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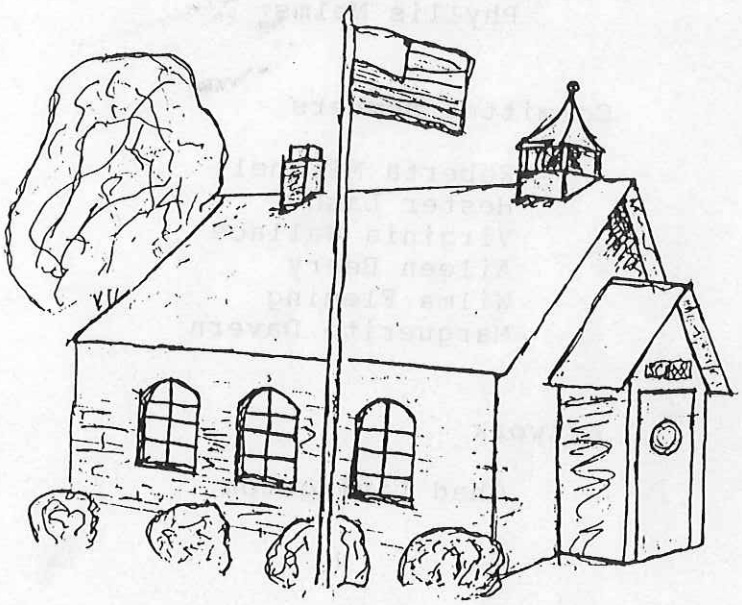

Yesterday's Schools

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YESTERDAY'S SCHOOLS

"No longer sits the schoolhouse by the road," even the blackberry vines that crept nearer and nearer, the subject of Whittier"s childhood memories, no longer mark the spot, where the rural school once stood. Memories of these buildings which once dotted our countryside become increasingly dim with each generation.

My first year as teacher at Cool Hill, a one-room school, in Smith Township, has provided me with special memories as well as my first year of school at Cumberland Run, another one-room school in Richland Township.

Early teachers did not have the special training that teachers have today. Often, after completing grade 8, The Boxwell Examination, successfully passed, enabled one to teach. Many male teachers were retired soldiers, who knew how to read and write and needed a job after leaving the army. Teachers had to be able to read, write, and handle rough-and-ready students. Female teachers had to be unmarried. Once a woman married, she was not allowed to teach in the schools.

A new teacher was given food and shelter, moving, usually, from one family to another. Each family paid a small amount for the teacher's salary. Families who could not pay with money, gave goods such as corn or tobacco, which were then traded for money or other items at the general store. My base salary at Cool Hill was $100 for each of eight months during the term.

One teacher taught all the children in the school. The group was divided; such as Grades One and Two received their instruction individually; however Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8 were combined. Some subjects were taught every other year.

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Students who were capable helped other students with learning. Often the boys sat on one side of the room, and the girls sat on the other. The teacher's desk was on a platform at the front of the room with a long blackboard behind it.

It was the teacher's duty to keep order and to punish children who misbehaved. Generally, children punished at school were also punished at home. Some punishments were standing in a corner, wearing a Dunce Cap, balancing on a block, use of a rod or switch, fastening hair to a clip pegged in the wall that kept the child standing on tiptoes, flogging one another, washing the mouth out with soap, striking knuckles with a ruler, copying sentences over and over, and boys made to wear a girl's bonnet.

Teachers rarely had time to teach more than reading, writing, and arithmetic. Often, only one book was available for each subject. To read the Bible was the ultimate goal in earliest instruction, because most of the earliest settlers were religious. Good penmanship was considered a sign of a cultured person. Arithmetic as taught by drill. Schoolbooks and writing materials were scarce, so learning was mostly done by rote. Students were expected to memorize poems and stories and then recite them to the teacher. Throughout my school years and early teaching, we were required to memorize, recite, and write correctly three poems for each semester.

Larger schools taught grammar, history, and geography. Reading orally was done to learn grammar, pronunciation, and poise.

Early schools had only the primer and the Bible. The most popular readers of the nineteenth century were the Eclectic Readers by William H. Mc Guffey, published in 1836. Unlined copybooks or slates were used for writing materials. Writing tools were quill

pens and ink wells.

The schoolhouse was a source of community pride, so everyone did their share to keep it in good order. One or two stoves heated the building. Wood was provided by the families. As children walked to school, armfuls of wood were carried along. The teacher assigned chores for the students to help with housekeeping duties.

The teacher rang a bell to signal the beginning of the day. Often a bell was mounted on the top of the building. A hand bell was also used to signal recess, end, or beginning of school.

Children brought their lunch in baskets, tin pails, or in later times, paper sacks. Mostly, there was homemade bread with jam or jelly, pie, doughnuts, and apples. Half-baked potatoes were finished on the wood stove. Drinking water in a pail with a dipper came from springs or wells. At Cool Hill, water was carried about a quarter of a mile from a well at a nearby farm.

There was no restroom or lavatory, instead two small buildings a fair distance from the school were used. To was hands, a wash basin, bar of soap, and a common towel sufficed.

Children enjoyed playing tricks, such as throwing spitballs, putting grasshoppers in pencil boxes, tacks on chairs, dipping long hair in inkwells, typing shoe strings to chairs, stopping the chimney, and many others, depending on the ingenuity of the pranksters.

Special events such as spell-downs, last day picnics, special programs, treats, singing classes, races, outdoor games, pageants, and occasional special visitors were happy occasions.

Short breaks in the morning and afternoon (recess) were enjoyed with string games, such as Cat's Cradle, walking on stilts, tag, Crack the Whip, Whistles, balls from yarn, bladders from large farm animals were used as balloons, marbles, guessing games, Blind Man's Bluff, and singing games, such as Farmer in the Dell were some of the activities. My best memory at Cool Hill School was sledding with the students.

