

## CHAPTER XIV

### SCHOOLS AND EDUCATIONAL INTERESTS

#### KNOX SCHOOLS

List of the teachers in the Knox schools: J. Allen Barr, superintendent; Miss Ada Ballard, principal high school; Miss Mary Stilz, German and English; Miss Edith M. Beers, music and drawing; Mervyn Humphreys, commercial and eighth grade; Byron D. Roberts, manual training and seventh grade; John Talbert, sixth grade; Miss Anna Jain, fifth grade; Miss Mattie Hostetter, fourth grade; Miss Florence Seegrist, third grade; Miss Harriet Geddes, second grade; Miss Christena Foltz, first grade.

Prof. J. Allen Barr, the superintendent of the Knox schools, is a man well qualified for the position he holds, coming from North Judson, where he was superintendent for several years, and having taught elsewhere, he is well fitted to superintend this school. A well qualified superintendent is a very essential matter in any high school and our school board has certainly made a choice where the whole school and the patrons will have no cause to regret the choice made by them.

Miss Ada Ballard comes from French Lick, Indiana, is well educated and will fill the place of principal of this school with credit. She is no stranger here. Having taught here for several years speaks well for her, and this the school board was well aware of, and being assured from her former experience here as a teacher they very properly employed her for the 1914-15 term, and well may all feel proud of having her for the principalship of our school.

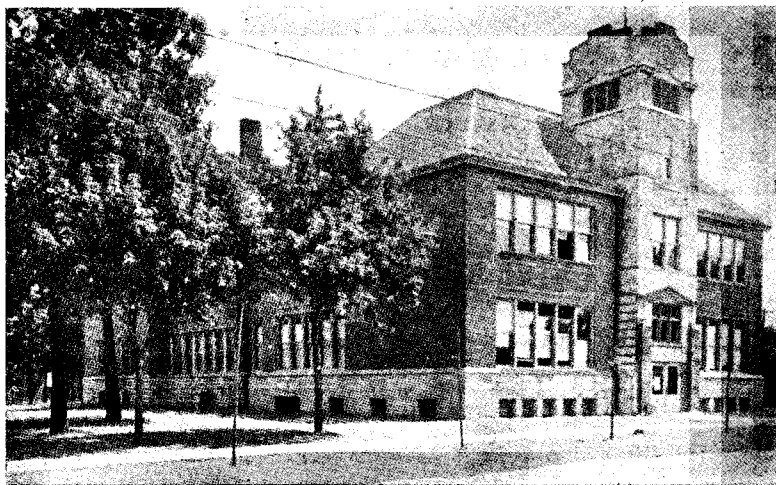
Miss Edith M. Beers has again been employed as the supervisor of music and drawing in our schools. Miss Beers has taught several years in this department of the school and is a lady well qualified for this place. Confidence in her as an able instructor is held by the entire school, the superintendent and the patrons of the town, all extending to her their best wishes, and when the term shall close she can look back over the last year with the assurance that she has performed her duty well.

Mervyn Humphreys is a young man employed in our school to teach the commercial and the eighth grade, a young man with sterling integrity and a disposition to show to the school board that he is well qualified to teach in the branch for which he is employed, giving them no cause to regret their choice in employing him to teach the commercial and eighth grade.

Byron D. Roberts, employed to teach manual training and the seventh grade in our city school, is a young man well acquainted here, a man that the people will honor and respect, a man well qualified to teach in the school the manual training and the seventh grade. We may all be justly proud of him and at the end of the term all will agree that he has filled his place creditably and with satisfaction to the school board, the people and the entire school.

John Talbert, who was raised in Knox and is known by all her citizens, is engaged to teach the sixth grade in our school, a young man that all have implicit confidence in, a man that will go out of school at the close of his term with the full confidence of having performed his part as he has before with the good will of all.

Miss Anna Jain is a lady not a stranger to us, but a teacher who has taught several terms and is known to be able and well qualified to



HIGH SCHOOL, KNOX

teach the fifth grade in the Knox schools. Having been raised in the county and being well acquainted with the patrons of the school, all wish her the best success, as does the school board, all feeling confident of Miss Jain as a successful teacher and all wishing her well.

Miss Mattie Hostetter is the fourth grade teacher in the Knox schools, who has lived here for several years and is a lady well qualified to teach in the department that she has taught in for several years. Having the good will and kind wishes for all who know her gives to her the assurance of meeting with success as she has before in the Knox schools.

Miss Florence Seegrist was born and raised in this county and is well and favorably known to all and when she closes her school term next spring she will have convinced the school board and the people that she has taught the third grade of the Knox schools with credit to herself and the admiration of the superintendent, the school board and the patrons of the entire town.

Miss Harriet Geddes is also another lady born and raised in Starke County, who is engaged in teaching the second grade in our schools, a lady well qualified to teach in any school, one who will make success her aim and endeavor to teach a school that she will be proud of. This she is doing as the second-grade teacher in the Knox schools.

