

An Interview with  
**B. Loucile Malone**

at the State Historical Society in  
Columbia, Missouri

**18 April 2011**

interviewed by Jeff D. Corrigan



Oral History Program  
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## PREFACE

The interview was taped on a 1GB CompactFlash card, using a Marantz PMD-660 digital recorder and an audio-technica AT825 microphone placed on a tripod. There are periodic background sounds but the recording is of generally high quality.

The following transcript represents a rendering of the oral history interview. Stylistic alterations have been made as part of a general transcription policy. The interviewee offered clarifications and suggestions, which the following transcript reflects. Any use of brackets [ ] indicates editorial insertions not found on the original audio recordings. Physical gestures, certain vocal inflections such as imitation, and/or pauses are designated by a combination of italics and brackets [ / ]. Any use of parentheses ( ) indicates a spoken aside evident from the speaker's intonation, or laughter. Quotation marks [“”] identify speech depicting dialogue, speech patterns, or the initial use of nicknames. Em dashes [—] are used as a stylistic method to show a meaningful pause or an attempt to capture nuances of dialogue or speech patterns. Words are *italicized* when emphasized in speech or when indicating a court case title. Particularly animated speech is identified with **bold** lettering. Underlining [\_\_\_\_] indicates a proper title of a publication. The use of underlining and double question marks in parentheses [\_\_\_\_\_(??)] denotes unintelligible phrases. Although substantial care has been taken to render this transcript as accurately as possible, any remaining errors are the responsibility of the editor, Jeff D. Corrigan.



JC: This is Jeff Corrigan, Oral Historian for the State Historical Society of Missouri, and I am here today, April 18, 2011, in the society's conference room to interview Loucile Malone, our interlibrary loan clerk about her experience attending a one-room schoolhouse. Can you start off by telling me when and where you were born?

5 LM: I was born in Callaway County, um, July 14, 1946, actually I was born July the 7<sup>th</sup> 1946, but my birth certificate says the fourteenth, so that was when it was reported, so that's when I'm legally—that's my legal birth. (laughs)

JC: And do you know why there was a delay or—

10 LM: The—the story I got was that the doctor got hung up or something and didn't get there until the next week. And, so, he put the birth date as the fourteenth rather than the seventh because that's the day he showed up. Course I was already born but— (laughs)

JC: Um, what day do you actually celebrate your birthday on?

LM: Both.

15 JC: Oh.

LM: I get gifts both days, hey. (both laugh)

JC: That's good. But your birth certificate and all that says the fourteenth?

LM: Yeah. For family it's the seventh, for legal anything it's the fourteenth.

20 JC: Okay—Could you tell me a little bit about your family? Um, how many siblings you had, what your parents did for a living?

LM: Um, Daddy was a farmer and, um, he and mom both were born in Callaway County in 1901. Uh, I had eleven children in the family. Two died early, the oldest one was still born and then I had a brother that died when he was two years old. So there were

nine of us that lived to adults, and, um, I had four brothers and four sisters. And I was the youngest.

JC: What kind of farm was it?

LM: A little 40 acre dirt farm. (laughs)

5 JC: Did you have any livestock or—

LM: We had cows that we made pets out of, um, Daddy had hogs but—they—I don't really remember them, they were—when I was real young we lived on a farm that was right next to where—ours lived—ours was at, it was uh, Ray Kennett's farm. And we lived there until I was in first grade I think, and then we moved to our farm,  
10 just the 40 acre farm, which was right adjoining the other. And Daddy run the saw mill for Mr. Kennett for several years.

JC: And did you grow corn and, or what kind of crops did you grow?

LM: It was what Daddy called truck patch, uh farmin', but it was—we had ten acres up on the hill that was always corn and of course he planted beans and pumpkins and  
15 everything else in among the corn, and then we had two gardens and an orchard, grape arbor, um, and we had something like a three acre strawberry patch at one time, and then the rest of it was just what he called truck patches, which was just small patches of—it just varied—different kinds of things, potatoes, sweet corn, um, cabbage, tomatoes, anything, just whatever.