The only instruction in arts, music, and physical education was provided by the teacher if capable and time permitted.

The one-room school could be successful only through respect, work, and cooperation. Each teacher wore many hats, such as nurse, referee, teacher, principal, guidance counselor, repairman, diplomat, laborer, cook, janitor, chauffeur, physical trainer, artist, and others.

In earliest days, separate schools were provided for black children, one in St. Clairsville, another near Barnesville, and one in Somerset Township near the old Flat Rock School, and, perhaps, others.

Schools were used for other purposes, such as farmers' institutes, church, night classes, known as Teachers' Normal Schools, and meetings for community needs.

In Belmont County, the first Teachers' Institute was organized in 1832 and continued to 1929. At first the Institute was organized to include only teachers in common schools of Richland Township, but later, it included all the teachers in the county. John Affleck served as first president of the Institute. The committee recommended the following books: (1) Tyman Cobb Series, First Reader for Children, Spelling Book, Three Juvenile Readers, Dictionary, (6 Volumes) (2) Smith's Arithmetic, (3) Olney's Geography and Atlas, (4) Grammar

(5) Hales Premium History of U. S. Cost $5.62.

From 1799 to 1976, there have been 224 one-room schools in Belmont County. About 25 one-room schools are still standing. Some have been made into modern homes, and others are used for storage.

Like the flint lock rifle, the spinning wheel, and the covered wagon, the rural school is no more. As a rule no longer do mothers or others try to provide education for their children in homes. Schools built of round logs with dirt floors, or hewed logs have been replaced by sturdy brick, concrete blocks, or other modern building materials - architectural wonders in a modern world!

It is recorded that the first public school building in Belmont County was built in 1799 in Colerain Township. The second was in St. Clairsville in 1802, and the third was in Pease Township - Scotch Ridge, 1803.

By 1850, all the townships in Belmont County had been divided into school districts. There were 8 - 18 districts in each township. Also, there were 9 separate districts for larger villages or cities.

Between 1925 - 1935 Many one-room schools were closed due to consolidation. Transportation became easier due to improved roads and ample gasoline-powered vehicles. No longer were students required to walk through rain and snow, often very long distances.

Many Ohio Retired Teachers did all their teaching in one-room or two room schools, making a decided contribution to other generations.

For some the Little Red Schoolhouse provides special historical memories. Once it was the hub of the community, the haven of learning, and basis of all virtues. Education came the hard way, it wasn't taken lightly, and

it seemed to stick with the learners. The one-room school stands as a monument to our educational heritage and is a reminder of a much simpler slower paced way of life in which morals, respect, industry, and love of God matter greatly.

ONE ROOM SCHOOLS IN BELMONT COUNTY, OHIO

Kirkwood Township Schools

Egypt
Fairview
Groves
Hendrysburg
Lick Run
Locust Grove
Number One
Oak Hill No. 9
Oakland
Sewellsville
Spring Grove
Sixteen
Valley View

Much of Kirkwood Township is covered by the Piedmont Reservoir, so some school sites could not be seen.

COLERAIN TOWNSHIP SCHOOLS

Barton (Anderson P.O.)	No Numbers	Section 24
Colerain	"	7
Friends School (Colerain)	"	7
Maple Shade Quaker 1918-1923	"	7
Crescent (Kidd P.O.)	"	25
Farmington Dist. No. 3 (1815)	"	24
Grays Ridge	"	32
Hogues Ridge	"	26
Maynard (New Pittsburg)	"	31
Morning View	"	8
Pleasant Grove	"	21
Valley Grove	"	30

Tradition has it that the first school in Belmont County was built in 1799, on the Archibald Majors' Farm. That was located near the last Pleasant Grove School.

FLUSHING TOWNSHIP SCHOOLS

Belmont Ridge	No Numbers	Section 21
Briar Hill	"	31
Fair Hill	"	8
Essex	"	26 W
Poplar	"	21 W
Holloway	"	3
Reugen	"	19 W
Rock Hill	"	32
Flushing	"	20 E
Joetown	"	13 E
Number One	"	27 E
McGregor	"	27 E
Kirks		

Much of Flushing Township is covered by the Piedmont Reservoir, so some old-time school sites could not be seen.

GOSHEN TOWNSHIP SCHOOLS

Badgersburg	No Numbers	Section 30
Belmont 1807	"	12
Bethesda (Fairmount, Burrs Mills)	"	23
Chestnut Grove	"	26
Chestnut Level	"	9
Harris	"	35
Hickory Grove	"	14
Lampsville	"	8
Orchard Grove		
Speidel	"	34
Spriggs	"	15
Union Ridge	"	19
Loomis	"	6

MEAD TOWNSHIP SCHOOLS

WEGEE - Built 1818. First public school in Mead Township, Mouth of Wegee Creek near the Ohio River.

GRANDVIEW - Along the Ohio River, south of Wegee, higher above the river.

AMBLER - A few miles west along Wegee Creek Road.

The first three schools used in the early 1800's.

WEBB HEIGHTS (Later) - On the hilltop north of Wegee Valley.

VALLONIA - A few miles farther west along Wegee Creek Road.

DAUNTLESS - On hilltop, Lashley Hill north of Wegee Creek Road.

MOUNT VERNON (Early) - On ridge north of Wegee Creek. Section 15.

CASH HILL - Top of Cash Hill Road, south of Wegee Creek.

CENTER GLENN - A few miles west along Cash Hill Road.

MOUNT LIBERTY (Early) - On Liberty Ridge between Wegee Creek and Pipe Creek. Last one-room school to be used.

PLEASANT VALLEY - Near Key (Bethel) along the Pipe Creek Road.

