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### Interview with Edith Litton

Kimberly Kunz Vanatta  
*Fort Hays State University*

Edith Grusing Litton

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## CHAPTER II: INTERVIEW WITH EDITH GRUSING LITTON

Edith Grusing Litton was destined to teach. Her parents placed a high value on both education and religion. Edith's mother had only attended school to the sixth grade, but had one very special teacher. Mrs. Grusing always hoped that she would have a daughter who had the opportunity to teach. She had six daughters, and they all became teachers. Two of the daughters were also missionaries and two sons became ministers. All of the Grusing children completed the eighth grade and all the girls and two of the boys completed high school.

Edith grew up in a family that was resourceful, and that served her well in her vocation. There were difficult times in raising a large family and farming. But her parents persevered, and were able to acquire enough land through the years to lead a comfortable life. Edith believed that growing up in a large family required a lot of give and take, they learned to help others and teaching just came naturally.

Edith and her siblings attended a one room school two miles east of their home. Once the students and teacher had to spend the night in the school, due to a blizzard. The teacher at the time impressed Edith by keeping a cool head and comforting the students. She was able to entertain the children, keep them safe and allay their fears until the next day. A neighbor man was not quite as wise, setting out for the school to see about the children. Several neighbors told him to stay home, but he wouldn't listen. Luckily, he made it, but his family did not

know his fate until the next day, as there was no telephone at the school. Edith enjoyed the time spent in the country school. Her favorite subjects were reading, history and geography.

She graduated from the eighth grade in 1934. The custom at the time was for country students to move to town in order to attend high school. Edith did this, graduating from high school in 1938. She went through "normal training" in high school. This was a teacher preparation course of study. When Edith graduated from high school, she could become certified to teach. She and her parents, however, felt she was too young. They all decided the best thing for Edith to do would be to repeat normal training and put off her career a year.

Edith began teaching at Hillcrest School in the fall of 1939. She recalled:

"I was scared, I was terribly scared."

It was with this fear, common sense, youth and a teaching certificate that she began her first job. Hillcrest School was in a very isolated location. It was twenty-five miles from Lakin, located south of town in the sandhills. There was an abundance of rattlesnakes, sand and wind.

Due to the isolated location of the school, and the fact that she had no car, she had to board. She needed to be near the school, since she would be walking to work. She wanted to board with a family that had no children in school, since she felt "you had to get away from the children some of the time." She boarded with the Harley Hodsons, who lived one mile from the school.

They were paid \$15.00 a month from Edith's \$70.00 a month salary. Mrs. Hodson didn't want to take money from Edith but Edith told her it was only fair, a person had to eat. Mrs. Hodson was a marvelous cook, and made sure Edith had extras in her lunch and a thermos of hot coffee each day. The Hodsons enjoyed Edith staying with them, she in turn thought the world of them and they kept in touch through the years.

Teaching at Hillcrest brought new experiences. There was a coal stove, and Edith was responsible for lighting it each day. She had grown up with one at home, but her father had always started the fire. She now had to do it herself. The rattlesnakes were not welcome either. One day a little girl went to the outhouse during recess. She came running back, and said a rattlesnake was in front of the outhouse. The "big boys" were so used to killing rattlesnakes, they went and took care of the snake and then resumed their play. It was no big deal for them, but it was for Edith. There was no well at Hillcrest, so the parents sent cans of water with the children. This water was used for washing hands and drinking during the school day. The wind blew almost everyday and Edith would watch the merry-go-round spin on it's own all day.

There was a library at Hillcrest, a cubby where books were stored. Hillcrest was in District 18 and all the schools in that district would rotate books every three years to give each school a different supply of reading material.

Hillcrest had a globe, pull down maps, a dictionary and two

sets of encyclopedias. One of those sets were won by the Hillcrest students during Edith's time there at a country school track meet. First prize was the full set of Compton's Encyclopedia and the students were very proud of them. The school dictionary was too large for the students to easily use so Edith brought two smaller ones of her own. The blackboards were on two sides of the room, and were made of real slate.

The first year she taught at Hillcrest was the end of the Depression and many families were hard up. Edith would go into Lakin and pick up government surplus commodities such as apples and peanut butter to distribute at the school for the children. The people all needed it, but they were too proud to ask for assistance.

