

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

1. Name of Property

historic name Hicklin School
other names/site number N/A

2. Location

street & number Box 14699 Highway 24 [n/a] not for publication
city or town Lexington [X] vicinity
state Missouri code MO county Lafayette code 107 zip code 64067

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [X] nomination [] request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property [X] meets [] does not meet the National Register criteria. I recommend that this property be considered significant [] nationally [] statewide [X] locally. (See continuation sheet for additional comments [].)

Mark A Miles

01/13/04

Signature of certifying official/Title Mark A. Miles/Deputy SHPO

Date

Missouri Department of Natural Resources
State or Federal agency and bureau

In my opinion, the property [] meets [] does not meet the National Register criteria.
(See continuation sheet for additional comments [].)

Signature of certifying official/Title

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:	Signature of the Keeper	Date
[] entered in the National Register See continuation sheet [].	_____	_____
[] determined eligible for the National Register See continuation sheet [].	_____	_____
[] determined not eligible for the National Register.	_____	_____
[] removed from the National Register	_____	_____
[] other, explain see continuation sheet [].	_____	_____

5. Classification

Ownership of Property

- private
- public-local
- public-state
- public-Federal

Category of Property

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

contributing	noncontributing	
2	0	building
0	0	sites
0	0	structures
0	0	objects
2	0	total

Name of related multiple property listing.

N/A

Number of contributing resources
previously listed in the National Register.

0

6. Function or Use

Historic Function

Education/school

Education/secondary structure

Current Functions

Vacant/Not in Use

7. Description

Architectural Classification

Other: One-room schoolhouse

see continuation sheet [].

Materials

foundation Concrete

walls Weatherboard

roof Asphalt

other _____

see continuation sheet [].

NARRATIVE DESCRIPTION

See continuation sheet [x]

8. Statement of Significance

Applicable National Register Criteria

A Property is associated with events that have made a significant contribution to the broad patterns of our history

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

Education

Architecture

Periods of Significance

1914-1958 7

Significant Dates

N/A

Significant Person(s)

N/A

Cultural Affiliation

N/A

Architect/Builder

Felt, J. H. & Co./architect

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographic References

Bibliography

(Cite the books, articles and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey
- # _____
- recorded by Historic American Engineering Record
- # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other:

Name of repository: Lexington Branch Trails Regional Library;
Lexington Historical Society; Hicklin Archives

10. Geographical Data

Acreage of Property Less than one acre

UTM References

A. Zone	Easting	Northing	B. Zone	Easting	Northing
15	428760	4337400			
C. Zone	Easting	Northing	D. Zone	Easting	Northing

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title see continuation page

organization _____ date _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional Items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name Alma Lowe Hicklin

street & number Box 14699 Highway 24 telephone (660) 259-2880

city or town Lexington state Missouri zip code 64067

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National Register of Historic Places Continuation Sheet

Section number 7 Page 1

**Hicklin School
Lafayette County, Missouri**

Summary: Hicklin School is located on the northwest corner of Highway 24 and Dwarf Lake Road, about two miles east of Lexington in Lafayette County, Missouri. The address is 14699 Highway 24. Built in 1914, Hicklin School is a good and well preserved example of a standardized Felt's one-room schoolhouse. The frame, cross-gabled, one-story schoolhouse is just southeast of the main Hicklin home (Hicklin Hearthstone, listed in the National Register 12/28/82). The main façade is three-bay and faces south. Surrounded by fields under cultivation, the site includes a two-hole privy and the foundation of a coal storage shed. The original fir floors have been covered with oak but the interior layout with a vestibule/cloakroom, classroom and library is unchanged. The original oak woodwork and built-in cabinetry are intact. An original chalkboard takes up the entire east wall of the classroom. Light fixtures are not original. Based on family history and school board records, the only alterations to the Hicklin School since its construction was the addition of a partial basement in 1923, and the installation of steel core front doors for security purposes in 1996, at which time the exterior was also refurbished and painted. Consequently, historic integrity has been retained and Hicklin School remains a fine example of a standardized one-room schoolhouse designed by J. H. Felt & Co., architects, of Kansas City, Mo., and Mason City, Ia.

Narrative: Hicklin School has walls of white clapboard and a roof of charcoal gray asphalt shingles. It rests on its original foundation of poured concrete. The building's footprint is essentially square, although there is a vestibule to enter the basement on the east wall. The environment consists primarily of open, gently rolling farmland that is almost always under cultivation. Cultivated fields surround the school on all but the east side, which is bordered by Dwarf Lake Road. The school is vacant, pending renovation. One of the original two-hole privies, for girls, is near the northwest corner of the school. Lexington, population 4,456, is about two miles to the west. (See Site Plan, Figure One).

The three-bay south elevation is approximately 28 feet wide. A transomed double-leaf entrance is in the west end of the main façade. Two cracked wide concrete steps lead to the front door. A cistern is to the right of the steps. Outer doors are steel core modern replacements. The moderately flared roofline becomes a pent roof across the gable faces and there is a central brick chimney. The door is followed by two closely spaced windows and then a paired window, all three over one. There is a round-head louvered window centered in the gable.

On the east elevation, an entrance to the basement, which houses a boiler and a coal room, is covered by a projecting gable with a panel door. The roof of this projection is also covered with asphalt shingles. This projection measures 5'3" wide, 8' deep and 9'2" at the peak of the roof. A single sash window with four vertical panes is in the south third of the elevation. A rectangular louvered window is centered in the gable.

The north (rear) elevation is approximately 32 feet wide. Fenestration consists of a bank of six one-over one double hung windows. These large windows, which are centered in the façade, are surrounded by plain moldings.

On the west elevation, four single sash windows are in the upper wall. Three of these are in the classroom section and one illuminates the vestibule. Each has four vertical panes of glass. A rectangular louvered shutter is centered in the gable.

The interior layout with a vestibule/cloakroom, classroom and library is unchanged from its original plan. The oak woodwork, which includes chair railing and built-in cabinetry, is unchanged from when it was built in 1914. The interior has three rooms: a small coatroom with plumbing (hand pump and sink) and built-in coat racks, a small library or bookroom with bookcases, and a large main classroom. An original chalkboard takes up the entire east wall of the classroom. The classroom is separated from the two smaller rooms by two double sets of doors. Floors are oak. The lighting does not appear to be original. It consists of four fixtures suspended from the ceiling, each with a collar of concentric metal bands.

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Hicklin School
Lafayette County, Missouri

As noted, Hicklin School is a standardized building constructed from a Felt's one-room schoolhouse plan. The actual floor plan is shown in Figure Two. For purposes of comparison, an architect's drawing and the floor plan for a J. H. Felt one-room schoolhouse design are included as Figures Three and Four. School districts often adapted standard plans to meet their individual needs, generally by cutting a few corners, and the Hicklin School is no exception. For example, the Hicklin School has a somewhat simpler window system. This and other mild deviations from the Felt's plan are discussed in Section 8 under Architecture.

Unlike vernacular one-roomers where the front door opens directly into the classroom, Hicklin School has a 10x12' vestibule that serves as a buffer against inclement weather (See Floor Plan, Figure Two). The vestibule contains a coat rack with hooks along the west wall, and a sink and hand pump are to the right of the front door. The sink and mirror are later additions but the pump is original. The classroom is entered through a second set of panel and glass doors. The library room in the southeast corner is accessible from the vestibule as well as through a second set of double doors on the east side of the classroom. Walls are plaster and are in poor shape, painted pale institutional green. An oak chair rail molding encircles the main classroom, vestibule and library. All interior woodwork is varnished the color of dark walnut. The 12-foot ceilings, also painted pale green, show rain damage where plaster has fallen. The roof has since been repaired.

The 32x23' classroom was oriented from east to west, with the teacher's desk facing west from its position in front of the windowless east wall. The chalkboard extends across the entire east wall. Most natural illumination is from the north, where six large windows are centered in the façade. This arrangement conforms to the 1890s theory that light should fall over the left shoulder of pupils and come from one primary source, preferably the north, to prevent eye strain from cross-lighting.² There are three small windows in the upper wall. There is an opening in the south wall of the classroom for a wood stove to be attached to the masonry chimney. Before the school's old electric lighting can be used again, it will need to be upgraded to code.

The 16x10' library is the second largest room in the school. Window pairs are in the south wall and a small window is in the east wall. As mentioned previously, this room is accessible on its north wall by a set of double doors. A single door to the vestibule is on the west wall of the library. Two bookcases of white pine with upper glass doors and lower wooden doors are on the north wall of the library.

The Hicklin School has a partial basement. The basement is entered from the east via a small vestibule and down six concrete steps. A wall bisects the space. Facing west, the boiler/furnace is located on the south side, which measures 17'6" by 11'10". The coal chute and storage area, which measures 17'6" by 5'9", is located on the north side of the partition. The basement addition and the installation of a furnace was approved at the April 5, 1923 meeting of the Hicklin School Board. Subsequent school board notes dated October 7, 1956 indicate that the furnace needed repair. A used furnace was installed for \$100. Apparently this did not solve the problem, as the board voted to purchase a new furnace on October 10, 1956. A GE cast iron furnace that used propane gas was installed for \$850; the propane tank was extra. Installation included five registers in the floors above and the addition of insulation in the ceiling.³ There have been numerous water problems in the basement over the years; installation of French drains in early 2003 around the west, north and east foundations has been successful in keeping the basement dry.

Just east of the basement entrance is the concrete foundation of the school's old storage shed. The foundation measures 10'6" by 7'6".

