer than five to as many as fifty-three. Lawrence Cowger had the high number during his year at St. Peter School in 1934-35 with fifteen in the first grade. As the student population was primarily Catholic, Mr. Cowger did receive help from the Catholic priest, Father Daly, who was very supportive of the educational process and assisted by providing instruction at the school.<sup>6</sup> The pupils ranged in age from six to sixteen with variation in skills, background and tendencies to learn. Therefore, teachers had to prepare

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<sup>4</sup> U.F. Hoffman, Organizing and Teaching a One-Room School in Illinois, Circular 163 (Springfield: Schnepps and Barnes, 1922), 13.

<sup>5</sup> Naidene Stroud Trexler, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>6</sup> Lawrence Cowger, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

lessons to accommodate the learning ability and progress of each child.

There was also concern over dealing with the less able students and working to provide instruction to them. Zola Story remembered, "Some of the slower students couldn't keep up with the others. I got a different set of books for them because I don't think anyone is going to learn if you cannot read."<sup>7</sup> Frank Woodard, a teacher of one-room schools in Jasper County and a teacher at St. Peter School from 1931-34 also remembered the large classes at that school; therefore, Marge Schuch was a student assistant during her seventh and eighth years. He also thought she excelled in her ability to understand, perceive, and help the younger students.<sup>8</sup> Marge Schuch, whether realizing it or not, was being prepared for her later occupation, a business education teacher. She said later, "I can see there was a good rapport between eighth graders and beginners. The older students always seemed to have time to help the younger students. At St. Peter, all but three families were Catholic but in that era everyone accepted each other as friends."<sup>9</sup> Teacher Juanita Dickey recalled that "older students sat by younger students who were having difficulty and gave some assistance. Chalkboards were used extensively in math instruction and extra homework was assigned."<sup>10</sup>

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<sup>7</sup> Zola Story, Teacher Interview.

<sup>8</sup> Frank Woodard, interview by author, 7 August 1990, Springfield, tape recording, Jasper County Historical Museum.

<sup>9</sup> Marge Schuch, student in one-room schoolhouse, 30 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>10</sup> Juanita Dickey, Teacher Interview.

### Curriculum

The phrase "reading, 'riting and 'rithmetic," so often used to describe the early school curriculum, correctly identified the bulk of the instruction occurring in the schools. Between 1925 and 1947, the other major areas of emphasis were geography and history or social studies. Teachers were asked to plan a series of activities in conjunction with the Illinois Course of Study to meet the individual needs of students. Each of the teachers recalled using the course of study as the basis for their planning and instruction but deviated from the outline if student needs and personal wishes dictated. Teachers obtained as many resource materials as possible to assist them in their daily work, scavenging from a variety of places to have materials available for student use. Zola Story used old wallpaper books as additional paper sources.<sup>11</sup>

The basic purpose of instruction was to teach the students to obtain knowledge, be self-sufficient, and use resources available. The goal was really to get the children to read and think on the premise that after they had knowledge and could think, they could be expected to talk or recite. Georgiann Geiger Kocher who attended the Michl School from 1933 to 1940 cited one of her valuable experiences from the one-room school: "To work hard, use your head and do the best you are able to do."<sup>12</sup> Linda Bailey who attended the Jackville School from 1942 through consolidation in 1947 recalled the valuable experience of learning to be responsible for yourself, to be on time, and

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<sup>11</sup> Zola Story, Teacher Interview.

<sup>12</sup> Georgiann Kocher, student in one-room schoolhouse, 24 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

to get work done on time.<sup>13</sup> Books such as Modern Practices in the Elementary School were written to provide practical help to teachers in their daily work, help teachers organize their day for living and learning, assist in developing a unit of work and give suggestions on managing a daily program. These books encouraged teachers to make the most of their environment utilizing latent creative abilities and meeting individual needs.<sup>14</sup> Information shared in textbooks such as this presented a step-by-step approach with an evangelical zeal for both teacher and student improvement.

The concept of competitive activities was incorporated into the total school's program. School contests and competitions initially involved students of neighboring schools. A newspaper account of a five-school contest involving one hundred pupils reported that a large number of community people witnessed the different events and expressed satisfaction with the program. Educational contests in spelling and ciphering, athletic contests of running and long jumping, and other special-interest contests such as eating, whittling, three-legged races and five-legged races comprised the day's activities.<sup>15</sup> School contest days were started in 1926 to provide county-wide competition in a variety of academic and athletic events. Forty-three different schools were represented with approximately five hundred spectators. Mr. Jones, county superintendent, in the reporting of the first contest, acknowledged that plans were not perfect but that the county demonstrated it could have a contest the same

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<sup>13</sup> Linda Bailey, student in one-room schoolhouse, 8 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>14</sup> John A. Hockett and E.W. Jacobsen, Modern Practices in the Elementary Schools, (Boston: Ginn & Co., 1938).

<sup>15</sup> "School Contest," Newton Press, 27 November 1925.

as other counties. The academic events included ciphering, reading, spelling, and dictionary along with chorus and piano.<sup>16</sup> A continuation of county contest days in later years was noted in the paper with an expansion of the academic contests. In 1933 the name was changed from school contest day to school rally day and approximately seven hundred attended including pupils, teachers and patrons. Contests were held in reading, dictionary, ciphering and spelling. On this rally day, students were treated to the opportunity for supervised play under the direction of Mr. Louis Kulinski, State Supervisor of Physical Education, who demonstrated a number of exercises for group participation.<sup>17</sup>

In addition to the basic curriculum, teachers utilized a variety of activities to spice up the daily routine and provide enticement and excitement to the classroom. Zola Story relied heavily on the use of dramatic activities and musical presentations. Her musical talents along with a genuine enthusiasm for music prompted each of her school districts to provide her with a musical instrument, usually a piano, and failing that, a guitar, to use for student singing and interaction:

I ordered plays from catalogs. We did that on our own, but what a difference it made. Instead of the students being timid and scared they could get up and talk, they could get up and act, they could get up and do just about anything. They provided plays and monthly school presentations on a regular basis where the students sang songs, performed drills, participated in marches with flags and a variety of activities. The parents came and

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16 "First Jasper County School Contest Day," Newton Press, 13 November 1926.

17 "School Rally Day a Grand Success," Mentor-Democrat, 26 October 1933.

got to see the school and their children; they were so proud of their kids."<sup>18</sup>

Naidene Trexler was paid extra money to start school one-half hour early for those students who were interested in obtaining assistance with music.<sup>19</sup> Students often mentioned the advantage of having music at the rural school. Hallie Strole, a student at Kerns School from 1936 to 1944 recalled that it was "a treat when a music teacher came from Newton and gave band lessons. I learned to play the clarinet and continued to do so at Newton Community High School. Victor Wilson was a traveling band instructor. Our school used to put on a play at Christmas time. Sometimes we combined it with the nearby school such as Foltz."<sup>20</sup> Some schools did not have music or art education. Marge Schuch, a student at St. Peter School, still feels deficient in music and art skills because art and music were not included in her early school training.<sup>21</sup>

Variation in the teacher's ability to provide for music, art and dramatic productions led to the development of a county-wide program with teachers of music, art, and penmanship. Under the plan, school districts could opt, for a fee, to have the teachers appear at the school for a half-day to provide general information and fundamentals of music, art, and penmanship to the students. This program was started in Jasper County in 1936 by the county superintendent Merle D. Yost. Mr. Parker, the first music teacher, spent

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<sup>18</sup> Zola Story, Teacher Interview.

<sup>19</sup> Naidene Trexler, Teacher Interview.

<sup>20</sup> Hallie Strole, student in one-room schoolhouse, 8 August 1990, questionnaire response, Jasper County Historical Museum.

<sup>21</sup> Marge Schuch, Questionnaire Response.



one-half day every week or two, (depending on the arrangements) working with the individual students on the fundamentals of music and instruction in some instruments. The first musical area where awards of merit and accomplishment were given and where exceptional interest and student involvement had occurred was in harmonica playing. Students who were given an award for harmonica playing were listed in the local papers. The number of students involved indicated a widespread interest in music.<sup>22</sup> The harmonica was initially chosen because it was readily available, inexpensive, easy to handle, store, transport, and could be adapted to different age and size groups.

The spring festival of 1938 presenting choral singing showed high student interest and response. A county-wide group of approximately three hundred voices singing songs of American heritage was conducted by Mr. Parker. Accordions, violins, xylophones, harmonicas, drums, banjos, flutolets, clarinets, guitars, mandolins, and ukeleles accompanied the patriotic choral performance.<sup>23</sup> Eastern Illinois State Teachers College capitalized on student interest in music by sponsoring regional music festivals. In 1941, 1700 pupils from 160 schools in eight counties participated in the regional festival at Charleston. The festival featured a major choral presentation as well as instrumental groups such as rhythm bands and melody bands from the different counties. The students and teachers who attended from Jasper County were listed in the newspaper.<sup>24</sup>

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22 "Students Show Keen Interest in Harmonica Playing at School," Newton Press, 18 February 1937.

23 "Spring Festival Given by Schools," Newton Press, 31 March 1938.

24 "1700 Children Attend Rural Music Festival," Newton Press, 8 May 1941.

The teacher shortage during wartime resulted in the suspension of the rural music program for Jasper County in 1944-45. Teachers who had previously taught in the program were not available to teach. The county superintendent, Mr. Cramer stated that "the county program is considered as one of the outstanding cultural advancements ever attempted in the rural school work. I will exert every effort to see that it is resumed next year so the benefits obtained in the former years may not be entirely lost."<sup>25</sup> No records were found which made reference to any follow-through for county activities as the consolidation movement was beginning. However, it is known that musical activities continued to be important in the Jasper County schools with widespread community support.

County-wide activities and contests were also provided in areas such as spelling. The winners of local contests were pictured in the local papers and were given awards as well as publicity. "Inhabitant" and "generation" were words that were used for the fifth and sixth grade spelling contest and were correctly spelled by the first place winner of that contest in 1939. Other examples of words included were naphtha, abacus, rendezvous, diphtheria, rhinoceros.<sup>26</sup> Joan Huber represented Jasper County in the state spelling contest held in Springfield in 26 December 1940. In those spelling contests, words were pronounced and students were asked to

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<sup>25</sup> "Music Program in Rural Schools is Suspended," Newton Press, 17 August 1944.

<sup>26</sup> "Cherry Grove and Yale Students Win Contest," Mentor-Democrat, 7 December 1939.

spell them. To win the contest, Joan had spelled one hundred words correctly out of one hundred words pronounced.<sup>27</sup>

### Resources

Schools were trying to meet established state standards in 1925 by providing required resources. This goal of meeting state requirements influenced curriculum and financial decisions. The state was very precise in providing a listing of books which were then adopted by the county as books to be used within the areas of reading, arithmetic, history and geography. A listing of the required textbooks for Jasper County was published in the official directory of Jasper County. In 1929-30, the reading text was Primer and Literary Readers, a series by Young, Field and Martin; arithmetic used Essentials by Hamilton; geography used First Lesson in Geography by Knowlton; writing used Palmer Method; spelling used Essentials for grades 2-8 by Pearson and Suzzall; and the upper grades used Orthography by Calvin.<sup>26</sup>

It was the responsibility of the parents to obtain the books from the one bookstore located in Newton. Teachers were aware that students often were unable to purchase the books and therefore had students in class who brought whatever books were available to them. As a result, teachers taught using the materials that students brought with them. The limitation of resources, particularly books, both in quantity and appropriateness, was recounted in the school histories written by the eighth graders. Both students and parents felt that having a book for class work was more essential than having a specific book which was on the

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<sup>27</sup> "Tonyville Girl to Represent Jasper County at State Contest," Mentor-Democrat, 12 December 1940.

<sup>26</sup> V.A. Jones, Official Directory of Schools and Teachers, Jasper County, IL, 1925-1930.

required list. Applicability of the book to the student's level or style of learning was not critical. It was not uncommon for a family to have one set of books which was shared by family members at the school during the day.

Generally speaking, materials in the country schools were limited. Each school had a dictionary, a set of encyclopedias, and a few books. Some schools also had a globe, some maps, reading circle books, and additional reference materials of an atlas and compass. Others had a regulator clock, flag, pictures, and cooking utensils. A listing of the specific resources available in the different schools are listed in Appendix 5. The acquisition and maintenance of the resources available to the students were a source of pride to both teachers and students as evidenced by the fact that they were able to recall quite specifically the contents of their buildings.

The globe and maps were important because history and geography constituted basically one-quarter of the school day. Geography bees were one of the major contests for Friday afternoon diversification. Students remembered with clarity the manner and rules of the games that were used in the geography bees. Olen Earnest, a student at Reisner School, remembered having the right to challenge other students on city, country, mountain range and river names and locations.<sup>27</sup> Teachers of the one-room schools also insisted on the value of geography as a specific course and those interviewed were proud of student's accomplishments in geography.

In 1930 the county superintendent worked with the public library personnel to increase public library usage by the students of the one-room schools. Book exchange programs

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<sup>27</sup> Olen Earnest, interview by author, 1 August 1990, Effingham, tape recording, Jasper County Historical Museum, Newton.

were developed and implemented. Model systems and participating teachers were acknowledged and praised through various newspaper accounts. Teachers were responsible for obtaining and returning all books despite poor road conditions.<sup>28</sup> The library purchased appropriate volumes and provided materials for general school use with the help of the Newton Women's Club who prepared the books for student usage.<sup>29</sup>

In 1940, Mr. Rolla B. Cramer, County Superintendent of Schools, inaugurated the visual education program after most of the rural schools had been wired for electricity. This allowed students and teachers to use sound projectors and necessary equipment for showing films. As school districts were physically readied for this equipment, Mr. Cramer then spent time showing the educational materials at the various schools and districts of the county. The films were available not only to the students but to the entire school community.<sup>30</sup>

#### Recess, Play and Socialization

Mildred Earnest Bailey who attended Reisner School from 1935 to 1943 answered "recess" in response to the question about the classroom activity she liked the best. She had identified an important factor of schooling--socialization.<sup>31</sup> Winifred Martin Bensen who attended Palmer School from 1934 to 1942 did not care for competitive games and sports

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<sup>28</sup> "Library Notes," Newton Press, 27 February 1930.

<sup>29</sup> "Use the Library," Newton Press, 18 October 1929.

<sup>30</sup> "Cramer Begins New Educational Work in County," Mentor-Democrat, 2 October 1941.

<sup>31</sup> Mildred Earnest Bailey, student in one-room schoolhouse, 18 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

although she liked other aspects of recess.<sup>32</sup> Hilda Kerner Dhom, a student at St. Peter School from 1924 to 1932 remembered that "noon and recess was [sic] the time for learning too. The older girls taught us to crochet, tat, make flat and rope strings of beads and it was at this time I learned the little verse about Solomon Grundy and a little pig Latin"<sup>33</sup> Memories of incidents that occurred on the playground were enduring. Hallie Stroll who attended Kerns School from 1936 to 1944 recalled a recess ballgame when the bat broke and hit Richard Kibler in the mouth, resulting in three lost front teeth.<sup>34</sup> Leon Goldsmith, who attended Blair School from 1923 to 1931, said, "We had a lot of fun playing games at recess and during the lunch hour break. We played baseball, andy-over, blackman, tag and fox and geese on snow covered ground. We also played drop the handkerchief. When a nearby pond was frozen we'd skate during the lunch hour."<sup>35</sup>

Generally speaking, there was little equipment for playing so students needed to be inventive regarding types of games, particularly ones that would include most of the students of the school. All students could participate in common games like blackman (like red rover), andy-over and fox and geese while skill games and rough-house activities forced a division of students. Boys often used a board wrapped with a rag to make a bat for baseball or softball.

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<sup>32</sup> Winifred Martin Benson, student in one-room schoolhouse, 10 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>33</sup> Hilda Kerner Dhom, student in one-room schoolhouse, 20 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>34</sup> Hallie Strole, Questionnaire Response.

<sup>35</sup> Leon D. Goldsmith, student in one-room schoolhouse, 15 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

The students remembered eating lunch quickly in order to have more time for play, socialization and activity during the noon hours. Students would also take advantage of the snow by building snowforts and creating games and opportunities for play. While teaching at Jones School, Juanita Dickey said that the students made leaf houses which were used for play and later when it got cold, the older boys ate their lunch in the leaf house because of the insulated qualities of the leaves.<sup>36</sup>

Those teachers interviewed said that in addition to supervision, they played the games and interacted with the children. The teachers were accepted as group participants and treated accordingly. This sometimes resulted in playground accidents. Lawrence Cowger remembered being tackled in the snow, getting his face washed by the students and getting involved in some rough-and-tumble lunchtime activities.<sup>37</sup> Juanita Dickey said her nose was broken during lunchtime at Mt. Zion when she and a boy collided on the playground while she was playing blackman. After this incident, she dismissed the school and then sought personal aid.<sup>38</sup> While actively participating with the students in a ballgame, Naidene Trexler broke her finger by catching a ball.<sup>39</sup> Iva Jones, a teacher at Amity, hurt her knees by falling down into the cinders while playing blackman.<sup>40</sup>

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36 Juanita Dickey, Teacher Interview.

37 Lawrence Cowger, Teacher Interview.

38 Juanita Dickey, Teacher Interview.

39 Naidene Trexler, Teacher Interview.

40 Iva McCrillis Jones, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

A concern expressed by the teachers was how to involve all of the students in the games and provide for the safety and security of the younger ones with the more aggressive activity of the older ones. Several teachers divided the students so that the younger ones would play games such as "Mother May I" and "Drop the Handkerchief." The teachers considered game choice an opportunity for students to make decisions. The interaction with all students contributed to the development of socialization skills.

### Student Responsibilities

It was the responsibility of the families of the children to provide their own transportation which was the initial impetus for having schools so close together. Students recalled the problems encountered with the snow, mud and dirt conditions plus the teasing of the older children during their walks to school. There was general childhood delight in having an opportunity to while the time away. Legends about mean old men or mean old ladies survived. Juanita Dickey, a student at Jones, recalled being warned of this man up the road who was concerned that the students would get his apples, even the ones that would fall out of his tree on the road. He would be out in his yard with a gun which consequently just dared the boys to see if they could get some of the apples without being caught. "I remember going by with my sister holding one of my hands and a friend holding the other. My dad said there was no cause to be afraid but that did little to comfort my fears."<sup>41</sup>

The Jasper County area was subject to heavy snows. Thus, the parents were concerned about the children's ability to walk through the snow. Sleds and transportation were often provided when the parents felt that personal safety was in jeopardy. Students recalled walking on the snow with just

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<sup>41</sup> Juanita Dickey, Teacher Interview.



the fencetops poking through, and using the fencepost tops as a way to find their way back and forth from home to school. Mildred Dougherty, one of the students at Cummins School from 1920 to 1928 remembered, "Our Grandpa and Grandma Cummins lived within a stone's throw of the school and on bad nights we stayed with them. I wouldn't take a million dollars for the memories I have of these times, sitting around the fire after supper listening to the happenings of the years gone by. I feel this is one of my greatest heritages."<sup>42</sup> Bad weather was never a cause for dismissal of school. Marge Schuch remembered that everyone walked to school: "Weather seemed to have no effect on school closing. There were no school closings. Sometimes if the snow was really deep, somebody's father would put a wagon bed on runners, hitch horses to it, and take us home." She continued: "We walked through fields and woods, the shortest way across two creeks. If they overflowed, a parent would meet us and help us across. Or they would take us on an abandoned road past two cemeteries. It was very scary."<sup>43</sup>

Children were responsible for taking their own lunches and being content with whatever was provided. Most lunches consisted of a sandwich, perhaps some cookies, and a beverage. In the wintertime, if the lunch pails were on the back shelf, they were often frozen and had to be set near the big stove in order for thawing to occur. Earl Dickey, a student at the Jones School, set rabbit traps during the winter and each morning checked the traps to determine if there was a catch. When he was lucky, he would take the rabbit to school, clean it, and the teacher would cook the

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<sup>42</sup> Mildred Cummins Dougherty, student in one-room schoolhouse, 22 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>43</sup> Marge Schuch, Questionnaire Response.

rabbit in a large pan on top of the stove. Vegetables were added so all would have a hot lunch.<sup>44</sup> Hazel Salyers sometimes placed a large kettle on top of the stove, adding a meat bone and perhaps vegetables to provide an occasional hot meal.<sup>45</sup> Zola Story created food specialities to provide a special treat for the students.<sup>46</sup> Limitations on fresh fruits and vegetables were evident, especially in winter because these items were not easily obtained.

Student dress was very simple and ordinary. Many of the girls' dresses were homemade and hand-me-downs were evident. At that time, girls did not wear slacks, but in the cold weather they wore leggings with their dresses to keep their legs warm. Boys generally wore a newer version of work clothes.

#### Holidays

Holidays were very much a point of celebration not only for the school children but for the community. Programs were presented and the special occasions prompted anticipation and excitement. Zola Story provided a variety of dramatic activities for student and parental involvement.<sup>47</sup> The local papers gave many accounts of St. Patrick's Day parties, Thanksgiving Day celebrations, Halloween and masquerade occasions given at the schools, but special emphasis was certainly given to Christmas and to end-of-year events. Alta Huddlestun recalled that students and parents expected the teacher to provide treats at holiday time. These treats

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<sup>44</sup> Earl Dickey, student in one-room schoolhouse, 1 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>45</sup> Hazel Salyers, Teacher Interview.

<sup>46</sup> Zola Story, Teacher Interview.

<sup>47</sup> Ibid.

usually consisted of an orange, peanuts, and some candy, all coming out of the teacher's personal budget.<sup>48</sup> Frank Woodard recognized Halloween, harvest time and birthdays of the Presidents as reasons for special occasions and discussions. Mr. Woodard recorded each student's birthdate and strived to provide some sort of celebration in honor of the student's birthday.<sup>49</sup>

Group and community sings were common and involved all persons present for these special occasions. The song, "Community", was included in programs and for occasional classroom usage. It was included on several teacher's directories and was probably used for county institute group singing. Iva Jones remembered this song being used on a regular basis involving both students and parents.<sup>50</sup>

"Community"  
(Tune "Maryland")

I'll sing a song of common good,  
     Community, community,  
 Of Universal brotherhood,  
     Community, community  
 I'll sing not of a distant day,  
 I'll sing not of the far away.  
 To my own home I'll raise this lay,  
     Community, community.  
 From countryside and village street,  
     Community, community,  
 Man yearns his fellow man to meet,  
     Community, community;  
 And each will lend a willing hand  
 Till every blessing of our land  
 Within our very midst shall stand,  
     Community, community.

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<sup>48</sup> Alta Wyatt Huddlestun, interview by author, 1 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>49</sup> Frank Woodard, Teacher Interview.

<sup>50</sup> Iva Jones, Teacher Interview.

A nation crushed with sin and greed,  
     Community, community.  
 That 'neath the heel of strife doth bleed,  
     Community, community;  
 A world with hate and sorrow torn,  
 Shall find in thee their joy reborn,  
 And greet a new and happy morn,  
     Community, community.  
 From far Judea's sacred plain,  
     Community, community,  
 Once more is borne the heav'nly strain,  
     Community, community;  
 The angel song is with us still,  
 And bids us now the work fulfill  
 Of peace on earth, to men goodwill,  
     Community, community.<sup>51</sup>

The type of patriotism and idealism presented in this adopted county song reflected the pride and hopes of the people involved in these country schools. This hope was for the children's future and was closely related to the parent's perception of the ability of the teacher to lead their children.

The school day was planned and directed by the teacher to provide for educational advancement, increased socialization skills, and competitive opportunities. The curricular structure emphasized reading, writing, math and social studies. Special interest subjects of art, music, and penmanship were taught as the talents and interests of the teacher allowed or with the assistance of specialty teachers. Limited resources forced creativity in planning.

The unstructured time of recess and noon hour allowed for student interaction and for informal student learning. Teachers actively participated in games. Holidays were eagerly anticipated and provided opportunities for special festivities with total community involvement.

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<sup>51</sup> V.A. Jones, Official Directory of Schools and Teachers, Jasper County, IL, 1925-1930.

The teacher was responsible not only for controlling the school day, but for an ancillary set of duties. These included schoolhouse readiness, professional skill development and a coordination of many causes and efforts promoted by the county. These roles and responsibilities are more fully explained in Chapter 3.

## CHAPTER 3

### TEACHERS ROLES AND RESPONSIBILITIES

During the time period 1925-1947, preparation of Jasper County teachers became more formalized. Teachers were responsible for initiating job contacts and for personal salary negotiations. The basic responsibility of the teacher continued to be instruction for student achievement using established and approved methods. Teachers incorporated personal style to involve all students in the learning process. Reports on student progress were given and parental contacts were made.

Even with additional professional training, the teacher workload included janitorial work, nursing, and playground supervisor. The teachers also had responsibilities for working with county and state groups to correct health problems and promote quality health care. In addition, they cooperated with general wartime efforts by distributing information.

#### Professional Preparation

The State of Illinois controlled the certification of its teachers through the county superintendent's office where teacher exams were given and renewed. Dates of these tests were advertised regularly in the Newton paper. All of the teachers interviewed described their efforts to upgrade their knowledge and skills. For example, Hazel McCrillis Salyers, a one-room teacher in Jasper County, took an exam for teaching school at the conclusion of her high school experience. She stated, "I didn't know whether I passed it [the exam] or not so I started to Eastern in December and I

got word that I passed. I went one term up there, three months. I should have gone on the whole year, though because I really didn't know enough to teach school. I kept taking courses until I got two years of college"<sup>1</sup> She further explained the series of courses that she took in night school, where teachers pooled rides to various off-campus classes, to obtain information to assist her in her teaching. Naidene Trexler obtained a scholarship for two years of college at Eastern Illinois Teachers College.<sup>2</sup> She later added a Bachelor's degree from that institution. Others enrolled in summer sessions and off-campus offerings to obtain skills to be able to work better with students. In 1925, certificates carried a class A,B,C, or D designation which was based on the teacher's training or experience. The state funding to the local school was determined by the teacher's classification: Class A, \$2.50 per week; Class B, \$1.00 per week; Class C, \$.50 per week; Class D, \$0.00 per week. There was one Class A teacher in a one-room school in Jasper County in 1925; Otto Cummins, teacher at Water Oak District 62.<sup>3</sup>

Between 1925 and 1932, a large percentage of teachers in Jasper County were in their first year of teaching but as time progressed, the retention of teachers increased to show fewer numbers of beginning teachers and more teachers with experience. The compilation of information from the county superintendent reports, presented in Appendix 7, identifies

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<sup>1</sup> Hazel McCrillis Salyers, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>2</sup> Naidene Stroud Trexler, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>3</sup> V.A. Jones, Jasper County Schools and Teachers for the Year 1925-26. (No specific requirements for the A,B,C, or D teacher designations were given.)

the total number of teachers in Jasper County and the experience by years. Between 1925 and 1931, being a graduate of a college or teacher's school was not essential for being a teacher. The data show that attending high school and passing the test would allow individuals to teach in the local schools. Appendix 8 cites the degree of training that the beginning teachers had achieved. Effective 1 July 1931, the state law was revised to require one year of education or training beyond the four-year high school as the minimum educational qualification for teaching school.<sup>4</sup> As a result of the state mandate, a higher percentage of the beginning teachers had more formal training at the teacher's college, the state normal school or college with a higher percentage of teachers being graduates of advanced schooling than in the earlier years.

The yearly published lists of schools and teachers shows that schools were all staffed. (See Appendix 9.) Prior to the start of the 1941-42 school year, Mr. Cramer, County Superintendent of Schools, noted five or six vacancies in the rural and city schools with no applications for the teaching positions. He blamed the draft and better wages in national defense factories for the shortage during that year.<sup>5</sup> The impact of the war on the local district was even more evident in 1942 when a dozen or more rural schools in Jasper County did not operate because of the teacher shortage. Mr. Cramer stated:

The army, navy, and defense service has taken [sic] some twenty-five men teachers from this county. Some of their places have been filled by women teachers and men above draft age but it seems almost certain that several of the

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<sup>4</sup> "Changes Made in Illinois School Laws," Newton Press, 25 June 1929.

