

BULLETIN



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PHOTO FROM SCM COLLECTION

Our Mission

The Sutter County Museum shares local stories to strengthen community bonds, to inspire celebration of our diverse cultural heritage, and to demonstrate how understanding the past prepares us for the future.

About the Bulletin

The **Bulletin** is published quarterly by the Community Memorial Museum Association. Editors are Sharyl Simmons and Phyllis Smith. Payment of annual membership dues provides you with a subscription to the **Bulletin**.

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Sutter County Museum



suttercountymuseum

Museum Association

The Association is a 501(c)(3) organization that fundraises and supports the operation of the Museum. Applications to join are always accepted (available on the Museum's website). If you are interested in history and want to do something meaningful for our community, please consider applying! New applicants to the Association are approved by a vote of the full Association. Members serve for 4 year terms.

Current Association Members:

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Margit Sands, Vice President
Phyllis Smith, Secretary
Amber Milner, Treasurer

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Manny Cardoza	Coleen Morris
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From the Director

Usually in this space I would be sharing cheerful news about current and upcoming exhibits, programs we're planning, that sort of thing. Unfortunately, this time that is not the case.

As you know, the Museum has been closed to the public since March 19th due to the COVID-19 pandemic. Museum staff has been working at home during this time. We are beginning to plan for museum staff to begin working back in the museum a couple days per week by early May. This means that by the time you read this, we will have procedures in place to be selling items from the gift shop and shipping them, answering research requests, and sharing more content from within the museum online. To keep up with all of this, please make sure that you are following us on Facebook (look for Sutter County Museum), and that you have signed up for our e-newsletter (go to www.suttercountymuseum.org and scroll to the bottom to sign up).

We do not yet know when the Museum will be open to the public. When we do open, it will be cautiously and carefully, with a lot of thought about how to keep the public, our staff, and our volunteers safe and healthy.

This closure is going to be hard on the Museum financially. We don't yet know what the full impact will be. Hopefully by the next Bulletin we will have a better idea of these impacts, and we will share them with you as much as we can.

This has been a difficult time for everyone. We appreciate your support during this time, whatever form it takes.

Personally, I hope each and every one of you have made it through this with all of your loved ones safe and healthy and your finances intact. And more than ever, I'm looking forward to seeing you back at the Museum once it is safe to do so.



Jessica Hargan
Museum Director

YEARBOOKS – Our Portals to the Past

By Carol Withington



All photographs are from the Sutter County Museum Collection and the 1918 Sutter High School yearbook, the *Gold and White*. Due to the shelter in place order of the last few weeks, no images from the *Shasta Daisy* were available.

Have you ever looked at your high school yearbooks and marveled at the many changes that have occurred over the years? Whatever your age may be, traveling back in time can be quite an experience. If you've had the privilege of perusing through some yearbooks that are over 100 years old, you begin to gain a real respect for those high school students who were a part of those turbulent years; namely, 1918 and 1919. So now let's begin this journey.

While comparing Sutter Union High School's 1918 *Gold and White* and Shasta High School's¹ 1919 *Shasta Daisy*, it appears they each took different paths when relating what occurred and when deciding what was of importance when compiling their respective yearbooks.

¹ Shasta High School is in Redding.

SUTTER UNION HIGH SCHOOL



For example, the *Gold and White* annual focused more on the war effort, while the *Shasta Daisy* tended to describe the major effects of the 1918 influenza pandemic on sports, school functions and community events. Both Redding and Sutter were hit hard during that time. And they were not alone.

The first outbreak of the flu occurred on March 4, 1918 at Camp Funston in Kansas. It took six months to reach California, but it came with a vengeance. By September, the first flu cases were reported in Los Angeles County. Within days, the disease “exploded” around the state, arriving in Northern California in October.

By approximately mid-October, the schools of Sutter City were closed. By November 1, an article appeared in a local newspaper relating that “about thirty of the pupils of Sutter Union High School are afflicted with the influenza and three of the teachers have light attacks.” The newspaper also added that “there are many cases in that town including the McPherrin family, Correll family, Beecroft family, Carlson family and others.”

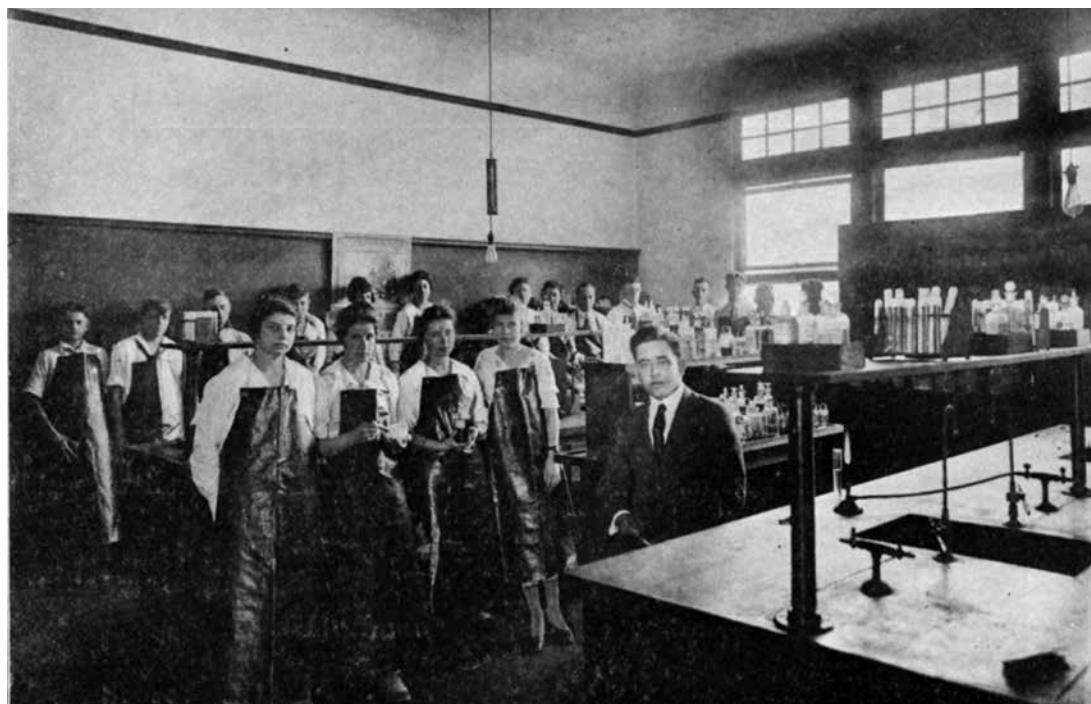
A search of the Sutter Cemetery records revealed that Estella Chisholm Correll, age 39, died of the flu on October 24th. Twelve days later, her daughter Mary Louise, age 7, also died. In addition, Daryl Caldwell McPherrin, who was born October 17, died of the flu on

October 25, at 8 days old.

