

## JUNCTION SCHOOL

On September 27, 1910, John H. Pehl of Gillespie County sold to the school trustees (A.M. Benner, D.E. Hodges, and Lee Walker) of School District #15 a 2 3/4 acre tract to be held by them in trust 'for the purpose of a public school building and public educational purposes.' The boundary of the land conveyed was to begin 400 varas (in Texas, it is 33.33 ft.) west from a stake on the north bank of the Pedernales River on the east boundary of the Rachael Means Survey, a rock in the bed of Whittington Hollow; then north 25 varas to a stake and a mound; then west 100 varas to a stake and a mound; then south 150 varas to a sycamore on the bank of the Pedernales; then down the river's mid-channel to a point due south of the place of beginning; and then north to the place of beginning.

The subject tract would be held by the trustees in trust 'as a site for a public school building which is now being erected on said land for the benefit of the public free schools of Texas, and for public education purposes and for teaching English and German languages to the public.' The trustees and their successors were to hold the 2 3/3 acres forever for the such purposes and no other unless consented to by a majority of all the grantees of District 15 or the trustees and their successors. If the trustees and grantees failed to provide teachers for the school or abandoned it as a 'schoolhouse for teaching for a period of more than three consecutive years, unless in cases of public calamity, unusual sickness or epidemic in the community,' the land would revert to the grantor along with all improvements thereon.

The Junction School was abandoned in May 1947 when District #15 was consolidated with the Stonewall Common School District #18. In accordance with the deed conveying the 2 3/4 acres tract to the trustees, the land and improvements reverted to the grantor, John H. Pehl.

Pehl retained possession until July 18, 1950, when for \$1,000 he sold to Albert M. Everett of Gillespie County the subject tract and the improvements thereon.

Nine years later, on July 6, 1959, Albert and Stella Everett conveyed to Bert and Bertha Alford of Lawton, Oklahoma, the subject tract for \$250 'in cash and a promise on the part of the grantees to pay an additional \$2,250 at the rate of \$100 every three months, the first such payment' due on October 5, 1959, and like installments every 3 months thereafter until the 'entire indebtedness has been paid, together with interest thereon of 5 1/2 percent per annum,; payable annually. The Alford's made their payments as stipulated in the 'warranty deed with lien,' and on June 3, 1964, Everett signed a release discharging them 'from each and every liability connected with such note.'

Seven years later, in April, 1966, to facilitate construction of Park Ranch Road 49, the State of Texas purchased for \$62 from Mr. and Mrs. Alford a 40 foot right of way, west of and adjacent to the center line of the projected roadway. The .62 of an acre conveyed began at the grantors' southeast corner in the middle of the Pedernales River.

Mr. and Mrs. Alford, cognizant of the local legend that there was a cache of 'Spanish gold' secreted in the area, retained right to 'all buried treasure consisting of gold, silver, jewelry, relics and trinkets or any other treasure of any metal in & under the land herein conveyed, and should the grantee in course of construction unearth any buried treasure in any form, it shall be the property of the grantors.

Mr. and Mrs. Alford on October 10, 1972, agreed to sell to the National Park Foundation 'all of that certain tract of land know as the 'Old Junction School' situated and lying in' Gillespie County, Texas. This was the 'same property; conveyed by Albert M. Everett to Bert Alford by deed, dated July 6, 1959. The Alford's reserved to themselves 'all rights to any buried treasure in and under the lands...conveyed.' In addition they retained 'a right of use, occupancy and possession for a period of two years after the date of conveyance of title.' The transaction was consummated on November 16, 1972.

School District #15, better known as the Junction School District, was constituted by the County Court of Gillespie County in 1881. The first term was held in a tent, and the next year school was held in a small frame building erected on the Christadelphian Camp Ground for use as both a school and church. In May 1884, the County Court of Gillespie County ordered that the school district 'heretofore organized and now existing' in the lower Pedernales Settlement be designated District 15, the Junction School. G.W. Banta, F. Saver, and John Colbath were named trustees.

Establishment of a school at Tow Head in western Blanco County in 1889 reduced the enrollment at Junction School. To increase it again and also boost the tax base, residents of the area petitioned the County Judge. Responding to this plea by the 'patrons' of District 15, the Judge on June 12, 1899, redrew the boundaries to begin on the east boundary of Gillespie County on the Pedernales River; then north with the county line to the north line of the H. Eckhardt Survey #382; then west to the east boundary of the Rachael Means Survey; then south to the Double Horn Road; then west with the Double Horn Road to the east boundary of Ambrosio Rodriguez Survey; then south with the subject east boundary to the Pedernales; and then down the Pedernales with its meanders to the place of beginning.

The first Junction School on the Christadelphian Camp Ground served as a church and school. It was of board and batten construction, had a gabled roof, and was much smaller than its successor. School was first held in the building during the 1882-83 term. The structure continued to serve the community as a school through the 1909-10 term.