<sup>5</sup> "Need Teachers in Rural Schools," Mentor-Democrat, 7 August 1941.



schools will not be able to obtain qualified teachers of any kind and as a result may have to send their pupils to some nearby school that has been fortunate enough to obtain a teacher. The war again causes a problem that may not be overcome without much difficulty. There is the need for transportation to transport children from a district that does not operate to one that does. Difficulty of obtaining tires and motor equipment is going to make it next to impossible to get facilities for this needed transportation.<sup>6</sup>

Bill and Iva Jones who had been teaching in the one-room schools in Jasper County were not available to teach during 1942-43 as Bill was meeting war responsibilities and Iva accompanied him to California.<sup>7</sup>

Opportunities were also provided for teachers to improve their skills through the presentation of materials at county-wide institute programs. The schedules for the programs were published in the local papers along with speakers and their respective topics. (The programs of various institute sessions from 1925-1945 are listed in Appendix 10.) Generally, the speakers were from teachers colleges and presented topics on literature, penmanship, music, drawing, and reading. Health talks and presentations were regularly given by representatives of various state agencies such as the Tuberculosis Association and the Department of Public Health. The topics seemed to be more of an inspirational rather than methodological nature. In 1939, the topic of the institute was "Nazi Germany" with several social science professors participating in the presentation and discussion. (They concluded that Hitler would not be a major threat to the United States.) The teachers interviewed recalled the

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<sup>6</sup> "War Takes Many Teachers From Rural Schools," Mentor-Democrat, 30 July 1942.

<sup>7</sup> William J. and Iva McCrillis Jones, interview by author, 2 August, 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

county institutes and recognized the stated importance but expressed more enthusiasm and appreciation of their work with students than as a learner in an institute setting.

In addition, the county superintendent was required to make visits to each of the schools for school and teacher supervision and include the number of schools visited in his yearly report. The reports indicated that he had visited a large percentage of the one-room schools each year. The teachers interviewed shared recollections of the visits and the preparation involved. Students who were attending classes recalled the anticipation that the students had and the preparation made by the school for the county superintendent's visit. Mabel Cohoon McNair recalled readying the school facility, preparing displays, practicing recitations and eagerly awaiting the opportunity to display their knowledge to the county superintendent.<sup>8</sup>

#### Negotiations and Salary

Although the county superintendent was involved in the reporting of a variety of statistics relating to the one-room schools, he had no involvement in the salaries paid to the teachers. He did not participate in establishing salary guidelines and, only occasionally, reported the salaries given. There was no master salary schedule for the county and it was the responsibility of each teacher to negotiate with the board of directors for the salary. For the year 1925-26, the salaries for Jasper County one-room teachers ranged from \$65 to \$125 per month. In 1929-30, salaries were between \$70 and \$125 per month. In 1930-31, the ranges had not changed and remained from \$70 to \$125 per month although the particular schools with the high and low salaries did

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<sup>8</sup> Mabel Cohoon McNair, student in one-room schoolhouse, 20 May 1990, questionnaire response, Jasper County Historical Museum, Newton.

change. Lack of an established salary schedule caused variations in salaries paid, even in the same school. For example, Freda Ross, teacher at the Trexler School in 1925-26, was paid \$90 per month. In 1929, the teacher at the Trexler School, Ethel Lake, was receiving \$75 a month and in 1930-31 the teacher at the Trexler School, Dorothy Printz, was receiving \$70 a month.

Iva Jones recalled, "You had to meet with the board and the board members would tell you what they would give you for a salary. You were glad to get it, whatever they would give you."<sup>9</sup> Naidene Trexler recalled negotiating for her salary and initially feeling some discrimination against women teachers. She sensed, although she could not prove, that she was discriminated against because she was a woman and that the directors felt she would not be able to handle the classroom. She agreed to teach for \$33 per month in 1933.<sup>10</sup> Bill Jones, a Jasper County teacher, recalled that the reputation of the teacher to handle discipline was often the most important characteristic for directors. He felt his reputation as a tough disciplinarian was the reason that he was easily able to obtain employment at a high salary.<sup>11</sup> Also at the high end of the scale, Ed Williams, teacher at Boos School from 1925-31, received the same salary of \$125 during his six-year tenure.<sup>12</sup>

Dissatisfaction with the amount of monies paid to the individuals was never a major point of contention with any of the one-room schoolteachers of Jasper County who were

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<sup>9</sup> Iva Jones, Teacher Interview.

<sup>10</sup> Naidene Trexler, Teacher Interview.

<sup>11</sup> William J. Jones, Teacher Interview.

<sup>12</sup> V.A. Jones, Official Directories of Jasper County, IL, 1925, 1926, 1928, 1929, 1930.

interviewed. Generally speaking, they were happy to be employed and to have the opportunity to work. Although they continued to try to negotiate the best salary they could, they were not deterred from the teaching process due to low salaries.

### Teaching Methods and Styles

The major teaching methods utilized in the one-room school were repetition and recitation. To promote student learning, teachers and students both worked to invent games which involved memorization of the United States and their capitals, capitals of European countries, and national and international rivers and mountain ranges. As noted in Chapter 2, most classes were allotted approximately ten minutes. During that time, the teacher was expected to test, find out whether the pupil had learned what had been assigned, instruct the pupil in what had not been learned, drill until new knowledge was transformed into a skill, and assign a new lesson providing direction on what was to be learned. The usual procedure was to call on the pupil to answer the questions which were asked or to request the student to tell the teacher what was known about the lesson. A common method of learning was hearing another pupil answer the question. To make sure that the rest of the class received the instruction the teacher would often repeat the pupil's answer and elaborate, if appropriate.

Teachers expanded upon the recitation method, incorporating personal style, intuition, and trial and error. Naidene Trexler remembered,

You only had ten or fifteen minute classes, but it was tremendous what you could get into them and then students could work on their own. And of course, if you were having one class and a hand from another class went up, there was no reason why you couldn't walk to that individual and answer that specific question. I did not know what it was like to sit down. I just kept moving.

After all, when you got down you just had to get up anyway.

Mrs. Trexler also remembered the text work where questions would be given at the board. She remembered when "two boys who comprised the entire class, were doing division and fractions at the board. Jack worked his problem, turned around and the grin he had could have been tied in his back. His eyes just sparkled and he was just personifying joy because he got the answer. I said to him, 'By golly', and he said 'By golly, I got it.' and I responded, 'By golly, I think you did.'" She said, "That kind of story personifies teaching and learning and is an example of what makes teaching worthwhile."<sup>13</sup> Iva Jones recalled, "They brought their books and you had to add anything that you wanted or needed to teach them. You used your own initiative." She remembered using different approaches with different groups depending upon the size of the class. At Amity, she had only twelve students and she divided them according to learning ability, having individuals come to the front and provide recitations. She seated them on separate sides of the room to do group work so that she as a teacher could provide instruction.<sup>14</sup>

Zola Story recalled that in her early years there was a recitation bench; students would be asked to come and sit on the bench. She sensed no student antagonism toward coming to the front of the room for recitation as "it had always been like that. You didn't know any different and everybody did it." She also recalled, "There were a lot of kids in the same grade that were so much better than the slower ones that they just loved to get together and help each other. They could help each other and it didn't cause any confusion or

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<sup>13</sup> Naidene Trexler, Teacher Interview.

<sup>14</sup> Iva Jones, Teacher Interview.

anything like that so they all learned." But as time progressed, moveable seats were obtained and the classroom was rearranged so that students at the same level could meet and work together. Students could just stay in their seats and provide recitation as well as group discussion.<sup>15</sup>

The students of the one-room schools also remembered recitation as a major method of instruction. Marge Schuch, who attended St. Peter School from 1925 to 1932, said that the experiences from the one-room school that were the most valuable in her adult life were "the opportunity to stand before the class and recite. The 'bees' made it natural to stand before a group in later life with a degree of poise. Also it helped me to realize that there are different ways of life, of education, and to realize all have value."<sup>16</sup> Beryl Ireland Bartlemay, who attended Onion Prairie School in Jasper County until 1921, said that "one of the most helpful things was learning to concentrate. After first grade it was necessary to study before a class recitation and being able to concentrate while others were talking and reciting was necessary."<sup>17</sup> Margaret Fasnacht Buel, who attended Mt. Olive School from 1942 to 1948, credited her one-room school experiences with "learning to read by reading. No one sent me off to speech class when I couldn't pronounce 'r'. Orthography provided my best lifetime skill. We could listen

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<sup>15</sup> Zola Story, interview by author, 22 June 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>16</sup> Marge Schuch, student in one-room schoolhouse, 30 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>17</sup> Beryl Ireland Bartlemay, student in one-room schoolhouse, 20 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

to older children's recitations."<sup>18</sup> Lorene Carpenter Coleman, who attended the Cummins School from 1914 to 1923, said she learned to "listen and respect others when they were speaking. Children really learned the basics then. All could read, write, and work problems."<sup>19</sup> Gladys Bower Burton, who attended Wilson School from 1908 to 1918 had a different experience with recitations. "We learned from hearing other classes recite. We listened to their spelling, their reading, their discussions. I think we learned more from hearing other classes as we couldn't concentrate on our own textbook."<sup>20</sup> Phyllis Dickey Kibler who attended first and second grade at Jones School in 1934 and 1935 remembered recitation the same way: "Each class went to the front of the room for their class period. We sat on the bench and we learned from hearing the other classes recite."<sup>21</sup>

Mr. Frances Blair, Superintendent of Public Instruction, and Mr. U.F. Hoffman, Supervisor of Rural Education, published brochures and information on various aspects of schooling to assist in the organization and teaching in one-teacher schools in Illinois. One brochure outlined the expectations for both teachers and pupils and cited the evils of constant recitation as lack of time and incorrect

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<sup>18</sup> Margaret Fasnacht Buel, student in one-room schoolhouse, 8 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>19</sup> Lorene Carpenter Coleman, student in one-room schoolhouse, 24 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>20</sup> Gladys Bower Burton, student in one-room schoolhouse, 15 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>21</sup> Phyllis Dickey Kibler, student in one-room schoolhouse, 6 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

motivation. One brochure stated that recitation made students want to learn for the teacher, not for themselves and encouraged teachers to cause students to want to learn for themselves. The brochure also promoted developing student self-learning skills to prevent teachers from getting wearied with the thought of hearing thirty recitations in one day. It stressed learning as an individual process and stated that daily class recitations were not necessary and that teaching children must be largely individual where pupils themselves do the learning with teacher help as needed. Hoffman stated that group teaching was feasible "only when each individual in the group needs the same help."<sup>22</sup>

Teachers interviewed told of the variety of methods they used to promote instruction including recitation, group work, and individualization to promote student learning. They did use reference material to obtain information about how to: begin the day; organize instruction, study, and discussion periods; arrange the number of class periods; classify pupils; and handle inquiries of parents. Another point of emphasis given by Hoffman was "that teaching means more than instruction and assisting one another to obtain information. It also means influencing and causing another to change from what he is to what he should be. To instruct, the teacher must bridge the gap between the mind of the pupil and the facts and the two fields of knowledge, nature and human life."<sup>23</sup>

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<sup>22</sup> U.F. Hoffman, Organizing and Teaching a One-Teacher School in Illinois, Circular 163, (Springfield, IL: Schnepps and Barnes, 1922), 8.

<sup>23</sup> Ibid, 19.



Other Responsibilities of One-Room Teachersstudent Evaluation

One of the responsibilities of the teacher was to provide a report to the parents on how students were functioning in the classroom setting. This was usually done in the form of a report card that provided for reporting on absentees and tardies, the degree of performance in the major subjects such as spelling, reading, writing, arithmetic, language, and geography, as well as deportment responses with comments such as, "inclined to mischief" and "discourteous at times." (See Appendix 11.) Teachers said that reporting of grades to parents was routine. The monthly grade reports, as well as grade promotions, were expected to designate steady progress.

The records maintained for each school stated the teacher's recommendations for each student for grade transition and identified any particular concerns the teacher might have had about the student's ability to perform. These records were available to assist the next teacher identify individual strengths and weaknesses. Iva Jones recalled moving to a new school where she was unaware that students were always promoted to the next grade even if they had not achieved an appropriate level of performance. During her first year at the school, she held back two or three students and quickly became aware through neighborhood conversations and parental contacts that people were concerned about her decision. She decided to meet with the students and parents to explain her reasons and met no further objections.<sup>24</sup>

Because students were required to be in school until age sixteen, they often opted not to take the eighth-grade exam at the conclusion of their eighth grade to move to high school status, but rather repeated the grade in the one-room school in order to avoid being counted as a truant student.

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<sup>24</sup> Iva Jones, Teacher Interview.

Reasons for this hesitancy about not always going on to high school often related to transportation difficulties of getting there and back, the need to work at home, or sometimes the fear of the unknown in meeting a new situation in the big town. Olen Earnest, a Jasper County school student at the Reisner School, repeated seventh and eighth grade so that there would be several boys from his neighborhood who could ride their horses the seven miles to school on a daily basis as opposed to being the only person who would be going into Newton to school.<sup>25</sup>

### General School Operation

The one-room schoolteachers were responsible for the overall operation of the school. Naidene Trexler said, "Oh my goodness, the hats I wore! Janitor, playground director, art teacher, music teacher, cook (sometimes) and, of course, nurse."<sup>26</sup> Juanita Earnest Dickey recalled, "The teachers had to be there early because there were no playground supervisors or anything." Teachers would sometimes hire some of the older boys to work in a janitorial capacity. Juanita Dickey remembered, "I did have one boy that was almost sixteen. He was very good, [*sic*] in fact he acted as my janitor. Then he got kind of show-offy and I just told him not to come back. I thought I might have some repercussions and I was going to have to talk to him about it but nobody ever said a word."<sup>27</sup> Iva Jones hired Warren Harding to assist her in preparing the schoolhouse before school started and cleaning it on a weekly basis.<sup>28</sup>

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<sup>25</sup> Olen Earnest, interview by author, 1 August 1990, Effingham, tape recording, Jasper County Historical Museum, Newton.

<sup>26</sup> Naidene Trexler, Teacher Interview.

<sup>27</sup> Juanita Dickey, Teacher Interview.

<sup>28</sup> Iva Jones, Teacher Interview.

At the conclusion of the school term, the teachers were required to submit a summary on all aspects of the school, the buildings, the yard and interior facilities. These were part of the permanent records kept at the county superintendent's office and were used to help the directors analyze the needs for equipment and determine areas for improvement.

#### Cooperation With County Agencies

Another area of responsibility for the teacher was involvement with county agencies cooperating on projects with county-wide benefits. One area of mutual concern was in the health field. The medical personnel in the county provided assistance to the schools for the improved health of the children by making nurse services available along with the opportunity for students to have certain immunizations. Work was done with a school nurse as well as with the local physicians to upgrade the quality of health care for the children of the county.

The tone, the standard, and the process of health examinations were different in 1927 because awards were given for the students who were in the best physical condition. On 20 August 1927, a free physical exam was given to all incoming first graders in Newton to give the children a chance to begin school in good physical condition. An award was given to the child who was in perfect condition or showed the fewest defects with recognition given at a later time to those who had identified deficiencies corrected."<sup>29</sup> The results of this examination were given in the Newton Press where it stated that twenty-five children were examined with only three free from physical defects. "The blue ribbon was awarded to Elaine Lord. Little Elaine weighed exactly the

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<sup>29</sup> "Free Examination of Children," Newton Press, 12 August 1927.

exact amount which is not true of many children. The second and third place winners were below the standard in weight but had no defects of any kind." The article went on to state, "The result of the examination was those having defective teeth twenty-one, enlarged tonsils ten, adenoids three, extreme nervousness two. Just one child, Beryl Kate, was overweight."<sup>30</sup> The article further prescribed ways to help children to become healthier by promoting plenty of sleep with open windows, getting all the sunshine possible, drinking a pint of milk a day, eating lots of fruits and green vegetables, limiting amounts of sweets, taking a full bath more than once a week, and frequent brushing of teeth. Local physicians and dentists of the area as well as the public health committee of the Newton Woman's Club were involved in the program.

Juanita Earnest Dickey recalled teaching in Jones School when the nurse came to class to check students' teeth. The nurse identified this young man with beautiful natural teeth without a cavity and no tartar. She asked him to explain to the other boys and girls how he took care of his teeth. When Bobby failed to respond and looked kind of funny, she moved to him and prompted him even further by asking, "Well, how often do you brush them?" Bobby looked up and said, "Ain't never brushed 'em yet." Mrs. Dickey cited diet and genetic factors for Bobby's good teeth rather than daily care.<sup>31</sup>

The county-wide effort to improve the health of the children continued. In 1932 the County Medical Society, the County Superintendent of Schools, the newspapers, parent-teachers associations, and women's clubs worked to provide

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<sup>30</sup> "Results of Examination of Children," Newton Press, 31 August 1927.

<sup>31</sup> Juanita Earnest Dickey, interview by author, 1 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

health information and prevention methods for each child in the county. They organized their work as follows: first doing those well-established items which could be done quickly and inexpensively to prevent specific diseases; secondly, following up with careful physical examinations. This concerted effort resulted in vaccinations given to about twenty-five hundred children. Additional vaccinations against smallpox and typhoid followed in addition to general examinations. The major goals were to prevent illness by marketing the values of preventive medicine and to work together for good health.<sup>32</sup>

There was a decline in student participation in the county-wide health plan. The general verbal response was positive but in actuality, in 1937 only thirteen schools in the county had their students vaccinated for diphtheria, smallpox, and scarlet fever. These participating schools were scattered throughout the county and the smattering of vaccinations did not provide a solid block of defense against disease. Local doctors were aware of scarlet fever outbreaks and reported the twenty-eight cases of scarlet fever between 1 January 1937 and 15 March 1937.<sup>33</sup>

In 1940, the immunization schedule for schools was listed with the price of fifty cents per test for Schick, typhoid, and diphtheria and the number of dosages of each required. A minimum number of participating students per school was required in order for the doctor to be able to make the visit. Schools were encouraged to respond early so that the doctors would not be required to forge the muddy roads so

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<sup>32</sup> "Great Child Care Health Project in Jasper County," Newton Press, 21 January 1932.

<sup>33</sup> "Pupils of Thirteen Schools of County are Immunized," Mentor-Democrat, 18 March 1937.

prevalent throughout the county.<sup>34</sup> Newspaper reports from the various schools mentioned the visitation of the county nurse. For example, Catt School reported, "The county nurse, Miss Madeline E. Groesch, visited our school last week. She gave an interesting talk and complemented us on our school. Then she examined the eyes of the children who had imperfect eyes last fall. Their eyes had improved and so no notices to the parents were sent home."<sup>35</sup>

In 1942, the health program and nursing service included all schools as opposed to the past years where only schools who contributed to the nurse's fund were included. Because little immunization had been done since the school year 1939-40, the efforts of the Jasper County Medical Society and doctors along with the county nurse attempted to defend the children against serious illness during wartime. Students were given smallpox vaccinations and typhoid and diphtheria serums. The teachers worked with the medical society to establish visiting times, to coordinate school visits and to prevent duplication of efforts.<sup>36</sup> Teachers were expected to obtain completed health reports and file them with the county system. In conjunction with the county medical personnel, the teachers were promoting quality health conditions.

Area businesses and organizations worked with the rural schools to provide additional areas of instruction and in some cases, awards and tangible equipment to involve students in various health activities. In 1941, the Newton Parent-Teacher's Association and the rural teachers cooperated with the county tuberculosis association, donating their services

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<sup>34</sup> "Immunization Test," Newton Press, 10 September 1940.

<sup>35</sup> "Catt School Notes," Mentor-Democrat, 23 March 1942.

<sup>36</sup> "Renewed School Health Program," Newton Press, 24 September 1942.

to fight tuberculosis by encouraging students to sell Christmas seals in Jasper County. Teachers donated their time to the committee by sending the pins and stamps to the families. Monies were returned to the teacher and then to the county. The newspaper listed the school districts, the contributions received, and the teachers who were responsible. The contributions ranged from \$2 from the Tonyville School, Mildred Hotchmill, teacher, to \$5.02 from Pleasant Ridge School, Harrison Brown, teacher. The article listed those teachers who had returned their materials with no monies collected and then talked of the value of cooperation in fighting tuberculosis.<sup>37</sup>

Another community effort involving rural schools, their teachers and students was raising money for kits for the Red Cross. The county Red Cross Chairman of the Women's Club asked each rural school to raise at least \$2.50 to make the kits which would be given to each soldier and sailor upon departure for foreign service. The list of the participating schools and teachers plus the amount donated were all given in the local paper along with the appropriate thanks.<sup>38</sup>

Schools participated in a vote-raising contest for playground equipment. This contest was sponsored jointly by the Mentor-Democrat and the merchants of the city of Newton with twenty-three rural schools entering the contest competing for the first prize of a merry-go-round. Catt School won the merry-go-round with Bunker Grove School winning the second place prize of a slide. Chriss School won a complete basketball outfit with a third place finish. People participated by purchasing items at the local

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<sup>37</sup> "Sale of Seals by PTA and Rural County Proves Successful," Newton Press, 9 January 1941.

<sup>38</sup> "Schools Helping Raise Kit Funds," Newton Press, 10 September 1942.

merchants in a school's name; this supported the school concept and encouraged group participation with teacher support.<sup>39</sup>

The contest for the wastepaper salvage campaign was another example of how the school system was utilized in order to provide assistance in the war effort. The Yale School won first place by collecting a total of 3010 pounds of paper, an average of 251 pounds for each pupil enrolled. The Liberty School placed second with a total of 1300 pounds or an average of 217 pounds per pupil. The prize given was a free show at the Star Theatre at the expense of the Mentor-Democrat. The teacher, Vera Perdue, and her pupils were asked to come for pictures prior to the showing of the special feature. This paper drive was done in conjunction with the Boy Scouts who then shipped a full train carload and truckload of paper to be used in the making of army and navy supplies. Practically every school in the county participated in the collection drive with 89 out of 105 schools participating.<sup>40</sup>

The Jasper County Fair also provided opportunities for student competition and promoted student participation with contests in a variety of categories. Awards were given with student winners listed in the newspaper. Many schools would meet in delegation with their teachers to march in free to view the exhibits. The largest school delegation at the fair in 1927 was the Grove District.<sup>41</sup>

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<sup>39</sup> "Catt School Wins First in Playground Contest," Mentor-Democrat, 1 May 1941.

<sup>40</sup> "Yale School is Winner in Wastepaper Contest," Mentor-Democrat, 30 March 1944.

<sup>41</sup> "School Exhibits," Newton Press, 13 September 1927.



The teacher was responsible for the direction of student activities. The teacher not only had to obtain and maintain professional standards, but implement teaching methods for student learning and then evaluate the extent of mastery. This evaluation was then conveyed to the parents. Other responsibilities included all aspects of running the school on a day-to-day basis with heating, cleaning, nursing, and supervising being commonly named activities. Examples of the involvement of the school children and ultimately their families in county-wide efforts in health improvement or war causes indicated that the school was the basis upon which people could be reached and the center around which they operated.

Although the expectations were generally the same throughout the county, individual school idiosyncrasies were evident as determined by historical background and specific community expectations given in the next chapter. The school itself was the center of a variety of community activities, picnics, foxhunts, rallying points, debates, some church meetings, and a variety of other uses up through consolidation. Often parties were planned by the school teachers to involve the students, their parents, and their extended families to celebrate special occasions such as Halloween, Christmas, or the end-of-the-year. The schoolhouse itself had been established as a focal point for the community with the history explained in the next chapter.

## CHAPTER 4

### THE SCHOOLHOUSE--ITS DEVELOPMENT AND DEMISE

The placement of the schoolhouse building was initially important to the community with evidence of debate about location presented in the histories written in 1929. The actual buildings represented community endeavors and commitments with building embellishments such as bell towers signifying community pride. Efforts were made by county and local personnel to provide buildings which met building requirements established at the state level.

Jasper County, though not demonstrating early leadership in involving the people in the move to consolidation, responded positively to state mandates. Committees were established, forums were held, and people were polled to determine the direction of schooling. Consolidation of the smaller districts representing the one-room schoolhouses to larger school districts occurred in the spring of 1947. The last one-room schoolhouse ceased to operate in 1954.

#### The One-Room Schoolhouse

The location of the school was a critical point for those responsible for its initial establishment. The histories written by the eighth grade students in 1929 often reflected a series of changes from an initial location to another location to perhaps even another location. This change may have resulted from disagreements by the community members or a fault with the initial site itself such as lack of water or poor drainage. Further examples of change of minds can be noted in Appendix 5 and more specifically in the total accountings of school district histories that were given by

the students which are now housed in the Jasper County Historical Museum. It was essential that rural schools be located within walking distance or at least pony-riding distance from the homes of the pupils. It appeared from initial write-ups that efforts were made to locate schools as close to the geographic center of the area as possible but the availability of land or perhaps the donor of the land was often a critical factor. For example, Grove District No. 4 was first located on ground purchased from Jessie Watkins. When the current building used in 1929 was built, it had been moved to one-quarter of a mile west of the present location and was moved again one mile east and then after an additional ten years, moved again. All in all, there were four different locations for the Grove building. Although no specific reasons were given, it can be assumed that directors made their choices for what seemed logical reasons at the time.<sup>1</sup>

The Matlock School District No. 16 was originally built on land given to them by the Illinois Central Railroad. However, when the second schoolhouse was erected in 1880, Reuben and Melinda Gibson wanted the schoolhouse in a different location so they donated the land to entice the change.<sup>2</sup> Situations such as this were typical and based on the debates and discussions reflective of the strong beliefs of the individuals involved. Rude District No. 25 also changed its location one-quarter of a mile east of the original location.<sup>3</sup>

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<sup>1</sup> "School District Histories," Newton Press, 25 January 1929.

<sup>2</sup> "School District Histories," Newton Press, 22 February 1929.

<sup>3</sup> "School District Histories," Newton Press, 5 April 1929.

Henry Barnard in his 1838 planbook, School Architecture or Contributions to the Improvement of Schoolhouses in the United States, recommended that the school "should overlook a delightful country, present a choice of sunshine or shade, of trees or flowers, and be sheltered from the prevailing winds of winter by hilltop."<sup>4</sup> As noted in Jasper County school histories, sites were generally chosen for convenience and built on land donated by farmers who were apt to place the building on a piece of ground they considered unfit for agriculture.

Jasper County farmers, as well as other midwestern farmers, had their own ideas of what schoolhouses should look like and what they could afford. Often they concocted their own plans or copied them from a school they had seen. However, because rural school buildings were all constructed for the same purpose, they were usually very similar.

The form of country schools followed their function, relying on small utilitarian designs built with inexpensive, generally unprepossessing materials to shelter isolated small groups of children brought together to get an education. A distinguishing mark of a building type is that its function has come to be readily recognizable by its form. Although a few country schools might be mistaken for rural churches or farm outbuildings, most can be quickly identified for what they are or once were.<sup>5</sup>

Mr. V.A. Jones, County Superintendent of Schools in Jasper County from 1923 to 1931, initiated the writing and research project of local school histories with specific questions directed to the description of the current school buildings

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<sup>4</sup> Jean and Robert McLintock, editors. Henry Barnard, School Architecture reprint (New York: Teachers College Press, Columbia University, 1970), 54.

<sup>5</sup> Andrew Gulliford, America's Country Schools (Washington, D.C.: The Preservation Press, 1984). 172.

and equipment. In defining the school building's physical description, he asked students to identify items of which they were proud. (The historical background of the school, school equipment, student-author and the publication date are included in Appendix 5.)

Generally speaking, the Jasper County school buildings were rectangular in shape, ranging from twenty by thirty-two feet to thirty by forty feet. The schoolhouses typically had windows placed on one or both of the long sides in order to get the best light. The rural school was usually built to face the road and entrances were often sheltered by a porch or vestibule. There seemed to be much segregation by gender with recommendations given for separate cloakrooms and outhouses for boys and girls. Frame schoolhouses were by far the most common type, and they were mostly painted white. Some buildings had a bell tower which was often considered a source of pride to the community, because it indicated that the citizens were willing to expend dollars to beautify the school structure.

