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Interview with Miss Jenny Smith, 8/17/73, 2:00-4:40 p.m. in Newark, Delaware. Interviewer: Steven Schoenherr.

Q I guess the best way to begin is for you just to give a brief biography of yourself, telling your name and where you were born, how long you've lived here and so on.

A Well, Jenny E. Smith. We have lived here in this house since 1908; I was born in Maryland over near a place called Barksdale. Have you ever been out to the peach or apple farms since you've been in Newark?

Q No.

A Well, that's where it was. We hadn't anything to do, of course, with peach or apple farming—it wasn't that kind of a farm then. And we moved over from Maryland into Delaware, west of Newark a ways, and lived there for about seven or eight years or so. We've lived here since 1908. And I went to school in Newark schools at that time—one school. It's now the Administration Building for the Newark School District. I suppose you know where that is on Main Street. And it was a one-room building—four teachers and the teaching principal. When I started to school there, I don't know whether...I don't remember any change being made as I was coming through school. But when we came to high school—see they just had lower school and upper school—and when we came to high school it was a ten year—you'd been going to school ten years and you hadn't any eleventh or twelfth grade. And our principal at that time—he had been principal for two or three or four years, maybe—he had been working with the School Board about this. His idea was to build the school up to a twelve grade high school. So when we graduated, there were 14 in the class, and we knew before graduation day came that he was going to put the eleventh grade on for next year and as many who wanted to could take the eleventh grade and get credit for eleven years high school. So six out of the fourteen went to another year and then we graduated...that was in 1906. And I wanted to teach school all the time I went to school. I knew I wanted to be a teacher. And I—at that time we were still living out in the country. My father worked all the time; it wasn't a very lucrative position, but we were never poor. But we didn't have the where-with-all for me to go—it would have been over to Westchester to normal school, and it would have meant living there, and we just didn't have the money to do it, so when I talked to Mr. Messersmith who was the principal, there were other—had been before me—other people who graduated in the school taught in the country schools. So I said I'd do that for the time being and we'd see what came of that. And I had never been inside the country school. I didn't know anything about a country school. But I did feel that I had a very very thorough type of learning during those eleven grades that I went, because they had quite excellent teachers. I don't know anything about their degrees, standing, or their masters or anything like that. But they were good teachers; they knew how to teach what they were teaching, and you not only got something out of the book part of it, but you felt that these people were dedicated people, and they'd help build character as well. So I went down here to what was then Welsh Tract School—now you've been
down the road over the bridge towards Glasgow, or toward the highway? Well, there's two...the first light you come to when you go down there is the new Chestnut Hill Road that goes back over, and then down at the next corner, there isn't any light there, but that's--on the left--there's Welsh Tract School. And if you look at it now you'd never know it had been a school. It's one of these...stone schools like so many are, with walls about so thick. And I don't remember how many children there were there, and evidently the teacher who was there the last time had left something in the desk, because the three men who were--well, they didn't call themselves school board...they were trustees or something like that, of the school. They didn't know anything about the setup by grades, and what was...I don't remember the first day of school, even. But evidently I got along. And some of the...several of the boys and girls were taller than I was. But I never had any discipline problems, because I started out on the first that I was firm, but kind, and I loved them, and I...more than that I loved--I said to my father, I said, "I'll teach for nothing, just to get a school," before I got a school. Well, I didn't have to do that. $35 a month was the tuition, and the first year went by and the next year went by. The end of the first year, the man who was the leader of the trustees told me that they were satisfied with me in the school, and they'd like to have me back the next year. And I signed a paper that would be called tenure today. And the second year it was the same. And when it came to the end I always asked the trustees...I wanted to have the good will of the people. If I didn't have the co-operation of the parents, I wouldn't feel satisfied. So when it came to the end of the third year, the trustees said, "well, we are satisfied, but we have one mother in the community who doesn't think that you handle the children on the school ground. You just don't take enough care of them..." or something like that. And there were three boys and a girl in that school. And I said, "Mr. McMullin, I am sorry but I just can't stay here if I know somebody's dissatisfied." I said, "We won't talk about it in public. I'll go over and talk to her. I'm not going to talk to her about this subject, but I'll just go over and make a visit." And by the way, I walked two-and-a-half miles to school in the morning from where we lived out in the country, and then walked home again at night. And when I went to see this mother, that was another mile and a half anyway in the opposite direction. But I had recourse for help at a farm house not far from there, and I usually stayed there all the time from Monday to Friday in January and February and if a storm came up and I wasn't prepared for it. So I arranged to stay there when I went over to see the mother. And she never mentioned...I didn't ask her if she was satisfied...I didn't ask her any questions, I just went on apparently what would be like a friendly call. And the children were there, and the children and I were very happy together. But she didn't bring up anything, but I think she...I knew some of her family before, and they all of them had sort of a...well, you weren't quite sure whether they were friendly or not sometimes when they talked to you. They just didn't open up and look right at you and talk, and like that. So, I said to Mr. McMullin, "You can just...I'm sorry, but you'll have to look for another teacher." So then I of course had to look for another school. And the school had to be a country school. Well, I didn't want to go to Newark. I later went to Newark when I shouldn't have gone. But I got the Pleasant Valley School, which is on the Old Baltimore Pike.
And it's five or six miles up over around between Iron Hill and Chestnut Hill—couldn't walk there. In the meantime, we had moved here to this house, and you see it was only one mile down the road... so was—in front of the house a road, too. And I didn't know anybody over there. That was a new place. I could get on a train here at the station and go to Iron Hill, the next station down, which doesn't have a train station any more, on Monday morning. And a farmer at whose home I lived from Monday 'til Friday afternoon...he or one of his children would meet me at the Iron Hill station with a horse and wagon and go over to school. And I'd come back there on Friday night. So I was down there one year and in the meantime I'd been sort of pestered about going into Newark—especially a family we had next door to us. He used to say, "Well, that's where you belong...that's where you ought to be...so that you're close to home, and what not." And then some other people started the same way, and so finally I gave in and I said, "Well, I'll try Newark." So I told the man with whom...the family we lived...he was the head of the three board trustees at that time, and by the way, the money that the trustees paid the teachers in these different schools was whatever they could raise in their own district. The taxes weren't...collected as they are now. The trustee of the schools collected the taxes. And if they ran short, somebody didn't pay up like that, there was never anything left over, they collected enough money to pay the teacher by two or three tons of coal. And I can't think of anything else they did buy. I guess they paid somebody nearby to mow the grass on the school yard at the end of the summer, and sometimes do a little fixing around. Well, anyway, that's why I went into Newark. And Newark still wasn't elementary, junior high school, and high school, or like now, lower school, middle school and upper. It was still all one school, and I drew a seventh grade. Well, that didn't annoy me because I had girls and boys in both of these schools where I'd been who were old enough to be seventh grade but just hadn't made it yet. And the country schools were all sixth grade. Well, I didn't like it one little bit in Newark, but I thought, "I'll not say anything 'til spring and I'll just resign, and if I can go back to Pleasant Valley, I'll go there." So I asked Mr. Walton, who was the head trustee down here about it, and he said, yes, if I didn't want to go to Newark they'd take me back because he felt that the teacher that they had didn't want to stay there, either. And that's what I did...went back...

**Q** Why didn't you like it in Newark?

**A** Well, I don't know why I didn't like it. It didn't seem like it did when I went to school, and I felt that I was too late out of the school. I've always felt in school that you know, a prophet is without honor only in his own country. Now I know I was liked and respected and everything around Newark...I'd been around there ever since I was five years old. We went to church all the time up in Newark, Sunday School—and by the way, I taught Sunday School longer than I taught school.

**Q** Which church was this?

**A** First Presbyterian, up on the hill. It was down on Main Street, that church that's on campus now, where we started. Well, anyway, I went
back to Welsh Tract and I was there six more years. And I've never been able to answer the question satisfactorily to myself, but I must have been unhappy with being away from home, this back and forth all the time, and what not and what not, you know, nothing seemed settled. And my mother knew I wasn't very well pleased with myself. But I hadn't any trouble with school, or no trouble with the children, with the parents, or anybody. So Mother said, "Why don't you just stay home for a year and think it over, and you'll know then whether you want to do something else or whether you want to go back to school again."