20 JC: Okay. Now when and where did you start school?

LM: I—my first year was 1952, um. I went to Duncan School-house in Callaway County. It was down—I can't remember the exact direction, but it was down close to

Millersburg, and, um, we walked. I—I have trouble remembering the first year I went because I visited so much before I actually started—

JC: Um-hum—

LM: But I—but I do know that, uh, '52—'53 was my first year.

5 JC: And you said you walked, um, how far was it? How far from the farm was it?

LM: It was probably, two to three miles one way. And we walked there and back each day.

JC: You—did you walk with your siblings and that?

LM: We walked with them and as we went along we picked up more of the students that  
10 came in the—so pretty soon—by the time we got to school pretty much the whole school was walking, so, it was fun.

JC: Um, did anybody ever, um—what about bad weather, um, did you walk everyday no matter whether it was—

LM: Most of the time we walked no matter. I know that one year it was—I guess it was  
15 my first year because it snowed and our gravel road, the banks sit up above the road and then the fence post above that there were drifts over the top of the fence post and my brothers went in front so they could make a path so that the girls could get through because it was too deep, and they carried me because I couldn't—was too little, couldn't make it through the snow drifts. (both laugh)

20 JC: Could you describe the physical building, the—what it looked like both inside and outside, whatever you remember?

LM: It was one-room and it had, um, the, the—when you came up facing the front you had steps going up on each side, and the one on the right was supposedly the boy, it went

into the boy's cloak room and the one on the left went into the girl's cloak room, but we all used the one on the right that went into the boys. And that's where the water bucket was and our drinking cups. And the water bucket had a dipper in it and then you took the dipper and poured your water into your cup and drank, and each of our  
5 cups had our name on it, and there were hooks to hang your coats and then a shelf to sit your lunch box on. And then the room itself right inside the two double doors when you went in the front, a stove, which was a coal stove, sat right between the front doors. And then the desks, um, on the right-hand side when you went in crossed the wall with the blackboard. And the teacher's desk sat in front of the blackboard  
10 and in the far back corner was where the piano stood, and then there were windows around the back and the left-hand side. There were like—I think three windows in the back and three or four on the side, on the left side. And—uh, the outside (cleared throat) was fenced in, but there were outside toilets. The boys was on the right, the girls was on the left in the back corners. The swings was on the left, there were see-  
15 saws and the rope swings hung from a pole that was between two trees. And—uh, that's—the flag pole was out front by the road, and the road was pretty well—it went on past the school, but to a farm back there, but nobody lived there so it was pretty much a dead end. And there was a creek that went along the back of the school, and circled around because it crossed the road and that's where we went and played a lot.  
20 It was down by that culvert, so.

JC: How big was the school, size wise, if you had to guess?

LM: Huh, I know it's going to be a lot—it would be a lot smaller than I—to me, probably—

JC: Like compare it—yeah, go ahead and compare it to this room.

LM: It wouldn't have been this long. Maybe—

JC: So maybe from where you're sitting to the wall?

LM: It probably wouldn't have been much bigger than that.

5 JC: Okay, so about 30 feet long, and what about how wide it was, about the size of this room or—

LM: Probably from the windows over to the wall, probably about that, that wide.

JC: Okay, so about 20 feet.

LM: Yeah, it was about that.

10 JC: Um, what was—what color was the school?

LM: White.

JC: Was it a white washed, white wood, white painted—

LM: It was wood—yeah, white, um, wood, clap board I guess you would call it—I can't remember whether the windows were a different color or not, I don't think so, I think

15 it was just all white.

JC: And did you have inside—did you each have your own desk or were they kind of little tables, or—

LM: No, we had our own desk. They were the kind with the one arm on the side, and uh—you put your books underneath and it had uh, um—like a side pocket here that

20 you put some things in.

JC: Now you said there was the water bucket. Was there a well outside then?

LM: Yes, out—out back there was the coal shed and the well. The well set just above on the right hand side just, just outside the door a ways on a little hill and then the coal shed was back behind that.

JC: So did somebody have to bring in the water each day?

5 LM: Yeah, that was one of the chores that—usually the boys got that one. They brought in the coal and the bucket of coal and the water.

JC: —what other kind of chores were there to do?