Heating and ventilation were major concerns in the one-room schools with the pot-bellied stove being one of the most dominant features of the school interior. Dwight Huddlestun, one of the county's one-room schoolteachers, recalled that "the fire needed to be started early, particularly in cold weather, so that the room would be warm enough for people to bear the temperature."<sup>6</sup> Naidene Trexler remembered being at school by 7:30 to build her own fire each day<sup>7</sup> and Hazel McCrillis Salyers recalled building her own fires, learning

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<sup>6</sup> Dwight Huddlestun, interview by author, 1 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>7</sup> Naidene Stroud Trexler, interview by author, 2 August, 1990, Newton, tape recording, Jasper County Historical Museum,

how to bank fires, and even furnishing kindling during the year she taught at Buck Grove School.<sup>8</sup>

Students in attendance in Jasper County schools also recalled incidents relating to the stove and heating. George Clark, a student at the Clark School No. 84 from 1922 to 1929, recalled a day when he was in first grade. It was October when the school directors came "one chilly forenoon and dismissed schools because the stove would not work. That afternoon some of us little boys went swimming in a small branch down the hill apiece. It was too cold for school but not for little first grade boys to go swimming in the creek out back."<sup>9</sup> The necessity of the teacher to maintain the fire and control the heat in the school was accepted as a major responsibility.

Another factor connected with the one-room schools was the school yard, its condition and having a place for students to play. A statement on the condition of the school yard was required in end-of-year reports at the back of the student gradebook. The source of water was also an important consideration for the school. Hilda Kerner Dhom, a student who attended St. Peter School District No. 70 from 1924 to 1932, recalled that their "source of drinking water was a pump close by. The well would sometimes go dry during a dry season. Mostly we shared the same dipper."<sup>10</sup> Zella Chapman

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<sup>8</sup> Hazel McCrillis Salyers, interview by author, 2 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>9</sup> George Clark, student in one-room schoolhouse, 1 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>10</sup> Hilda Kerner Dhom, student in one-room schoolhouse, 20 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

Apple, a student at the Clark School from 1939 to 1945, remembered that:

We did have electricity but no pump to get the water. The school had a front porch, a small hall to keep you from freezing if the director opened it on a cold day before the teacher arrived. There were all windows on the north for light. There were two cloakrooms for coats and sack lunches. One small room and a double metal cabinet served as the library. The privies were outside at the far end of the playground. The teacher fired the furnace sometimes while she taught.<sup>11</sup>

Etta Catherine Pierce Foster who attended the Galloway School from 1908 to 1916, recalled "having a well with a curb and a pulley to draw the water. I got tangled in the rope and the bucket started back down into the well. Luckily someone caught the rope until I got free. We later got a pump."<sup>12</sup> Juanita Dickey remembered that the well at the Jones School District No. 65 was "way out on the edge of the school grounds; the directors had the water tested constantly but it had sand in it. Some of the teachers, when I attended school there, would bring the bucket in and we would put the water in our tin cup so the sand would settle at the bottom." She went on, "As a teacher, I found out that if they didn't pump too much, they didn't get much sand. It was better for them to have the water in their own cups."<sup>13</sup> The school histories indicated that students felt it was an honor to be selected to go get the water from the nearby stream.

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<sup>11</sup> Zella Chapman Apple, student in one-room schoolhouse, 2 August 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>12</sup> Etta Pierce Foster, student in one-room schoolhouse, 18 July 1990, questionnaire response, Jasper County Historical Museum, Newton.

<sup>13</sup> Juanita Earnest Dickey, interview by author, 1 August 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

An area of emphasis for the interiors of the schools was the cloakroom with specific recommended space for coats and lunch pails. The guidelines and blueprints definitely recommended separate cloakrooms for boys and girls. The floors were generally hardwood. Zola Klier Story recalled,

When I first started teaching the seats were nailed down to the floor which made it hard to sweep and clean too. Then later the desks had runners put on them so they could be moved. At Long Swamp School, they came in and varnished the floors. We would wax the floors. The kids would bring their dad's socks to school. I'd wax the floor and then move the seats over and they would put those socks on their shoes and we'd shine the floor by playing games to make it shiny and slick. When one-half of the room was done we'd move the seats over and we would wax and shine the other half of the room.<sup>14</sup>

Students stated their desire to have oiled and varnished floors to reduce the dust that was prevalent within the school.

Other common features of the school's interiors were nails and hooks for student wraps, shelves for student lunches, some type of blackboard, most often slate during the 1920s, and various forms of decoration, usually pictures. Students were cognizant of the need for additional items such as books and playground equipment, but were realistic in terms of their requests because of the expense limitations. (See Appendix 5 for a list of 1929 equipment.)

### Schoolhouse Standardization

The state of Illinois under the supervision of the Superintendent of Public Instruction and the rural school supervisors, produced a series of circulars. One set discussed curriculum, presented daily plan alternatives, and

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<sup>14</sup> Zola Klier Story, interview by author, 22 June 1990, Newton, tape recording, Jasper County Historical Museum, Newton.



promoted certain books and materials to improve the academic approach in the classroom. Another set presented minimum standards for the schoolhouses in regards to lighting, heating, seating, ventilation, safety from fire hazards and general conditions for safeguarding the health of the children. These were published to assist the directors of the one-room schools to meet the minimum requirements by providing suggestions for improvement.

The suggestions presented in these circulars, such as the one published in 1932 under the supervision of Frances Blair, were very specific in the requirements for the standard school. One of these requirements was that the playground should be not less than one-half acre of primarily open space and well-drained with concrete walks as necessary from the schoolhouse door to the gate, to the well, and to the toilets. The circular recommended that the coal house be attached to the schoolhouse and entered from the schoolroom. It also stated that the house itself needed a properly prepared foundation to keep the floor warm in winter, that the interior walls had to be properly decorated and that sweeping compound should be available to reduce dust. A slate blackboard and a private cloakroom established for girls were also part of the recommendations.

Additional requirements included: pictures adapted to the school in good frames with glass; an appropriate teacher's desk which could be locked for record keeping; a bookcase to accommodate a variety of books; and a series of library books to be of interest and attraction to the students. Modern maps, a good globe and dictionaries, preferably one for each student, were labeled as essential. A thermometer was recommended because "the sensations of the teacher could not be depended upon to provide the correct room temperature." Detailed drawings were presented for all aspects of the school building including floor plans,

elevations, fuel rooms, playrooms, workshops, coatrooms, and vestibules.<sup>15</sup>

An update of this circular was done in 1939. The Rural One Teacher School of Illinois, Circular 347, expanded upon information given in earlier circulars by giving the recommended size of stove and specifications for chimney and room furnaces. The circular cited the requirements for lighting, stating that "eye strain that results from bad lighting is the cause of many ills, the cause of which few except the physician or oculist knows." This brochure also gave the requirements for seating recommending that if stationary desks are used they should be of five sizes. Pictures showing proper and improper posture when seated were displayed. The need for a good water supply was stressed with the reminder that the "use of the common drinking cup is prohibited by law." Each student's water cup was to be hung on its own hook in a dust-proof case provided with a door. The teacher "shall see that the cups are scalded twice each week." Several pages were devoted to the directions for maintaining a sanitary privy. The circular encouraged the installation of inside sanitary toilets of one kind or another to be provided for all schools with the hopes that "the unsightly outside toilets shall disappear from all school grounds at the earliest possible date."<sup>16</sup>

Establishment of standard schools was a real priority for state personnel as well as for the county superintendent. On 21 February 1929, the county superintendent, V.A. Jones, presented Mason School District No. 9 with a standard plate and diploma which had been awarded by the State Department of

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<sup>15</sup> T.A. Simpson, Charles A. Watts, J.A.W. Miller, The Rural One Teacher Schools of Illinois, Circular 263, 68-70.

<sup>16</sup> The Rural One-Teacher Schools of Illinois, Circular 347.

Instruction. A newspaper article stated, "Many patrons and friends came to honor the event and note the progress of the children in the school."<sup>17</sup> Comments in the various school histories written by the students related their desire to have a standard school and demonstrated their knowledge of requirements from the state for improved lighting, heating, ventilation, and safety. In 1942, 100 percent of the county schools were recognized in a special presentation by Otis Keeler, Assistant State Superintendent of Public Instruction, who commended and praised the county for the accomplishments made. County superintendent Rolla B. Cramer stated that all schools had hardwood floors; at least 50 percent were varnished; and no floors were oiled in the system. Commendations were also given to the number of recently installed inside pumps and sinks; the improved condition of wells; appropriate heating equipment; the addition of electricity for many schools; and the addition of playground equipment.<sup>18</sup>

The requirements, suggestions, and approaches to implementation all seemed to be ways to encourage local residents to work towards the improvement of their one-room schools and to create a better learning environment for the students. However, the financial factor of maintaining schools with a smaller enrollment plus the difficulty in obtaining qualified teachers ultimately led to discussions of consolidation.

#### The Consolidation Movement

Concerns about low enrollments and needs for improving efficiency in schools were presented in 1925. The local

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<sup>17</sup> "Standard School," Newton Press, 26 February 1929.

<sup>18</sup> "100 Percent of County Schools Are Recognized," Newton Press, 5 April 1942.

papers were the basis for discussion of issues and provided opportunity for personal reaction. In 1925, the Newton Press published an article written by Mr. W.I. Ross advocating the consolidation of two or more adjoining school districts. The county superintendent, Mr. V.A. Jones, in response, identified a list of the districts where the number of students in attendance were less than fifteen. The community was asked to consider and study his proposition during the vacation period in order to make recommendation for conditions to improve schooling opportunities for their children. In a subsequent article, Mr. Ross said:

As quoted in my former article, the purpose of the advocated union and reorganization is to meet the urgent and imperative needs of providing more efficient instruction, equipment, etc., for our children, in such a manner as will not place excessive or burdensome taxes upon us, as is now the case in many of the rural districts of Jasper county. Many of our common districts are now levying all that the law will permit, yet the funds attainable are not sufficient for their needs in order to meet the requirements exacted by our school law.<sup>19</sup>

Mr. Ross continued his advocacy by comparing the advantages gained by students in the wealthy northern portion of the state to the restricted opportunities given in the small local schools. He had researched school attendance numbers, proposed a public meeting at the rural schools, and encouraged parents to work toward unification and reorganization. He declared, "The sooner our rural schools avail themselves of the advantages offered by such advocated plans, the sooner their pupils will secure the helpful opportunities that it brings. Is it not worth contending for?"<sup>20</sup> The next bit of information that suggested change on

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<sup>19</sup> W.I. Ross, "Rural Schools," Newton Press, 1 May 1925.

<sup>20</sup> Ibid.

a state-wide basis was a request for the state to establish a committee to examine the feasibility of operating a larger district unit.

The first notice to appear in the local paper regarding action toward consolidation was in the Mentor-Democrat on 6 September 1945. The article stated that the committees would be formed to study the progress of rural school problems. The formation of committees was a result of the Illinois School Survey Act which was passed in order to force local levels to examine enrollment, operating expenses, and other data. This data would determine the feasibility of consolidation. The article stated that out of fifty-four Illinois counties, only twenty-eight had formed committees and sixteen were making plans to establish them. Jasper County was not included in either category. Rolla B. Cramer explained the sequence of activities to the school board members throughout Jasper County required by the survey law. This law required the immediate formation of a study committee and a meeting to explain the law. The meeting was scheduled for Friday, 19 October, 7:30 at the courthouse at Newton.<sup>21</sup> The officers of the consolidation committee were C.E. Urfer of Willow Hill, chair; George Reigel of Ste. Marie, vice president; and Rolla B. Cramer, county superintendent, secretary. They met weekly and worked with the representative of the state superintendent's office who had been visiting schools and gathering data required by the state superintendent.

The study committee prepared maps showing current boundaries as well as proposed boundary changes.<sup>22</sup> The law required that these boundary changes had to be submitted to

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<sup>21</sup> "County Committee Recommends Rural School Survey," Mentor-Democrat, 6 September 1945.

<sup>22</sup> "Cramer Calls All School Officials to Survey Meet," Mentor-Democrat, 11 October 1945.

the voters and approved by each individual district before final adoption. The committee planned to complete work and to have the consolidated plan in operation before the opening of another school year. The immediacy of the need for consolidation was reinforced with the public statement that the six schools in Grandville township would not be able to operate unless consolidation was implemented.<sup>23</sup>

Throughout December 1945 and the first quarter of 1946, the local papers presented information on the dates and purposes of the school survey meetings. The committees presented the proposed changes and established meetings at the schools within each township to allow the people of the district to respond to those recommendations and to the proposals. The stated purpose was to provide the greatest accommodation to the people affected in order to offer them better and less expensive school advantages. Reports of the school survey meetings revealed that responses were moving in apparent harmony with the proposal to establish a consolidated system. The plan developed by Jasper County was one emulated by school districts in other counties throughout the state.<sup>24</sup>

At the conclusion of the school survey meetings and information sessions, public hearings on the new school districts were established. The final proposal was presented at these hearings. After the hearings were finished, elections were held in the established polling places where the people were given the opportunity to approve or reject the proposal. The proposed plan of the school survey committee changed the 110 school districts in Jasper County into ten districts. (See Appendix 12 for the designation of

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<sup>23</sup> "Committees Move Ahead with New School Plans," Mentor-Democrat, 1 November 1945.

<sup>24</sup> "Call for School Survey Meetings," Mentor-Democrat, 17 January 1946.

school district combinations.) No action had been proposed at this point on the establishment of attendance centers although preliminary discussion had occurred and "the most likely spots" were given.<sup>25</sup> Nine of the ten proposed districts supported the move toward consolidation with only two districts having a close vote.<sup>26</sup>

The only district rejecting consolidation was District No. 4 which included the town of Newton and its surrounding school districts. Although the voters in the city of Newton voted 109 to 15 in favor of consolidation, the residents of the rural areas that were part of District No. 4 voted the proposition down 167 to 87. Rural residents of that area expressed their opposition to consolidation because they were concerned about increased taxation and because they believed the current school building in Newton was inadequate for all the incoming students. School officials assured the rural residents that the larger school in Newton would be able to accommodate all students and that taxes would not be affected. The voting pattern of the rural residents, however, indicated their lack of belief in those statements.

The next step of business for the newly organized school districts was to elect new school boards. Candidates for one, two, and three-year terms were all listed in the local paper, and the results of those elections are included in Appendix 13. These new board members developed proposals for the disposition of the buildings and the equipment housed within to be presented for voter approval. The sale of the

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<sup>25</sup> "Scheduled Public Hearings on New School Districts," Mentor-Democrat, 6 March 1947.

<sup>26</sup> "Call Elections for Officers of Nine New Districts," Mentor-Democrat, 17 April 1947.

buildings began on 26 July 1947 and continued until all had been disposed.<sup>27</sup>

The progress on school reorganization and consolidation was given by D.E. Lindstrom, a University of Illinois rural sociologist in July, 1947. He indicated that Jasper County had filed their final report on consolidation and shared the concerns of new legislation: one relating to unit districts; a second pertaining to state aid; and a third law which had increased the number from seven to ten the number of pupils an elementary school must have in order to continue to receive state aid to take effect by 1 July 1949. Lindstrom stated, "School reorganization in Illinois is on the march and we are at last beginning to encourage the kinds of schools that can offer modern programs and to discourage those that penalize the children, especially those in country and small village areas."<sup>28</sup>

The newly consolidated schools began their year of operation on 2 September 1947 with the only possibility of delays relating to the school boards' inability to finalize transportation concerns. There was no teacher shortage for the county because the consolidation cut the number of districts from 110 to 18. Seven rural districts continued to operate as in the past because this area in District No. 4 did not approve consolidation. These seven schools were Frazier, Hickory, Mt. Olive, Springs, Reisner, Kesler, and Boos. The Spring School District No. 40 was in operation until the spring of 1954 being taught from 1947 to 1954 by Mrs. Evelyn Jones.<sup>29</sup> The other six districts were

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<sup>27</sup> "The Little Red Schoolhouse Put on Auction Block," Mentor-Democrat, 24 July 1947.

<sup>28</sup> "School Progress Noted," Mentor-Democrat, 31 July 1947.

<sup>29</sup> Jasper County Historical and Genealogical Society, The Heritage of Jasper County, IL, 346.



consolidated at the conclusion of the 1947-48 school year with the students attending the Newton Grade School. These additional students caused overcrowding of the grade school facilities. A new elementary building had to be built, resulting in increased taxes for the rural people.<sup>30</sup> Despite initial concerns about the consolidation, once the decision had been made toward consolidation, regret was replaced with anticipation for new activities, improved facilities, and opportunities for the children of the district.

Each of the one-room schoolteachers interviewed was asked how she/he felt about consolidation. Lawrence Cowger was very much in support of the organization and was one of the directors at the Reisner School who was responsible for obtaining the petition and soliciting signatures;<sup>31</sup> Naidene Trexler voted for consolidation and is convinced that the variety within the curriculum as well as communication contributes to positive learning of today.<sup>32</sup> Sheldon and Zola Story were both involved in promoting consolidation activities; Mr. Story was secretary of the agriculture committee that was responsible for forming the school survey committees. Mrs. Story recalled the difficulty in working with small number of students to provide the competition and instruction necessary for optimum learning and supported a change for improvement of instruction.<sup>33</sup> None of the teachers interviewed expressed dissatisfaction or dismay with

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<sup>30</sup> Olen Earnest, interview by author, 1 August 1990, Effingham, tape recording, Jasper County Historical Museum, Newton.

<sup>31</sup> Lawrence Cowger, interview by author, 22 June 1990, Newton, tape recording, Jasper County Historical Museum, Newton.

<sup>32</sup> Naidene Trexler, Teacher Interview.

<sup>33</sup> Sheldon and Zola Story, Teacher Interview.

the demise of the one-room schools. Instead, they recognized the need for change, accepted the proposals and demonstrated personal and professional commitment.

The teachers, parents, and students accepted the changes initiated by rural school reform. They knew there would be significant differences in community life in rural America. The change in the schooling system would affect the traditional sense of intimacy and identification within the community and, in exchange, provide improved learning opportunities for the students.

## SUMMARY

The development of the one-room schoolhouse system in Jasper County was rather ordinary and uneventful except for the occasional disagreements over local school location. The buildings themselves represented the community expectations and evoked certain feelings and mind-sets. The stories of puncheon floors and jacketed stoves created evocative visual images but the "people" involvement in all aspects of the one-room schoolhouse has been the most fascinating and captivating. There were the community people who demonstrated foresight and dedication by establishing a place of learning for their children. They understood and were committed to the value of education and provided the work and dollars necessary for schoolhouses, teachers and supplies to be in existence. The written histories of 1929 reflected a severe limitation of resources but a real pride in the school and the accomplishments achieved. The directors of the schools were willing to assume additional responsibility in addition to the many home and work expectations in order to provide for the educational setting.

In the historical review of one-room schools done in 1983, the students were able to ascertain the pride, not only from their talks with various community people and teachers but from family discussions about the one-room schoolhouse education. The author can attest to the emotional impact of returning to the still-standing Reisner school which continues to be used for community activities and 4-H meetings. The simple buildings housed a complex learning atmosphere with a single person being given tasks which extended beyond the learning process; the various aspects

Days." Although the letter is nostalgically idealistic, the tone is consistent with the recollections of the Jasper County school participants. (This letter appears in Appendix 14.)

The greatest respect for a group of people involved in the one-room schoolhouse must be reserved for the teachers. The prevalent theme of the comments from student respondents was the quality of the teachers and their attitude; in a few cases, there were some concerns about the teacher presentations and discipline measures. Invariably, the stories of the educational process were directly related to the teacher. Caring, commitment to their students, working against odds to inspire student learning, and special efforts made for meals and holiday occasions were examples given of teacher contributions. Correspondingly, the teachers were most anxious to share their memories about quality student interaction and student successes in learning rather than about hardships, limitations and problems. The teachers related stories about hardships and limited resources with amusement and expressed pride in their endurance. This kind of reflection indicated the strength of their commitment to students and to teaching. Although one-room schoolhouses have vanished from the educational setting, the main theme of commitment to students has not changed; teachers caring about students and working to provide learning based upon their needs and abilities are still critical to the success or failure of student learning.

The curriculum was stipulated by the state although there was great leeway for implementation. Teachers worked to develop moral, patriotic and aesthetic values along with practical skills. Although their curriculum and concerns may seem stilted and repetitive with recitation a major teaching

style, there was certainly evidence that many of the concepts that are being encouraged for usage in today's classroom were used in the one-room schoolhouse setting: multigrade grouping, peer tutoring, cross-age instruction, individualized learning, cooperative learning, and mentoring. Teachers were working to ease pupil competition and create a family-like environment as they promoted cognitive, social, and emotional growth. The teachers were guiding the students with the expectation that students assume responsibility and practice independently.

Another sense garnered from stories of the one-room schoolhouse was the sense of community. People were caring and supportive, interested in what was happening and working to cause things to happen. Early efforts toward health improvement required an extensive county and community involvement. The school was the point of contact through which the families could be reached to improve over-all health care for the children. The entire community--parents, students and teachers joined to meet emergency needs and concerns in the various wartime efforts with the teacher being the major person responsible for the dissemination of material promoting the concept and collecting whatever it was the particular drive required.

The intent is not to present the one-room schoolhouse as a perfect setting for learning. The limitations and restrictions were many. There were, however, methods, approaches, and attitudes that could be tapped and utilized for today's schooling concerns--assistance by students in instruction, individualization of learning activities, involvement and support of family, and a teacher's commitment. The people of Jasper County with educational experiences tied to the one-room schoolhouse have expressed

great satisfaction with the activities and the processes presented in the schools and the support given for the betterment of the children.

The consolidation movement caused the people to re-examine their expectations for schooling and accept the change of focus for their community. As Fuller notes, "The conflict that had to be resolved was between the professional educator and the farmer. The farmers were hesitant to give up the control of their schools and the right to tax themselves for education. The farmers were deeply committed to the principle of self-help."<sup>1</sup> The interviewed teachers supported the move to consolidation with the quest for continued improved instructional and educational opportunities. Because the teachers were involved with the community, their stance on the need for a consolidated system influenced the thinking of their neighbors and other rural residents. Changing societal expectations as well as the recognition of equipment limitations and other resources prompted this move. Although the memories of the one-room schoolhouse are positive, the recollections fascinating and treasured, the consolidation move is still viewed as a positive one.

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<sup>1</sup> Wayne E. Fuller, The Old Country School, (Chicago and London: University of Chicago Press), 115.

## APPENDIX 1

ONE-ROOM SCHOOLHOUSE RESEARCH PROJECT  
TEACHER QUESTIONNAIRE

I am Sharon Earnest Linden, daughter of Olen and Lora Earnest and am a Jasper County native, having started my schooling at Reisner School, six miles northeast of Newton. Consolidation occurred and I then attended Newton Grade School and Newton Community High School. My advanced schooling was in Champaign at the University of Illinois.

My current educational activity involves working toward a doctorate at Loyola University in Chicago. Part of my studies includes research on one-room schoolhouses in Jasper County, Illinois.

You who have taught in or attended one-room schools are my most valuable resource. I would appreciate your completing the questionnaire and returning it to me in the pre-paid envelope.

This information will then be compiled and shared with the Jasper County Historical Society along with any photos or artifacts which might be made available.

Thank you so much for sharing your schooling experiences with me.



Name:

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Address:

Phone Number:

Age:

Level of Education Completed:

Career Occupation:

A. Personal Information

Family Composition

Type of Community

Schooling

Where did you teach? When?

B. Teaching Contract

1. What were the requirements for the job?
  
2. What rules or regulations were necessary for employment?
  
3. How were you hired?

4. What was the pay? How were you paid?

89

5. What responsibilities other than teaching did you have?

6. Was there a Board of Education? How did it function?

7. How was the budget determined?

c. Teaching - Curriculum

1. What subjects did you teach?

2. Was the curriculum established? Controlled by whom?

3. What teaching methods did you use? Did these methods change over a period of time? In what way?

4. Which method was most effective? For which age level?

5. How did you deal with current events or controversial issues?

6. Was there emphasis on values? In what way?

8. How did you organize your day and the materials?

D. Teaching - Resources

1. What resources were available to you?

2. What kind of budget did you have?

3. How were textbooks obtained?

4. Was assistance given by the County Superintendent of Schools? In what way?

E. Teaching - Students

1. How were students graded?

2. How did you deal with students of varying abilities?

3. Did both boys and girls receive a comparable education? Why or why not?

4. Did you enlist the assistance of some students to help other students?

5. How were students promoted?

91

6. What did students have to do to enter high school?

7. How long did students have to stay in school?

F. Teaching - Classroom Management

1. How did you discipline?

2. What techniques did you use for school management?

G. School - Physical Characteristics

School \_\_\_\_\_

1. Describe the physical characteristics of the school.

Size

Materials (wood or brick)

Windows

Lighting

Heating

Colors

Other rooms in the school

2. What other buildings were on the property?

92

3. What other features relate to the school property?  
(Playground, well, etc.)

4. Was the school used for situations other than daily  
classes? How?

H. Educational value

1. How would you rate the quality of education in  
comparison to what you know about today's schools?

2. What forced consolidation? How did you feel about  
it?

I. Memories - Please share some of your more memorable  
experiences as it relates to:

Students

Weather

Instruction

Other

APPENDIX 2

ONE-ROOM SCHOOLHOUSE RESEARCH PROJECT  
STUDENT QUESTIONNAIRE

I am Sharon Earnest Linden, daughter of Olen and Lora Earnest and am a Jasper County native, having started my schooling at Reisner School, six miles northeast of Newton. Consolidation occurred and I then attended Newton Grade School and Newton Community High School. My advanced schooling was in Champaign at the University of Illinois.

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This information will then be compiled and shared with the Jasper County Historical Society along with any photos or artifacts which might be made available.

Thank you so much for sharing your schooling experiences with me.

Name:

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Address:

Phone Number:

Age:

Level of Education Completed:

Career Occupation:

A. Personal Information

1. Schoolhouse(s) attended.
2. During what years did you attend?
3. For what grades did you attend?
4. Was there anything unusual about your schooling pattern (skip or repeat grade)?
5. What were your teacher's names?

Teacher

Grades

Schoolhouse

B. Teaching Methods/Resources

1. Describe the way the teacher taught.
2. What classroom activities did you like the best? Why?
3. What classroom activity did you like the least? Why?