¹In 1912, two years before the Hicklin School was constructed, the Felt plan was the design for a one-room schoolhouse contained in the annual report of the Missouri state superintendent of Public Schools, known as the Sixty-Second Report of Public Schools of the State of Missouri (Jefferson City, Mo.: The Hugh Stephens Printing Company, 1912).

²Andrew Gulliford, America's Country Schools (Washington, D.C.: The Preservation Press, 1984), p.192.

³Hicklin School Board Minutes, 1923-1957.

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**Hicklin School
Lafayette County, Missouri**

A wooden outhouse near the northwest corner of the school is a typical double-hole privy with a roof that slopes from front to back. Walls consist of vertical boards. There is some rot at the base of the walls but otherwise the building is in good shape. The roof is covered with asphalt shingles. The strap-hinged door faces south. This was the girl's privy. The boy's outhouse (not extant) was located off the northeast corner of the building. A horse stable was between the outhouses.

Despite some deterioration, the Hicklin School is one of the best preserved rural schoolhouses in Lafayette County. Original window openings are intact although some sashes should be repaired or replaced. The flooring is in excellent shape, but needs refinishing. All plaster is in poor condition and needs to be replaced with drywall. Indoor plumbing, electricity and a new furnace are also required. As many in the Lexington community attended the Hicklin School and would like to see it preserved, the Hicklin family is seeking National Register recognition as a first step toward eventual completion of the renovation.

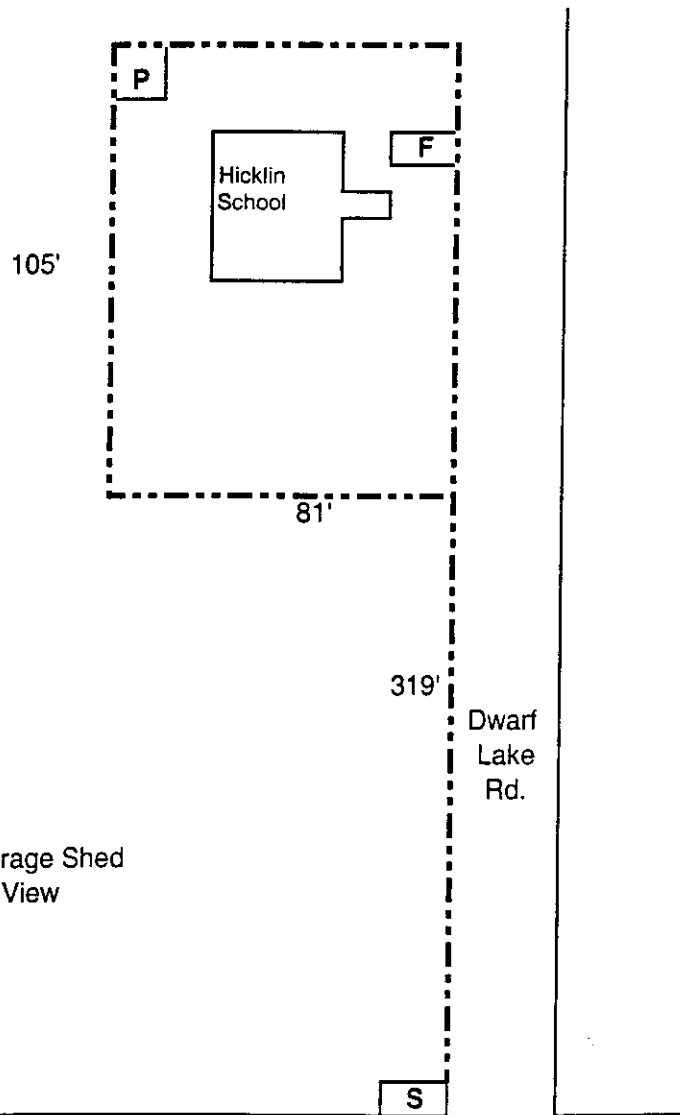
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Hicklin School
Lafayette County, Missouri

Figure One
HICKLIN SCHOOL
Lexington, Lafayette County, Missouri
Site Plan



Legend:

- S** Stop Sign
- P** Privy
- F** Foundation Storage Shed
- Photo Angle of View

U.S. Highway 24 (Old Santa Fe Trail)

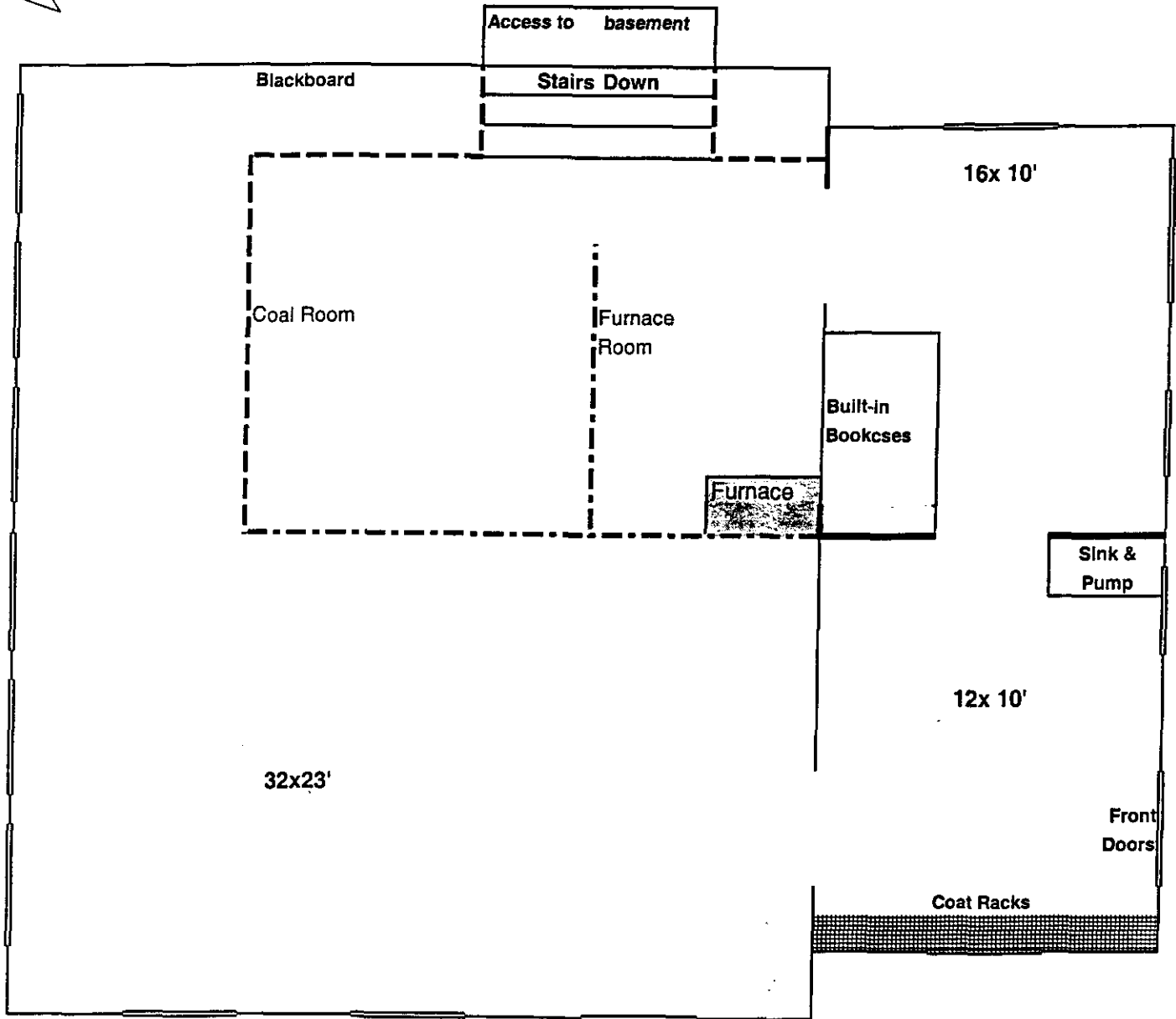
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Hicklin School
Lafayette County, Missouri