GLENDALE - A few miles down the Pipe Creek Road on Gamble Road.

VICTORY - On Ramsay Ridge, on the William Ramsay farm.

BUSINESSBURG - On Pipe Creek Road by village of same name.

UNION VALLEY (Pipe Creek) - 1838 Farther down the Pipe Creek Road.

AULTS (Dilles or Mead Local) - Near mouth of Pipe Creek, in Dilles.

JOHNSON - Near the old Johnson Mine.

FORT PITT - Near the old Fort Pitt Mine near the Ohio River landing.

OHIO VALLEY SCHOOL (Shadyside) 1877 Central Avenue and 43rd. Street.

All the old one-room buildings are gone except Dauntless, Center Glenn, Pleasant Valley and Union Valley. They have been remodeled into beautiful family homes.

The locations of these schools can be found on a Belmont County map.

KIRKWOOD TOWNSHIP SCHOOLS

Egypt
Fairview
Groves
Hendrysburg
Lick Run
Locust Grove
Number One
Oak Hill No. 9
Oakland
Sewellsville
Spring Grove
Sixteen
Valley View

Much of Kirkwood Township is covered by the Piedmont Reservoir, so some school sites could not be seen.

PEASE TOWNSHIP SCHOOLS

Aetnaville	No Numbers	Section 28
Beech Springs		" 33
Blackford		" 6
Bridgeport (Canton)		" 27
Brush (Scotch Ridge)		" 31
Deep Run		" 21
Fairview (Ferry View)		" 29
Florence		" 36
Glenns Run		" 19
Lansing		" 4
Martins Ferry (Jefferson, Martinsville)		" 23
Pattons Run		" 30
Steele		" 1
Steeple Valley		" 36
Westbrooke (West end of Brookside)		" 34
Wheeling Creek		" 3

It is recorded that the third school house in Belmont County was located on Scotch Ridge, Pease Township, 1803. Some of the earliest settlers came to this area. Many of them were from Scotland, hence Scotch Ridge.

The first school in Belmont County was in Colerain Township at Pleasant Grove, then known as "A hole in the ground." - 1799

The second school in Belmont County was in St. Clairsville, 1802. That city was known in early days as Newelltown.

The first three schools were log cabins.

PULTNEY TOWNSHIP SCHOOLS

Avondale	No Numbers	Section 27
Bald Knob		" 11
Bellaire		" 30
Brooks Run		" 5
Center Hill		" 4
Florence		" 28
Georgetown		" 36
High Ridge		" 14
Klee (Early)		" 30
McClainsville		" 6
Neffs		" 13
Riverview		" 20
Rock Hill		" 2
Saint Joe		" 12
West Wheeling		" 26

The High Ridge school suffered a tragedy in 1920. A heavy wind storm struck the west end of the building, causing bricks to fall inside. The teacher, Mr. Edward Kurth was killed but no child was hurt. The remodeled building is now a home.

The Bellaire School was a separate district in early days but was in Pultney Township.

All of the schools listed on the last page are now within the Bellaire School system.

Key Ridge School is located in Richland Township. It was created in the 1920's by closing some of the one-room schools in Richland, Pultney and Mead Townships. It is now in the Bellaire School system.

Some of these schools, being along the Ohio River, suffered great damage from floods in the river and along the creeks.

RICHLAND TOWNSHIP SCHOOLS

No Numbers

Sections Not Listed

Bannock
Beech Hill
Bowles
Centennial
Chambers
Cherry Hill
Clarksburg
Cumberland Run
Dutch
Fairview
Glencoe (Meeks)
Great Western
Hutchinson (also known as Pleasant Grove)
Kings
Lloydsville
Methodist Ridge
Oak Ridge
Pine Grove
Sand Hill
Stewartsville
St. Clairsville (1802)
Vineyard Hills
White Oak
Willow Grove

Richland Township is the largest township in Belmont County. St. Clairsville also had a separate school for colored children in 1807.

Mrs. Mary Reid Wilson, a retired teacher of this township provided this page.

SMITH TOWNSHIP SCHOOLS

Jacobsburg (1815)	Numbers 1	Section 2
Fairpoint	" 2	" 9
Warnock	" 3	" 18
Mt. Harmony	" 4	" 20
Bethel	" 5	" 22
Buckeye Bell	" 6	" 30
Whitney	" 7	" 11
Oakland	" 8	" 8
Centerville	" 9	" 21
Cool Hill	" 10	" 32
Victory	" 11	" 34
Hazel Dale	" 12	" 7
O.K.	" 13	" 16

SOMERSET TOWNSHIP SCHOOLS

Number One	Numbers 1	Section 7
Boston	" 2	" 19
Somerset	" 3	" 3
Sixteen	" 4	" 9
Oak Hill	" 5	" 27
Flat Rock	" 6	" 5

* A separate school for colored children next to Flat Rock.

Wharton	" 7	" 18
Dog Hollow - Coal Valley	" 8	" 30
Rock River	" 9	" 32
Temperanceville	" 10	" 33

On 1888 Atlas, all of section 16 is designated as "School Lands".

UNION TOWNSHIP SCHOOLS

Lafferty	No Numbers	Section 12
Morristown		" 20
Mount Hope		" 22
Mount McGregor		" 30
Oak Hill		" 11
Spring Grove		" 28
Toll Gate		" 32
Wood Grove		" 8
Woods		

WAYNE TOWNSHIP SCHOOLS

Piney	Numbers 1	Section 2
Long Run	" 2	" 3
Harmony Grove	" 3	" 6
Lanes	" 4	" 19
Mt. Horeb	" 5	" 10
Hunter	" 6	" 18
Hooppole	" 7	" 25
Hackleburney	" 8	" 34
Sandy Ridge	" 9	" 30
Stumptown	" 10	" 22
Newcastle	" 11	" 20
Fairview		" 5
Pleasant View		" 14
Skyrocket		" 4

The last three schools must have been schools Numbered 12, 13, and 14.