4. What learning aids or resources were particularly important to you?

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C. Value of the One-Room Schoolhouse

1. What experiences from the one-room schoolhouse were most valuable to you in your adult life?

2. Were there any disadvantages to your one-room schoolhouse education?

D. Memorable Experiences - Please share some of your more memorable experiences as they relate to:

Students:

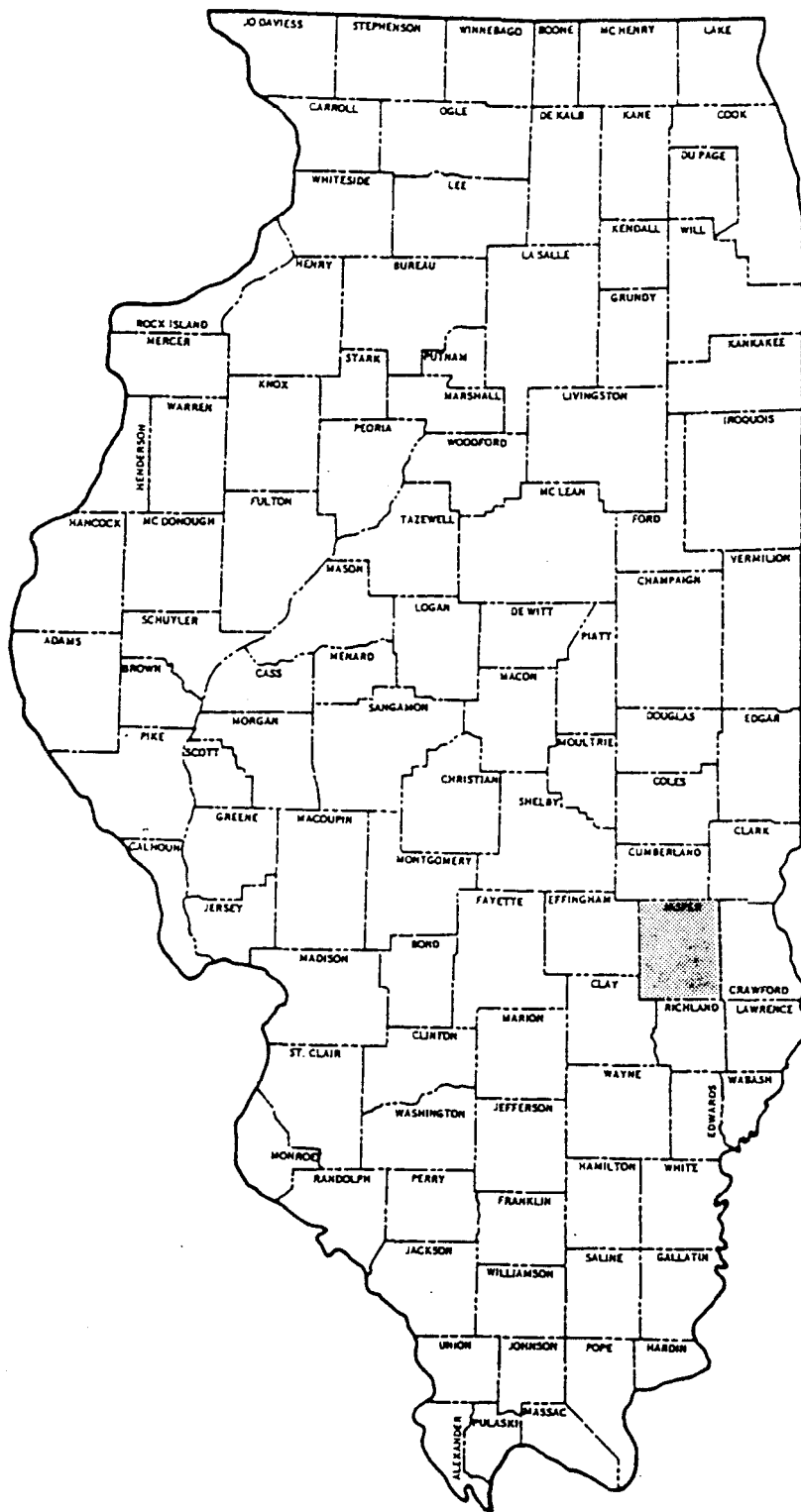
Weather:

Instruction:

Other

## APPENDIX 3

APPENDIX 3  
STATE OF ILLINOIS COUNTY MAP

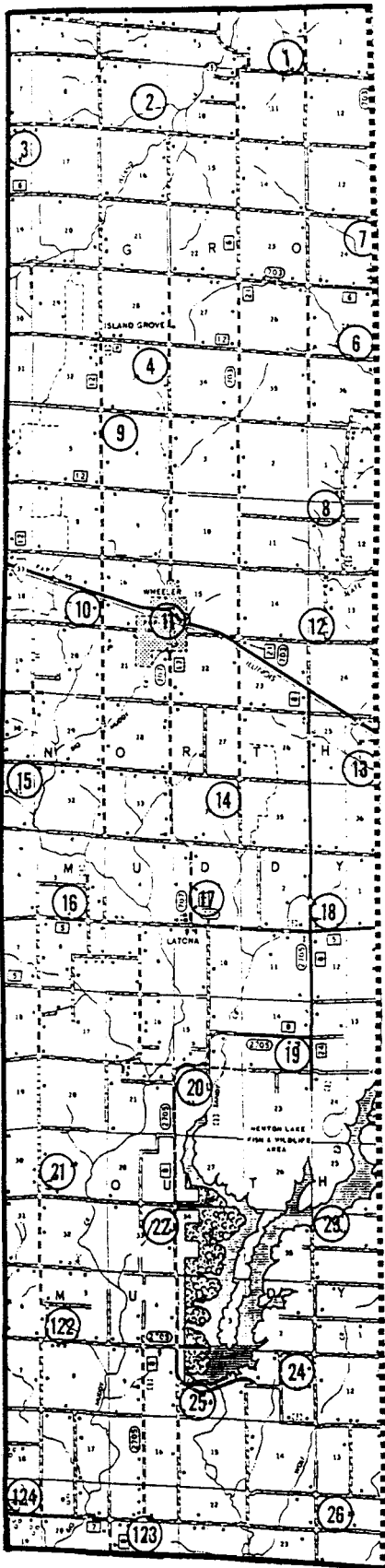


Source: Map-Illinois Department of Transportation, 1982.

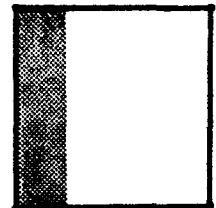
APPENDIX 4

ONE-ROOM SCHOOLHOUSE LOCATIONS

Each chart gives the one-room schoolhouse locations for one-fourth of the county. The large-scale map correlates to the grayed area in the small county map.



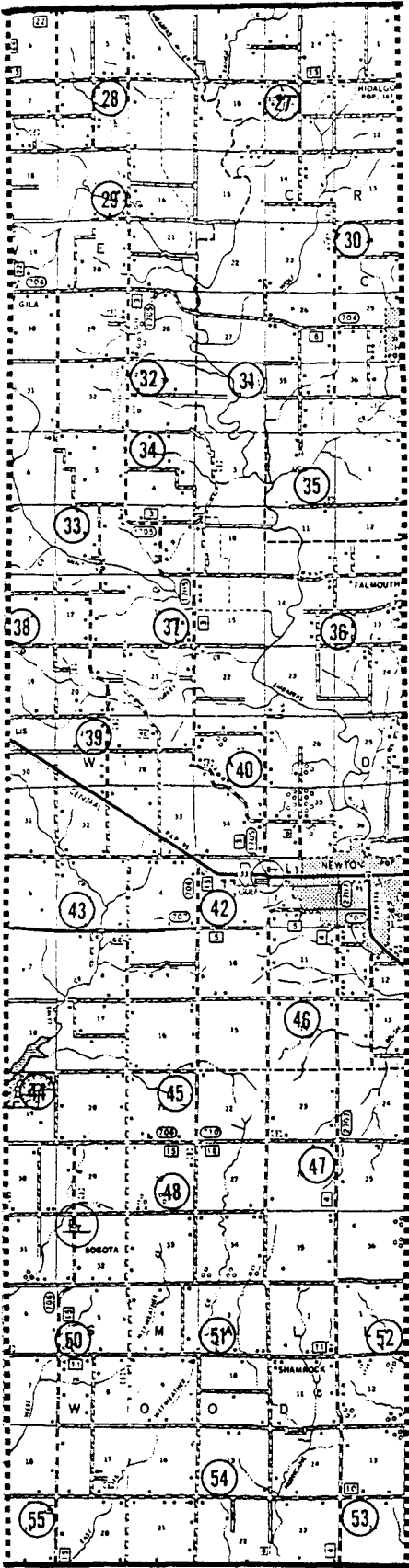
<u>District Number</u>	<u>School Name</u>
1	Shiloh
2	Independence
3	Miller
4	Grove
6	Kibler
7	Myers
8	Slate Point
9	Mason
10	Freezeout
11	Wheeler
12	Hesler
13	Cherry Grove
14	Trexler
15	Holm
16	Matlock
17	Latona
18	Kedron
19	Buckeye
20	Union
21	Johnson
22	Long Swamp
23	College Hill
24	Oakland
25	Rude
26	German
122	Galloway
123	Hastings
124	Kepley



Source: Map-Illinois Department of Transportation, 1982.

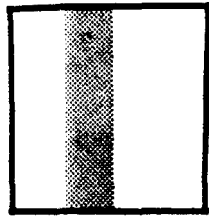
Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.

District Number School Name



- 27 Hutson
- 28 Frazier
- 29 Excelsior
- 30 Coad
- 31 Sweet Run
- 32 Kern
- 33 Foltz
- 34 Service Hill
- 35 Wilson
- 36 Hickory
- 37 Mt. Olive
- 38 Mt. Zion
- 39 Trainor
- 40 Springs
- 42 Bunker Hill
- 43 Oak Grove
- 44 Happy Hollow
- 45 Long Branch
- 46 Moulden
- 47 Buck Grove
- 48 Pleasant Ridge
- 50 Calvin
- 51 Center
- 52 Wakefield
- 53 Amity
- 54 Blair
- 55 Brown

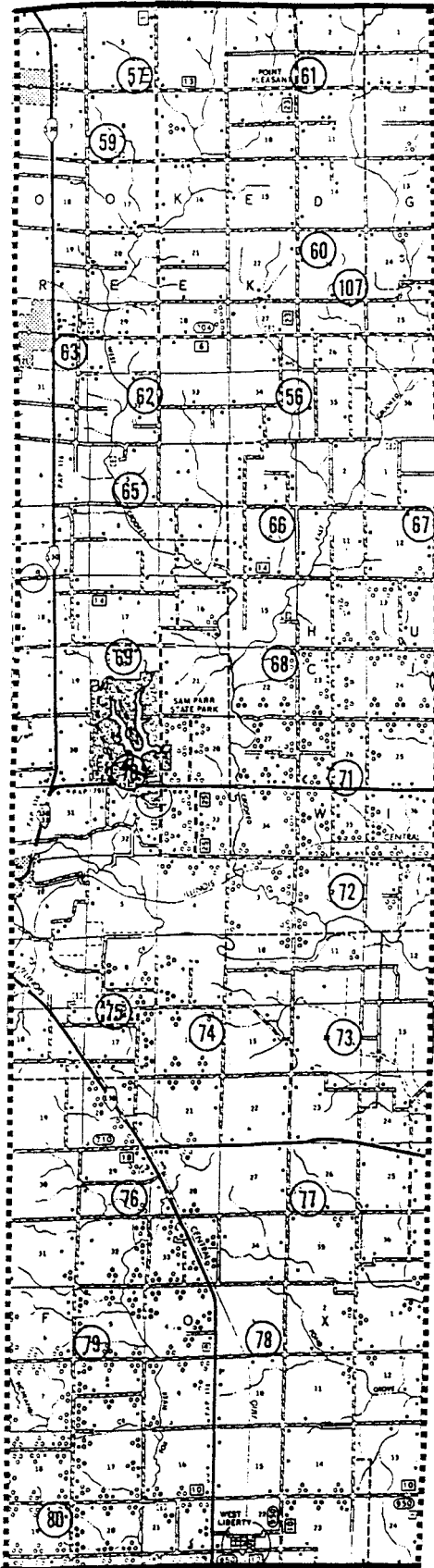
Jasper County



Source: Map-Illinois Department of Transportation, 1982.  
 Schoolhouse Locations-Map of Jasper County, prepared by S.A.Connor, Jasper County Superintendent of Highways, 1916.

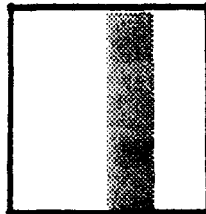
District Number

School Name



56	Cummins
57	Liberty
59	Swick
60	Premium
61	Pt. Pleasant
62	Water Oak
63	Plainfield
65	Jones
66	Byrd
67	Compromise
68	Brockville
69	Reisner
70	St. Peter
71	Chriss
72	Catt
73	Dallmier
74	Kessler
75	Vanderhoof
76	Boos
77	Ochs
78	Richards
79	Greenwood
80	Maple Grove
107	Collins

Jasper County

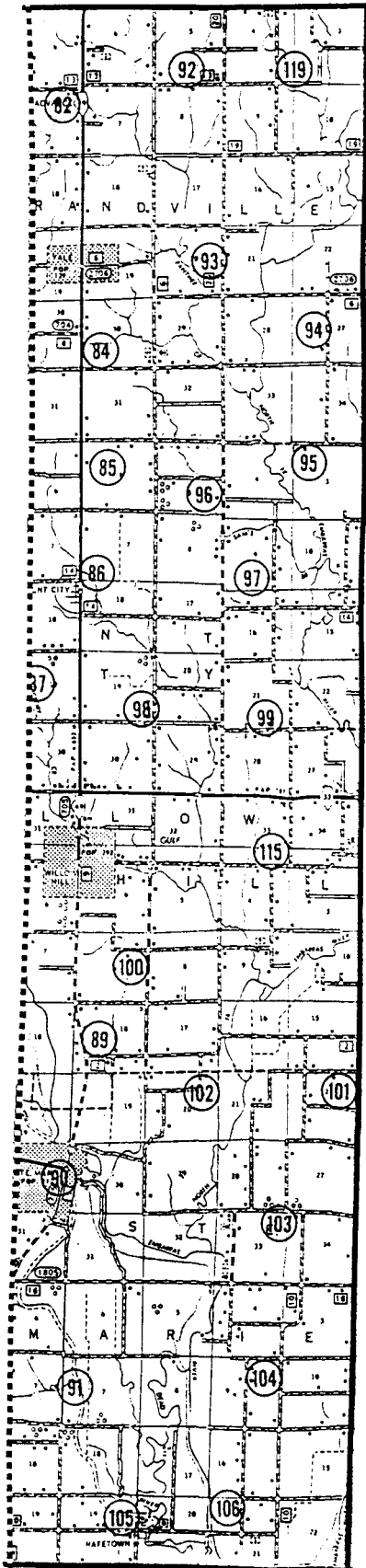


Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.

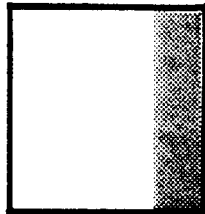
District Number

School Name



82	Advance
84	Clark
85	Fairview
86	Hunt
87	Little Range
89	Midway
90	Ste. Marie
91	Pond Grove
92	Freeland
93	Palmer
94	Sand Ridge
95	Jarred
96	Snyder
97	Jackville
98	Whitaker
99	Mound
100	Onion Prairie
101	Newlin
102	Tonyville
103	Michl
104	Dark Bend
105	Rafetown
106	South Bend
115	Pingtown
119	Round Prairie

Jasper County



Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



APPENDIX 5

## APPENDIX 5

## SCHOOL HISTORIES

The histories of the one-room schoolhouses were written by eighth grade students about their school districts for the County Superintendent, V.A. Jones. They were given the following outline with directives to obtain information from any possible sources:

1. When organized? How land obtained for site? When building erected? Any other erected? When? Is there any historical event connected with your district?
2. Who was the first teacher? How many teachers? Give list in order, or as many as possible. What was the first salary? The lowest? The highest?
3. Describe your present school building. What about your yard and building? Are you proud? Suggest how to make it more beautiful with little expense. What and how would you like to see your building and grounds improved?
4. What equipment has your school? How obtained? Of what things are you especially proud? What do you need? Suggest how to obtain other needed equipment. What could be done to add to appearance of your room?<sup>1</sup>

These school histories were published in the Newton Press and the Mentor-Democrat between 8 January 1929 and 30 August 1929. Major topics have been identified with general information extracted from the respective write-ups for each school. Copies of these articles, which often include full teacher listing and salaries, are housed in the Jasper County Historical Museum.

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<sup>1</sup> "School Histories," Newton Press, 8 January 1929.

**DISTRICT #1, SHILOH**

**HISTORICAL BACKGROUND:** The school was organized in 1856 and built on a land donated by Robert Thompson. It was first named Island Creek and in 1963 the building was moved southeast and the name changed to Plain View. In 1867 the building was moved to its present site and the name changed to Shiloh. The original construction was log and the current building is frame. The first teacher salary was eighteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was twenty-eight feet by thirty feet with a library room and two cloakrooms. There were eight windows on the north side, two on the west side, two on the south side and one on the east side with the blackboard on the east wall.

**SCHOOL EQUIPMENT:** The school equipment included library books and pictures of Washington and Lincoln. There were twenty-seven desks running east and west with a nice chair and desk for the teacher.

**STUDENT AUTHOR:** Sylvia Diel.

**DATE OF PUBLICATION:** Newton Press, 8 Jan 1929.

**DISTRICT #4. GROVE**

**HISTORICAL BACKGROUND:** The land for the school site was purchased from Jesse Watkins. The original building was log, and the original building was built in 1868.

**SCHOOL BUILDING DESCRIPTION:** The school was in fairly good condition for a building so old. It had been kept painted. The school yard was small with no trees, so children used the ball diamond and grove of Island Grove community hall next door.

**SCHOOL EQUIPMENT:** There was a large furnace, a good regulator clock, four good pictures and a large flag. There were new desks, a good library, up-to-date reference books, and a large globe.

**STUDENT AUTHOR:** Della Coherst.

**DATE OF PUBLICATION:** Newton Press, 25 Jan 1929.

**DISTRICT #6, KIBLER**

**HISTORICAL BACKGROUND:** The school was organized about 1850 or 1851. The schoolhouse was roofed with clapboard with a row of windows on one side. The floor was made of puncheons and the seats were hewn boards. The first teacher was Caroline Kibler who earned twenty-two dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The frame building was built in 1902 or 1903 and lighted according to law.

**SCHOOL EQUIPMENT:** There were two sets of encyclopedias, three small dictionaries and many reading circle books.

**STUDENT AUTHOR:** H. Austin Woodard.

**DATE OF PUBLICATION:** Newton Press, 26 March 1929.

**DISTRICT #7, MYERS**

**HISTORICAL BACKGROUND:** The school was organized in 1874 and built on land purchased from George Hensley. The original structure was made of logs and sided with slabs. The teacher's desk was made of a log split and turned upside down with legs put under it. Benches were also made of split logs without any lean backs. The first teacher was John Tussing.

**SCHOOL BUILDING DESCRIPTION:** The building was twenty feet by thirty feet with an eight foot by twenty foot cloakroom built on the front. The playground had several shade trees and drained well.

**SCHOOL EQUIPMENT:** There was a library with many good books, a stove, a new teacher's desk, two recitation seats and nearly all new single seats.

**STUDENT AUTHOR:** Elnora I. Boortz.

**DATE OF PUBLICATION:** Newton Press, 5 Feb 1929.

**DISTRICT #8, SLATE POINT**

HISTORICAL BACKGROUND: The school was named because of its location next to the site of the Slate Point Cemetery. The first teacher was William E. Barrett who earned one dollar a day.

SCHOOL BUILDING DESCRIPTION: The school was built around 1899 and had a new floor, but was in need of paint. There was a nice school yard.

SCHOOL EQUIPMENT: There was a teacher's desk and chair, library with a few books, an encyclopedia set, a set of maps, two globes, a large eight-day clock, and a stove.

STUDENT AUTHOR: Ruby French.

DATE OF PUBLICATION: Mentor-Democrat, 24 Jan 1929.

**DISTRICT #9, MASON**

HISTORICAL BACKGROUND: The school was organized in 1867 and built on land obtained from Mr. Lambird. The first teacher was Mr. Hays, who earned eighteen dollars a month.

SCHOOL BUILDING DESCRIPTION: The building was small in size with a bell and a cloakroom.

SCHOOL EQUIPMENT: There were five rows of seats, a large blackboard, pictures of Washington and Lincoln, maps, reference books, dictionaries, a bell and a chart.

STUDENT AUTHOR: Not given.

DATE OF PUBLICATION: Newton Press, 12 Feb 1929.

**DISTRICT #10, FREEZEOUT**

**HISTORICAL BACKGROUND:** The school was organized in 1869 and built on land donated by Mr. and Mrs. Marsher. The land was donated for as long as the school was maintained, after that the land was to be annexed to the adjoining farm. The first teacher was Asbery Long who earned fifteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building faced east with two doors on the east and a porch along the front with seven large windows on the north, one small window on the south and a nice blackboard on the south side. A coal shed on the west side adjoined the school.

**SCHOOL EQUIPMENT:** The school had a globe, dictionary, bookcase, reference books, forty-nine library books, and cooking utensils.

**STUDENT AUTHOR:** Lenora Yoder.

**DATE OF PUBLICATION:** Mentor-Democrat, 31 Jan 1929.

**DISTRICT #11, WHEELER**

**HISTORICAL BACKGROUND:** The school was organized in 1882 and built on land purchased for fifty dollars from Mrs. Nancy Carter. The first teacher was Margaret Crowley who earned thirty dollars a month.

**SCHOOL BUILDING DESCRIPTION:** This was currently a two-room building.

**SCHOOL EQUIPMENT:** Not applicable.

**STUDENT AUTHOR:** Mary Ruth Mason.

**DATE OF PUBLICATION:** Newton Press, 19 Feb 1929.

**DISTRICT #12, HESLER**

**HISTORICAL BACKGROUND:** The school was organized in 1875 and built on land donated by John Hesler, hence the name Hesler School. The first teacher was William E. Barrett who earned thirty-five dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was a one-story frame building, thirty-two feet by twenty-four feet, painted white with seven windows on the west, three windows on the east, and a porch on the south. The interior was painted with a three foot wainscoting. The blackboard was on the north wall. The school yard was large, fairly well drained, with good grass.

**SCHOOL EQUIPMENT:** There were twenty desks and seats, pictures of Washington, Lincoln, and Wilson besides student art work, maps, a good library, reference books, dictionary, globe and a good pencil sharpener.

**STUDENT AUTHOR:** Elsie Ragsdale.

**DATE OF PUBLICATION:** Mentor-Democrat, 21 Feb 1929.

**DISTRICT #13, CHERRY GROVE**

**HISTORICAL BACKGROUND:** The school was organized in 1879 and built on a site obtained from Mrs. Henria W. Gillson. The school was named after a large grove of wild cherries near the schoolhouse. The first teacher was Mary E. Printz who earned \$12.50 a month.

**SCHOOL BUILDING DESCRIPTION:** The building faced east, had two doors with transoms, a porch, three windows on the north, and six large windows on the south (five with screens and one without). The school yard was smooth with grass.

**SCHOOL EQUIPMENT:** The school had a good set of reference books, maps, an atlas, library books, blackboard, compass, pencil sharpener, dictionaries, first-aid cabinet, and curtains for holiday use.

**STUDENT AUTHOR:** Not given.

**DATE OF PUBLICATION:** Newton Press, 15 Feb 1929.

**DISTRICT #15, HOLM**

**HISTORICAL BACKGROUND:** The school was organized in 1870 on a site donated by Adam Holm, hence the name Holm School. The first building built in 1871 was frame construction. The second building, built in 1896 was also of frame construction. The first teacher was Oliver Wheeler who earned twenty dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The frame building faced east with four windows on each side and a blackboard in front. The window frames and drop ceiling were painted a cream color with walls painted buff. There were six single rows of seats with a jacketed stove in the northeast corner.

**SCHOOL EQUIPMENT:** There were two suitable pictures, a bookcase, dictionaries, globe, library books, and two sets of reference books and a teacher's desk in the central space in front.

**STUDENT AUTHOR:** Helen Hanna.

**DATE OF PUBLICATION:** Mentor-Democrat, 7 March 1929.

**DISTRICT #16, MATLOCK**

**HISTORICAL BACKGROUND:** The school was organized in 1858. The land for the original building was donated by the Illinois Central Railroad while the land for the current building was donated by Reuben and Melinda Gibson. The original construction was of logs with oxen used to haul the logs to the sawmill. The current building is frame. The first teacher was Ashley Cassidy who earned twelve dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The frame building was thirty-two feet by thirty-six feet with six windows on the north, five on south, one on east. There was one library room, two cloakrooms, one fuel room, and a large porch on south side. The school yard was uneven.

**SCHOOL EQUIPMENT:** There were two sets of library books, a globe, dictionaries, teacher's desk and chair, jacketed stove, single seats and a medical emergency kit

**STUDENT AUTHOR:** Avanelle Wands.

**DATE OF PUBLICATION:** Newton Press, 22 Feb 1929.



**DISTRICT #19, BUCKEYE**

**HISTORICAL BACKGROUND:** The school was organized in 1879 and built on land purchased from J.T. Burnside. The school was named after the state of Ohio, the original home of Mr. Burnside. The first teacher was I.O. Read who earned thirty dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was painted white inside and outside, facing the east. There was one large room, a library and two cloakrooms. There were four windows on the west, five on the south, one in the library, and one in each cloakroom. The seats faced the north with the blackboard along the north wall. The school yard had three large oak trees at the front of the yard.

**SCHOOL EQUIPMENT:** There were new reference books, a clock, wash pans, a new teacher's chair, and a case of large maps.

**STUDENT AUTHOR:** Louise Sparks.

**DATE OF PUBLICATION:** Mentor-Democrat, 21 March 1929.

**DISTRICT #20, UNION**

**HISTORICAL BACKGROUND:** The school was organized in 1879 and built on land purchased from Hamilton Cornwell. The school name represented the uniting of four districts: Latona, Buckeye, Long Swamp and Johnson. The original building was made of logs cut from the nearby forest and was erected by the patrons of the newly organized district. The first teacher was Miss Elva James.

**SCHOOL BUILDING DESCRIPTION:** It was a wood structure, thirty feet by thirty-eight feet facing the west. There were six windows on the north, two cloakrooms inside, and a combined porch and coal house on the front. The building was situated on one acre of land with half in native timber allowing for an ideal playground. The author believed that there was no more ideal school location in Jasper county than this one.

**SCHOOL EQUIPMENT:** Not listed.

**STUDENT AUTHOR:** Clara Foster.

**DATE OF PUBLICATION:** Newton Press, 26 Feb 1929.

**DISTRICT #21, JOHNSON**

**HISTORICAL BACKGROUND:** The school was organized between 1850 and 1860 and was named after Mr. Thomas Johnson, the donor of the school site. The first teacher was J.C. Pallard who earned fifteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The square building was painted white and faced south. A hallway led off the porch into the main room which had six windows on the north, two on the west. The cloakrooms were on the southwest and southeast corners with three shelves and a window in each. The school yard was large and green with grass in the spring.

**SCHOOL EQUIPMENT:** Not given; the author stated that the school was poorly equipped.

**STUDENT AUTHOR:** Danel Heady.

**DATE OF PUBLICATION:** Mentor-Democrat, 28 March 1929.

**DISTRICT #25, RUDE**

**HISTORICAL BACKGROUND:** The school was organized in 1856 and was named after the large number of families named Rude living in the area. The original construction was of logs plastered with mud and whitewashed. The building had two windows and one door on the east. The blackboard was a board painted black with the first chalk being square pieces of soft chalk. Erasers were fashioned from pieces of wool tacked on the back of a square piece of wood. The building was heated by a small box stove. The first teacher was Miss Ballard who earned ten or fifteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The current building was built in 1891 first using roofing shingles, which was changed to a corrugated roof. There was an acre of land purchased from the Thompson farm to use as a playground.

**SCHOOL EQUIPMENT:** Not given.

**STUDENT AUTHOR:** Dollie Stanley.

**DATE OF PUBLICATION:** Newton Press, 5 April 1929.

**DISTRICT #26, GERMAN**

**HISTORICAL BACKGROUND:** The school was organized in 1870 and built on land obtained from George Harlow. The construction was log and the first teacher was C.M. Scott who earned \$33.33 month.

**SCHOOL BUILDING DESCRIPTION:** The building was frame, thirty-three feet by eighteen feet with five large windows on the north, three smaller windows on the south, and a hall on the west. The playground had three large shade trees and a large grassy level playground.

**SCHOOL EQUIPMENT:** There was a small library of two sets of books, a map chart, and a few other things. The author stated that their school was rather poorly equipped.

**STUDENT AUTHOR:** Anna Fehrenbacher.

**DATE OF PUBLICATION:** Mentor-Democrat, 11 April 1929.

**DISTRICT #27, HUTSON**

**HISTORICAL BACKGROUND:** The school was organized in 1846 and built on a site owned by James Hays. The original school was known as the Hays School and was next to the Hays Cemetery. The first building was built of logs with greased paper at the windows and was heated by a fireplace. The wood was cut near the schoolhouse which was surrounded by heavy woods. The seats were also made of split logs.

**SCHOOL BUILDING DESCRIPTION:** The current building was built in 1919 to comply with new school building law in heating, lighting, and venilation with a full basement, two cloakrooms, an entrance hall and porch. It was located on a one acre plot which was well drained.

**SCHOOL EQUIPMENT:** There was a good slate blackboard, dictionary, chart, bookcase, and a large eight-day clock.

**STUDENT AUTHOR:** Helen Hays.

**DATE OF PUBLICATION:** Newton Press, 22 March 1929.

**DISTRICT #28, FRAZIER**

**HISTORICAL BACKGROUND:** The school was organized in 1865 and was built on land donated by Orlando Frazier and was subsequently named in honor of the donor. The construction was of log with a frame school built in 1880; the one used in 1929 was built in 1900. The first teacher was Dan Smith who earned \$20.00 a month.