Figure Two
HICKLIN SCHOOL
Lexington, Lafayette County, Missouri
Floor Plan



Legend: _____ Windows
 [- - - -] Basement Level

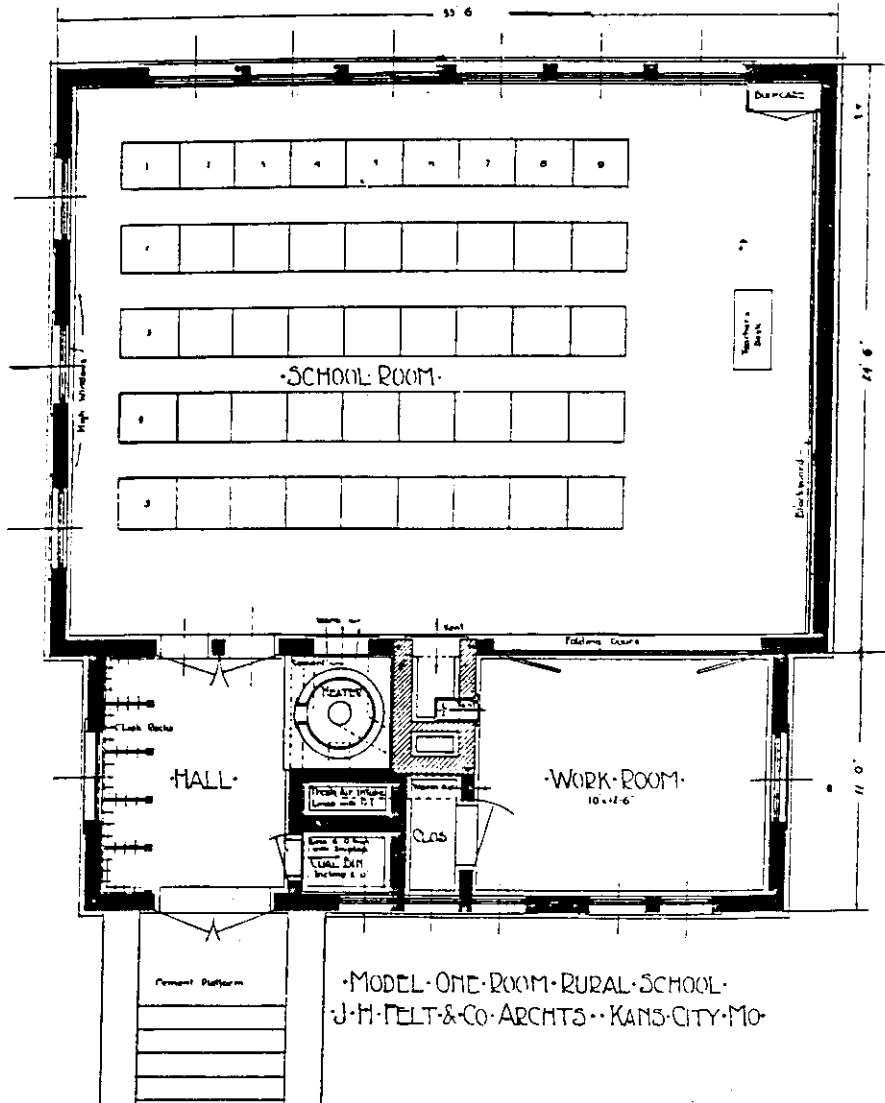
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Hicklin School
Lafayette County, Missouri

Figure Three
J.H. Felt's Floorplan



Source: Sixty-Second Report of the Public Schools of the State of Missouri

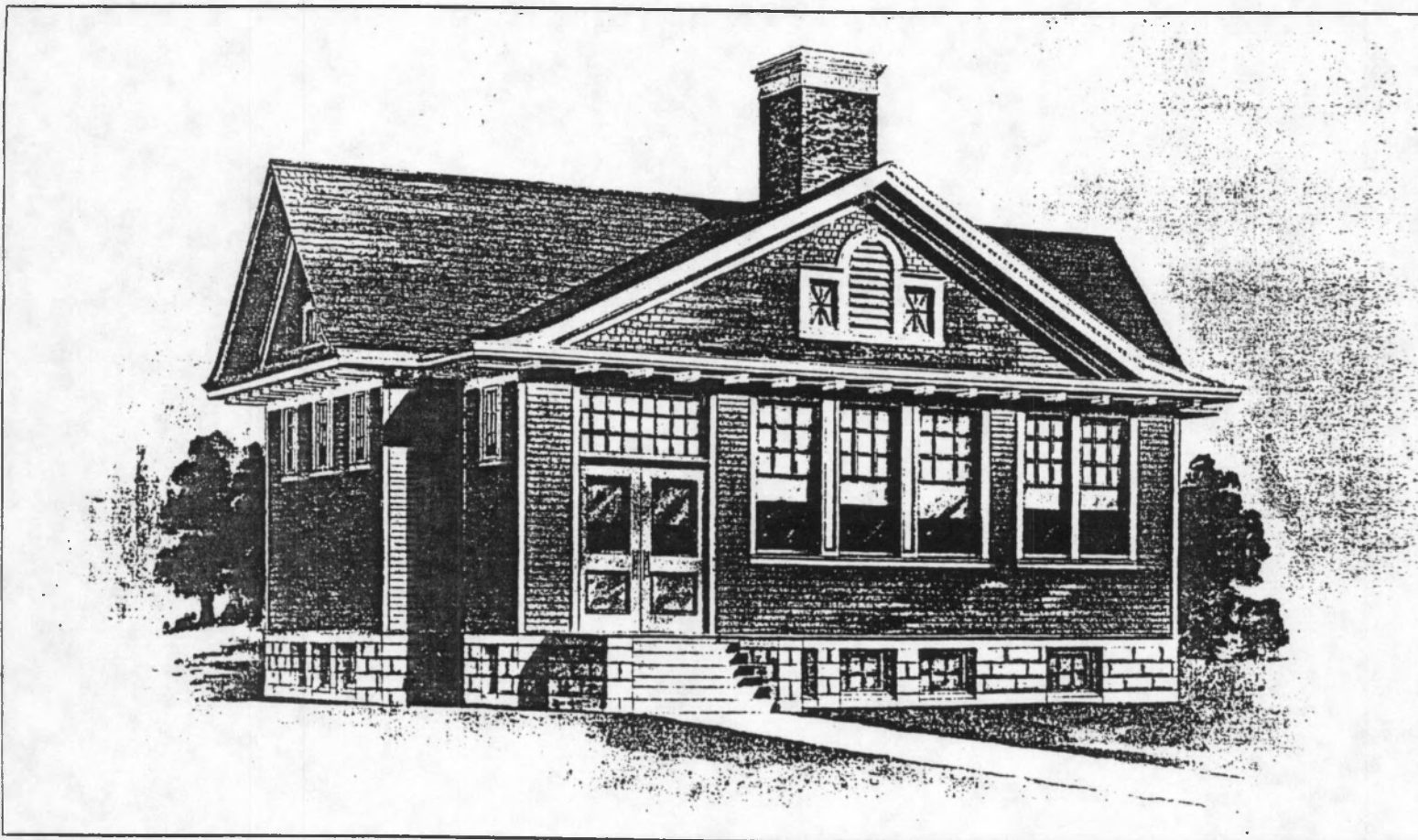
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Hicklin School
Lafayette County, Missouri

Figure 4
J.H. Felt's View of a One Room Schoolhouse



Source: Sixty-Second Report of the Public Schools of the State of Missouri

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Hicklin School
Lafayette County, Missouri

Summary: The Hicklin School, built in 1914 about two miles east of Lexington in Lafayette County, is significant under Criteria A and C in the areas of EDUCATION and ARCHITECTURE. Under Criterion A, the property contributed greatly to furthering the education of children in rural Missouri School District No. 11 (formerly District No. 1), while providing a central meeting place for the surrounding community. In addition, the first PTA in rural Lafayette County was established there in 1927.¹ Under Criterion C, the Hicklin School is significant as a good and well-preserved example of a Felt's one-room schoolhouse in Lafayette County. Architecturally, the Hicklin School is a plan book building, one of four rural schoolhouse categories suggested by Fred Schroeder.² While as many as 87 one-room schoolhouses were built in Lafayette County, Hicklin is one of the few preserved largely intact, both in its exterior and interior views.³ The school retains its original layout of rooms and is relatively unaltered. It is also the only extant Felt's plan schoolhouse in Lafayette County still standing on its original site.⁴ A sense of the building's past is easily conveyed by the setting within an agricultural landscape and the presence of an original privy and a sink with a hand pump. The period of significance is from the time of construction in 1914 through 1953, which corresponds to the arbitrary 50-year National Register cutoff date.

Schoolhouse History: Early in Missouri history, certain government-owned lands were set aside for the exclusive use of rural primary schools. Settlers rented these lands until land sales started in 1832. The law specified that at least one school should be established in each township as soon as practical and necessary.⁵ Teachers in these rural "subscription schools" were typically paid \$1 per month for each student; families took turns providing room and board. It was purely a private enterprise, the teacher taking the risk of getting enough to pay for his time and the community at large providing a schoolhouse. These early schoolhouses were also used for Sunday preaching and public meetings of the neighborhood.⁶ Classes consisted of a few disciplines—reading, spelling and arithmetic. A goosequill pen, with pokeberry juice for ink, was used for writing. This arrangement persisted for up to 20 years.

In 1819, a settlement was formed just east of Waverly by a group of Kentuckians. What is claimed by some to have been the first school in Lafayette County was built there in the winter of 1819, by a son of settler Littleberry Estes. This was disputed, however, by John Catron, another early settler and a neighbor of the Hicklins on whose land the nominated property was erected. Catron claimed the county's first school was located about two miles east of Lexington on Dover Road.⁷ Known as the Bedwell School, it is said to have been taught by Benjamin Gooch in 1820. This position seems to be supported by a local group of historians known as the Slusher Homemaker's Club. According to this group, the first rural schoolhouse was situated about a quarter mile east of the Hicklin farm, on a knoll. This would place the area's first rural school on or near what was then Catron land. This one-room building was made of logs and had a fireplace at one end. Seats were split logs with pegs stuck in them for legs and there were no desks.⁸ Black children in the area attended a school on the Pete Parker place, which was located in the bottom land north of U.S. Highway 24 and Dwarf Lake Road, Lexington Township. As many as 18 black children attended this school.⁹

¹ Slusher Homemaker's Club (Lexington: Private publication, 1936), p.20.

² Fred E. H. Schroeder's architectural categories for country schools are cited by Andrew Gulliford in *America's Country Schools*, (Washington, D.C.: The Preservation Press, 1996), pp. 164-171. Schroeder described four categories: vernacular, mass vernacular, architect designs based on plan books, and architect-commissioned.

³ Lafayette County Historical Society, *History of Lafayette County Missouri Rural Schools*, (Concordia: The Concordian, 1996), p. iv

⁴ *Ibid.*, pp. 13 – 169.

⁵ *Continuing the History of Lafayette County*, (Lexington: Lafayette County Historical Society, 2002), p. 65.

⁶ *History of Lafayette County*, (St. Louis, Missouri Historical Company, 1881), p. 243.