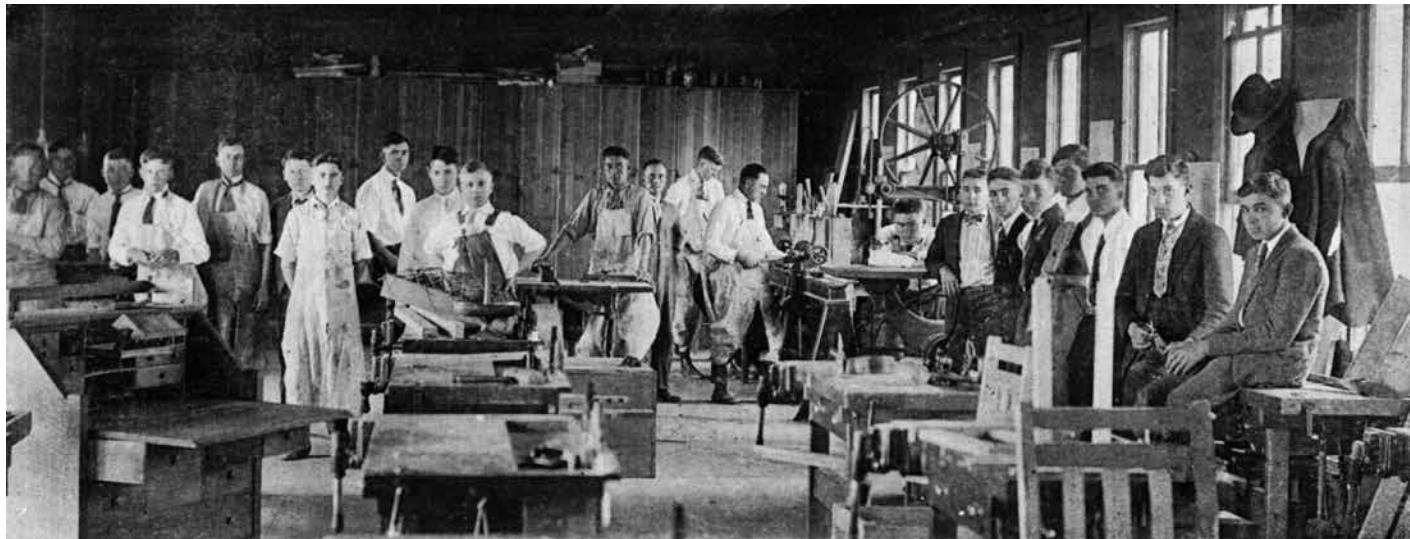
It was also reported that nine deaths in 24 hours occurred in Chico on November 5, 1918. By January 1919, there were 104 deaths out of 1,958 flu cases in Chico alone. All caution took place during those days as theaters, stores and most businesses were closed. Even as the pandemic began to subside later in November, residents were asked to do their Christmas shopping by phone. Shopkeepers were asked not to hold holiday sales as they drew crowds.

In both high schools, girls’ and boys’ basketball games as well as practices were prohibited – a frustrating time for all teams. “The influenza played havoc with all our plans,” complained one girl in the *Shasta Daisy* yearbook. It was not until early December that basketball games resumed.

But another major factor faced many high school Seniors – the call of Uncle Sam. For example, when the Seniors of Shasta High School began their journey as Freshmen, there were 58 students. But by the time they reached their Junior year, some of the older boys had enlisted in the Army. The Class of 1919 had diminished to 27 students. No doubt this occurred at Sutter Union High School as well.



CHEMISTRY CLASS



MANUAL TRAINING DEPARTMENT

BACK TO CLASSES

When the flu epidemic finally ceased, it was back to school with its many activities. But more importantly, it was a crucial time to make up those six weeks and get back to studying. In comparing both yearbooks, Shasta High School offered Latin, Spanish and French courses along with Engineering and Drawing. Unlike at Sutter Union High School, classes for neither Physics nor Chemistry were listed. There was also an absence of Agriculture courses, but then Redding was a lumber industry community and also known for cattle raising and fishing. Sutter City relied on agriculture and classes reflected that.

Both high schools did include Domestic Science (cooking and sewing), English, Commercial (typing and shorthand), Science, Mathematics, History, Music and Woodshop.

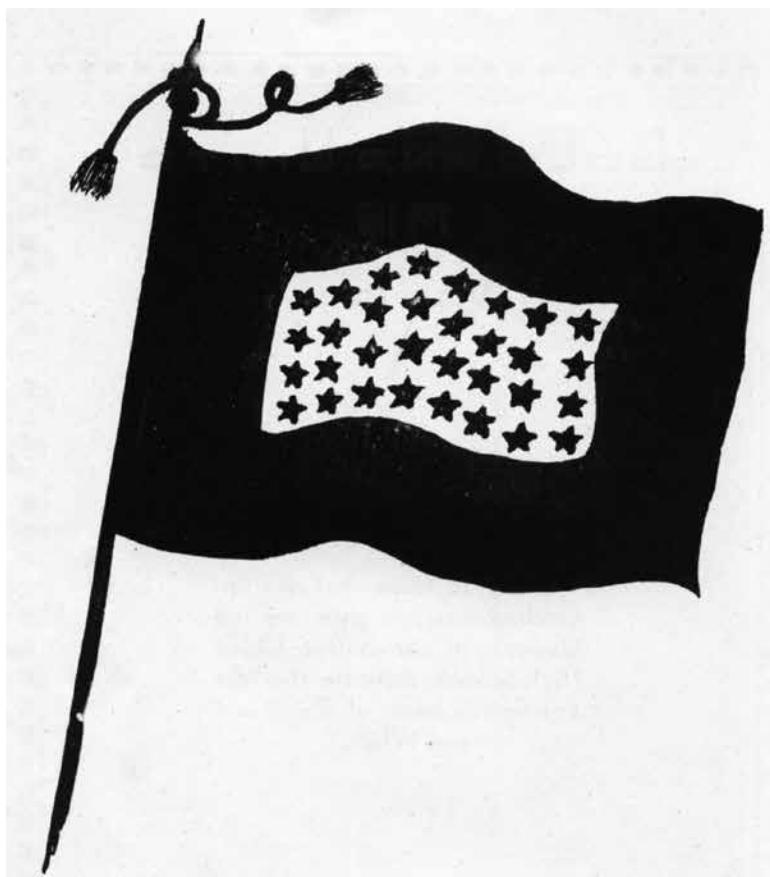
Creative minds were certainly abundant in both the *Gold and White* and *Shasta Daisy* yearbooks. A variety of short stories and poetry filled many of the pages. In addition, clever illustrations showcased those students with an “artistic” bent. For students who enjoyed playing sports – both team or individual – basketball, baseball, track and tennis were offered in both schools. One could also display his or her dramatic side by taking part in school plays, or performing on an instrument or singing in a glee club or chorus. However, there was one occasion when everyone participated: that sometimes-dreaded picture day.

