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Interview with Marguerite Horyna

Elizabeth Lawlor

Fort Hays State University

Marguerite Horyna

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CHAPTER II

ORAL INTERVIEW

FOND MEMORIES OF A TEACHER

Liz - We are here today with Marguerite Horyna who was a teacher in a one-room schoolhouse. We are going to discuss what it was like then. To begin with, Marguerite, is there any special reason why you became a teacher?

Marguerite - Oh, I suppose from earliest on I wanted to be a teacher. I love children and my parents played school with me a lot before I ever went to school. I suppose that's why I became a teacher.

Liz - So once you decided that you wanted to become a teacher what did you have to do to prepare yourself?

Marguerite - Back in those days if you were a high school graduate and you could pass a teacher's examination that was sent out by the state, you were granted a three year certificate. However, they were very, very difficult, so they tell me. Just by the grace of God, I did pass. They said at that time there were twenty-five who took the exams and two passed: one being a teacher and one being me.

Liz - What were the tests like? Were they general knowledge?

Marguerite - Yes, and current events and every subject imaginable. In fact, there were questions on methods of teaching and I had never taught before.

Liz - So then after every three years you had to recertify?

Marguerite - Well, after I taught for three years, I went to Hays (Fort Hays College) for one year. Then, I was granted (another) three year certificate.

Liz - Where was the first place that you taught?

Marguerite - It was at Number Seven or Prairie Union. It so happened that my father attended that school. I attended that school. I taught in that school and our children attended that school for several years. It was the family alma mater.

Liz - How long did you teach (at Prairie Union)?

Marguerite - Three years.

Liz - And then after that?

Marguerite - I went to Hays (Fort Hays College) and then taught another three years in a one-room school.

Liz - That was in the Hays area?

Marguerite - It was in Rush County.

Liz - How did you learn about the different jobs that were available? Did they post openings in different places?

Marguerite - The placement bureau.

Liz - We have something like that today.

Marguerite - Yes, I know you do. (I learned about the Rush County teaching job) from a friend of a friend. She was from a neighborhood where they were needing a teacher. They asked her if she knew anyone that she could recommend. So that is how I applied in Rush County.

Liz - What were the years that you did this?

Marguerite - Okay, '33-'34, '34-'35, '35-'36 that was at Prairie Union. (In) '38-'39, '39-'40, '40-'41 that was at a one-room school in Rush County. Later I taught at a city school in Hampton, VA.

Liz - Out of all your teaching experience, what would you say would be one of the fondest memories?

Marguerite - They were all fond as far as that's concerned but some more so than others. I remember well when I taught in Rush County in a one-room school. I didn't have many students there. They were very interested in music. I told them if they would like to take music lessons and would come a little before school started and after school, I would give them free music lessons. When the county superintendent called, they performed for him. He asked them to participate in the county music festival. Was I ever proud and were they ever thrilled.

Liz - Are there any really funny things, things that were not supposed to happen, unplanned things that turned out to be really hilarious?

Marguerite - Many, but the one I'm thinking of right now is one time when the county health nurse came. She was stressing brushing your teeth and stressing oral hygiene. She said, "How many of you have a tooth brush and use it?" A little first grader held up his hand and said, "We do at our house and everybody uses it."

Liz - They had one tooth brush and everybody used it?

Marguerite - According to his interpretation.

Liz - Were there any moments of teaching that were sad or made you regret teaching?

Marguerite - No regrets, I was always sad when school was out.

Liz - What was the normal length of a school day?

Marguerite - School started at 9:00A.M. and was over at 4:00P.M.

Liz - Did you have a lunch break?

Marguerite - Yes, we did. We also had two recesses: one at 10:30A.M. and one at 2:30P.M.

Liz - What was the typical school day as far as curriculum? Were there subjects that you had

every day or some subjects that you had only every other day?

Marguerite - The same subjects every day.

Liz - What were they?

Marguerite - Well, let me see. The three r's of course: reading, writing and arithmetic. Language, geography, U.S. history, Kansas history, government and health which was referred to then as physiology. I didn't mention art. It was one of the subjects taught.

Liz - Did all grades get those subjects?

Marguerite - Some of them were introduced at upper levels.

Liz - What was the atmosphere of the school while you were teaching? A lot a times people have the idea that in one room schoolhouses it was very strict. No one said a word. You sat very quietly. The teacher sat in front of the room or had a ruler and walked around and made everyone work. Is that typically how it was?

