

PUBLIC SCHOOLS

OF THE

OF THE

STATE OF MISSOURI

FOR THE SCHOOL YEAR ENDING JUNE 30, 1897.



APPENDIX CITY, MO.
PUBLISHED BY THE STATE OF MISSOURI, 1897.

PUBLIC SCHOOLS OF THE STATE OF MISSOURI
FOR THE SCHOOL YEAR ENDING JUNE 30, 1897
PUBLISHED BY THE STATE PRINTERS AND BINDERS
Written by the SUPERINTENDANT OF SCHOOLS

SCHOOL ARCHITECTURE AND SCHOOL GROUNDS.

The location of the schoolhouse site, the condition of the school premises and the construction of the building are matters of such far-reaching consequences that I venture to insert in this, my third annual report, a few cuts showing architectural designs and offer a few suggestions regarding the same. Of the new school buildings in rural districts erected during the past year, some twenty-five or thirty are believed to conform substantially to modern ideas as to hygienic requirements. From present indications the boxcar pattern for country schoolhouses will soon be abandoned.

The following recommendations are respectfully submitted:

1. The schoolhouse site should be a high and healthful place.
2. The earth should be heaped up underneath the floor of the schoolhouse.
3. Drinking water should be of undoubted purity.
4. Part of every school ground should be sodded with blue grass.
5. Every school ground should have some shade trees.
6. The outhouses should always be kept *clean and decent*.

Note.—The typical school outhouse has a very bad influence. It is commonly a specimen of physical filth and a source of moral poison. It is even more potent for evil than the deadly cigarette, because it infects like a pestilence great numbers of good children who otherwise could avoid impure ideals. Every school outhouse should first be coated inside and outside with paint containing coarse sand. Then a bucket of whitewash and a brush should be kept at hand so as to cover up promptly the vile language which the evil-minded delight to display in such places.

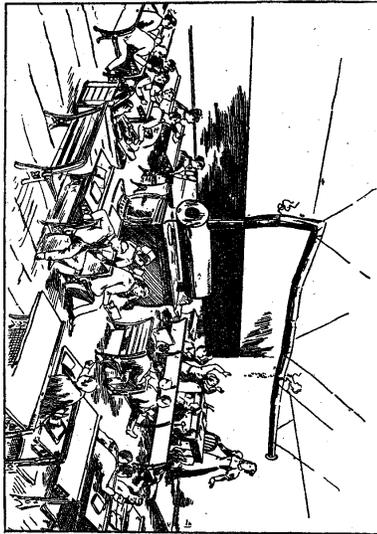
7. A close board fence seven feet high should separate the boys' playground from that of the girls, at the rear of the schoolhouse.
8. Fences should be kept in good repair.
9. There should be a board or gravel walk from the front gate to the schoolhouse door.
10. There should be some kind of walk from the schoolhouse door to each outhouse.
11. There should be a wood-shed or coal-house in which to keep kindlings and some dry fuel.

Figure 1 represents a condition frequently found in rural and village school districts where the people spend their money freely enough, but without regard to convenience, comfort or health; where a few patent seats, a big naked stove and 30 feet of pipe are thought to be sufficient equipment and that without regard to relative position. Talk about discipline in such a school. Look at the conditions:

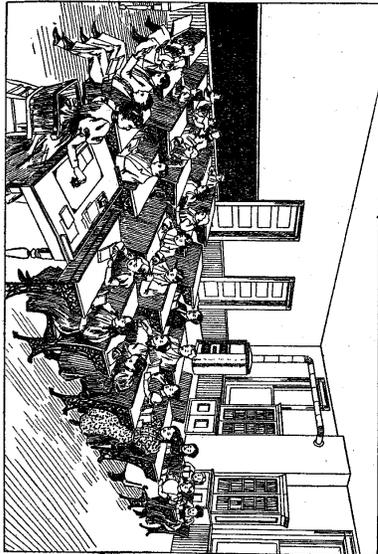
1. The seating is needlessly broken into by the stove.
2. Those near the stove suffer intensely; their heads and faces are overheated.
3. Those near the walls suffer; their feet are cold much of the time.
4. The children of the recitation seat suffer; the radiated heat from the stove and the pipe overheats their heads.
5. The teacher is continually distressed by the heat of the stove pipe pouring down upon her head—"headache, headache, headache."
6. The long overhead pipe seldom has wires enough to hold it in position.
7. The blackboard occupies the left side of the room while the windows are on the right—a common fault even in town and village schools. Light should come from the left and rear.
8. The enormous drum aids in baking the pupils' heads (catarrh, throat trouble).
9. The woodbox, and unsightly catch-all should occupy a less conspicuous place.
10. No dictionary, book-case, maps or pictures are in sight.
11. The teacher's attention is frequently distracted by the unfavorable conditions, the children become dilatory, mischievous; study is extremely difficult; discipline, impossible.

Figure 2.

Now contrast figure 2 with figure 1. One costs about as much money as the other. One favors order, the other disorder. One contributes to comfort, the other to discomfort. One promotes health, the other breed disease. One encourages study and good behavior; the other, idleness and disorder. In figure 2 note the position of: 1, the children; 2, the teacher; 3, the stove; 4, the pipe; 5, the book-cases; 6, the tables; 7, the seats. Now look for the same things in figure 1.