Extant records for the years 1902-10 reveal the identity of the teachers, their salaries, length of the school term and number of pupils. During this period five of the teachers were women and three were men. No teacher returned to Junction School for a second term, and there was a considerable difference in salaries, indicating discrimination against women. James E. Cherry was paid \$60.00 a month for the 1908-09 term, John H. Giles \$50.00 a month for the 1906-07 term and J. T. Ferguson \$44.00 a month for the period October 1903 to March 11, 1904. Josie Williams who taught the 1902-03 school years, received \$30.00 per month; Lucy Hoge Copenhaver \$40.00 a month for the 1907-08 term; and Clara Grace \$50.00 per month for the 1909-10 term.

The school term during these years lasted 6 months. The number of students varied from a low of 21 in the year 1906-07 to a high of 36 in the 1904-05 term, with the average 25.5.

In accordance with State law, three trustees elected by voters of School District #15 were in charge of the school's financial affairs. Among the trustees in 1902-03 was Sam Ealy Johnson, the President's father.

In tracing the structural history of the second Junction School and its furnishing, the absence of Trustees' Minute Books compelled me to rely on the recollection of former students, teachers and trustees. Built in the late summer of 1910, the new Junction School opened for the 1910-11 term on November 21. The teacher was Miss Nell Murphy, there were 46 students in attendance, and the term was to run for 6 months.

The building which had housed the Junction School from 1882 until May 1910 was now used exclusively by the Christadelphian Church. It served as a church until 1922, when it was torn down to make way for a new Christadelphian Church.

The Gillespie County Court on February 15, 1909, the year before construction of the new schoolhouse, took cognizance of a petition filed by Mrs. R. Doffaw, D.E. Hodges and William Peese and redefined the boundaries of School District #15. The boundary, as heretofore, began on the east line of Gillespie County on the Pedernales River, and then ran north with the county line to the north boundary of H. Eckhardt's Survey #382; then west to the east line of the Rachael Means Survey; then south to the Double Horn Road; then west with the Double Horn Road to the east line of the Ambrosio Rodriguez Survey;

then south with the east line of the said survey to the Pedernales Rives; and then down the Pedernales with its meanders to the place of beginning. Included in the district would be the lands and improvements of D.E. Hodges and Mrs. Doffaq, and excluded would be the house and land of William Peese.

Eighteen months later, with construction under way on the new Junction School, A.M. Benner, one of the trustees, petitioned the county court for a change in the boundary of School District #15. After reviewing the peitition, the court determined to adjust the boundaries of School District #15,18 and 38 to include more territory in the former, thus increasing its tax base .

As changed, the boundary of District #15 began on the east line of Gillespie County on teh Pedernales, River, then north with the county line to the north line of H. Eckhardt's Survey #382; then west to the east line of the Rachael Means Survey; then south to the Double Horn Road; then west along the Double Horn Road to the northeast corner of William Peese's 200 acre tract out of the Rachael Mean Survey; then south to southeast corn of said 200 acre tract; then west to southwest corn of said Peese tract; then north to the Double Horn Road; then west with the Double Horn Road across the Ambrosio Rodriguez Survey to east line of Ad Danz tract; then south to southeast corner of Danz's land; then southeast to northeast corner of L. Danz's tract; then south along east line of said tract to the Pedernales River; then down the river to northwest corner of S. Dnaz's Survery #38; then south 2,287 varas with S. Danz's line to corner of H. Behrend's and Fred Arbelger's land; then east with Behrend's south line to northwest corner of Fred Mayers' and southwest corner of Gottlieb Bauer's tracts; then between said tracts to northwest corner of Charles Lindig's and southwest corner of Christiãh Lîndig's tracts; then east between said tracts to northeast corner of Charles Lindig's and southeast corner of Christian Lindig's tracts; then north 375 varas to a division line between Charles and Christian Lindig's tracts on William Hodges tract; then east through said tracts to the Blanco County line; and then north with the county lines across the Peder-nales River to the place of beginning.

On February 16, 1911, 3 months after the new Junction School had opened for its first term, William Peese and Bernard Olfers petitioned the Gillespie County Court for a change in the boundary lines of School Districts #15 and 33. They wished to have the boundaries modified to include their farms in District 15. The court was agreeable and their petition was granted.

Ad Danz and Emil Klaerner on August 14, 1911, petitioned the county court to include Olfers's 229 acres and those of Heywood Moore in School District #33. They court, after reviewing the subject, determined to redraw the boundary of District 15 to include the lands of Bernard Olfers in District 33 but not those of Heywood Moore. The boundary of School District #15 as drawn apparently satisfied the freeholders, because the county court received no more petitions requesting a change.

The enlargement of School District #15 in August 1910 to include land south of the Pedernales, besides increasing the district's tax base, almost doubled enrollemnt. In 1909-10, the last year school was held in teh old building, there had been 29 students, while the first term in the new structure found 46 in attendance.

