

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

SENT TO D...
12-29-98

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Churchville School

other names/site number Fischer School

2. Location

street & number 3N 784 Church Road not for publication

city or town Bensenville vicinity

state Illinois code IL county DuPage code 043 zip code 60106

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this 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 meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

William L. Wheeler / SHPO 12/21/98
Signature of certifying official/Title Date

Illinois Historic Preservation Agency
State of 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 commenting official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register.	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other, (explain:)	_____	_____

Churchville School
Name of Property

DuPage, Illinois
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property
(Check only one box)

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

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2	0	buildings
0	0	sites
0	0	structures
0	0	objects
2	0	Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing.)

n/a

Number of contributing resources previously listed in the National Register

n/a

6. Function or Use

Historic Functions
(Enter categories from instructions)

Educational/School

Current Functions
(Enter categories from instructions)

Not in use

7. Description

Architectural Classification
(Enter categories from instructions)

Greek Revival

Materials
(Enter categories from instructions)

foundation Limestone

walls Wood

roof Shingle

other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- 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
(Mark "x" in all the boxes that apply.)

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.

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

9. Major Bibliographical 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 # _____

Areas of Significance
(Enter categories from instructions)

Education

Period of Significance

1846-1930

Significant Dates

n/a

Significant Person

(Complete if Criterion B is marked above)
n/a

Cultural Affiliation

n/a

Architect/Builder

Unknown

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository:

Churchville School
Name of Property

DuPage, Illinois
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References

(Place additional UTM references on a continuation sheet.)

1	16	42109110	46428410
Zone	Easting	Northing	
2			

3			
Zone	Easting	Northing	
4			

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 Raymond O. Noesen

organization _____ date September 29, 1998

street & number 5439 N. Magnolia telephone 773-728-4886

city or town Chicago state IL zip code 60640

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 _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Churchville School

Description

Churchville School is located on the west side of Church Road, just north of Grand Avenue, in an unincorporated area of northeast DuPage County in a settlement historically known as Churchville in Section 23, Addison Township. It has a simple rectangular plan and has many Greek Revival style characteristics. Though an exact date of the construction of the school is not available, records show that in 1846 the Churchville School was established in District #3 of Addison Township. This area is presently unincorporated Bensenville and borders Elmhurst to the south. In the period that Churchville School was in operation, children going to the school came from Bensenville to the north, Elmhurst to the south, and Addison Township. Evidence of the school's early construction can be seen in the wide frieze, cornice returns, corner pilasters, wainscoting, four-panel doors, and straight-sawn timber construction in the attic. The area surrounding the school contains a cemetery to the west, a parking lot to the south, a home owned by a descendant of the family directly connected to the school to the north, and Zion Church to the east across Church Road. The front facade of the school faces east onto Church Road. The south facade is parallel to Grand Avenue.

Before 1924, the area to the south was occupied by the Evangelical Lutheran Church and to the west of it was a log building, which served as a school for German speaking children, known as the German School. On either side of the German School was a cemetery that was associated with the church. The church burned down in 1924 was rebuilt and burned down again. Today a granite stone with the dates of the fires marks the area where the church and school buildings once stood. The German School was torn down in 1924 when it was badly damaged by the church fire. This accounts for the gap within the cemetery that exists today.

Historically there also two horse barns on the site. There was one to the north of and to the west of the school. Photographs taken in 1919 show that they were still there. The horse barns were demolished in the 1920s.

Churchville School is a one story front-gabled frame structure with a simple rectangular plan. On the west end of the roof is a small brick chimney. The chimney was used as an exhaust for a coal and wood burning pot bellied stove. The gabled roof is covered with cedar shingles. On the east end of the roof is a square shaped belfry tower with a bell-shaped roof. The roof of the belfry has decorative wood brackets under the eaves. It is not known exactly when the belfry and vestibule was added to the building. Based on the vestibule's horizontal three-light transom,

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Churchville School

cornice above the transom which matches the original building windows, plain frieze, and corner boards, it appears to be built shortly after the school was constructed c. 1850s-1860s. The belfry and vestibule appear in an old photograph of the school circa 1895. The bell roof of the tower is covered with asphalt shingles. The original cast iron bell is located below the open area of the bell tower. The building has a rock-faced limestone foundation set in irregular courses, wooden clapboard siding, and a few decorative elements. Churchville School is in excellent condition and retains its historic integrity.

The front facade faces east. The entrance to the building is located on this facade with a two-step wood landing which leads to the vestibule. The school building has wide cornice returns. The vestibule door is a modern six-panel wood door. Above the vestibule door is a three-light transom. The main portion of the building has a diamond shaped window with four panes centered above the vestibule roof. The belfry is located above the window on the roof of the main structure. On either side of the main portion of the building are plain, corner pilasters with simple capitals.

Along the north facade of the schoolhouse, from east to west are four, one-over-one double-hung wood windows with decorative wood cornices and wood sills. The frames and surrounds for the windows are original to the building however, the mullions are not and are simply placed on top of the double-hung window making it look like twelve-over-twelve windows. It is doubtful that the original building ever had twelve-over-twelve windows. In a photograph, circa 1895, the windows were six-over-six. A photograph dated 1919 shows that the six-over-six windows were changed to two-over-two and four-over-four. The one-over-one windows that exists now were probably installed in the 1960s when the building was renovated. There are wooden shutters on either side of each window. The shutters are not original, but replicas of the original ones replaced during the 1967 restoration. This facade also has a wide frieze, wide watertable, and corner pilasters. The west (rear) facade has no openings. Its plain facade is decorated only by the cornice returns, frieze, and watertable. The south facade from west to east has four, one-over-one windows with fake muntins making them twelve-over-twelve.