PICTURE DAY

From Freshmen to Juniors, young girls arrived wearing their above-ankle drop-waist dresses with large Peter Pan collars and dark ties or skirts with white blouses and large collars. Their shoes had high, slightly curved heels. Long white or black stockings were also in vogue. Hair was pulled back into a loose bun or a single plait. Those who chose to shorten their hair were careful not to be too drastic, for teenage girls were not quite ready for bobbed styles.

Standing straight as arrows, each class took turns for their picture taking. But why the unsmiling faces? Before the 1920s, etiquette codes demanded that the mouth be carefully controlled. For the girls, beauty standards called for a small mouth. But what about the boys? That can be a different matter, for sure.

It must have been quite an ordeal for these unfortunate Sutter City and Redding boys to forego their casual daily look for that Sunday/Go-to-Town suits with trousers cuffed and creased along with shirts and ties. Who wants to smile at the camera dressed like this? But wait, the *Shasta Daisy* shows pictures of Freshmen and Sophomore boys in uniforms. The Junior boys apparently did not participate. But why these uniforms?



Graduates of S. U. H. S. In The Service

ANSEL LAMME
CHESTER WINSHIP
HARRY WILDER
JAMES MESSICK
CHRIS JACOBS
HANS REINES
HERMAN FEITH
ROSS KNIGHT
TRUE THOMAS
LEO WADSWORTH
CLEDITH TRIMBLE
HARTFORD TRIMBLE

FRED ADDINGTON
LEONARD BETTY
HOMER LOOZE
BLISS CARPENTER
WILL ELLINGTON
IRWIN FARINGTON
FAYNE HILL
WILMER HIXSON
EARL HUFFMASTER
CECIL STRAUB
WATSON JOHNS
WORDEN ADAMS

CALIFORNIA CADET CORPS

The California Cadet Corps was created by an Act of the Legislature on April 5, 1911. At that time, every California high school was required to have a Cadet Corps unit if at least 32 students were interested in the program. It was a way to also prepare young men for service in the National Guard.

And when your own Principal J. O. Osborne at Shasta High School just happened to be a Major in the National Guard, you signed up! Attired in uniforms similar to those worn by soldiers in WW I, it must have been quite a sight when the boys would drill and march up and down West Street in Redding with Principal Osborne calling cadence.

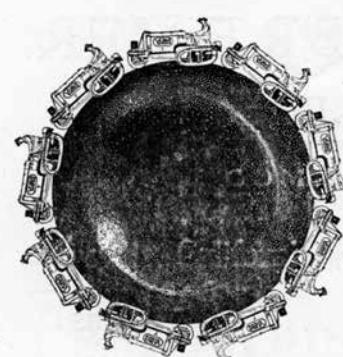
Known as Company 175, the Shasta Cadet Corps drilled for 40 minutes three times a week. Following examinations and workouts, it was hoped that they were now ready for the manual of arms, instructions on handling specific weapons. Company 175 received bayonets, scabbards, belts and cartridge boxes along with a shipment of guns. About the same time, the company also received 2,400 rounds of ammunition.

According to the *Shasta Daisy*, a Rifle Club was formed with every Cadet enrolled. Faculty members were also eligible for membership. Members of the woodworking class built an indoor range. Rifle shoots took place each month. All-in-all, it was believed at that time that military training at high schools was here to stay. Physical exercise included in Cadet training was "very beneficial" for each participant, the yearbook noted, adding that "it will help the boy at college and in everyday life." In addition, it would also make him a fighting soldier much quicker if another war occurred.

UNITED STATES BOYS' WORKING RESERVE

As every boy at Shasta High School took part in this military training, the boys at Sutter Union High School had a different choice. Best of all, their decision to join this government agency was not mandatory.

The purpose of the United States Boys' Working Reserve was to meet the labor shortage in certain industries, notably farming, by "squads of boys, properly supervised and well cared for, who will work during their vacation periods or longer at a fair and predetermined wage." A page in the *Gold and White* annual proclaimed the fact that this was a great opportunity for boys, and that this organization would ensure every member a position with proper compensation and excellent working conditions. It was also stressed that "every boy between the ages of 16 and 21 should enroll."



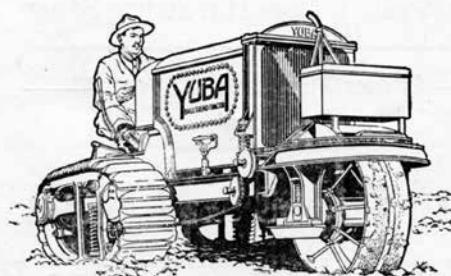
Boy's On the Farm

Boys like machinery. There's something attractive to the ears of a boy in the whir of wheels. When he rides on the seat of a tractor, and feels the thrill of power he is happy.

Power on the farm attracts the boys. It's the modern way—the introduction of improved system and scientific method to replace drudgery.

Besides it is the economical way.

We welcome requests for tractor catalogues, from young farmers.

