



A ONE ROOM SCHOOLHOUSE CURRICULUM

Developed for the Audrain Country School

Housed on the grounds of

The Audrain County Historical Society

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Rural School Management

The rural school of the late 19th and early 20th centuries served as an extension of parental care. Previously, children were educated by their parents at home. Eventually families realized it was more efficient and practical to hire an educated, trained teacher to teach and care for their children. “From this simple, crude beginning, our present system of public schools has developed.” 1 (p.1) Public schools continue today to view the education of children as a partnership with parents.

Communities felt the purpose of education should include training in moral character, care of the body, skill in earning a living, willingness to be of service to other people, ability to perform the duties of citizenship, appreciation of good music, literature and art. In other words, the child would be trained to be a “socially efficient” individual. 2 (p.3)

Due to varying school populations and thus grade placement of students, two plans were devised in the actual teaching of subject matter and the required recitation of learned material. The first plan allowed students to be grouped by ability levels in reading, language and arithmetic. The second plan grouped grades so that material for 3rd and 4th grade students was presented in alternate years. All students in the two grades studied the 3rd grade material and subjects one year and followed it with the 4th grade material and subjects the next.

Rural school teachers were primarily graduates of a 4 year high school, holding a minimum preparation as an instructor. It was expected that the teacher be academically knowledgeable in the main branches of learning: literature, history, science, mathematics, music and art. A “reasonable” knowledge was all the scholarship expected. However, four years of schooling beyond 8th grade meant the prospective teacher should be sufficiently capable of understanding United States History, arithmetic, geography, nature study, etc., typical elementary school subjects. Teacher training also included the necessary emphasis in agriculture, domestic science and manual training. Later on, teacher training courses at state normal schools were required as teaching was now viewed as a profession. Studies beyond subject matter preparation included child development, psychology and school management. In some more rural areas, state agricultural colleges offered opportunities for local teachers to improve themselves as professional leaders via established teacher departments offering summer programs and special courses.

It was generally believed that students attending school would become good citizens in their community since citizenship studies were required by the state. Therefore, regular attendance at school was paramount to achieving this goal. Education, at least through the 8th grade was necessary to promote the betterment of the community growth through citizen service and leadership.

Rural schools eventually became a central location for community social events like meetings, organizations, varieties of entertainment for recreation and cultural learning opportunities. Lectures, readings, musicals, dramatic performances, town celebrations and religious services were typical events held at the school house.

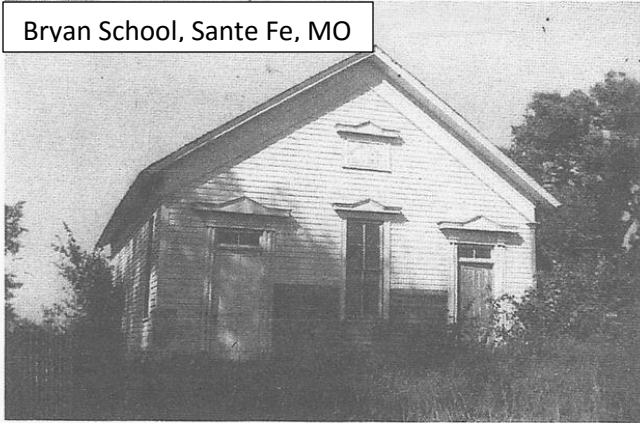
1 William Albert Wilkinson, Rural School Management, Silver Burdett Company, 1917.

2 IBID

The rural School teacher was guided by a set of principles to manage the school successfully. The successful teacher viewed the school as the care for first teaching students to become good citizens and second, to improve the conditions and thus the lives of the people in the community. The teacher considered parents as partners in the education of their children in order to promote the welfare of the whole community. Therefore, much effort was expended in encouraging parental interest in and support of better education for their children. The mission of today's public schools is largely the same with the scope broadened to include productive citizens of the world.