Miss Christina Foltz, who was raised in Starke County, is teacher in the first grade of our school. She knows well how to teach the little folk, and having filled that place for a number of years is enough to convince everyone that she is the right teacher in the right place. Having the love and esteem of all those little folks gives her the assurance of success in teaching this class of pupils in our school. (

It would be impolite to pass the janitor by without saying something of him, a man that has worked faithfully every day and part of the nights to keep the schoolhouse in a comfortable condition. "Firing up the furnace" and sweeping out the rooms and keeping everything in first-class order is no small task, but such is being done by our worthy and ever faithful janitor, Mr. Arthur Lockridge.

According to the enumeration of 1914 there are 538 children in the corporation between the ages of six and twenty-one years and there are enrolled in the school 400 that are in attendance every day.

Here, like in all other towns and cities, are some who do not attend the public schools for various reasons. Some perhaps have got married since the enumeration was taken in April of this year. Some are compelled to stay away from school to work to support a widowed mother. Some choose to follow other pursuits and some have left the neighborhood. The state law does not compel a child to go to school after he is fourteen years old. All goes to show why the full enumeration of children do not attend the schools. An average attendance of 80 per cent of the number enumerated is considered very good. - The law gives the right to all children between the ages of six and twenty-one years to go to school (unless they are married), but it is never the case where all attend school even though they may not be employed.

The law providing for the election of an attendance officer for the county has had a good effect as it is the means of many attending school that would otherwise play truant. This law gives the truant officer, or the attendance officer, as he is called under the law of 1912, to look after all delinquents in the schools and to visit their parents to see what is the cause of the child being out of school. If such children are not sick the attendance officer will request the parents to send the child to school at once (that is if the child is under fourteen years and over seven years of age). Should the parents refuse or neglect to comply with his request he has the right to arrest the parent and bring him into court to show cause why he kept the child out of school. If he can show no legal excuse the parent is subject to a fine. This law has a tendency to cause the parents to keep their children in school. This applies to the whole state and is a good law. Roy Lain, the attendance officer of Starke County, is looking well to the end that the law shall be enforced and the children kept in school as the law provides. Mr. Lain lives near

North Judson, but never neglects his duties in the county. When some of us were school children we were not compelled to attend school. It merely depended on our parents, or perhaps ourselves, whether we went to school or not, but the school laws have been so improved that all may have the benefit of the school revenue.

### OLD TIME SCHOOLS

In the first schools of the county you might see many vacant seats in the school room, and a number of the pupils with hook and line down on the "creek" back of the little log schoolhouse fishing and otherwise playing truant, while the teacher would sit and read and seem very much unconcerned about the school.

With our well equipped school it ought to be a great inducement for children to go to school. The conditions are so much different than what they were fifty years ago, with no school supplies in those days, not even writing pens, no blackboards, goosequills used for writing pens, and the pupils were each required to bring some "fools cap" paper to write on.

The fashion of making the paper into copy books was a usual thing. It would be no uncommon thing to see a dozen pupils sitting in a row with their backs toward the school, there writing on a slab desk as I have before spoken of. The conditions are so much different now. We can go to school in a fine, elegant school building furnished and fitted up in all the modern fashion possible, school building with furnace heat, with a janitor to look after that part of the building, the pupils all classed off into rooms according to the grade to which they belong, from first grade to the eighth grade, and then the high school with superintendent and assistant superintendent or principal, grammar teacher, commercial course or manual training—all taught in one building with a supervisor of music and drawing, all under the supervision of a superintendent. Now is it any wonder that some of us must look with astonishment at the progress that has been made in the way that the educational interests are conducted, when we look away back to the time when we attended school in the little red schoolhouse on the hillside, near some babbling brook, where the robin redbreast and other birds would sing from the treetops of the old maple and the oak, cheering us on to success. Our hearts may throb and our eyes grow dim when we look back to the days of our childhood, away back to the old school ground and the paths we made going and coming to school. But all is changed, all is grand now in improvement, far above the expectations of man of fifty years ago.

You and I went to school, John,

Some fifty years ago or more.

Well do I remember, John,

As we walked across the field of clover.

It was in the little red schoolhouse, John,  
The teacher would stand us all in a row  
And pronounce from the old spelling book, John,  
The kind we used so long ago.  
Well do I remember, John,  
We tried so hard each to win the race,  
But it was you that won the prize, John,  
(I feel the tears trickling down my face).  
But I have never begrudged it to you, John,  
It was all done as fair as fair could be,  
And hoping you have profited by it, John,  
Is the sincere wish of me.

The school children going to our public schools have no thought, perhaps, of the inconveniences that were experienced away back in the '50s when some of the children went to school a long distance and some thinly dressed, and no roads but perhaps an Indian trail or "cow path" to follow. While all this is true, we must admit that there were noble statesmen and men of great business qualifications reared up in those days, men who could grasp the situation and handle problems with wonderful power and good judgment, men who went forward with the duties both national and domestic, with bravery, yet with calm and sure intelligence. Men not afraid to stand up and advocate all questions that in their opinion would better the conditions of our schools and school book questions as well as all other matters coming before them.