Marguerite - Maybe earlier than that, but I think for the most part then rulers were used mostly for their intended use.

Liz - So the atmosphere of the school was....

Marguerite - They were permitted to speak. They would raise their hand and ask for permission to speak. We always hoped it was for some good reason.

Liz - As we still do today. How did you do the instruction part of it (teaching) with having so many grade levels and with so many different subjects?

Marguerite - I'm trying to think how to answer that. Sometimes there wouldn't be very many in the class. If they were having difficulty with a certain subject, you would always try to give them individual help.

Liz - So it was more of a you-did-what-you-needed-to-do-at-the-time. It wasn't really something that was set down, like a regular schedule at 9:00 we will do this with this group and at 10:00 we do this with this group?

Marguerite - Yes, there was a time set for each class as far as that goes. And then, of course, in between there would be study periods. If in that time the students had problems they would get individual help. If they wished to get individual help before school or after school, that was given. It wasn't compulsory. If they wanted to, it was available.

Liz - Now we have so many gadgets: opaque projectors, overhead projectors. What were the different teaching aids you had then?

Marguerite - The present day ones were nil. Of course, there were the maps and the globe and the library. That was about it. We did have a good supply of maps.

Liz - The library would just be an in-school library? It wasn't in a separate building?

Marguerite - Oh, my goodness no. The way I started the library at that school (was that) we had a few books and we had a box supper to raise money to buy a book case and more books.

Liz - What is a box supper?

Marguerite - Oh, what is a box supper? Well, the girls in the community would make a fancy box. Then when time came for the box supper, it was usually preceded by a program. Then the boxes would be auctioned off. Usually the young men in the neighborhood would buy for the teacher's box. So it usually brought a good price. They didn't know whose box they were buying however.

Liz - The money that was made from the sale of the boxes then was used to purchase the first bookcase?

Marguerite - Yes.

Liz - You mentioned that you did have some services for the students before and after school. You taught music to those that were interested or if they needed help with their assignments they would come in. Were there any other services? I suppose they didn't have a lunch program like we do today? They probably brought their lunch?

Marguerite - They brought their lunches.

Liz - Any busing? Any services like that?

Marguerite - No.

Liz - Today the big thing is the competence tests. Can students do such and such at a certain grade? If they can pass the competence tests in some places, they're allowed to go to the next grade. Did you have that type of set up in your school?

Marguerite - We had what were called bi-monthly examinations sent out by the state. It was sent out to every teacher so it made it very standardized.

Liz - Every one in the state received the same test? So, Prairie Union would get the same test that a school in Kansas City would get?

Marguerite - True. Certain things were expected of the student and if he didn't do the work, then he was retained. He repeated the grade. He was happy to repeat the grade, his parents were and no one thought anything about.

Liz - It wasn't a big deal if you repeated a grade? And when I say a big deal, I mean it wasn't something the student was ashamed of or that the parents felt, "Oh no, my child has not been able to progress a grade?"

Marguerite - Oh, no. They preferred that their child do the work that was expected of them.

Liz - You really didn't have any trouble with giving the tests and the responses from either the parents or students?

Marguerite - No. You didn't have much static from the parents if any. They cooperated whole-heartedly with the teacher.

Liz - Were they very supportive?

Marguerite - Very supportive.

Liz - Did you have a lot of communication with the parents?

Marguerite - I would say yes. They were interested in what the children were doing: their achievements, their grades and so forth and so on.

Liz - So it would be a good relationship between parents (and school)?

Marguerite - Yes, it seemed very good.

Liz - If you needed new textbooks or for that matter any books for the library (and) any materials, how did you get those materials?

Marguerite - Well, the textbooks were purchased by their parents. There wasn't such a thing as book rental.

Liz - Once they purchased the textbook it was theirs? They took it home and did whatever they wanted with it? Then the next student came (and) bought (his/her) textbook?

Marguerite - Yes, same way with materials. The parent purchased the materials.

Liz - Was there an enrollment fee?

Marguerite - Oh no.

Liz - It was just that the parent had to pay for the materials that the students used?

Marguerite - That was all.

Liz - What about materials that belonged to the school? If you needed a new globe or new map, how would you go about getting those things?

Marguerite - Well, as far as I know they used the same.

Liz - Today, usually in April, we have a big package of (forms) and you write down everything you need for the school and how much it will cost and the yearly budget. So you didn't have any of that?