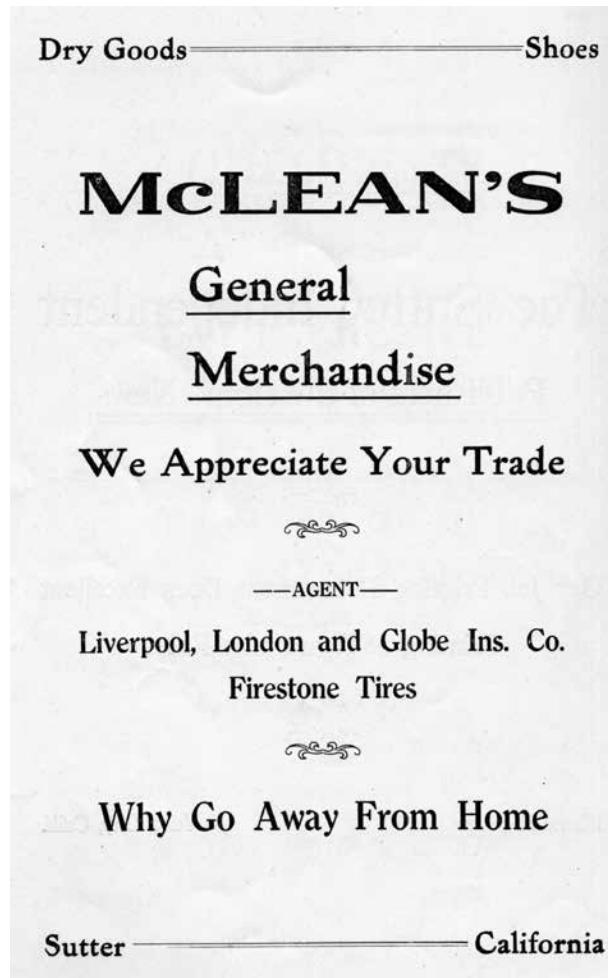


Yuba Manufacturing Company

MARYSVILLE, CALIFORNIA.

YUBA BALL TRACTOR

While glancing through the *Gold and White* one thing stands out significantly. Many of the pages were not only directed at the students but the whole Sutter City community as well. For example, an article titled “Need for Conserving Food” stressed that during the month of April in 1917, a survey was performed regarding the food supply in America. The results showed that with a normal harvest and no greater than usual consumption, America should be able to send to the Allies about sixty percent of the food they would require. But what about the other 40 percent?



MCLEAN'S DRY GOODS STORE WAS
ONE OF THE YEARBOOK SPONSORS

When Herbert Hoover was appointed Food Administrator in 1917, his first suggestion was that Americans should plant every available piece of land to gardens or raise livestock. Circulars were made available which indicated the need for planting these “backyard gardens.” It was Hoover’s belief that “people would thereby use more vegetables and less meat and wheat products.” But these efforts fell short.

After testing various plans, the Government later set up stringent rules for families to maintain. The housewife or main cook of the family made major adjustments in preparation of their daily meals. For example, there were “wheatless days,” “meatless” days and “porkless” days. But, as the writer of this article Francis Beecroft (class of 1918) reiterated, “you must do your duty. This is what is asked of you in our fight.”

JITNEY DANCES

During the months following the pandemic, Jitney Dances were allowed by the administration and became a daily noon event. These dances, which were paid for in advance, proved to not only "lighten the noon hours" but proved successful in raising funds for the *Shasta Daisy* yearbook. Upper classmen "willingly" taught the Freshmen the art of "shuffling their feet," so they did not embarrass others at the regular dances. You wonder how many Freshmen complained about sore feet from those drills they endured three times a week as Cadets. Now they were forced to dance by their Junior and Senior classmates.

The music was "live," thanks to a student who donated his drums and services each weekday, along with four girls who alternately played the piano. As sheet music was available, they probably performed a variety of ragtime tunes such as "The Entertainer" by Scott Joplin"; Dixieland's "Tiger Rag"; and perhaps "If You Were the Only Girl in the World," a popular waltz during WW I.

EXHIBIT DAY

At Sutter High School, a real change of pace occurred the month before the school year ended. It was a much-needed celebration before those dreaded finals, exciting graduation preparations and all the hustle and bustle that would take place in June.

Students at Shasta High School also enjoyed a daily event that brought smiles to the majority of participants – Jitney Dances!



PHOTO COLLAGE

When May 10, 1918 arrived, the whole Sutter City community and its surroundings awakened to a very special event – Exhibit Day. Displays of needlework by the “thrifty” high school girls, drawings and furniture “fine enough to grace a palace” were placed around the campus.

Events included an indoor baseball game, a declamation (speech) contest between the grammar schools of the county, and a track meet which involved several of the grammar schools’ best runners. One can only imagine the reactions of these younger students as they

arrived at the high school.

The cooking room was a popular place with the high school girls keeping busy serving ice cream, cookies and punch. Exhibit Day proved a successful event as it lifted the spirits of so many.

HOME ENTERTAINMENT

In all probability home entertainment in both Sutter City and Redding consisted of a Victrola, which became quite common in households a decade before WW I, and, if you were fortunate, a player piano. Sutter City folks could drive to Marysville and purchase music rolls for these pianos, or records or sheet music at the Victrola Shop on D Street. Patrons at various establishments could also drop a coin in a player piano and hear the very latest by Eubie Blake and Jelly Roll Morton.

SILENT MOVIES

And then came along those Saturday matinees whereby Redding High School students, along with other young people, attended the Redding Theater and later enjoyed refreshments at The Sugarie, home of Baum’s and Pig’n Whistle Candies. And guess what? This sweet shop was located right next door to the theater.

Sutter City students had to rely on parents, relatives or friends who had automobiles to make the trek to the Marysville Theater to enjoy the latest silent movies. They, too, could enjoy special treats at various

establishments following the movies.

One can only imagine there were lots of screams, tears or laughter while viewing such films as The Eyes of the Mummy, a 1918 horror film; A Dog’s Life (probably a tear jerker); Tarzan of the Apes; or The Phantom Riders, an American western. All were accompanied by live music performed by a pianist or organist who knew how to excite the crowd. What talented musicians they must have been.