WHEELING TOWNSHIP SCHOOLS

Black Oak	No Numbers	Section 7W
Brokaw		" 9W
Campbell		" 27
Clark Hill		" 30
Crabapple		" 2W
Fairpoint		" 13
Grade		
Kinsman		" 8
Lyle		" 30
Midway		" 7
Shepherdstown		" 21
Uniontown		" 31
Wheeling Walley		" 1

YORK TOWNSHIP SCHOOLS

Bell Hill	No Numbers	Section 10
Brice		" 11
Carpenter		" 31
Cats Run		" 20
Dover		" 28
Indian Rock		" 26
Pleasant Hill		" 29
Powhatan-Industry		" 8
Steinersville		" 14

These elementary schools are now within the Powhatan-Switzerland School District.

WARREN TOWNSHIP SCHOOLS

Maplewood	Numbers	1	Section	8
Tacoma	"	2	"	9
Mt. Olivett	"	3	"	12
Sugar Grove	"	4	"	14
Breeze Hill	"	5	"	17
Leatherwood	"	6	"	26
Pultney	"	7	"	28
Blooming Grove	"	8	"	29
Pleasant Valley	"	9	"	12
Chestnut Hill	"	10	"	2
Mt. Hope	"	11	"	25
Baileys' Mills	"	12	"	31
Bel. Co. Children's Home			"	10
Friends Boarding School			"	9
Friends Boarding School			"	13
School for Colored Children			"	20
Barnesville (A separate district)			"	21 15

Schools at Wharton and Coal Valley were located in Somerset Township but were included in the Warren Township School System.

WASHINGTON TOWNSHIP SCHOOLS

Alledonia	No Numbers	Section	22
Armstrongs Mills		"	10
Belmont Ridge		"	34
Bend Fork		"	23
Buckeye		"	3
Crabapple		"	32
Hendershot		"	24
Ivy Dale		"	26
Locust Grove		"	6
Mt. Airy		"	17
Peavine (Lower)		"	2
Peavine (Upper)		"	13
Pleasant Ridge		"	30
Rock Hill		"	21
Rocky Fork		"	5

These schools were located in the upper valley of Captina Creek and along two ridges north and south of the valley.

A TEACHER'S CONTRACT - MEAD TOWNSHIP, 1832

This report was taken from a copy of the original contract which was written by hand and signed by the said Jacob Davis, Teacher and the School Directors, Samuel Day, James Dunfee, and David Albright.

This copy was supplied by the daughters of the late Jacob and Anna Kirkland - Rose, Mary Elizabeth, Margaret, and Dorthy Kirkland Workman. Each of these ladies have taught in one of more of these Mead Township Schools.

This Jacob Davis, Teacher, was the same Jacob Davis of Bellaire School History.

TEACHER'S CONTRACT

Article of Agreement made and concluded On, By, and Between Jacob Davis, School Teacher of the One Part, and Us, The Undernamed Directors, of the Other Part. Witnesseth:

That the Aforesaid Jacob Davis doth covenant and agree to and with the Undernamed Subscribers to teach an English School, viz, Namely Reading, Writing, and Arithmetic to the best of his skill and ability for the term of three months to commence with the date of these presents reserving to himself every other Saturday. In consideration if we, the above undernamed subscribers, promise to pay the aforesaid Jacob Davis, or order the Sum of Fifteen Dollars for each month the money to be paid at the expiration of said term; also to furnish a sufficient schoolhouse to teach in; also to furnish sufficient quantity of fuel during said term; also to find the teacher in diet and lodging during said term. Again, the said Davis is to keep regular hours from 9 O'clock in the morning to 4 in the evening, one hour at noon and good order in the schoolhouse.

RULES By WHICH We Are GOVERNED.

Any large scholars coming to school shall submit to these rules or leave school without hesitation.

SECTION FIRST

No swearing in schoolhouse or going home from school or coming to school.

SECTION 2

No snowballing at school or going home or coming to school. No running from bench to bench in the schoolhouse. No talking in schoolhouse.

SECTION 3

No fighting at school or coming to school or going home. No tagging going home from school or coming to school. No raseling at school.

SECTION 4

All scholars coming to school shall make their manners to all persons they meet on the road coming to school or going home, also to all persons that may come into the schoolhouse in time of school; also to their parents, also to their teachers,

and to these covenants we have, both parties, to set our names this 6th day of December, 1832.

Samuel Day, Director
James Dunfee, Director
David Albright, Director

Jacob Davis, Teacher

In some of these schools, three generations in the same family had taught in the same school.

In research for this report, I visited the sites of most of these shcools. Some, however, were under water of Piedmont Reservoir.

Good information was provided by many teachers, both present and past.

Pupils also gave much help.

Residents of the various school districts gave valuable information.

Some school records were available and several 'old' maps were used. The Belmont County Atlas of 1888 listed names of schools and numbers were recorded for Smith, Somerset, Warren and Wayne Townships.

MANY THANKS TO ALL WHO HELPED IN ANY WAY FOR THIS RECORD.

This report was compiled and presented by Hazel White Nalley, a retired teacher of Belmont County. Mrs. Mary Reid Wilson, also a retired teacher, provided Richland Township. Robert L. White, nephew of Hazel White Nalley, also assisted.

Note ... Mrs. Nalley's late husband, J. Russell Nalley, visited the site of every school location and did all the research on names and places.

IN SCHOOL-DAYS

Still sits the school-house by the road,
A ragged beggar sleeping ;
Around it still the sumachs grow,
And blackberry-vines are creeping.