Marguerite - Well you see, this was during the depression. Money was scarce. Money was scarce period!

Liz - Are there any rules the students had to obey then that we don't have now?

Marguerite - I don't believe. Perhaps earlier. I know my parents told me back when they were going to school if you were unruly why you stood in the corner and wore a dunce cap. But, not so in this era. Or else I was lenient.

Liz - With holidays or any other special events, did you have class parties?

Marguerite - Oh yes.

Liz - How was that handled?

Marguerite - Well, Halloween had the usual thing. We bobbed for apples and so forth and so on. It was observed very much as they do today. Same with Thanksgiving and Christmas time. At Christmas time, they would draw names. We would have a Christmas program and Christmas treats were distributed. They always looked forward to holidays. On Valentine's Day, there was a valentine box. Every youngster would receive a valentine.

Liz - What about graduation exercises?

Marguerite - From the eighth grade, there were county exercises in Jetmore. There was nothing at your school.

Liz - So they had more like a county graduation exercise?

Marguerite - Yes, a county graduation exercise and program. It was quite impressive.

Liz - Did you have anything directly to do with that or did you have to just be there? Who put that on?

Marguerite - I would say the county superintendent probably was in charge of it. If any of your youngsters wished to participate in the program they were welcome to.

Liz - Would he (the county superintendent) be the equivalent of the superintendent of schools for each district like we have today only he was in charge of all the schools in the county?

Marguerite - Could be similar.

Liz - As far as the expectancies that the county superintendent would have of you, what were your duties before and after school? Did you have specific things that had to be done?

Marguerite - They were mostly custodial duties.

Liz - Sweeping the floors?

Marguerite - Right! Bring in the coals, emptying the ashes, gathering the kindling.

Liz - Did the school board set out standards that were sent to you that you had to follow not only when you were in school, but also out of school?

Marguerite - I am quite sure that there were certain standards that had to be lived by, but they didn't tell you of them. You just didn't teach in their school next year.

Liz - So if you weren't in their school next year, you knew that you were not living up to what they expected? That would be a hard way to learn that.

Marguerite - Yes.

Liz - You mentioned you helped with music, were there any other extra-curricular activities that

you helped with? I suppose they didn't have too many sports or did they?

Marguerite - They had track meets that would usually be at a specified school. Several schools would participate in that.

Liz - Any training involved in that or was it a do-on-your-own?

Marguerite - Not much other than what the teacher may know.

Liz - Was there a problem with teacher turnover at schools?

Marguerite - There were usually a good many applicants as far as that is concerned. But one teacher might teach in the same school for years. In my case when I was going to school, I had one teacher for six years. I only regret I didn't have him for eight.

Liz - I suppose with it being during the depression times, once you got the job you held on to it unless you knew you had another to go to?

Marguerite - That's right. You hoped the job would be there for you the next year and the next.

Liz - During your school day, did you have any other school personnel that you worked with? You mentioned you were the janitor. So you didn't have a janitor?

Marguerite - No.

Liz - Did you notice any difference between the way male teachers were handled than female teachers? Or around this area, were there mostly female teachers?

Marguerite - At the time I was teaching, there were both male and female teachers.

Liz - Equality was there between the sexes?

Marguerite - Yes. Prior to that, not so.

Liz - How was your teaching evaluated? How did you know you were doing a good job?

Marguerite - Well, I would say by the county superintendent's comments, by the school board's comments and by the parent's comments.

Liz - Before the cassette was on, you mentioned that you didn't know when the county superintendent would be stopping by. Did he have a regular number of visits that he made per year or was it a per chance type of thing?

Marguerite - It was more or less per chance, but a must once a year.

Liz - Was there usually a written evaluation or just a verbal comment?

Marguerite - As far as I know, verbal. If there was other, I wasn't aware of it.

Liz - Did you have any discipline problems that were difficult to handle or were most kids eager to learn and not discipline problems?

Marguerite - They were very eager to learn for the most part. They had a thirst for knowledge. They had high ideas and had their wagons hitched to a star.

Liz - While you were teaching, where did you live?

Marguerite - For the first three years, I lived with my parents. They lived in that district. It was the home school. After that, I had a place near the schoolhouse in Rush County. Incidentally, it was (with) the Horyna family.

Liz - Do you have any idea when the schoolhouse was built?

Marguerite - 1886.

Liz - And that was Prairie Union Number Seven in Hodgeman County?