B. E. PAXTON

Sutter - - - - California

Cigars Tobacco Candy Ice Cream
Ice Cream Soda Soda Water

Manager of Sutter Butte Hall

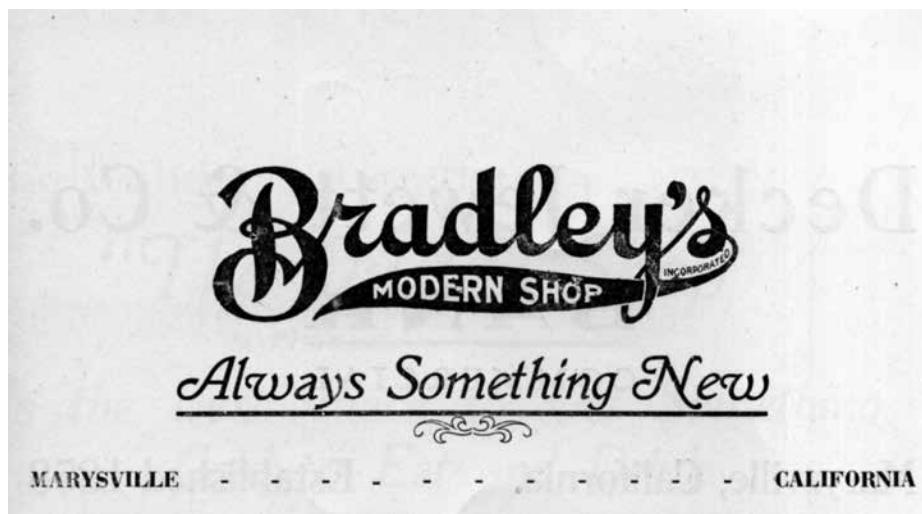
Barber Shop in Connection

PHONE 31 F3

PATRONS OF THE YEARBOOKS

At the end of each yearbook were pages of various sizes of advertisements which supported these publications. For the most part, they appeared to be directed mainly to adults. However, in the *Gold and White* annual, B. E. Paxton, a candy, ice cream, soda water and tobacco establishment in Sutter City, was most likely patronized by all ages. A one-page advertisement titled "Boys on the Farm" (seen on page 7) featured a boy driving a Ball Tractor which appeared to have supported the United States Boys' Working Reserve.

Alder Collegian Clothes and Bradley's Modern Shop, both located on D Street in Marysville, were ideal places for shopping. In addition, Hexters, also of Marysville, featured "Gentlemen's Clothing."



BRADLEY'S MODERN SHOP WAS A NEW DEPARTMENT STORE IN 1916 THAT LASTED FOR DECADES AT THE CORNER OF 5TH & D STREETS IN MARYSVILLE

The *Shasta Daisy* also had a wide assortment of advertisements ranging from bakeries, banks, and billiard halls; to florists and funeral directors; to dentists, dry goods and drug stores; to groceries and hardware stores; to ice cream parlors, cafes and a movie theater; to laundries and plumbers. One must remember that Redding had a population of around 3,000 at that time so there were many businesses in that area.

CONCLUSION

Our journey through the *Gold and White* and *Shasta Daisy* yearbooks has now ended. But for the Seniors of Sutter Union High School and Shasta High School it was the beginning of new adventures. Some would remain in their respective communities, while others might move to other areas to continue their education or find employment. These young men and women had already lived through a World War and a flu pandemic, but now they would soon face some major social changes – the beginning of the Roaring Twenties.

SOURCES:

Chico News and Review, February 23, 2006

Find A Grave (www.findagrave.com)

Forgotten Technologies of Recorded Music: The Player Piano (www.ipr.edu)

The Great War Low Bun Hairstyle (www.photodetective.co.uk)

History of the Victor Phonograph (www.victor-victrola.com)

How the Horrific 1918 Flu Spread Across America (<https://www.smithsonianmag.com/history/journal-plague-year-180965222/>)

Ragtime Era Dances (www.socialdance.stanford.edu)

Redding High School yearbook – *Shasta Daisy*, 1919

Silent Films and World War I (www.rememberingwwi.villanova.edu/silentfilms)

Sutter Union High School yearbook – *Gold & White*, 1918

Top Songs of 1918 (www.musicvf.com)

Vernon School Historic Designation Effort

By Julie Stark and Phyllis Smith

Editor's Note: Some of you may wonder what it takes to get a designation as a National Historic Property. It is not an easy task and we thought it would be interesting to get an idea of what needs to be done to accomplish it. Essential to the process, aside from a site worthy of recognition, are people dedicated to putting in the time and following through with the effort. Julie Stark and Phyllis Smith are working on the project for the South Sutter Heritage Alliance and what follows is the material they have collected and submitted to the California State Office of Historic Preservation to have the school considered for historic designation.

The pictures included in this article are very specific and required angles for the historic preservation paperwork. They show a building in dire need of restorative work to save it. The important thing to remember is that this, the oldest original schoolhouse in the county, can be restored and put to use once again. Its future depends not only on its designation as an historic property, but also support from the community. The South Sutter Heritage Alliance is a 501(c)(3) organization and donations to save this historic landmark are tax deductible. Donations can be made out to the South Sutter Heritage Alliance and mailed to the Museum.

VERNON SCHOOL FACING SOUTHWEST



In the area called Verona, formerly Vernon, south of Nicolaus, is an old school building, in fact, the oldest in Sutter County – Vernon School. The South Sutter Heritage Alliance (SSHA) is working to have the building designated as a National Historic Property with the ultimate goal of restoring the building and using it as a community center for the south Sutter County area.

The property is currently owned by Global Ag Properties USA, which also owns the surrounding orchards. Global Ag Properties has offered to donate the building and the parcel it sits on to SSHA once the historic designation is completed.

SSHA has filed an application with the California State Office of Historic Preservation (OHP), which handles California properties for the national OHP. The commission that makes the determination of whether a property meets OHP standards was scheduled to review the application in May, but due to the Coronavirus pandemic the review has been postponed until August.

As part of the application, SSHA had to provide information about the building, its current condition, and the property surrounding it, and maps and photos to show its location and setting. The application also required an explanation of the historic significance of the property. That explanation, as provided in the OHP application, follows.

STATEMENT OF SIGNIFICANCE

Before European settlement in northern California, numerous small Native-American villages were situated along the banks of the rivers. Near the confluence of the Sacramento and the Feather Rivers, on the east side, were two villages – Wollok to the north and Leuchi south of it – inhabited by Native Americans of the Nisenan Maidu. In 1833, a malaria or smallpox epidemic, which had started with fur trappers on the Columbia River, worked its way down into California decimating entire villages, including those at the confluence.¹

In 1839, Swiss immigrant John Sutter sailed from Fort Vancouver to Hawai'i on his way to California to seek a Mexican land grant. During his five-month stay in the islands, he persuaded the Governor of Oahu to allow him to take eight men and two of their wives to work for him for three years, after which he would send them home if they wished to go.²

In spring of 1849, as news of gold discovery in California spread, Franklin Bates, E. O. Crosby and B. Simmons purchased land on the east bank at the confluence of the Feather and Sacramento Rivers from John

¹ Robert H. Heizer, Volume Editor, *Handbook of North American Indians*, Vol. 8, Smithsonian Institution, Washington D.C., 1978, 388.

