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The Privilege of Schooling



Early Farmington Graduation Class

—Photo Courtesy of Charles Blickenderfer



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Education Second Concern of Settlers

The early settlers in the new West were first concerned with the process of acquiring land and establishing a home thereon. But soon after this was accomplished their thoughts turned toward an education for their children.

Children were often taught at home those first years, but as communities were settled the first rough school buildings were constructed. They were mostly small one-room buildings supplied with a few simple tables and benches for the pupils, without indoor plumbing, running water or heat. School was held in the warmer months, usually from three to six months of the year. Textbooks were scarce. The settlers traveling the long journey West found room for only the necessities of the trip. A few families managed to tuck in a prized volume of the classics and these were often brought from home for the students to use in learning to read.

In spite of the crude buildings and the lack of teaching supplies the children learned the three R's necessary for a basic education. Parents counted it a privilege to go to school and their children were sent to school with this thought in mind. Passing from grade to grade each year was praised and counted as a step up the ladder to better things. Graduation exercises were community affairs and much was made of the occasions. Students felt the pride others had in their accomplishments and this made them try ever harder to succeed.

The schools were the centers of the community activities in many instances. They were often used for religious services before the churches were built and became voting places on election day.

Gradually the desire for higher education brought into being the seminaries and academies sponsored by church organizations. These boarding schools were not elaborate and supplies here were also limited, but some cultural niceties were taught beyond the three R's. □

J. M. Klemgard was the first student to enroll when Washington State Agricultural College opened January 13, 1892. He had stayed up most of the night to keep a fire going so the plaster would dry in a college building to be used the next day.

A History of the Yeo and Bryant Schools 1886—1937

By Elisabeth (Betty) Hinrichs Manning

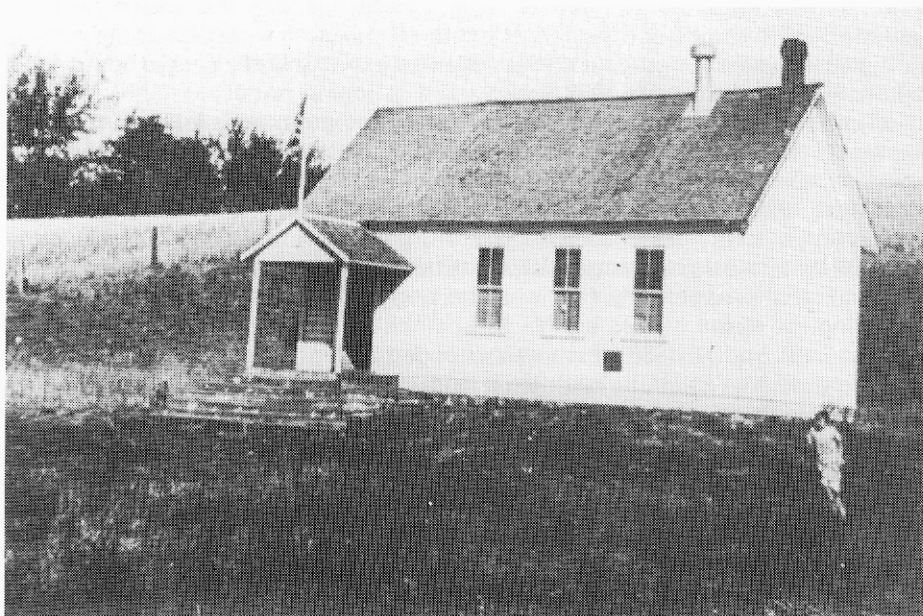
The Clerk's Book for School District 52 of Whitman County, Washington Territory was found among the papers and books belonging to my father, the late Max Hinrichs, after he passed away August, 1938. He was elected to serve as clerk of the school board for District 52, which was later known as the Yeo School District, on July 1, 1891 and served in that capacity until 1903. Until our family moved eight miles closer to Pullman to the Bryant School District No. 67 in November 1912, he was a member of the school board in the Yeo District. My father came to the territory at the age of 19 from Brake, Germany, in April, 1889 and purchased 220 acres of land in the fall from Marchant and Sarah Rodibaugh who retired from farming. The land is about 12 miles Southwest of Pullman near the top of the old Almota grade and is now owned by Mabel Barr Wilbourn. He was naturalized in Judge Ruby's Court in Colfax, December 1, 1890, and he remained a bachelor until 1902 when he married Elshe Marie Fulfs at Rockfalls, Illinois. Their two oldest children Max Hinrichs and Gesine Georgenia (Gana) attended the Yeo School before transferring to the Bryant District in 1912. Having attended a private school in Germany through the secondary level, my father was intensely interested in education. No doubt this was the reason he consented to serve on the school board for eleven years while a bachelor and then during all the years we were in school. He was a member of the school board until the Bryant school closed in 1937.