The schoolhouse, which opened its doors on its first term in November, 1910, served the community well for the next 37 years. Here, near their homes, the children learned the three Rs and basic skills enabling many of them to go to high school and college and to cope successfully with life's problems. By the late 1930s, with construction of farm-to-market roads and the end of the depression, consolidated schools came to the Hill Country. The consolidated schoo,l, having a much broader tax base, enjoyed many advantages overe the one room school. Entry of the United States into World War II put a temporary stop to consolidation, but with the defeat of the Axis powers there was renewed interest and pressure for school consolidation.

During the post ware years the Gillespie County Court received numerous peitions from voters in the county school districts to hold elections to determind whether a majority

of the qualified voters favored consolidation. The trustees of School District 15 faced this situation in 1946-47 school year. Enrollment had dropped drastically during the war years as people deserted the rural areas to find employment in defense industries. With only seven students enrolled, the trustees, even though the district was financially solvent, petitioned the county court on March 4, 1947, to hold an election in the district to determine whether the majority of the 'legally qualified voters' desire to be consolidated with Stonewall Common School District #18.

After satisfying himself that the Junction Common School District had been properly established by an order of the commissioner's court, County Judge Henry Hirsh ordered 'that an election be held March 29 at the Junction Schoolhouse...to determine whether or not a majority of the legal qualified voters of District 15 desire that the Junction Common School District be consolidated with District #18.' Because School District #18 was involved, the voters of that district would also be polled.

Hiram Hodges was named presiding officer for the election and authorized to select two judges and two clerks to assist him in conducting the poll.

The election took place as scheduled, with 25 residents of District #15 voting for consolidation and 16 against. In the Stonewall District, 40 electors voted for consolidation, while 4 voted no.

On April 15 the county court met to consider the returns. It was found that the majority of qualified resident voters of Districts 15 and 18 had voted for the proposal, and the court declared the 'proposition to consolidate the said districts for school purposes' adopted. In accordance with the General Laws passed by the 36th General Assembly, the court proceeded to declare the two districts consolidated. Hereafter, they would be known as Stonewall Consolidated School District #18.

Although articles were placed in the local newspapers and many former students, teachers, and trustees were contacted, efforts to locate photographs of the interior of the schoolhouse were unsuccessful. Equally fruitless were attempts to find photographs of the north and west elevations made during the years 1910-20, the period to which it is proposed to restore and refurnish the structure. Photographs of the east and south elevations made in 1916-17 were found.

Former trustees whom the writer contacted states that no Minute Books were kept during their years of service--from the late 1920s to 1947. If such records have been maintained by previous members of the board, they had disappeared by the time August Pehl and Eugene Lindig were elected trustees.

Confronted by this situation, the writer was compelled to rely on recollections of a person familiar with the schoolhouse, grounds and furnishings in preparing this report. While there was general agreement among those interviewed, there were several points on which there was no consensus. Where these differences relate to the structure, an investigation of the fabric by an architectural historian will resolve the problem. Some of these differences can be attributed to changes to the structure and in the furnishings.

Among the students transferring from the old Junction School in 1910 was 10 year old Ernest Hodges. On October 31, 1972, the writer discussed with Mr. Hodges his recollection of the new Junction School.

The building at that time, Mr. Hodges said, was a rectangular structure with galvanized, unpainted sheeting on its exterior walls, and was positioned on a rock foundation. A gabled roof was covered with cedar shingles.

There were four windows in the east and west elevations, a double doorway in the south elevation, and a single doorway in the north elevation. There were no porches, but stone steps were recalled fronting both doorways. The two windows in the south elevation,

to the left and right of the double doorway, were added in the late 1920s or early 1930s.

All others interviewed concurred with Hodges on the configuration of the structure, location and number of doorways and windows, type of foundation, and exterior covering and roofing. All persons familiar with the structure reported that in the years 1910 to 1925 the galvanized tin sheeting was unpainted.

Paint samples secured by Park Service architectural historians disclosed that the galvanized sheeting was painted a lead white about 1915 or 1917. This paint would have faded away within 3 years.

Mrs. Ava Johnson Cox, daughter of Tom and Kittie Chapman Johnson, attended Junction School from 1910 to 1915. Mrs. Cox is President Johnson's first cousin and has taught school for many years.

Mrs. Vox recalled that above the back doorway there was 'a shedtype eyebrow porch with knee brace.' Above the double doorway at the south entrance to the schoolhouse was a 'stoop porch.' If Mrs. Cox's memory is correct, the 'stoop porch' has been removed by the 1916-17 school year.

Easy access to the south doorway was provided by two limestone steps. Near the extremities of the lower step were positioned blades from two drawknives for the children's use in removing mud from their shoes.

On October 31, 1973, Mrs. Grace Haley Althaus of the Rocky Community was interviewed. Mrs. Althaus attended the Junction School from 1912 to 1917 and for 3 of these years (1915-1917) she lived with her parents (John W. and Annie May Haley) on the Lyndon B. Johnson birthplace. Teachers recalled by Mrs. Althaus were Katie Deadrich, Carrie Yett, Margaret Barnett and Richard Merz.

Mr. Althaus recalled a stone front step and two stone steps at the back entrance. The front step extended beyond the width of the double doorway.