Marguerite - Yes, Prairie Union Number Seven.

Liz - What materials did they use, and do you know who built it?

Marguerite - I don't know for certain who built it. It was a wooden structure.

Liz - Is it still standing?

Marguerite - Barely!

Liz - Where is it located?

Marguerite - After the school closed, it was auctioned off. A man here in Hanston bought it: Vance Salmans. He was a carpenter and he had hopes of using the lumber for something. He didn't know just what. In the mean time, he took it to one of his pastures. It has fallen prey to several bad wind storms and is in a pretty bad state at the present time.

Liz - So it is not even on the original land?

Marguerite - No.

Liz - Why did they close the school?

Marguerite - They ran out of students. When we left the farm and came to Hanston, we took three from the school. The enrollment was already low. We had operated a number of years as an affiliate of the Hanston school. After that, the bus went out and picked up the students there who would be the Waterhouse children.

Liz - So low numbers made it more reasonable, since they had busing, to close the school?

Marguerite - In fact, there were two Horyna families that left and that left one family so they bused them to Hanston.

Liz - In the building, did they have lighting or any electricity?

Marguerite - Gas lighting.

Liz - I wondered. In the country, they were the last ones to get any modern conveniences.

Marguerite - Oh sure, we didn't have rural electrification until I would say about 1949.

Liz - In some places, I've heard it was the 50's before they got electricity in the country.

Marguerite - True.

Liz - How did you get your water for the school?

Marguerite - There was a nearby neighbor and they had a windmill. If the wind wasn't blowing, they had a pump and you would pump the water. But usually, the students were eager to help. They wanted to get the water.

Liz - So it was a chore for the students?

Marguerite - True.

Liz - You mentioned your duties before and after school were janitorial type. So, you were in charge of the upkeep of the building. But what if kids got carried away and a ball went through the window or a leak in the roof, who would be in charge of that?

Marguerite - You would report it to your school board members. They were usually quite congenial. They would do what their budget allowed them to do.

Liz - Was it a community activity or did they hire someone to do it?

Marguerite - Some work was donated but as a rule they would hire someone to do it.

Liz - Were there any physical changes to the building while you were there?

Marguerite - It had a few face lifts while I was there. One of them was new flooring and another one was (that) sort of a vestibule was added. A paint job, (also). So it did have a few face

lifts while I was there. And through the years from 1886, it had a good many face lifts. I would say for the most part, it was a replica of the original building.

Liz - Were there any problems with the building itself or did it serve it's purpose?

Marguerite - It served.

Liz - You mentioned after closing the school it was auctioned off. What about the equipment and supplies inside of the building?

Marguerite - It likewise was.

Liz - The money was put into the general fund for school?

Marguerite - I suppose. I didn't live here at the time.

Liz - What was the usual age for a child to begin school?

Marguerite - When I was teaching, it was usually six years old. But I think prior to that, they went as early as five, particularly if they had older brothers or sisters in school.

Liz - And they started with first grade?

Marguerite - We didn't have preschool. We didn't have kindergarten. They entered the first grade and did surprisingly well.

Liz - Did you see a difference with those students who had older brothers and sisters at home as to how well they did their first year.

Marguerite - No.

Liz - It didn't seem to make a difference?

Marguerite - Seemingly not.

Liz - Were there a lot of children that moved in and out of school during the school year?

Marguerite - No, it was quite constant.

Liz - How far did most of the students have to travel before they got to the school?

Marguerite - A mile, two miles, two and a half miles probably at the most.

Liz - And you yourself?

Marguerite - A mile and one-half.

Liz - How many students did you have all total on average?

Marguerite - I would say about twelve. But in the early days, they tell me at Prairie Union they had as many as twenty-five or thirty. Sometimes an adult would enroll. Perhaps they were intelligent but were illiterate because they didn't have the opportunity to go to school.

Liz - Did you have any adults?

Marguerite - Oh no, and there hadn't been for years.

Liz - The different grade levels were one through eight?

Marguerite - One through eight.

Liz - After your students graduated from eighth grade, where did they go from there?

Marguerite - High school.

Liz - Which was here in Hanston?

Marguerite - Burdett. It was nearer. Because of the depression, there weren't many who had the privilege of going on to college but a few did.

Liz - Were most of the students from a particular cultural or heritage background?

Marguerite - In Rush County, they were either German or Czech.

Liz - How long did most of the students stay in school?

Marguerite - Until graduation.

Liz - About eight years?