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Bryan School, Sante Fe, MO



7.2. Schoolteaching was a stepping-stone to other professions for many young midwestern men. In 1881, Gen. John J. Pershing began his career here, teaching in the one-room Prairie Mound School in District No. 1, Chariton County, Missouri. (MSHS)



7.27. Numerous prominent men were taught in mid-western one-room schools by teachers who never realized the contribution they were making to the region and the nation. Dale Carnegie went to this school—the Rose Hill School in Nodaway County, Missouri. (MSHS)

SUGGESTED STUDY PROGRAM FOR ONE-TEACHER SCHOOLS

Time	Grade I Grade II	Grade III Grade IV	Grade V Grade VI	Grade VII Grade VIII
8:55-9:05		Health Inspection	Opening Exercises.	
9:05-9:30	READING	Study Language and Science	Free Study	Free Study
9:30-10:15	Reading Seat Work Creative or Project Work	READING	READING	READING
10:15-10:30		PENMANSHIP OR MUSIC		
10:30-10:45		SUPERVISED PLAY		
10:45-10:55	NUMBERS	Study Arithmetic	Study Arithmetic or English	Study Arithmetic or English
10:55-11:10	Arithmetic Seat Work	ARITHMETIC		
11:10-11:20	READING	Study Arithmetic		
11:20-11:50	Reading Seat Work	Study Arithmetic	ARITHMETIC	ARITHMETIC
	Reading Table	Free Reading	Study Arithmetic after class instruction.	
11:50-12:00	SPELLING	Free Reading	Study Arithmetic	
12:00-1:00		NOON	HOT LUNCH	
1:00-1:05			MUSIC FOR ALL	
1:05-1:30	Group Reading	SPELLING	SPELLING	SPELLING
1:30-1:45	Reading Seat Work	ENGLISH	Study Language	Study English
1:45-2:05	Reading Seat Work	Study English	ENGLISH	LANGUAGE and GRAMMAR
2:05-2:15	ENGLISH	Study English	Study History	Study History
2:15-2:35	English Seat Work	Study Science	Hist. M. W. F., HEALTH, T. Th.	HISTORY
2:35-2:55		SUPERVISED PLAY		
2:55-3:00	PHRASE DRILL	Silent Reading	Study History or Health	Study History
3:00-3:25	Silent Reading	Silent Reading	GEOGRAPHY	GEOGRAPHY or CIVICS
3:25-3:35	Project Work	Elementary Science	Study Geography	Study Geography or Civics
3:35-4:00	Free Period	Free Period	Study Geography	AGRI. or HEALTH

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Suggested Study Program for One-Teacher School

3 Fuller, Wayne E., One-Room Schools of the Middle West, An Illustrated History, 1919.

4 Courses of Study for Elementary Schools, State of Missouri Department of Education, 1936, p.12.

The One Room Schoolhouse, A Typical Day

This curriculum is a compilation and adaptation of several resources found online. A list of websites is provided at the end since whole sections were copied and pasted into this document.

Goal: The overall goal is to provide background information and activities for a 30 minute simulation of teaching and learning in a one room school house.

1. Students will obtain a better sense of what a typical day was like in a multi-grade, one-room rural school of the late 1800's and early 1900's.
2. Students will gain an insight into the differences in the way students were taught more than 100 years ago compared with current teaching methods.
3. Students will learn about the differences in subject matter and content taught then.
4. Students will actively participate in simulated activities covering a variety of school subjects commensurate with methods used in the 20th century.
5. Teachers will be provided background information about the late 19th and early 20th century one room schools with multiple grade levels.
6. Teachers can choose which subject and activities to cover within the 30 min. frame.