Within, the master's desk is seen,
Deep scarred by raps official ;
The warping floor, the battered seats,
The jack-knife's carved initial ;

The charcoal frescos on its wall ;
Its door's worn sill, betraying
The feet that, creeping slow to school,
Went storming out to playing !

Long years ago a winter sun
Shone over it at setting ;
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy
Her childish favor singled :
His cap pulled low upon a face
Where pride and shame were mingled

Pushing with restless feet the snow
To right and left, he lingered ; —
As restlessly her tiny hands
The blue-checked apron fingered.

He saw her lift her eyes ; he felt
The soft hand's light caressing,
And heard the tremble of her voice,
As if a fault confessing.

"I 'm sorry that I spelt the word :
I hate to go above you,
Because," — the brown eyes lower fell, —
"Because, you see, I love you !"

Still memory to a gray-haired man
That sweet child-face is showing.
Dear girl ! the grasses on her grave
Have forty years been growing !

He lives to learn, in life's hard school,
How few who pass above him
Lament their triumph and his loss,
Like her, — because they love him.

Country School

William M...

Many great men
Have begun their journey to fame,
In a one-room schoolhouse
On a dusty country lane.

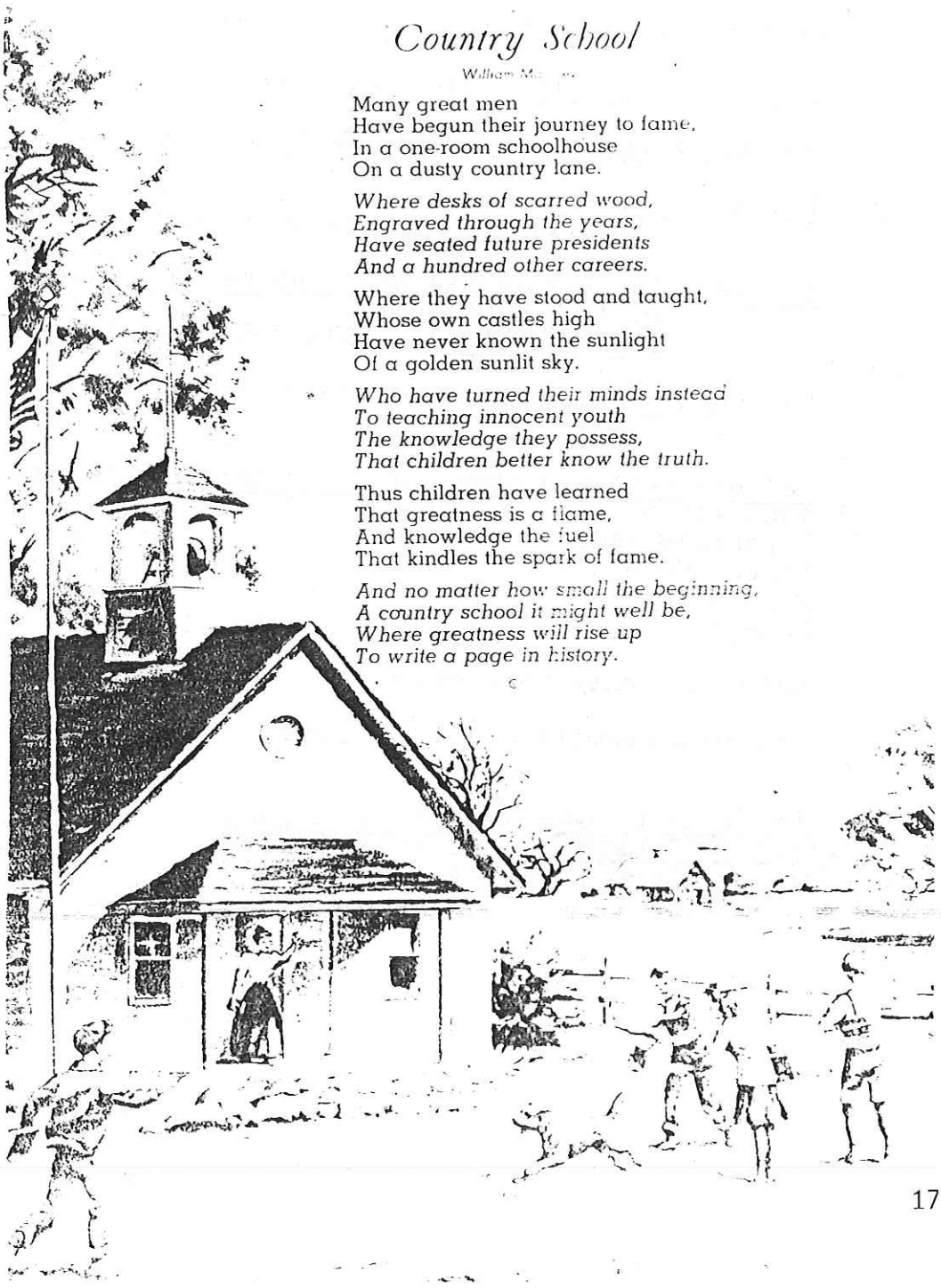
Where desks of scarred wood,
Engraved through the years,
Have seated future presidents
And a hundred other careers.

Where they have stood and taught,
Whose own castles high
Have never known the sunlight
Of a golden sunlit sky.

Who have turned their minds instead
To teaching innocent youth
The knowledge they possess,
That children better know the truth.

Thus children have learned
That greatness is a flame,
And knowledge the fuel
That kindles the spark of fame.

And no matter how small the beginning,
A country school it might well be,
Where greatness will rise up
To write a page in history.