THE BADLY ARRANGED SCHOOLROOM.
Disorder, idleness, mischief; discomfort, ill-temper, disease—due to unfavorable physical conditions.
FIGURE 1.



THE WELL ARRANGED SCHOOLROOM.
Good order and industrious habits fostered; comfort and health promoted—by favorable physical conditions.
FIGURE 2.

SCHOOL ARCHITECTURE AND SCHOOL GROUNDS.

The location of the schoolhouse site, the condition of the school premises and the construction of the building are matters of such far-reaching consequences that I venture to insert in this my third annual report, a few cuts showing architectural designs and offer a few suggestions regarding the same. Of the new school buildings in rural districts erected during the past year, some twenty-five or thirty are believed to conform substantially to modern ideas as to hygienic requirements. From present indications the box-car pattern for country schoolhouses will soon be abandoned.

The following recommendations are respectfully submitted:

1. The schoolhouse site should be a high and healthy place.
2. The earth should be heaped up underneath the floor of the schoolhouse.
3. Drinking water should be of undoubted purity.
4. Part of every school ground should be sodded with blue grass.
5. Every school ground should have some shade trees.
6. The outhouses should always be kept clean and decent.

Note.—The typical school outhouse has a very bad odor, and even more potent for evil than the odor of privies, because it infects like a pestilence great numbers of good children who otherwise could avoid impure ideas. Every school outhouse should be washed and a brush and outside with pain combing over it every day, so that the vile language which the evil-minded delight to display in such places.

7. A close board fence seven feet high should separate the boys' playground from that of the girls, at the rear of the schoolhouse.

8. Fences should be kept in good repair.
9. There should be a board or gravel walk from the front gate to the schoolhouse door.
10. There should be some kind of walk from the schoolhouse door to each outhouse.
11. There should be a wood-shed or coal-house in which to keep kindlings and some dry fuel.

Figure 1 represents a condition frequently found in rural and village school districts where the people spend their money freely enough, but without regard to convenience, comfort or health; where the accepted doctrine seems to be that four walls, a roof, a floor, several uncurtained windows and a door constitute a schoolroom regardless of the order of arrangement; where a few patent seats, a big naked stove and 30 feet of pipe are thought to be sufficient equipment and that without regard to relative position. Talk about discipline in such a school. Look at the conditions:

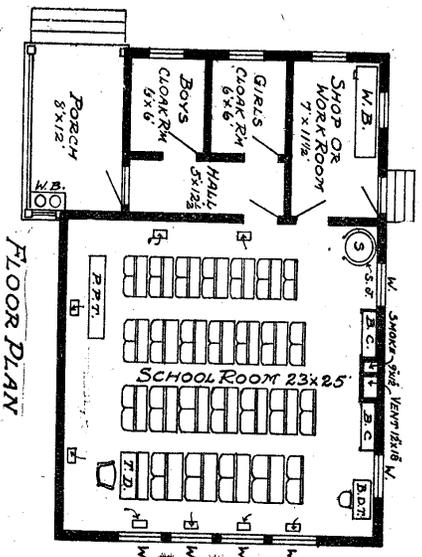
1. The seating is needlessly broken into by the stove.
2. Those near the stove suffer intensely; their heads and faces are overheated.
3. Those near the walls suffer; their feet are cold much of the time.
4. The children on the recitation seat suffer; the radiated heat from the stove and the pipe overheats their heads.
5. The teacher is continually distressed by the heat of the stove pipe pouring down upon her head—"headache, headache, headache."
6. The long overhead pipe seldom has wires enough to hold it in position.
7. The blackboard occupies the left side of the room while the windows are on the right—a common fault even in town and village schools. Light should come from the left and rear.
8. The enormous drum aids in making the pupils' heads (catarrh, throat trouble).
9. No dictionary, book-case, maps or pictures are in sight.
10. No dictionary, book-case, maps or pictures are in sight.
11. The teacher's attention is frequently distracted by the unfavorable conditions, the children become dilatory, mischievous; study is extremely difficult; discipline, impossible.

FIGURE 2.

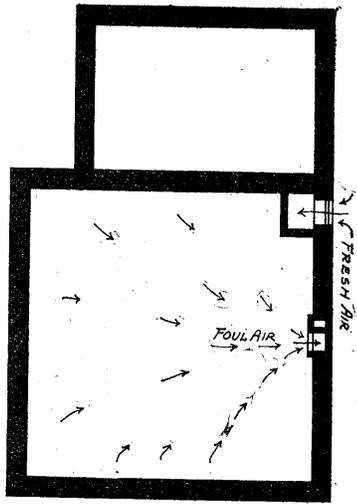
Now contrast figure 2 with figure 1. One costs about as much money as the other. One favors order, the other disorder. One contributes to comfort, the other to discomfort. One promotes health, the other breeds disease. One encourages study and good behavior; the other, idleness and disorder. In figure 2 note the position of: 1, the children; 2, the teacher; 3, the stove; 4, the pipe; 5, the book-cases; 6, the tables; 7, the seats. Now look for the same things in figure 1.

**A PRACTICAL AND ECONOMICAL
ONE ROOM SCHOOL HOUSE
FOR A RURAL SCHOOL**

FIGURE 8.