The first entry in the Clerk's book by W. W. Kirkpatrick is as follows: "District Clerk act. Book for district 52 of Whitman Co. Washington Territory. April 5th Commenced a three-months School Miss Ghordnley Teacher at \$40 pr month. April 10th, 1886 Bought for district 52 one Broom 62 cts one Box Chalk 40 One Bucket and one dipper \$1.25 1 act Book \$1.60 1 School register \$1.00." On June 22, 1889 Mr. Kirkpatrick charged \$3.00 for taking the census for the district and 10¢ for stamps. Apparently this was the beginning of school for District 52. Following the above entries are Mr. Kirkpatrick's minutes for the school district meeting held April 3, 1886 which was attended by Mr. Benedict, Mr. Busby and Mr. Young, as well as Mr. Kirkpatrick. It is interesting to note that the minutes of April 3 follow the above quoted entries of April 5th, 10th and June 22nd, 1886. The purpose of the April 3rd meeting was to select a site where a house could be moved and used for the opening of the school. The meeting was called to order by Mr. Benedict. Mr. Kirkpatrick offered to give an acre of ground for the school. Mr. Young offered to sell the district one acre for \$25. After viewing the sites, both were rejected and the group accepted an offer made by J. J. Swall to "donate one acre on the Northwest Corner of the Southwest quarter of Section 1." The small house was moved to this site which is now farmed by Wayne Davis. When a new schoolhouse was built in 1895, the school board voted to sell the old building for not less than \$5.00. Already at this time (1887) there was need for special levies to keep the school solvent. The money which came from what was then the budget office in Colfax, which was proportionally allocated by the number of students in attendance, did not nearly pay for maintaining the small school. At the above date of April 3, 1886, a tax of five mills on the dollar of the value of taxable property in the district was voted. There were four in favor and one objection. School opened again in November and continued through January. During this period there was one purchase, a box of chalk for 50 cents.

Footnote: Photos courtesy of Mrs. Elisabeth (Betty) Hinrichs Manning.

Mr. Kirkpatrick's next entry was as follows: "October 3, 1887 drew warrant in favor of Miss Elsie Yeo for \$25 dol." Thus the winter term began with Miss Yeo teaching for three months for which she was paid the total sum of \$99. On April 16, 1888 another three-month session began with Miss Yeo again serving as the teacher for all eight grades.

Records show that at the beginning of the 1888 school term the district had \$94.50 on hand, and records filed with the County School Superintendent W. M. Ruby in Colfax listed the value of the school house as \$100 and the furniture as \$42. There were eight male students and 12 female students of school age in the district and the average daily attendance was ten. The inventory listed no library and no dictionary. Thomas Rowe served as clerk for the year 1889-90. Max Hinrichs was elected to serve as clerk in 1891 and J. J. Swall was the director signing Mr. Hinrichs' first report sent to the County School Superintendent in July 1891. In this report Mr. Hinrichs indicated the school was poorly supplied with teaching materials. He estimated the value of the school building at \$10, the furniture at \$5 and teaching apparatus at \$40. School was held for seven months that year. His entry in the Clerk's book for Jan. 30, 1893 shows the following: "At a special meeting of the voters of the school district 52, properly called and conducted, it was decided to levy a special tax of 6 mills on every dollar of assessed property in this district. The money derived from said levy to be used to partly build and furnish a new schoolhouse which shall be erected during the



The Yeo School Built in 1895

spring. Seven votes were cast in favor and none against the levy." This meeting had been called after a January 19th meeting of the directors had discussed the need for the school and the financing. They decided to put it to a vote of the electors in the district. During the spring several special meetings were held to decide on the location of the school. "Three different sites were offered: Mr. Richard Yeo offered $\frac{3}{4}$ acre of land on the SW corner of the NW $\frac{1}{4}$ of section 1, T 1, R 14 together with Mr. Reese and Mr. Rich to buy the strip between the $\frac{3}{4}$ acre and the public road from Mr. O. E. Young and donate the whole free to the school district. Max Hinrichs and C. B. Miller offered to buy one acre from W. L.

LaFollette on the NW ¼ of section 12 at the corner of the Wawawai and Almota Road and donate it for the new school, provided said gentlemen would sell the acre. C. B. Miller and Wm. Kriebel offered to donate free of charge to the district one acre on the SE corner of the SE ¼ of Section 2, T 4, R 13. The house then proceeded to select one of the places offered by ballot. The Yeo site was chosen having received five votes, the Kriebel site two and the Miller and Hinrichs site one. Adjournment.”

At a March 19, 1893 meeting of the school board it was decided to postpone the building of the school until the next spring. However, after numerous meetings during the next two years the new school was not built until 1895. “May 5, 1895. At a meeting of the school board it was decided to build a schoolhouse this summer. The deed for a school site, given by Mr. R. Yeo and wife was considered good enough. The school house is to be 24 X 18 ft. and 10 ft. under the ceiling. The material was ordered to be purchased from Mr. Will Codd of Colfax and Mr. L. L. Miller took the job of building the house for \$50 and the district to pay him extra for building the chimney. Mr. O. Olmstead was given the job of painting the school house, his wages to be \$1.50 a day or 14¢ per sward yard and he furnish his own material.”

“July 24, 1895. Special meeting of the board of directors a contract was made with the U.S. School Furniture Co. of Chicago, Ill. to supply the district with the furniture below described to wit:

6 single desks No. 2, priced fob Minneapolis	\$16.35
6 single desks No. 3, priced fob Minneapolis	16.35
8 single desks No. 4, priced fob Minneapolis	21.80
1 teacher's desk No. 2, priced fob Minneapolis	12.00
1 18 ft. blackboard, priced fob Minneapolis.....	12.00
1 gross of crayons and 1 dozen crayons	gratis
6 window shades priced fob Minneapolis	7.00
TOTAL	\$85.00

The district agreed to pay for same on arrival in Pullman by two warrants, 1 payable on July 24, 1896 and 1 payable on July 24, 1897. The warrants to draw interest at the rate of 8% per annum. Adjourned.”