It is always a pride and a pleasure for those that attended the public schools of any town or city to have the privilege of reading the names in after years of the principal or superintendents that had charge of the school at that time. In looking back in after years to the time that you were a pupil I have no doubt but what the cherished memory of your teacher as well as your classmates comes vividly into your minds, and how much comfort you can take in reading the names of your principal and superintendents from a history giving those names and the dates that they filled that very important position.

Ever since the town has been located we have had some kind of a school. The first schools we had were in a measure subscription schools, but as the country advanced so did the educational interests advance until we could have better schools than we were able to have in the beginning.

Our schools were carried on similar to our small country schools, getting better and larger until the year of 1873. We then had advanced so far that we employed a principal to manage the school and look over the other two or three teachers.

We employed a principal each year from that time until the year of 1900. That is the year that the Knox school was commissioned as the Knox high school. Much credit is due J. Walter Dunn for the effort he put forth to have the school commissioned. This was the

second year that Mr. Dunn had been here. Coming here in 1898 he soon saw that we were to have our school commissioned, which was done in 1900, and has been known ever since that time as the Knox Commissioned High School.

The following is a list of the principals and superintendents of the Knox schools: 1873-74, Oliver A. Rea, principal; 1874-75, Robert J. Ewing, principal; 1875-76, Jesse A. Williams, principal; 1876-77, E. L. Yarlott, principal; 1877-78, Jesse A. Williams, principal; 1878-79, George A. Scott, principal; 1879 and ending 1879, Henry H. Cannon, principal; 1879-80, J. S. Robinson, principal; 1880-83, William A. Foster, principal; 1883 and ending 1883, Jacob A. Cannon, principal; 1883-84, Daniel P. Haley, principal; 1884-85, Jacob A. Cannon, principal; 1885-87, C. W. Hoffman, principal; 1887-88, Leander E. Conner, principal; 1888-89, C. A. Byers, principal; 1889-91 Henry C. Roney, principal; 1891-94, G. M. Alexander, principal; 1894-97, A. J. White-leather, principal; 1897-98, A. H. Sherer, principal; 1898-1900, J. Walter Dunn, principal; 1900-03, J. Walter Dunn, superintendent; 1903-05, C. W. Egner, superintendent; 1905-09, W. F. Ellis, superintendent; 1909-10, O. S. Staley, superintendent; 1910-14, James M. Leffel, superintendent; 1914, J. Allen Barr, superintendent.

The same general spirit is manifest in the schools of other towns, all making an effort to build up the standard of education in all its branches.

#### CONSOLIDATED SCHOOL

It has only been a few years that the idea of consolidating schools in this county was first discussed. The schools being scattered over each township about three to four miles apart necessitated the pupils walking long distances to school.

The plan of consolidating the schools has not, however, become general in this county. Center Township has a centralized school building located on the southeast corner of the northeast quarter of section 21, township 33 north, range 2 west, being just across the west line of the incorporated town of Knox. It is a fine two story brick and basement school building built three years ago, with an addition built to it the present year of 1914. This accommodates the pupils of the township, they being hauled to the schoolhouse every day. There was an effort to consolidate the schools of California and some of the other townships, but instead of consolidating the schools in that township, Mr. Raschka, the township trustee, contracted and let to the lowest bidder the building of five new and up to date school buildings in that township. There had been built during Morgan Welsh's term three good schoolhouses in the township, this making ample room for all the pupils in the township. Hence the thought of consolidation in California Township went flickering in the sunshine of the past and all are now content with the schools, as they used to be called, "deestric't," schools, of California Township. It will be many years

hence before consolidated schools will be established in that township. Some of the other townships have talked of consolidation, but I am of the opinion that it will be several years before that will be accomplished in those townships.

The schoolhouses in an early day were rude and cheap affairs, and afterward we began to build good district schoolhouses, they taking the place of the first ones built.

It would be, no doubt, something for many people to understand the full value and meaning of the consolidated school as they have it today in a good many locations of the country. Until within the last few years the country people were entirely dependent on the district school for all the education that they received. Not even in our towns were there the facilities and opportunities for receiving a high school education. Nevertheless the country schoolhouse has turned out some wonderful men and women and will long be remembered by those who walked many miles through the almost unbroken forest with their dinner pails and their small supply of books going to school, there to study the lessons assigned to them.

Another thing that might be mentioned here was that the early schools were subscription schools, all being conducted upon one and the same plan. Usually a term was twelve weeks and the teacher had to be paid by the patrons of each school and the fuel was paid for in the same way, or in some cases the neighbors would go together and cut and haul or drag in logs with oxen, there to be cut into convenient length to be placed upon the open fire or burned in stoves, if they were lucky in having one.