**SCHOOL BUILDING DESCRIPTION:** The building was thirty-five feet by twenty feet facing the east with eight windows on the south, four on the north. The blackboard was on the west wall. The school yard had a big maple tree in front of the house as well as a walk and well.

**SCHOOL EQUIPMENT:** There was a good stove, books and desks.

**STUDENT AUTHOR:** Opal Reisner.

**DATE OF PUBLICATION:** Mentor-Democrat, 18 April 1929.

**DISTRICT #31, SWEET RUN**

**HISTORICAL BACKGROUND:** The school was organized in 1866 and built on land owned by Hiram Tracy. The first teacher was E.O. Cummins who earned \$37.50 a month.

**SCHOOL BUILDING DESCRIPTION:** The building was an oblong-shaped frame house with a shingle roof and weather boarded sides. It faced the east and had four windows on each side with plastered walls and a tin ceiling. The blackboard was on the west wall. The school ground was always dry.

**SCHOOL EQUIPMENT:** There was a pencil sharpener, a large dictionary, a set of eight reference books, and about two dozen library books. A basketball and goals and football were purchased with pie supper proceeds the year the report was written.

**STUDENT AUTHOR:** Zella Brooks.

**DATE OF PUBLICATION:** Mentor-Democrat, 23 April 1929.

**DISTRICT #32, KERNS**

**HISTORICAL BACKGROUND:** The school was organized about 1855 and built on land donated by Robert Trimble. The first school was a subscription school and was made of walnut logs. The second school was built in 1863, the third in 1884 and the current one in 1900. The first teacher was John Kern who earned eighteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was twenty feet by thirty feet and in very poor condition with some broken windows and torn paper. The school yard had some dead trees with deep holes cut out in the ground.

**SCHOOL EQUIPMENT:** There was a small library, globe, flag, chart, and some pictures.

**STUDENT AUTHOR:** Elizabeth Woodard.

**DATE OF PUBLICATION:** Newton Press, 29 March 1929.

**DISTRICT #33, FOLTZ**

**HISTORICAL BACKGROUND:** The school was organized in 1861 on land donated by William Foltz. The school was named after the donor. The original building was made of logs. The second building was built in 1888 and made of frame with the building used in 1929 built in 1913. The first teacher was Mr. Deck who earned fifteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was weather boarded, painted white and on a concrete foundation. Cloakrooms were right inside the door. The main room had six windows on the north, two on the east with the large blackboard on the south and a large clock above the blackboard. The jacketed stove was in the southwest corner. The floor was pine, the walls were plastered, and the ceiling a grey metal.

**SCHOOL EQUIPMENT:** There were thirty-four good seats and desks, plus a teacher's desk and chair, two recitation desks, a bookcase with many good books, and map case.

**STUDENT AUTHOR:** Not given.

**DATE OF PUBLICATION:** Newton Press, 15 March 1929.

**DISTRICT #34, SERVICE HILL**

**HISTORICAL BACKGROUND:** The school was organized in 1888 and named because of the serviceberries which grew on the hill. The original building was a small log cabin with three windows on each side and a door on the east side. The blackboard was made of lumber. The first teacher was Amelia Westerman.

**SCHOOL BUILDING DESCRIPTION:** Not given.

**SCHOOL EQUIPMENT:** Not given.

**DATE OF PUBLICATION:** Mentor-Democrat, 20 April 1929.

**DISTRICT #35, WILSON**

**HISTORICAL BACKGROUND:** The school was organized in 1855. The original school, made of puncheons, was named Frazee and was a subscription school with a fee of one dollar per child per month. The seats were split logs with another split log fastened to the side of the wall. The second building was built in 1867 and used until 1903. The first teacher was Mr. Hunt who earned fifteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** This was a frame structure twenty-four feet by thirty feet with a vestibule on the south side which was used for a cloak room. There were five windows on the west, two on the east, four on the south, and a chimney built from the ground on the east side. The school yard was not quite an acre but was large enough to play many kinds of games on it. It was not always dry but it had many good shade trees which were well located. There was a good well.

**SCHOOL EQUIPMENT:** There was a complete set of reference books, pencil sharpener, good dictionary, globe, teacher's desk, wastebasket, bookcase, first-aid cabinet, several good reading books, many text books, and several good wall pictures.

**STUDENT AUTHOR:** Alice Burton.

**DATE OF PUBLICATION:** Newton Press, 17 May 1929.

**DISTRICT #37, MT. OLIVE**

**HISTORICAL BACKGROUND:** The school was organized in 1895 and built on a site obtained from William Meadows and George W. Foltz. The first teacher was Nancy Hill who earned twenty-five dollars a month.

**SCHOOL BUILDING DESCRIPTION:** This was made of red building blocks and was thirty feet square with a concrete porch on front. It faced the east with two windows on the east side, and four on the west. There were two cloakrooms, one in the northeast corner and the other in the southeast corner with the blackboard along the north wall. The stove was in the southwest corner of the room with a pump and sink in the northwest corner and a gas lamp hanging in the middle of the room. The school yard had grass and shade trees.

**SCHOOL EQUIPMENT:** There was a bookcase, world maps and two framed pictures.

**STUDENT AUTHOR:** Flossie Foltz.

**DATE OF PUBLICATION:** Newton Press, 10 May 1929.

**DISTRICT #39, TRAINOR**

**HISTORICAL BACKGROUND:** The school was organized in 1884 and built on land donated by Mr. Trainor, hence the school name. The original school burned down in 1901. The first teacher was Olive Charlot who earned twenty-five dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The white frame building was twenty-eight feet by thirty-four feet with a large porch, seven windows on the south and three on the north. The windows were curtained but folded over and quite worn. The large furnace was by the door with two shelves for dinner pails, drinking cups and soap and towels. Above the shelves was the large granite wash pan. There were five rows of seats with two different size seats in each row. The playground was large with about ten small trees.

**SCHOOL EQUIPMENT:** There was a dictionary, pencil sharpener, library, globe, pictures of Washington, Jefferson, Wilson, and Lincoln plus health posters and drawings of the pupils.

**STUDENT AUTHOR:** Woodrow Mulvey.

**DATE OF PUBLICATION:** Mentor-Democrat, 13 June 1929.

**DISTRICT #44, HAPPY HOLLOW**

**HISTORICAL BACKGROUND:** The school was organized in 1894 and built on land purchased from Eli Brown. The first teacher was Nellie Gregory who earned twenty dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was painted white with a gray porch. It had five windows on the west, two on the south and three on the east with the door on the south wall. The blackboard was on the north wall.

**SCHOOL EQUIPMENT:** There was an organ, dictionary, window shades, bookcase, pictures, books and globe.

**STUDENT AUTHOR:** Dorothy Fritschle.

**DATE OF PUBLICATION:** Newton Press, 16 April 1929.

**DISTRICT #46, MOULDEN**

**HISTORICAL BACKGROUND:** The school was organized in 1870. The school name was taken from the large number of families named Moulden living in the area. The first teacher was Matilda Miller who earned nineteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was medium-sized with two cloakrooms, hallway, and music room. There were five windows on the west side, two small ones on the south and windows in each cloakroom and the music room. The jacketed stove was in the southeast corner. Students sat facing the north. The building had been freshly painted and varnished the previous fall.

**SCHOOL EQUIPMENT:** There were twenty-one or twenty-two good seats, a teacher's desk, medium-sized library, new reference books, and an organ.

**STUDENT AUTHOR:** Evelyn McDowell.

**DATE OF PUBLICATION:** Newton Press, 31 May 1929.



**DISTRICT #47, BUCK GROVE**

**HISTORICAL BACKGROUND:** The school was organized in 1873 and built on a site obtained from J.W. Shup. It was named after a grove nearby and the number of deer and wolves in the area. The first teacher was David Chamblin.

**SCHOOL BUILDING DESCRIPTION:** The building was built in 1916 with a concrete porch in front, a cloakroom on either side of the door, five large windows on the west, four small ones on the south, and the blackboard on the north wall. The coal house was handy. The school yard was sloping.

**SCHOOL EQUIPMENT:** There were twenty-three seats, a good stove, wall maps, pencil sharpeners, a floor map, and a good teacher's desk.

**STUDENT AUTHOR:** Roy Woods.

**DATE OF PUBLICATION:** Mentor-Democrat, 11 July 1929.

**DISTRICT #51, CENTER**

**HISTORICAL BACKGROUND:** The school was organized in 1855. The original building was logs. The land for the second building was donated by Jonathan Stewart. The building was frame, heated by a fireplace. Seats were hewn slabs placed around the walls. The first teacher was John Dunagan who earned twenty-two dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The one currently used was built in 1906, remodeled in 1914 according to the new law which required better lighting and seating. Students obtained drinking water from the creek after several attempts to drill wells were unsuccessful; a cistern was eventually installed with water hauled for student use.

**SCHOOL EQUIPMENT:** There were maps, a globe, encyclopedias, and reading books.

**STUDENT AUTHOR:** Ruby Williams.

**DATE OF PUBLICATION:** Newton Press, 4 June 1929.

**DISTRICT #56, CUMMINS**

**HISTORICAL BACKGROUND:** The school was organized in 1868 and built on land donated by Levi Bonham. The school was originally called the Bonham School after the land donor. The first building was erected in 1869, the second in 1874 and the third in 1888. The first teacher was Wesley Martin who earned twenty-five dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The building was frame construction painted white with a main room and a cloakroom. There were six large windows in the main room and three small windows in the cloak room. The school yard needed to be well-drained with more shade trees. The outbuildings needed improvement.

**SCHOOL EQUIPMENT:** There was a library, pictures and maps.

**STUDENT AUTHOR:** Don Higgins.

**DATE OF PUBLICATION:** Newton Press, 11 June 1929.

**DISTRICT #62, WHITE OAK**

**HISTORICAL BACKGROUND:** The school was organized between 1830 and 1840 and was named after the many groves of white oak trees. The original building was a small log cabin with customary slab benches. Quill pens were used.

**SCHOOL BUILDING DESCRIPTION:** The current building was built in 1918 and had a main room, two large cloakrooms, and a full sized basement containing a furnace, coal bin, and work bench. The school had received standard recognition.

**SCHOOL EQUIPMENT:** There was a library, reference books, maps, and a globe.

**STUDENT AUTHOR:** Pupils and Teacher of White Oak District.

**DATE OF PUBLICATION:** Newton Press, 3 May 1929.

**DISTRICT #69, REISNER**

**HISTORICAL BACKGROUND:** The school was organized in 1850 and built on land purchased from Mr. Stevens. The original name of the school was Center, named because it was the center of the district. The first building was logs with a box wood-burning stove, puncheon floors, desks made of plain board slanting toward the floor and seats made of common logs held up by stakes. The first teacher was Caroline Reisner who earned sixteen dollars a month.

**SCHOOL BUILDING DESCRIPTION:** The land for the current building was purchased from Thomas Brooks for twenty-five dollars. The white frame building was "L" shaped. The east door led to the main room with seven windows on the east, four on the north, and one on the west. The west door led to the cloak room. The double chimney was in the southeast corner. The school yard was large with good water and plenty of shade trees.

**SCHOOL EQUIPMENT:** There were 104 library books, eighteen reading circle books, twenty reference books, six small dictionaries, various textbooks, teacher's desk and chair, two ventilators, and a first-aid kit.

**STUDENT AUTHOR:** Raymond Michl.

**DATE OF PUBLICATION:** Not published. Owner has original; copy is located in Jasper County Historical Museum.

**DISTRICT #70, ST. PETER**

**HISTORICAL BACKGROUND:** The school was organized between 1854 and 1855 and built on land donated by Mr. Helphford. The original building was made of logs with a door on the south side, two windows on each side and two on the north. The current frame building was built in the fall of 1886. The first teacher was William Lloyd who earned thirty-five dollars a month.

**SCHOOL BUILDING DESCRIPTION:** Not given.

**SCHOOL EQUIPMENT:** There was a globe, reference set, library books, and a large dictionary.

**STUDENT AUTHOR:** Celestine Dhom.

**DATE OF PUBLICATION:** Newton Press, 21 June 1929.

**DISTRICT #81, WEST LIBERTY**

HISTORICAL BACKGROUND: The school was organized in 1885 and built on land purchased from D.B. Brown for one hundred sixty dollars. It was originally known as Frog Pond. The first teacher was W.E. Redmon who earned fifty-two dollars a month.

SCHOOL BUILDING DESCRIPTION: The current building was a brick three-room building for multiple grades.

SCHOOL EQUIPMENT: Not applicable.

STUDENT AUTHOR: Corrine Wickham.

DATE OF PUBLICATION: Mentor-Democrat, 15 August 1929.

**DISTRICT #122, GALLOWAY**

HISTORICAL BACKGROUND: The school was organized in 1845 and built on land belonging to Allen Mullins. The original building was log.

SCHOOL BUILDING DESCRIPTION: The building was currently a two-room building.

SCHOOL EQUIPMENT: Not applicable.

STUDENT AUTHOR: Not given.

DATE OF PUBLICATION: Mentor-Democrat, 28 August 1929.

APPENDIX 6

## SCHOOL LISTING OF TEACHERS

The listing of teachers, by schools, completes the historical information given by the student-authors in the school history presentations in Chapter 1.

## Service Hill School District No. 34

NAME	FROM	TO	NAME	FROM	TO
Amelia Westerman					
Eva Mitchell					
Louie Bowman					
Resta Brenaman					
Cora Raper					
Nancy Hill					
Daisy Printz					
Leona Kibler					
Mary Tussing					
Logan Warful					
Ova Parker					
Mamie Parker					
Rose Stanger					
Virgil Shumard					
Eva Shumard					
J.E. Tompson					
Gladys Davis					
Helen Bayles					
Berniece Hayes					

Dates for the above teacher's years of service were not given.

Source: Zelma Foltz, "School District History," Mentor-Democrat, 30 April 1929.

SCHOOL LISTING OF TEACHERS  
Kibler School District No. 6

NAME	FROM	TO	NAME	FROM	TO
Minerva Russell	Dec 1871	Jun 1872	Minnie Bliss	May 1898	
Susan Larimer	Nov 1872	Apr 1873	Minnie Bliss	May 1900	
James Vanatta	Oct 1873	Mar 1874	Charles Kennedy	Dec 1900	
Adeline A. Smith	Oct 1874	Jan 1875	Marzilla Earnest	May 1901	
Belle Kilbourn	Apr 1875	Jun 1875	W.E. Roberts	May 1902	
Belle Kilbourn	Dec 1875	Mar 1876	O.A. Sowers	Oct 1902	
Belle Kilbourn	May 1876	Jul 1876	Effie Sowers	May 1903	
Charles Newlin	Nov 1876	Mar 1877	W.I. Ross	Oct 1903	
Hiram Manning	May 1877	Jul 1877	Effie Sowers	May 1904	
J.F. Davison	Oct 1877	Mar 1878	W.I. Ross	Mar 1905	
Carrie Coad	Apr 1878	Jun 1878	Colla Andrews	Nov 1905	
Carrie Coad	Oct 1878		Charles Kennedy	Jan 1906	
Mattie Solwers	Oct 1879		Colla Andrews	Jun 1906	
G.R. Parker	May 1880		Allie Laws	Nov 1906	
G.R. Parker	Sep 1880		Mabon Howard	May 1907	
Lizzie B. Mathews	May 1881	Jul 1881	W.I. Ross	May 1908	
Lizzie B. Mathews	Oct 1881	Feb 1882	Eva Guerrettaz	Oct 1908	
Violet Brooks	May 1882		Iva Frazier	May 1909	
Ada Scovell	Oct 1882		Dollie Hays	Apr 1910	
George F. McColley	Apr 1882	Jun 1883	Iva Frazier	May 1909	
Elma Kelly	Oct 1883		Dollie Hays	Apr 1910	
Emery Andrews	Apr 1885	Jun 1885	Mabon Howard	Nov 1910	
Emery Andrews	Oct 1885	Feb 1886	W.I. Ross	May 1911	
E.O. Cummins	Apr 1886	Jul 1886	W.I. Ross	Jun 1912	
Laura McComas	Nov 1886	Feb 1887	Bessie Frazier	Dec 1912	
Laura McComas	Apr 1887	Jul 1887	Burkle Roberts	May 1913	
Laura McComas	Nov 1887	Mar 1888	Burkle Roberts	May 1914	
Albert Cherry	Nov 1888		Chloe Sherrick	Oct 1914	
Albert Cherry	Apr 1889		Cura Sherwood	Apr 1915	
Albert Cherry	Oct 1889		Otto Cummins	Feb 1916	
Albert Cherry	May 1890		Lenna Coverstone	Sep 1917	
Albert Cherry	Oct 1890	Mar 1891	Lenna Coverstone	Jan 1918	
Minnie Fawcett	1891		Cleo Cox	Aug 1918	
Lizzie Debord	Nov 1892		Flavia King	May 1919	
Hattie Batman	May 1893		Paul Harker	Sep 1919	
Emma Flocken	Dec 1893		Belle Bulgar	Jun 1920	
J.H. Brooks	May 1894		Belle Dulgar	Jan 1921	
E.W. Vanatta	Nov 1894		Belle Dulgar	Sep 1921	
H.B. Vanatta	May 1895		Lucille Whatlin	Nov 1922	
E.W. Vanatta	Nov 1895		Alice Rutherman	Nov 1923	
Otto Cummins	May 1896		Alice Rutherman	May 1924	
E.W. Vanatta	Nov 1897		Dorothy McComas	Oct 1925	
Mina Kibler	May 1898		Otto Cummins	Nov 1926	
E.W. Vanatta	Nov 1898		Otto Cummins	Apr 1927	

Source: H. Austin Woodard, "School District History," Mentor-Democrat, 17 January 1929.

SCHOOL LISTING OF TEACHERS  
Reisner School District No. 69

NAME	FROM	TO	NAME	FROM	TO
Caroline Reisner	1863	and 1865	Louie Bowman	1891	1892
James H. Dixon	1863	1864	Hattie Sultan	1892	
Mary E. Riel	1864	1865	J.M. Brooks	1892	1893
William H. Lloyd	1865	1866	Alpha Mitchel	1893	1894
Elwood Patterson	1866		Ada Sulton	1894	
William Frilman	1866	1867	D.J. Freeman	1894	1895
Lydia A. Rafe	1867		Anise Burnsidess	1895	
H.E. Anderson	1867		J.M. Brooks	1895	1896
J.P. Hurrah	1867	1868	Emma Nelson	1896	
H.E. Anderson	1868		Bruce Moffit	1896	1898
Violet Brooks	1868	1869	B.F.Foltz	1898	1899
Taylor Patterson	1869		Will H. King	1899	1900
Adeline C. Adams	1869		Lucy Ping	1900	
Viola Rafe	1870	1871	Viola Letsinger	1900	1901
Sallie C. Vanderhoof	1871		Debby Brooks	1901	
Richard Vanderhoof	1871	1873	Nancy Koons	1901	1902
Ella Pruettt	1872		Mayme Courtright	1902	
M.B. Portlock	1873	1875	Marzilla Earnest	1902	1903
Mary J. Bryer	1873	1874	Emma Moschelenross	1903	
John Glasdell	1876	1877	Arthur Bower	1903	1904
Parice Brooks	1877		Lulu Bliss	1904	
Carrie Coad	1877	1878	Mayme Kibler	1904	1905
Leroy A. Jackson	1878	1879	Alice Bower	1905	1906
Mary J. Bryer	1879	1880	Gilbert McCoy	1905	1906
Gilbert Reisner	1880	1881	Ira Mardis	1906	1907
Asker Bartley	1881		Maria Mattingly	1907	
Ewa Haymen	1881	1882	Arthur Bower	1907	1908
Ida M. Haymen	1882	1883	Eril May	1908	1909
Barbara E. Brooks	1882		Bertha Crowley	1909	
Lewis Martin	1883	1885	Les Ralt	1909	1910
May Haymen	1885		Charles Price	1910	1911
William R. Murray	1885	1886	Ethel McKlan	1911	1912
B.J. Flotz	1886	1887	Gertrude Russell	1912	1913
Amma Cummins	1887		Harry Love	1913	1914
H.B. Vanderhoof	1887	1888	Everett Russell	1914	
Emma Foley	1888		Stella Davidson	1914	1915
M. Anna Kellam	1888	1889	Daisy Norton	1915	
O.J. Gifford	1889	1890	Tom Backer	1915	1916
Josil Holdren	1890		Aril Moomaw	1915	1916
Dolly E. Brooks	1890	1891	Edith Nicholas	1916	
Laura Briggs	1891		Zola Earnest	1916	1917



NAME	FROM	TO	NAME	FROM	TO
Grace Dickerson	1917				
Edith Nicholas	1917	1918			
Inez Brinson	1918				
Alda Cummins	1919	1920			
Beryl Bower	1920	1922			
Blanche Sims	1922	1923			
Owen Kibler	1924	1925			
Glen Hall	1924	1925			
Winnie Dougherty	1925	1926			
L.H. Cowger	1926	1928			

Source: Raymond Michl, "Reisner School District History," unpublished, Jasper County Historical Museum.

## SCHOOL LISTING OF TEACHERS

Galloway School District No. 122

NAME	FROM	TO	NAME	FROM	TO
Dorcas Rose	before 1879		Ira Blunk Griggs	1907	1908
Wm. Cline	before 1879		Alex Fulk	1908	1909
Jennie Shella	before 1879		Judson Marshall	1909	
Tom Brown	before 1879		Fred Drake	1910	
Florence Boardings	before 1879		Rex Lambird	1909	1910
Calvin James	before 1879		Eli White	1910	1911
Milton Slack	before 1879		J.A. Burnsidess	1911	1912
Edd Bonnie	before 1879		Ralph Hastings	1912	1913
Sofrona Bradfield	before 1879		Cecil Sparling	1913	
Ella Bradfield	before 1879		George Birch	1912	1914
Dee Shamhart	before 1879		Alpha Williams	1914	
Reason Shaumbart	before 1879		Rolla McKnight	1914	1915
Charley Scott	before 1879		Harschel Chesnut	1915	
Eliza Hagerman	before 1879		Mary Blunk	1915	1916
Noah Pollard	1879	1880	Zella Foster	1915	1916
Emily Pulliam	1885	1888	Albert Elkins	1916	1918
Cynthia Workman	1885	1888	Zella Foster	1916	1917
Emma Drake	1885	1886	Edith Lake	1917	1918
Mary Lake	1889		Edith Monical	1918	
Lettie Suhr	1890		Cecil Sparling	1917	1918
Albert Fuson	1891		Jay Sparling	1917	1918
A.B. Johnson	1892	1893	Mildred Summit	1919	
Sofrona Adkins	1893		Edith Lake	1919	1920
Oliver Dickerson	1893	1894	Ruby Mahaney	1919	1920
Isaac Burnsidess	1894		Howard Brown	1920	1921
George Monich	1894	1895	Jay Sparling	1920	1921
R.G. Chesnut	1895	1897	Howard Brown	1921	1922
Josie Reed	1896	1901	Mamie Eckils	1921	1922
Sanford Blunk	1901		Opal Mahaney	1922	1923
Alex Falk	1901	1902	Erra Mananey	1922	1923
W.T. Pugh	1902	1903	Cecil Sparling	1923	1925
Wm Blunk	1903	1904	Mamine Eckols	1923	1924
Jay Sparling	1904	1906	George Birch	1925	1926
Louis Pierson	1906	1907	J.A. Burnsidess	1926	1930

Source: Corrine Price, "School District History," Mentor-Democrat, 28 August 1929.

APPENDIX 7

APPENDIX 7

COUNTY SUPERINTENDENT REPORTS

The data on the number of one-room schoolhouses, enrollments, county institute days, number of teachers, and the teaching experience by years is given.

Year	Number of one-room schoolhouses	Enrollment by numbers			County Institutes No. of Teachers Attending		Total No. Teachers	Teachers' Experience By Years					
		0-5	6-10	11-15	Days	Teachers		1	2	3-5	6-10	11-15	16+
25-26	101	1	5	25	4	149	151	24	33	37	32	14	12
26-27	102	1	8	30	4	232	152	19	20	48	37	15	13
27-28	102	1	9	35	4	147	149	20	15	49	37	14	14
28-29	102	1	11	41	4	165	147	25	10	48	39	10	17*
29-30	101	3	15	45	4	175	146	28	18	34	39	10	17
30-31	101	4	18	58	4	179	147	25	20	28	45	13	16
31-32	102	3	17	27	3	130	147	14	21	39	31	19	23
32-33	107	3	15	10	3	140	147	5	19	50	32	21	20
33-34	101	5	14	16	3	140	147	7	6	56	42	15	21
34-35	101	3	12	25	4	150	148	11	4	42	41	25	25
35-36	101	4	7	28	**	**	151	10	7	29	55	30	20
36-37	101	3	12	31	4	160	***						
37-38	101	6	14	30	3	175	***						
38-39	101	5	19	23	3	175	***						
39-40	104	6	20	28	2	175	***						
40-41	100	7	26	28	2	250	***						
41-42	104	8	15	32	2	195	***						
42-43	104	6	19	25	2	**	***						
43-44	95	4	25	38	2	200	***						
44-45	94	6	32	23	2	200	***						
45-46	104	0	35	19	4	250	***						
46-47	65	17	24	30	4	200	***						
47-48	6	0	2	2	3	200	***						

Source: IL State Archives, Superintendent of Public Instruction, Annual Reports from County School Superintendents, 1925-1948

\* Actual numbers, addition not correct

\*\* Not included

\*\*\* Not reported, form changed

APPENDIX 8

APPENDIX 8  
 COUNTY SUPERINTENDENT REPORTS  
 BEGINNING TEACHER TRAINING AND PREPARATION

The type of education and educational level attained by the beginning teachers from 1925-1936 is presented.

Year 19--	Beginning Teachers	----GRADUATED----				----- ATTENDED -----		
		College Only	Teachers College (4 years)	State Normal School (2 years)	High School (4 years)	College	State Normal School	High School
25-26	24	3		1	10	1	6	3
26-27	19	9		3	1		6	
27-28	20			4	3	4	7	2
						College or Normal School 3 Years	College or Normal School 2 Years	College or Normal School 1 Year
28-29	27	2	1	5	2	1	4	10*
29-30	30	6				3	20	1
30-31	23	7	1	3			3	8*
31-32	14	1		2	3			8
32-33	5	2		2				1
33-34	7	2		5				2
34-35	2	2						
35-36	10		1			1	8	

Source: IL State Archives, Superintendent of Public Instruction, Annual Reports from County School Superintendents, 1925-1936.

\* Addition not correct but are actual figures given on report.