LM: Uh, dusting the erasers, sweeping the floor, um—you had to sweep out the toilets, make sure there were paper, you—and—and I know there were other things inside the

10 building that you had to do, um, you had to clean the blackboard, and that was different than dusting the eraser—the dusting the erasers was usually one of the smaller kids got to do that and somebody taller washed the blackboard, and that was done every day and then every Friday we did a clean up where all of us worked and we did everything over again before we left that night, so—

15 JC: Um, did the, um, the outhouses did they move—

LM: —no—

JC: —or were they always in the same spot?

LM: They were always in the same spot.

JC: Okay.

20 LM: They had a shield in front of the door. And, uh, they were painted white.

JC: And there was one for girls and one for boys?

LM: One for girls and one for boys.

JC: Now the coal shed, was that—did a parent or—how did the coal get there, was it delivered? Did somebody—

LM: I would assume the school board ordered that. The teacher would tell them when they were gettin' low and then the school board would order that.

5 JC: Okay. Does the school building still exist today?

LM: It did until just a few years ago. And I was talking to one of my brothers, I think, last fall and they said that it had fallen in or somebody had torn it down.

JC: Um, do you know when roughly the school closed?

LM: It closed, let's see, I was in the fourth grade. What year was I in the fourth grade?

10 '56, '57, '55, '56 I was in the fourth grade and '56-'57 we were consolidated into Millersburg school, so the fifth grade went to Millersburg and they were buildin' our new school there, so the earlier grades then from the consolidation went to the Duncan School until they finished buildin' the new schoolhouse at Millersburg. So that would have been the last year, '56-'57 would have been the last year that it was  
15 in session.

JC: And, um, you said it was just torn down recently. What was it used from after that point? Was it used for anything?

LM: Uh, I think that the person who owned the property—that it reverted back to, stored hay in it.

20 JC: So it was just on the corner edge of somebody's property?

LM: Yeah, it was on Douglas McClellan's.

JC: Douglas McClellan's farm?

LM: Um-hm. Um-hm.

JC: And he used it to store hay after that?

LM: At—

JC: At some point—

LM: At some point he started usin' it to store hay. I know we went over a few times and  
5 walked around and there was nothin' in it at that time, but in later years I guess he  
stored hay in it.

JC: How many students were in your class?

LM: My class—(sighs) my first year—thirteen of us.

JC: Were in your grade? Thirteen—

10 LM: Thirteen of them were in the whole school—

JC: Okay, that's what I thought. Thirteen were in the—

LM: —Plus the teacher—

JC: whole school plus your—

LM: —and, three, four, five of us were all my brothers and sisters and me. (laughs)

15 JC: Okay. And then, um, after that, so the first year there was thirteen kids in the school  
that you were there—how much did it fluctuate much the second year?

LM: It was pretty close 'cause this was, two, four, six, eight, ten and that was 1949-50. I  
guess the smallest would have been my fourth grade 'cause it was only two, four, six,  
eight of us there.

20 JC: And that was in, what year, fourth grade—

LM: That was fourth grade.

JC: Nineteen fifty-five through fifty-six?

LM: Yeah.

JC: Okay.

LM: And then this one, '54 or '55, my third year there was more of my family that went. (laughs) Cause my nephew, two nephews and two nieces, as well as, uh, two sisters and me.

5 JC: So since you were the youngest you already had older siblings who had children, so they were attending the same school you did, so you were attending—

LM: Yeah, I had, uh, nieces and nephews that were older than me.

JC: Okay. Okay. Um, now did you have the same teacher the whole time you were there for the fourth grade?

10 LM: Uh-hm.

JC: Can you tell—

LM: Uh, not through the fourth. I had Miss Joy the first and second grade. I had Amanda McClellan the third grade and Claudia McCray for the fourth grade. And then fifth grade went into Millersburg and I had, uh, Mrs. Rummans from there through the  
15 eighth grade.

JC: So you had Miss Joy for the first—

LM: —first and second—

JC: Amanda McClellan for third—

LM: —and Claudia McCray for the fourth.

20 JC: What do you remember about them, um do you remember anything about how they taught or their teaching style, or—

LM: Uh, Miss Joy was one of the students. (laughs) She was out with the students if they were outside, she was, you know, a really one-on-one teacher with every student in

her class, and she still is. And Amanda McClellan was a lot like that, but she wasn't out into the activities outside as much as Miss Joy was, and Claudia McCray was pretty much an inside school, and—

JC: Now one of them you are still in contact with right?