Lydia Lindig Bohls were enrolled by her parents in the Junction School as a first grader in October 1915. Her first teacher was Richard Merz, and her classmates included Grace Haley and Ernest Hodges. On October 27, 1972, an enlightening and profitable 2 hours were spent with Mrs. Bohls.

Mrs. Bohls said there was a stone step providing access to the double doorway in the south elevation and there were two stone steps at the rear of the building. The stone steps corresponded to the width of the respective doorways.

Mrs. Levi Deike, the former Norman Ruebsahm, attended Junction School in the 1920s and returned from 1932 to 1938 as a teacher. Her husband was also a student at Junction School in the 1920s. On October 27, 1972, the writer spent several hours as a guest of the Deikes and listened to their descriptions of the schoolhouse and grounds.

The Deikes explained that the south and west shed porches had been added to the structure in the 1920s. When Mrs. Deike was a student the floor of the south porch was sand, but by the time she became a teacher it had been concreted. The floor under the west porch was dirt in both the 1920s and 1930s.

In the 1920s Mrs. Deike drove to school. Turning off the road, northwest of the school, she drove through a gate and parked her car under the northern part of the west shed porch.

Commencement exercises and other school programs were held west of the schoolhouse. The state was under the porch, south of where Mrs. Deike parked her car. Parents, friends, and guests sat on benches (borrowed from the Hye Store) under a leaf arbor,

facing the stage.

On Thursday, October 26, one hour was spent discussing the Junction School with Eugene Lindig of Stonewall. Mr. Lindig received his primary education at the Junction School, having entered the first grade in 1918. In the 1930s and until its consolidation with School District #18 in 1947, he had served as a school trustee for District #15.

In response to questions, Mr. Lindig described the schoolhouse and grounds as they appeared in the period 1918-25. Improvements made to the building were identified.

He told me that in the mid-1920s full length shed porches were added to the west and south elevations. The porch roofs were shingled and the flooring hardpan. Abutting against the west wall of the schoolhouse and protected by the shed roof was a stage used for commencement exercises and school programs.

Curt Schmidt taught the 1925-26 term at Junction School. He had grown up in the Albert community and his father, E.L. Echmidt, had attended college with Rebekah Baines and was well acquainted with Sam Johnson. Mr. Schmidt, in discussing Sam and Rebekah Johnson, told Curt told Rebekah was 'a little fine texture than the rest of us,' while Sam was 'an ordinary American.'

On Sunday, October 27, 1972, the writer drove to New Braunfels and listened as Curt Schmidt described the Junction School and grounds as he recalled them. His recollections corroborated much that had already been learned. On several points he was able to provide new information. A talented artist with a flair for painting landscapes, Mr. Schmidt, made a number of sketches of objects discussed--the schoolhouse, clock, hand bell, stove, coat hooks, etc.

Professor Schmidt told me that the trustees, especially Bruno Ruebsahm, were very interested in the school and the structures were well maintained.

By 1925, the south and west porches had been built. The shed roofs were supported by column, and the floors were hardpan.

Mr. and Mrs. Gus Pehl moved to the community in 1917, and their children attended Junction School. From 1931 until the consolidation in 1947, Pehl was on the board of trustees for School District #15. Although there had been at one time 64 students enrolled in the one room school, there were only seven pupils in attendance in school year 1946-47. Because of his position as trustees, Mr. Pehl was able to provide much valuable information on the building and grounds.

Mr. Pehl told the writer that the south and west shed porches were built in the 1920s. A concrete floor was added under the south porch in the 1930s after he became a trustee. The teacher, he stated, parked their cars under the north end of the west porch, and the children could romp and play under it during the inclement weather.

Hugo E. Klein of Fredericksburg attended Junction School from 1912-1919. He was in the first grade when Lyndon Johnson attended the school and shared a desk with the future President. Mr. Klein has long been interested in local history, and on October 26, 1972 he told his recollection of the buildings and grounds.

Although the shed porches were built after he had graduated, Mr. Klein recalled that when he was a student, commencement exercises were held outside and west of the school. The stage (a platform) faced west and benches were positioned for the audience who faced the building.

Statements made regarding the interior paint scheme varied. Ernest Hodges believed the walls were varnished and the beaded ceiling was painted white. Hugo Klein stated that the walls and ceiling were both painted white. Mrs. Cox, who attended the school during the same period, told us the walls were painted a 'sickening green'. Mrs. Althaus

did not recall the interior colors, while Mrs. Bohls believed the interior walls were unpainted.

Richard Merz, who taught the 1915-16 and 1917-18 terms at Junction School, stated that the interior walls and ceiling 'may have been painted white.' Curt Schmidt reported that in 1925-26 the interior walls were painted green, but he was uncertain as to the color of the ceiling. Mrs. Deike told us that in the 1930s the interior walls were grey. August Pehl reported that in the 1940s the walls and ceiling were painted blue.

The informants were vague about the color scheme of the exterior trim and doors, but Eugene Lindig believed the trim was white.