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Belmont County Home Extension Council

Citizens Committee Classon Press

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TONGUE TWISTERS

In American schools of the 1800's teachers believed that articulate speech was the sure sign of a well-educated person, so one of the compulsory school subjects for all children was "elocution" or proper public speaking. To practice the lessons of good speech, each pupil would stand before the class and slowly recite some difficult sentence or phrase over and over again until each word was clear and crisply spoken.

"Bring me some ice, not some mice."

"Red leather, yellow leather."

"Rush the washing, Russell."

Sometimes the class played an elocution game similar to a spelling bee in which each pupil in turn had to speak some tongue-twisting sentence clearly after correctly reciting each of the sentences that preceded his turn. Whoever goofed was out of the contest. A typical progression of sentences might have gone like this:

One old Oxford ox opening oysters.

Two tired turkeys trotting to the trolley.

Three tricky tigers tipping ten tall trees.

Four fat friars foolishly fishing for flowers.

Five funny Frenchmen fanning fainting flies.

Six sick sailors sighting sinking ships.

Seven sinister sisters swallowing soothing syrup.

Eight elegant Englishmen eagerly eating eclairs.

Nine nimble noblemen neatly nibbling nothing.

Ten tiny ticks throwing terrible temper tantrums.

Proper speech and clear communication are still important lessons, but elocution as a school subject has nearly disappeared. All that is left are a lot of tricky tongue twisters, to be recited clearly and crisply and as quickly as you can without goofing. Some tricky tongue twisters are meant to be repeated over and over again a number of times in a row while others are difficult enough so that you are lucky to get through them correctly just once. Many of those tongue twisters were once actually school lessons, but now you can try them just for fun.

Some shun sunshine—
Do you shun sunshine?

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.

Cross crossings cautiously.

Sheep shouldn't sleep in a shack;
Sheep should sleep in a shed.

The swan swam out to sea;
Swim swan swim!

Three grey geese sat on the green grass grazing.

The sixth sheik's sixth sheep's sick.

She's so selfish she should sell shellfish shells
But shells of shellfish seldom sell.

Two tutors who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutors,
"Is it harder to toot
Or to tutor two tooters to toot?"

Betty Botter bought some butter,
"But," she said, "this butter's bitter.
If I put it in my batter
It will make my batter bitter.
But if I buy some better butter,
It will make my batter better."
So Betty bought some better butter
Better than the bitter butter,
And she put it in the batter
And it made the batter better.

Esau Wood sawed wood. Esau Wood saw wood. All the wood that Esau saw, Esau Wood would saw. Oh the wood that Wood would saw! One day Wood's wood-saw would saw no wood, but Wood would saw wood with a wood-saw that would saw wood. Wood saw a saw saw wood as no other wood-saw Wood saw would saw wood. Of all the wood-saws Wood ever saw saw wood Wood never saw a wood-saw that would saw wood as the wood-saw Wood saw would. Now Wood saws wood with the wood-saw Wood saw saw wood.

AUTOGRAPH VERSES

Collecting the autographs of friends and classmates is an American custom that began sometime during the 1800's. Rarely was an autograph book signed without the writer including some witty rhyme of love, friendship, success, or maybe even a joking insult.

Some autograph verses are personal and original to the writer, but most are quite traditional. These two- or four-line rhymes continue to be passed on from one generation (or graduating class) to the next.

Autographs and verses are still collected in autograph albums and school yearbooks, but through the years America has also invented the autograph stuffed hound dog and autograph jacket, as well as the custom of signing the plaster casts of broken bones. So the next time you are asked to sign someone's book or leg, don't be caught without the appropriate verse for the occasion. Here are some to choose from.

LOVE

Butter is butter
And cheese is cheese—
What is a kiss
Without a squeeze?

Pretty are the flowers
That grow by the brook
And pretty is the girl
Who owns this book.

Our eyes have met,
Our lips, not yet,
But wait and see,
I'll get you yet.

With all my wisdom,
I do declare,
You and (name of a girl or boy)
Make a good pair.