#### ADOPTION OF FREE SCHOOLS

Many of the people in Indiana could not read or write. This was the condition along about the years 1841 to 1850. Some of the eastern counties in the state were much better off and had advanced the standard of education materially. Such was the case in the Quaker settlements. Caleb Mills was an active member who contributed memorials to the legislature touching the educational interest of the state. On the 20th day of May, 1847, a convention of the state met at Indianapolis. Leading men from all over the state resolved that our common schools must be free, the time had arrived when the state should take some action and that a revenue must be raised by taxation, a sufficient amount at least to pay for twelve weeks' school in each year. But it was not until the year 1848 that this question was referred to the voters. Fifty-nine counties voted in favor of this proposition. At this election more than 78,000 voted for and about 62,000 voted against the bill.

The north end of the state voted more liberally for the question than the southern counties. This was two years before Starke County was organized. Hence we have no vote for this county.

The legislature after providing for this tax referred the law to

the people for their endorsement. Some counties voted against it as it would increase the taxes, but a majority in the state voted in its favor, the vote being something like 79,000 in favor with 63,000 against it. A new constitution was adopted by the voters of the state, providing for a general system of education, hence the school law of June 14, 1852. This was the beginning of the free schools in Indiana, converting the congressional township into civil townships. Thus the incorporated towns and cities were made school corporations separate from the townships.

This was two years before Starke County was organized. Great advancement has been made since that time in all branches of the schools.

Prior to the year of 1837 the trustees examined the applicants for their license to teach in the schools. Between that date and 1853 the courts vested that right to three persons appointed by that court, then in 1853 the county commissioners controlled this power, that body reducing the number of examiners from three to one, who was to hold his office for three years. Then in 1873 the law was changed so as to include the township trustees, who have elected the county superintendents ever since that time. It was at this time that the law providing for township institutes was passed, the object being to raise the standard of teaching and to create a unity in the schools of the state. The law extending the term of county superintendent to a four-year term was passed in 1899. Since that time all county superintendents hold their office for four years for each term. They are, however, eligible for re-election.

Hence the free school system dated from 1850 or 1852. Each district had controlled its own school affairs as to building new school-houses, providing fuel and regulating the pay of the teachers. The superintendent of school was not known at this time. The taxes were assessed against the properties and all expense in conducting the schools was in the hands of each district to manage.

There was but very little state school fund prior to 1838, hence the distribution made by the state of the school fund had but little effect on our public schools. The government made provisions for education by setting aside one section of land (section 16) in each township, which, when sold, the proceeds were to go into the school fund, and paid out toward the support of the schools. The law was very different in this state from that of Michigan.

In that state the proceeds from the sale of their school lands was turned over to the state and distributed to the schools in proportion to the number of school children. This law was changed in Indiana, for in 1824 the general assembly passed an act providing for the election of three school trustees in each congressional township, turning full power and control of the school and school funds over to that body. Every person not physically afflicted was required to give one day's work in each week or pay to the trustees the amount of 37½ cents in place of the day's work until the schoolhouse was completed



and ready for occupancy by the school. The examinations for teacher's license to teach in the public schools could be held privately in those days. Those holding the examination or passing upon the questions of the applicant were very incompetent. Many times the teacher would be employed without even having to pass the rudest kind of an examination.

Some of the old citizens recollect when the seminary was conducted in this state, the township high school now taking the place of the seminary, which was calculated to furnish the instruction that was required between the common schools and our state universities. The pupils would pass examinations and be promoted from the seminary instead of our high schools, which would be virtually the same thing.

#### CENTRALIZED SCHOOL

The Center Township Centralized School having been before mentioned as to the location, etc., I will now give the names of the teachers as follows: Mr. C. F. Dye, principal; Miss Alida A. Morris, assistant principal; Miss Vesta Golding, 8th grade; Mrs. Bessie D. Harden, 6th and 7th grades; Miss Georgia Almenkrantz, 4th and 5th grades; Mrs. Harriet Fuller, 3d and part of 2d grades; Miss Hazel Compton, 1st and part of 2d grades; Miss Edith Beers, music and drawing; Mr. William G. McCormick, janitor.

Mr. C. F. Dye, the principal, comes from Claypool, Indiana, to take the place of Mr. Carson Rebstock, who had to give up the position as principal of the school on account of sickness. Mr. Dye comes well recommended and everyone interested in the Centralized School feels confident that he will give entire satisfaction and that he will teach and supervise the school in a way that will be a lasting credit to him, and a well remembered successful teacher will be the expression of all at the end of the term in the spring of 1915.

Miss Alida A. Morris, the assistant principal, is a lady well qualified to teach in any school, and all are willing to assert that she will do her duty well as a teacher in the Centralized School of Center Township. Having taught here before gives the township trustee and the patrons full assurance of her ability, and when she shall close her school next spring and bid adieu to her pupils she will have the pleasure to know she taught a good school and has the good will of all.

Miss Vesta Golding, the teacher of the eighth grade in the Centralized School of Center Township, is a lady raised in Knox and is well acquainted here and the township trustee will have no cause to regret that he employed her to teach in this school, and when her term shall end the patrons will have the best wishes for her and no doubt they will be glad to have her return for another year in the same department of the school.