In 1900 the new schoolhouse was evaluated as being worth \$400, the furniture \$100 and the teaching apparatus as \$25. There were no library books and there was no water at the school. Apparently they carried water for drinking and washing from the nearest home. Miss Laura Crow was hired to teach six months for \$45 per month. At this time, the assessed value of the property in the school district was \$30,733. In 1901 the school inventory listed 20 books in the library and one unabridged dictionary. The first woman to serve on the school board was Nellie Swall who was elected in 1901. It was customary for the teachers to board and room with families in the district, and occasionally the board was paid by the district. In 1901 there were 20 children of school age in the district with a daily average attendance of 12.

The final record in the Clerk's book by my father was on July 5, 1903. “At a meeting of the board Miss Maud Mathews was engaged to teach a term of six months for the consideration of \$40 per month.”

In 1904 Aguela Kegley was elected to serve as clerk of the board. My father remained on the board of directors until we moved to the Bryant School district nearer Pullman in November 1912. The move was made so the family would be nearer Pullman where there were better educational opportunities for the children, and also so my father would have easier access to the State College where he received a great deal of help from the department of agriculture in the work he was doing in growing alfalfa and grass seeds.

During the period of the rural schools, both in the Yeo District and the



Bryant school children in 1921

L. to r. Front row: _____ Martin, Jay Snyder, Wilbur Martin, Christine Collins, Beryl Snyder. Middle row: John Snyder, Robert Collins, Lloyd Moys, Homer Holiday, Josephine Collins, Betty Hinrichs, Louise Hinrichs. Back row: John Hinrichs, Veryl Farley, Vern Hanson, Hudson Klemgard, Stella Farley, Lena Snyder, Elma Henson.

Bryant, the school was the center of social life for the community. My parents helped organize a Sunday School at the Yeo School and church services were held there occasionally when they could get a minister to come from one of the Pullman churches. School programs put on by the children, spelling bees and basket socials were attended by most families in the community and were under the direction of the school teacher.

Perhaps one of the things my parents appreciated especially after they moved was having the school close (approx. 1/6 mile). At the Yeo school Maxie and Gana went about three miles which was a long distance on foot or by horseback for small children. I can remember my father telling of walking part way with Maxie and going to meet him in the evening when the days were short so he would not get lost cutting across the fields. With the Bryant school such a short distance away, we could hear the bell which rang ten minutes before school opened in the morning and arrived there in time by racing with each other. We were also able to go home for the mid-day meal.

When we moved, the teacher at the Bryant School was Miss Euella Dawson, a sister of Mrs. W. H. (Bert) Tuttle; where she roomed and boarded. Gladys Tuttle Campbell, daughter of the Bert Tuttle, told me her father always had the horse hitched to the buggy for 'Aunt Euella' when she was ready to start for school, and that Frank Carothers and my brother Maxie helped her unhitch the horse and tie it in the shed when she arrived at school. Miss Dawson had been a polio victim, Gladys said, so this help from the boys was appreciated as she was slightly crippled.

My first teacher at the Bryant School was Miss Ann Mulligan, who boarded with the Charles Kellogg family. I had visited school frequently with Maxie, Gana and John so the only new part of the venture was 'you had to stay all day' you could not go home at recess! It was a typical school building with an Anteroom on either side at the front, one for boys and the other for girls. We hung our coats and put our overshoes here in the winter months. Between the two anterooms was a small room, entered from the inside, which was used for storage and the school's few library books. Here also was the rope which came from the bell in the belfry which the teacher rang to give warning that school would soon begin. Near the rear of the room, was what I considered to be a huge wood stove that had a metal frame all around it, with a few open spaces near the floor for air circulation. Here we sometimes put our shoes to dry, if we had gotten them wet during recess. There was a stage (up about one step) at the front of the room for the teacher's desk, and this was also used for presentation of plays and programs. One play I remember vividly was of historical significance and given on February 22. It was 'The Story of George Washington', and he among other things 'cut down the cherry tree' during the production. All members of the cast danced the minuet in one scene, with Mrs. Lybecker, our teacher, playing the piano. We rehearsed the play many times, so this is probably the reason I remember it so well. I played the part of Betsy Ross and Roy Tuttle as George Washington, I do not recall who played the other parts, but practically the entire school was involved. Mrs. Lulu Lybecker taught only one year at the Bryant School, and is remembered as one of the better teachers. She went from our school to the Ewartsville District and taught there for a number of years as it was closer to her husband's farm, now owned by the Hinderer Brothers. Her maiden name was Lulu Martin; she taught at the Yeo School before her marriage to Wesley Lybecker.

Children coming some distance to school either came in horse-drawn buggies, if there were several in the family, or they rode horses which were stabled in the open shed. However, many walked and hitched a ride, if possible. With eight grades in one room and only one teacher there was always the oppor-

tunity for the bright student to pick up enough information from recitations by those in higher grades so that a grade could be skipped. And if it was the only child in a grade this worked out to a better advantage for the teacher also, as she had one less grade to teach. We were all required to pass the County School Superintendent's eighth-grade examinations before going on to high school—some students did not go on to school, and there were always some who did not pass the eighth grade examinations. Thanksgiving and Christmas programs were very special occasions, which like all other school events, included not only families of students but others in the community. If we had snow on Valentine's day, we not only had the usual 'Valentine Box' but ice cream made from snow mixed with sugar and cream. Some questioned the cleanliness of this procedure, but were assured by the teacher that it was absolutely clean if the snow had just fallen.