The interior of the school has a small front vestibule. It is not known whether or not the vestibule was original to the building but it is at least an early addition. The vestibule may have been added soon after the structure was built c. 1850 or c. 1860 based on the three-light transom and the matching cornice above. Used as a wind barrier upon entering the school, it also

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functioned as a transit room for the retrieval of coal and wood for burning in the cast iron pot bellied stove of the classroom. The coal and wood was stored in an attached shed to the north of the vestibule. The small attached shed was demolished at an unknown date. A small latch door on the north wall, which still exists, made for easy access to the coal and wood contained in the shed. A man was paid two dollars a month to light the fire of the stove before the teacher and children arrived. On the west wall of the vestibule there is a set of wood double doors. These are the original doors and they have a decorative cornice and side molding. Today the vestibule is used as an entrance for the school and partially for storage.

Some of the interior materials of the school have been replaced. The classroom has a maple floor, the floor boards are tongue and groove milled and measure about two inches wide. The floor is not original and from school records appears to have been replaced in the fall of 1921. The original wooden wainscoting with approximately four-inch wide boards encircles the room. The walls are plaster with cork pin-up boards and a blackboard. Moldings around the doors and windows are simple. The ceiling has six-inch wide flat pine wood cornice molding painted white. A scuttle in the ceiling leads to the attic where the original school bell is located. A rope is dropped from the scuttle to ring the bell. In 1967 the metal ceiling was removed along with the asbestos insulation. The original four gas burning lamp fixtures were also removed in the 1920s and replaced with electric fixtures. In 1967 the electric fixtures were replaced with modern fixtures. The location of the 1920's electric lamps has been identified and are being returned to the school. Originally there was a platform extending the width of the interior at the west end, it no longer exists.

In 1967, a group of former Churchville students formed the Churchville Historical Society and set forth to renovate the old schoolhouse. At this point the school was virtually unused and serious deterioration had set in. The society started on repairs in the summer of 1967 and finished in the summer of 1968. The primary problem was a leaking roof that had caused a lot of water damage to the ceiling joists, the ceiling and some clapboard siding. Another problem was that bees had nested in the ceiling and awl resulting in large amounts of honey between the walls. The Churchville Historical Society replaced the roof, the ceiling, and about 20 percent of the clapboards along the upper portion of the exterior walls and vestibule. Most of the original belfry was retained, according to Willard Fischer, a former student who attended the school from 1909 to 1917, and did most of the restoration work. Fischer says that one corner support post, as well as most of the belfry's clapboards had to be replaced. Replacement of

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clapboard siding was done to match the old and the old asphalt roof was replaced with cedar shingles.

Also on the premises of the schoolhouse are a water pump on the southwest side of the front facade, a flagpole near the water pump, and a frame privy northwest of the school. Historically there were two privies, one of the boys and one for the girls. The privy that remains is a contributing building. The frame privy dates to at least the turn of the century and may be original to the structure. It has a gabled roof and clapboard siding. The roof is covered with wood shingles. The interior has one seat for small children and one seat for adults. An excavation of the west end of the school yard conducted by the local high school shows that the privies had been moved several times.

In 1992, the Elmhurst Rotary Club donated the desks and pot bellied stove. The furnishings that were collected are similar to those that would have been used in Churchville or other similar one-room schoolhouses. The teacher's desk is original. The current owner, Elmhurst School District #205, used the schoolhouse between 1995 and 1997 for a special living history program reaching out to over 2,600 elementary school students.

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Churchville School

Statement of Significance

The Churchville School is a locally historically significant building that meets listing in the National Register of Historic Places under Criterion A for its association with education as a well-preserved example of a one-room schoolhouse in DuPage County, Illinois. Its period of significance is from c. 1846, when the school is believed to have been built, to 1930, when the school was no longer used. During this eighty-four year time period, the Churchville School served Addison Township and the neighboring town of Elmhurst as one of several one-room schools in northeastern DuPage County.

Although a survey of one-room schoolhouses has not been conducted in DuPage County, at least four were located in eastern DuPage County. In Oak Brook, Illinois was the Rabbit Hill School, built in 1848. The building served as a school until 1922 and has been demolished. Brun School was built in 1880 at Army Trail Road and Swift in Addison, Illinois. In 1942 the students consolidated with St. Paul Concord Lutheran School and the Brun School was demolished. Two, one-room schools were located in the Wood Dale, Illinois area. The Lutheran School was demolished and the Putun Hills School, which was built in the 1860s¹ was used as a school until 1928 when it was moved to Itasca, Illinois and remodeled into a residence. The Churchville School remains as a good example of a one-room schoolhouse still intact at its original location in DuPage County.