FOUNDATION PLAN



- D. - DOOR
- W. - WINDOWS
- B.C. - BOOK CASE
- T.D. - TEACHER'S DESK
- P.P.T. - PRIMARY PUPILS TABLE
- B.D.T. - BOOK & DICTIONARY TABLE
- S. - STOVE
- S.J. - STOVE JACKET
- W.B. - WATER BUCKETS
- ARROWS - FLOOR REGISTERS

W.F. HACKNEY ARCHTS
CHAS. A. SMITH
KANSAO CITY, MO

1. Figure 3 represents the foundation and floor-plan of a schoolhouse for one teacher. It may be built from 24 to 26 feet by 36 feet, outside measurements, at a cost of \$300.
 2. The stove occupies a corner and is surrounded by a sheet-iron jacket. The brick flue is double, having one chamber about 9 by 12 inches for smoke, and another about 12 by 18 inches for ventilation. The stovepipe enters the flue from the front, passing just over and in front of one of the book-cases. No one suffers on account of heat radiated from the stove or pipe. (See figure 4.)
 3. Fresh air is admitted underneath the stove by a duct from the outside; it comes up under the stove, but inside the sheet-iron jacket. The air in contact with the stove is warmed and rises. This draws in the cold, pure air from the outside through the duct. The air when warmed goes almost directly to the ceiling, descends into other parts of the room, escapes from the room through eight little floor registers (indicated by the arrows), passes along under the floor to the opening into the ventilating chamber, rises through the ventilating chamber and escapes side by side with the smoke at the top of the double flue.
 - NOTE.—The iron jacket has a door not shown in this picture. The door should be large, reaching down to the floor. It may reach to top of jacket, if preferred.
 - NOTE.—The foundation is air-tight. To avoid danger from foul gases no low places should be left under the floor for possible pools. Better heap up the earth under the floor and occasionally drop a little lime through the floor registers.
 4. The temperature is gauged by the thermometer hanging in plain view.
 - NOTE.—No schoolroom should ever be without a thermometer.
 5. Four rows of seats occupy the middle of the room—seats of the same size in a row. The teacher's table and chair are in a corner in front of the row of largest seats.
 6. A table for primary classes is seen in the front part of the room.
 7. Book-cases all up the corners at the rear of the room; a table for the dictionary and other large books is seen at the rear of the room.
 8. The strongest light is admitted from the left side through four large windows. The weaker light is admitted from the rear through two windows. This plan has very strong endorsement based on hygienic grounds. It is at least one of the best. The windows reach to a point as near the ceiling as possible. They reach down to within 8 1/2 feet of the floor.
 - NOTE.—All schoolhouse windows should have good curtains that roll up and down readily. Children's eyes must be saved.
 9. There is an abundance of blackboard surface in the front part of the room where the blackboard ought to be.
 10. There are separate cloakrooms for boys and girls, without which a schoolhouse should never be built.
 11. There is a shop or workroom where the sawing, planing and much of the other sloyd carpentry can be carried on; where supplies can be stored and apparatus made.
 12. The common hall offers opportunity for the removal of wraps and for passing to and fro without interfering with the private cloakrooms. This hall is abundantly lighted by large transoms over the four doors leading into it.
 13. The porch is of great value.
 14. The water buckets are placed on the porch in summer time and in a corner of the hall in freezing weather.
 15. Every school should be supplied with a wash basin, soap dish, soap and towels.
- Yf the use of single seats is contemplated the size of the schoolroom had better be a little larger than figure 3 shows, say 28x37—making outside measurements 35x38. Single seats are of course preferable.

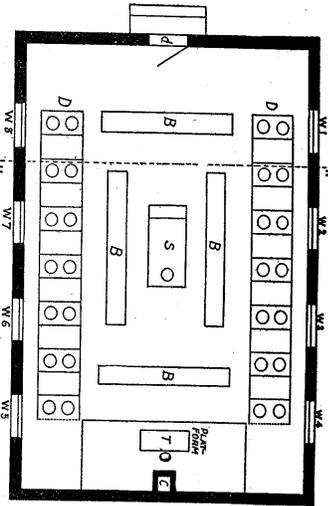


FIGURE 7.
ANTIQUE SPECIMEN OF
ONE-ROOM SCHOOL HOUSE.
SIZE 24'-0" X 36'-0"

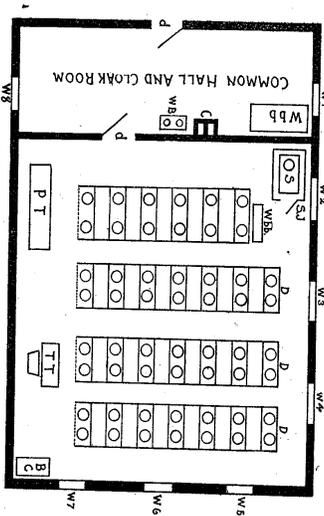


FIGURE 8.
THE ANTIQUATED SPECIMEN
TRANSFORMED.
AT
SMALL EXPENSE.

TO TRANSFORM THE ANTIQUATED UNHYGIENIC, UNCOMFORTABLE, UNCONVENTIONAL SCHOOLHOUSE INTO ONE THAT IS HEALTHFUL, COMFORTABLE AND CONVENIENT.