So I decided to take here advice, and that's what I did. And by that time it was about 19--well, let me see, three years, seven years, eight years--1914 or 15, World War I, and the DuPont--I had two sisters working in the offices in the DuPont Company--and they had a lot of extra help...some out of the state...they had all the local they could get. My sister says, "They're still needing help in DuPont's... clerical work. Why don't you go in there and see if you can get something to do and that'll give you something to do--some income, and it'll help you to decide whether you want to continue with school or to stay out of school." So I did, and I got a filing job. I'd been getting $35 a month, and I got $100 a month. That seemed like a drawing card, but it was known when I took it that a time would come--a year, maybe, more or less, or maybe five years more or less, whatever it was, when they wouldn't need all this extra help. It was government work that they were doing that required the extra help. So I went in there and I thought I liked it to start with, but I soon know I didn't. There wasn't any challenge to just sit at the desk and look over papers and sort them out, and put 'em in envelopes and go look them up when somebody wanted them, and I missed children. So in the spring of 1920--that was 1917 I went in there--spring of 1920 I and a great many others were told that they were weeding them out and our turn would probably come that summer. So mine came sometime in July and when I...I'd been thinking all the time that I'd stick to this as long as it lasted--it was short--and then as soon as I was free again, I would go back to school. So Ogletown over here--out in Ogletown--was a school. When you're going through Ogletown over to Hares Corner, if you know anything about the surrounding country, you turn left in that village of Ogletown, and there is a school. And all three schools were the same kind of a school--a stone school with thick walls, just one room. Welsh Tract didn't have anything at all on the front, you remember, from the outdoors in. Pleasant Valley had a porch on it. And when we got to Ogletown, it had a little shed built on the front. And when I went over there, the head trustee over there... they didn't choose the teacher--the teacher was chosen by somebody in Wilmington at a Wilmington office. And that's where I had gotten the school. I went in there to ask for a school, and he told me I could have Welsh Tract School first. No, I asked about Welsh Tract School. "No," he says, "they have a teacher. They have a teacher." But, he says, "Ogletown hasn't any teacher. You can have Ogletown School." And I said, "All right." And it would open the following Monday and I...he gave me the name of the trustee I would call if I wanted to. I didn't think it was necessary. He said, "I'm sure that school's all ready." So I went over there the morning the school was to open. There were two little boys playing around on the school yard. The yard hadn't been mowed. There was a whole in the roof, and it was just a desolate looking place. And I went--I went on the
train there too...got on the train and went up to the next station and walked about a quarter of a mile. So I just came back home and got the next train that went into Wilmington and went into see the--Mr. Jump was his name. And I told Mr. Jump about it. Well, he says, "I was sure that school was all ready." He says, "But you know, you can have Welsh Tract again." He says, "That teacher, since you were here doesn't want it." I said, "Mr. Jump, if Welsh Tract--Ogleton School can be fixed, that's the school I want." I said, "There's a challenge there, and that's the school I'd like to have." Well, he says, "I'll get in touch with the trustees," and he said, "I'm sure it'll be fixed." And that evening he called me up--Mr. Jump had given him the name and address--called me up and he said, "That school will be all ready for you next Monday morning." And it was. And it looked nice, and I stayed there sixteen years, believe it or not. And I just couldn't tell you all...and a lot of things that happened...Oh, yes, Mr. Jump said that during the interim when I had been in Wilmington, lots of changes had been made...that the taxes were collected at a central point, the teachers' salaries had been raised to $100 a month in the country schools, so I wasn't losing anything by leaving DuPont's. I would have come anyway, if it had been less. So they bought more books than the schools had ever bought before. The teacher could select the books she wanted and the kind. And paper was provided, and pencils, and well, a whole lot of things like that. And it was a smaller area inside the building, but it held about 27 or 28. When you had that many in there, why you were full up. So we started a PTA. Somebody came around one day and said, "You haven't any facilities here, or any place where you could make cocoa for the children at lunch time, could you, if you had the materials to work with?" I said, "Yes, that little shed on the front would do." And I said, "If the weather is too cold and it won't heat out there, why," I said, "we can bring this little oil stove on a stand." Well, this trustee was a contractor and builder on a small scale, and you didn't ask him for anything that you needed that a saw and hammer could make that he didn't get. The biggest drawback, there wasn't any well on the place. They got water not very far down, and it didn't last over the summer. It was bad...seepage or something from someplace. So we carried water from across the road or up at the corner; but the children did that, and they liked...that was the break for whoever went for a bucket of water. Had to do that at Welsh Tract, too. So...well, we came along, and after sixteen years, one day in August I got a call from the principal of the school up here at Newark. He wanted me to come up and talk to him. And I supposed that it was about...by that time we were working hard in all the schools to see that the children went to Newark when they left the country schools. They'd be in the seventh grade. And I always had--only children who couldn't go to Newark from that Ogleton school was some children who--it's about six miles, I guess to Newark--who hadn't any transportation and there wasn't busing in those days. So I went in and Mr. Douglas, the principal, he said, "Have you ever considered applying for a grade in Newark?" I said, "Not seriously." I said, "I've been so happy at Ogleton School with the people and the children that I just didn't consider it at all." He said, "Well, would you consider it now?" I said, "Yes. I would now." I wasn't getting old yet, but I know the time was creeping along. So I said, "But I'll have to talk to the trustees over there and make sure that they're going to have a teacher."
I said, "I wouldn't leave them after we've had such a nice time together, I wouldn't leave them without a teacher." So I went to see the head trustee. He said, "Miss Smith, you just go back home and tell Mr. Douglas you'll take that position and we will find a teacher." Now," he says, "we will find a teacher." He says, "I think that you deserve a chance like that to better yourself." So...

Q Who were some of the trustees you're talking about at Ogletown?
A Mr....well, they're all gone. See this was in...yeah, I went to Ogletown in 1620 and this is 1636 (sic)--16 years. Well, Mr. Hawthorne was one, and Mr. Morrison was another, and Mr. Appleby was the third.

Q Who was the contractor?
A Mr. Hawthorne, and his son, Paul, lives up on Dallam Road someplace. And he's a contractor, but he's...well, of course houses are built differently than they were when Mr. Hawthorne built houses. But they were built...Mr. Hawthorne did a lot of work for us around this place. This house was practically made over inside and out. So I came into Newark of course then. And you know before I came into Newark a young girl came to the front door that I had never seen before and wanted to know if she could talk to me. She wanted to know if I knew of any school anywhere where she could get a position. I think she'd tried Newark and they had all their teachers. And did I know, she says...I said, "Ellen," when I knew her name, I said, "Ellen, the only place I know is Ogletown School, a country school." She wanted to know where it was. She says, "I'll take it." Her father was in the navy, and when she graduated over here at University, he sent her on a trip around the world as a graduation present. And she was back from that trip and she wanted to teach school. And she came to Newark because she'd gone to school here, and she still had an aunt who lived in Newark, Mrs. Charles Evans. So I had a car by that time--before I left Ogletown. And I took her out to see Mr. Hawthorne, and that change had been made, too. The trustees in the district hired the teacher. So she took the school and stayed there a couple of years or so, and she had an aged grandmother lived in Washington, and grandmother just wanted her to come and live with her so badly that she couldn't say no. But she loved that school. So now I'm in Newark, and I stayed 21 years.

Q Teaching what grade?
A Second. All the time. Second grade. That's the grade that they still needed a teacher for. I think they thought they had a teacher and she went someplace else. And that was say, late in August, when I was started in there. And I liked it...I liked it. But you know, there's a long time I still pined for that family-like association with that Ogletown School. A bookmobile was another thing that...well, we had started our own bookshelf. There were no libraries. Newark didn't have a respectable library when I came there in 1936. And I started...the first library we had was just on one of the big window sills. I--you know the teachers have--they don't have them any more...well, it's not too long ago they discontinued them. But at the fall meeting--it was a two-day meeting, and they'd have...wherever they'd have the
meeting, they'd have book publishers, school book publishers, there with all kinds of things to sell--mainly books, but other things. And I always bought something at those meetings, and that's what started our bookshelf. And then down in Dover where the headquarters of the State Education Association...they offered ten dollars to any country school who could raise ten dollars to buy library books. And every year we did that. We put on little plays at school and charged quarter admission. Parents were satisfied to do that. And we raised our ten dollars. Somebody who lived in Newark, he was one of the editors of the Evening Journal, in Wilmington, lived here in Newark...I didn't know him when I started out, but after I was going on the train over to Ogletown all those sixteen years 'til I got the car...was curious that I went over there to school and he talked to several people about it, and I guess he talked to me some too. And he said, well, he thought he'd like to do something to help the school, and he took up a collection in the Evening Journal and bought us a Victrola about so square and a dozen records to go with it, to start off, and so we had...I can't sing, never could sing...I can sing with people, but I can't carry a tune. So we...and that's another thing that we had...at Ogletown...I didn't have the other two schools...it happened during those three years out. We had a music supervisor who came once a month, an art supervisor who came once a month, and a nurse who came once a month. And well, I suppose you'd call her the supervisor of schools, she lived...well, she lived wherever she wanted to...so she could take care of the schools. She had about six or eight or ten schools, all country schools, under her supervision. But she came to visit, to offer help to the teacher, and by the way, you'll wonder, didn't I ever have any higher education than Newark High School. Well, before Mr. Messersmith left there, he put on the twelfth grade. But of course, I didn't stop school—that happened two more years after I graduated. Yes. In the meantime, the Women's College had been built over here. See when we moved here there wasn't any. They don't call it Women's College now. It's part of the campus. But it's the two buildings this way where you go in those two gates. And I don't know how long after it was built they started summer school there for teachers. Now let me see, I couldn't...I used to know the date for that, but I don't know now. So down in Dover they decided that every teacher, and of course every teacher in New Castle County or in Delaware, wasn't just out of high school, eleven grades at that. But if you were and hadn't gone to school since, you were required to go to summer school to make up what you had missed. I even made up the year that I missed in high school. Now I had...I felt...I went because I had to. Your certificate wouldn't be renewed if you didn't go. So I felt that I had accomplished what was necessary by what I'd learned in school right straight through the first grade in school. I can remember my first grade in school just as well as I can remember the last day in school, and the wonderful teacher we had in the first grade. And I had accomplished through experience and the help of the art supervisor and the supervisor and the music supervisor, that I had accomplished what was necessary for me to continue to teach school in second grade. And I didn't intend unless I was asked to—-I wouldn't have been asked to go into junior high school which they had by then. But I went to summer school just the same. And it was very frustrating at first. The people in Dover who had charge of this—they didn't...I don't know
what they did, but I know what they didn't do—they didn't have any idea at all about—they didn't have a program like they have over here at the University now. When you want to take an educational course over at the University, it's just like if you want to take an engineering course. Everybody up there—the students applying—they know what they want and what they need. And there's a program that you follow during your four years and if you want a higher education there's a program to follow for that, and a program for the next. But they hadn't any program to go by and they—it was a very much mixed-up thing.

Q What did they teach during the summer when you went?