The one-room schoolhouse was an institution that was widespread during the late nineteenth and early twentieth centuries. The exodus of rural populations to urban areas and the consolidation of schools has left many of these historically significant schoolhouse abandoned. Over the years, many of these schools that once educated several generations have been left to decay, adapted to new uses, or demolished. Churchville School stands today as one of very few one-room schoolhouses with historic integrity that have managed to survive.

Hezekiah Dunklee, in 1834, settled in an area of Addison Township that later became known as Dunklee's Grove. Within the boundaries of Dunklee's Grove was a wagon trail that led to Fort Dearborn which farmers used to get their produce into the markets of Chicago. Later, families settled in a section around the wagon trail, now called Grand Avenue, which is just south of Churchville School.

¹Bateman, Newton and Paul Selby. Historical Encyclopedia of Illinois and History of DuPage County, Vol. II. Chicago: Munsell Publishing Company, 1913.

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Churchville School

C. W. Richard and H. F. Vallette wrote in their 1857 book entitled: A History of the County of DuPage, Illinois: Containing an Account of its Early Settlement and Present Advantages that Addison Township,

. . . is strictly an agricultural town. . . Mason Smith and Hezekiah Dunklee cut and stacked a few towns of hay near Salt Creek, to keep a small pony, which was their joint possession, and which had brought them all the way from Detroit. . . there are three groves of thrifty growing timber in this town. Dunklee's Grove lies on the east bank and along the Salt Creek. It is about three miles in length, and half a mile in width. . . There are eight school districts in the town, six of which are provided with good school buildings. There are three German schools taught. . . Under the township organization law, the first town election took place in Addison, in April 1850 . . . in 1855 H. D. Fisher was the town supervisor and the justice of the peace from 1854-1857.

The foundation of free public school legislation in Illinois began with the Northwest Territory Land Ordinance of 1785 passed by the U. S. Government. This land ordinance created the laying out and surveying of townships in the territories of the Northwest and for the setting aside of Section 16 in each township for educational purposes. When territories became states in this region, the sale or lease of these lands would be set aside to create a permanent school fund. Unfortunately, the sale of these lands did not provide enough support to open many schools and keep them running. The settlers often did not want to tax themselves to keep the schools open.²

In 1825 under the sponsorship of Joseph Duncan of Jacksonville, the Illinois Legislature passed a free public school law that provided for the taxation of property for educational purposes and would have almost assured free public education far in advance of other Midwestern states, but protests against the law were so overwhelming that the next legislature repealed the law ending free public school education in Illinois for many years.³

The 1830 Illinois legislature began chartering private subscription schools to individuals, joint stock companies, and religious organizations. By 1848, the legislature had issued over 125

²Fuller, Wayne Edison. The Old Country School: The Story of Rural Education in the Middle West. Chicago: University of Chicago Press, 1982, pg. 28.

³Pulliam, John Donald. "A History of the Struggle for a Free Common School System in Illinois from 1818 to the Civil War." Ph. D. Diss., University of Illinois, Urbana, 1965, pg. 34.

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charters.⁴ Agitation for free public schools began in the Midwest's rising towns and cities among college educators, businessmen, and journalists such as John Wright founder of the Prairie Farmer. These reformers believed that the free public schools would "preserve liberty and democracy through education, eliminate crime and poverty, and lift men to their own standards of conduct."⁵

With support from Wright and other reformers, Illinois passed the Educational Law of 1841 which created township trustees to oversee all property in the township including Section 16; allowed associations of inhabitants to acquire land, build schools, and appoint three of their own as trustees to run the school; and appointed County School Commissioners to sell school lands and apply their sale and township funds for the support of schools.⁶

The Educational Law of 1845 allowed people to tax themselves if two-thirds of the legal voters of the school district supported it. The tax could not exceed fifteen cents of one hundred dollars assessed valuation. The law also made the Secretary of State ex-officio Superintendent of Common Schools and the county commissioners were made ex-officio County School Superintendents requiring them to visit and supervise schools, examine teachers, and issue teaching certificates. In 1847 the two-thirds vote was lowered to a simple majority of all properly qualified voters.⁷

The first meeting of the Board of Trustees of Schools of Addison Township was held at the home of Mason Smith on April 4, 1842. Henry Diederick Fischer, a member of the Fischer family that donated the land to build the school, was instrumental in establishing School District #3 of Addison Township. In 1846 the Churchville School was established in said District #3. The teachers' schedules on file in the treasurer's office show that a teacher, Hart Harris, taught school in District #3 from April 22, 1851 to July 11, 1851.

⁴Ibid. pg. 34.

⁵Fuller, Wayne Edison. The Old Country School: The Story of Rural Education in the Middle West. Chicago: University of Chicago Press, 1982, pg. 40.

⁶Cook, John W. The Educational History of Illinois. Chicago: Henry O. Shepard Company, 1912, pg. 40.

⁷Pulliam, John Donald. "A History of the Struggle for a Free Common School System in Illinois from 1818 to the Civil War." Ph.D. diss., University of Illinois, Urbana, 1965, pg. 172.