5 LM: Yes. Miss Joy.

JC: Your first one, okay.

LM: First one. She's still in contact with a lot of her students; they're still her students even though most of us (laughs) have grandkids in the school now, so—

JC: Okay, so it was the first—Miss Joy the first one. What was her, um—that was her  
10 name then—

LM: That's, that's, her name was, uh, Joy Starr Jeffries at that time, but—

JC: Starr Jeffries was her last name?

LM: Mm-hm.

JC: Okay.

15 LM: Well, that was her married name.

JC: Okay.

LM: Um, Starr was her maiden name. And then she married Roy Jeffries and they were divorced and she married, um, Cecil Zumwalt, and during the time she was teaching us, cause we used to tease her about him all the time cause was a really good looking  
20 guy and he would come pick her up sometimes. (laughs) That was a big thing for us, but, yeah and then she married him, and so, it was Joy Starr Zumwalt at the end, but for us it was always Miss Joy.

JC: Um-hm. Did you learn a lot, um, from listening to the older kids when they were learning?

LM: You did. You, um, the other grades were easier because you know—you seemed to know what, what was coming up, so it wasn't a surprise and you were more prepared  
5 for it I think. So I think it was a lot easier there, even than it was when I went to fifth grade because we were—once we went into the new school we were kind of separated more, so you weren't as—it, I don't know, it just didn't feel like you were a part of the other grades then, but in the one-room school you were a part of every grade there, so.

10 JC: Um, what activities do you remember doing at the school in regards to, uh—I don't mean recess, but was there any type of programs that you had, or social events that were held at the school, or did the community get together?

LM: We had, um, the pie supper and that's where everybody took a pie and they were bid on and you ate the pie with whoever bought it. Um, there was always a Halloween  
15 program and that involved anybody who wanted to show up that dressed up. I know my aunt and uncle dressed up one time and went, of course nobody knew who they were, but they loved it, they didn't have kids, so they got in on their nieces and nephews by marriage, so. And we had a Christmas play every year. —And then on like Fridays we always had art, so it was—if it was in the summer time we went  
20 outside and usually it was paintings or drawings or things like that. Inside it would be sometimes the same thing, but it would be close to a holiday, it would tend to be more in keeping with the holiday, like if it was Christmas we made Christmas ornaments out of, um, can lids. You cut the top out of a can and then you cut them in different

shapes and make, and put glitter on them or something, and make Christmas tree ornaments or we made them out of paper. Uh, I know one time we made a horse out of paper-mache and we made it large enough that we actually rode the horse, and the boys made the frame out of, uh, wood and then, I can't remember how, but I think they put like chicken wire over the actual wood, so that there was more of a body there and then we started doing paper-mache on it. We all brought newspapers and used them and we made the tail out of binder twine and the mane out of binder twine and then when we got finally finished we painted it. We had a black horse, with a brown mane and tail. And we rode that horse for, I don't know, it was two or three years until the head finally broke off. (laughs)

JC: And that was just one of the art projects you guys did?

LM: That was one of the art projects, and we had puppet shows, where we made our own puppets. I know mine was a chicken one year, and, uh—

JC: Would you guys write the story too for the show?

LM: No, we would have, uh, the teach—Miss Joy would find a play and then we would make the characters out of, as puppets, and then put on a puppet show. I know one we did we all got in trouble afterwards because we varied from the script a little bit because my, my brother started his puppet fighting a little bit. (laughs) Somebody laughed in the audience and that did it, we all got in on it and my uncle was there and he had a new hat and he stomped his hat flat. I know we'll never forget that because he got so tickled that he stomped his new hat. But, we didn't get in too much trouble, she was not too bad with it, but she did let us know that that was not the script that we were supposed to be doing. (laughs)

JC: Now with all these events the pie suppers, the Halloween program, Christmas play,  
um, did you all do it as the whole school together?

LM: As the whole school, yes.

JC: Now with the pie suppers you were saying that everybody would bring in a pie and  
5 then whoever bought it you would, you, the person who made it, would eat with the  
person who bought it—

LM: Mm-hm—

JC: Um, what was the, was it to raise money for the school or—

LM: It—for the, usually it was to raise it for like art supplies or something like that, for a  
10 project like the horse that we wanted to do, so it would pay for whatever we had to  
pay for for that, so.