⁷ *Ibid.*, p. 242.

⁸ Slusher Homemaker's Club (Lexington: Private publication, 1936), p.19.

⁹ *Ibid.*, p.20.

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**Hicklin School
Lafayette County, Missouri**

The Missouri General Assembly passed the Geyer Act establishing a fund to develop a public school system in 1839, but only small sums of money were provided until the 1850s. In addition, many had the idea that public education was primarily for the orphaned and poor. But education, public or otherwise, was deemed important by the residents of nearby Lexington where colleges already flourished. An 1854 editorial in the Lexington Express shortly after the passage of a school tax levy (by a "great majority") for a new school district indicates the importance that Lexingtonians placed on education. (By extension, it can be assumed that similar pro-education values were held by residents of the rural areas just outside Lexington where early schools such as the first Hicklin and the earlier Bedwell schools were located.)

Common School: It is gratifying to the friends of education to see the cause of the common schools looking up. We rejoice to hear of the laying of the cornerstone of a college or university – this is all right enough. We should rejoice at everything that is calculated to promote the happiness of the rising generation. But it is not to colleges and universities that we are to look for the education of the great body of the people. They must receive their education in the common schools of the country or they must pass through the world without it. The great majority of votes by which the appropriation was made, that too in a town which is already the seat of two flourishing colleges, speaks something for the estimate which our community places upon education, and the alacrity with which they give their money to educate the classes.¹⁰

The first annual school report of Lafayette County was made by J. L. Minor in January 1842 (but does not include references to any of the school buildings located on Catron or Hicklin land):¹¹

Township and Range	No. Of Districts	No. of Mos. And days school taq't	Amount Paid Teachers	Amt. present Apportionment	No. Children taught	No. Child'n bet 6 and 18 years.
Town 50 R 26	No. 1	7 mo....	\$119.00	\$28.20	43	47
	No. 2	9 mo....	96.00	24.00	20	40
	No. 3	26
Township 48	Jackson	6 mo....	165.00	41.40	43	69
	Wash'n	6 m o....	150.00	31.80	33	53
	Jeffers'n	6 mo.....	84.00	19.80	17	33
Town 49 R 24	No. 1	6 mo 7 d	150.00	30.60	30	51
Town 51 R 24	No. 1	5 mo 24 d	22.80	35	38

Thirty-four teachers are identified in the 1860 Lafayette County census. Most were men, except for those female teachers who worked in private female academies in Lexington. By the time of the Civil War, most of the original log schools had been replaced by frame or brick buildings. After the Civil War, each district was to provide separate but equal education for black children.

The following statistics are for the 1870 school year when there were a total of 76 schoolhouses of all types in Lafayette County:

Total number of subdistricts, 82; total number of school houses, 76 - 6 brick, 63 frame, 7 log; 8 new frame schoolhouses had been built during the year. Total number of white school children, 7,388; colored children, 1,286; total 8,674. Total number in schools, 4, 574. Of the last number, 601 were in private schools, the balance in public schools. The average number of months taught as 5. Total number of teachers: male 64, female 30.¹²

In 1876, a new site for a school to replace the Bedwell School was purchased from Young Ewing Hicklin (b.1842 d.1912). Young was the son of James Hicklin (b. 1795), one of Lexington's first settlers and nephew of Gilead Rupe, generally considered the area's

¹⁰ History of Lafayette County, (St. Louis, Missouri Historical Company, 1881), p. 244.

¹¹ Bell, Leslie, Educational Heritage of a Century: A History of Lexington Public Schools, Lexington: Walsworth Publishing Co., Inc., 1962, p. iii.

¹² History of Lafayette County, p. 244.

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Hicklin School
Lafayette County, Missouri

first white settler. James Hicklin bought the land on which the Hicklin School stands, the first of many parcels he would purchase, in 1825. Although not formally educated, James Hicklin amassed a personal fortune (as evidenced by the stately home he built just west of the site of the Hicklin School) by managing a diversified farm operation. The Hicklin home (and associated properties including a slavehouse) was listed in the National Register in 1982. After Hicklin died in 1875, his son Young Hicklin became the new owner of the estate. (The Hicklin farm and present schoolhouse are still owned by descendants of Young Hicklin.) In 1877, a new school building was constructed at a cost of \$379. It was the first schoolhouse on the site to be called Hicklin School. This was a one-room building, with four windows on each side and a door in the south end. Double desks and seats were on either side of the classroom, with painted blackboards and a place for wraps. The windows were painted in an attempt to keep the students focused on their studies. School District No. 11 (originally School District No. 1)¹³

In 1914, a "modern" Hicklin school, using a plan developed by the J.H.Felt architectural firm, was erected on the site of the original Hicklin School at a cost of \$1,600. The first teacher was Bertha Sue Larkin, who returned to teaching in 1950.¹⁴ Hicklin School Board directors over the years include Young Hicklin, Charles Meyer, George Knapheide, J.R. Hicklin, Joe B. Williams, H.H. Lichte, E.E. Roderick, Walter Luehrman, C.J. Heimeyer, E.A. Clawson, J.R. Ainsworth, Harry Frey, Reid Moreland, Thomas Owen, John Barrer, Frank Bliss, John Lichte, Jesse Lee Lewis, J.H. Rivers and Dana Emerson. In 1927, the first Parent-Teacher Association in rural Lafayette County was organized there by Alma Davis Hicklin, Young Hicklin's daughter-in-law. The Hicklin PTA, with a charter membership of 29 patrons, was an important adjunct to the school throughout its remaining history. Classes were taught at Hicklin until 1957 when the school was consolidated into the Lexington School District. Known today as Lexington R-V. The Hicklin school district was originally known as School District No. 1, but in later years it was redesignated as District No. 11. During much of its history, the Hicklin School was a community gathering place. In addition to PTA meetings, Christmas programs, community plays, pie suppers, and the Last Day of School were all important occasions for visiting with neighbors. After the school closed, it became a private residence for a short time, but has largely been uninhabited since the 1960s.

In 1919, as reported in the Seventieth Report of Public Schools of the State of Missouri, the average length of the school term in Lafayette County was 150 days. The range was from 120 to 180 days. Former student Virginia Hicklin Thieman recalls that during 1926-1934, classes began at 9 a.m. with the singing of a song from The Golden Book of Favorite Songs. Classes continued until noon with a 15 minute break during the morning. After lunch and play time, school resumed at 1 p.m. and was dismissed at 4 p.m. There was one 15 minute break in the afternoon. School Board records indicate that the daily program for the 1938-1939 school year began at 9 a.m. with health inspection/daily exercise. From 9:15-10:30 a.m., language arts was taught, and the period 10:30-noon was reserved for arithmetic. Recess was from noon--1 p.m. From 1-2:30 p.m., social studies was taught and the period 2:30 to 4 p.m. was devoted for science/health.

Although oral history relates that enrollment was as high as 60 students, School Board records indicate that there were 41 students enrolled in 1922, 43 students in 1928, 35 students in 1942, 39 students in 1955 and 45 students in the last class of 1956. Former students Eileen Hicklin Belcher (1923-1931) and Bob Catron (1928-1935) recalled that the number of students in class increased with the attendance of the children of local strip miners for as long as the mines were open. The classwork was combined by twos - odd number grades one year, even number grades the next. Since the classes were held in one room, students continuously learned and reviewed all of the coursework. Recitation for each subject was ten minutes. Keeping recitations within this timeframe was often difficult.

Due to limited resources, teaching in a one-room schoolhouse was often very challenging. Plus the pay was relatively low; and as a result, teacher turnover was generally high in rural schools. As indicated in the following table, however, there were periods of stability when a single teacher taught at Hicklin School for three or four terms or longer. The table was compiled from school board records and various annual Reports of Public Schools of the State of Missouri:

¹³Stusher Homemaker's Club (Lexington. Private publication, 1936), p.20.

¹⁴The Lexington News "Hicklin School Reunion Held June 15", July, 24. 1996.

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Hicklin School
Lafayette County, Missouri

Term	Teacher	Monthly Salary
1914-1920	Bertha Larkin	\$100
1921-1923	Mildred Meyers	\$100
1924-1927	Laura Pettis Davis ^a	\$100
1933-1934	Ethel Ritter	\$ 80
1934-1935	Ethel Ritter	\$ 85
1935-1936	Ethel Ritter	\$ 85
1936-1937	Ethel Ritter	\$100
1937-1938	Eileen Hicklin ^b	\$ 75
1938-1939	Luella Duechler	\$ 90
1939-1940	Luella Duechler	\$ 90
1940-1941	Luella Duechler	\$ 85
1941-1942	Dorothy Kincaid	\$ 70
1942-1943	Emma Jean Agee	\$ 80
1944-1945	Curin Davis	\$ 94
1945-1946	Curin Davis	\$102
1946-1947	Wanda Guenther	\$111
1947-1948	Bertha Larkin	\$142
1950-1951	Bertha Larkin	\$166
1955-1956	Bertha Larkin	\$184
1956-1957	Virginia Summers	\$275

Notes: ^a Sister of Alma Davis Hicklin
^b Daughter of Alma Davis Hicklin

Eileen Belcher, a Hicklin descendant and teacher for the 1937-1938 school year, recalled a training session with the county superintendent at which she received a chart showing what subjects needed to be taught for each grade pair. The grade pairs were third-fourth, fifth-sixth and seventh-eighth. On even years, third, fifth and seventh grade material was taught. On odd years, fourth, sixth and eighth grade material was taught. First and second graders were taught separately. At Hicklin the solitary teacher was responsible not only for teaching classes and providing supervision at recess, but also for cleanliness, accidents, mental health, heat in the winter and virtually anything else that transpired during the school day.