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Sometime around 1846 seems to be the logical date in which the Churchville School was built because it was the year in which District #3 was established and shortly followed the Educational Law of 1845. The school was built on land donated by August Fischer, a local farmer. Henry Fischer came to what would become DuPage County from the Kingdom of Hanover in 1835. Henry was followed by his father, Conrad, and several other family members the following year. Conrad, and the rest of his family established a farmstead east of Henry's in the SW 1/4 of Section 26. Conrad was a tanner, harness maker, and farmer. He is buried in the cemetery of the United Evangelical German Church which is in the back of the Churchville School. The extended Fischer family eventually owned hundreds of acres of land in Addison township and were influential members of local society.⁸ A parcel of land was deeded to the trustees of the Board of Schools of Addison Township by August Fischer, one of Conrad's sons, for the erection of the school.

The schoolhouse that was erected for Churchville is typical of the type built in the nineteenth and early twentieth centuries in the Midwest. They were typically a rectangular, one room frame structure almost always painted white. Windows along each of the longer sides usually numbers three or four. The entrance was marked by a door set squarely in the middle of one of its shorter sides. Some of the more elaborate schools, such as the Churchville School, included a vestibule and belfry.⁹

The area in which Churchville School is located was and continues to be heavily German populated. Recorded in the School District Meeting Records 1886-1929, located in the Elmhurst Historical Museum, Churchville School was voted to be an English-speaking-only school on April 17, 1886. Those student who did not speak English went to the German School just south of the Churchville School. When the students of the German School had improved their English they then went to Churchville School. The School District Meeting Records 1886-1929 record the elections of school board members. Not much information is available from these records about the day-to-day operations of Churchville School. The only attendance records that are known to survive date from September 1908 through June 1915 and are located at the Elmhurst Historical Museum. The records show that were between 20 and 30 students enrolled with an average daily attendance of about 19. The students came from Elmhurst, Bensenville and

⁸McGowin, Halpin, and Berkson. Archaeology report in progress. University of Illinois, Urbana, 1998--in progress, pg. 1.

⁹Fuller, Wayne Ediston. One-Room Schools of the Middle West. Lawrence, Kansas: University of Kansas Press, 1994.

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Addison Township. The age of these students ranged from 5 to 17. All the students were taught in the one room and grades were from 1a and b to ninth grade. Grade 1a was for beginners while Grade 1b was the next level students went to before second grade. The school year was from September 1 through June 1 and was taught from 9:00 a.m. to 4:00 p.m. Some of the teachers noted in the attendance books that it was very difficult to teach because some of the students had a difficult time with the language. The attendance records were recorded in a book called Welch's System: Combining Attendance, Classification, Gradation, and Close Supervision. It was published by W. M. Welch Mfg. Company in Chicago. It was from this book that the class curriculum was compiled. A typical class schedule from 1908 taught by Cornelia Mische follows:

FORENOON

Grades	Class	Time
All	General Exercises	9:00-9:10
1a, b	Phonics	9:10-9:30
9	Algebra	9:30-9:40
8, 9	Arithmetic	9:40-9:50
6, 7	Arithmetic	9:50-10:00
5	Arithmetic	10:00-10:15
4	Arithmetic	10:15-10:25
1, 2	Spelling	10:25-10:30
	RECESS	
5, 6	History/Geography Alt.	10:45-10:55
7, 8	History/Geography	10:55-11:05
1	Numbers	11:05-11:15
2	Numbers	11:15-11:25
4, 9	Physiography/Physiology Alt.	11:25-11:35
9	Latin	11:35-11:45
All	Writing/Drawing Alt.	11:45-12:00

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AFTERNOON

Grade	Class	Time
1a, b	Reading	1:00-1:40
2	Reading	1:40-1:50
4	Reading	1:50-2:00
5, 6	Reading	2:00-2:15
1,2	Language	2:15-2:30
7, 8, 9	Literature	2:45-3:00
7, 8, 9	Civics	3:00-3:10
4	Language	3:10-3:20
5	Language	3:20-3:30
6,7	Grammar	3:30-3:40
5	Spelling	3:40-3:45
5, 6, 7, 8, 9	Spelling	3:45-4:00

Classes were from ten to fifteen minutes long. The classes were long enough to teach the subject and give an assignment. The students then did their assignment, or desk work, while the teacher taught the next grade and subject. In the year that Cornelia Miche taught there were 112 volumes in the school library with an addition 40 being used from the Farmers Institute Library.

The course taught follow closely those outlined in Welch's System. The outline of courses of study in Welch's System is as follows:

- First..... Reading
- Spelling
- Language
- Numbers and constructive work
- Writing
- Physiology and Hygiene
- General Exercises..... Music
- Drawing
- Morals and Manners

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Second Grade..... Reading
 Spelling
 Language
 Arithmetic
 Physiology and Hygiene
 General Exercises..... Music
 Drawing
 Morals and Manners

Third Grade..... Reading
 Spelling
 Language
 Arithmetic
 Physiology and Hygiene
 General Exercises..... Music
 Drawing
 Morals and Manners
 Agriculture
 Household Arts

Fourth Grade..... Reading
 Spelling
 Language
 Arithmetic
 Writing
 Physiology and Hygiene
 Geography
 General Exercises..... Music
 Drawing
 Morals and Manners
 Agriculture
 Household Arts

Fifth Grade..... Reading
 Spelling
 Language
 Arithmetic
 Writing
 Physiology and Hygiene
 Geography
 General Exercises..... Music
 Drawing
 Morals and Manners