Marguerite - Yes.

Liz - Was there any specific requirement for student attendance? If there was farm work, did the students leave school?

Marguerite - No, not in that era. The students attended unless they were ill. But earlier than that, why they would have to stay out to help put in the crops. In fact, some tell me they could only go two or three months and perhaps four at the most. But with me, it was different.

Liz - Did the students have a dress code?

Marguerite - No, it was whatever was accepted at the time or whatever their parents could afford.

Liz - It was never a big deal?

Marguerite - No, just if you were neat and clean.

Liz - We talked earlier (about) textbooks (and materials and how) parents bought (them). If you were to take a guess, how much would it cost to send a child to school for a year?

Marguerite - Very little.

Liz - Even with the textbooks, pencils and paper? Were the textbooks hard bound textbooks?

Marguerite - Yes, they were. At that time, everything was cheap as compared to today.

Liz - What if parents could not afford the books?

Marguerite - We never had a case of that. So that goes to show they were very inexpensive.

Liz - And a top priority?

Marguerite - That's right.

Liz - Are there any students that you remember who would be considered outstanding?

Marguerite - Yes, I have one who became a very successful teacher. She is teaching now and she also taught in China. She was chosen to teach in China. That is one. And then, I have one who became a very successful businessman: a millionaire. In fact, he's done better than I have financially.

Liz - You taught him his numbers pretty well.

Marguerite - He was very good in math. That was his best subject and reading. The rest I would say have had good lives.

Liz - Do any of them give you a call?

Marguerite - Oh, yes.

Liz - As far as the school district, do you know why the school (Prairie Union) was built?

Marguerite - I would say because of a need.

Liz - How was it decided who went to the school? Were there boundaries?

Marguerite - I would say the boundary was approximately a three mile radius. So I talked to Attorney Stueckemann this morning, and he seemed to think that also.

Liz - So anyone in that three mile radius could go to that school?

Marguerite - Yes, and if it was further, some provision for mileage was made for them. I know there was one family nearer Burdett, but they

preferred coming to a rural school. So they were paid mileage.

Liz - So they talked to the superintendent of schools?

Marguerite - And the board members. If everyone were in agreement, and they were, mileage was paid.

Liz - Did they use the schoolhouse for anything other than school? Did they have any community activities?

Marguerite - Oh yes. That was one of the reasons it was called Prairie Union. At one time, prior to my time as teacher there, it was used as church and Sunday school. They would have Sunday school conventions at that school. Then in my time when they were bidding the lads farewell for World War II, why they would have their farewell socials there.

Liz - When there was someone from the community who found out he was going to war, they had a going away party for that individual?

Marguerite - Either drafted or volunteer. Usually it was for two or three because they were calling them pretty fast. A lad from another community would also be invited.

Liz - Were there any traditions that were particular to your school? Anything that Prairie Union did that was a tradition?

Marguerite - We would have an annual school dinner at the closing of school, but I think for the most part most of the schools did that.

Liz - At this dinner what would you do?

Marguerite - It would be carry-in. Then after the dinner, time would be spent visiting, playing baseball, softball, horseshoe, or whatever. The children would play the usual children's games.

Liz - So just a potluck supper?

Marguerite - That's right. It was a very bountiful dinner.

Liz - You mentioned the school board quite a bit. Do you remember any people who were on the school board?

Marguerite - I remember them all. Of course, in one year, (there were) just three. So, I'll give you three. It would have been Robert Mooney, Theodore Stephen, and Jake Good.

Liz - And you mentioned to get along with these three, there weren't any problems. You called, told them what you needed and if they could do it within their budget...

Marguerite - If the budget allowed it, they would comply with the request.

Liz - You would say the relationship between the school board and the teacher was a very good one?

Marguerite - Yes, I would say so.

Liz - You mentioned that the parents were very supportive. Did they have an organization?

Marguerite - Nothing formal.

Liz - Just supportive?

Marguerite - Right.

Liz - Who was in charge of the hiring or the dismissing of teachers?

Marguerite - The school board members.

Liz - What role did the county superintendent play in that?

Marguerite - He didn't play a role in that of the hiring and firing of the local school (teachers).

Liz - Just the school board?

Marguerite - Yes.

Liz - Were there any hot topics of education during the time you were teaching?

Marguerite - Not of education I would say, but consolidation was discussed very much because they wanted to hang on to their little rural school rather than being bused to a larger school or to town. There were a good many miles involved. They just preferred having the school in the local community.