On November 30, 1972, a team of architectural historians visited the structure as guest of Mr. and Mrs. Bert Alford. Employing the latest techniques Henry Judd, Dave Battle, and Bobby Flickinger were able to determine the color scheme of the interior walls and trim during the period 1910-120. Paint samples secured from the interior walls and north door and analyzed under a microscope revealed that when constructed the interior walls and trim were painted a dark beige, which Mr. Judd classified as 5Y 6/2 on the Munsell Color System. When repainted, a lighter beige (5Y 8/4 on the Munsell Color System) was employed.

Mr. Judd recommended that the interior walls and trim be painted beige.

Because the team did not have a ladder, no paint samples were secured from the beaded ceiling. Before the school is restored, this will have to be done.

All informants agreed that positioned against the north wall were two wooden framed blackboards extending from the framing of the doorway to the northeast and northwest corners of the room. At the bottom of the blackboards, which were several feet above the floor, were wood chalk and eraser troughs.

Several students familiar with the structure in the period 1919-20 reported a blackboard, with chalk trough, positioned on the east wall between the northeast corner and the first window.

Informants familiar with the structure in the years 1920-47 reported four blackboards with wooden chalk troughs. Two of these boards flanked the rear doorway at the north end of the room, another was between the northeast corner and the first window in the east elevation, and the fourth was between the northwest corner and the first window in the west elevation.

All teachers except Professor Schmidt positioned their table and chair in front of the rear doorway, facing the class. Professor Schmidt, who never sat when class was in session, positioned his table and chair against the west wall, facing east.

Most informants agreed that in the years 1910-25 the teachers sat at a rectangular, four legged oak table. In the side of the table facing the teacher was a single drawer. The teacher sat in a cowhide bottomed chair with arm rest and an oval back.

In the 1930s Mrs. Deike had an oak table with a wide center drawer and narrower drawers to her right and left. She sat in an oak armchair.

Most informants agreed that in the period of 1910-25 positioned between the teacher's desk and the pupils' desk were two recitation benches. The class that was reciting came forward and sat on these backless benches. Mrs. Cox and Eugene Lindig recalled a single recitation bench.

When not reciting or at the blackboards, students sat at double-desks with folding seats. These desks had wooden tops, with a hole for a glass inkwell. Books and slates when not in use were shelved inside the desk.

The desks, during the period 1910-26, were arranged in three rows facing the teacher's desk. The middle row was much shorter than the others, because its front desk was south of the stove. When Ernest Hodges and Mrs. Althaus were students, the boys sat in the east row and the girls in the west row. The middle row was occupied by the overflow from the east and west rows. Aisles separated the rows from the east and west walls and from each other. The desks and seats were stationary, their metal legs being fastened to the floor.

When the floor furnace was purchased to replace the iron box stove in 1926-27, it was positioned in the southeast corner of the room. This necessitated a rearrangement of desks and seats in the east and middle rows. Several desks and seats were removed from the rear of the east row and added to the middle row, bringing the front desks on each of the three rows into alignment.

There was a rectangular, cast iron box stove, similar to the Acme Champion found on page 655 of Sears, Roebuck & Co. Catalogue #117, in the center of the room during the years 1910-26. It had short legs and the top of the stove was about 2 1/2 feet above the floor. Wood could either be thrust through the lids or the door to the firebox, which faced south.

Smoke and fumes from the stove were exhausted through a flue, which passed through the roof overhead.

To guard against fire the stove was positioned in a sandbox built of one by fours. Mrs. Cox recalls that attached to these one by fours on the east, west and north sides of the sandbox was a chicken wire screen. Her contemporaries, while remembering the sand box, did not recall the chicken wire.

Mrs. Cox also recalls that while she was a student the stove was surrounded by four small benches on which the children could dry their clothes during the rainy season. The teacher kept matches for lighting the stove on his or her person.

In the winter of 1926-27 the rectangular heating stove was replaced by a large, round heater, encased in a metal jacket, which was positioned in the southeast corner of the room. Atop the heat was positioned a tank of water to combat loss of humidity. Like its predecessor, the new stove sat in a sandbox. Fumes and smoke from the heater were exhausted through a new brick outside chimney built for this purpose.

Coats and hats were hung on coat hooks secured to a one by five extending from the double doorway at the south end of the room to the southeast and southwest corners. This one by five was about 4 feet above the floor. On entering the building, the boys hung their coats on the hooks to the right of the doorway and the girls on those to the left.

Mesdames Cox and Althaus and Messrs, Hodges and Klein recalled a rectangular, four legged wooden table in the southeast corner. Hodges and Klein stated that on entering the building in the morning, the students placed their lunch pails on this table. Mrs. Cox recalled that positioned on this table was a bucket, dipper, wash pan, and soap dish for lye soap. Water was carried up from the river.

Mrs. Althaus stated that the table had a dual use. On one corner was 'a metal water jug, with a push button,' from which the children drew their drinking water. The rest of the table was occupied by the pupils' lunch pails.