² David A. Chang, *The World and All the Things Upon It, Native Hawaiian Geographies of Exploration* (University of Minnesota Press, 2016), 164, 175.

Sutter, who had received a large land grant from the Mexican government and became their fourth partner. By April, they had begun work on a settlement and named it Vernon. Meanwhile, on the coast of Chile, New England sea captain James Savage was procuring a cargo of mahogany to carry to New York when he heard rumors of the discovery of gold in California. With his ship's cargo, he sailed to San Francisco and up the Sacramento River, as far as Vernon, which was the head of navigation after an unusually dry winter. He unloaded the fine wood and built a three-story hotel.³



NORTHEAST SIDE OF VERNON SCHOOL

Vernon grew rapidly, and even though some of the first structures were canvas, they were soon replaced by wood buildings. By August 1849, Vernon boasted the hotel, several boarding houses, stores, saloons and gambling houses, a bowling alley, blacksmith shops, butcher shops, laundries, and a post office – highly sought after by gold seekers far from families at home. There were about fifty wood-frame buildings and one made of zinc.

Vernon flourished because it was thought to be at the highest

³ Ada Ohleyer, "The Romantic History of Sutter County," *Sutter County Farmer* serialized weekly 1931-1932

navigable point on the Feather River to access the northern gold mines. In the summer of 1849, the water in the river was so low that ships were grounded fifteen miles below Vernon and could not go any farther toward the gold fields. Vernon became the supply and departure point for the gold miners. Town lots were selling for the exorbitant amount of \$1,000.

Vernon's glory was short-lived. In the winter of 1849-50, rains were as heavy as was normal, and the river rose so high that navigation was possible all the way to Nye's Landing, later known as Marysville. On the east side of the Feather River, Marysville became the main supply point for the northern mines. Vernon's population diminished as rapidly as it had grown, as its reason for existence waned. After a brief role as the county seat in 1851-52, Vernon evolved over the next decade as a Hawaiian fishing village and a small farm and dairy town along the river.⁴

Many gold seekers were not as successful at mining as they had hoped. Some of them recognized the richness of California's valley soils and decided to stay to try their hands at farming. Many returned home to bring their families back with them. Those who bought land near Vernon first cut the wild hay and sold it, then cut wood to clear the land, selling the wood. Settlers established farms and dairies. The region remains populated with farms some still in the hands of original settler families. Rice fields and walnut orchards have replaced the dairies.⁵



UNDER NORTHWEST SIDE OF SCHOOL. PHOTOS FROM EVERY ANGLE ARE REQUIRED IN THE APPLICATION FOR DESIGNATION AS A NATIONAL HISTORIC PROPERTY.

Some of the Native Hawaiians who came with Sutter remained in his employ, while others left him after their term of service and settled in other parts of California. Others came to California after the original group. In the early 1860s, Native Hawaiians began to settle in Vernon, building huts near the riverbank and earning a comfortable living by fishing in the river. They supplied the population of Sacramento with live bass, catfish, perch, and salmon. They called Vernon *Puu Hawai'i*, meaning Hawaiian Refuge. Having come from maritime lands, the Native Hawaiians were skilled fishermen as well as sailors – essential ships' crewmen on Atlantic whaling ships, on Northwest fur trading ships and on ships plying the California coastal hide and tallow trade from early in the nineteenth century.⁶

⁴ Thompson & West, *History of Sutter County*, 98.

⁵ Peter Delay, *History of Yuba and Sutter Counties California with Biographical Sketches of The Leading Men and Women of the Counties Who Have Been Identified with Their Growth and Development from the Early Days to the Present* (Los Angeles: Historic Record Company, 1924), 322, 368, 668, 790.

⁶ Chang, *The World and All the Things Upon It*, 175

Families coming to the area needed a school. Vernon School began operation in 1857, first in the hotel, and then it moved into the abandoned bowling alley. By 1863, the community recognized the need for a school building. David Abdill, a Vernon resident since 1849,⁷ rallied the townspeople to build the one-classroom Vernon School on land he owned near the river. The school was built in 1863 and Abdill's son-in-law John Burns, a prosperous dairy farmer and County Supervisor⁸ who inherited the land,⁹ donated the 2.97 acres and the schoolhouse to the Vernon School District in 1888. The school remains in the same location and the parcel boundaries have not changed.¹⁰

The Vernon fishermen followed a path that many other Native Hawaiian immigrants to the West Coast took, living with and creating families with Native American women. Their children attended Vernon School alongside farmers' children representing varied cultural backgrounds. Some dairy farmers were of Swiss or German origin.¹¹

As the town diminished in size and importance, the simple wood one-room schoolhouse was one constant entity that remained the center of the community. Church services were held by several Protestant denominations there on a regular basis. In 1868, a Congregational minister from Hawai'i, J. F. Pogue, held a Sunday service in the schoolhouse, which he reported was attended by, among others, eight Native Hawaiian men and one woman, three children and a Native American woman who was the wife of one of the Native Hawaiians.¹² The school was regularly used as an election polling place, and community dances were held there.¹³

In 1879, Vernon School had an enrollment of twenty-two students classified as white and one teacher. Four additional students were classified as Negro or Indian.¹⁴

⁷ Thompson and West, *History of Sutter County*, 109

⁸ Thompson and West, *History of Sutter County*, 111

⁹ Ohleyer, "The Romantic History of Sutter County"

¹⁰ Sutter County Assessor's Office, various conversations with Steve Perry, 2014-15

¹¹ Chang, *The World and All the Things Upon It*, 175-176

¹² Richard H. Dillon, "Kanaka Colonies in California," *Pacific Historical Review*, Vol. XXIV, (1955): 22

¹³ *Independent Herald*, April 13, 1932, 3; "Nicolaus News," *Sutter County Farmer*, May 19, 1893

¹⁴ Thompson & West, *History of Sutter County*, 54



SOUTHWEST (REAR) OF SCHOOL



NORTHWEST SIDE OF VERNON SCHOOL FROM ORCHARD

Due to imprecise terms, these students may have been of Hawaiian/Native American descent.¹⁵ In 1905 the school had an enrollment of 33 students, its largest student body to date.¹⁶

The school's last year of operation was 1943-44, after which the school closed due to declining enrollment and economic stress due to the Second World War. Some of the smaller farms had been bought up by larger farms, resulting in fewer families with students attending school, and transportation was more easily arranged to take students to neighboring schools in the Nicolaus area.