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Churchville School

Agriculture
Household Arts

Sixth Grade..... Reading
Spelling
Language
Arithmetic
Writing
Physiology and Hygiene
History
General Exercises..... Music
Drawing
Morals and Manners
Agriculture
Household Arts

Seventh Grade..... Reading
Orthography
Grammar
Arithmetic
Writing
Physiology and Hygiene
History
General Exercises..... Music
Drawing
Morals and Manners
Agriculture
Household Arts

Eighth Grade..... Reading
Orthography
Grammar
Arithmetic
Writing
Geography
History
History of State
Civics
General Exercises..... Music
Drawing
Morals and Manners
Agriculture
Household Arts

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In order to understand the significance of Churchville School fully as an example of a rural one-room schoolhouse it must be compared to other one-room schoolhouses of the same time period. Almost always painted white, these one-room schoolhouses seem so much alike they often appear to have been done by the same set of architectural plans. For the most part, architects had very little to do with the design of one-room schoolhouses. Most of these were built by farmers or carpenters who drew their own plans and presented them to the local school board for approval. The educational decisions were a community effort--an example of rural democracy--and the design of the schoolhouse was reflective of the community's needs, wants, funding and population size.¹⁰

Variations of the building type depicted the initiative of the community and pride in their educational system, creativity of the builder and little formal planning. Similarities exist among most of the one-room schools and are probably due to the comparison of neighboring schools with new designs for a particular community. There are examples of competition among neighboring communities, especially in the use of superfluous ornamentation for the sake of visual enhancement. While some one-room schoolhouses are plain rectangular boxes with few windows, a front door and little embellishment, others use shutters, broad fascia boards, and prominent vestibules with transom windows and belfries. The whim and fancy of the builder is visible in few examples of elaborate ornamentation. There are few examples of architect designed one-room schoolhouses. These are easily distinguishable as they often incorporate elaborate ornamentation, overstated structural elements, stone or brick construction, or unusual configuration such as the rare octagonal orientation.¹¹

The bell and belfry were characteristic of improvements made years or decades later. While viewed as unnecessary or frivolous additions, they were the sign of prosperity in a community as they were a luxurious expense. There are even examples of belfries without bells because the community had prospered enough to afford a belfry, but was never able to raise the funding for the bell. Schools were often located next to local churches or were used as centers of worship on Sunday mornings. The introduction of the bell as an aesthetic enhancement and sign of prosperity may have been the influence of the bells which were found on neighboring churches, and then eventually schools. Replacement of the original one-room schoolhouses were more common than extensive improvements or additions. The building of a

¹⁰Fuller, Wayne Edison. One-Room Schools of the Middle West. Kansas: University of Kansas Press, 1994.

¹¹Ibid.

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Churchville School

new one-room schoolhouse, with often only slight exterior improvements such as anterooms or vestibules, was another sign of community prosperity, commitment to education, and attachment to the land they had settled. Interior improvements evolved throughout the years and as funding allowed. New window treatments, a place to hang the coats, desks, slate boards, stoves, and books were a few of the improvements. In a few prosperous communities, indoor plumbing was included and more often, separate entrances were constructed out of concern to separate the sexes.¹²

The number of pupils going to Churchville School continued to grow and the need for a new building became evident. This can be seen in the School District Meeting Records where it shows that on August 24, 1923, \$135.13 was paid to the A. Flanagan Company for desks and chairs. The next year, in August, another \$64.80 was paid to the same company for additional desks and chairs and again October, this time \$148.41 was spent for school desks and 4 black boards.

Churchville School closed its doors in 1930 when a new brick schoolhouse was built at Church Road just south of Grand Avenue. This schoolhouse was also called Churchville School and is now a Greek Orthodox church. Later another Churchville School was built at York Road in Elmhurst, Illinois. This school still remains and functions as a Junior High School. Since the closing of the original Churchville School it has been used through the years as a meeting place for local school activities and organizations such as the Cub Scouts. It has also been used as polling place and the location where the Churchville Historic Society meets. Most recently it has been used as a special living history program reaching out to over 2,600 elementary school children.

¹²Ibid.

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Churchville School

Bibliography

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Bateman, Newton and Selby, eds. Historical Encyclopedia of Illinois and History of DuPage County. Vol. II. Chicago: Munsell Publishing Company, 1913.

Cook, John W. The Educational History of Illinois. Chicago: Henry O. Shepard Company, 1912.

Fuller, Wayne Edison. The Old Country School: The Story of Rural Education in the Middle West. Chicago: University of Chicago Press, 1982.

Fuller, Wayne Edison. One-Room Schools of the Middle West. Lawrence, Kansas: University of Kansas Press, 1994.

Richmond, C. W. and Vallette, H. F. A History of the County of DuPage, Illinois: Containing an Account of its Early Settlement and Present Advantages. Chicago: Scripps, Bross & Stears, 1857.

Miscellaneous Materials:

Johnson, Rita. History of Churchville School, 1954. A three-page document of the history of Churchville School. Publisher unknown.

McGowin, Halpin and Berkson. Archaeology report in progress. University of Illinois, Urbana, 1998--in progress.

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Pulliam, John Donald. "A History of the Struggle for a Free Common School System in Illinois from 1818 to Civil War." Ph.D. diss., University of Illinois, Urbana, 1965.