Ernest Hodges and Eugene Lindig and Mesdames Cox and Bohls recalled a shelf (shelves) in the southwest corner. Different uses, however, were attributed to this shelf (or shelves). Hodges stated that extra books and the school library occupied this space, while Mesdames Cox and Bohls and Mr. Lindig reported that the students left their lunch pails there.

Mrs. Deike reported that in the 1930s there was a shelf in this corner on which the students placed their lunch pails. When this shelf was overcrowded, the pupils placed their lunch pails on the floor to the left of the double doorway as they entered the schoolhouse.

During the period 1910-25 the students used a variety of lunch pails. Mrs. Cox still has her rectangular lunch pail and collapsible tin cup. Mrs. Bohls carried her lunch in a 'black bucket, with gold letter spelling 'Simplicity'.' Less affluent students brought their lunches in old molasses or coffee buckets.

Most of the students had collapsible tin drinking cups.

Curt Schmidt recalled that in 1925-26 there was a bookcase with five or six shelves in the southwest corner of the room. This was the school library and was built of one by sixes. Both Mrs. Deike and August Pehl stated that this bookcase was there in the 1930s. It was positioned in the southwest corner, its back against the west wall, and was used for the school library.

Mrs. Bohls reported that sometime during the period 1916-22 there was a varnished, four legged 'wardrobe' on rollers in the southeast corner. Two hinged doors, which could be locked, afforded entry to the wardrobe and access to the shelves, on which were placed the school's dictionary and library.

The teacher had a brass hand bell used to summon the students from recess or at the beginning of school in the morning.

Some of the teachers employed a silver tap bell to get the students' attention.

Female teachers frequently kept a vase and flowers on their table during the spring.

Certain teachers had a clock with a bell alarm on their table.

Richard Merz, during the two term he taught at Junction School, kept two bookends and a short row of text books on the southwest corner of his table. Undoubtedly most of the other teachers did likewise.

A number of students and teachers stated that there was a rectangular, wooden map case containing maps on rollers, which were pulled down when in use. Mrs. Deike, Eugene Lindig, Ernest Hodges, Hugo Klein, August Pehl, and Richard Merz located the map case at the north end of the room, above the east blackboard.

Professor Schmidt was unable to recall a map case. He reported that there was only one map in the schoolroom and it was positioned above the east blackboard, at the north end of the room. When not in use, this map of Texas was rolled up and tied with a pink ribbon.

Recollections as to whether the school had a globe during the 1910-24 period was vague. Most of those interviewed who were familiar with the school in those years stated there was no globe. Professor Schmidt, when he taught at Junction in 1925-26, had a globe, but it was his personal property. He kept it on his desk.

By the 1930s the school district owned a 12 inch globe, which was usually positioned on the teacher's table.

The school had a reading chart for the primary department. Mrs. Cox recalls the chart used in the years 1910-13 because it was made by her Aunt Rebekah Johnson. The chart was white with black lettering. On it was pasted a picture of a cat. The alphabet was in script, with capital and lowercase letters side by side. "We were not taught to print," Mrs. Cox added.

Until the 1930s the dictionary was kept either on the teacher's desk or with the school library. In the 1930s a Webster's Unabridged Dictionary was kept on a wooden stand between the teacher's desk and the west wall.

Most of the students and teachers recalled that there was a copy of one of Gilbert Stuart's paintings of George Washington hanging on one of the walls. In the period 1910-1916 this picture was on the east wall, and opposite it on the west wall was one of Robert E. Lee, which had been given to the school by the old Confederate soldier Samuel E. Johnson.

By 1916 the picture of General Lee had been removed and the one of George Washington had been positioned above the west blackboard at the north end of the room.

Utensils (brooms, dustpan, mop, shovel, and 5 gallon bucket) used for cleaning the schoolhouse were stored in the southwest corner. The axe, which was reserved for use by the older boys, was kept in the same area.

In the period 1910-30 the window lights were four over four later six over six.

Dark green shades of rollers could be raised and lowered to keep the sun from shining in the east and west windows.

There was no artificial lighting in the schoolhouse until the 1930s. During the years Mrs. Deike taught at Junction and until the school was consolidated in 1947, two hand-some kerosene lamps were suspended from the ceiling at opposite ends of the room.

Students and teachers disagreed as to whether there was a raised platform at the north end of the room. Hugo Klein, one of those who believed there was, stated that it was about 5 or 6 inches high. A study to the fabric by restoration architects will resolve this question.

Near the northwest corner of the building was a brick cistern with a 'Boss' bucket pump. Occasionally a bucket and ironstone soap dish were kept at the cistern.

The boys' privy, a one holer with shed roof, was located about 35 or 40 yards east of the schoolhouse's southeast corner. It was of board and batten construction.

The girls' privy, a three holer of similar construction, was about 50 yards north-east of the school's northeast corner.

For ventilation both privies had a crescent and star cut into one side. Inside the privies were large ash cans in which lime was stored.