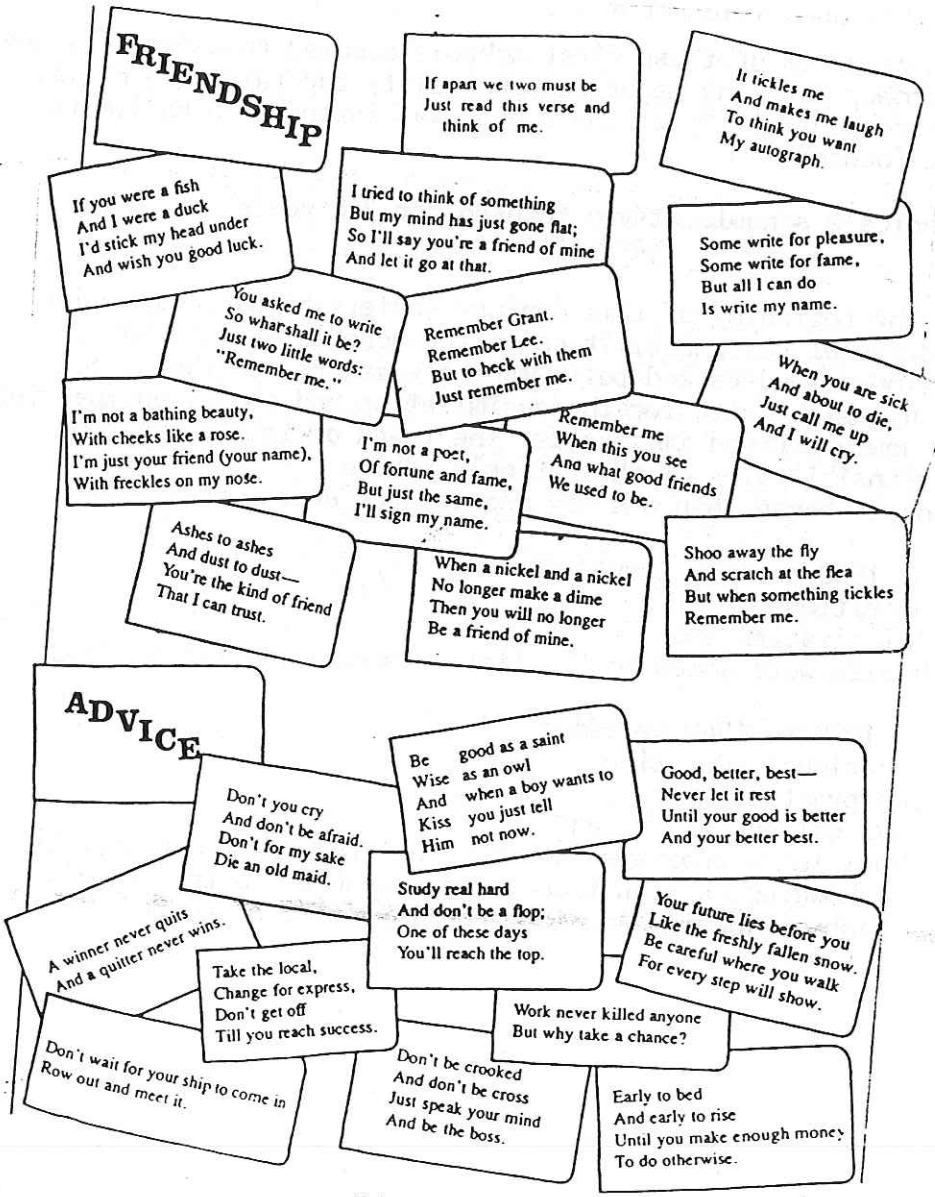
Fall comes after summer,
And you can fall from above,
But the best fall of all
Is to fall in love.

Roses are red,
Violets are blue,
I love me,
And you love you.

I love you bip
I love you bop
I love you better
Than a pig loves slop.

A kiss is a germ,
And so I have waited.
But, kiss me quick,
I'm vaccinated.

I love you once,
I love you twice,
I love you better
Than a cat loves mice.


FRIENDSHIP
If apart we two must be
Just read this verse and
think of me.
It tickles me
And makes me laugh
To think you want
My autograph.
If you were a fish
And I were a duck
I'd stick my head under
And wish you good luck.
I tried to think of something
But my mind has just gone flat;
So I'll say you're a friend of mine
And let it go at that.
Some write for pleasure,
Some write for fame,
But all I can do
Is write my name.
You asked me to write
So what shall it be?
Just two little words:
"Remember me."
Remember Grant.
Remember Lee.
But to heck with them
Just remember me.
When you are sick
And about to die,
Just call me up
And I will cry.
I'm not a bathing beauty,
With cheeks like a rose.
I'm just your friend (your name),
With freckles on my nose.
I'm not a poet,
Of fortune and fame,
But just the same,
I'll sign my name.
Remember me
When this you see
And what good friends
We used to be.
Ashes to ashes
And dust to dust—
You're the kind of friend
That I can trust.
When a nickel and a nickel
No longer make a dime
Then you will no longer
Be a friend of mine.
Shoo away the fly
And scratch at the flea
But when something tickles
Remember me.
ADVICE
Be good as a saint
Wise as an owl
And when a boy wants to
Kiss you just tell
Him not now.
Good, better, best—
Never let it rest
Until your good is better
And your better best.
Don't you cry
And don't be afraid.
Don't for my sake
Die an old maid.
A winner never quits
And a quitter never wins.
Study real hard
And don't be a flop;
One of these days
You'll reach the top.
Your future lies before you
Like the freshly fallen snow.
Be careful where you walk
For every step will show.
Take the local,
Change for express,
Don't get off
Till you reach success.
Work never killed anyone
But why take a chance?
Don't wait for your ship to come in
Row out and meet it.
Don't be crooked
And don't be cross
Just speak your mind
And be the boss.
Early to bed
And early to rise
Until you make enough money
To do otherwise.

THE EVOLVING ROLE OF AMERICA'S PUBLIC SCHOOLS

America's public schools can be traced back to the year 1647. The Massachusetts Puritans established school to:

1) Teach basic reading, writing and arithmetic skills and
2) Cultivate values that serve a democratic society(some history and civics inplied.

The creators of these first schools assumed that families and churches bare the major responsibility for raising a child. The responsibility of the school was intended to be limited and focused.

America's schools stayed focused for 260 years

****

At the beginning of this century society began to assign a additional responsibilities to the schools. Politicians, business leaders and policymakers began to see the school as a logical site for the assimilation and social engineering of newly arrived immigrants. The trend of increasing the responsibilities of the nation's public schools began then and has accelerated ever since.

From 1900 to 1910 issues of
- nutrition
- immunization and
- health were added to the list of school responsibilites

From 1920 to 1940 we added
- vocational education
- the practical arts
- physical education, and
- school lunch programs (we take this for granted today. It was, however, a significant step to shift to the schools the job of feeding America's children 1/3 of their daily meals)

In the 1950's

- sex education introduced (topics escalate through 1990's)
- foreign language requirements are strengthened
- safety education

In the 1960's we added

- consumer education
- career education
  peace education
- leisure education, and
- recreational education

In the 1970's the breakup of the American family accelerates and
- special education is mandated by federal government
- we add drug and alchol abuse education
- parent education
- character education, and
- school breakfast programs appear (Now some schools are feeding America's children 2/3 of their daily meals. In some cases these are the only meals these children receive.)