Even though times were hard, the school board at Hillcrest was very generous. She was allowed \$10.00 a year for teaching supplies. She would use the money for items such as glue and construction paper. The school board also subscribed to Grade Teacher and Instructor for the teacher, as well as Weekly Reader for the students. Edith never had to beg for what she needed. The school board would find a way to acquire the materials necessary. They tried to do a lot for their students due to their isolation. School boards were very conscientious, and tried to help the teacher out and pay as much as they could.

In all her time at Hillcrest she never really met the school board members. There was one rule at Hillcrest, that she would not marry. One of the board members at Hillcrest was a

woman, and it was she who was most adamant about Edith not getting married. Edith didn't know what they were so worried about, she "was having a good time and didn't see any reason to spoil it!"

Edith was thankful to be receiving a pay check every month. She had begun her career with shoes borrowed from her sister, and a pocket watch borrowed from her brother. Her sister-in-law had made her three dresses. With her first check she was able to buy a pair of saddle oxfords and a Timex watch. She purchased two blouses and two skirts. She also bought a present for her mother; some combs for her hair.

Edith never had any real discipline problems throughout her teaching career. There was one incident at Hillcrest that bothered her, however. It came to her attention that one of the big boys had a crush on her. She was "so mad at him." He dropped a note under the sand table on his way out of school one day. She planned to just sweep it up and not look at it. But she realized he had told his younger sister of his crush and didn't want anyone else to get their hands on the note. She picked it up and read it. It said, "Dear Miss Grusing, You are my sweetheart." She didn't know what to do, so she did nothing. Neither Edith nor the boy ever mentioned the incident.

World War II began during her final year at Hillcrest. They heard the news of Pearl Harbor on the radio while she was with her family over the weekend. Monday when she returned to school, the children were excited. They couldn't wait for the United

States to go "whip the Japs." The boys in school wanted to know how old they had to be to go and hoped the war wouldn't be over before they got there. The students all seemed to think the war would just last a matter of weeks. Edith herself had mixed feelings of patriotism and compassion. She attended a movie the first weekend after the attack. A film was shown that had someone holding a saucer and turning it over to show it was made in Japan. The saucer was then thrown into the street, and many people went by stepping on the saucer, breaking it into pieces. This was the way many of the people around Edith felt about the war. She also realized at the time, though, that someday the United States would not be at war with Japan, they would not be called Japs anymore, and the two would once again be allies.

Shortly after the attack on Pearl Harbor, all the eighteen year old boys were required to register at their voting place, which was the school. School was not held that day in order for parents to go to the meeting with their sons. Mrs. Hodson's youngest son was eighteen, and she attended the meeting. She returned very depressed, stating, "The Japanese boys also have mothers."

None of the students Edith taught suffered any loss during the war. She watched many of the boys she had gone to school with go off to war. She tried to not be sad at seeing her friends go; she instead encouraged them.

The war effort brought about gas rationing and necessitated a move back home with her parents. The home school board had

approached her about a position paying \$75.00 per month and she accepted. Eureka was the school and it was located within District 7 approximately two miles west of Edith's parents.

Edith enjoyed being home since times were hard, but sometimes believed Eureka School was too much like home, since she knew the students too well. She had one student whose parents would occasionally go to Garden City while he was in school, and would not be back by the time school let out at 4:00. She would stay at the school with him until his parents arrived, acting more like babysitter than teacher. At Hillcrest, the parents wouldn't have thought of doing that, but Edith had grown up in the Eureka district and was seen as one of them. Neighbors were always to help neighbors.

Eureka School was very bare, plain, and was the smallest in which she would ever teach. She tried to decorate by bringing in house plants. She also had fish in a fish bowl and a bird in a cage, which the students particularly enjoyed. She felt the teacher had to add some extra touches, if she didn't, it wasn't very inspiring.

She missed the good slate blackboards she had at Hillcrest, since the blackboard at Eureka was made of something which caused chalk to squeak. There was a piano, as well as a wind-up phonograph. She played records on the phonograph for musical games. There was an oil stove, which was an improvement, since it could be left lit overnight and over the weekend. Again there was no well, and the children brought water with them to school. The playground consisted of a slide.



Eureka had no library. Edith had to drive to Lakin on Saturdays and check out books from the County Superintendent's office. She could also use this time to visit with the superintendent, Mrs. Coons. Edith felt Mrs. Coons was a very good listener, and Edith could discuss any problems or concerns with her.