Most of the students and teachers located the flagpole at the southwest corner of the schoolhouse. Until the 1930s the pole was a wooden spar. After that date it may have been an iron pipe. The only flag flown was the 'stars and stripes.'

Professor Merz in 1915-16 introduced basketball to Junction School. The court was located north of the northwest corner of the building. There were two backboards and nets, with the axis of the court north and south.

Most of those interviewed located the baseball diamond on the ground northeast of the schoolhouse. Rocks and sacks were used for home plate, the bases and the pitcher's rubber. Home plate was near the northeast corner of the grounds, and the batter faced toward the schoolhouse.

When Mrs. Deike was a student, volleyball was popular with the girls. Rebekah and Josefa Johnson were very good at the game and frequently captained the team. Volleyball was played east of the schoolhouse.

The children spun tops and played crack the whip, red rover, hide and seek, kick the can, marbles, blackman run, stick ball, etc., in front and west of the schoolhouse. In 1925 Professor Schmidt, fearful that some student might be injured, put a stop to stick ball.

In good weather the boys ate their lunches in the hollow west of the schoolhouse.

About 5 yards north of the back door to the schoolhouse was a large mulberry tree. Mrs. Bohls recalled that Professor Merz used this tree to teach her the difference between 'can' and 'may'. The children were not allowed to eat mulberries unless given permission by the teacher.

Mrs. Bohls one day asked, "can we eat mulberries?" Professor Merz replied, "I don't know if you can, but you may."

Between the east elevation of the schoolhouse and the fence paralleling Whittington Hollow was a row of four mulberry trees perpendicular to the building. Children riding horses or mules to school ties their animals to these trees or the fence.

Professor Schmidt set out the four hackberry trees in the school's front yard. These trees, before being transplanted, had stood on Adolph Burg's property, and Schmidt's initiative earned him a reprimand by the trustees.

There were a few small trees in the backyard and in the hollow west of the schoolhouse.

Wood for the school stove was stacked east of the rear doorway and against the north elevation. The pupils took turns bringing in the wood.

The ask pile was east of the schoolhouse, about midway between the privies.

Ernest Hodges recalls that when the new Junction School opened in November 1910, the yard was unfenced. Soom thereafter, the yard was enclosed by a three strand barbed wire fence with cedar posts. The principal access to the yard was through a wooden swinging gate north of the schoolhouse. This gate was adjacent to the road passing west of the schoolhouse and connecting Stonewall with the Double Horn Road.

In the 1930s, when the road paralleling the Pedernales was opened in front of the schoolhouse, a swinging wooden gate was built to provide access from that road.

The double doorway in the south elevation of the building was approached from the south by a dirt walkway.

This road, which crossed the Pedernales a little below Trinity Lutheran Church, passed to the west and northwest of the schoolyard.

Three classmates of Lyndon Johnson were interviewed. Mrs. Cox recalled that after Lyndon had been accepted as a pupil, she and her sister would stop at the home of their uncle and aunt on the way to school to pick him up. Because was the oldest, Ava looked after Lyndon and Margaret. If the weather was bad, the three children rode a mule or horse to and from school, but on pleasant days they walked.

Mrs. Cox recalls that when the children played outside before school and during recess Lyndon always wanted to pitch if they played baseball. Although he was so small that he could not get the ball over the plate, he was undaunted.

Ernest Hodges told the writer that he recalled Lyndon B. Johnson attending school during the year Miss Katie Deadrich was the teacher. In the mornings they could see him coming slowly down the trail from home, and it seemed as if it took him an hour to walk the one third mile.

The future President, he recalled, wore knee breeches and a collar.

Richard Merz taught at the Junction School during the school years beginning in October 1915 and 1917. An appendicitis operation compelled him to forego the 1916-17 school year. Before teaching at Junction, he had taught one year in Gonzales County. Merz was a local boy, having previously worked for Hye Brown at the Hye Post Office.

When he signed his contract for 1915-16 with the Junction School district trustees, they warned him that some of the bigger boys were disciplinary problems and had made life hellish for his immediate predecessor, Miss Margaret Barret. The boys quickly found they had met their match in Richard Merz. Her believed in corporal punishment, and displayed on his desk a 2 1/2 inch leather belt, which the pupils called 'Phillip.'

Hugo Klein recalls Professor Merz coming to school with an oak log, several inches in diameter, with the bark still on. When several of the boys misbehaved, Merz told time to come to the front of the room. The oak log was placed on the floor, and the boys were told to roll their trouser legs above their knees. They were then told to kneel on the log. After a few minutes, they begged for forgiveness.

For minor infractions, the children were made to stand in the corner. If a girl talked with a boy once class was in session, she would be called on to share his double desk.