On a weekend in the early spring of 1922 our schoolhouse burned to the ground. There was great rejoicing among the students, for we thought that would end school! To our dismay, however, my parents offered the use of our parlor for the school. After most of the furniture and rugs were moved out, a big table made out of saw horses and boards was set up and school began as usual on Monday morning with all of us sitting around the big table. Perhaps there were ten students so we could easily be accommodated until a small cabin was constructed near the Walter Snyder home which was used as temporary school for the balance of the year. The teacher was Miss Adelide Boehme who roomed and boarded with us, so the arrangement of having school in our parlor was convenient for her as well as for my sister Louise and me. Maxie, Gana and John were already attending Pullman High School. The temporary building was hurriedly constructed and the move was easily made as we needed only the big table, some benches, and a bucket and dipper for water. I don't recall where text books were secured but probably from some other school district. I recall that there was a blackboard and chalk. The Snyder 'Chick Sale' was available, and this was no great change as we had been accustomed to outside plumbing at the old school house.

The new school, built by contractor Cliff Parr of Pullman, was completed in time for the opening of the fall session. The modern building had two anterooms, one on either side of a central entrance hall—today we would say 'his and hers', here we hung our coats and caps and stored our overshoes just as we had in the old school. But each anteroom had a lavatory with cold water and a fountain. From each there was a stairs leading to the basement for separate plumbing. The new school also had a furnace with circulating hot-air heat that could be controlled by a chain with lever on the first floor. Since our home had a furnace with radiators, this was quite a novelty. For the first time also we had reference books, a world globe, a huge dictionary and individual desks.

The Bryant School closed in 1937 with Mary Lou Wayman serving as the last teacher. For the next two years several districts including Ewartsville and Bryant bought a small school bus and hired Pat Hatley, a high school student, to drive and take the children to Pullman. The year 1939 saw the consolidation of these schools with the Pullman District. My husband and I purchased the property shortly thereafter and made the schoolhouse into a rental unit. Through the years we have had many different tenants, mostly Washington State University students. However, it is still known as 'the little schoolhouse' and within its walls are many memories and secrets which have never been told.□

*Items in quotation marks in the article have not been edited, they are copied directly from the Clerk's Book.

FOOTNOTE: Rural school records beginning with the year 1888 in the office of School Instruction at Colfax were used to obtain some of the information for this article.



Students in front of Gale school house

L. to r. Back row: Richard Puckett, Marguerite Doll, Elsie Standley, and Mark Puckett. Front Row: Albert Standley, John Puckett, Ted Puckett, _____ Standley, Mark Standley and Fred Doll.

Journal Notes on the Gale Bar School

From the day to day journal kept by Paul A. Standley, who lived in Steptoe Canyon. He recorded the start of the Gale school.

From the day to day journal kept by Paul A. Standley, who lived in Steptoe Canyon. He recorded the start and end of the Gale school.

Feb. 3, 1912—Cold. Went down to Doll's to see about new schoolhouse.

March. 25, 1912—West to Colfax and spent the day. Sold bonds. (These must have been for the new school house.)

April 8, 1912—Went to Lewiston on the train to get lumber for schoolhouse.

April 16, 1912—Nice. Hauled lumber for schoolhouse.

May 27, 1912—Nice. Went down to school.

May 31, 1912—Hauled slate down to school.

Oct. 6, 1912—Went down and helped put seats in schoolhouse.

Oct. 28, 1912—Went down and hauled wood for schoolhouse.

Nov. 5, 1916—Came home from Lewiston and taken bell and book case down to school.

Feb. 20, 1917—Nice, some snow. Went down to schoolhouse. Visited school.

Feb. 23, 1917—Nice. Went down to schoolhouse, fixed fountain. Went to social at schoolhouse tonight.

Mar. 9, 1917—Snowed most of the day, melted as it fell. Went down to schoolhouse. Put bell in belfry, put up post for trapeze. Went to dance at school.

May 23, 1917—Taken school census.

Dec. 24, 1917—Went down to schoolhouse.

Jan. 7, 1918—Hauled a load of coal to school. Visited school. (Mr. Standley moved to Montana shortly after this and the school closed about 1930). □

Footnote: Photo and journal notes courtesy of Elsie Nichols of Cascade, Montana. Mrs. Nichols is a daughter of Paul A. Standley.

Memories of Gale Bar School

By Irene Standley Harrison

Gale Bar school was situated about seventeen miles down stream on the Snake river from Lewiston, Idaho, but in Whitman county, Washington, a mile and a half from the mouth of Steptoe canyon.

The Gale school house was built in 1912 on land given to the district by James T. Gale in exchange for the land designated for schools by the government, it being up in the hills and inaccessible for a school.

The school interior was one large room about thirty by thirty feet with windows on the west and north sides. The south wall was mostly taken up by real slate blackboards. In the southwest corner was a large furnace-type stove, fired by the teacher. In the winter time overshoes and wet stockings dried around it. The teacher's desk was at the back of the room or to the south. There were two small rooms off the east side of the school room with a hall running between them. One room was a cloak room where we hung our coats and caps, the other room was a store room and where the teacher sometimes prepared something hot for the students' lunch. She would fix among other things, cocoa, hot potato or vegetable soup. This doesn't seem so remarkable now but in those days the hot lunch program hadn't been started.