According to County Schools Superintendent H.H. Schaeperkoetter, Hicklin School was one of six Lafayette County rural schools recognized as "AAA" by the State Department of Education in February, 1934.¹⁵ In addition to general excellence for a rural school, there were other achievements of importance. In April 1937, the Hicklin School Rhythm Band, under the leadership of student John R. ("Jack") Hicklin, Jr. and accompanied on piano by Mrs. George McKean, was awarded first place in Town Bands in the Class A Division of Rural Schools. Miss Ethel Ritter was the teacher. They had plenty of competition, as there were eight other bands in the Class A group.¹⁶ The two selections played were "Beautiful Blue Danube" and "The Glow Worm." The following words were sung to the chorus of "The Glow Worm": "Dear Hicklin School, We love you. We'll ever be true. Education is our goal. That makes us strive each day." For finishing first, the Rhythm Band received the "princely" sum of \$7.50.

¹⁵ Lafayette County Historical Society, *History of Lafayette County Missouri Rural Schools* (Concordia: The Concordian, 1996), p. 30.

¹⁶ *The Lexington Advertiser*, April 3, 1937. "Rhythm Band Contests are Held Saturday."

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Belcher (who was a student at Hicklin before she became a teacher there) recalls other milestones in school history. One of these was installation of a water pump and sink in the vestibule so water could be drawn from a cistern without having to go outside. Another was the arrival of a two-burner hot plate, courtesy of the PTA, so the children could have a hot dish for lunch. She also recalls when the basement was dug and a coal furnace replaced the pot belly stove in the middle of the classroom which had been the sole source of heat. Other milestones include rebuilding of the boy's outhouse, and when the PTA bought and installed a swing set and four teeter totters on an iron frame on the playground.

The Hicklin School functioned as a one-room schoolhouse until 1957. On April 2, 1957, in anticipation of consolidation, the school board voted to discard the old desks and seats in the school's basement, and on April 10, 1957 the board voted to not renew the contract of teacher Virginia Summers due to the impending consolidation. On May 29, 1957, reorganization of the district was approved by a vote of 1,314 to 330. This consolidation created new School District No. 5 (R-V), which consisted of the former Lexington, Burns, Dover, Elm Park, Hicklin, Locust Grove, Maple Glen, Marshall and Slusher school districts. At that time, the Hicklin family purchased Hicklin School from the county and the building briefly became a single family home. Since the early 1960s, the old schoolhouse has remained vacant.

In 1996, the Lafayette County Historical Society produced an inventory of 87 rural schoolhouses known to have existed over the years. The vast majority have been razed, converted into homes or destroyed by fire:

- Razed or are gone (36% - Bledsoe, Brackman, Brown, Centerview #2, County Line, Davis, Eastwood, Egypt, Eureka #1, Fairview, Ferguson, Garr, Greenton, Harris, Hickory Grove, Ish, Macedonia, Marshall, Mock, Osborn, Peacock, Plum Grove, Republican, Saylor, Sunny Bank, Three Groves, Tyree, Walkenhorst, Webb #30, Willard, Willow Branch).
- Converted into homes (36% - Beatie, Burns, Cabbage Neck, Catron, Chihuahua, Doty, Douthit, Elk Grove, Eureka #2, Floumoy, Foster College, Handy, Hitt, Hughes, Jennings, Long Branch, Long Grove, Oakland, Page City, Pleasant Grove, Pleasant Prairie, Prairie, Slusher, Starr, Van Meter, Wagon Knob, Weaver, Webb #71, Wheatley, Wolfenburger, Woodland).
- Destroyed by fire (11% - Cox #80, Dade, Ebenezer, Hazel Dell, Houx, Locust Grove, Maple Glen, Shaw, Walnut Row).
- Converted into hay bams or storage buildings (6% - Elm Grove #53 and 92, Elmwood, Linden, Prairie Valley).
- Status Unknown (2% - Elm Park).

Only ten buildings remained in what the historical society deemed their original form (13% - Barker, Centerview, Chapel Hill, Cox #8, Glenwood, Happy Hollow, Hazel Hill, Hedgewood, Hicklin and Linn Grove).¹⁷ But even the schools in this group are far from equal. Hedgewood School, like Hicklin School, was based on a Felt's plan but has been moved from its original location into the town of Corder. Ebenezer School also was built from a Felt's plan but was destroyed by lightning. Since 1996 the list has not been updated so as of 2003, the number of extant one-room schoolhouses in Lafayette County in relatively original form is unknown.

On June 15, 1996, a reunion was attended by many of the former Hicklin students. The following former students attended the reunion and had a good time reminiscing about their years at Hicklin School: Breck Cross (1929-1937), Bill Cross (1931-1939), Bill Wegener, Foster and Maryanne Bell, William H. Wegener (1930-1932), Ralph G. Wegener (1931-1932), Dorothy Wegener Fortner (1932), Marilyn Hicklin Miller (1928-1935), Katherine Luehrman Dyer (1925-1933), Mary Francis Henderson (Zeller), Kathleen Abel Keel (1932-1940), Sarah Drake Olario (1930-1937), Don Spease (1950-1951), Walter Luehrman (1931-1939), George Frevert, Dennis Duffett (1954-1957), Cleo Henderson, Margaret White Seek (1946-1954), Harold White (1948-1956), Mary White Payne (1941-1949), Cary Webb (1928-1936), Bessie White, Dorothy Wegener, Darlene Willard Blevins, Hazel Hiemeyer Hastings (1931-1939), Nancy Cross Edwards (1932-1940), Bob Catron (1928-1935), Tracy Gerald, Dorothy Luehrman Nieman (1927-1935), Dorothy Hiemayer Nance (1933-1939), Mary Hawkins Williams (1937-1943), and Jack Hicklin (1931-1939). Prior to the reunion, the exterior of the building was partially refurbished.

¹⁷ Lafayette County Historical Society, pp. 10-169.

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In May 2003, two former students were interviewed and three others responded to a questionnaire about their recollections of life at Hicklin School. Among those sharing favorite and not-so-favorite memories was Virginia Thieman (a student from 1926-1934) who recalled that when she was small, a practice teacher had a little program on her last day. She made crepe paper shirts and the students danced to "Tip Toe Through the Tulips." It was such fun that from then on, Virginia has loved to dance. She also enjoyed the spelling bees. She did not like reciting in front of the class nor did she enjoy having to miss recess once for slapping a boy who pulled her hair. (He missed recess as well.) Eileen Belcher (1923-1931) fondly recalled being included on the pickup baseball team because she could run fast. Both she and cousin Eugene Catron were chosen; they were small but speedy. She also recalled PTA members teaching the class to dance the minuet for a PTA meeting. Her least favorite memory was the outdoor plumbing.

Eileen also recalled that during the Depression, several pupils at the Hicklin School lived in caves dug out of the bluffs along the Missouri River. They walked several miles to get to school if they did not have a horse, and the hot meal they ate at school was sometimes the only meal they received that day.

Katherine Luehrman Dryer (1925-1933) enjoyed the lifelong friends she made, the excellent teaching staff and accompanying singers on the piano. She did not enjoy the two and a half mile commute to school. She either walked, rode a horse, or caught a ride in her father's horse and buggy in inclement weather. Dorothy Luehrman Neiman (1927-1935) had fond memories of the Christmas programs. A short time before Christmas, her father would cut down a large cedar tree in their pasture and bring it to school in a wagon. The tree would be squeezed through the front door, erected in the front northeast corner of the classroom, and the students would help decorate it. She also remembered when a 4-H club was organized at Hicklin School; she and her sisters took sewing, food preparation and interior decorating.

Katherine Dryer noted that the quality of the education she received at the Hicklin School made it possible for her to go on to a successful teaching career of her own; she was later honored as the Outstanding Educator in the Central District of Missouri of the Missouri State Education Association. Many other former Hicklin School graduates went on to high school and sometimes college and progressed to become valuable contributors to society.

Education: Public education in America dates to earliest colonial times. In 1647, the government of Massachusetts Bay enacted the nation's first provision for the establishment of a school system. In Puritan New England, church elders formed schools so students could read the Bible; learning was considered preparation for salvation. The 1647 law established petty schools, the forerunner of the grammar school. As populations increased in the colonies, the concept of subscription schools evolved. Thomas Jefferson's belief that people are the safest depositories of government and that free public education was imperative for a strong democracy saw his ideas supported in the Land Ordinance of 1784. Education provisions in the Ordinance allowed public lands to be leased to benefit local schools.¹⁸ As new states were formed, the government designated one section in every township for support of common schools. Because this plan did not result in sufficient funding for local schools, parents became the only reliable source of funds. Rural schools were, therefore, underfunded and the best teachers moved to urban or private schools, where pay and classroom conditions were better. Rural schools, subject to parsimonious school boards, did the best they could with what they had.

This lack of standardization and direction in the American education system had dire results. In 1840, 25% of the adult population was illiterate. By 1860, however, approximately 20% of Missourians were attending school. After the Civil War, public education was greatly expanded in Missouri as elsewhere. The concept of free schools, once resisted as a form of charity, was clearly gaining support.¹⁹

More progressive ideas did not affect American education until the 1890s and did not impact rural schools until 1900. By 1913, there were approximately 212,000 rural one-room schools in the United States and half of all the schoolchildren in the nation attended

¹⁸Gulliford, p. 36 - 38.

¹⁹Phillips, Claude A., *Fifty Years of Public School Teaching*. (Columbia, Missouri State Teachers Association, 1948), p. 1.

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them.²⁰ However, faced with substantial challenges, American rural schools began to pale in comparison with their urban counterparts, and their days on the education scene were numbered.