Native Hawaiians continued to immigrate to the area. In late 1956, two Sutter County Historical Society members, Bernice Gibson and Irmina Rudge, traveled to Vernon to interview Mabel Armstrong, elderly daughter of Mr. and Mrs. Jon Wilson, a Native Hawaiian man and a Native American woman. At age fourteen, Jon joined the crew of a whaling vessel that plied the waters from Hawai‘i to Alaska and then down the coast to San Francisco. He left the vessel at San Francisco in the early 1880s and made his way to the Native Hawaiian colony at Vernon. According to Mabel, he made his home with native Hawaiian Mohonka and family before he married his wife. Their nine children all attended Vernon School, and Mabel still lived in the same community with her husband.¹⁷

Vernon was a community of more than Native Hawaiians and Native Americans. The 1900 census noted a panoply of ethnicities that made up its inhabitants, including Japanese, Portuguese, Chinese, East Indian, Korean, African, European, and Latino.¹⁸

The Vernon post office, which was first established in November 1849, was closed in November 1853, due to declining population.¹⁹ It reopened and closed twice more and when it was reinstated in 1897 a name change

¹⁵ Chang, *The World and All the Things Upon It*, 185

¹⁶ “Vernon,” *Sutter County Farmer*, October 27, 1905

¹⁷ Bernice Gibson, “The Hawaiian Colony of Vernon,” *Sutter County Historical Society*, I, no. 7 (1956): 3-5.

¹⁸ United States Census Bureau, *1900 Census*

¹⁹ Walter N. Frickstad, *A Century of California Post Offices, 1848-1954* (Philatelic Research Society, 1955)

was necessary due to the interim establishment of another Vernon in Southern California. Verona may have been a derivation of the Native Hawaiian pronunciation of Verenona for Vernon.²⁰ The Verona post office closed in 1940, and neighboring Nicolaus took over mail service. Verona remains represented by a few houses, numerous farms and orchards along the river – and a one-room schoolhouse, awaiting rehabilitation and interpretation.

As a property type directly associated with the formation of a Native Hawaiian community, Vernon School meets the Asian Americans and Pacific Islanders in California, 1850-1970 Multiple Property Submission Registration Requirements for Property Types Associated with Migration and Community Formation.

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²⁰ Chang, *The World and All the Things Upon It*

Sutter High School – Class of 1916

An Interview with Margaret Meyer Madden

By Jan Madden-Perry

Jan Perry (JP), a long time Museum supporter and former Commission member, interviewed her grandmother about her days at Sutter High School. Margaret Meyer Madden (MM) graduated from Sutter High School in 1916. Margaret Meyer's family moved from Meridian to Sutter on South Butte Road in 1910. Before attending high school, Margaret and her brother, Roy,¹ went to grammar school at Winship School where Miss Hoke and the Reische sisters taught. Margaret was 98 years old in 1997 when this interview was conducted.

JP: *What types of classes did they offer while you were at Sutter High School? What was your favorite class?*

MM: There was a set curriculum: history, English, mathematics and a foreign language – German or Latin. The only electives were home economics and shop. There was no physical education. Sports were played after school. There was no band or instrument instruction, but we did have singing and some students played the piano.



COUSINS (LEFT TO RIGHT: MARGARET MEYER (MADDEN), RUTH SUMMY (BURTIS), INA NALL (MEIER), FAY SUMMY (MC PHERRIN))

¹ Roy Meyer married Edna Noyes and appeared throughout Isabella Dean Noyes 1919 diary published last year.

JP: What was Sutter High School like in 1916?

MM: It was a one-story building located two blocks east of the Methodist Church. I started high school in a two-story building in Sutter, then moved to this new high school in January. I think it was in 1912. There was one teacher for every class subject. Teachers were both men and women. There was one young teacher, but most were middle-aged. Mr. Hauk I remember as either a teacher or the principal.

The special thing about my graduating class of 1916 was that 16 students graduated. I believe an even number of boys and girls were graduated.

JP: Where did the students live who attended Sutter High School? How did they get to school?

MM: Sutter High School was originally the only high school because it was located in the center of Sutter County. Students came from Yuba City and from Meridian by way of the Sacramento Northern Railway.²

Others, especially those from Sutter and nearby, walked, biked or came by horse, horse and wagon or buggy. There were no cars or buses. Some students boarded in the town of Sutter while going to school. Teachers also usually boarded with families. This meant they stayed in someone's home, being provided with a bedroom and home-cooked meals.

JP: Was high school hard? What were the graduation requirements?

MM: Yes, it was difficult. We all had homework. We didn't have electricity at home by which to do our homework, so we used kerosene lamps. We got report cards. Four years of high school was required for

graduation.

High School was a luxury, especially for boys, because most people needed their sons to help them on the farm. About 90% of the students' families were farm people. In this period, kids worked doing a man's job at 14 years of age.

Children during this time were not "required" to go to high school. Usually children lived and worked at home until they got married. After four years of high school and a high school diploma, you could get a better paying job at whatever work was available, like in a store.

JP: What was popular in the way of clothes and music?

MM: Girls wore middy blouses (a loose-fitting blouse with a sailor's collar) and below the knee skirts. Girls' hair was usually braided. Some girls had short hair, but not many. Boys all had short haircuts. Facial hair wasn't allowed.



DRESSED UP FOR CHRISTMAS
1916. (LEFT TO RIGHT:
UNKNOWN, FAY SUMMY,
MARGARET MEYER, RUTH
SUMMY, UNKNOWN)

² The Sutter depot was located where Close Lumber is today.

JP: What did you and your friends do for fun after school and on weekends?

MM: Since 90% of the students' families were farm people, we went home and did our chores – gathered eggs, fed chickens, gathered and chopped wood, and if the men weren't there, we milked the cows. We always had chores – we didn't play. On Sundays we went to the Methodist Church on Acacia Street.

JP: What is your fondest memory of Sutter High School?

MM: The association with other children. I did not have the opportunity to get together with children my own age. I've been to all my class reunions. Our last reunion was in 1941 at Elwood McPherrin's residence on East Butte Road. For many years, I kept in touch by writing to Leona Richards in Sacramento, who was in my class, until her death.