JC: What time of year would you do the pie supper?

LM: It was in the fall. I keep thinking it was close to Halloween and maybe it was with  
Halloween and maybe it was an event, that, that was part of the Halloween thing, but,  
15 um, it was, we made a pie but you also fixed other things to go with it so it was a  
complete meal and then you ate that whenever, but I—so I know that was in the fall  
but I can't remember whether it was in with the Halloween program as part of it or  
whether it was separate.

JC: Now was the Halloween program, was that at night—

20 LM: Yes.

JC: So you were in school during the day did you decorate at all, or?

LM: We did, we would draw—usually what we did mostly is paint the windows in the  
school that was a big thing we loved to do that, so Miss Joy always let us paint the

windows with a, oh, like a water-color paint that we could wash off afterwards. And sometimes we even used—at Christmas I know one year we used, um, a different kind of paint because we had to scrape—take it off with, ah, like razor blade afterwards, but we were always paintin’ the windows. And then we made other  
5 decorations just to hang around like black cats, and we stuck them to the walls or whatever.

JC: And did you, um, did you make your costumes you wore that night, was that part of the activities or did you do that at home?

LM: We did that at home.

10 JC: Okay.

LM: It was supposed to be try to guess who was who. I remember Dad lettin’ us out before we got to school so that we didn’t come in with Mom and Dad so that they would know who we were. (laughs)

JC: And the Christmas play, is that something that Miss Joy would write herself or—  
15 what, was it a play or was it singing or was it everything?

LM: It was usually the Christmas story. Which I don’t think they are allowed to do anymore, but we did, we did that. The shepherds and Mary and Joseph and the baby, angles, and then we sang songs for it. Um, but it was the Christmas story.

JC: Because you said there was a piano in the school—

20 LM: Um-hm.

JC: Um, you mentioned Fridays you had art class, did you ever, was music, um—

LM: We had—we, I, best I can remember we did that pretty much every day.

JC: Singing of some type?

LM: Uh-hm, yeah. ‘Cause we always liked that, but it was on Friday we pretty much—all Friday afternoon sometimes we would sing, or we had square dances, we did different dances, she taught us, um—I know one of them was a Schottische and we had lot, lot of square dances.

5 JC: What was the one you just said?

LM: Schottische.

JC: Schottische.

LM: Yeah. And then, uh, square dance and I know we did that and she would play the piano while we danced. And then she also brought records sometimes and she would  
10 do the calling (laughs) and, so, uh, when it was bad outside, especially in the winter time in the afternoon on Fridays, we danced.

JC: Now, um, about recess, could you tell me, um, do you remember when you had it, was it once a day, twice a day, how long was it, and could you tell me about the types of things you guys would do, the games you would play or the activities you would  
15 do?

LM: Okay, we had two recesses, morning and afternoon, and then we had the lunch time, uh, and I keep wantin’ to say lunch hour but I am not sure it was an hour, but the recesses were fifteen minutes, I know that. I think lunch was an hour, but—and at recess we would usually just go out and swing, or see-saw or, uh, we played nigger  
20 on the road (laughs), and, which they don’t call it that of course now but, um, or at lunch we played baseball in the summer, um, winter time I don’t—I think, like, if it was snow we did snowmen and stuff but I don’t really remember, I know that sometimes it was, if there was ice we’d ice skate on the road out there because it was

kind of, it was a dirt road, and, so it was kind of down and when it would fill up with water then it would freeze over. I know we would go out there and slide on it, and some of the kids would bring ice skates and they would ice skate, but, um—

JC: It was that big to be able to ice skate on it, the—

5 LM: Yeah, down the road, it was, it was a fairly long stretch of dirt road and they would—  
I know we did that several times when I was in the, uh, the fourth grade. Um, it froze and was just like a pond down the road from—course to the schoolhouse the traffic would come in so from there on down to the bridge it would, it was dirt and it would kind of fill up with water and freeze and we did, and, down at the culvert we played  
10 fox and goose. Um, we built a play house down there out of logs one time. Um, and we played hide and go seek a lot or come to court. Um—

JC: Now what's come to court?