A Things that I knew all about. I could've taught up as far as seventh grade. I taught seventh grade once up here at school, and I made—they all were promoted. And I know that they made the marks because I knew what was required. The schools had better programs than they—they hadn't any program at all. They put in—I can't think now, it's so far back—they put in something...they thought this would be a good thing for teachers to know. And you'd go and it was required. If you were working for a certificate, it'd take that. Well, in two years the three points, or two points, or whatever credit you got for it, was thrown out. And you thought you were never going to get through summer school. And finally, after a while, they set a deadline for getting through summer school. And I can't remember when we first heard about it, what it was, or how many more years you had, but finally you came up to a year when well, by one more year, you were at summer school now, and by next June when summer school comes around, why you—that's the deadline, that's the deadline. Well, that seemed like a silly thing to do, too. And they weren't doing quite as much deleting as they had been doing. So I went to the dean of the summer school—he was an elderly person and a very fine person, a very knowledgeable person—I never can think of his name, off hand...it doesn't make any difference, much—if I think of it, I'll say it—to talk to him. I said, "I don't know—I want your advice—how...tell me how I can make the grade here, that I will get done, get through." And he said, "Well, you'll have to go (they were having two summer schools then)—you'll have to go to two summer schools. You'll have to take a winter course on the outside which they give now in various subjects..." And I don't know there was something else, and then he says, "You're gonna have to teach school all year." And, well, I said, "I'll try; I'll try." He said, "No, I'm not a going to give you permission to try." He said, "It's impossible for you to do that and stay well." He said, "You'll just break your health and break down." Now, he says, "You know what my advice is for you?" And I still needed...I don't know how many points. He says, "Just stop where you are. They won't take your certificate away from you with this much. Stop where you are and go on and teach school as you have been teaching school." I was in Newark School by that time. See that was after I was through with the country schools. So I did. And the principals of the Newark School, they all knew about it. And they were satisfied. He says, "You won't be any better teacher," he says, "if you do that, than you are right now." He says, "The subjects you have to take won't help you one bit in school." So I came home feeling ten years younger.

Q You retired when?
Have you taught since?

I substituted for four years, all over the place...oh, not in all the schools. No, I...you said something about school when you mentioned it, and I thought maybe you'd be interested to know how the Newark schools grew to what they are from when I started to school. Now, like I said here, that Administration Building--the very school where I went, right straight through--was built in 194--no, '84. 1984.

Q You mean 1884?

A 1884, yes, yes. 19's the next number. The next school built after that was the Central School--Central Middle School now. It was the new high school, and it was built in 1924. Now you see that is a long time from 84 to 24, and you'll wonder how they'd get along with that four-room school, which they didn't. The first spreading out they did was to rent--I guess they paid rent for it--what is now the Town Council Building--you know where that is, don't you?

Q Is that on the corner of Newark and Academy?

That was...Academy Street--that was the Newark Academy. It was a religious--it was Presbyterian. Newark Academy. And when I first started to school it was still open. And I can't remember how long after I started to school before it was closed. But when we needed more room than those four rooms they had, that's when Newark began to get a few more people and there was a few at the start, they rented rooms at the Academy. That's where I went to school--that's where I graduated from. By the time I was in...well, maybe I was in seventh grade, about...we had to use the Academy. And the...first we used part of it, and then we took more and more, like that, until finally there wasn't any more room in the Academy that we could use. And when that time came, I think one year they had what you would call a portable building, yes, across the street there back of where the Armory is--the Armory's still on the next corner down there. So...and in the meantime they were getting plans, making plans, for a new building, and that building was finished in 1924. That was the high school. And then they built...well, it was quite a sizable building, yes. And then the next building to be built was what they built on to that--what they called the Central Elementary. And what was the high school became the Central Middle School, now they call it. But the Central Middle School was the high school. And the first school out of town--oh yes, before that...now I can't remember these buildings because they were gone before I was big enough to know anything about them, because if that school was built in 1884, see I wasn't here yet. But there were two...as I remember them--I remember one of the buildings because it was used for something else afterwards...one was pretty nearly opposite Rhodes's Drug Store. It was this way from the movie place on Main Street--or the other side of Main Street. It was a square stone school like the three stone schools in the country, and it was set back from the street quite a way near to what is now Delaware Avenue back there. And of course that was discontinued when this new school was built, 1884. And the other one was on North Main Street--let's see it was...you know any place on North Main Street
this way? Well, maybe you know where Rob Jones' Funeral Parlor is, don't you? Well, just a little above that--Dr. Mencher's next door to it like that--on the other side of the street, before all the houses were up there. It was a brick school, quite back from the street. And up until 1884 they were Newark Schools.

Q Those were private schools?

A No, they were public schools, the public schools for the people in Newark. There weren't any more people in Newark than those schools would take care of. That's what it means. Two country schools. But they didn't call them country schools, of course. But that--as far as I know, that was the beginning of school buildings in Newark. Now, it was just pointed out to me, because I was curious about it, and somebody had said something about it, about the upper one, but I've seen the lower one, and I don't know whether it's still there or not. Next to the movie house on the down street side, I forget what's there now, there was an ice cream parlor and a home built to it, connected alongside of it. And he not only sold--made ice cream and sold ice cream, but he sold oyster stews and fried oysters and like that. I don't remember the other things...anything else to eat in the fish line. But the little old school at the back is--when he sold ice cream, that's where he made the ice cream. It was made there right on the premises. And I sort of think that's been torn down.

Q I don't know.

A I...anytime I'm riding along Delaware Avenue, going that direction, well, you pay attention to traffic--I was driving a car until last month. And personally I didn't have any good reason except that it got to be too expensive--I drove it so little because the family didn't want me to drive on account of the hazards that you come up with nowadays. And I would just be too busy watching the traffic and taking care of that to...I often thought about that building, and wondered if it was still there. Get's cooler weather, I'll walk up there. 'Cause I like to walk. Started out with a 2½--well, mile and a half, to school all eleven years, and then 2½ each way. So then along and we have 21 schools now. The newest one, Glasgow High School, will be opened--formerly opened and dedicated after sometime in September. But the first day of school down there for two grades will be September the fourth, this year. And if you've been down, very likely, you know where it is. If you haven't, you might be interested, long as you're in the school business, even though it isn't in high school...I haven't seen it from the inside, but they say it is really a marvelous building, and it will be the largest high school in Delaware, the most floor space, I believe, when it's opened. And they'll open it for children in the tenth and eleventh--ninth and tenth grades, I guess. And then next year, it'll be opened for eleventh, and the next year the twelfth. So it's going to be ready they say--they thought there for a while with all the strikes and things we put up with and shortages and what not, that that was the way that would be.
Q: Certainly the school system has certainly grown physically, as you've mentioned. Would you say the quality of instruction has gotten better?

A: Yes, yes. Mr. Shoe--have you heard Mr. Shoe mentioned? Wilmer A. Shoe, who was the Superintendent of Schools before Dr. Kirk--do you know Dr. Kirk?

Q: No. Who was Dr. Kirk?

A: He's the Superintendent of Schools now. And Dr. Allen, who will be his successor, is the Assistant Superintendent of Schools. And they, in that building there, the Administration Building, they have quite a set-up there. They have...everything is taken care of from who buys the food for the cafeterias...well, I can remember when the first cafeteria was opened up here. It was in the basement of the--what had been the new high school--the first building that was built, for them to go eat in a real building of their own, when they went out of the Academy Building into their own high school. And it was in the basement, and when you think of how many schools we have--I said 21? 21 schools, and they all have their own cafeteria, and serve excellent lunches. Newark--I'm not partial; I'm not saying because of Newark, because I'm not that kind of a person. Well, maybe I don't know as much as I ought to about some of the outside schools. But I hear what other people say. We have quite a few people who moved to Newark because they believed that the grade schools are about as good grade schools as you can come up with anywhere. And it's based on--that isn't exactly hearsay, because I think if they came here and had two or three children and put them in school, they'd know in a year or two whether they were getting what they expected if they wanted the best for their children in grade school, then they wouldn't stay, would they? So, yes, Mr. Shoe came here from Pennsylvania, and I can't say...I think he came here shortly before--after I came in--Mr. Douglas, he did. Mr. Douglas was an older person and he was pretty good, but I think he had seen his day for new innovations. Newark and every school had better not take an older person who is...well, somebody told us that he--and I guess it was true--he'd been the superintendent in one of the schools in Baltimore for a long time, and I don't know whether he retired or wanted to make a change, but he was old enough to retire, I would say, when he came here to Newark. And everybody liked Mr. Douglas, but like I say, he had used up...it's like, it used to be customary, and I don't know whether it still is or not, if children in a grade, say fourth or fifth, any of the lower grades--the little ones, first grade didn't often ask it--but if they liked the teacher pretty well, they wanted to know if she wouldn't move, go up...if there was a vacancy in the third grade, she'd go on. The mothers used to ask for it, too. And I never liked that. Personally, I think the people who wanted to move...a teacher who wanted to move with the children, she had a good reason to do it. But I never thought I had a good reason to do it. And I was asked a number of times, and then I wasn't asked any more. And I remember one little girl asked me one day in September, after she'd gone into the third grade. She says, "Miss, Smith, why wouldn't you go with us into third grade when we went?" And I said, "Well, I think that I used all the new things that I had in mind with you children, and I wouldn't have anything new to offer you when you went into third grade. And I think that you need to have another teacher to get some more new ideas about going to school and learning." And I don't know whether it
satisfied her or not. She just kinda shrugged her shoulders and walked off. But I still love it. I still visit the schools when I can, and I'm going down to the meeting next Monday...Tuesday morning, the fourth of November--September, when they open. I don't of course visit schools much as I used to, because naturally I'm quite slowed up.