"School District and Township Records for Churchville School 1886-1929" Red Line Series, State of Illinois.

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Churchville School

Personal Interviews:

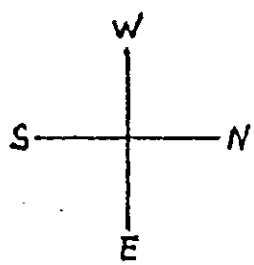
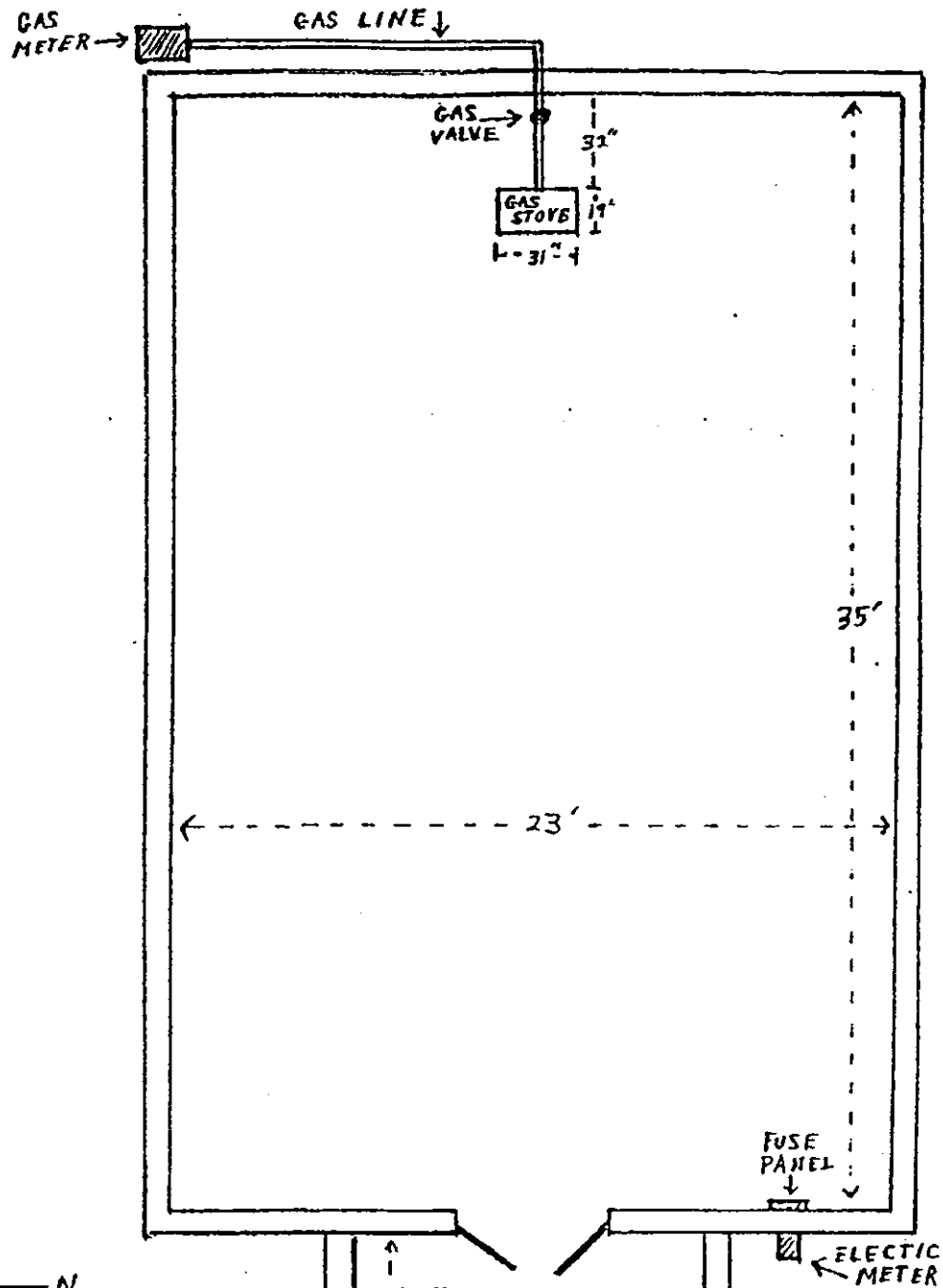
The Churchville Historical Society. February 27, 1998.

Verbal Boundary Description

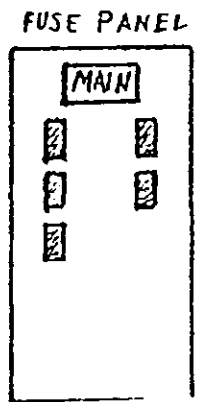
The Churchville School is located on the Northwest $\frac{1}{4}$ of Section 26, Township 40 North, Range 11 East of the Third Principal Meridian, described beginning at a point where the north line of said Section 26 intersects with the center line of the public highway know as Church Road; thence westerly along the section line 132 feet; thence south 49.5 feet parallel with the center line of Church Road; thence east 132 feet; thence north 49.5 feet to the point of beginning, in DuPage County, Illinois. This property is commonly known as 3 N 784 Church Road, Bensenville, Illinois 60106 and its pin number is 03-26-101-002.