APPENDIX 9

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1925-29

<u>District</u>	<u>School Name</u>	<u>1925-26</u>	<u>1926-27</u>	<u>1927-28</u>	<u>1928-29</u>	<u>1929-30</u>
26	German	Alpha Williams	Merritt Fuson		Merritt Fuson	Harshel Chesnut
27	Hutson	Edna Hayes	Samuel Strader		Cora Hutton	Cora Hutton
28	Frazier	Ronald F. Barger	Roy E. Hutchison		Maurice Walden	Maurice Walden
29	Excelsior	Roy E. Hutchinson	Treva Davison		Clyde Hays	Inez H. Cummins
30	Coad	Dorothy McComas	Otto Cummins		Otto Cummins	Otto Cummins
31	Sweet Run	Opal Mahaney	Eunice Romack	E.O. Cummins	Eunice Romack	Harold Cummins
32	Kern	N.A. Clodfelder	N.A. Clodfelder	Mary L. Richards	Gladys Davis	William J. Jones
33	Foltz	Raymond L. Hicks	Sheldon Story		Denver Elliott	Victor Cummins
34	Service Hill	Galdys Davis	Helen Bayles	Bernice Hayes	Inez Hunsaker	Delmas Hays
35	Wilson	Beryl Bower	Clayborne Cummins		Arthur Romack	Lester Romack
36	Hickory	Galdys Bunton	Winnie Dougherty		Lola M. Hays	Arthur Romack
37	Mt. Olive	Eleanor Pitzer	Victoria St. Clair		Helen Harvey	N.A. Clodfelder
38	Mt. Zion	Frank Woodard	Fola Jones		Beulah M. Brooks	Raymond Clodfelder
39	Trainor	Hazel A. Kibler	Hazel A. Kibler		Frank Woodard	Eugene Hester
40	Springs	Margaret Fear	Chas. Maple		Tresse Laws	Tresse Laws
42	Bunker Hill	Winnie Worthey	Winnie Worthey		Lennie Ellis	Hazel Houchin
43	Oak Grove	Blanche Cummins	Norene Newkirk		Flora Short	
44	Happy Hollow	Roy Chesnut	Prosper Matlock		S.L. Isenburg	S.L. Isenburg
45	Long Branch	C.C. Fuson	C.C. Fuson		Winnie Brown	Alta Wiyatt
46	Moulden	Grace Stanley	Grace Stanley		George McColley	Winnie Brown
47	Buck Grove	Daisy Norton	George S. McColley	George McColley	Harshel Chesnut	Hazel McCrillis
48	Pleasant Ridge	Audria Beard	Harshel Chesnut		Grace Jenkins	Grace Jenkins
50	Calvin	Shirley Hall	L.H. Jenkins		Theo Bridges	Theo Bridges
51	Center	Theo McCrillis	Katie Harvey		Clark C. Postle	Clark C. Postle



APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1925-29

District	School Name	1925-26	1926-27	1927-28	1928-29	1929-30
52	Wakefield	Bert Mattingly	Theo. M. Bridges		Bert Mattingly	Bert Mattingly
53	Amity	Virgil McCormack	Clark C. Postle		Grace Riegler	Grace Riegler
54	Blair	Harshel Chesnut	Daisy Norton		Ethel Booker	Elva Cumre
55	Brown	Mayme Wilson	Clara L. Mosser		Shirley Hall	Kneffler Fulk
56	Cummins	Clara Hays	Clara Hays	Clara Hays	Blanche Cummins	Robert Collins
57	Liberty	Claude Bowman	Gladys Davis		Carl A. Mitchell	Norene Tucker
59	Swick	George W. Cherry	Tresse Laws		Evon Dulgur	Lee Dulgur
60	Premium	Lloyd H. Flocken	Lloyd H. Flocken		Lorene Carpenter	Fred Chaney
61	Pt. Pleasant	Glenn Hall	Ray C. King		Lee Dulgur	Raymond King
62	Water Oak	Otto Cummins	Blanche Cummins		Clarence White	Clarence White
63	Plainfield	E.I. Martin	Etta White		Etta White	Etta White
65	Jones	Tresse Laws	Clarence S. White		Clayborne Cummins	Clayborne Cummins
66	Byrd	Flora Short	Evon Dulgur		Rose Cummins	Lorene Carpenter
67	Compromise	Velva Newlin	Flora Short			Esther Kitchen
68	Brockville	Mildred Laws	Mildred Laws		Mildred Laws	E.I. Martin
69	Reisner	Winnie Dougherty	Lawrence Cowger	Lawrence Cowger	Victor Cummins	Rose Cummins
70	St. Peter	S.O. Beals	Susie Trimble		Charles Maples	Charles Maples
71	Chriss	Ira Maples	Everett Ridlen		Ruth Anspach	Ruth Anspach
72	Catt	Mabel Catt	Clyde Catt		Clyde Catt	Mabel Catt
73	Dallmier	Eston Doty	Geo. Pictor		Cloyce Hunt	Cloyce Hunt
74	Kessler	Elizabeth Wilcox	Addie Jourdan		John Mattingly	John Mattingly
75	Vanderhoof	Ralph D. Fitch	Ralph D. Fitch		Addie Jourdan	Frank Woodard
76	Boos	Ed Williams	Ed Williams		Ed Williams	Ed Williams
77	Ochs	Mary Spitzer	Opal Payne		George Pictor	George Pictor

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1925-29

District	School Name	1925-26	1926-27	1927-28	1928-29	1929-30
78	Richards	Lloyd Harding	Bert Mattingly		Blossom Bennett	Blossom Bennett
79	Greenwood	Bertha Heady	Bertha M. Heady		Katie Harvey	Katie Harvey
80	Maple Grove	Gladys Dickerson	Shirley Hall		Helen Wilson	Shirley Hall
82	Advance	Russ Wattleworth	Vera Perdieu		Orell Brooks	Mildred L. Jones
84	Clark	Maude Hiles	Maude Hiles	Dollie Reese	Dollie Reese	Dollie Reese
85	Fairview	Floyd Madden	Luella Carr		Esther Kitchen	Luella Carr
86	Hunt	Joe Harrison	Joe Harrison		Argola Ives	Argola Ives
87	Little Range	Grace Henninger	Vera Madden		Helen Fear	Evelyn Phelps
89	Midway	Everett Ridlen	Mary M. Spitzer		Otto W. Jones	Beryl E. Wade
90	Ste. Marie	George Pictor	Arthur Reis		Henry Kirts	Henry Kirts
91	Pond Grove	Serena Zuber	Lloyd Harding		Everett Ridlen	Everett Ridlen
92	Freeland	Vera Perdieu	Dollie Reese		Effie Hickox	Eliza Cramer
93	Palmer	Ethel Leamon	Russell Farley		Russell Farley	Mildred Cramer
94	Sand Ridge	Mary E. Ralston	Ira Howe		Gertrude Goodman	Russell Farley
95	Jarred	Eliza Parcel	Eliza Parcel		Maude Hiles	Maude Hiles
96	Snyder	Russell Farley	Victor F. Brough		Joe Harrison	Joe Harrison
97	Jackville	Thomas Auspach	Thomas Auspach		Luella Carr	Floyd Biggs
98	Whitaker	Otto W. Jones	Margaret Fear		Blanche Mason	Artella Turnipseed
99	Mound	Ruth Auspach	Ruth Auspach		Arden Snyder	Gertrude Goodman
100	Onion Prairie	Opal Payne	Lenora Biggs		Dale Robinson	Dale Robinson
101	Newlin	Marvin Fowler	Letha Jones		Josephine Dart	Josephine Dart
102	Tonyville	Beryl Ireland	Beryl Ireland		Beryl Wade	Otto W. Jones
103	Michl	Henry Kirts	Henry Kirts		Blanche C. Moore	Leona Geiger
104	Dark Bend	Mary Kraus	Mary Kraus		Mary Kraus	Clyde Catt
105	Rafetown	Ada Zerkel	Ada Zerkel		Elva Cumre	Vernon Jones

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1925-29

District	School Name	1925-26	1926-27	1927-28	1928-29	1929-30
106	South Bend	Hazel Berkshire	Roy Linder		Herman McCormick	Herman McCormick
107	Collins	Alice Rutherford	Jessie Baker		Dwight Huddleston	Dwight Huddleston
115	Pingtown	Irene Dedrick	Otto W. Jones		Marvin Fowler	Lela Hamilton
119	Round Prairie	Lena B. Calvert	Sylvia Wiman		Mildred Cramer	Effie Hickox
122	Galloway	H.C. Sparling	George Birch	Ira Burnside	Ira Burnside	Ira Burnside
123	Hastings	John Weber	Alonzo Brown	Kneffler Fulk	Kneffler Fulk	Clarence Workman
124	Kepley	Emily Colborn	Cecil Stanley		Howard Brown	Del Fehrenbacher

Sources: Jasper County Schools and Teacher Directories, 1925-1930, Newton Press and Mentor-Democrat.

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1930-34

The teachers of the one-room schools in operation for the identified school year are listed in the following chart.

District	School Name	1930-31	1931-32	1932-33	1933-34	1934-35
1	Shiloh	Ruth Winter	Katherine Lambert	Katherine Lambert	Kenneth Gable	Kenneth Gable
2	Independence	Denver Elliott	Virgil Tays	Virgil Tays	Virgil Tays	
3	Miller	Omar Elliott	Viola Schottman	Viola Schottman	Minnie Lude	Minnie Lude
4	Grove	Katherine Kerich	Katherine Kerich	Katherine Kerich	Katherine Kerich	Katherine Kerich
6	Kibler	Samuel Ragsdale	Eugene Huddlestun	Eugene Huddlestun	Eugene Huddlestun	Eugene Huddlestun
7	Myers	Audria Beard	Dwight Huddlestun	D.E. Spencer	Lorena Hetzer	Lorena Hetzer
8	Slate Point	Sheldon Story	Lorena Hetzer	Lorena Hetzer	Sheldon Story	Lydia Rutherford
9	Mason	Philomena Emmerich	Denver Elliott	Bertha Hetzer	Bertha Hetzer	Bertha Hetzer
10	Freezeout	Mary J. Comstock	Angela Fithian	Angela Fithian	Earl Wilson	Earl Wilson
11	Wheeler	Earl Wilson	Earl Wilson	Sheldon Story	Tresse Swisher	Tresse Swisher
12	Hesler	Fern Reed	Samuel Ragsdale	Samuel Ragsdale	Samuel Ragsdale	Irene Ragsdale
13	Cherry Grove	Eugene Hester	(Not Operating)	Zola Story	I. Kasserman	I. Kasserman
14	Trexler	Dorothy Printz	Dorothy Printz	Dorothy Printz	Naidene Stroud	
15	Holm	Ethel Lake	Ethel Lake	Earl Wilson	Guy Lake	Dorothy Printz
16	Matlock	Guy Lake	Guy Lake	Sam Isenburg	Paul French	
17	Latona	Zola Klier	Zola Klier	Pauline Marshall	Pauline Marshall	
18	Kedron	F.D.K. Price	C.C. Fuson	Rosa Klier	Rosa Klier	Elizabeth Mahaney
19	Buckeye	L.H. Jenkins	F.D.K. Price	Fern Reed	Fern Reed	Gladys Ragsdale
20	Union	Victor Wilson	Paul French	Paul French	Samuel Isenburg	Samuel Isenburg
21	Johnson	Raymond Clodfelder	Raymond Clodfelder	Rupert Stroud	Del Fehrenbacher	Del Fehrenbacher
22	Long Swamp	Millard Yount	Roy Chesnut	Roy Chesnut	Fay McKinney	Sharon Crouse
23	College Hill	S.L. Isenburg	S.L. Isenburg	L.H. Jenkins	Roy Chesnut	Fern Reed
24	Oakland	Ira Burnside	Ira Burnside	Ida Chesnut	Eugene Hester	Lucille Reed
25	Rude	Roy Chesnut	Alonzo Brown	Ira Burnside	Ira Burnside	

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1930-34

District	School Name	1930-31	1931-32	1932-33	1933-34	1934-35
26	German	Alpha Williams	Alpha Williams	Clarence Fuson	Dean Parker	Dean Parker
27	Hutson	Ottoline Aten	Glo Darling	Glo Darling	Fred Chaney	
28	Frazier	Maurice Walden	William J. Jones	David Shupe	Lena Sherrick	
29	Excelsior	Inez Cummins	Coral Anderson	Coral Anderson	Delmas Hayes	Delmas Hayes
30	Coad	Otto Cummins	Otto Cummins	Samuel Strader	E.I. Martin	
31	Sweet Run	Harold Cummins	Harold Cummins	Otto Cummins	Otto Cummins	Otto Cummins
32	Kern	William J. Jones	Carl Mitchell	Helene Huddlestun	D.E. Spencer	Ronald Carpenter
33	Foltz	Clayborne Cummins	Sheldon Story	Clayborne Cummins	Dwight Huddlestun	Clay Cummins
34	Service Hill	Delmas Hays	Delmas Hays	Delmas Hays	Carl Mitchell	George Printz
35	Wilson	Lester Romack	Victor Cummins	Victor Cummins	Arthur Romack	John Harvey
36	Hickory	Arthur Romack	Arthur Romack	Lester Romack	Nora Phillips	
37	Mt. Olive	Gladys Ragsdale	Gladys Yelton	Gladys Yelton	Millard Yount	
38	Mt. Zion	Zella Levitt	Anice Whitehurst	Anice Whitehurst	Anice Whitehurst	Anice Whitehurst
39	Trainor	Rosa Klier	Rosa Klier	Gladys Ragsdale	Nora Montague	Rosa Bixler
40	Springs	Tresse Laws	Tresse Laws	Tresse Swisher	C.E. Girhard	C.E. Girhard
42	Bunker Grove	Cherryl McColley	Fern Reed	Zella Levitt	Gladys Warford	Sheldon Story
43						
44	Happy Hollow	Floyd Hall	Lucille Reed	Guy Lake	Grace Jenkins	Grace Jenkins
45	Long Branch	Margaret Honey	Grace Jenkins	Grace Jenkins	Ida Chesnut	Ida Chesnut
46	Moulden	Winnie Brown	Winnie Brown	Winnie Brown	Winnie Brown	Winnie Brown
47	Buck Grove	C.C. Fuson	Zella Levitt	Harshel Chesnut	Harshel Chesnut	
48	Pleasant Ridge	Hazel McCrillis	Hazel McCrillis	Hazel McCrillis	C.C. Fuson	C.C. Fuson
50	Calvin	Lucille Reed	Dean Parker	Dean Parker	A. Williams	Harshel Chesnut
51	Center	Shirley Hall	Clark C. Postle	Clark C. Postle	Frances Davis	

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1930-34

District	School Name	1930-31	1931-32	1932-33	1933-34	1934-35
52	Wakefield	John Harvey	Shirley Hall	Shirley Hall	Hazel McCrillis	Hazel McCrillis
53	Amity	Grace Riegle	Irene Hall	Isabelle Mercer	Isabelle Mercer	Louis Despres
54	Blair	Harshel Chesnut	Harshel Chesnut	Kneffler Fulk	Kneffler Fulk	Kneffler Fulk
55	Brown	Alonzo Brown	L.H. Jenkins	Theo Bridges	Theo Bridges	Shirley Hall
56	Cummins	Robert Collins	Maurice McCoy	Maurice McCoy	Maurice McCoy	
57	Liberty	Fred Chaney	Norene Tucker	Bernice Waters	Charles Cowger	Charles Cowger
59	Swick	Blanche King	Evon Cummins	Lee Dular	Lillie Roberts	Evon Cummins
60	Premium	Victor Cummins	Robert Collins	Robert Collins	Helene Huddlestun	Carl Mitchell
61	Pt. Pleasant	Raymond C. King	Fred Chaney	Fred Chaney	Inez H. Cummins	L. Blankenbeker
62	Water Oak	Carl Mitchell	Mildred Jones	Mildred Jones	Evon Cummins	Ray King
63	Plainfield	Etta White	Rose Cummins	Clarence White	Clarence White	Clarence White
65	Jones	Clarence White	Clarence White	Carl Mitchell	Victor Cummins	Victor Cummins
66	Byrd	Evon Cummins	Charles Cowger	Charles Cowger	Rose Cummins	Maurice McCoy
67	Compromise	Joe Harrison	Opal Newlin			
68	Brockville	Dale Robinson	Luella Carr	Luella Carr	Robert Collins	Robert Collins
69	Reisner	Rose Cummins	Enoch Hahn	Rose Cummins	Lester Romack	Lester Romack
70	St. Peter	Addie Ochs	Frank Woodard	Frank Woodard	Frank Woodard	Lawrence Cowger
71	Chriss	Angela Fithian	Millard Yount	Millard Yount	Avis McCain	
72	Catt	Maude Hays	Victor Wilson	Mary Sheahan	Mary Sheahan	Clyde Catt
73	Dallmier	Helen Acklin	Addie Ochs	Addie Ochs	Cloyce Hunt	Cloyce Hunt
74	Kessler	Mildred Jones	Helen Acklin	Helen Acklin	Addie Ochs	Addie Ochs
75	Vanderhoof	Frank Woodard	Cherryl McColley	Cherryl McColley	Cherryl McColley	Frank Woodard
76	Boos	Ed Williams	Zina Riggs	Bert Mattingly	Bert Mattingly	Bert Mattingly
77	Ochs	John Mattingly	Eugenia Pictor	Eugenia Pictor	Henry Kirts	Henry Kirts

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1930-34

District	School Name	1930-31	1931-32	1932-33	1933-34	1934-35
78	Richards	Bert Mattingly	Bert Mattingly	Eugene Hester	Clark C. Postle	Clark C. Postle
79	Greenwood	Viola Cunningham	Eugene Hester	John Mattingly	John Mattingly	John Mattingly
80	Maple Grove	Harold Leffler	John Harvey	John Harvey	John Harvey	
82	Advance	Helen Huddlestun	Mary Slusser	Mary Slusser	Mary Slusser	
84	Clark	Mabel Catt	Mabel Catt	Russell Farley	Russell Farley	Zola Gearing
85	Fairview	Vera Perdieu	Vera Perdieu	Joe Harrison	Joe Harrison	
86	Hunt	Maruce McCoy	Artella Turnipseed	Floyd Biggs	Floyd Biggs	
87	Little Range	Evelyn Phelps	Nora Philips	Nora Philips	Marvin Fowler	
89	Midway	Lela Hamilton	Maude H. Hayes	Maude H. Hays	Beryl Irtland	
90	Ste. Marie	Henry Kirts	Henry Kirts	Henry Kirts	Eugenia Pictor	
91	Pond Grove	Ida Zerkel	Ida Chesnut	Enoch Hahn	Enoch Hahn	Enoch Hahn
92	Freeland	Thelma Collins	Effie Bailey	Evelyn Hillard	Evelyn Hillard	
93	Palmer	Effie Bailey	Russell Farley	Merle Slusser	Lawrence Cowger	
94	Sand Ridge	Russel Farley	Avis McCain	Vera Perdieu	Vera Perdieu	Martha Smith
95	Jarred	Avis McCain	Orell Farley	Orell Farley	Orell Farley	Russell Farley
96	Snyder	Vivian Brough	Vivian Brough	Maude Brown	Rolla Cramer	Floyd Hall
97	Jackville	Floyd Biggs	Floyd Biggs	Vivian Brough	Vivian Higgins	Floyd Biggs
98	Whitaker	Artella Turnipseed	Flora Short	Flora Short	Evelyn Phelps	Evelyn Phelps
99	Mound	Gertrude Goodman	Loy Mitchell	Loy Mitchell	Audria Beard	Vivian Higgins
100	Onion Prairie	Beryl E. Wade	Mary Sheahan	Artella Turnipsee	Artella Turnipseed	Marvin Fowler
101	Newlin	Ora Nicholson	Josephine Dart	Ora Nicholson	Lucille Caywood	Joy Brownfield
102	Tonyville	Otto W. Jones	O.W. Jones	O.W. Jones	Zella Levitt	Zella Levitt
103	Michl	Leona Geiger	Leona Geiger	Clyde Catt	Clyde Catt	Roy Linder
104	Dark Bend	Clyde Catt	Clyde Catt	Mary Kraus	Mabel Catt	Rose Matson

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1930-34

District	School Name	1930-31	1931-32	1932-33	1933-34	1934-35
105	Rafetown	Clark C. Postle	Elberta Hendry	Elberta Hendry	Blossom Bennett	Minnie Schabrer
106	South Bend	Herman McCormick	Geneva Bailey	Geneva Bailey	C.W. Burgener	Harold Cummins
107	Collins		Thelma Collins	Thelma Collins	Gladys Ragsdale	Nora Montague
115	Pingtown	Opal King	Opal King	Opal King	Opal King	
119	Round Prairie	Velma Burnett	Lawrence Cowger	Lawrence Cowger	Ernest Cramer	Ernest Cramer
122	Galloway	Del Fehrenbacher	Del Fehrenbacher	Del Fenrenbacher	Rupert Stroud	Ira Burnside
123	Hastings	Kneffler Fulk	Kneffler Fulk	Evelyn Pierson	Evelyn Pierson	Evelyn P. Weber
124	Kepley	Clarence Workman	H.R. Brown	Lowell Wattles	Lowell Wattles	Delbert Birch

Sources: Jasper County Schools and Teacher Directories, 1930-1935, Newton Press and Mentor-Democrat.



## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1935-39

The teachers of the one-room schools in operation for the identified school year are listed in the following chart.

District	School Name	1935-36	1936-37	1937-38	1938-39	1939-40
1	Shiloh	Coral Anderson		Irene Wolf	Irene Kimmel	Louis Despres
2	Independence	Kenneth Gable	Eleanor Gable	Eleanor Gabel	Margaret Parola	Kenneth Gabel
3	Miller	Hallie Trimble		Beatrice Flori	Irene Ragsdale	Irene Ragsdale
4	Grove	Ray Schumacher	Ray Schumacher	Ray Schumacher	Ray Schumacher	Ray Schumacher
6	Kibler	Eugene Huddlestun	Eugene Huddlestun	Eugene Huddlestun	Janet Lambird	Andrew Porter
7	Myers	Lorena Hetzer	Sylvia Diel	Bertha Redman	Bertha Redman	Bertha Redman
8	Slate Point	Lydia Rutherfordman	Lorena Hetzer	Lorena Hetzer	Lorena Hetzer	Evelyn P. Jones
9	Mason	Bertha Hetzer	Bertha Redman	Florence Richardson	Hallie Trimble	Lois M. Week
10	Freezeout	Earl Wilson		Earl Wilson	Collette Brumleve	Collette Brumleve
11	Wheeler					
12	Hesler	Naidene Stroud			Kathleen Kibler	Kathleen Coverstone
13	Cherry Grove		Naidene Stroud	Sheldon Story	Max Isenburg	Max Isenburg
14	Trexler				(Not Operating)	(Not Operating)
15	Holm	Eugene Hester	Paul French	Guy Lake	Guy Lake	Guy Lake
16	Matlock	Rupert Stroud		Samuel Ragsdale	Winnie Brown	Paul H. Spence
17	Latona	Samuel Ragsdale			Gilbert Davis	Sharon B. Crouse
18	Kedron	Ruen French	Ruen French	Rosa Bixler	Everald Allen	Tresse Swisher
19	Buckeye	Fern Reed		Max Isenburg	Sheldon Story	Sheldon Story
20	Union	Paul French		Everald G. Allen	Paul V. French	Ardeth Birch
21	Johnson	Del Fehrenbacher	Lowell Wattles	Harold Davis	Harold Davis	Paul French
22	Long Swamp	S.L. Isenburg		S.L. Isenburg	Zola Story	Zola Story
23	College Hill	Ira Burnside		Kneffler Fulk	Opal Alcocke	Opal Alcocke
24	Oakland	Kneffler Fulk		Floyd Jones	Ardeth Birch	Kneffler Fulk
25	Rude		Clarence Workman	Lowell Wattles	Verna Ballard	Verna Ballard

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1935-39

District	School Name	1935-36	1936-37	1937-38	1938-39	1939-40
26	German	Myra Fuson		Delbert Birch	Delbert Birch	Delbert Birch
27	Hutson	Inez Albert	Inez Albert	George Hutton	George Hutton	Robert Dulgar
28	Frazier	Dwight Huddlestun	Dwight Huddlestun	Mary Kraus	Mack Dodds	Mack Dodds
29	Excelsior	Delmas Hays	George Printz	Sylvia Diel	Eugene Huddlestun	Eugene Huddlestun
30	Coad	Clarence White		Samuel Strader	Etta White	Etta W. Morley
31	Sweet Run	Harold Cummins	Victor Cummins	Victor Cummins	William Jones	William Jones
32	Kern	Gerald Trimble	Hallie Trimble	Hallie Trimble	Eleanor Gabel	Delmas Hays
33	Foltz	Clayborne Cummins		Delmas Hays	Delmas Hays	Catherine Helm
34	Service Hill	George Printz		Garnet Yount	Reba Harvey	Reba Harvey
35	Wilson	Victor Cummins		Arthur Romack	Rose Matson	Rose Matson
36	Hickory	Andrew Porter		Andrew Porter	Andrew Porter	Robert Collins
37	Mt. Olive	Floyd Biggs		Zella Levitt	Floyd Jones	Floyd Jones
38	Mt. Zion	Anice Whitehurst		Anice Whitehurst	Juanita Earnest	Juanita Earnest
39	Trainor	Frank Woodard			(Not Operating)	Everald Allen
40	Springs	Dorothy Printz		Lydia Rutherfordman	Zella Whitehurst	Zella Whitehurst
42	Bunker Grove	Sheldon Story	Sheldon Story	Tresse Swisher	Tresse Swisher	Paul L. Klier
43						
44	Happy Hollow	Lucille Reed	Ruth Fuson	Ruth Fuson	Glen Isley	Hal Isley
45	Long Branch	Nora Montague	Fern Reed	Zola Story	Lucille Stanley	Lucille Stanley
46	Moulden	Cherryl McColley		Norma Eaton	(Not Operating)	(Not Operating)
47	Buck Grove	Winnie Brown	Winnie Brown	Eugene Hester	Iva McCrillis	Norma Eaton
48	Pleasant Ridge	Grace Jenkins	C.C. Fuson	Theo Bridges	Theo Bridges	Theo Bridges
50	Calvin	Theo Bridges		Alice Brown	Alice Brown	Alice Brown
51	Center	Hazel McCrillis		Irene Hall	Harshel Chesnut	Harshel Chesnut

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1935-39

District	School Name	1935-36	1936-37	1937-38	1938-39	1939-40
52	Wakefield	Alice Weber	Alice Weber	Reba Harvey	Evelyn Jones	Eugene Hester
53	Amity	Harshel Chesnut	Iva McCrillis	Iva McCrillis	Clark C. Postle	Viola Cunningham
54	Blair		Lucille Reed	Shirley R. Hall	Hazel McCrillis	Hazel McCrillis
55	Brown	Dean Parker	Harshel Chesnut	Harshel Chesnut	Kneffler Fulk	Nancy L. Reed
56	Cummins	Lloyd McCoy		Maurice McCoy	Lloyd McCoy	Lloyd McCoy
57	Liberty	Charles Cowger		Charles Cowger	Charles Cowger	Charles Cowger
59	Swick	Evon Cummins		Mary Wilson	Mary Wilson	Mary Wilson
60	Premium	Carl Mitchell	Coral Anderson	Robert Collins	Robert Collins	Evon Cummins
61	Pt. Pleasant	L.M. Blankenbaker			Ralph Fitch	Ralph Fitch
62	Water Oak	Ray C. King	Ray C. King	Coral Mitchell	Coral Mitchell	Coral Mitchell
63	Plainfield	Etta White		Clarence White	Clarence White	Clarence White
65	Jones	Maurice McCoy		Ray C. King	Ray C. King	Ray C. King
66	Byrd	Rose Burcham		Lloyd McCoy	Clayborne Cummins	Clayborne Cummins
67	Compromise	Lewis Jenkins	Bertha Kitchen	Avis McCain	Lydia Rutherfordman	Lydia Rutherfordman
68	Brockville	Robert Collins	Floyd Biggs	Floyd B. Biggs	Floyd B. Biggs	Lucille Cummins
69	Reisner	John Harvey	John Harvey	Lawrence Cowger	Lawrence Cowger	Lawrence Cowger
70	St. Peter	Bert Mattingly		Bert Mattingly	Samuel Strader	Samuel Strader
71	Chriss		Opal King	Mildred Jones	Mildred Jones	Zola Gearing
72	Catt	Millard Yount	Mabel Catt	Opal King	Opal King	Thelma Tipton
73	Dallmier		Louis Despres	Louis Despres	Louis Despres	Lucille Mahoney
74	Kessler	Mary Kraus	Cherryl McColley	Cherryl McColley	Ed Girhard	Ed Girhard
75	Vanderhoof	Elmer Dalton		C.E. Girhard	Harrison Brown	Harrison Brown
76	Boos	Cloyce Hunt	Cloyce Hunt	Victor Wilson	Victor Wilson	Addie Ochs
77	Ochs	Henry Kirts		Lucille Mahaney	Lucile Mahaney	William Pictor

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1935-39

District	School Name	1935-36	1936-37	1937-38	1938-39	1939-40
78	Richards	Clark C. Postle		Elberta Hendry	Elberta Hendry	Elberta Hendry
79	Greenwood	John Mattingly	Viola Cunningham	Viola Cunningham	Viola Cunningham	John Mattingly
80	Maple Grove	Viola Cunningham	Clark C. Postle	Clark C. Postle	Bert Mattingly	Irene Burnside
82	Advance	Floyd Hall	Floyd Hall	Helen Huddleston	Helen Huddleston	Opal King
84	Clark	Zola Gearing		Zola Gearing	Zola Gearing	Mary Barkley
85	Fairview	Vera Perdieu		Joe Harrison	Joe Harrison	Joe Harrison
86	Hunt	Joe Harrison	Robert Collins	Floyd Hall	Inez Galbreath	Inez Galbreath
87	Little Range	Vera Wiseman	Vera Wiseman	Vera Wiseman	Avis McCain	Floyd Biggs
89	Midway	Mable D. Catt		Genevieve Wilson	Garnet Yount	Garnet Yount
90	Ste. Marie	Julia Danforth		Henry Kirts	Henry Kirts	Henry Kirts
91	Pond Grove	Elberta Hendry		Margaret Barker	Vincent Keller	Vincent Keller
92	Freeland			Clyde Catt	Evelyn Hillard	Evelyn Hillard
93	Palmer	Lawrence Cowger	G.P. Hall	Effie Bailey	Effie Bailey	Gerald P. Hall
94	Sand Ridge	Elizabeth Mahaney		Elizabeth Mahaney	Guy Flick	Guy Flick
95	Jarred	Russel Farley	Orell Farley	Orell Farley	Orell Farley	Orell Farley
96	Snyder	Mary Elsberry		Sadie Abraham	Sadie Abraham	Sadie Abraham
97	Jackville	Clarence Coleman	Clarence Coleman	James Coleman	James Coleman	Vivian Higgins
98	Whitaker	Clella McComas		Vivian Higgins	Thelma Tipton	Mildred Jones
99	Mound	Vivian Higgins	Vivian Higgins	Layna Fought	Mary Barkley	Quentin Abraham
100	Onion Prairie	Marvin Fowler		Beryl Wade	Beryl Wade	Willie Ragon
101	Newlin				(Not Operating)	Avis McCain
102	Tonyville	Zella Levitt	Katherine Kerich	Pauline Imman	Mildred Hoecherl	Mildred Hoecherl
103	Michl	Roy Linder		Katherine Kerich	Katherine Kerich	Katherine Kerich
104	Dark Bend	Rose Matson		Cloyce Hunt	Cloyce Hunt	Harold Cummins

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1935-39

District	School Name	1935-36	1936-37	1937-38	1938-39	1939-40
105	Rafetown	Minnie Schrer	Claudia Isenburg	Claudia Isenburg	Nancy L. Reed	Cloyce Hunt
106	South Bend	Herman McCormick	Harold Cummins	Evon Cummins	Evon Cummins	Bertha Cummins
107	Collins	Helen Huddlestun		Carl Mitchell	Carl Mitchell	Carl Mitchell
115	Pingtown	Artella Frichtl	Artella Frichtl	Thelma Tipton	Artella Frichtl	Zella Leggitt
119	Round Prairie	Ernest Cramer		Eliza Cramer	Eliza Cramer	Eliza Cramer
122	Galloway		Del Fehrenbacher	Del Fehrenbacher	Roy Chesnut	Vernetta Knowles
123	Hastings	Lucille Mahaney		Clarence Workman	Clarence Workman	Clarence Workman
124	Kepley	Roy Chesnut		Roy Chesnut	Ruth Briggs	Buelah Wattles

Sources: Jasper County Schools and Teacher Directories, 1935-1940, Newton Press and Mentor-Democrat.