Only eight students attended Eureka School, one in each grade. One little girl brought pudding for her birthday, which was a real treat since sugar was hard to come by during the war. The students planned a birthday surprise for the teacher one year, but the little boy that Edith sometimes had to watch after school couldn't keep a secret and told her all about it.

Edith left Eureka School in 1943 and began teaching at Columbia School in District 6. She still lived with her parents and drove her own car the ten miles to school. She had bought the car her second year at Hillcrest, making monthly payments of \$10.00. It was during her time at Columbia that she met her husband, thanks to the car and one of her students. She had two students that rode with her part way to school and they were with her when her car would not start. One of the students went to the highway and flagged down the water truck driver, Dick Litton. He got the car running and he and Edith began courting.

Columbia School had a good slate blackboard, and a coal stove which had to be lit daily. It also had a well, so Edith had running water for the first time in her teaching career. It had no library like Eureka, so she still had to travel to Lakin

for books on Saturdays. Columbia School had a merry-go-round. The school was plain, and she decorated as she had at Eureka. She fixed up a reading corner with a table and some chairs where the students could sit to enjoy their library books. She had from seven to eighteen students during her three year tenure at Columbia. Her salary was \$115.00 a month the first year, \$150.00 a month the second and \$200.00 a month the final year.

The only child that Edith came close to spanking was one who also rode with her to Columbia. This little girl was prone to lying. Edith asked her what her mother did to her when she lied, and the little girl said she was spanked. Edith decided that it must be occurring often at home as well. They had several talks about it and got the situation under control.

Edith went to teach at Waechter School in District 17 after leaving Columbia. Waechter was the most primitive of all the schools in which she taught. It was located in the middle of a cow pasture. The other schools in which she taught were located near a main road, but if a car was seen at Waechter, it was coming to the school, since that was the only place the road went. Waechter School was named for the Waechter family, whose grandparents had homesteaded nearby. Some of the Waechter children were among the fifteen students who attended the school.

Waechter had an old-fashioned built up stage, on which the patrons insisted the teacher's desk be placed. There was linoleum on the floor, the first time she had seen that used in a school. The floor was bad and had to be covered up with the

linoleum. The playground had a merry-go-round and a slide. There was no well, and parents again sent water to school with their children.

Rattlesnakes, coyotes and cattle were common sights at Waechter. Coyotes would sometimes come very near the school. The cattle would come to the building to rub against it and she would send one of the big boys outside to chase them off. Younger students were sometimes afraid to use the outhouse if the cattle were nearby, so an older student would have to accompany them.

It was located twenty-five miles south of Lakin, so she again had to board. She boarded with the Leland Waechter family most of her first year. They then had a sickness in the family and she moved to board with the Charlie Eveleigh family for the remainder of her tenure at Waechter. Both families charged her \$35.00 a month to board. She taught at Waechter for two terms, 1946-1947 and 1947-1948. Her salary was \$200.00 per month the first year and \$250.00 a month the second.

She moved to Lakin for the 1948-1949 school year. She had taken a position at the Lakin Grade School at the salary of \$255.00 a month. She boarded with the A.N. Barbers. They charged \$50.00 a month for board, which seemed incredibly high.

Teaching in town was a change after spending nine years in rural schools as the only adult in the building. She was now able to enjoy the daily camaraderie of working with other teachers, but also found that more people sometimes means more

bickering. During the year she taught at the Lakin Grade School, some teachers were unhappy and tried unsuccessfully to pull her into their problems. Things may have gotten better if Edith had stayed at the Lakin Grade School longer, as most of the unhappy teachers left when she did.

She found teaching the children in town to be a challenge. She didn't know anything about the students or their parents personally, and she enjoyed that. She found that rural school students did seem to form closer bonds with their teachers than town students, since rural school students spent more time with their teachers.

Edith had a hectic schedule at the Lakin Grade School. She had a sixth grade homeroom, teaching English and reading. She taught fifth and sixth grade girls physical education in one class, seventh and eighth grade girls physical education in another class. She taught all the sixth grade mathematics, all the eighth grade mathematics and one section of seventh grade mathematics. She had about twenty eight students in each class. She felt this was too much switching and moving around. Edith spent much of her time going up and down the stairs, since the school was three stories.

Moving into town to teach opened Edith's eyes to the amount of supplies available to town students, as well as access to reference and science materials. Each floor had restrooms; indoors! Several classes also contained cloakrooms and sinks.