LM: It's pretty much like hide and go seek, but, um, if the person, uh, seen you they would say come to court whoever, wherever you're at, um—you could get a wave from  
15 somebody that was hidden and then you could go sneak off and go hide again if the person wasn't looking. Um—I know that we played, um, some other games but I really can't remember—

JC: And you mentioned fox and goose? What's that, what was that—what did that entail?

LM: That was just one person was the fox and everybody else was geese and you—it was  
20 more or less tag is what it was, and then, uh, we played, uh, crack the whip, which I didn't like, and um—

JC: What was that, crack the whip?

LM: It's just where you hold the hands and you then swing them around and try to make the person on the end turn loose. (laughs)

JC: Okay.

LM: And then there was, uh, Annie over, of course, and, um, what was the one where you  
5 held hands and tried to break through the hands, I can't remember what the name of that was. I didn't like that because I was little and it always hurt. (laughs)

JC: Was that red rover?

LM: Yeah. Red rover, and, but a lot—most the time we played Annie over.

JC: And what was Annie over?

10 LM: Uh, a red rubber ball that you throwed over the schoolhouse—you divided up teams and you throwed the ball. Somebody throwed it over and you'd say Annie over and you'd throw the ball over. The other side, if somebody on the other side caught the ball they would try to sneak around and tag somebody, whoever had the ball, tried to tag somebody. When you got everybody on your side then you won.

15 JC: Okay. So the object of that game was to get, um, so you wanted to be on the other side, so—

LM: Well, it was to catch—whoever caught the ball had to tag somebody and then they were on the people's side that caught the ball. Once you got, one side or the other got everybody on—

20 JC: That was the winning side then?

LM: They was, that was the winning side.

JC: Okay. Um, I don't—I think you briefly mentioned this about you had a place in the cloak room that you put your lunch. Did you take your lunch every day?

LM: Yes.

JC: Um, would that be something your mom would pack for you or—

LM: Uh, yes, uh, she got up at four o'clock every morning and to get us all out to school  
and Daddy off, um—we had, usually we took biscuits, Mom made biscuits. We  
5 didn't have white bread like they have now, she made biscuits and then we would  
take them to school and there were kids there who were richer than we were. They  
had light bread, so we could trade our biscuits (laughs) for their sandwich or—and  
then I know that there was, the neighbor had an apple tree that was on the way to  
school over the fence. And, um, my brothers would empty their lunch into the girls'  
10 lunch boxes and then they would climb over the fence and go load up their lunch  
boxes with those apples and they'd take them to school and we'd trade them to the  
other kids. The kids who actually owned the apple tree we'd trade 'em to them cause  
they brought graham crackers with marshmallow cream in them (laughs), so we  
traded them their own apples.

15 JC: Now didn't you say that you had an orchard of some type on your farm?

LM: We did.

JC: What kind, what was it, were they apples or—

LM: We had apples, pears, peaches, plums, um, and the grapes, and there would be two or  
three different kinds of peaches and two or three different kinds of apples, and, um,  
20 seems like there was raspberries, gooseberries, and, um, something else but I can't  
remember what else.

JC: Was that something that—would you bring that stuff too occasionally or was that all  
sold?

LM: That was once we moved up to the—to the 40 acre farm when I was in second grade. First grade when we went we were livin' on Ray Kennett's place and that was where we walked where the apple tree was across the road. Um, it was, it was about the same distance either way from Ray Kennett's farm to ours.

5 JC: And you attended til fourth grade right—

LM: Uh-huh—

JC: —and then you went to Millersburg?

LM: Then we were consolidated into Millersburg. I wasn't happy with that 'cause Millersburg had the reputation of being a really tough school, and the kids were  
10 rough, and I, but they weren't. (laughs)

JC: Now how far was that?

LM: Uh, that would have been about five, four to five miles. Probably, I would say at least five, maybe a little bit more from where I lived.