Mrs. Bessie D. Harden is no stranger here, having been raised in the county, and having taught several terms in the school she is now teaching in gives every one implicit confidence in her as a successful

teacher. Mrs. Harden has the sixth and seventh grades in her care and is teaching a very fine school to the entire satisfaction of the whole school, and the endorsement of the principal and also the confidence of the township trustee who employed her.

Miss Georgia Almenkrantz, engaged in teaching the fourth and fifth grades in the Center Township Centralized School, is a lady well qualified to teach in this school. Being kind but firm with her pupils denotes the love and respect she has for them, and in return they manifest the same good will towards her.

Mrs. Harriet Fuller is a teacher who has taught for several years and was raised in Knox, being well acquainted here. The pupils in her charge at the Center Township Centralized School speak very highly of her as their teacher and when she shall close her school in the spring of 1915, she can be assured of having taught a successful school as she has always done before, no complaint coming from anyone, but all agreeing that Mrs. Fuller is a successful teacher in the third and part of the second grades of this school.

Miss Hazel Compton comes from Hamlet to teach the first and part of the second grades in the Centralized School of Center Township, and as she has taught in this locality before she is well acquainted with her pupils, who have the best wishes for her and doing their best to assure her that she is teaching them with success to them and an honor to herself. Full assurance of a successful school year is the wish of all who know her.

Miss Edith Beers, the teacher of music and art, is a successful teacher in this line and gives part of her time at this school and part of her time in the Knox schools. Miss Beers has taught here before and has the confidence of the whole school. She is teaching with the full confidence of all that she will close her school in the spring after another successful school year.

William G. McCormick, the janitor, comes in for a word, too, as he is the man who takes care of the school building, fires up the furnace and does a thousand and one things to make the schoolhouse comfortable for the teachers and pupils, never idle a minute as it is no small job to do the work that he is required to do. Shoveling coal, sweeping the floors, brushing the dust from the seats and desks require his time to keep everything in place and in first class order.

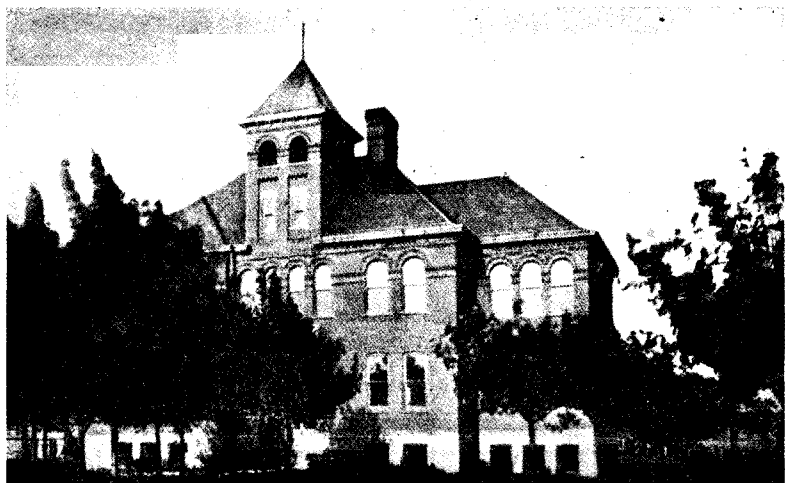
#### PUBLIC SCHOOLS OF NORTH JUDSON

Having referred to the schools in North Judson, I will now give the names of the faculty in the public school of that town: Mr. E. C. Dilley, superintendent; Miss Lois C. Foust, principal; Mr. Aaron Miller, assistant principal; Miss Letta E. Deller, music, art; Mr. George W. Capouch, room No. 5; Miss Minnie Dell, room No. 4; Mrs. Mary Davis, room No. 3; Miss Charlotte Arnold, room No. 2; Miss Bertha Jain, room No. 1; Mr. Neal Bybee, janitor.

This school is considered one of the best high schools in the state,

having good, capable and competent instructors, a fine two story building situated on Keller Avenue, with basement, and a number one heating plant with a hustling janitor who knows how to make the children happy and comfortable from the first day of the term until the bell rings announcing the close of the school for the term. Mr. Dilley having been the superintendent during the last year comes back for the 1914-1915 term with all the assurance of having a successful school year, also with the best wishes of all the patrons of the school.

Miss Lois C. Foust having taught in this school for several years is doing her part to keep up the interest of the school and well may the patrons feel proud of her as an instructor. Filling the next highest position in the school speaks well for her as an able instructor in the North Judson school.



PUBLIC SCHOOL, NORTH JUDSON

Miss Letta Deller, occupying that very important position as director of music and art, has shown the people of North Judson that they have made no mistake in engaging her for the place she so ably fills.

Mr. George W. Capouch is no stranger to the people of North Judson and the school board certainly used good judgment in securing him to teach the fifth room pupils in their school, with the best wishes for him and believing that he will continue to serve in the future as he has in the past.

Miss Minnie Dell, the teacher for room No. four, is an able instructor, always ready and willing to perform the duties assigned to her, a teacher that the pupils love and respect and one that the patrons much admire.