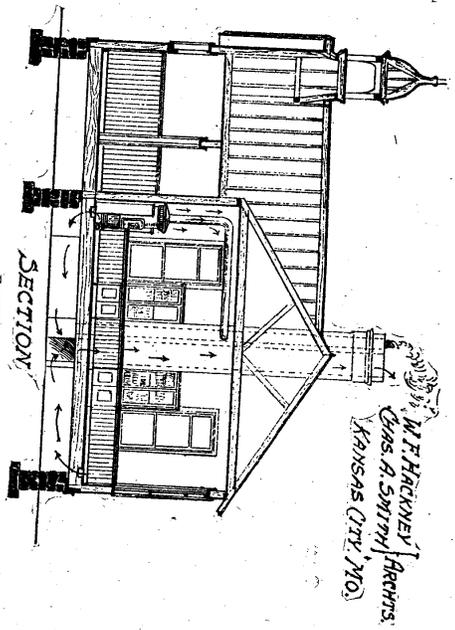
1. From figure 7 remove platform.
 2. On dotted line H. K. build a partition.
 3. Remove chimney to place shown in figure 8.
 4. Remove stove to corner shown in figure 8.
 5. Purchase stove in sheet-iron jacket as in figure 8.
 6. Provide for ventilation.
 7. Remove windows 6, 5 and 7 from positions shown in figure 7 to positions shown in figure 8.
 8. Repair and complete blackboard.
 9. Rearrange seats as shown in figure 8.
- This work may cost \$100; but think of the results.
1. Badly arranged schoolhouses. Results: Colds, headaches, catarrh, ear trouble, eye trouble, lung trouble and other bodily ailments, accompanied by "cretted mental development."
 2. Hazing and convent schoolhouses. Results: Greater comfort, better health, purer blood, better physical frame, more of bodily and mental vigor, better work, better sentiment, better and happier boys and girls.
- Note.—The money saved by using an up-to-date schoolhouse goes for medicine and doctor bills. Money put into a hygienic schoolhouse is permanent investment which guaranteed annual dividends.

COUNTY INSTITUTES.

Our county institutes need reformation. Many of them have degenerated into cramping schools in which the members are first filled with senseless dogmatism and then ground through the mill for county certificates. Taken as a whole, they can never be much better till the law is amended. From the best information accessible, those of 1897 are believed to have been hardly so efficient as those of the preceding year. About twenty per cent of the whole number were of a high order; perhaps twenty per cent more did fairly efficient work; another twenty per cent were perhaps a little better than none at all; the remaining forty per cent were probably of no real value except that which comes from the mere association of teachers one with another. This estimate is, of course, only an approximate one, but it is in all probability reasonably reliable.

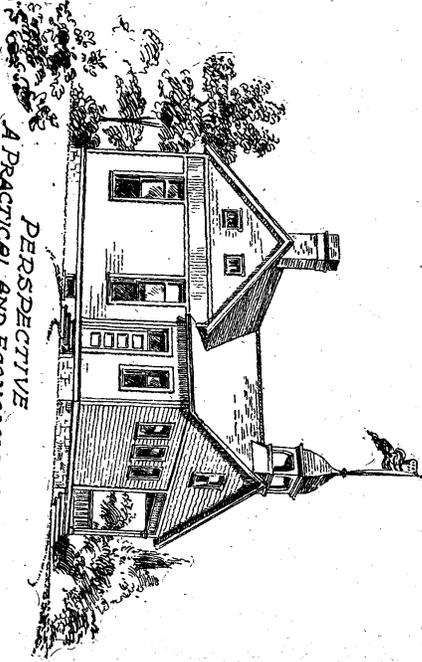
The causes of these poor results are easy to discover. The institutes are drifting. In a county having a strong educational center capable of moulding the general educational sentiment of the community the institute is likely to remain under control of persons who use it for pedagogical purposes and no other. In such localities the best attainable talent is secured for instructors and the results are beneficial to the teachers at large. But in many counties it is quite different. Too often the county commissioner secures his nomination and election by ordinary political methods through the help of his friends in the several townships; he then owes political debts; he and his supporters secure the appointment of friends on the institute employment board; then, of course, the commissioner himself, whether well fitted or ill fitted for institute work, must be employed; so also others of his friends who assisted in securing his nomination and election. In many counties the question of efficiency seems to be wholly ignored, both in the selection of county school commissioners and in the appointment of institute instructors. Real competency is sometimes a bar to being appointed; the services of those who are appointed are sometimes a bar to being paid. The serious good-books article who spends his vacation in carrying the soft pipe horse and in getting his "settles" has an advantage over the man or woman possessing real professional attainments.

It is no unusual thing in visiting institutes to find in a single class ten or twelve persons each one of whom has scholarship and professional attainments better than those of



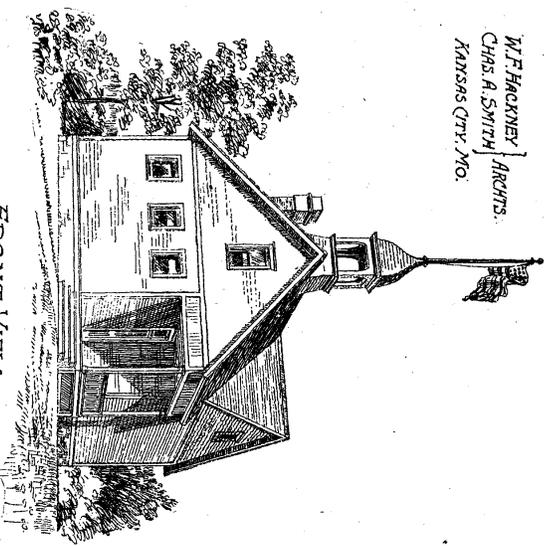
W.F. HICKNEY ARCHTS.
CHAS. A. SMITZ
KANSAS CITY, MO.