Q How old are you--may I ask?
A Well, I've passed the 80 mark. Is that near enough?
Q Oh, yes. You have a very good memory, and I wouldn't say you're slowing up.
A The part of my memory that doesn't keep up is people's names. And I'm foolish enough to think I have a reason for that. After teaching in a school room for 48 years, you...and lived in the same community--finished up in your own community, in fact the schools where I taught, you know, are adjacent to Newark, and they're a part of Newark Schools now--they're all consolidated. And my list is endless when it comes to the people I have taught, the parents, and sometimes the aunts, uncles and cousins in the family, besides the people in Newark that I just know; and I was walking out front last night after we'd listened to the news--sometimes I take a...when the weather's fit, not too hot or it doesn't rain...I try to walk about a mile a day. And of course I'm way short of doing that now, because just as soon as it stopped raining, it got too hot to go in the daytime. I don't go very far in the evening, dusk. But I was walking down along there, and a car came from under the bridge and it went up this little side street here.

Some boy leaned out of the car, and said, "Hi, Miss Smith!" Now, if I'd seen him, I wouldn't have known who he was. And by the way, that makes me think, your first name is Steven. But I didn't remember the last name.

Q Well, it's a hard name to remember, it's German--Schoenherr.
A I'll write it on the back of this.
Q That's S-c-h-o-e-n-h-e-r-r.
A Um hmm. That's a nice name. Um hmm. S-c-h-o-e-n-h-e-r-r. Um hmm.
Q Do you remember any of your pupils who became famous, or were distinctive in some way?
A Well, yes, I don't know whether exactly...well, there's one that I had at Welsh Tract, the first school where I was...he has quite a good position--I'm not sure just what it is--in South America. Now, he must be getting along in years. See, if I went to Welsh Tract in 1906, and he was probably in the fourth or fifth grade, maybe the sixth grade--no he wasn't, he was a smallish boy. And you see from 1906 'til now is a long time, and...67 years I guess that is, isn't it? 67 years, and even if he was eight years old, or even if he was six years old, which he was more, why you see...that's where he...and that's what he does...I don't know what he does. Now, the only time I ever got...in touch with...I've never been in touch with him. I don't think I've seen him since I left Welsh Tract School. But it's a good position
he has. We used to have, and they don't...so many things you don't know, though...things that they don't have...banquets any more...graduation...the graduate students, you know...banquets. And I think they're going to...over here at Delaware, they're going to discontinue Homecoming Day pretty soon. I think that's a good thing to have. Well, this wasn't Homecoming Day at the high school, but they...along in May they'd have a banquet with the former graduates of the high school. And there was a person, I knew him very well, Henry Mote, and he's gone too. But he knew Francis O'Rourk was his name. He knew Francis and he corresponded with Francis. And he tried...Francis would take time off--he got vacations...he didn't always come to America, and I don't know which South American country he was in. But he corresponded with Henry, and Henry tried to persuade him, at some time or other--see, he went to Newark High School after he left Welsh Tract, so he was a member of the school graduating people. So...but Francis never made the grade...and I just hoped he would. I have a young woman who is the principal of a school in Elkton--school principal. Now she lived two doors from us when I was teaching in Ogletown. And she wanted to go to school with me instead of up here at Newark. And her mother asked me would I take her, and I said, "I'll have to ask Mr. Hawthorne what he says." He says, "If you have a seat for her in school, you can take her." You know...cross districts...they don't do that any more. So, I said, "Well, if you're satisfied for her to get a country school education, O.K." So she...Vivian...that's one...I don't know if I had....And of course there's lots of them that could've done something more worthwhile than be a school teacher or principal or something like that, but I don't know about it. But there's one thing that I can say, that I've never known any of them who got into any serious trouble morally. I always felt that it was just as important that a child as he grows up has the basic training in morals--it's more important in a way than the education from the books.

Q Well, I know you have the reputation of being one of the best school teachers in the Newark area.

A Well, I don't know about that.

Q Well, at least this comment comes from people who get your students in college, you know, students who have had you, and they always seem to be better prepared....

A Now, this is a quote, and I don't know who told me, and Dr. Monroe probably wouldn't remember it. I am pretty sure, I know he did, Dr. Monroe taught in the Newark Schools, either junior high or high, before he taught in the University. And Dr. Monroe is quite a person. He is quite a person. And he told someone who told me--it's the first intimation that I had that I was...that somebody else said...well, the mothers were all satisfied because the children were happy, out in the country schools, and of course in the other school, too, as far as I know. Like I said, when I read in the paper--this is a side track from regular conversation--when I read in the paper what a fight some teachers put up to stay in a school when not only a parent, but several, think that they ought to be someplace else, they're not satisfied with the training they're getting, or something else, or with their morals
Or something else. I can't see—I think it's all right to have teacher tenure. But I would never, like I said down at the first school I ever had, that mother was dissatisfied, and sooner or later if I'd stayed there the children would have been dissatisfied. And you don't have to talk all the time—it just is catching. A dissatisfied idea and a dissatisfied mind, and it's catching, and it isn't good. And I...well, I wouldn't have been happy to try to teach school—I was just wondering all the time if those three little boys that I had and the girl—what the mother had said at home before they came to school—something disparaging about school. And I'm sorry to say, too, that I think there are parents who are to blame many times when the teacher isn't at fault, when the children are unhappy in school, and what she needs to do—you know, I never had a child...they never want to give trouble, but they do, sometimes. And if I had a youngster that didn't want to apply himself or didn't want to behave himself, I just got a reason for visiting his mother. And you know it cured every complaint I could have made about Johnny or Billy or Sally. After you go home and get acquainted with the mother, just on a friendly basis, well, I don't know whether children are that way or not—I don't think they are, any more. Teachers tell me, who are teaching, not before I...anybody who was...well, they might have been beginners when I was leaving, but the general tenor of school atmosphere is different from what it used to be. When I hear some of the things that children get away with in schools now, not only in the—the little ones don't get away with as much as the older ones do, but I just think it's terrible. I don't know why in the world they didn't put their foot down on the very first time, very first infraction.

Q You think maybe it's the teacher's fault that students perhaps are not as well prepared today.

A Well, it must be in some cases. Now, I read in last night's paper, I read it this morning when there was a paper that was left over here, about something new they're starting here in Newark District—school district—to up reading in general. You know they are giving reading tests all over, in all states and counties and schools to see...to get an average of the reading ability. And they have an idea, of course, what a good average is, like when you're teaching, you give a test, you know what the mark ought to be to be a good mark, even a "C". And with all that has been done and is being done, why the average isn't as high in Newark as it ought to be, according to this article. Now they're starting a...they're going to have three or four very successful teachers, have been successful in reading, and the headquarters for the...well, the office of it...is going to be over here in West Park Place School. And then there's a leader besides these three or four teachers, and they will go places where...to visit schools where...help the teacher herself. Or the principal thinks that they need help. Now I don't know whether...it partly goes back to the teacher's preparation.

Q How did you teach reading?

A The phonetic method. To me there's no other way to teach reading. I never had but one child that I couldn't teach any reading to at all, in all those years. That was a little girl that her family—it was out in Ogletown School—her father and mother, she was an adopted child, but her foster parents had took her to...well, they
took her places in Wilmington, and Philadelphia, and New York and even Baltimore. And the only thing that they... she would apparently pick up something in the reading class. Now, say, she's in first grade. After a reasonable length of time, after... along in October or November, maybe, she showed for the first time that she was going to learn, and would learn. But the next morning when she came to school, it was like somebody, you know some older people, have a loss of memory, and it's really worse than just loss of memory. They... a friend was telling me about some friend she went to visit the other day, and they said, ''She knew me when I went into the room, but I hadn't been there five minutes before she couldn't recognize me.' Well, it isn't that kind of a thing. But the final thing that they came up with was that there was some... in other words, she saw things upside down, reversed. Now if she saw things on a page upside down, I have the question, did a chair look like it was standing on end, and a man standing on his head when she looked at them? We can't answer that either.

Q Did you make your students work hard?

A Well, I didn't make them work hard. I think I tried to make them feel that they wanted to do it. You know, we can do almost anything that it's possible to do if we want to do it. You know that.

Q Well, how did you make them want to work? Children in general at that age I suppose...

A Well, through reading, I think, was one of the ways. I told you about the bookshelf that we had over at Ogleton. See, that was after two short three-year sessions and a seven-year down here, and I didn't count that Newark year. And we got our first bookshelf, and then another thing--I didn't mention the bookmobile, did I?

Q You mentioned it briefly. When did that start?

A That started in Wilmington. It was an offshoot of the Wilmington Free Library. And that started after that three years out, when I was a file clerk. You know, that was the best thing that ever happened to me.

Q Well, you went back to teaching.

A Oh, yes, but I had that three years out and then knew what I wanted to do, couldn't be pried out of it. Well, so when I knew about the bookmobile, of course I applied for a visit once a month from the bookmobile. And we could choose oh, maybe 20 books, 12-20 books. The teacher would help with the choice after we had gotten used to having it come; and they got use to the bookshelf. And we'd try to choose something for the...three or four for each grade...we had six grades. And then I would choose a half a dozen or so for some of the mothers at home who wanted to read and didn't recourse to a library, or didn't own any books. And when I came into Newark, I say, they had a library--they called it a library, but it wasn't a library at all to my way of thinking. I didn't think, the little I knew about junior high school from the time I went to school, they were even interesting to the junior high school students. So I asked Mr. Douglas...
if the bookmobile would come to a town school or not, could we ask it to come to Newark? And I would take the books the first time and then other teachers if they wanted it, they could have it. "Oh, yes," Mr. Douglas said, "Oh, yes. That'd be fine." He thought that'd be fine. He thought children needed books. But...so they came out and we had this row of lovely books in the second grade. That's before we were in the new school down there, which is Central now. It was an old school on the corner. So, of course when we moved to the new school the books went with us. So the other teachers, they thought that was a good thing, and they...and so I think in the elementary school every room. And of course it made the principal of the school book-conscious too. Well, that was another thing. Mr. Shoe, when he came, he was that kind of a...he was a younger man. But he's retired and lives out in Pennsylvania...Pennsylvania Dutch. And I always liked the Pennsylvania Dutch people. Mr. Shoe, when we'd have an all-school meeting, he would get somebody from State College or somebody from up in Pennsylvania, and they always had something to talk about that you wanted to listen to. So we had...and before I left Ogletown School, and I often wondered what became of 'em...Mr. Hawthorne put us a bookshelf in the corner like this, four or five shelves. We had pretty nearly 300 books...what we bought with the ten dollars that we made and the ten dollars from Dover, and what I would buy when I went to the teachers meetings at the place and put on the shelf. And the youngsters. Well children...it isn't hard to interest children in good books and stories on their level. And once they get started, a boy or a girl who learns to like books at an early age, has it made about going to school. Now, when I was coming up, we had few or no books. My first book was a Mother Goose book, a linen book...with a printed on...and my father used to read and read and read the Mother Goose rhymes. By the time I was three years old, I guess, maybe before, I knew some before, I knew everything that was in that Mother Goose book by heart. And I think that was the beginning of my love of books. I just loved it. And later on they had a library in Newark, and of course they're building a new one now, you know, the new one they've got started down there. And they've got one in the old church on the corner up here. For ten cents a month you could get a library card and borrow books out of the library. So of course we could afford ten cents a month. And I got books that way before...well, we never had a library in school while I went to school. Nobody was book-conscious.