Mrs. Mary Kash Davis, having been raised in North Judson, is well known and capable as the teacher for the third room, where she can instruct the children she knows so well, all of her school extending the best wishes toward her.

Miss Charlotte Arnold is well qualified to teach the second room pupils with credit to herself and honor for them. Having the entire respect of the patrons of the town, she will close her school next spring with the assurance that she has performed her duty well.

Miss Bertha Jain, having taught several years, is the teacher for room No. 1, a place she has filled so well that no one will ever regret that she is employed to teach in that department of the North Judson schools. Having the kindest feeling for her pupils gives her assurance that they have the same feeling and respect for her.

The school board of North Judson should be assured of the kindly and unanimous indorsement of the people in selecting good, competent teachers for their school as the present corps of teachers indicates.

The school board is: L. E. Mosher, president; Charles Hruska, secretary; Perry H. McCormick, treasurer.

The German Lutheran School of North Judson, situated on Talma Avenue, is a school conducted in the interest of the church whose name it bears. Good and efficient instructors speak well for them and the school that they have charge of.

Mr. Theo Smith is the instructor with the minister, Rev. W. Heine, as an assistant. No body of citizens have a better feeling to all men than this class of people, having their own schools, which speaks well for them. This school under the kind of instructors it has will prosper and have the good will of all the people in the town.

#### CATHOLIC SCHOOL, NORTH JUDSON

The Catholic school is well patronized. They have their own school with the following instructors: Sister M. Olivia, Sister M. Hennetti, and Sister M. Floransenda, with Rev. August C. Van Rie as principal. The Catholics, like the Lutherans, have their own school, and this school is conducted in a manner that speaks well for the church and for the community in which it is located.

It has always been the pride of the people to have good schools at North Judson. That same spirit has prevailed since the town was first laid out until the present day, always mindful of the fact that education should be the first thought of man. True, it was a very hard and embarrassing matter for those people to keep pace with the countries around them that had the roads and other facilities that they did not have, but the efforts of all her citizens, working to the end that nothing shall be left undone, but standing together and securing the best conveniences they could, have eventually brought those conditions around, and North Judson can today point with pride to the good she has accomplished in the maintaining of her fine schools. As I said before, with her up-to-date and modern school building she is able to say to the surrounding towns that she is keeping her place among the best public schools in the land. This is fully demonstrated by the fine corps of instructors that has charge of this school, the names of which I have given above.

The German and Catholic schools have been well maintained and kept up with their splendid teachers and their good school buildings as spoken of before. All are indicative of fine results from an educational standpoint. Education has always been the main object of the German Lutherans as well as the Catholics, which you can see in all cities, where you never fail to find their fine school buildings. North Judson is not behind her neighbors in this respect and we give to them the same good will and pleasant wishes that we do to any other people in their efforts to do something honorable among the human family, and winning the prize at the end of the race, a prize worthy of all who make the same effort in this world, a prize you are to receive in another world, in a world to come.

Many of the older inhabitants of North Judson can recollect the little old log schoolhouse, the first one built in their town, and the inconveniences that the teacher and pupils had to encounter. Little did they think of the modern conveniences that they are enjoying today. While those older people could not enjoy those things they can take great pleasure in seeing their children and their children's children enjoying those things that they knew nothing of when they were young and going to school.

This is only one of the indications of progress that we are making in this country. Every year adds something new to our ever onward march of progress from an educational standpoint as well as all other forms of improvement spread abroad in our land. Dating back to the time ever since our public school system was established there has been a disposition upon the part of the people to see what progress they could make upon the question of education. But until our country became somewhat improved and our roads opened up the school question was a hard proposition and we had no high school in the county at that time, nothing but the common small mixed school. Teaching the eight grades was all that was required by the state, but as the county improved and our towns began to assume greater proportions, then the building of more modern school buildings was undertaken by our citizens until we have several high school buildings in the county, among which is the fine high school building at North Judson spoken of. This school is not behind those of neighboring towns in graduating a goodly number of pupils every year. It is a pleasure to know that North Judson has shown to the world that she too is marked upon the map as a first-class educational center and shall continue to hold her place as such.

#### HAMLET SCHOOLS

The superintendent and teachers are given here: Prof. U. R. Young, superintendent; Miss Mary Cobb, principal; Mrs. Burr Abner, 8th room; Miss Lucile Seibold, 5th, 6th and 7th rooms; Mrs. U. R. Young, 3d and 4th rooms; Miss Fern Good, 1st and 2d rooms; Miss Eva VanDerweele, music and drawing; Mr. Walter Diedrick, janitor.

Hamlet is noted for her schools, which are managed by a first-class lot of instructors. U. R. Young, the superintendent, is a man well qualified for the position. Always wide-awake to the best interests of all branches of the school, looking after all the grade teachers and losing no time in all his duties, he is giving the pupils the whole benefit of his services and giving the school board and also the patrons of the school just cause to feel proud of their superintendent. A good, energetic superintendent is a great incentive to the school work over which he has charge.