In September of 1920 I started my elementary education at the Gale Bar school with my mother as the teacher. She was the only teacher I had during the eight years I attended the school. Other early teachers were Margaret Reisenauer, and Miss Greif, two Favor girls and Ina Wilson. Rebie Standley substituted in the fall of 1914.

Irene, Leslie and Myrtle Smith also attended Gale Bar school that fall. We all walked to school most of the time. In that day and age parents weren't aware that kids couldn't walk that far to school. We had a few squabbles once in a while but mostly we had lots of fun enroute. The Ray Smith family moved away the summer of 1922 but Johnny Boughton came as a new student. He and I "held" the district that year. We always had several Nez Perce Indian children who would attend a few weeks in the fall while their parents seined for salmon in the river. When the Boughton family moved away the Kimbell family moved into their home and they had school-age children. By this time my brother, Maynard, was in school too. The school attendance stayed about the same until I graduated from the eighth grade in 1929.

We were never at a loss for something to do. We searched for arrowheads, played along the river banks, watched the old paddle wheels go up and down the river. We played "kick the can" (I still have dents in my shins), tag, "run sheep run" and "hide and go seek."

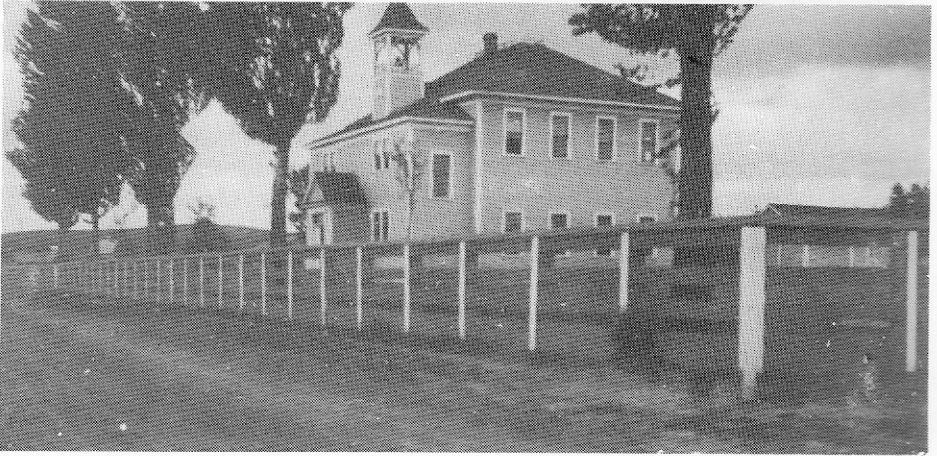
Johnny Boughton had a trap line and Mr. Gale, the janitor, gave him two cents for every ground hog he caught. Of course, I went along and assisted but don't recall ever receiving any monetary reward. Said business came to a screeching halt one fine morning when Johnny had a skunk in one trap and we proceeded on our usual dispatching of the catch. School was dismissed immediately and we went home to take care of our "problem". Mr. Gale seemed the only one who enjoyed the incident and he gave each of us a dime. We also killed a few rattlesnakes and hung them on the fence because someone said their tails didn't die until the sun went down. □

Footnote: Irene Standley Harrison is a daughter of John Standley an early Whitman county settler. Mrs. Harrison lives in LaGrande, Oregon.

Johnson School Days

By Sybl Nygreen
As told by Harry Sodorff

The first Johnson school was built in 1880; it was built by the people of the community of Pleasant Valley which was the original name of Johnson. The name of the school was "Pleasant Flat" and it was situated north of the present building toward the Harper place. Mrs. Miles Hooper, wife of an early homesteader, was one of the first teachers. Mrs. Charles (Laura) Gray was also an early teacher. Later a larger two-story wood-frame school was built. The primary grades were taught in the old school and the upper grades in the two-story building. There was a livery stable across the railroad tracks where the horses of those who rode to school were kept during the day.



Johnson School in 1912—Photo courtesy Harry Sodorff

By 1925, a new school was needed and was built. It was a brick building and is the present Johnson Community building. It was constructed on the same site as the two-story wood building.

I have many fond recollections of the old school days at Johnson. My family lived three or four miles south and a little west of Johnson but all of us six children went there to get our schooling. I can remember my older sisters pulling me out of the mud holes when my overshoes would get stuck.

We walked all the way across the fields, but our neighbors, the Eli Wiggins family, had horses for their girls to ride. They put them in an old stable across the road from the school during the day.

In my grade school days, I can remember my Dad sending us to school at Chambers for a while because the school there seemed to have a little more money and held classes for more days than they did at Johnson. Later on, I can remember my brother, Walt, and I alternated days going to school in the spring and fall so my Dad, Hans Christian Sodorff, could get his farming all done.

My Dad wanted the best for us and I went on to college at Pullman. In those days, you could teach if you could pass the teacher's examination. I went to college for one year, then I went to Colfax and passed the teacher's exam. Eli Wiggins and my Dad were on the school board, so I had the job.

But I wasn't cut out for that, I didn't think, so I only taught for a year and then went to farming. □



**Boys playing ball at Johnson school in 1914.
Note train background.—Photo courtesy Sybel Nygreen**



**Johnson girls basketball team in 1914.
Girls' dress length and high top shoes are a far cry from today's standard
uniform for school or sports.**

—Photo courtesy Sybl Nygreen



Teaching Staff at Johnson High School about 1914.