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1940-44

The teachers of the one-room schools in operation for the identified school year are listed in the following chart.

District	School Name	1940-41	1941-42	1942-43	1943-44	1944-45
1	Shiloh	Bland Henderson	Bland Henderson	Bland Henderson		
2	Independence	Elizabeth Gabel	Ira Onken	L.P. Cain		
3	Miller		Irene Ragsdale	Theta Swingler		
4	Grove	Ray Schumacher	Ray Schumacher	Ray Schumacher		
6	Kibler	Earl Wilson		Mary Sheahan		
7	Myers	Bertha Redman	Earl Wilson	Janet Lambird		
8	Slate Point		Ruby Raper	Velma Westerman		
9	Mason	Andrew Grunloh	Andrew Grunloh	Andrew Grunloh		
10	Freezeout	Delphine Trimble	John Woody	Sharon B. Crouse		
11	Wheeler		Andrew Porter	Tresse Swisher		
12	Hesler	Guy Lake	Guy Lake	Lenore Gaede		
13	Cherry Grove	Floyd Jones	Frank Kibler	Frank Kibler		
14	Trexler	Willie Ragon	Naidene Trexler	(Not Operating)		
15	Holm	George Birch	Sharon B. Crouse	Naidene Trexler		
16	Matlock	Paul French	J.S. Pursifull	Ardeth Birch		
17	Latona		Ruea Reed	Ruea Reed		
18	Kedron	Tresse Swisher	Tresse Swisher	Dale Lambird		
19	Buckeye	Dale Lambird	Dale Lambird	Sheldon Story		
20	Union	Ardeth Birch	Ardeth Birch	Guy Lake		
21	Johnson	Marjorie Birch	Marjorie Birch			
22	Long Swamp	Zola Story	Zola Story	Zola Story		
23	College Hill		Max Isenburg	Opal Gillespie		
24	Oakland	Delbert Blair	V. Floyd Jones	Harshel Chesnut		
25	Rude	Kathryn Gambriel	Ernest Peters	Opal Newlin		

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1940-44

District	School Name	1940-41	1941-42	1942-43	1943-44	1944-45
26	German	Nolan Cumrin	Opal Gillespie			
27	Hutson	Robert Dulgar	Homer Winters	Charles Cowger		
28	Frazier		Wilma Nichols	Luella Wallace		
29	Excelsior		Inez H. Albert	Dorothy Cain	Dorothy Cain	
30	Coad		Bertha Cummins	(Not Operating)		
31	Sweet Run	William J. Jones	William J. Jones	Floyd Hall		
32	Kern	Delmas Hays	Delmas Hays	Delmas Hays	Deborah Walk	Deborah Walk
33	Foltz		Clayborne Cummins	Philomena Emmerich		
34	Service Hill	Rheba Henry	Rheba Henry	(Not Operating)		
35	Wilson	Rose Matson	Ralph White			
36	Hickory	Arthur Romack	Evelyn Jones	Helen Dalton		
37	Mt. Olive	Neal Gorrell	Nadine McKinney	Zella Whitehurst	Zella Whitehurst	Delmas Hays
38	Mt. Zion	Juanita Earnest	Catherine Helm	Lulu Browning		
39	Trainor	Max Isenburg	Flossie Reed			
40	Springs	Sheldon Story	Sheldon Story	Earl Wilson		
42	Bunker Grove	Paul Klier	Paul Klier	Mrs. Omer Tobias		
43						
44	Happy Hollow	Huber Jenkins	Huber Jenkins	Paul Klier		
45	Long Branch		Janet Lambird	Huber Jenkins		
46	Moulden		Grace Jenkins			
47	Buck Grove	Norma Eaton	Harrison Brown	Lavera M. Rauch		
48	Pleasant Ridge	Alice Brown	Alice Brown	Harrison Brown		
50	Calvin	Howard Brown	Harshel Chesnut	Hazel Salyers		
51	Center		Lois Dean Reed	Lois Dean Reed		

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1940-44

District	School Name	1940-41	1941-42	1942-43	1943-44	1944-45
52	Wakefield	Eugene Hester	Delbert Blair	Wilfred G. Rauch		
53	Amity	C.C. Postle	Eugene Hester	Eugene Hester		
54	Blair	Hazel McCrillis	Hazel McCrillis	Grace Jenkins		
55	Brown	Nancy Reed	Nancy Reed	Irene Burnside		
56	Cummins	Lloyd McCoy	Sadie Abraham	Sadie Abraham		
57	Liberty	Victor Cummins	Victor Cummins	Bertha Cummins	Bernice Brooks	
59	Swick		Charles Cowger	Carl Mitchell		
60	Premium	Evon Cummins	Evon Cummins	Evon Cummins		
61	Pt. Pleasant	Ralph Fitch	Ruth Fuson	Florence Kidwell		
62	Water Oak	Coral Mitchell	Clarence White	Clarence White		
63	Plainfield	Clarence White	Harold Cummins	Eunice Romack		
65	Jones	Ray King	Juanita Earnest	Juanita Dickey		
66	Byrd	Clayborne Cummins	Willie Ragon	Clayborne Cummins		
67	Compromise	Lydia Rutherfordman	Lydia Rutherfordman	Lydia Rutherfordman		
68	Brockville	Lucille Cummins	Ruth Anspach	Ruth Anspach		
69	Reisner	Floyd Hall	Floyd Hall	Maurice McCoy		
70	St. Peter	Opal King	Opal King	Addie Ochs		
71	Chriss	Zola Gearing	Zola Gearing	Zola Gearing		
72	Catt	Thelma Tipton	Thelma Tipton	Thelma Tipton		
73	Dallmier		Virginia Yost	Mildred Hoecherl		
74	Kessler	Edward Girhard	Addie Ochs	Laugel Richards		
75	Vanderhoof	Harrison Brown	Iva Jones	Lawrence Cowger		
76	Boos	Addie Ochs	Clark C. Postle	Clark C. Postle		
77	Ochs	Lois Week	Vincent Keller	Vincent Keller		



APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1940-44

District #	School Name	1940-41	1941-42	1942-43	1943-44	1944-45
78	Richards	Elberta Hendry	Lois Week	Lois Week		
79	Greenwood	Eugene Edwards	Eugene Hall	Margaret Harvey		
80	Maple Grove		Irene Burnside	Eugene Hall		
82	Advance	Russel Farley	Russell Farley	Gladys Payne		
84	Clark	Garnet Yount	Garnet Yount	Beryl Wade		
85	Fairview	Joe Harrison	Joe Harrison	Joe Harrison		
86	Hunt		Inez Galbreath			
87	Little Range	Floyd Biggs	Floyd Biggs	(Not Operating)		
89	Midway	Velma Hamilton	Velma Hamilton	Lucile Bevis		
90	Ste. Marie		Henry Kirts	Henry Kirts		
91	Pond Grove		Vernon Jones	Roy Linder		
92	Freeland	Evelyn Wright		Eunice Hall		
93	Palmer	Gerald Hall	Gerald Hall	Gerald Hall		
94	Sand Ridge		Dale Winter	Helen Ping		
95	Jarred	Donald Cramer	Donald Cramer	Donald Cramer		
96	Snyder		Vera Perdieu	Leona Race		
97	Jackville	Robert Robinson	Florence Rosborough	Florence Rosborough	Vivian Higgins	Leona Race
98	Whitaker		Lawrence Cowger	Willie Ragon		
99	Mound		Marvin Harrison	Floyd Biggs		
100	Onion Prairie	Beryl Wade	Beryl Wade	Opal King		
101	Newlin	Avis McCain	Avis McCain	Avis McCain		
102	Tonyville	Mildred Hoecherl	Mildred Hoecherl			
103	Michl	Katherine Kerich	Morris Henderson	Katherine Kerich		
104	Dark Bend	G.H. Cummins	Mary Kraus	Mary Kraus		

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1940-44

<u>District</u>	<u>School Name</u>	<u>1940-41</u>	<u>1941-42</u>	<u>1942-43</u>	<u>1943-44</u>	<u>1944-45</u>
105	Rafetown	Geneva Wilson	Kathryn Gambriel	Mildred Nease		
106	South Bend		Katherine Kerich	Grace Ames		
107	Collins	Carl Mitchell	Carl Mitchell	(Not Operating)		
115	Pingtown	Mildred Jones	Mildred Jones	Mildred Jones		
119	Round Prairie	Della Harris	Esther Hall	Esther Hall		
122	Galloway	Clarence Workman	Clarence Workman	Clarence Workman		
123	Hastings	Delbert Birch	Delbert Birch	Cecil Sparling		
124	Kepley	Kneffler Fulk	Kneffler Fulk	Kneffler Fulk		

Sources: Jasper County Schools and Teacher Directories, 1940-45, Newton Press and Mentor-Democrat.

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1945-47

The teachers of the one-room schools in operation for the identified school year are listed in the following chart.

<u>District</u>	<u>School Name</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
1	Shiloh	Bland Henderson	Bland Henderson	
2	Independence	(Not Operating)	(Not Operating)	
3	Miller	(Not Operating)	(Not Operating)	
4	Grove	Eileen Reinholt	Eileen Reinholt	
6	Kibler	June Dhom	(Not Operating)	
7	Myers	(Not Operating)	Earl Wilson	
8	Slate Point	Addie Ochs	(Not Operating)	
9	Mason	Emile Reinholt	Isabel Lidy	
10	Freezeout	Genelle Laws	Gladys Haack	
11	Wheeler	Herbert Lanthorn		
12	Hesler	Guy Lake	(Not Operating)	
13	Cherry Grove	Zella Bixler	Andrew Porter	
14	Trexler	William J. Jones	Norma Varvil	
15	Holm	Norma Whightsel	Grace Ames	
16	Matlock	Isabel Lidy	Golda A. Porter	
17	Latona	(Not Operating)	Juanita Foster	
18	Kedron	Jane Smith	Floyd Hall	
19	Buckeye	Juanita Foster	Lloyd Harding	
20	Union	Dorothy Urfer	Dorothy Cowger	
21	Johnson	Opal Newlin	Opal Newlin	
22	Long Swamp	Zola Story	Zola Story	
23	College Hill	Lavera Rauch	(Not Operating)	
24	Oakland	Opal Gillespie	Harrison Brown	
25	Rude	Burke Strole	Lloyd Butler	

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1945-47

<u>District</u>	<u>School Name</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
26	German	(Not Operating)	(Not Operating)	
27	Hutson	Charles Cowger	Charles Cowger	
28	Frazier	Thelma Jones	Sylvia Coverstone	Ray Schumacher
29	Excelsior	Sylvia Coverstone	(Not Operating)	
30	Coad	Jessie Reynolds		
31	Sweet Run	Sadie McCoy	Sadie McCoy	
32	Kern	Deborah Walk	Tresse Swisher	
33	Foltz	Clayborne Cummins	Clayborne Cummins	
34	Service Hill			
35	Wilson	Alma LaFever		
36	Hickory	Lenore Gaede	Lawrence Cowger	Lawrence Cowger
37	Mt. Olive	Delmas Hays	Delmas Hays	Delmas Hays
38	Mt. Zion	(Not Operating)	(Not Operating)	
39	Trainor	(Not Operating)	(Not Operating)	
40	Springs	Lawrence Cowger	Evelyn Jones	Evelyn Jones
42	Bunker Grove	Sheldon Story	Sheldon Story	
43				
44	Happy Hollow	Dorothy Strole	Dorothy Strole	
45	Long Branch	(Not Operating)	(Not Operating)	
46	Moulden	V.A. Jones	(Not Operating)	
47	Buck Grove	Bernice Rogers	Irene Burnside	
48	Pleasant Ridge	Theo Bridges	Zella Bixler	
50	Calvin	Irmalyn Bridges	(Not Operating)	
51	Center	Olive Blair	Theo Bridges	

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1945-47

<u>District</u>	<u>School Name</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
52	Wakefield	Irene Brunside	(Not Operating)	
53	Amity	(Not Operating)	(Not Operating)	
54	Blair	Freda Huddlestun	Nolan Crumrin	
55	Brown	(Not Operating)	(Not Operating)	
56	Cummins	Maurice McCoy	(Not Operating)	
57	Liberty	Orell Farley	Orell Farley	
59	Swick	Clarence White	Clarence White	
60	Premium	Helen Huddlestun	Helene Huddlestun	
61	Pt. Pleasant	Erma Jeanne Fitch	Luella Blankenbaker	
62	Water Oak	Irene Hunt	Lorraine White	
63	Plainfield	Eunice Romack		
65	Jones	Marjorie Harris	Alda Kibler	
66	Byrd	Flora Short	Maurice McCoy	
67	Compromise	Evelyn Semple	Floyd Biggs	
68	Brockville	Ruth Anspach	Ruth Anspach	
69	Reisner	Rose Matson	Rose Matson	Rose Matson
70	St. Peter	Rosemary Miller	(Not Operating)	
71	Chriss	Zola Gearing	Zola Gearing	
72	Catt	Joan Huber	V.A. Jones	
73	Dallmier	Marion Hemerich	Addie Ochs	
74	Kesler	Flossie Lacey	Flossie Lacey	Addie Ochs
75	Vanderhoof	Helen Jones	Helen Jones	
76	Boos	Margaret Harvey	Bernice Rogers	Flossie Lacey
77	Ochs	Vincent Keller	Vincent Keller	

## APPENDIX 9

## TEACHER LISTING BY SCHOOLS, 1945-47

<u>District</u>	<u>School Name</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
78	Richards	Lloyd Harding	(Not Operating)	
79	Greenwood	Maxine Wilson	(Not Operating)	
80	Maple Grove	Ila Massey	Ila Massey	
82	Advance	Joe Harrison		
84	Clark	(Not Operating)		
85	Fairview	(Not Operating)	(Not Operating)	
86	Hunt	Floyd Biggs	Jessie Reynolds	
87	Little Range	(Not Operating)	(Not Operating)	
89	Midway	(Not Operating)	(Not Operating)	
90	Ste. Marie	Henry Kirts	Henry Kirts	
91	Pond Grove	Melba Rose Menke	Melba Rose Sheridan	
92	Freeland	Amy Cramer		
93	Palmer	Esther Hall		
94	Sand Ridge	Grace Ames		
95	Jarred	(Not Operating)	(Not Operating)	
96	Snyder	Effie Bailey	Sharon B. Crouse	
97	Jackville	Fern Biggs	Helen Makepeace	
98	Whitaker	Zola Miller	Genelle Laws	
99	Mound	(Not Operating)	(Not Operating)	
100	Onion Prairie	Mildred Hoecherl	Mildred Hoecherl	
101	Newlin	Catherine Rhodes	Joan Huber	
102	Tonyville	Mildred Jones	(Not Operating)	
103	Michl	Lucille Rennier	Mary Kraus	
104	Dark Bend	Mary Kraus	Mabel Catt	

APPENDIX 9  
TEACHER LISTING BY SCHOOLS, 1945-47

<u>District</u>	<u>School Name</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
105	Rafetown	Roellen Kesler	Freda Kirts	
106	South Bend	Freda Kirts	(Not Operating)	
107	Collins	(Not Operating)		
115	Pingtown	Helen Ping	Helen Ping	
119	Round Prairie	Eliza Cramer		
122	Galloway	Anna Galloway	Margaret Galloway	
123	Hastings	Marie Weber	Kneffler Fulk	
124	Kepley	Launna Dillman	Luke Crouse	

Sources: Jasper County Schools and Teacher Directories, 1945-47, Newton Press and Mentor-Democrat

APPENDIX 10



## COUNTY INSTITUTE PROGRAMS

The program components for the county institutes are listed with speakers and topics identified. Other program additions are also listed along with the source.

**DATE:** 19-21 August 1925

**PROGRAM:** H.DeF. Widger, English Department of the Teachers College, Charleston, IL.

Emma Colbert, Primary Department, Teachers College, Indianapolis, IN.

Elizabeth Lloyd, Music and Drawing Department, Teachers College, Carbondale, IL.

Instructors in penmanship of Economy and Palmer methods.

Representatives of the Illinois Department of Public Health.

Local talent of ministers and teachers.

**MISCELLANEOUS INFORMATION:** Program included a devotional. Members of school boards, all interested in school work in any way and the general public were invited and urged to attend.

**PUBLISHED:** Newton Press, 14 August 1925.

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**DATE:** 18-20 August 1926

**PROGRAM:** C.B. Smith, Superintendent of Pekin, IL Schools, "History and Education."

Alice Moeller, Springfield, IL, Primary Work.

Dr. Eva Wilson, State Department of Health, "School Health."

Professor Powers, Penmanship.  
John Lamb, Jr., Agriculture.

Local ministers and teachers.

**MISCELLANEOUS INFORMATION:** The public was invited to attend all sessions.

**PUBLISHED:** Newton Press, 13 August 1926.

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**DATE:** 20-23 August 1929.

**PROGRAM:** Margaret E. Brooks, Primary Work.

Mr. H.DeF. Widger, Literature, "How to Teach Oral and Silent Reading."

Professor E.W. Cavins, "Training Children to Speak Clearly," Phonics, Dictionary.

Miss Davis, Victrola Company, "The Place of the Victrola in School Work."

Mrs. Kerr, State Tuberculosis Association, Health Talk.

Rev. George Nell, Health Talk.

Dr. Slater, State Department of Health, Health Talk.

Mr. Fletcher, "Training Pupils to Develop Strong, Healthy Bodies Through Games and Exercises."

Mr. U.J. Hoffman, State Supervisor of Rural Schools.

**MISCELLANEOUS INFORMATION:** A new feature, the eighth grade county commencement, was added for this year. It was held on Saturday, the final day of the institute.

**PUBLISHED:** Mentor-Democrat, 28 August 1929.

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**DATE:** 17-18 August 1932. 163

**PROGRAM:** May Kendall Wilhoit, Instructive Music.  
Maude Boudoint, Primary Numbers.

D'Ella Carpenter, "Approved Methods in Teaching Reading."

Dr. Dean C. Dutton, "Views of philosophy and Life."

**MISCELLANEOUS INFORMATION:** Eighth grade graduation completed the institute events.

**PUBLISHED:** Mentor-Democrat, 18 August 1932.

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**DATE:** January 1937.

**PROGRAM:** Dr. Paul W. Sloan, Department of Education, "The Psychological Method of Teaching" and "Measuring the Results of Teaching."

Dr. Glenn H. Seymour, History Department, Teachers College, Charleston, IL, "A Plea for a More Subjective Method in Teaching History" and "Is there a Place for Local History in the Elementary Curriculum?"

Berniece I. Bankson, Department of Education, Teachers College, Charleston, IL, "The Teaching of Oral and Written English."

**MISCELLANEOUS INFORMATION:** Music was furnished by local talent with community singing included.

**PUBLISHED:** Mentor-Democrat, 28 January 1937.

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**DATE:** 23-24 August 1937.

164

**PROGRAM:** John J. Haramy, lecturer and traveler

Albert Vail, Doctor's Degree at University of Rome

Mrs. Pazourek, Department of Public Health, "Methods of Teaching Nutrition and Health Education", and "Health News of the School Child."

**MISCELLANEOUS INFORMATION:** Music. One period was devoted to an extension course from Eastern Illinois Teachers College.

**PUBLISHED:** Mentor-Democrat, 12 August 1937.

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**DATE:** 27 January 1939.

**PROGRAM:** Dr. Andrew Cordier, Department of History and Political Science, Manchester College, IN, "Nazi Germany" and "Persecution of the Jews."

H.C. Hummel Robinson.

Dr. Bryan Heiss, Department of Education, Eastern Illinois Teachers College, Charleston, IL.

Dr. Glenn H. Seymour, Department of History and Social Science, Eastern Illinois Teachers College, Charleston, IL.

Otis Keelerm, Assistant State Superintendent of Schools.

**MISCELLANEOUS INFORMATION:** A report of delegates to the IEA annual meeting was given.

**PUBLISHED:** Mentor-Democrat, 26 January 1939.

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**DATE:** 26 January 1940.

165

**PROGRAM:** Judge Fred G. Bale, Judge of Juvenile Court, "The Fiddler and the Fire" and "Tomorrow's Citizens Today."

Dr. Laurence H. Howe, Vice President, Olivet College, "The Divine Right of Personality" and "Overtones."

**MISCELLANEOUS INFORMATION:** The fourth and fifth grade chorus provided the singing. "Puppet Playlet" was presented by Willow Hill School, Grade 1.

**PUBLISHED:** Mentor-Democrat, 18 January 1940.

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**DATE:** 28 August 1942.

**PROGRAM:** Dr. John W. Holland, pastor of The Little Brown Church of the Air, "Teachers and Students" and "In a Poet's Workshop."

R.E. Apple, Jasper County farm advisor.

Professor Jesse E. Adams, University of Kentucky, "Are You a Real Teacher?"

Dr. Bryan Heise, Extension Director, Eastern Illinois Teachers College, Charleston, IL

**MISCELLANEOUS INFORMATION:** None given.

**PUBLISHED:** Mentor-Democrat, 20 August 1942.

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**DATE:** 27 August 1943.

166

**PROGRAM:** Professor F. Elmer Marshall, Indiana  
Central College of Indianapolis, IN.

Dr. Glen H. Seymour, Professor of Social  
Studies, Eastern Illinois Teachers  
College, Charleston, IL.

Dr. Bryan Heise, Extension Director,  
Eastern Illinois Teachers College,  
Charleston, IL.

Dr. D.F. Loewen, Superintendent of Macon  
County Tuberculosis Sanitorium, Decatur,  
IL.

Herman J. Steljes, Deputy Internal Revenue  
Collector.

C.O. Absher, Head of Tuberculosis Seal  
Program in Jasper County,

Robert E. Phillips, pastor of First Baptist  
Church.

**MISCELLANEOUS  
INFORMATION:** None given.

**PUBLISHED:** Mentor-Democrat, 26 August 1943.

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**DATE:** 23 August 1945

**PROGRAM:** Aubrey J. Holmes, Secretary of Teachers'  
Retirement Fund, Springfield, IL.

Robert Ring, Assistant Superintendent of  
Public Instruction.

Cora Hendee, State Librarian, Springfield,  
IL.

**MISCELLANEOUS  
INFORMATION:** The newly adopted Jasper County book-mobile  
was discussed.

**PUBLISHED:** Mentor-Democrat, 15 August 1945.

APPENDIX 11

**DEAR PARENT:**

This is a report of the work, attitude and progress made at school by your child. This report will be sent to you for inspection at the close of each school month.

Please give it your most careful attention. If there should be anything about this report that you do not understand or that may seem unsatisfactory, I hope that you will consult immediately either the teacher or me. The progress of children depends largely upon the interest taken and the encouragement given them by both parents and teacher. The influence of the home and the school must work toward the same end. You are asked to visit the school frequently. Your presence is an inspiration and a help to pupils and teacher. We are interested in your children, and it is a privilege as well as a pleasure to serve you to the best of our ability. Without your cooperation, we cannot succeed.

Sincerely yours,

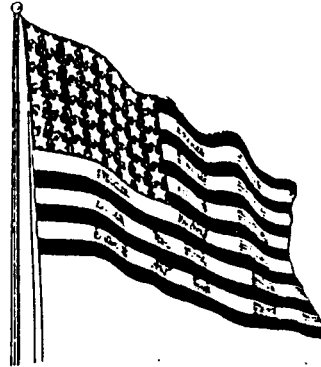
ROLLA B. CRAMER.

\_\_\_\_\_  
Signature of Parent

1st Mo. \_\_\_\_\_  
2nd Mo. \_\_\_\_\_  
3rd Mo. \_\_\_\_\_  
4th Mo. \_\_\_\_\_  
5th Mo. \_\_\_\_\_  
6th Mo. \_\_\_\_\_  
7th Mo. \_\_\_\_\_  
8th Mo. \_\_\_\_\_  
9th Mo. \_\_\_\_\_

# Public School Report

JASPER COUNTY, ILLINOIS



I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands; one Nation indivisible, with liberty and justice for all

PUPIL \_\_\_\_\_

\_\_\_\_\_ SCHOOL.

DISTRICT NO. \_\_\_\_\_

PROMOTED TO THE \_\_\_\_\_ YEAR

ENDING \_\_\_\_\_ 19\_\_\_\_

TEACHER \_\_\_\_\_

### TO THE PUPIL

- 1—Be clean in person, dress, habit, thought and speech.
- 2—Do some school work each school day evening.
- 3—Grow a strong body, a steady nerve, and a brain that can think, by forming good habits.
- 4—Do a kind act every day, and be trustworthy, helpful, friendly, courteous, cheerful, brave, reverent.
- 5—Be an active member of the Illinois Pupils' Reading Circle.
- 6—Be economical and start a savings account.
- 7—Try to make a better school record this year than you have made before. The County Superintendent will be pleased to hear of every success you make.

ROLLA B. CRAMER, County Supt. of Schools.