Shortly after Edith left Lakin Grade School, the building

was razed and a new one built. The town had tried for many years to build a new school building. It was not until people were told of the danger of the roof that they passed the bond. The building had a flat roof with many layers of tar. Patrons were told that due to the age and weight of the roof, if it should collapse it would fall through the building all the way to the ground level.

North Star School in Joint 12 was Edith's final teaching assignment. She taught there from 1949-1951. Her salary was \$325.00 a month the first year and \$335.00 the second. She and Dick Litton had married on May 22, 1949, and they lived in Lakin. Since they had married, she did not board, but drove the fifty mile round trip each day.

North Star was the nicest and newest building in which she taught. North Star had a basement, and was made of brick. During bad weather the children would play in the basement. North Star had a floor furnace. There was a windmill to provide water and a grove of trees had been planted. She had approximately fourteen students at North Star.

The teaching duties and experiences Edith had were very similar while teaching in the rural schools. Some schools had more in the way of comforts, or were less isolated, but the schools all ran in the same manner.

A typical day would begin when Edith arrived at the school, at least an hour before the students. She would get the stove going if it burned coal and check the outhouses. Sometimes she

found graffiti if the boys were feeling "risky." When the students arrived, they would generally come inside and visit until school began. School always began at 9:00 and let out at 4:00.

The beginning of the day was spent in opening exercises. First was the Pledge of Allegiance, followed by the Lord's Prayer or a short sentence prayer. Edith would read for about 10 minutes from a storybook, which the students loved. There would also be time for singing a song. The first subject of the day was mathematics. The students wanted to get that subject out of the way immediately. Spelling was generally the last subject, with the others; English, Penmanship, Reading, Social Studies/Geography, History and Citizenship falling in between.

Students would come to a recitation bench for their instruction, starting with the youngest first. The other students were to be studying while a group was reciting. Sometimes it was hard for them to concentrate, and the little ones were so tired they would sometimes lay their heads down and take a nap. There was a sand table at Hillcrest since the school yard had an abundance of sand. That gave the younger students something different to do. To keep children from interrupting while others were at the recitation bench, Edith used hand signals. Holding up one finger meant the student needed a drink, two fingers signaled needing a trip to the restroom. Using this system, Edith could nod her approval and not interrupt the lesson

or the students studying. The older students, especially the eighth graders, helped the younger students. They would pronounce spelling words for them, work with flash cards or review math facts.

Pencil and paper activities were the norm since they did not use workbooks, and Edith hated to grade papers. Preparation and lesson planning went smoother the longer she taught, provided the state did not change text books. If the books were changed, the teacher would have to study the new material very carefully.

School wasn't all drill and practice. There were a variety of learning games that Edith incorporated into the schedule. They would have geography contests. One student was "It" and the rest of the class would leave the room. The map would be pulled down and "It" would locate a place on the map and write it on the board. The class would come back in and try to find the place "It" had written on the board. "Railroad Spelling" was popular. They would start with a word to be spelled, such as today. It had to be spelled correctly by the first team. The other team would then have to spell a word starting with the ending letter of the last word; for example, yesterday. The older students were always trying to come up with words that ended in "x". Book reports were stressed. The County Superintendent would give students who had read a certain number of books a pink slip. When the child had earned a certain number of slips, they would receive a prize from the superintendent. Edith also added to the superintendent's prize, usually with a candy bar.

Geography skills were important. The high school teachers wanted the students coming to them to be able to draw a map of the United States from memory, with all the states in the proper place. This skill took much teaching time. Edith would begin by teaching states, capitals, major rivers, and then progress to map drawing. Later history and geography were combined into social studies and they did not have the time they once had for map work.

One big regret Edith had was the lack of time to teach science. She felt the town students received more in that area than the country students. They had nothing to work with in science, there were no materials or ideas for experiments. She did do an experiment with batteries. The batteries were readily available. They came from the old wooden telephones which were obsolete. The batteries were as large as a juice can. The experiment dealt with magnetics and the students did well. She wished they could have done more.

Seventh and eighth grade students were required to take citizenship, which she found as challenging as the citizenship she had in high school. Elections were held in the school, and they would return to find the election board had left sample ballots for the students to study and use. Students would have practice sessions of Congress and hold mini-elections.