FIGURE 4.



PERSPECTIVE
A PRACTICAL AND ECONOMICAL
ONE ROOM SCHOOL HOUSE
FOR A RURAL SCHOOL

3/8x30 outside measurement. Cost, \$600.
FIGURE 5.



W.F. HICKNEY ARCHTS.
CHAS. A. SMITZ
KANSAS CITY, MO.

FRONT VIEW
A PRACTICAL AND ECONOMICAL
ONE ROOM SCHOOL HOUSE
FOR A RURAL SCHOOL

3/8x30 outside measurement. Cost, \$600.
FIGURE 6.

Figures 4 is given to show the position of stove, rear windows, book-cases, and the direction of the air currents which furnish the heat and ventilation.
Figures 5 and 6 present views of the schoolhouse from different directions.
But the earnest inquiry of many an anxious school board is:
"What are we to do?"
"Our schoolhouse is well built and cost us \$600. It will stand 20 years. What can we do to make it healthful, comfortable and convenient?"
For answer see figures 7 and 8 on next page.

COUNTY SCHOOL FUND COLLECTIONS

Lester W. N. Nulle, clerk

Filed April 28, 1864

Township 31 north 7 east

Milton L. Skaggs \$16.66

Jas E. Villiars 4.07

John P Hovis 48.75

Copied from books found in the Fredericktown Court House

LAND PATENTS FILED AT VARIOUS OFFICES BEFORE 1900

Allen, Napoleon

There are a few more of these records of school fund collections and school land patents before 1900. None however really state where the funds are being used or for which school. I listed the above because they were in the district of Buckhorn showing possible this family supporting the school. The courthouse has a number of scattered information on these records. None are consistent in where they are located and there is only one or two names listed in each place.

S.A. Maxwell and Co. of Chicago usually was the textbook that was used in the schools. L.E. Wolfe was the superintendent of schools. April 6 to May 20, 1891 he toured Fredericktown then on June 19 he went to Marble Hill. Possibly he stopped by Buckhorn.

The book used as guidelines for public schools was interesting. It told how to build the school building and where to place the outhouse, books, blue grass and the stove. This book contains building plans, how much wood is needed, where to place the desks, separate cloakrooms, where the windows should be placed. And how much all this should cost.

If you have a chance to read it do so "*Of The Public Schools of the State of Missouri, for the School year ending June 30, 1897*" quote " Note - The typical school outhouse has a very bad influence. It is commonly a specimen of physical filth and a source of moral poison. It is even more potent for evil than the deadly cigarette, because in infests like a pestilence great numbers of good children who otherwise could avoid impure ideals. Every school outhouse should first be coated inside and outside with paint containing coarse sand. Then a bucket of whitewash and a brush should be kept at hand so as to cover up promptly the vile language which the evil-minded delight to display in such places. "unquote.

The following is a page taken with permission from the Madison County 1818-1989 Historical Book, Published The Heritage and Landmarks Commission and the Madison County Historical Society. Printed by Jostens Printing.

BUCKHORN DISTRICT #53



Buckhorn School Class. Approximately 1941 - 1942. Arthur Gipson, teacher.

Records are not available on the exact date that the Buckhorn School was established. It is felt that somewhere between 1825 and 1850 is a reasonable time period for its establishment. About 1930 or a little later, an extra room was added to the existing building, and it became a two room school with two teachers. The enrollment at the time was about 60 pupils. After several years the enrollment dropped to about 30 pupils and the second room was discontinued. In the middle 1950's the school consolidated with the Marquand-Zion R-VI School.

It was assumed that David Farquhar was the first teacher of the Buckhorn School.

The following is not a complete list of teachers and they are not in chronological order: Edward Heath, Carrie Stroup, Alice Stroup, Leonard Ward, Charles Randall, Ethel Barrett, Lola Alexander, Lulu Davis, Blanche Venable, Lloyd Ward, Lloyd Cooper, Dorothy Crowell, Margaret Whitener, E. P. Tripp, Junior Bridges, Julia Huffman, R. C. Stanfill, Arthur Gipson, Marie Goad Gipson, Gladys Hovis, Clark Hovis, George Huffman, Eddie Sitzes, Ruth Barrett Cook, Etta Clubb, Arthur Ennis, Benny Limbaugh, Mabel Barber Dees, Letty Burris, Dorothy Bennett, Ethel Hinkle, Dale Berry, Silas Dees, Iverna Myers, Jerry Henson, Ruby Harris, Florence Whitener, Beulah Nesbit, Paul Beshere, Audrey Bennett, Geraldine Graham, Grace Dees Moore and Annie Farquhar Barrett.