Q Did you provide the students with books--textbooks?
A No.

Q How did they learn their subjects?
A Why they were bought by the state. Yes, that's out like in Ogletown, you mean.

Q Yes.

A Yes, like in Newark now. They're bought by the state. No, I don't know...when I went down to Welsh Tract, of course there was books there, and I was there only three years. And when I went over to Pleasant Valley, there were books there, and I was there all together seven years...well, it was a span of eight years, 'cause of the year
in Newark when I wasn't there. And I don't remember buying any books. If I did, I don't...they wouldn't be bought by our school board, let's call them, school trustees. They wouldn't be bought by them. They'd be bought by the people in the school office in Wilmington. And so when I came over to Ogletown here, the whole system had been changed, you see, so that more money was allotted for schools. Teachers' salaries raised, and like I told you, but they didn't provide any extras. Now, one thing that they provided that they hadn't provided before—if the school trustees could get it done, and by the way, my school trustees in Ogletown with Mr. Hawthorne, they usually did it themselves, did the work themselves. Like I told you, Mr. Hawthorne just took the men he had working on some of his contracts and cleaned up that school, and painted the walls inside and whitewashed the walls outside. And it was all cleaned up. Now, I told you about, we carried the water from across the street. But there was a bucket with a dipper and I guess...I don't know whether they ladled it into a cup or not, I can't remember that...down at the other two schools. But I know when we came to Ogletown, Mr. Hawthorne had so much a year allotted that he, with the teacher, with her advice and needs—the things that she thought would be nice for the school, better—he could spend. So when I met with him and we talked about that, and I knew that water was carried from up at the corner, part of the time, I said, "Mr. Hawthorne, you know there's such a thing as a water cooler," I said, "It stands about so high and there's an earthen jar with a lid on it, and a spigot. Now," I said, "would you find out how much they cost and see if the money that you have to spend would get us one of those?" He'd be glad to. Came around the next day or two, we could get one. I don't remember the price. "Well, it'll have to have something to set on, won't it?" "Yes." "Well, I'll put a shelf in there, in that corner." And then I said, "Around the corner above the cooler, put about this wide, and then we'll have every child bring their own glass or cup or whatever they want to bring to drink out of, and everybody will have a place on that rail, if you call it, and everybody will have their own drinking glass, and it'll be kept in the cooler when it's brought. It won't be open to the air, and nobody's dipping into the water and everybody drinking out of the same place." So...and I said, "Another thing, we want to wash our hands before we have our lunch. We'll have enough water brought that..." And we used paper bags, brown paper bags, torn up in squares, 'cause they didn't make paper towels in those days. So that was something new that we had out in Ogletown that they'd never had before, and then he put a bench...it looked like a bench, or a small table in the corner back of the door. Well, that was a small place, but it held all it had to. And that's why there was a little stove, little kerosene stove, and there was a little store up at Ogletown at that time. I bought an oil can—I guess maybe Mr. Hawthorne bought it—and we'd go up there and get oil for the stove to make the cocoa. And besides the stove, there was a double boiler came along with the...with it. It was agate—it was about this big around. And all together it was about this high. The top fitted in the bottom.

Q About a foot high and a foot wide?

A It was a foot wide and sixteen inches or so high, because it was higher than it was across. And white enamel cups about this big around and
about this deep.

Q About six inches in diameter?

A Oh, four inches in diameter, and 2½ deep, the cups were. And we had two little girls coming to school who lived at the end of what's now Marrows Road, and the house isn't there any more, and the farmhouse isn't in there yet...it's because that's...was a mall in there, you know, a lot of stores. And the father was...he brought them to school every day. He was a retired person. He brought them to school every day. It was too far to walk. So he said, "If you'll get a milk can to carry the milk in, I'll get milk for you at the farm and we'll bring it down in the morning when we bring the children." Held about a gallon of milk. And we charged two cents a cup to pay. And of course if it ran short, I just put a little bit in. So we started off with the cocoa and after a while I thought it'd be nice at certain times...well, in the winter time, to have vegetable soup sometime. So I would...this was when I was going back and forth on the train, I'd do this...come home and get home here at 5:00, walk up to the store on Main Street, an A&P store up there, get soup bones to make vegetable soup, and maybe a stalk of celery, and of course I talked with some of the mothers before this. And then the children would bring something. You know farmers always have things—the mother would have a jar of tomatoes, or they would have turnips, or they would have a head of cabbage, or something else or something else. And once a week for a while, or every other week or something like that, we'd make vegetable soup. Now, if we was going to make vegetable soup, I'd get the soup bones for the soup on Tuesday night, and cook them on Wednesday, in the inside of the double boiler. And you'd have to use a big one for that, I guess. So, then they'd come with the things to put in it the next morning, and a certain number of the children were assigned or begged, later on, to be the ones that helped that day with the soup—boys included—to cut up the things, and we had a cutting board there and several cutting knives, because the soup would be made between the time I got there at the school, and noon, for lunch. And it was good soup. It had all the things in it that was necessary for soup. One little boy—and these were two boys that had been going to Newark School, and they lived over in what's...well, I don't suppose you've ever been through Red Mill Road.

Q Yes.

A Have you been past the place where the house is, an antique.

Q With the windmill?

A Yes, um hmm. Yes, well it was these two Eastburn boys. And their mother came over to school one day. I don't remember how, or what, I think one of the...Randolph, the one who said he never liked his—Mrs. Eastburn told me this—she says, "Randy doesn't like my soup any more since he had it at school." "Well," I said, "Mrs. Eastburn, you know why Randy thinks that's better soup at school?" And I says, "It's always better, too, the week that he helps make it." Well, Mr. and Mrs. Eastburn, they came over one day, to be there after school, and wanted to know, would I take their two boys in school. Well, I
told them like I told about Vivien, you know, we'd ask Mr. Hawthorne. Mr. Hawthorne said, "It's all right if you have seats for them." Well, I said, "That's just it, Mr. Hawthorne, we haven't. We haven't any seats for them. But I thought I'd see what you said before I told them." So, when they came, Mr. Eastburn came back to see what Mr. Hawthorne said, and I told him, "I said, 'Hell, I said, 'That's just it, Mr. Hawthorne, I haven't. He haven't any seats for them. But I thought I'd see what you said before I told them.'"

"Well, Mr. Eastburn came back to see what Mr. Hawthorne had to say and I said, 'Tell me, tell me. I don't know about these kind of chairs, but when I asked Miss Highly, that was her name, the supervisor, she could tell me to tell him where to go to get—and we only needed two and he came back with three. Well, they could fit in; the other seats were all fastened to the floor, you know. The old-fashioned, like you see in pictures of schools a long time ago. And he came back with three chairs. So Randy and...Randolph and let me see, the other's name was...Well he was a...he could be a little rascal if he wanted to. And I had a notion that he was having trouble in school. Now they wouldn't throw them out in school like they do some of them today. But...and they don't do that much any more, I guess. But he could be like that. Now he carries on the nicest flower shop out at Red Mill, Red Mill Flower Shop, out the highway. Now before...oh, you say you're going to be here another year on this work? You go out to Red Mill and see...oh, it's a lovely place. The best cut flowers if you want cut flowers, and oh just lots of things, like a Christmas shop, almost. The fountain going in there, and then when you go out the back there's a pond out there about 15 or 18 wild geese, or well, I don't think they're wild geese. They're great big white geese, like snow geese. Well, they're not for sale. I don't know why he has them. But, anyway they came over there to school, and well, everybody else was behaving over there, and Randy liked the soup.

Q Could you sort of reconstruct a typical day when you went to school, what time you left here, and how long it took to get there, what you did during the day.

A Now that would be, well, suppose I say over at Ogletown first. Well, school opened at 9:00. And I...when I went to the train, the train went at 7:35, and I got off over at Ruth B. in about five minutes and walked up at the school, and I was usually there at 8:00. And when you're in the country school, you were everything in the country school. You were the teacher, and you were the janitor, and you took care of the fire. Now, I was fortunate enough in...at Pleasant Valley Schools, there was a older couple lived right across the road from the school, and she had taken care of the fire in that school for a long long time, so she took care of it for me. And even if I banked it before I went home, she'd look at it before she went to bed to see if it was all right and she'd go in there about 7:00 and put the drafts on and fix it. And over at Welsh Tract, I had to go just a little early, you
know, I said I was walking two-and-a-half miles to Welsh Tract, to start the fire down there... in these pot bellied stoves in the middle of the floor? So, as I say, you kept the school clean. Now the boys brought in the coal and took out the ashes. I took them up because I thought I could do a neater job than they could—not so much cleaning up afterwards.