L. to R. Back row: Harry Sodorff, Solana Moffitt. Front row: Winnie Meek, Mrs. Moffitt, Eva Maxwell.



Johnson High School about 1914

L. to R. 1st row: Ervin Myers, Roy Davis, Agnes Peterson (Gray), Ira Little, Irene Babcock (Wiggins), Tom Taylor, Clara Matheny.

2nd row: Leonard Ailor, Gladys Wiggins, Clinton Meyer, Duetta Nation, Ollie Ruby, Beatrice Fowler, Roy Wiggins.

3rd row: Perry Thompson, Wilda Sodorff (Ossman), Hugh Thompson, Blanche Henry, Thelma Hubbard, Inez Wilson (Sodorff).

4th row: Harold Haynes, Kenneth Gray, Asa Meyer, Zula Babcock, George Larson, Lydia Haynes, and Teacher, Harry Sodorff, Mabel Ryman, teacher, and Principal L. T. Babcock (not shown).



On their way to the Johnson school. Lida Haynes, Alta Wiggins, Gladys Wiggins and Mildred Wiggins.

Wilcox School Makes Night Move

By Miriam Kammerzell

The earliest school in the Wilcox area was built on the John Harper farm on Union Flat. This is the present Harry Sanders farm, located on Highway 295. We do not know the exact date the school came into being, but it was in the early seventies. Sam McNeilly, the eldest son of William McNeilly, who now lives in Chewelah, attended this school in 1881. His teacher was Mr. Skarks.

The following year his father donated land for a school nearer to their home, and the McNeilly school, located approximately three miles from the Harper school, was opened. H. M. Boone, Hester O'Dell and J. G. Eliot were among the first teachers at the McNeilly school. Meanwhile, the settlers nearer the Territorial Road felt the Harper school to be too far away, and so, one night in 1883 several brought their teams and moved the school house to a new location on Union Flat on the Territorial Road, the present site of Wilcox. We can only imagine the stir this move must have occasioned, accomplished as it was without the formality of a school election.

In 1888, there were two teachers for the twenty-five pupils for two separate terms totaling $6\frac{3}{4}$ months. They were paid about forty dollars a month for a combined total salary of \$260. The frame school building was valued at twenty-five dollars and the furniture at thirty-five dollars. Cost of school apparatus (charts, globes, maps, etc.) were valued at twenty-five dollars. They did not have a Webster's Unabridged Dictionary. (Ms. WSU Archives 1957.)□

Harvest Party—Invitations are out for a harvest party and dance to be given at Wawawai Friday evening, October 8, 1886 for the benefit of District 86. The proceeds to be used in procuring seats for the school house. The dance will be held in Tabor's warehouse.—**Palouse Gazette, October 1, 1886.**

Miss Leoti L. West, Educator Extraordinaire

By Lenore Nordwall

Miss Leoti L. West deserves a prominent place in any account of the early schools of this county and state. Her cheerful and wholesome personality plus the excellence of her teaching is remembered by hundreds of well-known residents in Whitman county.

Miss West was born in Iowa in 1851. Her father died while serving in the Union Army so at fifteen years of age she entered the state school for orphans of Iowa soldiers, at Cedar Falls. She had completed a year at Mount Carroll Seminary which later became affiliated with Chicago University. After a year at Cedar Falls she was hired to keep books for the school while she attended business college. Here she learned the beautiful Spencerian penmanship which she used throughout her life.

For the next several years she divided her teaching time between the primary class at the soldier's orphans' school and Mt. Carroll Seminary where she taught and studied and her home district where she also taught.

After a year as head of the English department at Bayless Business College at Dubuque, Iowa, she came to Colfax in 1878, as director of the new Colfax Academy which was organized under the auspices of the Baptist Church.

At this time there were a few private denominational schools in the territory called academies, but no high schools until one was started at Dayton in 1881. When Washington became a state in 1889 there were only six high schools within its boundaries.

Forty years before the Colfax Academy was opened, Horace Mann had inaugurated the plan of state education in New England. The belief was widespread that higher education produced men and women who had no knowledge of labor and who would become triflers and drones. Not all parents were willing to let their children attend these schools.

Miss West's new school was housed in a one-story building twenty-six by fifty feet with a six foot entry way cutting the class room to forty-four feet. Boards of pine were used to form two rows of benches along the walls with desks. A row of long benches ran down the middle of the room. School opened in September of 1878 with 17 pupils but increased to 100 the first year. The students were mostly in the upper grades of elementary school. They came from an area reaching from the Snake River to Canada and from Idaho to the Cascade Mountains. Miss West made long journeys by buckboard and horseback over this district, gathering her recruits. She made good according to her contract and after that first year she took over the full responsibility of the school including the financing.

The third year she hired Mary Davis as her assistant at thirty dollars per month and board. The Baptist Association of Idaho, Eastern Oregon and Washington met in Moscow during the summer of 1881 and decided to build a two story addition twenty-eight by thirty two feet to the academy. A board of trustees headed by James A. Perkins would be in charge of administration.

Miss West faced a grave test of her ability to hold her position because of prejudice against women as heads of schools for higher learning. The Reverend Stearns paid the academy an official visit and was invited to address the students. He began with, "All you young people who love your teacher, stand up."

Footnote: Edited from *Reminiscences of a Pedagogue* by S. C. Roberts (1935) by Lenore Nordwall, a native of North Dakota who lives in Whitman county.

Every student rose and that seemed to decide the issue.