Boundary Justification

The nominated boundary includes the building, privy, and immediate land historically associated with the Churchville School and that maintains its historic integrity.



CHURCHVILLE
 SCHOOL
 3^N 784 CHURCH RD.
 BENSENVILLE ILL.



SCALE 3/16" To 1'



United States Department of the Interior

NATIONAL PARK SERVICE

1849 C Street, N.W.
Washington, D.C. 20240

IN REPLY REFER TO:

The Director of the National Park Service is pleased to announce actions on the following properties for the National Register of Historic Places.

For further information contact Edson Beall via voice
(202) 343-1572, fax (202) 343-1836, regular or E-mail: Edson_Beall@nps.gov

Visit our web site at <http://www.cr.nps.gov/nr>

FEB 12 1999

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 2/01/99 THROUGH 2/05/99

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference Number, NHL, Action, Date, Multiple Name

ARIZONA, GILA COUNTY, Perkins Store, AZ 288, 1.5 mi. SW of Young, Young, 99000108, LISTED, 2/05/99
ARIZONA, MOHAVE COUNTY, Kingman Army Air Forces Flexible Gunnery School Radio Tower, 7000 Flightline Dr., Kingman, 99000107, LISTED, 2/05/99
ARKANSAS, SALINE COUNTY, Gan Row Historic District, Bounded by Pine, Market, Maple and S. Main Sts., Benton, 99000106, LISTED, 2/05/99
CALIFORNIA, VENTURA COUNTY, Oxnard, Henry T., Historic District, F and G Sts., between Palm and 5th Sts., Oxnard, 99000109, LISTED, 2/05/99
FLORIDA, CLAY COUNTY, Memorial Home Community Historic District, Roughly bounded by FL 16, Caroline Blvd., Wilbanks Ave., and Studio Rd., Penney Farms, 99000047, LISTED, 2/03/99
ILLINOIS, DU PAGE COUNTY, Churchville School, 3N 784 Church Rd., Bensenville vicinity, 99000114, LISTED, 2/05/99
ILLINOIS, FORD COUNTY, Phillips, Alfred, House, 404 N. Melvin St., Gibson City, 99000113, LISTED, 2/05/99
ILLINOIS, FRANKLIN COUNTY, Franklin County Jail, 209 W. Main St., Benton, 99000111, LISTED, 2/05/99
ILLINOIS, TAZEWELL COUNTY, Waltmire Bridge, Locust Rd. over Mackinaw River, approx. 4.9 mi. S of Tremont, Tremont vicinity, 99000112, LISTED, 2/05/99
IOWA, JEFFERSON COUNTY, Fryer, O.F. and Lulu E., House, 902 S. Main St., Fairfield, 99000131, LISTED, 2/05/99
MAINE, FRANKLIN COUNTY, Orgone Energy Observatory, W. side of Dodge Pond Rd. .65 mi. N. of Jct. ME 4/16, Rangeley vicinity, 98001602, LISTED, 1/29/99
MARYLAND, MONTGOMERY COUNTY, Bethesda Theatre, 7719 Wisconsin Ave., Bethesda, 99000133, LISTED, 2/05/99
MARYLAND, WASHINGTON COUNTY, Clagett, Robert, Farm, Garrett's Mill Rd., Knoxville vicinity, 99000132, LISTED, 2/05/99
MASSACHUSETTS, BERKSHIRE COUNTY, West Stockbridge Grange No. 246, 5 Swamp Rd., West Stockbridge, 99000134, LISTED, 2/05/99
MASSACHUSETTS, ESSEX COUNTY, Osgood Hill, 709 and 723 Osgood St., North Andover, 99000135, LISTED, 2/05/99
MISSOURI, HOWARD COUNTY, South Main Street Historic District, 200,202,204 and 208-312 South Main St., Fayette, 99000083, LISTED, 2/05/99
NEW JERSEY, MONMOUTH COUNTY, Clarksburg Methodist Episcopal Church, 512 Cty Rd. 524, Millstone Township, 99000084, LISTED, 2/05/99
NEW YORK, ALLEGANY COUNTY, Main Street Historic District, Roughly along Main St., from Orchard St. to Green St., Cuba, 99000087, LISTED, 2/05/99
NEW YORK, ERIE COUNTY, Stone Farmhouse, 60 Hedley Pl., Buffalo, 98001614, LISTED, 2/01/99
NEW YORK, NEW YORK COUNTY, FRYING PAN SHOALS LIGHTSHIP NO. 115 (lightship), Pier 63 North River, New York, 98001615, LISTED, 1/28/99
NEW YORK, OTSEGO COUNTY, Women's Community Club of South Valley, 472 Kirshman Hill Rd., South Valley, 98001617, LISTED, 2/01/99
NEW YORK, STEUBEN COUNTY, First Baptist Church of Painted Post, 130 W. Water St., Painted Post, 99000088, LISTED, 2/05/99
NEW YORK, SULLIVAN COUNTY, Chevro Ahavath Zion Synagogue, Cold Spring Rd., Monticello vicinity, 98001621, LISTED, 1/28/99
NORTH CAROLINA, CHOWAN COUNTY, Edenton Cotton Mill Historic District, Bounded by E. Church St., Bount's Creek, Queen Anne's Creek, and Wood Ave., Edenton, 99000089, LISTED, 2/05/99
NORTH CAROLINA, LEE COUNTY, Buffalo Presbyterian Church and Cemeteries, 1333 Carthage St., Sanford, 99000090, LISTED, 2/05/99
NORTH CAROLINA, MECKLENBURG COUNTY, Textile Mill Supply Company Building, 1300 S. Mint St., Charlotte, 99000091, LISTED, 2/05/99
OHIO, DEFIANCE COUNTY, Day Road Bridge, 0.35 mi. E of US 24, Defiance vicinity, 99000095, LISTED, 2/05/99
OHIO, HAMILTON COUNTY, La Tosca Flats, 2700 Observatory Ave., Cincinnati, 99000096, LISTED, 2/05/99
OHIO, MONTGOMERY COUNTY, Aullwood House and Garden, 900 Aullwood Rd., Dayton vicinity, 99000092, LISTED, 2/05/99
OHIO, MORGAN COUNTY, Adams Covered Bridge, San Toy Rd., Malta vicinity, 99000093, LISTED, 2/05/99
OHIO, MORGAN COUNTY, Barkhurst Mill Covered Bridge, Township Rd. 21 over Wolf Creek, Chesterhill vicinity, 99000097, LISTED, 2/05/99
OHIO, MORGAN COUNTY, Helwick Mill Covered Bridge, Township Rd. 269 over Island Run, Malta vicinity, 99000099, LISTED, 2/05/99
OHIO, RICHLAND COUNTY, Tubbs--Sourwine House, 49 Railroad St., Plymouth, 99000094, LISTED, 2/05/99
SOUTH CAROLINA, GREENVILLE COUNTY, Davenport House, 130 Randall St., Greer, 98001623, LISTED, 2/01/99
SOUTH CAROLINA, GREENVILLE COUNTY, Turner, R. Perry, House, 211 N. Main St., Greer, 99001624, LISTED, 2/01/99
SOUTH CAROLINA, GREENVILLE COUNTY, Turner, Robert G., House, 305 N. Main St., Greer, 99001625, LISTED, 2/01/99