The National Commission on Country Life was formed by President Teddy Roosevelt in 1908 to study and resolve rural problems, which included rural schools. As roads improved and the automobile and school bus appeared, the need for many small schools each serving a handful of students in a rural neighborhood lessened. Many smaller rural school districts could be combined. Attempting to compete, rural schools began to standardize. States passed legislation requiring that all instruction be in English, tests were standardized for eighth grade graduation, and penmanship (the Palmer method) was stressed. States became interested in the development of architectural plans for the "model" rural school, and "modern" one-room schools were constructed, but the real goal was to make them appear just like their urban counterparts. These efforts were not enough and reformers continued to call for the consolidation of rural schools into centralized town schools where there were more rooms, more teachers and more students in one place.

From the beginning of the 18th century to the middle of the 20th century, schools in rural America almost invariably were of one room, with form following function and simplicity the norm. Size was constrained not only by community and school board budgets, but also by the key limitation of the carrying distance of the human voice. A room larger than 30 by 40 feet was not conducive to learning or teaching. Some rural schoolhouses, including the Hicklin School, had a cloakroom/vestibule and a kitchen/library, and some later schools had basements, but virtually all formal education occurred in the main classroom. Hicklin School was of typical size and enrollment, with overall interior dimensions of 32 by 33 feet. The average enrollment was 41 students over the period of 1922 – 1956. so the school was well-used.

Hicklin School had a term of eight months, September through April. The daily educational routine at Hicklin was probably typical for its location and time period. Formal activity started at 9 a.m., with a song from The Little Golden Book of Songs and recitation of the Pledge of Allegiance. There were six grades to be taught, so each class was short. After a class lasting 15 or 20 minutes, students continued working at their desks. Instructions were on the blackboard because there was no time to repeat them. Homework was always expected and included math, spelling and reading. Somehow the teacher met with everyone and reviewed the various subjects as required by state law: reading, arithmetic, geography, history, and language. The Hicklin School library contained a set of World Books, a Book of Knowledge, and some reading books, including the Little White Indian Boy. The tiny library allowed all students the opportunity to memorize every book.

As dictated by plan books and education experts of the time, the teacher's desk was in the middle of the east end of the classroom, in front of the blackboard. The students sat in school desks facing the teacher. Desks were attached to rails, which allowed them to be arranged in as many rows as required. At the Hicklin School, the youngest children sat in the first two rows which were closest to the heat vent in the floor (after the basement was added in 1923 along with a coal furnace which replaced the old pot belly stove). There were four more rows of seats, with the ages of the students increasing as the rows approached the windows. The desks had folding seats, tops with a pencil groove and a hole for an ink well. Virginia Thieman (1926–1934) recalls a picture of George Washington and another picture, The Gleaners, on the wall. Eileen Belcher (1923-1931) recalls a baking powder poster of birds on the south classroom wall and maps over the chalkboard which could be lowered for viewing. Dorothy Neiman recalled an alphabet across the top of the chalkboard, a world globe, a U.S. flag, and a piano in the southeast corner of the classroom. On heavily overcast days before the building was wired for electricity, the teacher lit kerosene lamps.

²⁰Gulliford, p. 35.

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Hicklin teachers were responsible for the daily operation of the building and keeping the furnace stoked; they were assisted with heavy work by male neighbors.²¹ Members of the Brumback family, who lived across the road from the school, started the furnace before school and provided janitorial services.²²

For their lunch break, the students brought food from home in buckets or wrapped in waxed paper. In winter, they volunteered ingredients to be brought the next day for a selected hot dish. Two students were chosen to peel the vegetables and cook the dish under the supervision of the teacher, which was considered a great honor. A prayer was offered by the teacher or a student before meals. In addition to the lunch hour, which included an outside play period after the meal, there were traditional morning and afternoon recesses of 15 minutes. During lunch recess, often the children played softball or used the swings, teeter totters and tether ball in good weather. Sledding was a popular alternative on snowy winter days. For emergencies, one raised a hand for permission to go outside. The students were dismissed at 4 p.m. The final event of the school year was on the "last day of class." On this occasion, a covered dish meal was served and a program was put on by the students. After farewells and wishes for a happy summer, the children were turned loose.

The concept of school consolidation was met with mixed emotions by many towns and communities. But with improvements to the roads and more funding available, the concept of consolidation became more realistic. As noted in the 1999 Pleasant View School nomination to the National Register of Historic Places:

For better or worse, Missouri was at the forefront of the school consolidation movement. As early as 1901, the Missouri General Assembly authorized the development of consolidated school districts in Missouri. The main theory behind consolidation – which resulted in the closing of Pleasant View in 1957 – was that children in rural areas would be better off in larger districts where they could be more completely separated and taught according to grade level. Consolidation, which was inseparable from the development of high schools, became increasingly feasible as transportation advances made it unnecessary for schools to be within walking distance of their students. When it became obvious that many newly created high schools were struggling because of low enrollments, financial incentives offered by the state quickened the pace of consolidation.²³

By 1923, despite numerous consolidations, there were still 9,242 school districts in Missouri – certainly many more than the state wanted to deal with. By 1931, before implementation of a new state school bill greatly stimulated the consolidation movement, one in four of Missouri high schools were struggling because attendance was too low for efficient operation. Meanwhile three thousand of Missouri's rural schools had an average daily attendance of fewer than fifteen, while 1,200 schools had fewer than ten, according to State Superintendent of Education, Charles A. Lee. But the 1931 education bill provided, among other things, free high school tuition for rural children and reimbursement to school districts for busing them. Under the bill, even rural districts were eligible for increased state funding if they had an average daily attendance of at least fifteen students. During the 1930's, Missouri's support of public education was greatly extended with revenue generated by the new state sales tax.²³

As late as 1946, Missouri still used nearly 6,000 one-room schoolhouses. However, due to maintenance difficulties, the challenges of attracting and keeping dedicated teachers, and the various conditions, quality and dispersion of the buildings, most were considered liabilities by educators.²⁴ Throughout the minutes of the Hicklin School Board are sprinkled many discussions of maintenance issues with the Hicklin School. In 1947, the state of the ceiling plaster was discussed. In the School Board minutes of 1954, the need for new curtains was discussed. In 1955, each school board member agreed to share responsibility for changing the lights, repairing the wall plaster, repairing the windows, and repairing the house drain; the teacher would do janitorial service. In 1956, the furnace required replacement and the problem of sanitary drinking water was discussed. By this time, consolidation was undoubtedly welcomed by many if only for relief from such tasks.

²¹Eileen Hicklin Belcher.

²²Dorothy Luehrman Nieman

²³Roger Maserang, "Pleasant View School" (Johnson County, Missouri), National Register of Historic Places, listed 8/5/99.

²⁴Administrative Committee of the Cooperative Study of Rural Education and Rural Life, Missouri Looks at her Rural Schools. December 1946, p.4.

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Rural school consolidation was heartily endorsed between 1908 and 1925. It was felt that the one-room, one-teacher school had served its purpose and it was time for change. Nonetheless, as Gulliford has noted, "Rural townspeople knew, however instinctively, that to lose their school meant to lose the focus of their community."²⁵ The loss of the one-room school concept symbolized the end of the community spirit of the original settlers; parents feared that once their children moved to urban schools, they would be more likely to leave the farm. In addition, some felt that attendance at urban schools would expose the children to a set of values alien to rural school children. After WWII, the rate of school consolidation increased until the early 1960s. Lafayette County had an appointed board to plan consolidation, and its plan was implemented in the early 1950s.²⁶

Reformers today who see the small rural school, controlled by the local community, as a model for restructuring public education focus on the issues of equity – both financial and racial – that the schools of the past did not address. However, there is much to take note of in the methods of the old country school – the virtues of small classes, viewing the school as a community and the community as a school, responsiveness of schooling to the values of its citizenry, and the lack of bureaucracies between parents and teachers. More importantly, standard practices within rural schools provided many valuable lessons to their students – older students helping and teaching younger students, flexible scheduling, personalized programs for each student, oral recitation of lessons, pupils working in teams, reliance on each other, and sharing in playground games. Sharing and cooperation were hallmarks of a country school education, and children of different ages learned these and other things from each other even as they learned the more formal subject matter from the teachers.²⁷

Country schools have always been important in the rural areas of this nation, as a symbol of both cultural continuity and of the opportunities to be gained from education.²⁸ The importance of rural schools such as Hicklin in shaping and providing education in America cannot be overemphasized.

Architecture: The early design of schools in America can be considered an architecture driven by various constraints. Materials, funding, and the range of the human voice resulted in rural schools that were small, functional, of various styles and oftentimes, plain. Schools were sited wherever land was available, usually within walking or riding distance of the majority of each community's families. They were constructed of clapboard, board-and-batten, stone, adobe, logs, sod. In many communities, the school resembled either a house or a place of worship. Many early schools had a bell tower, a gabled vestibule, were painted white and had separate entrances for girls and boys. Historian Fred Schroeder has studied country schools as a special building type. He suggests that the architecture of country schools can be divided into four general categories: folk vernacular, mass vernacular, architect designs from plan books and, rarely, plans commissioned directly from architects.²⁹ Hicklin, of course, exemplifies Schroeder's third category.

Vernacular, or native architecture, is an amalgam of traditional building materials and forms, regional influences and ethnic characteristics (folk vernacular) used in a place, learned locally or imported with new settlers. The key is that the buildings were designed by craftsmen rather than architects, were nonstandard, and had decorative features reflecting current styles. The vernacular schoolhouse was built according to what the craftsman thought it should look like, not according to blueprints. These buildings were often temporary in nature. They were likely to be replaced by mass vernacular buildings, those of traditional design

²⁵Gulliford, p. 43

²⁶Lafayette County Historical Society, p. 7.