Objectives: Students will experience simulated activities as participants. Activities may include:

- Reading and reciting from McGuffey Readers
- Writing on slates
- Participating in lessons from the 1800s and 1900s, such as a spelling bee, Elocution/grammar exercises, arithmetic, geography and history.
- Playing games of the 1800s or 1900s

The One Room Schoolhouse Background

In 1883, the law allowed any person eighteen years of age or older of good moral character who had graduated from a normal school to be certified as a teacher. Gradually, the standards required prospective teachers to pass a county exam. Two different levels of certification were available. To earn a second grade certificate, candidates had to pass exams in orthography, reading, writing, geography, English grammar, physiology, hygiene, and United States history. A first grade certificate required exams in civil government, didactics, elementary bookkeeping and current events as well.

Children in a country school learned independently. They progressed at their own pace. Most lessons were memorized. Students knew what to expect in the next grade because they had heard older pupils recite lessons the previous year. The curriculum included reading, writing, arithmetic, history, geography, grammar, orthography or spelling, and hygiene. During the day, pupils were called to the teacher's desk to read or recite. When not working with the teacher, students did arithmetic problems on their slates, diagrammed sentences, drew maps, and memorized lessons.

Many students learned to read using McGuffey's Readers, compiled in 1830 by Presbyterian minister William McGuffey of Ohio. The books began with simple alphabet work and stories and advanced to excerpts from Shakespeare, the Bible, and English and American poets. The readers also included biographical sketches and excerpts from speeches.

Schools used examples from everyday life to create interesting lessons. For example, at Parkway School near Aberdeen, South Dakota, students learned mathematics by forming a corporation and buying an imaginary farm. Primary students figured out the number of horses, cows, and workers needed to run the farm. Older students rented acres, purchased stock, and declared profit dividends.

Eighth-grade graduation was the high point of educational achievement for many students. Passing the eight-grade examination was no small feat. Some of the questions on an 1889 exam included:

- How much will eight carpenters earn in $6 \frac{2}{3}$ days at \$2 $\frac{1}{2}$ per day?
- Find the interest on \$895 for 7 months and 27 days at 9 per cent.
- Define orthoepy, vowel, diphthong, articulation, accent.
- Tell what you know of the following: Charles Dickens, Henry W. Longfellow, Washington Irving, and Benjamin Franklin.
- What are the functions of nerves? Give an outline description of the nervous system.

School buildings varied depending on what local citizens could afford. White painted wooden structures were common, and some rural schools were made of brick. In the mid-1900s, a typical one-room schoolhouse consisted of one room 20x26 feet, with a basement the same outhouse behind the school. The school grounds could have a ball field and some simple playground equipment such as a teeter-totter or a swing.

School Day

The day for many students began with a walk to the schoolhouse. The school day started with the Pledge of Allegiance, and possibly a song. With one teacher for all eight grades, the day had to be well organized to get all the lessons in. Older students helped younger ones. In *Memoirs of South Dakota Retired Teachers*, Floyd Cocking recalled his first year at Pringle School in Custer County:

It seems we were to teach about six or eight subjects to each grade level. . . . That would make twenty-five or thirty classes a day during a period from eight till three. Could you believe our shortest class was only five minutes? That was spelling. And our longest was twenty minutes. That was because I believe in a good math background. Some other doubling up had to be done so I put the fifth and sixth grades together in the same class for history the first semester and covered the fifth grade work. The second semester we did the sixth grade work.

Typical lessons could be studying state boundaries and memorizing state capitals for geography. In hygiene, students could memorize the bones of the body, or study the circulation system. Science might involve an impromptu field trip to gather and identify leaves, grasses or insects. Poems were learned by heart and recited for programs. Stories of famous battles or accounts of historical scenes served as history lessons. Reading aloud for the teacher, doing arithmetic problems on the chalkboard or slate, creating art projects – the school day was busy!

Lunchtime brought a welcome break. School lunches varied depending on local customs and preferences. Packed in gallon or half-gallon syrup cans, lunch might be a sandwich, a cookie or piece of cake, and an apple. Biscuits, cornbread, or cold pancakes also found their way into the lunch pail. Other students' lunches always looked better, and much trading took place.