JP: What did you do after you graduated from Sutter High School?

MM: I was home for one year after high school and then my parents gave me the opportunity to go to Heald's College on Van Ness Avenue in San Francisco to become an accountant. I was interested in doing something not on the farm. I stayed in a boarding house in San Francisco, and after 1½ years of college, I came home to work as an accountant at an automobile agency in Marysville. Mr. and Mrs. Roberts owned this business. I lived with

my parents in Sutter and took the railway to work every day. I made \$18 per week at my job in 1919.

I met Tom Madden from Sutter Creek, Amador County, at a dance at the Forrester's Hall on E Street in Marysville and we were married in 1922 in Santa Cruz. We lived in a two-story house on H Street in Marysville across from the Rideout Hospital where our first child, Ross, was born. In 1923, my husband and I purchased peach and prune orchards on Richland Road. Two daughters, Phyllis and Joan, were born while we lived there.

Then, in 1943, we purchased the white Victorian home on the corner of Franklin Avenue and Highway 99,³ along with an almond orchard. This was in addition to the peach and prune orchards and the other farmland where beans were grown that we owned in Sutter County. In 1948, our daughter Phyllis was married to William Buchholz in our home.

My husband and I lived in our home until his death in 1962. Then our son, Ross, and his family lived and farmed there until its recent purchase by Waremart⁴ in 1996. Ross' daughter, Jan, married Ken Perry in this home in April of 1982. In September of 1998, the first of Ross' two granddaughters will attend Sutter High School. Her sister, Jill, will start high school there in 2000.

Donate

The Museum is a partnership between Sutter County and the Community Memorial Museum Association, a non-profit 501(c)(3) organization. The Association supports all of the public programming aspects of the Museum, including education programs, fundraising events, temporary exhibits, updates to permanent exhibits, and the Museum Store. Donations made to the Association are tax deductible.

There are many ways to donate to the Museum:

- Mail a check
- Donate online through our website
- Planned Giving

We also have corporate sponsorship opportunities for our events and temporary exhibits.

Volunteer

We would not be able to do what we do without our volunteers. Volunteers staff the front desk when the Museum is open. This includes greeting visitors, answering any questions they may have, answering the phone, and selling items in the Museum Store. Volunteers also work on special projects, help at events, make ornaments and help decorate for Trees & Traditions. We are always looking for more volunteers, so if you are interested please contact us or come by the Museum!

³ Currently the Yuba-Sutter Chamber of Commerce.

⁴ Now WinCo.

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or stop by the Museum

Our New Membership Program

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Thank you for your enthusiastic response to our new membership program! In revamping it, we really wanted to offer more value to you, our supporters. We also saw it as an opportunity to have more fun!

We've received some questions about some of the new benefits, so we wanted to share more information with you. We'll do it perk by perk below. If you have further questions after reading through this, please don't hesitate to contact museum staff.

Basic (and all levels above)

- Our Basic membership level has not changed. You receive the publication *The Bulletin*, postcard invitations to exhibit openings at the museum, and a 10% discount in the museum store.

Basic Plus (and all levels above)

- **2 free research requests:** We began charging the general public \$10 per research request on January 1, 2020, so this is a great perk for members.
- **Reciprocal Admission Program:** We are lucky in that we have been able to join two Reciprocal Admission Programs! The **Time Travelers** program is available to our Basic Plus members. A Reciprocal Admission Program means that you will be treated as a member of every other participating institution in that program, so long as you show your membership card with the program's logo on it. You can find the list of other institutions in **Time Travelers** at <http://timetravelers.mohistory.org/institutions/>

Bronze (and all levels above)

- **Member Shopping Mornings:** We plan to do two or three of these per year. You'll be sent a postcard inviting you to a morning of shopping at the museum on a Saturday, including yummy baked goods, coffee, and mimosas!
- **Reciprocal Admission Program:** We are lucky in that we have been able to join two Reciprocal Admission Programs! The **ROAM** program is available to our Bronze members. A Reciprocal Admission Program means that you will be treated as a member of every other participating institution in that program, so long as you show your membership card with the program's logo on it. You can find the list of other institutions in **ROAM** at <https://sites.google.com/site/roammuseums/home/list-of-roam-museums>

Silver (and all levels above)

- **Invite to exclusive member events:** These events could include an evening in our community garden, private viewings of new exhibits, or other events. There will be two or three per year. You will receive a postcard invitation in the mail once we have an event scheduled.
- **Print of photo from museum collection:** Yes, this means any photo in our collection that we hold the rights to. To get your print, please put together a short list of subjects you would be interested in a photo of (e.g. a specific person or family, building or street, etc.) and send that list to Sharyl Simmons, Assistant Curator. She will let you know what we have available within your parameters, and will work with you to make the final photo selection.

Gold (and all levels above)

- **Behind the scenes tour with the Curator:** As space is limited in our behind-the-scenes areas, these tours will have to be fairly small groups. Enough of them will be scheduled throughout the year to accommodate all members who qualify for this benefit. A postcard will be sent out to all members at the appropriate levels asking for RSVPs for the tour. This will be on a first-come, first-served basis.
- **Recognition in the Bulletin and on our website:** We are working to design these acknowledgements. You will begin to see them this summer.

Harter Circle

- **An engraved paver in the patio:** Please see staff for details. There is a form that must be filled out and there is a maximum number of characters allowed to fit on the pavers.
- **Invite to annual donor luncheon:** This will be scheduled once per year. Invitations will be sent out well in advance.

Membership Information

Our members are vital to the success of the Museum. The funds we raise from this program help us to properly care for our collection, bring in traveling exhibits, and provide education programs.

For a complete listing of benefits by level, visit
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Membership Levels

Basic*	\$35
Basic Plus*	\$60
Bronze**	\$100
Silver**	\$250
Gold**	\$500
Harter Circle**	\$1000

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Business Levels

Business Basic***	\$250
Business Basic Plus***	\$500
Business Sustaining***	\$1000

All Business Memberships include Basic
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*** 20% discount for Non-profits



Puzzling

A	S	A	G	K	M	X	H	I	X	D	P	T	M	A	R	C	J	A	K
C	B	S	B	A	N	O	T	S	O	P	A	B	Y	U	E	U	I	T	Y
V	X	D	D	W	M	Y	F	B	Q	Q	Y	N	V	P	G	R	T	S	N
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