Buckhorn School has had a part in preparing many outstanding citizens of the area for commendable service to their fellow man.

The following was copied from the *Democrat-News*, dated January 18, 1923, "Big Creek As It Was Fifty Years Ago", by Hiram A. Hovis and submitted by Geraldine Sanders Smith. "The east prong of Big Creek, near Buckhorn you see that ledge of rock running almost across the creek . . . this is the place where the old school house stood. It had a dirt floor and the doors, one on each side in the middle of the house, were eight feet wide. They dragged long logs into the house with a yoke of oxen then rolled them into a wide fireplace at the end of the house.

Their seats were slabs with pins of wood driven into auger holes bored in the slabs serving as legs. Their writing desks were planks laid upon wooden pegs which were driven into auger holes bored in the wall. The walls were of big hewn logs and the cracks were chinked with split timbers and daubed with mud.

Just across the creek - over there where you see that nice white church - stood the old log church. In that house in 1866 I spent my first days in school. I attended school 100 days. That was counted a long term of school then. Dr. Valentine Crook and Mrs. George Whitener of Marquand, Missouri were our teachers."

By George H. Huffman and Geraldine Sanders Smith.

ALLBRIGHT DISTRICT #54

The Allbright School was first erected on the King Green farm, which is near the Castor River, in the early 1900's. This farm is now owned by Ivan and Donna Kranjec. In later years it was torn down and moved to the Reimler farm which was then owned by Eric and Lucy Reimler. The farm is now owned by their son, Carl and Minnie Hawn Reimler. They began their married life together December 2, 1939. One daughter, Kathryn Faye, attended the Allbright School through the eighth grade.

The school was consolidated with Marquand and moved January 16, 1956. C. J. Reimler began his first year at Marquand in 1962. In March of 1956 the building was sold to Carl Reimler who in turn rented it until April 1985. A tornado demolished the old school April 7, 1985.

School activities were ciphering matches and spelling bees on Friday afternoons. At Christmas we always had a program and a Christmas tree.

In early years the teachers stayed in private homes near the school. They stayed in the homes of the following families: Charlie and Eric Reimler, Charles Bollinger and Charles Dees.

The few students in the early years that graduated went on to Marquand High School. Years later busses were provided for the students. There were three bus drivers I remember: Marie Gipson, Kelly Fralic, Reverend Everett Cook and Clyde Starkey.

The teacher's pay was low, probably \$35 to \$50 in the early 1900's. In later years the pay became much better.

The building was kept warm in winter with a wood stove. The local boys cut the wood. The school election was held the first Tuesday in April to elect Board Members who, in turn, hired the teacher. Some members serving were Carl Reimler, Herman Reimler and Herman Janke.

The teachers all through the years were very good at their calling. Some of them were: Mary Short, Leota Long, Mary Pope Whitener, Maggie Cook Limbaugh, Grace Dees Moore, Lulu Dorris, H. A. Hovis, Arvil Sitze, Ed Mouser, Thelma Priday Bollinger, Chester Reimler, Mary Sitze Reimler, Lloyd Cooper, Arthur Gipson, Ruby Harris, Gladys Brotherton, Viola Monie Myers, Veda Dees Myers, Milton Menge, Howard Miller and Raymond Reimler.

Some of the families that had children and grandchildren that attended the school were: Eric Reimler, Lon Whitener, Pink and Ida Tripp, Herman Janke, Charlie Reimler.

Other families that had children attending were: Charles Bollinger, King Green, Tom Bridges, Jim Barrett, Guy Bess, George and Vina Sitze, Solon Moser, Lige Carlton and the Henson family.

It was a great loss to our community when our school was demolished. The only two students that still live in the community are Carl Reimler and Walter Janke.

By Carl and Minnie Reimler.

BUCKHORN

The Buckhorn community is located in the southeastern part of Madison County near the Wayne County line. The Clubb, Hovis, Huffman and Pugh families seem to have been the earliest settlers, coming from North Carolina. Old timers talked about the Pugh Settlement and the Clubb Acres. James Clubb married Isabel Hovis in 1848. They raised eleven children. Their oldest descendants married into the Huffman, Johnson, Hovis, McKelvey, Stroup, Gipson and Senter families. Other names common to the area are Graham, Cloninger, Barrett and Darnell. The Clubbs, Hovis and Pughs had blacksmith shops.

In the olden days the men fished, hunted and grew grain for horse and cattle feed and to provide bread for the large families. They also worked in the timber. Four mule teams could be seen

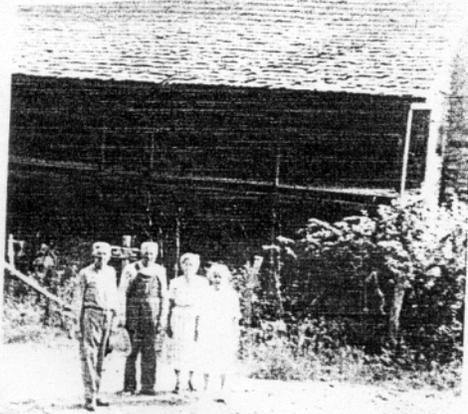
*Madison County Historic
book*

taking the logs, ties and lumber to Marquand, a railroad town. Sheep were kept for wool which was carded and spun into thread and woven into cloth which was made into coverlets or "coverlids" and clothing. Vallie Senter has pieces of material woven by her aunts Saline and Anne Cloninger.