Mrs. Marie Clark of Mexico, Missouri started serving the first hot lunches to her students. She cooked and served a variety of soups to add to the sandwiches they brought each day. In one South Dakota community, five or six mothers took turns sending the ingredients for a hot dish that the teacher heated up and everyone shared. It was often plain potato soup, but sometimes it was vegetable soup, macaroni and cheese, or hot cocoa. After lunch, students played recess games, often with the teacher joining in. In the wintertime, sledding, building snow forts, snowball fights and playing fox-and-geese filled recess time. In warmer weather, there were ball games, tag, and hide-and-seek.

In addition to lessons, school gave students civic and social outlets. Students could compete in essay contests and spelling bees, with prizes sometimes provided by local merchants. Music, plays and poems were taught and sometimes performed for "Pie and Box Suppers," which were fund-raising methods for some of the school supplies. The Christmas program and end-of-school picnic were highlights of the school year. The Christmas program let pupils show off their speaking skills to proud parents and onlookers. Programs often included a nativity play and singing. Everyone attended the program whether they had children in the school or not. After the program, refreshments would be served.

The last day of school was celebrated with a picnic. The community came together for one last celebration before summer. A student program with speaking and singing was often part of the festivities. Sometimes the school picnic took place at the school, but often the party was held at a nearby lake or grove. Ball games, plenty of good food, and visiting marked the end of the year for the students and their families.

Simulation Opening Activities

Morning activities in the classroom typically included attendance, singing, and Bible reading. For attendance, students would stand next to their desk and yell "present" when their names were called.

To get your school day off to an authentic start, ring the bell and have your students line up at the door; boys on the left and girls on the right. Boys may file into the room staying to the left girls may file in to the right. Once inside, students can hang their coats on the pegs and place their lunches (and any belongings) on the shelves for later. In a one-room school, the youngest students were seated in the first rows, so you may wish to simulate grades with your class by dividing your students according to height or age. Assign students to distribute slates, erasing cloths, slate pencils and copy books, if available. Explain how one or two students took a large bucket to collect water for the day. Another was assigned to bring in wood from outside and to take it back outside at the end of the day. Read the schoolhouse rules below for the simulation.

Rules of the School House *The school house teacher will act as a school house teacher from 110 years ago. Please let students know this will be the case, and that they should expect different rules from teachers today.*

- SILENCE is golden! Students should not be talking unless called upon to answer a question.
- Students who wish to ask or answer a question must raise their hand.
- If a student has been called upon to answer a question, they must stand up beside their desk and then answer the question so that the rest of the class can see and hear them clearly.

- Students should not squirm or fidget in their seats, as this may disrupt the student studying behind or in front of them.
- Gentlemen (and boys) must remove their hats when inside the building!
- Students are expected to help keep the school room clean and neat. At the end of the day students must help pick up, sweep and dust and clean the schoolroom. Boys may be sent to bring in firewood for the next day.
- If the teacher is busy with another student, 7th and 8th graders are expected to help younger students who may be having trouble with their work.
- Students who break the rules can expect consequences!

Ask your students to look around and see if they notice “anything different.” Discuss their new environment — the seating, heating, lighting and teaching materials (slates, chalk in place of slate pencils.) A coal stove in the basement typically heated the classroom. The basement could also be used as a playroom in cold weather. Lighting came from kerosene lamps and windows. Electric lights replaced kerosene over time. With no running water, students dipped water from a shared bucket for drinking and went to the bathroom in an outhouse.

- Stand and recite the Pledge of Allegiance.

Elocution

Elocution, the art of public speaking, was stressed in the curriculum. Speech delivery and gestures were emphasized in elocution lessons. Memorizing a short poem and delivering it would be an example of an elocution lesson. Correct pronunciation of a word was as important to Daniel Webster as correct spelling. Discuss with students why elocution was important. For instance, instead of communicating through videos or the radio, people had to raise their voices and speak clearly during a speech to a large crowd. What are some other ways communication has changed from the 1800s to now? (Cell phones, internet, TV, national newspapers, etc.)