Q Were they coal or wood-burning?

A Coal. Oh, yes. You never managed a wood-burning stove. And, school didn't close until 4:00, in the country schools in those days. Now schools start a little earlier now, here, every place around. Some of the... I guess that high school and the junior high schools are supposed to be at school about 8:15, and the elementary school somewhere between half past eight and say ten minutes of nine... I don't know just exactly when. But then the ones that start early here are dismissed at 2:15 or 2:30, and the elementary children are dismissed before three o'clock, or around, like that. Well, the country schools in those days opened at nine and went straight through 'til four, and half an hour for noon, and two fifteen minute recesses. And then of course I can't think of how the day went, but when you had six grades, you didn't teach all every subject every day. Now, your first grade, of course, it was minimal. You had them twice a day, anyway. And the second grade, of course, there was a little more, and as you went along, you started spelling in second grade. Well, of course you had spelling every day. And you'd have spelling every day all the rest of the way up. Although, they did it this way after we had the supervisor. This is where the supervisor helped out. Like this year, and I'd forgotten all about that, like this year, in the third and fourth grade and the fifth and sixth grade, you would teach... well, you didn't have social studies like you do now. You taught history as history and geography as geography. Now they put together social studies with something else with them. I'm trying to think how we did that. But there was a way we see-sawed them back and forth so that you didn't teach geography every day to fifth and sixth grade. But you didn't teach everything every day. You'd teach... oh, I know how we did it. If we taught geography Tuesdays and Thursdays, we'd teach in that same period history the other time. Yes. So you didn't teach everything every day. You just couldn't do it. I don't know how they ever managed up in the Pennsylvania schools. They had eight grades in their country schools, and one teacher.

Q What did the children do during recess?

A Played games. They hadn't any trouble. Mr. Hawthorne put up two big poles like this with a crossbar on it, and swings on it, and we didn't have them to start with. But, see when you're out there sixteen years you got to let a little time... and we... that was the main play equipment. Then they played other games, and your older children helped. They played with the new ones when they came to school... the little first grades when they start... played games with them. Just like any other children do at recess. Farmer in the Dell and things like that. Oftentimes I didn't have to be out in the school yard very much because they were right there close to you. Now, when
I taught in Newark Schools, and we let all the second grades and all the third grades, and the first grades go out for recess at once, why teachers were assigned days when they were on the school ground at playtime, from...well, after they'd get out of the cafeteria at noon, you were on the school ground, and you were on for afternoon recess and morning recess. But you weren't on for the whole thing every day. If you were morning recess this week, next week you might be noon time, and the next week you'd be...and it wasn't one teacher--it was two or three.

Q Did you have any unusual experiences in the one-room school buildings? In the country schools?

A Yes, I thought this was an unusual experience. Down in Welsh Tract, where the school was, and nothing built around there at all, the Four Corners, you could see almost every direction at one time. And I don't know what time of the year this was, but I had this family that lived down towards the part that's the real Chestnut Hill Road, that goes over the top of Chestnut Hill. And they lived down there near the bridge, and there was an older sister Joanna, and I think she was in the sixth grade, and Billy might have been in the third grade or the fourth grade. And one morning...Billy every once in a while just didn't come to school. And he'd be there the next day, and you'd ask him where he'd be...well, I can't remember that I ever asked Joanna where Billy was or why he wasn't at school. See, this was in my beginning teaching, first three years, and it could have been the first year. Well, anyway, one morning Billy wasn't in school, and I was sitting in what would be the front of the school with a group...I don't know what group it was...in front of me, doing reading or something. And I could see right down Chestnut Hill Road, and here comes Billy up the road on horseback, bareback, and just had the bridle on the horse and a halter. And, I thought yes, wondered where he got the horse, and wondering where he was going, and when he got as far as the school ground, he rode...directly...it was the spring of the year...up on the school ground, and the windows were all up, and he rode right up to one window that was at the side, like that, same say I was here and let his horse put his head right at the window. And I had seen him on the way. So when he got up as far as the window and looked in, the children didn't say a word. They just didn't say a word. And they looked at me and they looked out at him, and they looked at me again. And I looked out and I looked down at the book and just went on just like Billy wasn't there. Well, Billy didn't get any attention, so he turned around and went away. Now, that wasn't the experience, though. Well, evidently Joanna went home and told what Billy had done, and the next morning when school called, Billy wasn't there again. And a few minutes not long after that, somebody opened the door and walked in. It was Billy's father with Billy, and he had a hickory stick, actually that big, that he'd cut in the thicket down there...

Q Four feet tall, huh?

A It was about four feet tall, between three and four feet tall. And he had that, and he walked over to me, and Billy was standing there with his eyes big and round, and he said, "Miss Smith, I want you right
here, in front of the children, to whip Billy for what he did yesterday." And I said, "Mr. O'Connor, I won't do that." I said, "What Billy did yesterday was not while he was under my care." Now, I said, "I don't think I would whip him with that even if he needed it. I thought he'd done something terrible. But I won't do it." He's the one that got the big eyes now and the mouth dropped open. I thought to myself, maybe poor Billy got something like that too often. Well, that was it. I had no more to say, that I wouldn't do it. After a minute, he turned around and walked out with his stick, and down the road he went. Billy went and sat down. And Billy never stayed out of school another day. Now, I had a similar one which wasn't the same as that; this was at Ogletown. This family, they had three boys, big one, middle size, and the small one. And one morning the middle-sized one came to school with a note from the mother. And I opened the note and read it, and she said, "Dear Miss Smith: I've been having a lot of trouble with Bobby at home here lately, and I don't seem to be able to do a thing with him. Will you give him a good whipping at school and talk to him?" So, I turned around to Bobby, and I said, "Bobby, do you know what your mother put in the note?" He just shook his head, and I don't know whether he was telling the truth or not, but he shook his head. So I read the note. Now, I said, "Billy, (sic) I'm not a gonna do it this time, but if I hear any more of this kind of behavior at home, and I'm asked to do it again, I just might do it." Now, I said, "Do you think you can go home and behave yourself?" He thought he could. I said, "Go on out and play." So I never heard anything more about that. And I think it was the same mother, and I don't know whether it was Bob or not, or whether it was the little one, the little one did... she sent me a note one morning, his name was Dick. "Dear Miss Smith: Dick has a loose tooth, and I just can't pull it. Would you pull it?" And that was the exact letter—it was from the same family. And I looked and here dangling here in the front was a loose tooth. I say, "Hold your head back, open your mouth." And I knew... it was just hanging by a thread. And I caught hold of it and went... and you should have seen the look on his face when he saw that I had the tooth in my fingers! "Now," I said, "you can get something and wrap it up—maybe you've got a handkerchief—wrap it up and take it home and show it to your mother." No, I... and then another time, you know I said all these schools are out in the country, and we always tried to make the school ground look nice. And we had a few... planted something in the spring, which wasn't taken care of in the summer, but we had them anyway, and kept the school ground looking nice and everything picked up right. And back in those days before we had the stores like A&P and Acme and so forth, most everybody got their fish from the fish man. And if you have a grandmother still living, why you ask her about it, she can tell you. He'd come around and he had a horn about like so long, and he's blow the horn and you'd know the fish man was around. So, one morning I saw this... I guess it was a horse and wagon coming down the road—there were a lot of them came down that road—but then after awhile I head this horn, and I thought, well, here comes the fish man. But I didn't think about it any more. Pretty soon there was a knock knock knock at the door. This was early in the spring and the door was shut closed. So I went to the door to see who was there, and when I opened the door he looked up and he said, "Any fish, lady?" He thought it was a
house...home. "Any fish, lady?" I said, "This is a school house." "Oh!" So you see, he was a stranger in the community. Let's me see if I can think of any other little in...why, yes, this wasn't so good, and yet it wasn't bad either. This happened at Ogletown, too. I...this was after I had the car...I don't know whether I was coming to the bank or something like that, because like I said, the school closed at 4:00, and the banks all closed at three, and they was never open on Saturday or Friday night. And I think that's what I had to do. But I very seldom ever left the school ground, when the children were there. So this day I was urged...I had the urge to do it, so I came into...this was the spring of the year...came into Newark and did the errand, and was back again in a short time. And when I rang the bell and the children came in school--there was a bell, you know, came into school, and I smelled this terrible smell, and right in the field, right across the hedge that had a lot of breaks in it, back of the school, garlic was about this high in great bunches over the field there. And while I was gone, I don't know how many of the 28 or so children, 'cause they were all at school that day, had gone out in the field, and had pulled off the garlic like this, and they had rubbed it all over their arms and their faces, like this. So of course I knew what it was, and I said, "How many of you have been pulling garlic this noon?" Hands went up here and there. "All right," I said, "you get what you're going to take home after school, and your hats and coats, and go on home and get cleaned up." So they all did it. And quite a few of them that lived close enough came back. Mothers had cleaned them up and said, "You go on back to school." That was just kind of funny. But nothing more...I didn't say, "Now, you don't ever do that again," or anything at all. Well, they didn't want to go home, of course. Smelling like garlic, the mothers didn't want them any more than I did. And I can't think of anything up here at Newark that was too different. It was just a regular day. We used to take a May walk in the spring down to the Red Mill Meadow--you know, talking about the Red Mill, down there, there was a meadow down there--I asked the supervisor, after we had the supervisor, if we could do that. It was a lesson in a way because we...spring flowers were coming up and there were different things to see, and then there was a picnic in the way, and everybody who wanted to bring a can of baked beans or something like that that would heat, we...you could make a fire then, out in the meadow, because it was safe--it was all green grass. And we'd have a picnic lunch out there and we'd see how many different kind of wild flowers we could find. And after we did it once we wanted to do it again. And we did that, and we didn't have any recess morning or afternoon, and we had a half an hour...we took our lunch with us--we had an hour and a half to go and come, so we were allowed to do that. We didn't lose any time, and they liked that. And in the winter time we did the same way with a little pond that was over on the other side of the road across a little short field in a woody place. Better winters than we had last winter, 'cause in those days the ponds always froze over in winter. And the ones who had skates would bring their skates, and some...if they didn't have skates they could bring a sled. And we had half an hour noon...well, just as long as it took us--we didn't take our lunch out to the skating pond. We just ate our lunch more quickly and went over there and skated. It was something different to do. And in the meadow walks, there was a violet that I had never seen in that Red Mill Meadow. It was a
white violet, just about the size of the blue ones, the purple ones, and beautiful foliage, and quite a few in the meadow, and so after we came down there once or twice, I thought well, I think a few of them would look nice in our back yard. And I took a knife or something along and dug up a few clumps of them, and we still have them. They come up every spring in our back yard. They spread. And I've given them to lots of people, too.