Living across the Pedernales River, the Deikes, Lindigs and Ruebsahms have memories of life at Junction School ranging over many decades. From the south side of the river the children usually waited for their teacher at the 'crossing.' As Theo Lindig and Manne Marie Lindig Wallace recall, Mr. Neffendorf would gather the children from the south side and cross the river with them so that there would be no accidents. To a little six year old choosing between a strict teacher or the river, a fall into the river may have been the lesser of two evils. Sometimes they would hide until he had already crossed, then run home and cry because they had 'missed' the teacher. It was the truth...stretched. This trick did not work too often though, so these two report many a tummy ache caused by anxiety over what the day would bring. Spoiling a child was unheard of and punishment doled out when necessary..mostly to the bigger kids, but it was enough to strike terror in their hearts. In talking with their elder sister, Else Lindig Preas, we discovered that 'nice little girls' did not have to worry. Of course, she came to school at a time when a series of young spinsters held class and the older boys gave the most trouble.

It is from Else Prease that we learn about the closeness and respect between teacher and students. Even though they studied together, played together, and ate together, teacher was always teacher and held in awe. It was just understood that because he or she was a teacher respect was due. No perfect obedience, perhaps, but respect. She was their leader. She kept things straight as participants and referee.

That there were to be rules and regulations governed every activity whether in the classroom or on the playground. The ground were available to every activity from Auntie Auntie Over to basketball. The porches were available for sit down games and rainy day activities. However, there was one area subject to strict rules of segregation. The privies. No girl would be caught within 50 feet of the 'BOYS' and vice versa. Theo Lindig reports that this rule had been violated by ranky boys by the time he got there. Not by him, you understand.

One of the most interesting times was lunch. The students had formed a dugout area facing the river (south) which sheltered them from the cold and basked them in the warm slanting rays of the winter sun during the cold months. It was here that the teacher took the scraps of wood the children collected and made a little fire. She fixed a spit above the fire and the children pulled their homemade sausages out of their wrappings and hung them on the spit. Homemade bread, or cornbread, a pear or apple. That was it! One can almost feel the delicious warmth of the sun and sausage on a January day. The remembered aroma is enough to trigger nostalgia.

As often happens in rural areas, older ones end up teaching younger brothers and sisters. The most notable combination was Norma Ruebsahm Deike and her little sister Emma. Emma always complained that Norma was too strict..and 'Miss' Norma would retort that she had to be lest the others think her partial. The family tells the story that one day even though it was snowing..Miss Norma was determined to go to school. As she was preparing to go, Emma badgered her and her parents into being allowed to go with her. Mr. Ruebsahm thought it was too cold for either, but that at least Emma should stay. However, Emma 'characteristically' insisted. The family recalls to this day the misery little Emma endured trudging through the snow, hands and feet frozen, little legs chapped, eyes and nose streaming.

Getting to school seems to stand out in the minds of most of the people interviewed. Irene Ruebsahm Stieler remembers crossing the rocky bed of the river during the dry season, but during winter a small wooden footbridge just below Trinity Lutheran Church was the only crossing. It was made of concrete pilings topped by narrow wooden planks. A favorite mischief of the boys was to wait until the girls and smaller children would get to the middle, then start jumping up and down. Amid squeals and screams someone's lunch pail would inevitably end up floating downstream. She does not recall a man overboard, though.

Squeals and screams and high water were a repeated combination, because the Pedernales was likely to jump it's banks with the least amount of rainfall up stream. It continues to be a problem even now with the flood control dams in place. Mrs. Stieler reports that her daddy, Bruno Ruebsahm and Max Lindig took turns rescuing their children from the school side of the river. They'd take a car, a horse and tow rope. One would drive the car across, lift the little ones into the seats and head back into the river. Invariably the river would have risen enough to stall the engine. The other, then waiting on the home side with the horse would hook the rope to the car and pull it on across, help dry it out, crank it up and deliver the children home. Mrs. Stieler is still afraid of water from her visions of rising tides afloat with logs and trash about to smash through the windows of car as it crossed.

Mrs. Stieler reports her own brank of mischief. One time she got caught writing 'Mr. Tanner loves \_\_\_\_\_' on the blackboard. For punishment she had to write it 25 times. Another student of note liked to write on the board. When permission to go to the outhouse was granted a child was to write his or her name on the board. Else Lindig Preas reports that the girls were so shy and embarrassed they wrote as small and obscurely as they could. According to Lydia Lindig Bohls, not Lyndon Johnson. He began at one end of one board and continue across both, writing as large as the board would allow.

Theo Lindig reports that his class was the last one and that when the school closed in 1947, just he and Beatrice Maurer were left. There were seven in school altogether. He feels that seven is too small for a school, but that the one room school is basically an excellent educational environment. Children can review and learn ahead at their own rate. Everyone is responsible for the welfare of the school and each other. They learn by participating in yardwork, janitoring, wood gathering, fire building, tutoring and baby-sitting all along the way. Some of these school had gardens from time to time depending on the creativity of the teacher. If a teacher is good, it is the best all around system. If not, then the children really lost out.

From observation, on the whole, it appears that the teachers must have been pretty good. The citizens hereabout have proven to be competent in business and citizenship. Junction School produced it share of scholars and at least one celebrity. Only 40 grammar schools can boast of starting a United States President on his educational journey.