Liz - So the big issue was the consolidation. It finally got to a point that they had to consolidate and close the school?

Marguerite - Yes. I suppose with most anything as it is first discussed, it is a revolutionary thing. People just weren't quite ready for the change.

Liz - That seems with any topic.

Marguerite - Yes.

Liz - With the finance of the school, do you know how the land was acquired for the school?

Marguerite - I think I mentioned Attorney Stueckemann once, and again I asked him that. He thought from the local taxes, and if someone saw fit to sell a portion of their land for that purpose.

Liz - What about the materials? Pretty much the same way, local taxes?

Marguerite - I would say so.

Liz - What was your salary when you first started teaching?

Marguerite - You will be surprised. The sum of thirty-eight big dollars a month. I remember the first Christmas (I was teaching), I spent sixteen dollars of the thirty-eight dollars for the youngsters' Christmas treats and little gifts. Which at the end of the month, I was almost broke. It was a good thing I was living with my parents.

Liz - So you had to watch (your budget) closely.

Marguerite - Oh, yes. Had I not been living with my parents, I don't see how (I) could have paid board and room with thirty-eight dollars a month.

Liz - Did that raise any? Did you have a yearly raise or was it set?

Marguerite - Well, it raised from thirty-eight (dollars) to eighty-five (dollars).

Liz - So by the time you got to the city school, it had raised and you had less duties.

Marguerite - Yes, I just couldn't believe it from thirty-eight (dollars) to eighty-five (dollars). I was just in Virginia for one year because my husband was a soldier. He was transferred and I also transferred.

Liz - From the year you first started teaching to earning thirty-five dollars

Marguerite - Thirty-eight.

Liz - Oh yes, those three other dollars would be really important. So from going to thirty-eight to eighty-five, how many years was that?

Marguerite - Seven years.

Liz - Seven years and that was coming out of the depression. So, that probably helped?

Marguerite - Yes, we were emerging from the depression.

Liz - Did you have any say in what your salary was? Now we negotiate. We say we want this much, and they say we can't do that but we can give you this.

Marguerite - No, they just told you what their budget would allow and that was it. If you wanted to accept it fine, if you didn't, why someone else would.

Liz - Did you have an input as to how funds for the school would be spent?

Marguerite - No.

Liz - Was it the same as your salary? They told you how they were going to spend it and if you didn't like it, you went somewhere else?

Marguerite - That's right. It was not your decision to make or suggest. We hadn't reached that yet.

Liz - How did you get your paycheck?

Marguerite - A check monthly.

Liz - When you were in Rush County, how much rent did you have to pay?

Marguerite - That was just a dollar per day.

Liz - And your pay was....

Marguerite - Sixty-five dollars.

Liz - I think I know the answer to this question. If you had to do it all over again, would you still choose teaching as a career?

Marguerite - Oh indeed, I have no regrets.

Liz - You can see with your grandchildren (that) you are still teaching. You haven't quite teaching.

Marguerite - True. Anything connected with school I'm very much interested in and as far as taxes go, I don't begrudge any that goes for school purposes.

Liz - Then or today?

Marguerite - Then or today. I sometimes think that in other fields tax money is squandered.

Liz - Well, that pretty much sums it up.

Marguerite - Well, I would say so. I must admit that at the end of every school year, I shed tears lest I wouldn't be with them the next year for some reason. Sometimes, it would be graduation so I would no longer be working with them, or should they move, which was seldom. I seldom had that. I think, as you know, that a teacher is concerned with their welfare not only when you have them as a student, but all their lives. It's pretty much as one's children.

Liz - How long did you teach all together?

Marguerite - Seven years.

Liz - And you quit teaching (because).....

Marguerite - Well, by that time, my husband was out of the army. He came from a farm family as did I. We started to accumulate a family so back to the farm we (went). Then, when you married and had a family, you didn't work out of the home as you do now. But we still lived in the little Number Seven Prairie Union community. Many times the teacher would say "Oh, I'm not a musician. I didn't have music lessons. Would you please come down and teach music?" I was thrilled to death. "I didn't have art. Would you please come down and teach art." I did and I was pleased to death. So in a certain sense, I was still teaching.

Liz - As I mentioned (earlier), you are still teaching today with your grandchildren. If you were to write a book about your teaching career what would you title it?

Marguerite - I really don't know, maybe Fond Memories of a Teacher.