As a way of practicing elocution, we’ve included a series of tongue twisters for your students to try! Remember: the faster, the more difficult. Students sitting in pairs should practice with each other, then volunteer to recite for the group.

- *A big black bug bit a big black bear and the big black bear bled blood.*
- *A skunk sat on a stump; the stump thunk the skunk stunk and the skunk thunk the stump stunk.*
- *She’s so selfish she should sell shellfish shells but shells of shellfish seldom sell.*
- *Cross crossings cautiously.*

Reading

Reading was a large portion of the curriculum. This subject was considered important because it was necessary for students to be able to read and study the Bible at home and school. The McGuffey textbooks were used long before the Dick and Jane book series published by Scott-Foreman. The textbook contained prose on subjects like ethics and morals, God, death, history, animals, and education.

Two levels of reading simulation are provided. Example A is most appropriate for 2nd semester Kindergarten through 2nd grade students. Example B is best used with 3rd grade and older students. Example C is a set of seatwork questions for 2nd grade students.

- A. Using handout copies of McGuffey's First Eclectic Reader, Lessons VIII and IX, point out the vocabulary with diacritical marks (p.14). Remind students that vocabulary words are often used in spelling bees. Ask five students to voluntarily read a paragraph aloud. Use the slates and chalk provided to complete "Slate Work." In cursive, write the sentences below. Ask students to identify the obvious vowel sound in this phonetic lesson. (short a sound)
- *The cat ran. Ann ran. The man has a hat.*

As students are writing, explain how older, grade advanced students often helped younger ones learn to read and memorize short passages to later recite to the teacher, perhaps on a bench next to the teacher's desk.

- B. Using handout copies of McGuffey's Eclectic Primer, Lesson VI, enunciate clearly the vocabulary pointing out the syllabication and diacritical marks. Remind students that vocabulary words are often used in spelling bees. Time permitting, ask for 3 volunteers to read the 3 separate sections of the poem, "Lend A Hand." Ask students what they think is the message of the reading, the lesson to be learned. What are some examples from the poem suggesting ways to lend a hand?
- C. Have students use a slate and work with their seat partner to answer the 10 questions from the handout. (To save time, assign one question to partners and then have them recite the question with answer.)

Grammar – Verb Bee

Clapping Game: Clap to the beat as you provide the correct tense for each of these 6 verbs.

	<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Perfect Tenses</u>
Example:	Go	Went	Have Gone, Had Gone, Has Gone
	See		
	Eat		
	Run		
	<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Perfect Tenses</u>
	Sing		
	Do		
	Drink		

Orthography – Spelling/Sentence Bee

Orthography, or spelling, was also an important part of the curriculum. Students often participated in class "spelling bees". These spelling bees and spelling lessons would help students effectively learn how to spell and read words. Penmanship was also regularly practiced in the one-room schoolhouse. Students, in developing their cursive script, would repeatedly copy maxims like "Lost time is never found," or "He is most powerful who governs himself". The students typically used the *Spencer Platt Spencerian Book* to practice cursive script in.

Use the list below of typical 3rd grade spelling words for a spelling bee.

1. *The word is first pronounced and used in a sentence by the teacher.*
2. *The word is then repeated by the student.*
3. *The student spells the word, and finishes by repeating the word.*
4. *Students who misspell the word must sit down at their desk.*

LEVEL THREE WORDS

candles bowl blame pump shell leaf forest truth duty farmer
attracted reflecting trifling

(Variation: Elocution, Grammar and Vocabulary Definitions – Instead of spelling the word, the student will use it correctly in a sentence.)

Music: Sing "Oh, Susannah," from the handout provided.

Although music was not a formal section of the curriculum, many teachers would have the class sing tunes like "My Country Tis of Thee", "Yankee Doodle", and "Oh Susannah" during the school day.