Q Who were some people that were memorable? That stand out in your mind...not children, but adults that you've know...outstanding individuals...

A Well, Mr. Shoe is one, and another one that is...he's still in...Mr. Shoe, I told you he's retired and out in Pennsylvania, near where his home was...Wilmer E., Senior, 'cause he has a son married in Pitts-burgh. And another one that'll always stand out in my mind is Henry Brader, the principal over at West Park. He was the first school principal we had as a principal, as they are now. Now before that the head of a school and at the beginning...Newark you see, was just Newark School, there was no consolidation. There was all the country schools around. And he was called the principal of the school. Well, as schools grew, they all did the same way, schools grew, there were principals of departments, principal of the high school, principal of the junior high school, and principal of the elementary. And it was after Mr. Shoe came that he with the consent of the school board, got...started these principals of parts of school. Mr. Kutz, who is re-tired, was the first principal of the high school that we knew about. He came there as a music teacher in the high school, and he was made principal of the high school when they had principals. And I can't remember the first principal of the...well, I think in the beginning there just was the high school, upper school and lower school, you know. First six grades and that way. And Mr. Brader was the first one they brought. Now, he was another Pennsylvania man. And he lived up on Glencarry Road. You go up the road past the brick church that's out the highway a piece. No, you don't. You go up past the Holy Angels Church...it's to the left going out the highway. And everybody just thought Mr....he is really an outstanding school man, like Mr. Shoe was. And then he was the first principal of Smith School, over here, and now he's principal of the...every once in a while they think it's a good thing for the schools and for the principal and the teachers and everything else to shift some of the principals. Some of them like it and some don't, but they do it, if they're shifted. So now Mr. Brader is over here at...and I found out more about teachers likes and dislikes for principals since I've been retired than I knew before. There's about, oh I don't know how many, thirty-some teachers, usually, in each school, and over in...well, where I was, in Newark, everybody had the highest to say for Mr. Brader. His attitude toward his work, the teachers, and the children. And then when he was over here at the Smith School, where I used to go often, very often, you know, you have teachers from all over. We have teachers in Newark from Pennsylvania, and the South and different places, you know. A great many teachers like to move around for experience in different schools and with different people and different children, in localities. It's a kind of psychology
study maybe. But I've heard... people just raved over... teachers just raved over Mr. Brader when he was over there in that school. They said of all the places they've ever... these... I'm speaking of the teachers who've been around here and there... course if you stay in one school, you're liable to have the same principal all the time. But they said they never came up with anybody like Mr. Brader, and the same way now he's over here in the West Park Place School. Now, he's an outstanding person. And some other outstanding people would be pastors who've had the First Presbyterian Church.

Q What are their names?

A William J. Rowan was the first pastor I remember after we came to church here. And he came here with a new bride, and was here his whole pastorate, until the time he wanted... you know, there's no real time of retirement for pastors, like in business or school or something like that. And he was just an outstanding person. And Mr. Hallman was the second pastor we had... the second one... yes, after I was a member of the church. Now I first went to Sunday School as a child to the Head of Christiana Church. You go on out past the Country Club and down a hill and up a hill and it's a country church out... that's where my mother was raised, in that church. But when we moved over... well, in fact when we started school we went to that church still, when we lived out in the country, at the other side of Newark, here. But after we started school, why our friends--school friends, you see--were all Newark people, and Mother and Dad thought it was nice to go to Sunday School where our school friends were... would be. So then... and a woman who stands out in my mind was the first Dean of the Women's College, Dean... hmm!... I knew her very well. I don't know any of the Women's College people now. My sister would be disgusted with me, and I can't remember her name. Maybe I'll think of it. And then I knew several people and not too well, but their reputation and their influence around... longer ago when the University was Delaware College, you know, and a smaller faculty than it has now, we knew quite a few people.

Q Have you been involved in any organizations or activities or clubs?

A Anything that you'd be involved in at school, and other involvements were mainly up at the church. As I say, I taught Sunday School three or four years before I started to teach school, and didn't retire from the Sunday School until just the year before I retired from school. I just loved it. I loved the youngsters. And of course, I still have some involvement in the church work. But I never was involved in anything... never belonged to the Century Club, which is a... you know what a Century Club is... it's a sort of a... well, the Century Club started the town library... that's the kind of work...

Q Do you remember... you mentioned before, Mr. Messersmith?

A Yes. Oh, yes. He was one of my... I'm glad you mentioned him. He was one of my outstanding personalities in school work. He came from someplace up in Pennsylvania. He was a smallish man-- Mr. Shoe was a big man of your type, big, tall, well-built man, impressive looking. And Mr. Messersmith was a smallish man. And he... oh, my, he just made that school over. And well, one of the teachers I had... I liked
all the teachers I ever had, but one teacher we...my sister and I both liked this teacher very much...her name was Laura Delb. Her father was one of the early presidents of the University of Delaware, when it was Delaware College. And she...it was the seventh grade...I guess there was two grades together, seventh and eighth, and we were in the--we called it the Academy Building, which is the Town Council Building. And she was one of my outstanding, likable personalities, and the kind of a person she was, she played the organ in the Presbyterian Church, pipe organ it was, and that type organ was an organ that we didn't have--before we had electricity in the church. Now you can't hardly thing that would happen, when you think of this day and age. Well, when we moved here the only water pipe in town was up and down Main Street, from the tank up there on the upper...no electricity in the house, no running water, of course, no gas. Well...no telephones. But Miss Laura, we called her, she was just an outstanding...now her sister was equally as outstanding. Well, but I was going to tell you about this organ she played...when she played the organ, a colored man, who was the janitor, custodian now, of the church, there was a little door at the side of the church, and he went in there, and he pumped a handle in there that pumped air into the bellows to play the...the organ has to have bellows. And of course when we got the new church, oh, well, that was remedied before we got the new church, when we got electricity. They put an electric motor someplace. Now it's an electric organ.

Q Do you remember anything about Mr. Messersmith that was...that sticks in your mind.