JC: Did you still have to walk or—

15 LM: No, we had a bus then.

JC: Okay. Um, I was going to ask you if you kept in contact with any of the other students that you attended with. I know a lot of them were your family, but—

LM: Um, still hear from Lois Jean, uh, that was Lois Jean McClellan. It's Lois Jean Long now. I hear from her once in a while, and of course one of them, Raymond Jones, he  
20 married my sister, so, and, um, I hear from, uh, his sister. He has since died so I don't hear from him anymore, of course, but his sister, I hear from her. And, um, Vivian and Shirley, they were older than me, but they still, um, go to the senior dances in

Fulton where my brother goes, so, I still see them once in a while. So actually the most of them, that are still living, do see every once in a while.

JC: Um, did a lot of them stay around in here in this area at least, or mid-Missouri?

LM: Uh, most of them are around Callaway or, uh, Carol Ann lives in St. Louis now, but  
5 most of the rest of them are around, um, the Callaway County or, um, or Jeff or Columbia, so they're still close within the area.

JC: Okay. Um, how do you feel about the quality of the education you got there?

LM: I think it was, I know mine was lot better than my son's when he went. I had more  
10 time with the teacher and when you weren't with the teacher you were with one of the older students and it was a, it was a one-on-one, um, school no matter what you were doin' because if you weren't with the teacher then you were with one of the older students that, and, um, so I'm, yeah, it was lot better, it was a lot easier, it was, um—  
15 and of course like you said earlier, you, you were in with the other grades so you heard their, them when they were going through their studies, so you picked up on a lot of that, so it was, it was easier and I think it was a lot better.

JC: So you think the one-room schoolhouse with everybody in small, that small of a group was better than when you went to Millersburg and you were divided up by class?

LM: I think so. It, it seemed to be—I mean, me personally because I had had the closeness  
20 my first years. I think that there were some of the students there in Millersburg that hadn't had that and they really did have a tough time, I think. And so, I think most of the kids that went in my school were really, um, didn't have any problems later. It was really easier.

JC: Okay. Um, what kind of, if any, um, influence do you think attending that one-room schoolhouse had on your life?

LM: I think I weighed every other class by that. (laughs) Most of the time they came up—there were a few high school classes that equaled it I thought, but for the most  
5 part I thought that the one-room school just really—it was just better.

JC: Do you think kids at, um, say that went to Millersburg that had never been to a one-room schoolhouse, do you think they missed out on something?

LM: I think they did. I think it was—because they really had trouble doing things that I was doing in first grade, and some of them were in the upper grades. In fourth grade  
10 they were really having trouble reading and that type thing, and now of course I know all the different things—dyslexia and things that can cause that, but yet I know that they weren't, they just didn't have the attention and I know their home life wasn't the best probably, but, still they didn't have that closeness and the real attention that you got in that one-room school.

15 JC: Are there any stories, um, from the one-room schoolhouse that you'd like to share that sticks out in your mind we didn't cover in any of the questions? Is there anything, um, a story, an event, or anything that happened, um, that we didn't cover, maybe that was a different social event or—

LM: I can't think of anything right off. We—we did—there were just so many things that  
20 we did that I've probably forgotten, that I know if somebody else were talkin' they could probably remember some of the things that I've forgotten, but—

JC: That's okay. But, okay, well if you don't have anything else to share I'm going to go ahead and shut off the recorder, but thank you very much.

LM: Ok.

JC: Okay, we're back. One more thing you were going to mention before I closed this off is that you said as a class with Miss Joy you did a quilt?

LM: Yes. She brought swatches of material to school. A quilt block for each one of us  
5 and we wrote our name on it and then, um, she crocheted them in, not crocheted, but embroidered them and then she made a quilt out of it and she still has that quilt.

JC: Oh, she does.

LM: Uh-hm. She—

JC: Now how did you decorate it? How did you decorate your patch?

10 LM: We—I don't really remember mine. I remember writing my name on it and I think we put the grade, maybe the year, but we, some of them drew flowers and, um, or just anything they wanted to draw on it and then we, and then she made a quilt out of it. And, there were others—she made quilts with other students too and the other schools that she taught later, but—

15 JC: Did the quilt, was it hung in the classroom while she was there, or—

LM: No, she kept it at home and she still has it. 'Cause I know when my sister and my brothers they, uh, visited her one day and she brought it out and showed them the quilt that we made when we were in school.

JC: Okay. No, that's great. All right, thanks for sharing that.

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