Arithmetic

Play Mad Math Relay with 3rd grade students and up. Other activities listed are more appropriate for younger students.

Mad Math Relay Activity Steps:

1. Give each participant a slate and piece of chalk. Work in teams if there are not enough slates for the entire group. Have participants form a circle so they can easily pass their slates from one person to another.
2. Instructor calls out a number for participants to write at the top of their slate.
3. Call out another number along with the function to be performed, i.e. "add 27", "multiply by 30", etc. Use numbers and functions suitable to the grade level. Give participants a set time to perform the function. Once completed, have participants pass their slates to the right.
4. Call out another function, pass slates again. Do this five times.
5. Compare the slates. Does everyone have the same answer? Have participants check the work on the slate they are holding.
6. Erase the slates and begin a new relay.

Option:

Instructor calls out the first number to start the relay. Participants take turns calling out subsequent numbers and functions as the relay progresses.

- Sort buttons from the button jar by color and put them in groups of five or ten. How many groups do you get? Do addition and subtraction problems by moving buttons.
- Use addition and subtraction flash cards for math fact review. As a group, have one person hold up the flash card so the others can see it and write the answer on a slate. How many flash cards can they answer correctly in 2 minutes?

Recess "Hide the Thimble" (or Chalk)

One player is chosen to hide it and the others leave the room. It hides a thimble in the room. The thimble must be in public view, not in a desk drawer or totally out of sight. It calls out "find the thimble," and the other players return to the room. It doesn't say anything as they search for the thimble.

As the searchers see the thimble, they don't give away its location. They sit down silently at their desks and wait for the others to find the thimble on their own. The first searcher to find the thimble can write its location on a piece of paper to confirm their find. If they are correct, they become it for the next round.

History, Geography and Social Studies

American History, State History and Geography were often combined with the use of classroom maps.

- A. Use the Missouri Map handout provided to locate cities with ties to famous events, locations and Missourians.
- B. Famous Missourians and Missouri Products activities.
 - a. Social Studies topics like different cultures were often covered in reading assignments about science, literature and agriculture. With a partner, use your slate to list famous Missourians and crops or products produced in Missouri. Provide a city /town location in Missouri if you know where the famous person came from or where the crops were most likely grown.

Suggested answers for Famous Missourians

Harry S. Truman- Lamar or Independence

Mark Twain- Florida (birthplace homestead) or Hannibal

Jesse and Frank James-Kearney

General Omar Bradley- Clark

Walt Disney- Living on a farm in Marceline, MO, Walt learned to draw from a kind neighbor until he moved across state at the end of 2nd grade. He then attended Saturday classes at the Kansas City Institute of Art.

Brad Pitt- graduated from Kickapoo HS in Springfield and attended the School of Journalism at MU-Columbia

Laura Ingalls Wilder- Wrote the Little House books series while living in Mansfield, MO.

George Washington Carver- born into slavery in Diamond near Neosho, MO.

Langston Hughes – Joplin

Sheryl Crow – Born in Kennett, graduated from MU-Columbia with a degree in Music.

Tom Bass – Born into slavery in 1859 in Columbia, MO, then moved to Mexico, MO after the Civil War. It was there that Tom became known for his non-violent training methods with horses. He was instrumental in forming the American Royal Livestock Show in KC, MO after winning many national horse competitions.

Scott Joplin – Moved to Sedalia in 1894 where he taught piano and wrote more Rag Time music. His most famous composition, Maple Leaf Rag was published in 1895. Joplin moved to St. Louis in 1901 to compose and perform his work.

Eugene Field - Field was born in St. Louis, Missouri where today his boyhood home is open to the public as The Eugene Field House and St. Louis Toy Museum.

Kit Bond (Christopher Samuel Bond)- born in St. Louis, moved to Mexico, MO in 1967 to begin his long, and very successful political career.

Adolphus Busch – co-founder with his father-in-law of Anheuser-Busch Beer company in St. Louis.