Miss Mary Cobb, the very well qualified principal of the Hamlet school, comes well recommended to the school board, and is employed to teach the present year, 1914-1915, which she is doing with credit to herself and a full benefit to the pupils in her care. No one will regret that the school board has selected her as principal of the Hamlet school. Doing her duty throughout her school work is her aim from the first until the last day of the term.

The eighth grade pupils are in charge of Mrs. Burr Abner, who is well qualified to teach this grade. No one will work harder to advance the pupils than will Mrs. Abner. Always showing a willingness to perform the duties assigned to her, making success her motto throughout the whole school year, she is giving her pupils her best efforts to instruct them well for the compensation she receives for her services.

Miss Lucile Seibold, the teacher of grades five, six and seven, is the right teacher in the right place. Having the full confidence and the best wishes of all her pupils is a strong indication that she is a successful teacher in any school she may be engaged in, ever ready to perform her duty and showing to the school board that she is worthy of the place she fills in the Hamlet schools.

The third and fourth grades are taught by Mrs. U. R. Young, who is a first class teacher and merits the praise of all her pupils and of the patrons as well. The assurance that she has the entire attention of the school and the respect and admiration of the citizens of Hamlet gives her full confidence of success and when school closes in the spring she can look back over the last year's works with satisfaction of having performed her work well.

Miss Fern Good, having charge of grades Nos. 1 and 2 in the Hamlet school, is a teacher of experience and one who will command the love and respect of all her pupils and the best wishes and esteem of the patrons of the town. Assuring the school board that they will have no occasion to regret that they selected her to teach in their town will be her aim during the whole term.

The very important position, music and drawing, which is taught by Miss Eva VanDerweele, will have her undivided attention throughout the whole school year. She is well qualified to teach in that line and will aim at all times to show the school as well as to convince the school board and the patrons of Hamlet school that she merits the position she fills so well.

Much depends also on the janitor of the school, for it falls on him

to keep the building warm and the children comfortable during school hours. This duty falls on Walter Diedrick, who will ever be at his post doing all in his power to perform his part well, and has the best wishes of the superintendent, the teachers and the entire school.

The school board of Hamlet is Valentine Flora, president; Jacob Short, secretary; Wilber Dye, treasurer.

The school board is a very important office to fill as much depends upon them for the success of the school in employing good and efficient teachers for our public schools. The town board of Hamlet has answered this call faithfully in electing the above school board, who will not neglect anything that they can do to keep the wheels of educational interests revolving around. Ever watchful as to their duties, aiming all the time to furnish anything that the school requires to help it along, always mindful of the fact that they will have as good schools in Hamlet as you find anywhere, this has been the motto of the school board since the present school system was first established in that town. The town well deserves much credit for the good feeling and kind assistance rendered in all the departments of the educational interest so broadly shown by them.

The good feeling towards the board in the building marks the course they all pursue in matters educational, and when they find their school building too small and overcrowded and undertake to increase its dimensions to one of sufficient size to accommodate all the pupils the same desire will be shown as was shown by the board and the citizens of Knox when we built and enlarged our school building last year.

#### GROVERTOWN SCHOOLS

A. F. Marsh, principal; Henry Clausen, assistant principal; Mrs. A. F. Marsh, Grammar grade, music, sewing; Amelia Nelson, Intermediate; Theressa Goppert, Primary.

Mr. A. F. Marsh, the principal of the Grovertown schools, is no stranger in Grovertown, having been raised in that place, is a young man well qualified for the position which he so honorably holds and will fill his place well, maintaining the full confidence of the entire school and the good will and respect of the people in and around Grovertown.

Mr. Henry Clausen, the assistant principal, knows full well the duties assigned to him and is well qualified to fill them with much credit to himself and the entire satisfaction of the whole school. Convincing all that the trustee has made no mistake in employing him as the assistant principal of the Grovertown schools shall be his motto from the first until the last day of the term.

Mrs. A. F. Marsh, wife of A. F. Marsh, is employed to teach the grammar grades, music and sewing in the Grovertown High School, and is well qualified to teach the pupils in the line for which she is employed. Having the good wishes of her pupils as well as the principal and the whole school and the patrons of the school will assure her

of success from the first day of the term until the bell shall denote the closing of the term in the spring of 1915.

Amelia Nelson, having been employed to teach the intermediate grades in this school, is a lady of whom the whole town may feel proud that she is one of the teachers employed in the Grovertown school, and shall close her term with the love and respect of the whole school.

Theressa Goppert is a lady raised in Oregon Township and no one will doubt but what she will teach the primary department of the Grovertown school to the entire satisfaction of the whole school, the principals and the surrounding neighborhood. Winning the love and affection of all those little pupils shall be her aim. Doing all in her power to make her efforts successful is her motto.

### SAN PIERRE

The San Pierre High School has for its principal Miss Mae Falvey, who is a lady raised in San Pierre, well qualified to teach and superintend the school, a teacher that all the town may feel justly proud of, an instructor whom Mr. Daily and the entire neighborhood will honor and revere as the principal so suitably selected for the San Pierre schools.