APPENDIX 11  
REPORT CARD FOR JASPER COUNTY SCHOOLS  
1940-1952



APPENDIX 11  
 REPORT CARD FOR JASPER COUNTY SCHOOLS  
 1940-1952

Report for year beginning -----19----- and ending -----19-----														
ATTENDANCE DEPARTMENT STANDING	STANDING BY MONTHS									1st Sem. Exam.	2nd Sem. Exam.	1st Sem. Average	2nd Sem. Average	Average General
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th					
Days School In Session -----														
Times Tardy -----														
Days Present -----														
Days Absent -----														
Department -----														
Spelling -----														
Reading -----														
Writing -----														
Arithmetic -----														
Language -----														
Geography -----														
History of U. S. -----														
History of Illinois -----														
Health Education -----														
Civics -----														
Music -----														
Drawing -----														
-----														
-----														
-----														
Personal Traits, etc., marked by X for Special Attention														
Very commendable -----														
Satisfactory -----														
Wastes time -----														
Indifferent -----														
Inclined to mischief -----														
Discourteous at times -----														
Work too difficult -----														
Physical complaint -----														

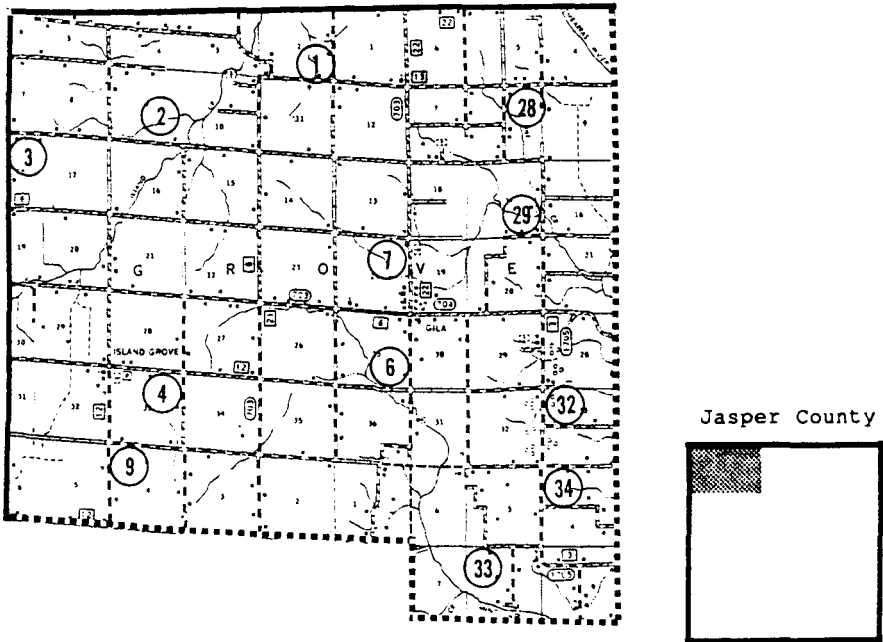
GRADE—E, Excellent, 95 to 100; C, Good, 85 to 95; F, Fair, 75 to 85; U, Unsatisfactory, below 75.

APPENDIX 12

The county was divided into ten districts for the consolidation of schools.

One-room schoolhouse locations for each consolidated district are given for each district. The district's location within the county is identified by the grayed area in the small county map.

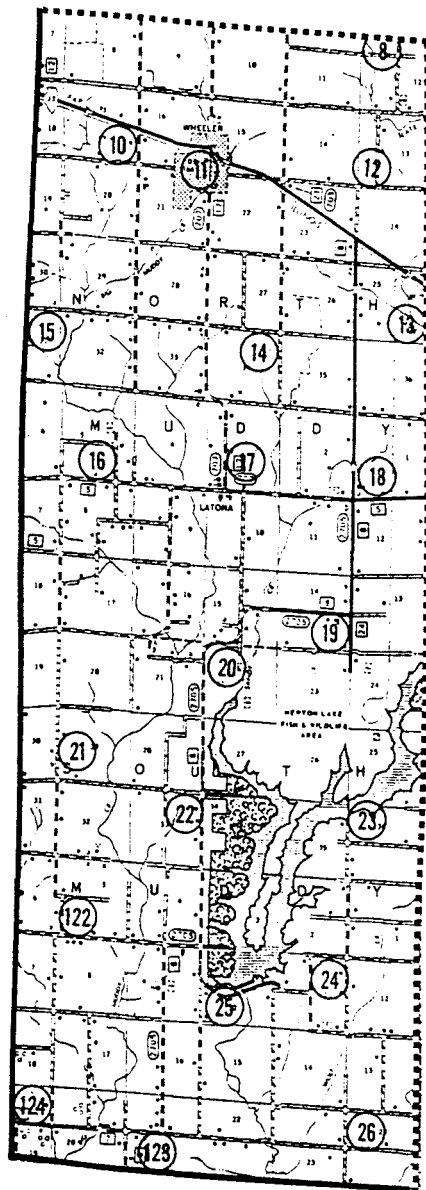
Consolidated District No. 1



District	School Name	Sale Date	Time	Purchase Price	Purchaser
1	Shiloh	10/4/47	11:30 AM		
2	Independence				
3	Miller	10/4/47	10:30 AM		
4	Grove				
6	Kibler	10/4/47	1:00 PM		
7	Myers				
9	Mason				
28	Frazier				
29	Excelsior				
32	Kern	10/4/47			C.H. Woodard
33	Foltz				
34	Service Hill				

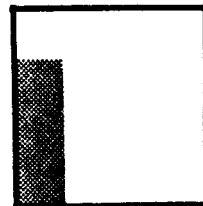
Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



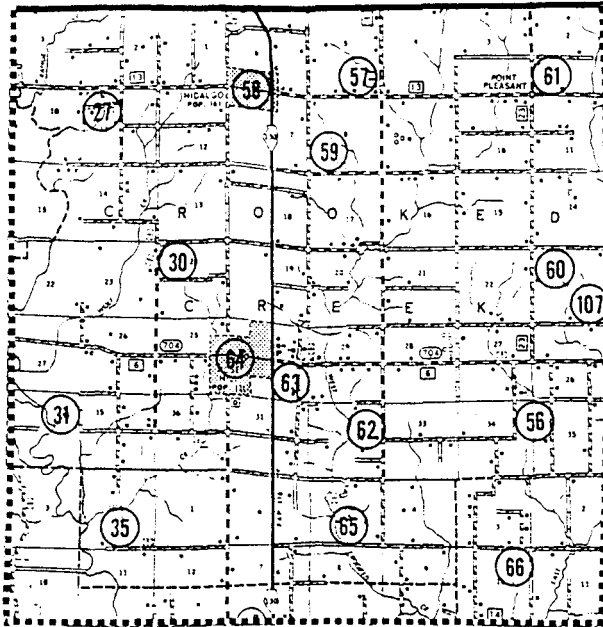
District	School Name	Sale Date	Time
8	Slate Point		
10	Freezeout		
11	Wheeler		
12	Hesler		
13	Cherry Grove		
14	Trexler		
15	Holm		
16	Matlock		
17	Latona		
18	Kedron		
19	Buckeye		
20	Union		
21	Johnson		
22	Long Swamp		
23	College Hill	11/22/47	10:30 AM
24	Oakland	11/22/47	9:00 AM
25	Rude		
26	German		
122	Galloway		
123	Hastings		
124	Kipley		

Jasper County

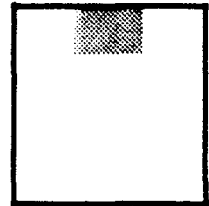


Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



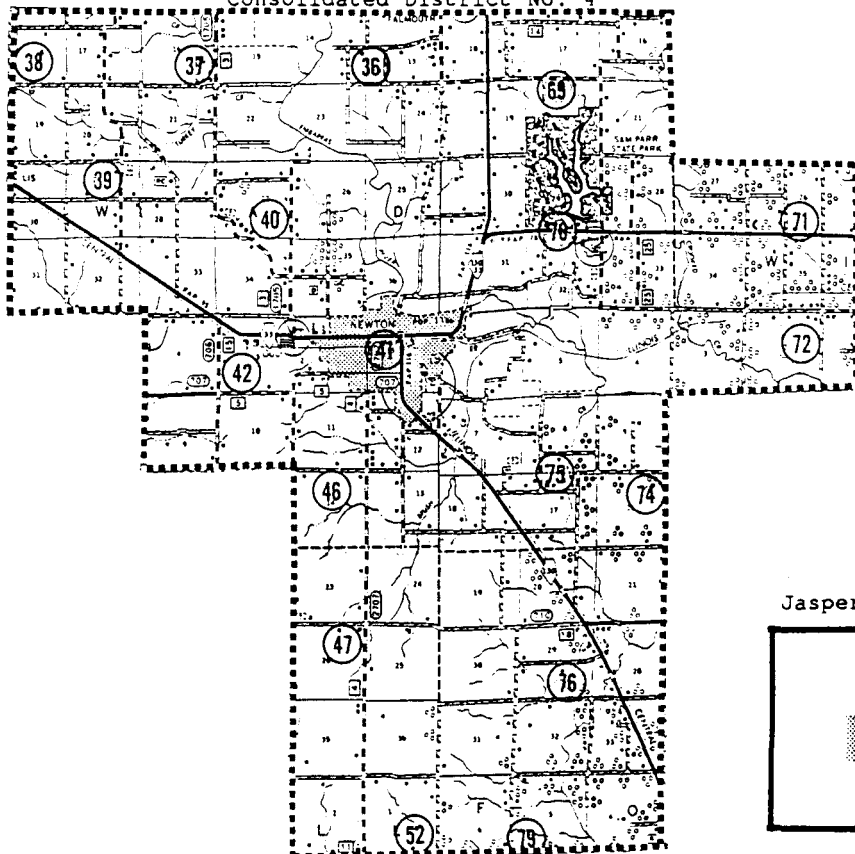
Jasper County



District	School Name	Sale Date	Time	Purchase Price	Purchaser
27	Hutson				
30	Coad				
31	Sweet Run				
36	Hickory				
56	Cummins	9/13/47	11:30 A.M.		
57	Liberty	9/13/47	2:00 P.M.		
58	Hidalgo				
59	Swick	9/13/47	1:00 P.M.		
60	Premium	9/13/47	4:00 P.M.		
61	Point Pleasant	9/13/47	3:00 P.M.		
62	Water Oak	9/13/47	10:00 A.M.		
63	Plainfield	9/13/47	9:00 A.M.		
64	Rose Hill				
65	Jones	9/6/47	3:30 P.M.		
107	Collins				

Source: Map-Illinois Department of Transportation, 1982.

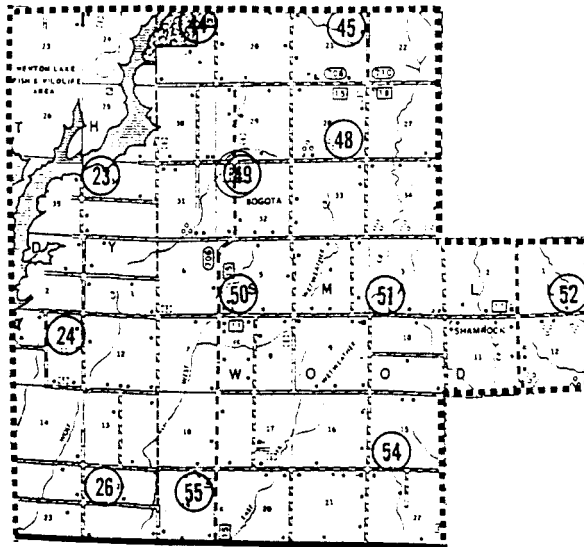
School Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



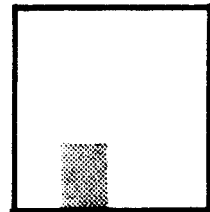
District	School Name	Sale Date	Time	Purchase Price	Purchaser
36	Hickory				
37	Mt. Olive				
38	Mt. Zion				
39	Trainor	11/1/47	1:00 P.M.	\$425 Bldg Only	Omer Warfel
40	Springs	5/8/09			
41	Newton Public				
42	Bunker Grove	11/1/47	3:00 P.M.	\$1400.00	Merle McIntyr
46	Moulden				
47	Buck Grove	11/1/47	4:00 P.M.	\$425 Bldg Only	Jim Minco
52	Wakefield				
69	Reisner				
70	St. Peter	11/1/47	2:00 P.M.	\$1300.00	William Carpenter
71	Chriss				
72	Catt	11/1/47		\$910.00	Leon Postlewaite
74	Kessler				
75	Vanderhoof				
76	Boos				
79	Greenwood				

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



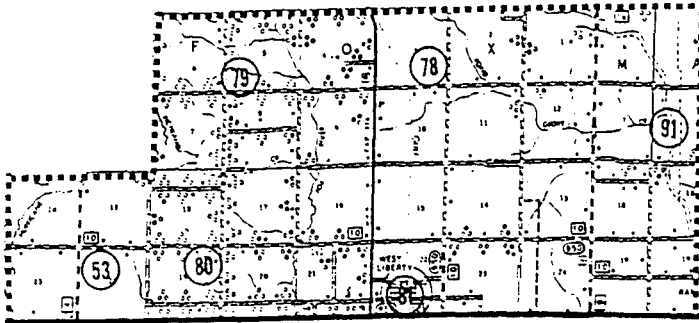
Jasper County



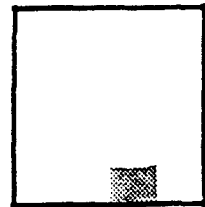
<u>District</u>	<u>School Name</u>	<u>Sale Date</u>	<u>Time</u>	<u>Purchase Price</u>	<u>Purchaser</u>
23	College Hill				
24	Oakland				
25	Rude				
44	Happy Hollow	11/22/47	1:00 P.M.		
45	Long Branch	11/22/47	2:00 P.M.		
48	Pleasant Ridge	11/22/47	3:00 P.M.		
49	Bogota				
50	Calvin	11/29/47	9:00 A.M.		
51	Center				
52	Wakefield	11/29/47	10:30 A.M.		
54	Blair	11/29/47	1:30 P.M.		
55	Brown	11/29/47	3:00 P.M.		

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



Jasper County

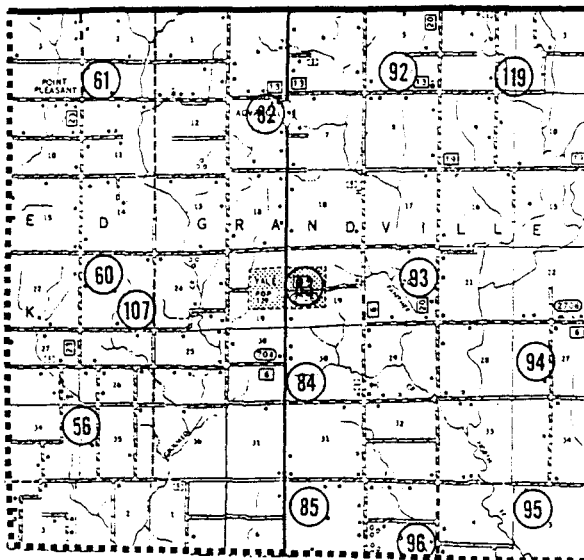


District	School Name	Sale Date	Time	Purchase Price	Purchaser
53	Amity				
78	Richards	8/16/47			Baptist Church of Newton
79	Greenwood	8/16/47			Chad Roberts
80	Maple Grove	8/16/47			Ed Hall
81	West Liberty				
91	Pond Grove				

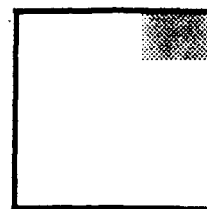
Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.





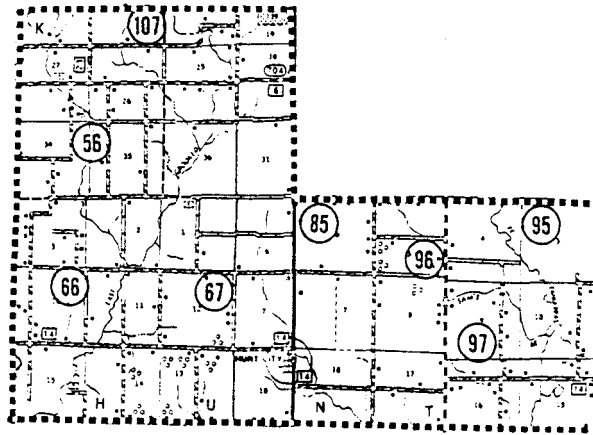
Jasper County



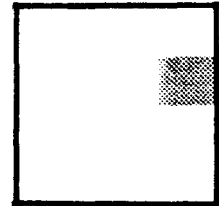
District	School Name	Sale Date	Time	Purchase Price	Purchaser
56	Cummins				
60	Premium				
61	Point Pleasant				
82	Advance				
83	Yale				
84	Clark				
85	Fairview				
92	Freeland				
93	Palmer				
94	Sand Ridge				
95	Jarred	7/26/47	2:30 P.M.		
96	Snyder				
107	Collins				
119	Round Prairie				

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



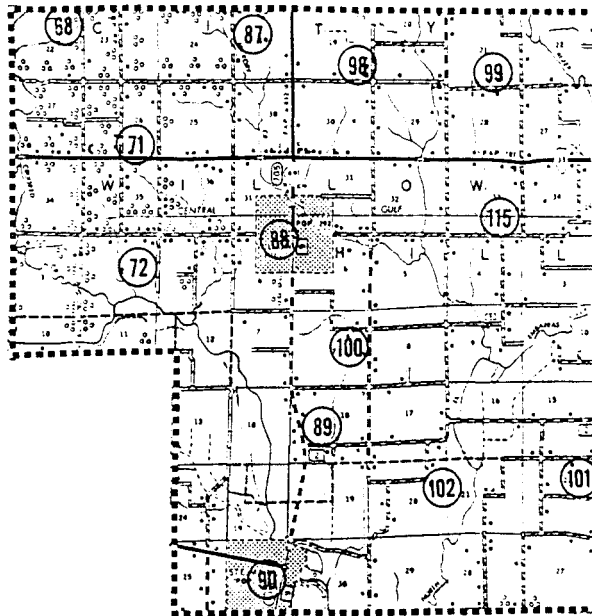
Jasper County



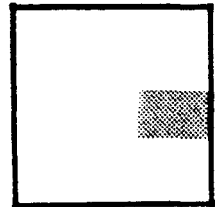
<u>District</u>	<u>School Name</u>	<u>Sale Date</u>	<u>Time</u>	<u>Purchase Price</u>	<u>Purchaser</u>
56	Cummins				
66	Byrd				
67	Compromise				
86	Hunt				
96	Snyder				
97	Jackville				
107	Collins				

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



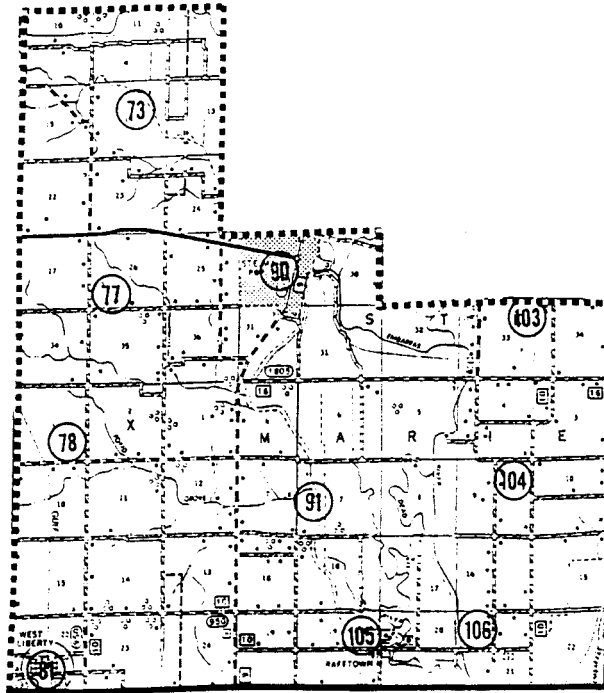
Jasper County



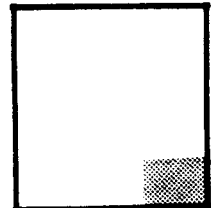
District	School Name	Sale Date	Time	Purchase Price	Purchaser
68	Brockville				
71	Chriss	9/20/47	2:00 P.M.		
72	Catt	9/20/47	1:00 P.M.		
87	Little Range				
88	Willow Hill				
89	Midway	9/20/47	9:00 A.M.		
90	Ste. Marie				
98	Whitaker	9/19/47	2:30 P.M.		
99	Mound	9/19/47	4:00 P.M.		
100	Onion Prairie	9/20/47	11:00 A.M.		
101	Newlin				
102	Tonyville	9/20/47	10:00 A.M.		
115	Pingtown	9/19/47	1:00 A.M.		

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.



Jasper County



District	School Name	Sale Date	Time	Purchase Price	Purchaser
73	Dallmier				
77	Ochs				
78	Richards	8/16/47			Baptist Church of Newton
90	Ste. Marie				
91	Pond Grove				
103	Michl				
104	Dark Bend				
105	Rafetown				
106	South Bend				
123	Hastings				

Source: Map-Illinois Department of Transportation, 1982.

Schoolhouse Locations-Map of Jasper County, prepared by S.A. Connor, Jasper County Superintendent of Highways, 1916.

APPENDIX 13

The individuals and officers elected in April 1947 to serve as members of the consolidated boards of education are listed below:

District	President	1 Yr. Trustees	2 Yr. Trustees	3 Year Trustees
1	Seth Clark	Lowell Diel Marvin Goebel	Paul Meinhart Ernest Webb	R.H. Alcoke Kendall Earnest
2	R.P. Welker	Howard Fehrenbacher Virgil M. Jones	Harry M. Redman Hal Varvil	Fred McKinney Duane Reed
3	Don Barkley	Joe Combs Arthur Cummins	C. Haws Linza Jackson	Max R. Hunt Vernal Roan
5	Harbin Crouse	Lawrence Chesnut Alfred Slack	Everett Foster David Marshall	Herbert Stanley Dale Woods
6	D.R. Kautz	Ben Bollman George Williams	Herman Burgener Walter Urfer	J.W. Hendershot Orville Millman
7	Denzil Huddlestun	Guy Fox Clyde Watt	Earl Spencer Fred Smith	Coy Ault Charley Baker
8	Victor O. Ping	Gerald Chapman Inez Knicley	William Alexander Everett Chapman	Clyde Farley William Ping
9	Clarence E. Urfer	Roy Manning Clyde Mascher	George Hipler Alden Leggitt	Ernest Eubank Robert Gillaspi
10	Louis Reis	Bernard L. Huff Jerome Maginn	Elmer Ginder Ed Helregel	Edward Hahn Bernard Ochs

Source: "Nine Districts Organize with New School Boards," Mentor-Democrat, 1 May 1947.

APPENDIX 14

## THOSE WERE THE DAYS

The letter to the editor in 1971 presents a nostalgic picture of the one-room schoolhouse education.

Let me reminisce back to the old school days of the one-room country school that dotted the community.

They were located so very few pupils had to walk more than two miles from school through mud, slush, snow and blizzard and that seldom missed a day. That was known as physical exercise, plus chores to do at home.

The day always opened with the Lord's Prayer and patriotic songs.

There were three directors to hold the purse strings tight and keep expenses down at which they were very successful. Teachers' wages ranged from \$18 to \$25 a month, with \$8 for room and board.

The teachers did their own janitor work; cleaned the mud daubers nests out of the schoolhouse, cleaned out the cobwebs and washed the windows to have the house ready for the first day of school if they valued their reputation.

The directors had to pinch pennies to meet expenses as land taxes ranged from 30 to 50 cents an acre. Each teacher taught all grades. Automobiles were such a rarity that if the teacher saw a car coming down the road kicking up the dust at the unbelievable break-neck speed of 15 to 20 miles per hour, the children were permitted to watch the demon pass. Improved roads were unknown.

On the pleasant side of the picture were the good times they had at the old-fashioned spelling schools, ciphering matches and pie socials they held on winter nights. The young folks from other districts would come in.

Girls would bring pies in boxes decorated fit to kill. Nobody was to know who brought the pies, but if a girl was interested in having a certain fellow buy her pie, there was nothing wrong with having a secret code such as a wink or a nudge.

Proceeds of the sale went to buy much needed equipment for the benefit of the school.

Spelling schools were started with two of the crowd picked to choose from the crowd those who would take part. Captains were located on the opposite side of the room and at opposite ends. Two in the crowd would keep tally.

If a person missed a word, the next and the next would get a chance to spell and go ahead. The object was to see which side could cross the room the most times to win the greater number of tallies.

After a while came the most interesting part of all, to see who could hold the floor the longest. Anyone missing a word would take their seat until all but one remained. We



usually had teachers from joining districts to do the pronouncing.

In the ciphering matches, two would go to the blackboard and decide whether they wanted to add, subtract, multiply or what not. The one who finished first was the winner. Another would come forward to try his luck, and this one had a choice of what kind of problem they should work. It was more interesting than a prize fight.

Another by-product of these socials and get togethers was to have the young people of other districts mingle with each other and get acquainted. Many young couples can trace their love affair back to these good old times. In fact, I happened to be one of these victims.

The last day of school was another great day. Patrons of the district would come with baskets of food and have a great time and bid each other farewell for the summer.

I must say parents and pupils were all very cooperative in my experience: no strikes, no riots, no student dissent, no woman's lib; all harmony!

Rip Van Winkle

Source: "Those Were the Days," Newton Press, 9 February 1971.

## REFERENCE LIST

- Apple, Zella Chapman. Student in one-room schoolhouse.  
Questionnaire response, 2 August 1990. Jasper County  
Historical Museum, Newton.
- Bailey, Linda. Student in one-room schoolhouse.  
Questionnaire response, 18 July 1990. Jasper County  
Historical Museum, Newton.
- Bailey, Mildred Earnest. Student in one-room schoolhouse.  
Questionnaire response, 8 August 1990. Jasper County  
Historical Museum, Newton.
- Bartlemay, Beryl Ireland. Student in one-room schoolhouse.  
Questionnaire response, 20 July 1990. Jasper County  
Historical Museum, Newton.
- Benson, Winifred Martin. Student in one-room schoolhouse.  
Questionnaire response, 10 August 1990. Jasper County  
Historical Museum, Newton.
- Bigard, Bessie. Student in one-room schoolhouse.  
Questionnaire response, 6 July 1990. Jasper County  
Historical Museum, Newton.
- Blair, Francis G. Centennial Celebration of the Enactment of  
the Free School Law in Illinois 1825-1925. Springfield,  
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and Community Meetings, Circular 111. Springfield, IL:  
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- Blair, Francis G. The Rural One Teacher School in Illinois,  
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1939.
- Buel, Margaret Fasnacht. Student in one-room schoolhouse.  
Questionnaire response, 8 August 1990. Jasper County  
Historical Museum, Newton.
- Bunton, Gladys. Student in one-room schoolhouse.  
Questionnaire response, 15 July 1990. Jasper County  
Historical Museum, Newton.

- Burton, Ralph. Student in one-room schoolhouse.  
Questionnaire response, 14 July 1990. Jasper County  
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## VITA

Sharon Earnest Linden was born in 1942, the daughter of Olen and Lora (Dickey) Earnest. She married Richard J. Linden in 1964.

The first-grade schooling experience was the Reisner School District No. 69, a one-room schoolhouse in Jasper County, Illinois. Consolidation occurred so the remainder of the elementary and high school education was in Newton, Illinois.

She earned a Bachelor of Science degree in 1963 and a Master of Education degree in 1969 from the University of Illinois in Champaign, Illinois. The Doctorate of Education degree in Educational Administration and Supervision was awarded from Loyola University in Chicago in 1992.

Teaching home economics at Tinley Park High School was her first professional endeavor. She taught at Homewood-Flossmoor High School and has been a district administrator responsible for the areas of fine and practical arts since 1973 with personnel responsibilities added in 1986. Participation, involvements, and leadership with a variety of professional organizations has been established and maintained.



APPROVAL SHEET

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

9 December 1991

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