In the 1980's the flood gates open and we add
- keyboarding and computer education
- global education
- ethnic education
- mulicultural/non-sexist education
- English-as-a-second language, and bilingual education
- early childhood education
- full day kindergarten
- pre-school programs for children at-risk
- after school programs for children of working parents
- stranger/danger education
- sexual abuse prevention education, and
- child abuse monitoring becomes a legal requirement for all teachers

And finally so far in the 1990's we have added
- HIV/AIDS education

RULES FOR TEACHERS
1872

1. *Teachers each day will fill lamps, clean chimneys.*

2. *Each teacher will bring a bucket of water and a scuttle of coal for the day's session.*

3. *Make your pens carefully. You may whittle nibs to the individual taste of the pupils.*

4. *Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.*

5. *After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.*

6. *Women teachers who marry or engage in unseemly conduct will be dismissed.*

7. *Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.*

8. *Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.*

9. *The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.*

THE LITANY

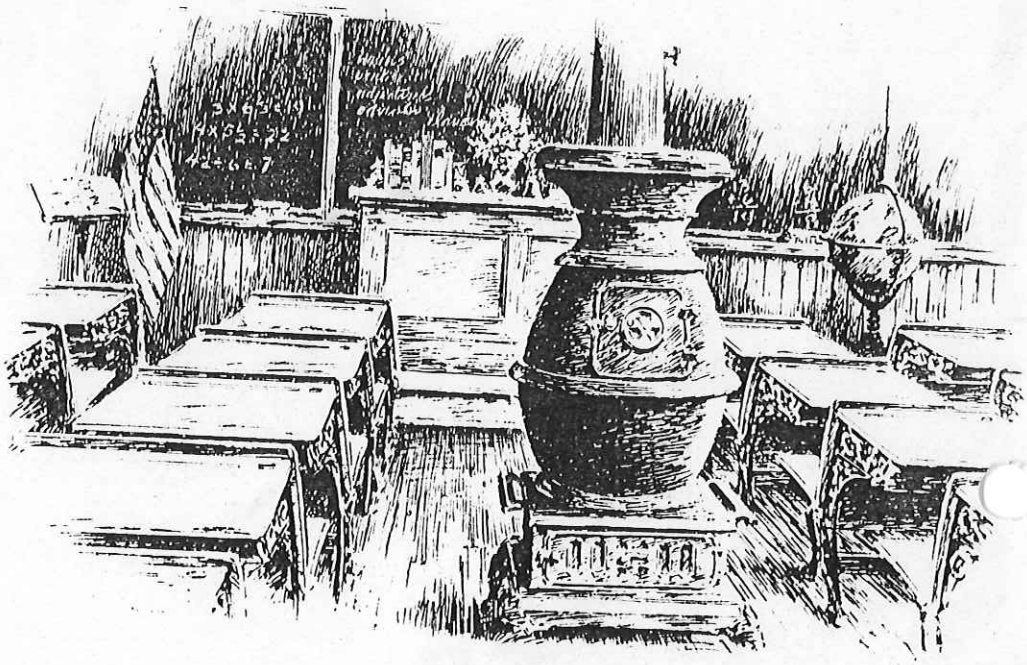
As summarized by former Arizona Superintendent of Public Instruction, Carolyn Warner, teachers in the public schools of America are expected to:

Give specialized instruction for the hard of hearing, the blind, the developmentally disabled, the mentally challenged, and the gifted (and be politically correct while doing so); develop special programs for at-risk students; build respect for the worth and dignity of the individual; do eye testing; schedule inoculations; assist in bladder control; maintain health records and age certification data; attend faculty/department/grade meetings; attend professional workshops; work on an advanced degree; volunteer to supervise extra-curricular activities; participate in fund-raising; collect money to rebuild the Statue of Liberty; stress the prevention of drug, alcohol and tobacco abuse;promote physical fitness and good nutrition habits; eradicate head lice, scabies and other diseases; inculcate morals, ethics and values; maintain order and teach self-control; provide pregnancy counseling; monitor restrooms, playgrounds, hallways, parking lots, and the cafeteria; discourage food fights; break up fist fights; pray that there are no knife fights; develop individual and civic responsibility; eliminate gender bias and sex discrimination;promote ethnic and racial tolerance; develop an appreciation of other people and other cultures; protect civil rights; help develop political know-how; teach sex education and AIDS prevention; provide suicide counseling; give First-Aid instruction; train students in pulmonary-coronary resuscitation; teach the principles of free enterprise; teach management of money, property, and resources; assist in career planning; develop skills for entry into a specific field; teach etiquette and telephone manners; do job placement; serve hot breakfasts and lunches; dispense surplus milk; teach driver training; stress bicucle, automobile, and pedestrian safety; keep up with the latest educational trends and be ready to implement them; know the latest educational "buzz" words; assist with bilingual language development; instruct in speed reading; encourage metric education; promote computer literacy;purchase enrichment materials with your own money; counsel students with small problems; counsel students with major problems; protect student privacy; communicate with parents; detect and report child abuse;follow due process procedures; unteach the 4 food groups; teach the pyramid and that broccoli is good; build patriotism and loyalty to the ideals of democracy; instill an understanding of our country's rich heritage; develop the ability to reason; encourage curiosity and a thirst for life-long learning; develop skills in the use of leisure time; promote a feeling of self-worth; teach pride in work; avoid religion; AND teach reading, writing, and arithmetic.

Please keep in mind that:

1) As new responsibilities were added, few of the existing functions were ever removed.

2) There has been no additional time added to the school day or school year for most children in decades.

3) Most of these things are inherently bad. Arguably, all of these things may need to be taught.

THE PROBLEM WITH THE LIST IS THAT SCHOOLS CANNOT DO IT ALL