The women and children tended large gardens preserving food as best they could. Canning was not a common practice in the mid 1800's. Salt was used as a preservative, root crops were buried, fruits and meats dried in the sun and carefully stored. Seeds of all kinds were kept from season to season. Every family had a flock of chickens for meat and eggs and geese for feather beds.

A trip to Fredericktown was a big occasion, possibly once or twice a year. People took two days to go and return, leaving the children with older relatives. The wife often made the trip to select yard goods, shoes, sugar and other necessities. Some store bought candy and maybe a pretty dish were considered luxuries. They had such items as wool, hides, eggs, poultry, grain, molasses and maple sugar to sell.

Several of the older generation attended a school of higher learning, Concordia College at Gravelton, just across the Wayne County line from 1884 to 1906. The reason for selecting the location for the school is interesting. In short, "the Community is free from the dangers, temptations and distractions of an Urban Community".



The Sam and Mary Pugh house, oldest house in the Big Creek Valley. The Dorris brothers later owned the place. The ladies were visiting the area.

In the late 1800's Jake Clubb killed a large buck and put the horns on the front of the schoolhouse. They were there for years. The community and post office got their names from these horns. In later years men of younger generations hung buck horns on the store and post office building.

The first post office was started in 1900. Sherman Clubb was the first postmaster. He also had a general store. Successive postmasters and store owners were John Brewington, Walter McKelvey, Ben Graham, Thomas Alexander and I. H. Pugh. Mr. Pugh died in 1941 and Mrs. Pugh took over the responsibility. Later George Huffman, Mrs. Grace Crawford and Mrs. Ethel McKelvey kept the post office. It was discontinued in 1959 and the mail was delivered on a route from Marquand.

Caleb Hovis had a water powered sawmill. Charley Hovis had the first steam engine in the area to power his sawmill and

threshing machine. John Gipson was badly burned when a steam engine blew up. Grandma Hannah Hovis kept boarders and cooked for the Whitener sawmill crew.

In later years, Robert Lee Hawn owned a threshing machine. After harvesting in their community, they moved toward Fredericktown and the Creek Nation area, harvesting as they went.

The Farquar - Graham Cemetery is probably the oldest cemetery in Buckhorn. The Huffman - McKelvey Cemetery dates back to 1890. The Barrett Cemetery is in the center of the community near the school and store sites.

Like all rural communities Buckhorn has seen many changes. Children attend school at Marquand and we have residents making the trip to Fredericktown daily. We like our modern way of living but it's good to record and remember how it was "away back then".

By: Lilly Clubb Hart, Irma Huffman Gipson, Vallie Senter, Myrtle Hovis Hawn, Glenna Bollinger and Bertha Clubb's notes.

In a lot of the photos seen around Buckhorn and the area there is one that stands out. That is why I included this information. Philip Moser's photos were taken full body pose with the rock on a stand. I saw very few photos taken with only the top part of the rock. I love old photos and I hope that some of his photos were kept for historical value



Carrie Stroup

VOTE FOR
S. C. (Sid) Whitener
 DEMOCRATIC CANDIDATE FOR
Judge of the County Court
 (SECOND DISTRICT)
 General Election, November 7
 YOUR SUPPORT AND VOTE APPRECIATED

72

(Continued from first page)
 OBITUARY OF PHILIP JULIUS MOSER

The deceased was baptized in his infancy by his uncle, Rev. Timothy Moser; he was confirmed after his widowed mother had moved from North Carolina to Missouri, namely, in 1877, by Rev. P.C. Henkel, then pastor of the Gravelton church.

The father of the deceased was Marcus M. Moser, who died as a Confederate soldier in a battle at Spotsylvania, Pennsylvania, on May 10, 1864. None of the children ever saw their father's grave.

Philip J. Moser, as the other members of this good family, was one of the first readers of the LUTHERAN WITNESS, and several years ago, in 1935, the editor, Reverend Professor Theo. Grabner, D.D., met Philip, Edwin, and Vera, and had their picture published in the Witness, with the notation that these three were readers of this largest of all Lutheran periodicals from the time of its publication. In fact, Miss Vera Moser, sister of Philip, has in her possession every issue of the Lutheran Witness ever published.