Other private schools were opened in Colfax, some at half the tuition charged at the Colfax Academy but the enrollment at these schools never totaled enough to be really successful. At one time the board of trustees decided to secure a good man to head the academy but did not find such a man so Miss West continued for two more years. Lucy Spalding was Miss West's assistant at this time.

In addition to teaching, Miss West was assistant to the county superintendent, the Rev. Cushing Ells, and had charge of the teachers institute and examinations. At the institute she used wooden blocks to demonstrate the teaching of square and cube root. It seemed she was the only teacher in the county holding a first grade certificate which was a required qualification for an examiner.

In 1881, she was appointed a member of the territorial board of education and performed a valuable service in selecting text books. For this she received only her expense money.

She left the academy in 1883 to become principal teacher of the new Baker School at Walla Walla where she remained for eighteen years.

A high school course was first started in the public schools in 1889 with that class graduating in 1892. Colfax graduated three students that year. They were Harold Doolittle, Zenna Morse, and Fanny Bragg.

Miss West resigned from Baker School in 1900 to move to a farm she had bought at Rosalia. She was principal of the Rosalia schools with an enrollment of 150 students and she taught there for two years with only three assistants. She lost her bid for the office of county superintendent to S. M. McCroskey but served two years as head of the schools at Republic. She was appointed a member of the board of teachers examiners and spoke at many school assemblies. For thirteen years she did little teaching except to instruct English classes at Spokane University. In 1917, she began a two-year service as teacher at Eltopia and then to qualify for the benefits of the Teachers Retirement fund she taught two more years at Camano, near Whidby Island, and thus completed fifty-six years of teaching.

When she finished her five years as head of the academy at Colfax Miss West had said, "I went to Colfax with \$500, gave nearly five years of my life and left there fifty dollars in debt."

After a long life of service to her fellow man in the field of education, Miss West died in 1933. She will always hold a place of honor as one who gave of herself whole heartedly to a pioneering West. □

The Construction of Colfax College

Miss West was finally replaced by Mr. E. P. Trimble as head of the Academy. In 1883, he took his place in the school along with his wife, also a teacher, and four young women, Margaret and Lucy Cairns, and Rose and Ella Rounds, who would likewise teach. The school had only three rooms and it was apparent to all that larger quarters were needed.

Subscriptions to the building fund came in readily and soon the trustees felt the time had come to build. Plans for a four-story brick building were accepted and the call for bids went out. All bids received were much beyond the amount available for building. The plans were changed from brick to wood by H. H. McCord, a local architect.

The call for bids went out a second time and Mr. McCord and his partner Mr. Ford won the contract for a bid of \$1177.70. Mr. McCord sold his half of the business to Mr. S. C. Roberts, a teacher and carpenter.

The contract called for the building to be enclosed before the first half of the payment would be made with the balance to be paid upon completion. The first half of the college contract was due the first part of November. A meeting of the trustees and contractors was arranged. At the meeting it was learned that most of the subscriptions had been made as promissory notes given by farmers. Because wheat was only 35¢ a bushel, the trustees had not pressed for payment on these notes. The contractors were urged to continue with the construction being assured that they would be paid in full when the building was completed. Because the trustees were all fairly wealthy men, the contractors agreed.

The price of wheat remained low but the trustees began the task of collecting on the notes. Mr. Hollingsworth, owner of the local brickyard, had subscribed \$500 to the building fund. But refused to pay anything because the building plans had been changed from brick to wood and the building had not been lo-



The Colfax College

Photo W.S.U. Library

cated on property he owned south of Cooper Lake. He could not be forced to pay under the circumstances and when word got around to that effect, many other subscribers went back on their promises. The contractors were paid far less than half of the contract price for their work, receiving only \$4,000.

Later the price of wheat again stabilized and the trustees felt sure they could collect more of the money promised to the building fund.

Mr. Trimble resigned after a time and Professor English, a well-educated and cultured gentleman, became head of the college. He operated the college under difficult circumstances for ten years graduating some 700 students, seven with baccalaureate degrees.

By this time the whole aspect of higher educational facilities was changing. The new state college at Pullman offered courses in laboratory sciences, engineering, manual arts and home economics in addition to those of classical learning. While the established courses would always be needed it was felt they were not enough to fit a student for modern life.

What had been from the beginning a prevailing choice of religious schools soon changed with the offer of these new opportunities at Pullman. Waitsburg and Hunteville academies, Edwards and Spokane colleges were closed for lack of students, and Colfax Academy could not meet the competition in costs with the rapidly growing, tax supported, tuition free state college only a few miles away.

For a number of years the college housed the Interstate Museum and Historical Society. □

Footnote: From *Reminiscences of a Pedagogue* by S. C. Roberts (1935) Ed.

STATEMENT.

Colfax, Washington, Oct. 3rd 1903

M. J. M. East

In account with

English's Collegiate School.

F. N. English, A. M., Ph. D., Principal.

Super.	1902	To Tuition Fall term	2000	
		" Board & Room	1200	
Feb 2		" Tuition Winter Term	3300	
		" Electric Light	500	
		" Room Rent	1200	
		" Bal. on old Accts	2640	
April		" Tuition Spring term	2000	
		" Board	1800	
		" Readers	75	
		" Window lights	75	
			<u>14790</u>	
Nov		By cash		2000
		By Meat 197 lbs @ 7 1/2		1428
Mar 18	1903	By cash		1000
		By Wheat 2 sacks @ 50		100
		" " 1 sack good		130
Oct 2	1903	" Eggs		1000
		" Wheat 45 bu @ 61 1/2		<u>2745</u>
				<u>8453</u>
Oct 3		To Balance	6387	

Pioneer Teacher Regards Discipline As A Part Of Total Education

"Some of the children come from homes where such a thing as disobedience is never allowed; others from homes where it is the rule."