Augustine Dusek, the assistant principal, has been well chosen, all agreeing that the selection made for that important position was well made. This confidence in the assistant principal gives the whole community the full assurance that the school will be taught with the aim in view to teach just such a school as will have the esteem and good will of all.

Hannah Mundorf's position in charge of the grammar grades is an indication of the good judgment shown by the township trustee in selecting her for that part of the school which she is so well qualified to teach. Her full aim is to teach a school that all will be proud of. She believes that success comes to those who are worthy of it.

Marie Maloney, the teacher selected to teach the intermediate department of our school, is exactly the right teacher for that very important place in the San Pierre schools, and well may the patrons as well as the school look for a successful school year, which it is sure of with the kind of teachers so suitably employed by Mr. Daily.

Anna Kays having been raised in San Pierre is well acquainted in her home town, and being employed to teach the primary department of the San Pierre school is giving entire satisfaction and merits the praise of all the school as well as the parents, and wishing her a successful school year is the sincere wish of all.

North Bend Township, too, has a high school of which M. V. Johnson is the principal, a man of sterling integrity, a man well chosen by the township trustee to so important a position, a position which he is well qualified to fill, a place that all will agree he is filling well. When the school term terminates in the spring of 1915 he can be assured of the fact that he left nothing undone.

Charles Hetfield, assistant principal of this school, has been well



chosen by Mr. Castleman to teach in the North Bend Township High School, a place that he is well qualified to fill, and when the school shall have closed its term for 1914-1915 he will have the pleasure to know he has performed his duty well and maintained the good will of the entire school and the patrons as well.

Mabel Copp, who has been employed to teach the grammar and intermediate departments of the North Bend High School, is a lady well known as a successful teacher and is capable of convincing the township trustee, the superintendents, the whole school and the patrons too that she is the right teacher in the right place, performing her part in the North Bend Township High School with credit to herself and admiration of all.

Minnie Chidister, the primary teacher in the North Bend Township High School, is a lady well suited for that very important place she holds. Kind and attentive to the small pupils, gaining the full confidence of them, when she shall have finished her term they will all wish her well and long for her return in coming years.

The following is a list of the teachers outside of Knox, North Judson, Hamlet, Grovertown, San Pierre, the Centralized School of Center Township and the North Bend Township High School, given by townships:

#### NORTH BEND TOWNSHIP

Harry Doyle, Rosa G. Rock, Forest Smith, Christena Fitting, Loyde Kingman, Mrs. Loyde Kingman and La Verne Green.

#### RAILROAD TOWNSHIP

Clara Arndt, Meta Rennawanz, Bertha Clawson, Sylvia Lindsey and Marietta Mundorf.

#### WASHINGTON TOWNSHIP

Cora Coffin, Roy Piper, Frank Cochenour, George Myers, Vlasta Lukes, Anna Price, John Ziegler and Zora Rodgers.

#### CALIFORNIA TOWNSHIP

Maude Mosher, Harry Hook, Earl Lucas, Minnie Coffin, Dale Short, Grover Short, C. E. Newlin and Florence Stephenson.

#### CENTER TOWNSHIP

Julia Geddes.

#### DAVIS TOWNSHIP

Rex White, Frances Chapel, Ruth Palmer, C. G. Munderf, Edna Bunnell and Margaret Aultman.

## OREGON TOWNSHIP

Forest Marsh, Henry Marsh, Edith Marsh, Sylvia Kraft, Walter Stutsman, Donald Reinhardt and Lois Falkenthal.

## WAYNE TOWNSHIP

Jeanette Smalley, Harriet Deardorf, Grace Clark, Frank Heilman, Ester Atherton and Victor White.

## JACKSON TOWNSHIP

Ada Geddes, Irene Regnold, Laura Swabey.

All of those teachers are deserving of the highest praise for the way they have conducted the schools in Starke County and may their lives be long and continue to be useful in the future as they have been in the past is the sincere wish of the people and the writer.

Officers of the County Institute: Carroll W. Cannon, president (ex officio; Carson Rebstock, vice president; Ada Geddes, secretary; Ada Ballard, assistant secretary; J. Allen Barr, treasurer.

Officers of the County Teachers' Association of 1914: Maude Mosher, president; Grover Short, vice president; Mary Kasch, secretary; Minnie Coffin, assistant secretary; —————, treasurer; Eva VanDerweele, music director; Carroll W. Cannon, county superintendent.

No set of people are more concerned about passing events than the patrons of those children going to our public schools. Giving those small folks over to the instructors in our schools is a matter of deep concern, a matter that we all have the most sincere interest in, a matter that we all can look to with pride, since our school laws are so constructed that we can have the full assurance that our children will be well taken care of and that the taxes that we pay for the maintenance of our schools will not be spent in vain. It brings back to us and our children many times what it costs to educate them in our very well conducted schools, which are founded on the wholesome school laws of Indiana.