ILLINOIS HISTORIC SITES SURVEY INVENTORY

Du-H-9 ✓

205560

1. Name of Site:

Common Churchville School

Historic

2. Location:

Street and Number

(4 N 020) Church Rd.

City or Town

Bensenville

County

Zip Code

Township

Addison

Range

T40N R11E

Section

23

1/4 Section

SW

3. Classification:

Category (check one)

- District
- Building
- Site
- Structure

Integrity (check one)

- Altered
- Unaltered
- Moved
- Original Site

4. Ownership:

- Private
- Public

Status (check one)

- Occupied
- Unoccupied
- Preservation work in progress

Access to Public

- Yes
- Restricted
- Unrestricted
- No

Present Use (check one or more)

- Agricultural
- Commercial
- Educational
- Entertainment
- Government
- Industrial
- Military
- Museum
- Park
- Private Residence
- Religious
- Scientific
- Transportation
- Other

5. Ownership of Property:

Owner's Name

Phone Number

Street and Number

City or Town

State

County

Zip Code

EDUCATION

6. Description: Frame rural school

- Excellent
- Ruins
- Good
- Unexposed
- Fair
- Deteriorated

Is there a program of preservation underway?

- Yes
- No

7. Historical Themes: (check one or more of the following)

- | | |
|--|--------------------------|
| <input type="checkbox"/> Archeological Site | (Pre-Columbian) |
| <input type="checkbox"/> Archeological Site | (Post-Columbian to 1673) |
| <input type="checkbox"/> French Influence | (1673-1780) |
| <input type="checkbox"/> Illinois Frontier | (1780-1818) |
| <input checked="" type="checkbox"/> Illinois Early | (1818-1850) |
| <input type="checkbox"/> Illinois Middle | (1850-1900) |
| <input type="checkbox"/> Illinois Late | (1900-present) |
| <input type="checkbox"/> Famous People | (give names & dates) |

8. Specific Date: 1845

Areas of significance (check one or more of the following)

- | | |
|--|--|
| <input type="checkbox"/> Aboriginal (historic) | <input type="checkbox"/> Literature |
| <input type="checkbox"/> Aboriginal (pre-historic) | <input type="checkbox"/> Military |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Music |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Political |
| <input type="checkbox"/> Art | <input type="checkbox"/> Religion/Philosophy |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Science |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Conservation | <input type="checkbox"/> Social/Humanitarian |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Industry | <input type="checkbox"/> Urban Planning |
| <input type="checkbox"/> Invention | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Landscape Architecture | |

Brief statement of significance: (include all names and dates)
Use additional sheets if necessary. Restored rural school

9. Form prepared by:

Name and Title: _____ Date: _____
Organization: _____ Phone: _____
Street and Number: _____
City or Town: _____ County: _____ Zip Code _____

During the course of the Survey we often find it necessary to search for a particular site. When filling out the Survey form, please list according to the following example, published references to the site for which forms are being completed. If a bibliography can be compiled, it will greatly deduct from the Survey's task.

Bibliography

Robertson, Robert, Of Whales and Men. New York, Alfred K. Knopf, Inc., 1954.