—Colfax Gazette 1909

CORRECT DISCIPLINE.

Address Delivered by Miss Kittie E.
Hooper, of Johnson, at Teachers'
Meeting Held at Colton.
Whitman Co., Wash.

The following address, delivered by Miss Kitty Hooper at Colton, Washington, recently, is reprinted from the Colfax Gazette. Miss Hooper is a daughter of the Hon. Miles M. Hooper of this city:

"To govern wisely is mainly to direct the activities of the children in the right channels: to implant right motives; to restrain evil tendencies and to encourage all that is good."

In the home and the state there are laws and customs to which every good citizen submits, and if we allow the child to follow his own inclinations without regard to the advice of those in authority over him, we shall fail in our purpose to make a good citizen of him.

There is a growing recognition of the responsibility of the primary teacher. At the opening of school there are from twenty to fifty individuals who for the first time are brought before her. Some of them are from humble life and perhaps bear upon them marks of parental neglect. Little accustomed to society, they are awkward and bashful and even impertinent in their manner. Their persons and clothing may present nothing attractive or gratifying in the eye of a stranger. Contrasted with these are children who have never known anything but comfort—who are so bright and attractive that the teacher is

prone to find her feelings committed in favor of the latter and against the former.

But this is wrong. A judgment thus hastily formed is extremely unjust, as a few days' acquaintance will usually show. The child of a shy, retiring disposition often has the truest heart, and as the teacher has to do with the mind and the heart she should not be influenced by the outward appearance of these little ones, but should have as radiant a smile and gentle a tone for the neglected, unfortunate child as for the more favored child of ease and comfort.

The primary teacher has the task of harmonizing the home environments that nurture her charges who are taking the first steps into a work-a-day world. Here is the influence which is to decide for many a child whether school is to be for him a desirable place for years to come. To her are intrusted little children sometimes of a very tender age—to be initiated into a strange, new place that is entirely different from anything yet known to their experience or imagination.

How important it is then that she discipline these little ones—especially the shy and awkward—in such a way as to avoid that period of shrinking timidity and homesickness which makes the little sufferers—and everyone else—miserable. How important that she have the ability to thoroughly master one of the greatest problems which confronts the primary teacher—how to form correct habits of action in the life of the child.

This problem is intensified by the fact that in some of these children are

evil tendencies which must, through judicious instruction and discipline, be blotted out before the good will flourish. She should bear in mind that she is dealing with embryo men and women whose training should enable them in later years to have such control of self, bodily and mentally, that they may resist temptations, tell good from evil and raise themselves to the highest plane of living.

Some of the children come from homes where such a thing as disobedience is never allowed; others from homes where it is the rule. Nevertheless, in the properly governed school there should be regulations which every child should observe; some means of obedience which comes from a sense of right and a desire to do right must be exacted from every pupil. Unruly children are seldom happy, and at times punishment is absolutely necessary, but when resort to it is made too often the government of the school is weakened.

It has been said that "Good teaching will go farther than any other thing in securing good order."

Another strong aid in securing good discipline is sympathy. The heart of a little child responds readily to kind words and loving deeds. Children are moved by impulse and have not yet learned self-control. Temptations come to them suddenly and they have not the strength to resist. The nervous child cannot sit still; the stubborn boy does not see why he should obey; the dull girl fails to understand the simplest statement; the mischievous child is never idle. However, the successful teacher will find a way to reach them all.

Children are naturally restless, but often a frequent change of posture will put things right. If seats are uncomfortable; if the room is too hot or too cold; if the air is bad from imperfect ventilation, the pupils cannot give their best attention.

Children should be made comfortable: lessons should be short, spirited, interesting, and the teacher should create around them an atmosphere combined with mercy, love and justice,

in which they delight to dwell."

While it is important that good discipline be observed in the school room, it is no less important that good government be brought about on the playground. A place which is often sadly neglected, yet no place more deserves the ever guiding influence of the teacher. It is here that many moral disorders begin as tiny threads which, if allowed to thrive, will strengthen and grow till they become strong cords that tend to blight the after life, no matter what may be the intellectual development. Many are the evils that lurk in places where children play together under loose government or no government at all. How many teachers control the playground and go there with the children to teach them true government in their sports?

The right teacher can exert an influence that will tell years afterward in the lives of her pupils. By being present there is less tendency among the pupils to do wrong, and if such happens he has the proper information for punishing and thus preventing the same from occurring again. Also he may by tact and example inspire the pupils toward many little deeds of kindness and a cheerful disposition that are worth many times the trouble.

In every enterprise there is great advantage to be derived from forethought, and perhaps nowhere is the advantage greater than in the teaching profession. Here the ounce of prevention is worth more than the pound of cure, for many times the tendency to do wrong may be detected and stamped out before the fault is developed.

Yet after all in the final analysis the vital element in good discipline is the teacher. The lives of the little ones reflect the character of the teacher who governs them. This being true we should look well after our own preparation, both from a moral and from an intellectual standpoint.

There is no greater calling than that of the primary teacher. To her are intrusted the little plants from the household and, "as the twig is bent the tree will grow."