Suggested answers for Missouri Crops and Products

Fire Brick – Mexico, Vandalia

Soy Beans – Mexico

Coal – Thomas Hill

Corn – all over the state of MO

Rice – Southeast counties

Cotton – Southeast counties

Map of Missouri Cities

Use this map to locate answers to questions

1. Locate the first community settlement (1735) in Missouri.
2. Where was the first capital of Missouri?
3. The first ice cream cone was invented at the 1904 World's Fair held in what large city along the Mississippi River?
4. Samuel Clemens, best known as author Mark Twain was born in Florida, MO and grew up around this river town, which became the location of many of his most famous stories and novels.
5. This large, metro city is known for its barbeque cuisine beginning in 1908 when Henry Perry, the "Father of ____ BBQ" started selling his smoked meats in an alley stand in the Garment District.
6. Our 33rd US President, Harry S. Truman was born in Lamar, MO in 1884 and raised in this western city where a Library of his memoirs is located.
7. What infamous outlaw brothers were born in Kearney, and robbed their first bank in Liberty, MO? The youngest brother was shot and killed for reward money in what Northwestern city?
8. What Missouri Governor and then US Senator grew up in Mexico, MO and continues to live here?



LESSON VIII.

head

hē

with

ō

Nāt

ānd



Let me get the black hat.
 Now Ned has it on his head,
 and he is a big man.
 Come, Nat, see the big man
 with his black hat.

LESSON IX. REVIEW.

pat

catch

has

left

hat

can

black

eggs

Rab

Ann

fed

get

Ned is on the box. He has
 a pen in his hand. A big rat
 is in the box. Can the dog
 catch the rat?

Come with me, Ann, and see
 the man with a black hat on
 his head.

The fat hen has left the nest.
 Run, Nat, and get the eggs.

SLATE WORK.

*The cat ran. Ann ran.
 The man has a hat.*

LESSON VI.

tear	daily	honor	tongues	su
én'vy	forged	prómp't	ma l'cíous	to-mór'row

LEND A HAND.

1.

Send a hand to one another
 In the daily toil of life;
 When we meet a weaker brother,
 Let us help him in the strife.
 There is none so rich but many,
 In his turn, be forced to borrow;
 And the poor man's lot to-day
 May become our own to-morrow.

2.

Send a hand to one another:
 When malicious tongues have thrown
 Dark suspicion on your brother,
 Be not prompt to cast a stone.
 There is none so good but many
 Run adrift in shame and sorrow;
 And the good man of to-day
 May become the bad to-morrow.

3.

Send a hand to one another:
 In the race for honor's crown;
 Should it fall upon your brother,
 Let not envy tear it down.
 Send a hand to all, we pray,
 In their sunshine or their sorrow;
 And the prize they've won to-day
 May become our own to-morrow.

The McGuffey Readers textbook series was used in American schools during the nineteenth and early twentieth centuries. The Readers emphasized the fundamental skills of reading and writing but included stories on a wide range of subjects from many sources (hence, "eclectic"). The books were also intended to develop proper character in children, and had a religious overtone.

Creator: McGuffey, William Holmes, 1800-1873 | American Book Company | Vail, Henry Hobart, (H.H.) 1839-1925

Place of Creation: United States, New York, New York

Creator Notes: Written by William Holmes McGuffey.

Revised edition copyright 1881 by Henry Hobart Vail.

Published 1909 by American Book Company, New York, New York.

Here are a list of questions that appear in the *Second Grade Reading Seatwork* published by the Webster Publishing Company. This workbook was used in the 1940's classroom. See if you can answer the questions correctly. Use your slate to record your answers. Be sure to practice good penmanship.