A Well, just Mr. Messersmith himself. He was a person that you respected in the highest way, but yet you didn't take any...you kind of stood off in awe of him. Now this was at school--I wouldn't feel that way now. He's been gone quite a while. He gave up school work, and I don't know why. He went down to Milford from Newark, and he got married after he went to Milford. They had him teamed up with quite a few young ladies while he was in Newark, but nothing ever happened. But when he went to Milford, I don't know how long he was in school work there, and I don't know what he did afterwards...oh, yes I do. He went to...was sent to South America as a diplomat...yes, went into diplomatic work, that's what he did. But he was, as I say, a smallish man, he had coal-black hair, and a rather pale complexion, but he had oomph, whatever that means. But there was just something about him that was dynamic. And he could get cross, but he never seemed what you'd call angry. And he...you just wanted to do...at least I did, and most everybody...I never heard anybody say anything against him as a school man or any other way. But he made over the curriculum for the school and added things that...some things that they don't have now. Astronomy, for instance. I took astronomy one year from Mr. Messersmith...and let me see...oh, yes. The only language they taught in school when I went to high school was Latin, Latin grammar, and read Caesar. And then later on, anybody who wanted to--this could be elective--Cicero. Well, I liked both of them, and they taught English grammar in school when I went to school, and I don't think it's taught any more. Some schools don't have spelling after sixth grade or fifth grade, and they don't know how to spell. And they don't know how to teach it, I guess, because it isn't...well, you
just hear so much complaint in the news and it just wonders me when they have an article in the magazine or paper or something like that about teaching Johnny to read, finding out some way to teach Johnny to read. I never thought it was hard to teach any child to read. You start in the first grade with the beginning, and it didn't make any difference whether they knew the alphabet in rotation or not, if they just knew when they looked at a letter how it sounded. I helped a little boy who lives three or four doors up the street from here. And I... well, you talk about whose fault it was... I felt it was more the mother's fault than the school's... he went over here to West Park Place School. And he had gotten... he took two years in the first grade, and I don't know whether he was two years in the second grade or not, probably he was. And I found out he wasn't getting along very well... it was about that time... that would make him four years... around nine or ten years old... and he still wasn't reading. And one of the teachers... one teacher who he had over there, said that if Bud-- they called him Buddy at home; I called him Bud-- if Buddy, "Oh, Mother, I've got a sore throat this morning; I've got a sore... I just feel terrible," well, Buddy wouldn't go to school. And he stayed home just about as often-- oftener sometimes, than he went to school. But I found out later that there was one teacher, the second grade teacher, the second year he had second grade, who really taught the phonetic way, and she knew... any children she got from the first grade that didn't have a basis phonetically, a phonetic basis, she went to work on them too-- just the same as continuing what first grade should have taught. So when I found out that he didn't read, I thought, well, I'm going to offer to read with him, one day a week after school. The mother was glad to have him do it, and he came here... I took Monday because he wouldn't have a chance to get too tired, like I took him Friday. And he came here for quite a while. Well, at first we didn't seem to get anywhere because he hadn't developed any feeling at all, or liking at all for reading. He didn't care two cents for reading. And we used books that were story books-- they weren't reading books. Story books with a story that was a fascinating story to most children that I had read the book to. And it took us quite a while. But you know, finally, after I found out about his phonetic background and put that to work, and he liked the stories we were reading. Now he didn't become a fast reader, an A-Number-One reader, but he gets promoted every year now on his own. So it can be done. So when you say you can't teach Johnny to read because he hasn't been duly exposed to the phonetic system from the... as early as possible. Now, I believe there are some children that are just... well, first thing, they like books, that's it. They've been read to, and I don't think... we worked on spelling too, for a while... I did... the two of us, Bud and I, on spelling. It was poor too. And I thought to myself, "Well, Mrs. Hebert, I don't know why in the world you didn't know that if you..."-- maybe she didn't know how to do it-- I like her, she's a nice person. "But if you had just offered some kind of little lead or promise or something, not exactly buy him to do it, with spelling every night until he felt he had done something..." You know, that feeling of accomplishment is another thing that carries children along. Yes, he's accomplished something. And he got to the point where I didn't need to help him with his spelling anymore, he wanted to learn spelling. He found out-- he just thought he couldn't do it. The little
girl next door—they moved away shortly afterward—she came here to me to ask if I would help her...how did she put that...but the way she said it, it sounded like I would be the one that would learn...she didn't mean it that way...her times tables. She couldn't remember her times tables. You know, 2 x 1 is 2. And that, I don't think they teach them by rote anymore in school. No, they got a new way. They say the children like it, but whether it turns out as well in the long run when they have to use them in life. They won't have to use them too long, though...they've got adding machines and computers and what not. Sometimes I think there's too much invented and thought up that takes away from...well, I guess they have to do it, because they've got so many people to handle. But it takes away from the initiative you have to do something, that accomplishing something. This was a Sunday School incident we had, and they don't do Sunday Schools either like they did when I taught Sunday School. I taught...what I taught in Sunday School was called the Primary Department, it was the first, second and third grades, all in one group. And we taught catechism—I was raised on the catechism...my grandmother, I used to spend almost every weekend with her, and I learned catechism. It was taught, though, in Sunday School, and we had...in the summertime we had two weeks—this was with Dr. Rowan first, and then Mr. Hallman...two weeks of summer school Sunday School. Now they have two days they call Fun Days for summer in Sunday School. So I had this little boy, Dick Cobb, and it was the older children, the third year children in school, who had the catechism. Catechism is a little bit hard for smaller children, sometimes, unless he's taught at home. Well, I remember this time, I met Mr. Cobb one day, some place, and he said, "Miss Smith, what do you do to those children down at Sunday School that makes them..."—and I didn't teach catechism...I had...with three bunched like that, group like that, three grades at once, I had to call somebody to help, and they heard them say the catechism. He said, "What do you do down at Sunday School that helps children to want to learn catechism?" He says, "Dick came home last Sunday from Sunday School, and he says, 'Daddy, guess what?'" And he says, I said, "What?" He says, "Next Sunday I'm going to get my catechism!" He means he'd be promoted into the third group, and he'd get the catechism. Well, we never did anything, we just helped the children to feel that it was something, just worth something, to know catechism. I don't know as it ever did any real good as far as church work was concerned, but it was an incentive to accomplish.

Q Where did your family come from—you said Maryland, your mother and father?

A Well, my mother, my mother's name was Smith and she married a Smith, and they never knew each other until along in life. But my mother came from over in Maryland, not far from where I was born, and...

Q Where in Maryland?

A Why, it was on what's now called the Barksdale Road that goes out there over the Black Bridge if you go out that way. Had a small farm there and they raised six children. My mother was a twin, and they were what is known, if you know...what is known as Scotch Coveranters.
Do you know what Scotch Covenanters were...you know that. I imagine that their background—the grandfather and the grandmother—the backgrounds...and I understood that it meant for some reason...well, people I guess have always moved here and there and one place or another, you know the Romans were in England before they got through moving, that far back. But the Scotch people, some of them, moved into Ireland, and I think it was persecution or something like that going on, or maybe it was a famine or something. But it was a brand of Scotch people, the word Covenant. They were like that.

Q When did they come to the United States?

A I don't know that—whether it was their...now in my grandmother's case, I know, her name was McCain, see that's a Scotch name. Her father and mother...I think she must have been born in this country. And my grandfather I don't know. No, I ought to know a great deal about my father's family, but you know, early in life you never think about background, and the forebears. And after it got too late to learn the aunts who could have told us everything we wanted to know about the background of my father's people. My grandmother's name was Fowler before she was married to John Smith, and I wouldn't have any idea where they were born or raised. I know that my grandfather was quite much older than my grandmother, and he died sometime before she did. And then she and a daughter who had stayed at home with the father and mother went to live with a brother of hers, and his name was William Fowler, and he lived...have you ever been down to the Swiss Inn to eat? Well, the Swiss Inn is on the road, if you turn right at Glasgow, it's a dual highway, and before you get to the Swiss Inn, on the left-hand side, there's a farm house way in the back there. And that's where Uncle William Fowler lived. And he died a long time ago—I was still quite small. And the Grandfather Smith...now this is rumored, and we don't talk about this...it's...and the person I'm gonna quote now lived to be a hundred and one, we called her Cousin Sally because my grandmother called her Cousin Sally—she was older than my grandmother. And Cousin Sally was...well, I say my grandmother called her Cousin Sally, so there was a relationship—we didn't know if that was first cousin, second cousin or how. But Cousin Sally contended that the Smiths that my grandfather—this is my father's side of the house—belonged to...the Smiths that that grandfather belonged to was descended from the Smith that signed the Declaration of Independence—it was a Smith from Pennsylvania who signed that. And my sister—we have one sister who left us about eighteen years ago—and she did a lot of work to try and trace that back, but there was always a missing link in there that she couldn't find...what she knew earlier, what she'd found out earlier, and the present together. But we don't claim any of that. We've come to the conclusion, and Marian, while she was still living, she says, "I don't think it's the right...I know," she says, "it's not the right family." So either way you take it, they were really early early people that came to this country on my father's side. The name Fowler isn't a name that you hear very often. But that Uncle William is buried down here in the Welsh Tract Cemetery—the Old Welsh Tract Church...you know where it is don't you? It had a hole in the side of it from a cannon ball fired by the British when they came up with the Battle of Cooch's Bridge. Now, you work in
school work, but you might be interested in this because history. Now, you probably have read this some place. Last week this paper...

What paper is that?

A It's the Newark Weekly. Have you seen this Newark Weekly? Did you see this last week with...

C No, I didn't.

A "A True Story of a Hidden Treasure." We had known about this all our lives since we've been over here, this way. And you haven't been to Cooch's Bridge yet, I suppose, have you?

C Just going over it. I've never stopped there.

A Well, well. You've seen the monument there, haven't you, and the house back in the--the Cooch Mansion, back in the lawn? Well, this story of the hidden treasure...it seems when the people in the area knew that the British were coming up through that way they wanted to--naturally wanted to leave. And they did for a time being, mark you. A town and a boy, it says, and I forget who the other one, but an old colored man who worked for them, took their silver, all their silver, they didn't name it piece by piece, and how much of it, but it was valuable--there was enough of it to be valuable...and some money, cash money--I don't know a lot about banks then in those days--and the mill, which the Cooches started--that mill's still going down there, although it's I think in a different location--and tied them all up in something or put 'em in a box or something, and took these things out into the woods and marked certain trees so they'd know they didn't mark the tree where they buried the treasure. But they marked certain trees so they'd know how to come to the treasure, and buried the treasure, and then sent to a place of safety until the battle was over and the Redcoats had gone. Well, the Redcoats got there, and they burned everybody there, and nothing, there would do them any good to take away with them. They went over to the mill to find out--they thought there'd surely be some money at the mill, because that's where all the farmers had their grinding done, wheat and corn--and according to the writer, he says that they were so angry they just set fire--I don't think they set fire to the mansion house, but the mill, they burned the mill down, and they set fire to the whole woods in there, not knowing that the treasure was hidden there. So that when Mr. Cooch came back, he couldn't find the tree, and it's never been found yet. On there've been lots and lots of people--they're not still doing it, after the years--yes, that was the Revolution, over the years, there've been stories and stories, hundreds of people there all day out in that woods, but they've never come up the right track yet...the treasure's still buried. And it isn't like the one they're looking for more, if you will there, Monroe--what's the other name of that?

We've never done.

C I know, but the time being they're still on that.
last night we heard. Now you see, they can see through the water to
discover that ship, and they know how to get at it, but they haven't
figured out a way to get the loot out.

Q  Well, that's interesting about Cooch's Bridge. I didn't know that.

A  Um hmm. Then, this other one is about the Iron Hill. I didn't like
the way it was written. This is clobbered up. And it says, "Iron
Hill and the Old Forge." You know, that hill was worked for iron
quite a number of years. No, it wasn't too many years... well, I sub-
tracted when it was started and when they closed down on--it was a
matter of six or eight years. But the ore didn't contain enough of....
But that's quite a place up there. There was a time back a number of
years ago when... up at the top of one of those ore pits is where we
used to go for picnics in the summertime. And the law is now that you
can't build a campfire for a picnic yet any more out-of-doors, but you
could then, there was no law, and we never set anything afire, because
whenever we built a fire for a picnic, we cleaned a place as large as
this room, anyway... anything that was burnable, leaves or anything at
all that was there, and then we made a place with stones to make the
fire. And oh, we had some lovely picnics up there... pork chops or
steak or baked beans or something else like that and had a lot of fun.

Q  Well, I'm sorry to have taken your whole afternoon. I want to thank
you very much. That was a...

A  Don't mind if it's any good.

Q  Oh, I think it's good, yes.

End of interview.