Edith was the physical education teacher and would use recess time for that subject. She always went outside with the students for recess, unless she was tutoring a student. They had



a fifteen minute recess in the forenoon and a fifteen minute recess in the afternoon, along with some recess time during the lunch hour. There was never enough time for an entire ball game, so they made up their own rules. The building at Hillcrest was too tall to play Ante Over; the younger students could not throw the ball over the building. They played Dare Base and Gypsy; games where they had to run between two bases. They could not play Hide and Seek, as the landscape was too barren and provided no place to hide. The playgrounds always had some type of equipment, such as swings, slides, merry-go-rounds and teeter totters, and they used those as well.

She also acted as the music teacher the majority of the time. The second year in which she taught the county hired a music teacher, who traveled to all the rural schools. Edith truly admired this woman. The music teacher had a "bit of culture" which was beneficial to the students, since their families were not well read and did not usually go anywhere. The music teacher taught more than just music. A county wide music program was held each year, organized by the music teacher. All the country school students participated.

Art was taught with crafts and mimeographed patterns. They never did much original art work. She would make the mimeographed copies at the County Superintendent's office in Lakin.

Two major programs were given each year, one for Halloween and one for Christmas. When she taught at Hillcrest, they were

close to the Grant County schools and Grant County would come for a picnic. There were also activities such as the county wide music program and the rural school track meet. A basket dinner was held at the end of the year. All the parents would attend, bringing food to share.

Edith was also the janitor and the nurse. On Fridays, she would spread sweeping compound on the hardwood floors. It was a mixture of wax, sawdust and oil. The children had great fun sliding on it until it was time to sweep it up. At Waechter, she had to mop the linoleum floor. No one ever broke an arm or leg during her teaching years. She was thankful for that since she was rather squeamish. Her normal school teacher knew this and told her she had "no business going out there if she felt that way." But she wanted to go and fortunately nothing ever happened.

Children were usually brought to school by their parents, who organized car pools. In good weather they walked home. A few students rode horses as well. Edith walked to school the first year she taught. She bought a car the second year and drove after that.

Children were responsible for providing their own books. They could be purchased at the drug store in Lakin. Families would trade books back and forth, depending on the needs and ages of their children. The only thing parents ever complained about was the cost of buying books. Luckily they were not changed too often. One series of readers, Bobbs-Merrill, was used for twelve years. The books seemed to be better made than books now, or

perhaps were cared for better since they were to last several years. Books were special to these families and they appreciated having them.

In the rural schools, it was a special event when the teacher came for supper and spent the night. This was wonderful for all involved. The teacher was able to visit with the whole family, but school matters were not usually discussed. Edith found the students acted differently at home. The families really went all out for the visit, and many could hardly afford to do so. Edith would sleep with the oldest girl in the family.

There was a big teacher shortage at the time Edith taught. She came by all of her positions either by a letter of application or by the school board of a particular school approaching her. Teachers generally preferred to remain at the same school for as long as they could; it was easier on both the student and the teacher. Some teachers didn't like to teach in rural settings and be so far out. At teacher meetings, the teachers would visit among themselves as to who was going or staying the next year. There were no hard feelings among teachers over positions.

School boards would always go into the school before it started in the fall to paint and do any necessary repairs. School always started the first Monday in September and let out by the middle or end of April. Later during Edith's years as an educator, the school year was lengthened by a month, letting out by the middle or end of May. They always had a week off for Christmas.

Attendance was fairly lenient. Students that missed a lot of school were given the opportunity to make up the missed work or take an examination to see if they were ready to move on. One year she had a student that missed most of the year due to rheumatic fever. When he returned home from the hospital, she took work to him and he returned papers to her to be graded. He took an exam at the end of the year and was promoted to the next grade.

Student population stayed fairly stable throughout the school year. Most parents owned their land, so their children would stay in the same school. A few families rented farms and their leases expired March 1. Some leases were not renewed. Those were the students who would move from school to school.

There was not a lot of stress placed on students to make high grades. Most worked hard since it was their only opportunity for an education. Of those that graduated from eighth grade, about half would go on to high school, most of those being girls. The boys would go to work on the farm or hire out.

Edith never really had too many children who were from other cultures. She had a Native American student one year in the rural school. This girl's father worked for a farmer and she was readily accepted by the other students. While teaching in Lakin, there were several Mexican families whose children were in school.