²⁷Gulliford, p. 12.

²⁸Gulliford, p. 45.

²⁹Gulliford, pp. 160-164.

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that utilized machine-made, commercially sold materials, or by architecturally designed buildings when a community's resources improved.

By the third generation of a school building, school districts almost always followed designs in architectural plan books.³⁰ School districts were under pressure to demonstrate that their schools were up to the standards required by advocates of school reform. Plan books not only contained pictures of the buildings but also floor plans and elevation drawings. Popular American styles - Greek Revival, Gothic Revival, Queen Anne, Romanesque, Classical Revival, bungalow, Mission and the International Style - were adapted from plan books for schoolhouses. Often, these styles became unrecognizable and slipped into the vernacular classification after they were simplified and reduced in size to meet budget constraints.

Interior layouts of one-room schoolhouses also were suggested by architects and educators. Architect-designed interiors allocated more space per student, with a separate library room to house learning tools and for student recitations. As early as 1832, William A. Alcott, a schoolmaster, won a prize from the American Institute of Instruction for his schoolhouse design. Alcott advocated such things as backs on desks, which were to be arranged in rows to allow circulation space for the teacher and students; large windows (on both sides of the room) for light and ventilation, arranged above eye level to avoid distractions; and space for storage and display of paintings, prints, engravings, maps, charts, a globe and other scientific equipment.³¹ This new interior arrangement style was widely adopted for rural country schools. Most schools had curtains, but air the only insulation between the plaster interior walls and the exterior clapboards. By the 1890s education experts were disagreeing with Alcott's window placement, arguing that there should only be one light source, falling over the left shoulder of the student. This led builders to place windows on the north wall for constant lighting--such as the primary windows in the Hicklin School--with the unhappy effect of freezing cold buildings in the winter.

During the 1870s-1890s, frame one-room schoolhouses became more functional as the form moved westward. Typical was a south-facing front door, a brick chimney in the north end and a bank of windows on both the west and east sides. Shutters were hung on the north side of the building. Architectural plans were rarely consulted. The builder, given a set of measurements, produced a schoolhouse based on his practical knowledge. Some might have added a front vestibule. Few schools had flags until after 1900. Most did not have the luxury of a bell tower; teachers called students to class with hand bells. For most country schools, a single privy for girls and another privy for boys sufficed. Most could accommodate only one user at a time. The average cost of construction for a school facility was \$1,700. In his Little Red Schoolhouse, Schroeder observes that the functional design of schools was a result not only of planning and design, but also of the resiliency of the people within - the jack-of-all-trades teacher and the children, all gristle, not yet bone--who together managed to accommodate their processes and personalities to any schoolroom.³²

Architecturally, Hicklin School is significant as an architecturally designed plan-book building. It is significant as a good and well-preserved example of a Felt's one-room schoolhouse in Lafayette County. A model rural school, designed by J. H. Felt and Company, Kansas City, MO and Mason City, IA, was a bungalow style building with a separate workroom.³³ For a brief period of Missouri history, beginning around 1910, Felt's plan was the only one-room design included in the annual Missouri Report of Public Schools. By endorsing these plans and making them readily available, many such schools were probably built in Missouri during this period. By 1917 or earlier, the state reports contained examples of larger public schools designed by Felt and Company at Mayview (Lafayette County) and Maysville (DeKalb County). The plan was not only included in the 1912 Sixty-Second Report of the Public Schools of the State of Missouri, but also in the 1915 Sixty-Sixth Report of the Public Schools of

³⁰ Gulliford, p. 166.

³¹ Ibid. p. 167.

³² Ibid. p. 176.

³³ Sixty-Second Report of the Public Schools of the State of Missouri (Jefferson City: The Hughes Stephens Printing Company, 1912), plates I and II.

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the State of Missouri, and probably those in between. The Felt design was the only one-room school for which plans were provided in the state reports for those years. This one-room school building "is within the reach of the county districts and has all the latest thought exemplified. It may be built for from \$1,000 to \$2,000, depending on material used and location."³⁴ By 1917, plans for one-room schools apparently were no longer included in the annual state reports.

The 1912 report included a recommended floor plan with suggested dimensions and an architect' drawing of the finished building. Plate II details the floor plan of a rural school, and the following comments were included with the plan:

These plans show the essential features of a modern school building. The heating apparatus is so designed that the heater may be fired from the hall, thus doing away with the necessity of carrying fuel into the schoolroom, and doing away with the dirt and noise which comes from coal and from firing a furnace. The building is ventilated through a large vent stack carried out above the roof. The building is lighted from the left of the pupils. The workroom adjacent to the schoolroom can be used for many purposes, but is designed particularly for use as a manual training room or a domestic science room. It has a large closet adjoining, and is well lighted.³⁵

Minor variations from the Felt's plan are evident in the Hicklin School, as follows:

Exterior:

- The full-blown Felt's plan has a bank of five 9/1 windows on the primary elevation, while Hicklin school has four 3/1 windows.
- A basement, with windows, was original to the published plan, while a partial basement was a later addition to the Hicklin School.
- A palladian window with a louvered central element is centered in the shingled front gable of the plan, while Hicklin has only a single round head louvered window in a clapboard-sided gable.
- Felt's plan has simple decorative modillions under its extended cornice, while the cornice on Hicklin extends in similar fashion but is unadorned with any sort of bracket.

Interior:

- The Felt's plan shows the heat vent in the main classroom wall, while it was in the floor in the Hicklin School.
- There is a closet in the workroom; there is no closet in the Hicklin School library/workroom.
- There does not appear to be indoor plumbing on the plan, while the Hicklin School has a sink in the vestibule. This sink was a later addition.
- There is not a clear path from vestibule to workroom; one can freely enter the library/workroom via the vestibule at the Hicklin School.
- The bookcase is in the main classroom on the plan, while it is in the library/workroom at the Hicklin School.

Nonetheless, the Hicklin School appears to be the only extant Felt's plan schoolhouse in Lafayette County, as determined by a countywide survey conducted by the Show-Me Regional Planning Commission in 1988-1989. One other Felt's schoolhouse is extant in Lafayette County, the former Hedgewood School. However, Hedgewood School has been moved from its original location to the city of Corder and consequently is ineligible for listing in the National Register of Historic Places. The Hicklin School also is one of the few schools in the county preserved largely intact, both in its exterior and interior views. The school retains its original layout of rooms and is unaltered inside as well as out. Most importantly, a sense of the building's past is easily conveyed by its setting within an agricultural landscape and the presence of an original privy and a sink with a hand pump.

³⁴ *Ibid.*, p. 399.

³⁵ *Ibid.*, Plate II.

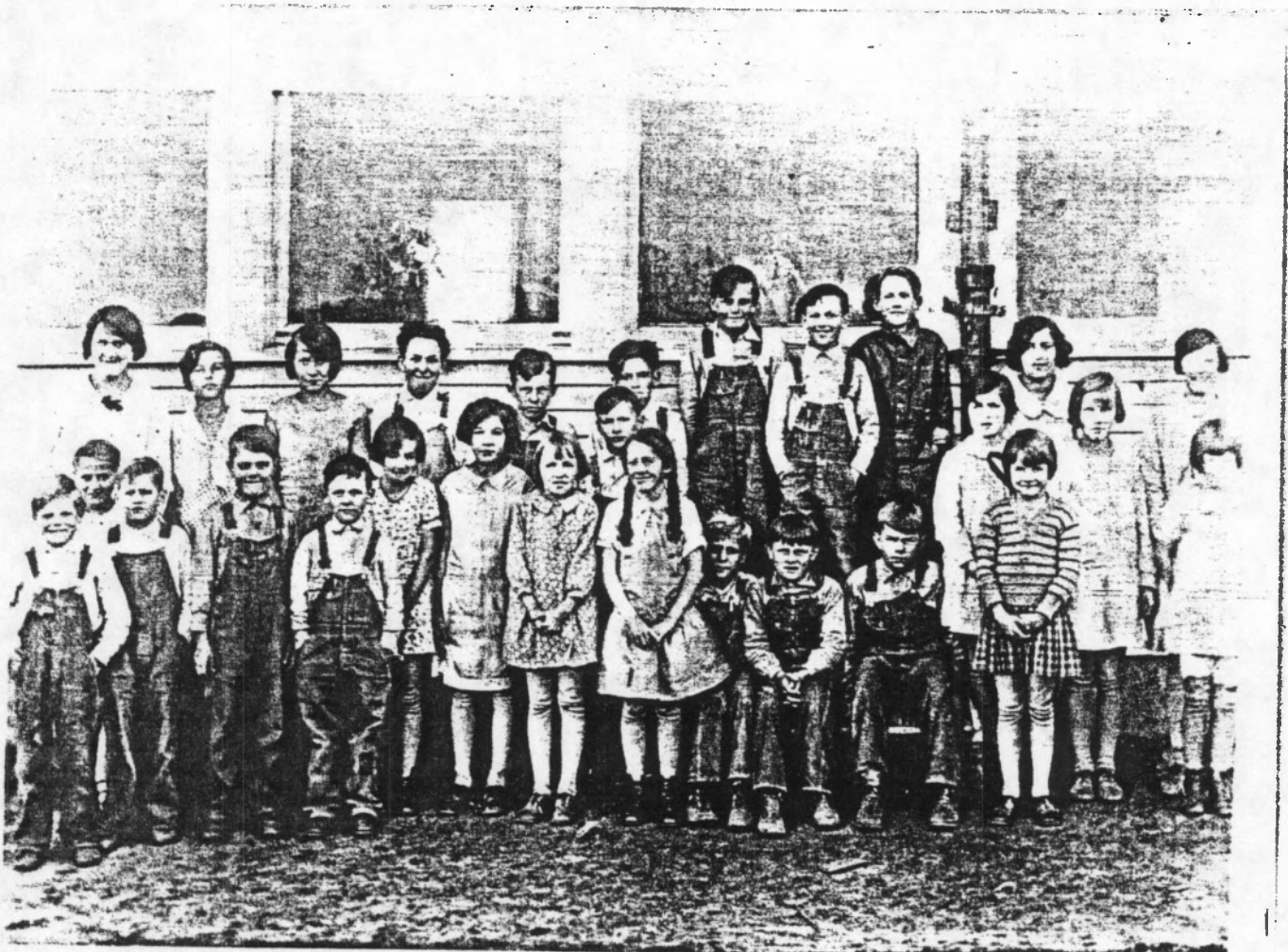
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Hicklin School Class Picture, c. 1935