1. What word fits best with the word knife?

[A. Pillow](#)

[B. Fork](#)

[C. Music](#)

2. What word DOES NOT belong with the word hen?

[A. Cap](#)

[B. Hen](#)

[C. Chick](#)

3. In which season do children make Jack-O-Lanterns?

[A. Fall](#)

[B. Winter](#)

[C. Spring](#)

[D. Summer](#)

4. What is the past tense of the word EVER?

[A. Evered](#)

[B. Evering](#)

[C. The word does not change.](#)

5. What is the past tense of the word LAUGH?

[A. Laughing](#)

[B. Laughed](#)

[C. The word does not change.](#)

The following questions are from Frank L. Clapp's *Master Key Arithmetic: Grade Three*.

6. When you add 3 and 2, you get ____ as the answer or sum.

[A. 6](#)

[B. 5](#)

[C. 4](#)

7. One dime is the same as ____ nickels.

[A. 4](#)

[B. 3](#)

[C. 2](#)

8. $2.25 + 1.40 = ?$

[A. 3.55](#)

[B. 3.65](#)

[C. 3.75](#)

Oh My Darling Clementine

In a cavern, in a canyon
Excavating for a mine
Lived a miner forty-niner
And his daughter Clementine

Chorus:

**Oh my darling, oh my darling
Oh my darling, Clementine!
You were lost and gone forever
Dreadful sorry, Clementine**

She was lighter than a feather
And her shoes were number nine
Herring boxes without topses
Sandals were for Clementine

Repeat chorus

Drove her ducklings to the water
Ev'ry morning about nine
Stubbed her toe upon a splinter
Fell into the foaming brine

Repeat chorus

Sweet Betsy From Pike

Did you ever hear of sweet Betsy from Pike?
Who crossed the wide prairie with her husband Ike
With two yoke of oxen and a big yellow dog
A tall Shanghai rooster and one spotted hog

Chorus:

Singing Two Ra-Lay Two Ra-Lay Two Ra-Lee-Aye

They came to the Badlands all burnin' and bare
And Ike cried in fear "we are lost I declare"
My dear old Pike County, I'll come back to you
Said Betsy "you'll go by yourself if you do"

Repeat chorus

They swam wide rivers and they crossed the high peaks
They camped on the prairies for weeks upon weeks
They fought for survival with the musket and ball
And they reached California in spite of it all

Repeat chorus

Oh Susannah

I come from Alabama
With a banjo on my knee

Going to Louisiana my true love for to see
It rained all night the day I left
The weather it was dry
Sun so hot I froze myself
Susannah don't you cry

Chorus:

Oh, Susannah
Don't you cry for me
I come from Alabama
With a banjo on my knee

I had a dream the other night
When everything was still
I thought I saw Susannah a-coming down the hill
A buckwheat cake was in her mouth
A tear was in her eye
Says I, I'm coming from Dixie Land
Susannah don't you cry

Repeat chorus:

Oh, Susannah
Don't you cry for me
I come from Alabama
With a banjo on my knee

Make a Writing Slate ⁵

Materials

Thin piece of plywood or craft wood, cut 8 inches by 12 inches
Sandpaper
Cloth Rag
Masking Tape, 1-inch wide
Newspapers
Blackboard-finish spray paint
Chalk
Felt Eraser

What to Do

1. Use the sandpaper to sand all the edges of the wooden board. Lightly sand the top and bottom of the board. Watch out for splinters!
2. Wipe all surfaces of the board with the rag to remove any sawdust.
3. Place strips of masking tape in a border along the outside edges of the board. Keep the tape as straight as possible. The tape should not fold over the edge of the board.
4. Spread out two to three layers of newspaper on a firm surface. Place the board with the tape-side up in the center of the paper.
5. Following the directions on the paint can, lightly spray the surface of the wood. Allow it to completely dry, then add a second coat. If paint appears thin in spots, spray additional coats.
6. Remove the masking tape from your slate.
7. Write on your slate with the chalk, and erase with the felt eraser.



⁵ Kerry Graves, Going to School In Pioneer Times (Mankato, MN: Blue Earth Books, 2002)

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