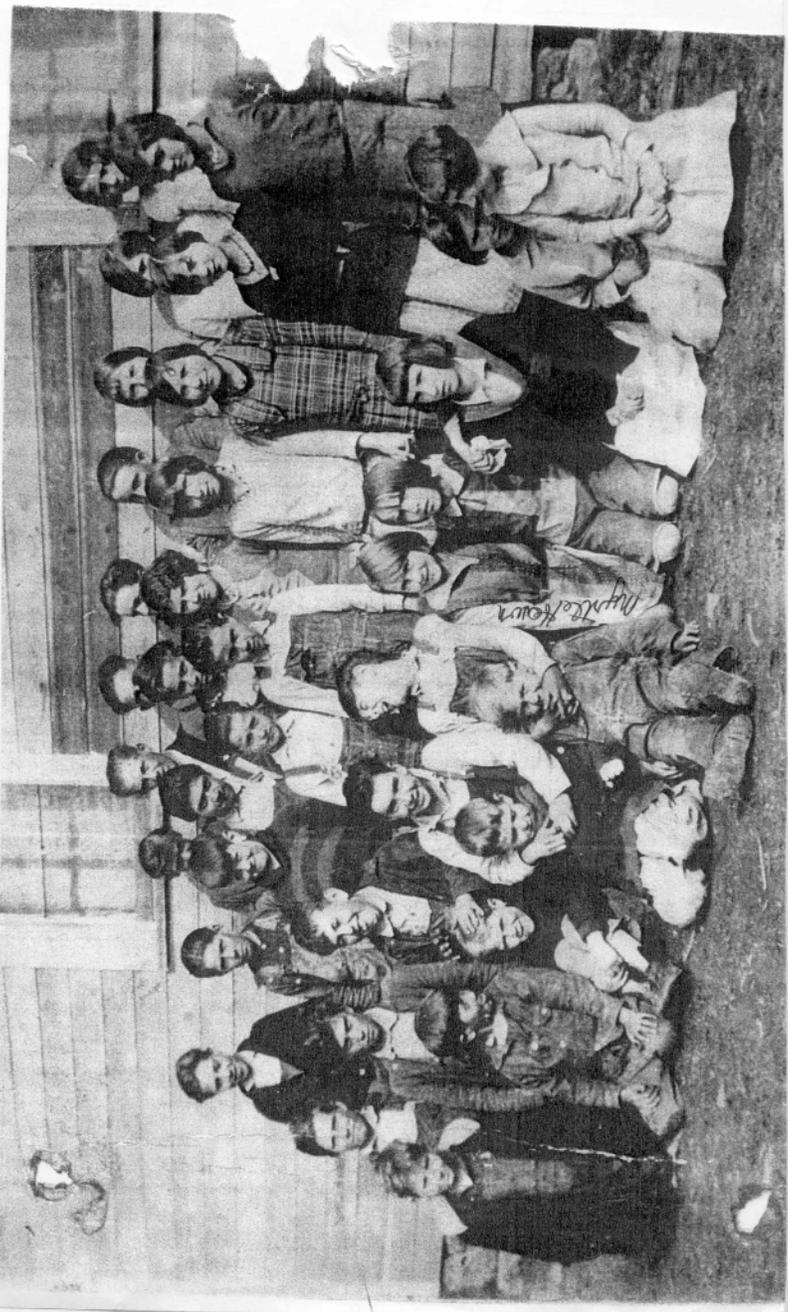
The deceased was a great gardener, having perhaps the finest garden in Wayne County. He carried on this horticultural activity until the fall of last year; this year his failing health prevented him from doing so, and his brother Edwin tended the garden. Another activity of the deceased was that of photography; he formerly made his own glass plates, did his own developing and printing of pictures. From far and wide people came to him to pose for a photograph. In his possession at the time of his death were six cameras of various sizes, perhaps a thousand negatives, and many, many photographic prints. In his older years, however, he did no work of this type.

In his will and testament the deceased stipulated; that, following the death of his brother and sister, his real estate is to become the property of the Church, id est, the Western District Church Extension Fund.

57

or Elbe Gipson

Class of 1920 or 1923
 Back row left to right: Loyd Henson, Howard Henson, Gilbert Huffman, Truman Graham, Elza?, Ophie Gipson, Lilly Johnson, Artie Gipson
 Second row from back: Harley Henson, Arthur Gipson, Roy Whitener, Elba, Ruby Barrett, Gladys Gipson, Ester Barrett, Elsie Barrett, Mae Johnson
 Third row from back: Martin Krueger, Ray Barrett, Paul Whitener
 Fourth row from back: unknown, Johnson, Curtis Pugh, Elza?, Ray Hovis, Myrtle Hawn or Juanita Senter, Jewel Gipson, Loretta Darnell, Dorothy Henson, Helen Stephens
 Front row: Wilber Bennett, Freeman Henson, unknown, Bob Krueger, Ray Senter



Confirmation Class of around 1900 at Zion Lutheran Church in Gravelton
 Last row last two Carrie Stroup and Minnie Johnson Hovis
 Second row Lulu nee Hovis Cook, Edgar Senter, Rosie Eisenhower, Rev. Kovert, Frank Senter, Everett Eisenhower,
 Elsie Myers
 First row Octa nee Senter Hensen. Unknown, Lessie nee Senter Whitener



Back row: Octa Senter Hensen, Ollie Graham Sitz, Alice Stroup Johnson, Ophie Graham Davis, Lessie
 Senter Whitener, Ora Graham, Carrie Stroup. *around 1920*
 Front row: Grant Clubb, Arthur Hovis, Sid Whitener, Richard Huffman, Eddie Stize, Ben Graham

64

Buckhorn School around 1900, judging by the age of my grandfather Sid Whitener.
 Back row: possible Octa Senter, Carrie Stroup, first boy with hat Sid Whitener. Next row sixth from left
 Lulu Octavia Whitener.



1926 Class Picture
 Top left to right: Hazel Barrett, Gladys Gipson, Jewel Darnell, Boecher, Elbe Gipson, Harley Hensen
 Paul Whitener, Curtis Pugh, Helen Myers 6 or 7 years old, Ray Hovis, Arthur Gipson. Thanks to Helen
 Myers.



56