Front Row: 1. David Wilburn, 2. Teny Brumback, 3. Charles "Buck" Cross, 4. Elmer Knapheide, 5. Robert Catron, 6. Marcia Menaugh, 7. Margaret Hughes, 8. Dorothy Luehrman, 9. Edward Weitkamp, 10. Mary Ann Cross, 11. Kenneth Williams, 12. Harold Lichte, 13. Kenneth Ainsworth, 14. Virginia Hicklin, 15. Frances J. Menaugh, 16. Katherine Luehrman, 17. Marilyn Hicklin.

Back Row: 1. Katherine Knapheide, Teacher, 2. Eileen Hicklin, 3. Evelyn Williams, 4. Douglas Hughes, 5. Maurice Ainsworth, 6. Jody Menaugh, 7. Henry Wilburn, 8. Eugene Catron, 9. Vernon Williams, 10. Edna (?) Mizell, 11. Edna Wilburn.

Source: Dorothy Luehrman Neiman
(Photographer unknown)

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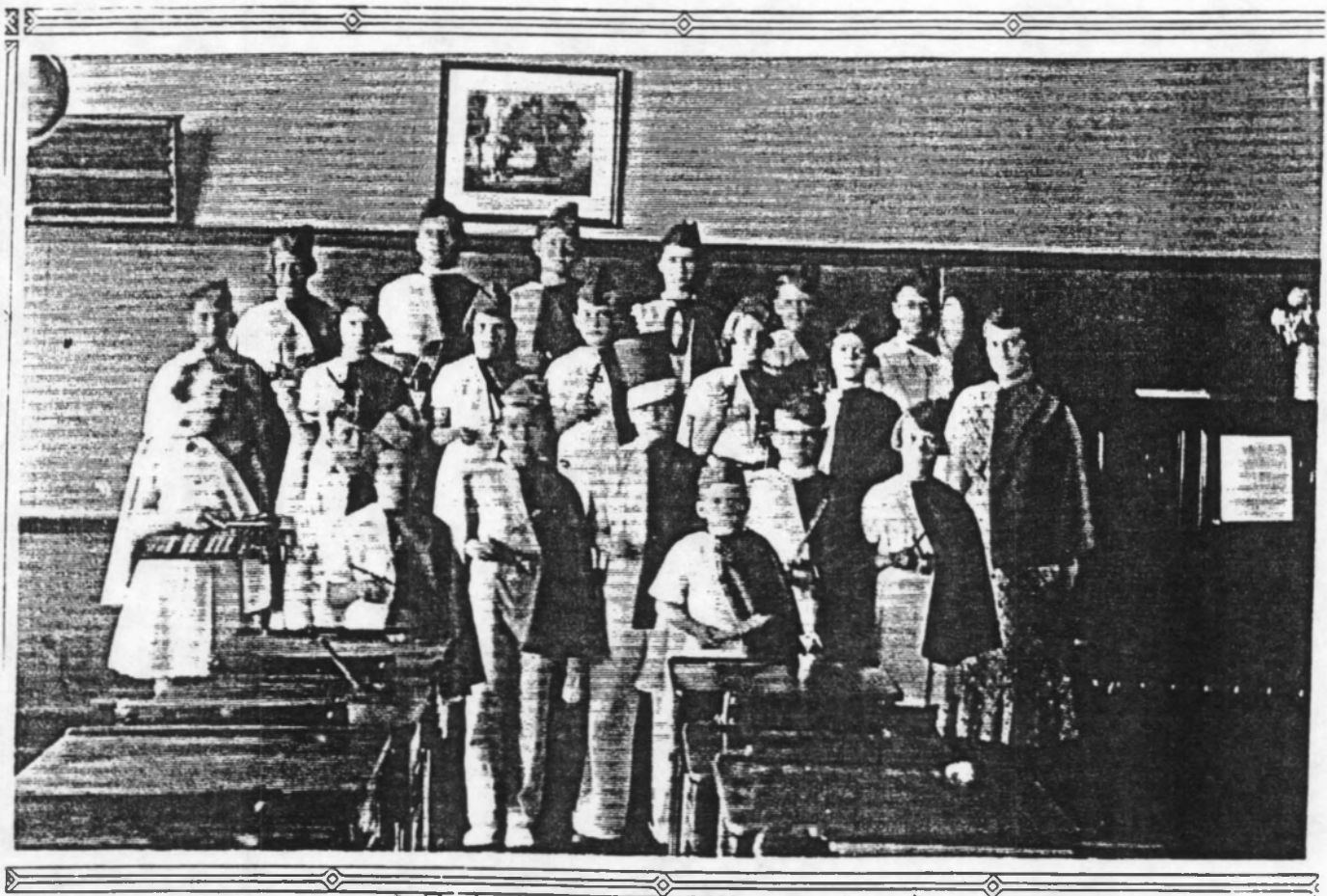
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The Hicklin School Class A Rhythm Band Winning Team, 1937

Source: Dorothy Luehrman Neiman
(Photographer unknown)



Spring 1937

Hicklin students who took part in the 1937 rhythm bands contest in which the school won an award in the Rural Class A Division are (not in any order): Alma Quiqley, L.E. Quiqley, Robert Frey, Alice Willard, George Frevert, Billie Ruth Frey, Bernice Lichte, Earl Williams, Kathleen Able, Nancy Cross, Margaret Hlemeyer, Billy Cross, Jack Hicklin (in leader's hat), Hazel Heimeyer, Mildred Lichte, Walter William Luehrman, Wilbur Potter, Charles Cross, Sarah Lou Drake, Dorothy Heimeyer, and Reid Moreland. Accompanist: Mrs. George McKean. Lexington Advertiser, April 3, 1937.

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9. Bibliography:

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The Higginsville Advance, "Rural Graduation Takes Place Saturday," May 19, 1939.

The Lexington News, "Hicklin School Reunion Held June 15," July 24, 1996.

Interviews:

Virginia Hicklin Thieman, student at Hicklin School from 1926-1934, interviewed by Marcia Hicklin, May, 2003.

Eileen Hicklin Belcher, student at Hicklin School from 1923-1931, and teacher, Hicklin School, from 1937-1938, interviewed by Marcia Hicklin, May, 2003.

Robert Catron, student at Hicklin School from 1928-1935, interviewed via questionnaire, May 2003.

Dorothy Luehrman Nieman, student at Hicklin School from 1927-1935, interviewed via questionnaire, May 2003.

Katherine Marie Luehrman Dryer, student at Hicklin School from 1925-1933, interviewed via questionnaire, May 2003.

10. Geographical Data:

Verbal Boundary Description

Hicklin School is located in Section 25 of Township 51 North, Range 27 West in Lafayette County, Missouri. The boundary is a rectangular parcel measuring 81 feet by 105 feet. Beginning at a point on the property line 319 feet north of the northwest corner of the intersection of U.S. 24 and Dwarf Lake Road, proceed west 81 feet; then proceed north 105 feet; then proceed east 81 feet; then proceed south along the Dwarf Lake Road property line for 105 feet to the point of origin.

Boundary Justification

The boundary includes only that part of the Hicklin property (approximately 8,500 square feet) that encompasses the Hicklin schoolhouse, the outbuilding and the foundation of a shed and the former playground areas that historically have been part of the Hicklin School.

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Hicklin School
Lafayette County, Missouri

11. Form Prepared By

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Editor and revisions

Photographs:

The following information is the same for all photographs (except for historic photos included in the text):

Hicklin School
Lexington vicinity
Lafayette County, Missouri
Photographer: Marcia Hicklin, 8361 Somerset Dr. #301, Kansas City, KS 66207
Negative source: Same
Date of photographs: December 2003

1. Front (south) elevation, facing north.
2. East elevation, facing west.
3. Rear (north) elevation, facing south.
4. West elevation, facing east.
5. Portion of north elevation showing relationship of privy to schoolhouse.
6. Front (south) elevation of privy.
7. Interior of vestibule with sink and hand pump, facing east.
8. Classroom view with chalkboard and doors to library, facing southeast.
9. Classroom view with doors to vestibule, facing southwest.
10. Interior with library cabinet, facing north.
11. Southeast corner of library.
12. Vestibule with coatrack.

HICKLIN SCHOOL
LAFALETTE CO.,
MISSOURI
UTM REFS:
15/428760 E
15/4337400 N

KANSAS CITY (JUNC. U.S. 71) 40 MI.
WELLINGTON 7.4 MI.

7262 III NW
(LEXINGTON WEST)

T. 51 N.
T. 50 N.

LEVASY 15 MI.