Some of Edith's students through the years may have been special education students. They had the opportunity for more assistance in a rural school, through the teacher or from other students, and perhaps that is why they made it. One student at North Star had a lot of difficulty in mathematics, he just could not finish it. She would keep him in from recess and tried to spend as much extra time as she could with him. He would just stare out the window. He did not seem mentally handicapped, he just did not want to do the work. Someone had never gotten him started in wanting to learn. He would probably have been a special education student, but it was hard to tell.

First through sixth grade promotion to the next grade was based on scores, or grades for the year. Seventh and eighth grade students had to take a state examination in Lakin, the county seat. These were enormous, long tests, lasting for two Saturdays, beginning two weeks after school let out for the summer. Teachers would typically return to school with the seventh and eighth graders after school was out and review everything that was taught that year. The teacher's reputation as well as the student's success were on the line. The County Superintendent was proctor for these tests, the teachers could not be present. A passing score was 75 the first years Edith taught and it was later raised to 80. Twice the eighth grade salutatorian came from Edith's class. Graduation was held for all rural schools in Lakin after the state examinations.

The county superintendent observed teachers twice a year,

once in the fall and once in the spring. Edith was visited by a school board once, while she was at Hillcrest. This school board was having discipline problems in their school, and came to observe Edith's class. She felt they didn't learn anything, as there weren't any discipline problems in her class.

Occasionally, a teacher would receive a bad evaluation and not return. That happened to the teacher whose school board came to visit Edith. That teacher could not handle the discipline.

Continuing education was done in the summer. Edith went to Hays and usually took eighteen hours in two months. The teachers always said they "taught all winter so they could go to school all summer." They stayed in Custer Hall. At that time there was also a dorm mother. Edith took physical education, music, history, English and other courses. Sometimes there was time for a crafts course. They worked hard, but also had time for fun.

The teacher meetings she enjoyed the most were the State Teachers Meetings. They were sometimes held in Emporia, but were usually in Hays. These would run from Thursday evening through Saturday and were held at the end of November. Teachers would "not miss them for the world." Sometimes the Governor of Kansas was there, as well as other inspirational speakers. They were a "shot in the arm, teachers returned to their positions really fired up and ready to do a good job."

Rural school teachers also got together on their own. Edith and her sister Alice, who also taught in country schools, rode home together on the weekends before Edith got her car. They and

other friends who taught would go to Garden City on Saturdays to attend movies, go out to eat, and enjoy the other types of recreation young single women of their era did. Teaching was more often than not a topic of conversation. One of them often had already taught in a school where a friend was now teaching. A lot of advice and encouragement were given.

The 1950-1951 school year was Edith's last, after teaching for twelve years. The era of the one room country schoolhouse was also drawing to a close. By 1951, Eureka School had closed (1947), Columbia School was closing (1951), Waechter School would close in three years and North Star in seven. Hillcrest held on the longest, avoiding consolidation until 1961.

Schools were the glue that held rural communities together. Closing a school also closed a community. School districts fought closings and consolidations; to a point where a comment in favor of closing was met with resentment. Edith was from the rural area and hated to see the schools close. But as an educator, she also knew it was inevitable. The number of students had decreased so much that some districts had as few as five students.

Usually the school was the only building in the community, so it was used for other purposes. Sometimes Sunday School was held there, they also had Grange meetings, community dinners and meetings. Elections were held in the school. Dances were not commonly held in the schools where Edith taught, they were usually in someone's home or barn. After a school closed, tax

monies went elsewhere, so the schools were sold or fell into disrepair. This prompted the other organizations that had used the schools to relocate as well.

She left teaching, and she and her husband moved to her parent's farm. Edith took on the responsibility of caring for her own family and for her parents. If she had not had arthritis problems, she would not have left teaching as soon as she did. Her former students put her under a lot of pressure to return whenever they saw her. She wished she could have.

Edith reflected on her career and gave some advice for new teachers. She stated;

"Compared to today's teaching, my job was very easy. The culture and standards were very different. Perhaps television is partly to blame. The parents of my students had weathered drought, dust storms and the depression. None of them were affluent. They were so accustomed to sharing everything that it just carried over to the classroom. Much of the credit for my positive experiences in teaching should be given to the people of the various communities in which I taught; very little should be given to me. Teaching is worthwhile. Teachers should not be scared, any problem that seems large will be forgotten in a matter of weeks. The most important part is to love the kids. The teacher can learn from every situation, school and student; probably as much or more than the students."