

# Traveling Trunk – History of Education

## Teacher's Guide

This trunk contains materials and lesson plans to support a simulated school day of 1861 (the founding year of Transylvania County), as well as comparative materials that demonstrate education from the early 1900's through the 1950's and 60's.

### Materials included:

- Primers/textbooks typical of the mid 1800s (McGuffey's Readers, Blue Back Spellers)
- Photographs of school rooms, play yards, etc (print and digital format)
- Lunch pail
- Report cards
- Yearbooks
- Writing slates/chalk/rag erasers
- School bell
- Marbles, string, and jacks (for typical games of the time)
- Fabric/clothing samples

### Curriculum alignment: NC Standard Course of Study Objectives Social Studies

*(These are suggested standards that could be met using materials and/or activities in this trunk. The extent to which standards might be met depends on the grade level of the student, and specific activities chosen by the teacher to accompany the trunk's materials.)*

#### Kindergarten

Goal 3: The learner will recognize and understand the concept of change in various settings.

3.20 Evaluate how the lives of individuals and families of the past are different from what they are today

3.04 Recognize changes in the classroom and school environments.

Goal 5: The learner will express basic geographic concepts in real life situations.

5.03 Describe the functions of places in the home, school, and other environments.

### **First Grade**

Goal 2: The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.

2.04 Recognize the need for rules in different settings.

Goal 3: The learner will recognize and understand the concept of change in various settings.

3.02 Describe past and present changes within the local community.

Goal 5: The learner will express geographic concepts in real life situations.

5.01 Locate and describe familiar places in the home, classroom, and school.

Goal 6: The learner will apply basic economic concepts to home, school, and the community.

6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.

6.04 Explore community services that are provided by the government and other agencies.

### **Second Grade**

Goal 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

1.02 Demonstrate responsible citizenship in the school, community, and other social environments.

Goal 4: The learner will exhibit an understanding of change in communities over time.

4.01 Analyze the effects of change in communities and predict future changes.

Goal 8: The learner will recognize how technology is used at home, school, and in the community.

8.02 Explain how technology has affected the world in which we live.

### **Third Grade**

Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.

3.01 Analyze changes, which have occurred in communities past and present.

Goal 5: The learner will apply basic economic principles to the study of communities.

5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

Goal 6: The learner will recognize how technology is used at home, school, and in the community.

6.03 Identify the impact of technological change on communities around the world.

#### **Fourth Grade**

Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

6.05 Recognize that money can be used for spending, saving, and paying taxes.

6.06 Analyze the relationship between government services and taxes

Goal 7: The learner will recognize how technology influences change within North Carolina.

7.02 Analyze the effect of technology on North Carolina's citizens, past and present.

7.04 Analyze the effect of technology on North Carolina citizens today

#### **Fifth Grade**

Goal 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.

6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.

*The History of Education Traveling Trunk is made possible with the assistance of the Transylvania Endowment of the Community Foundation of Western North Carolina and the Transylvania Heritage Coalition, Inc.*

## **Background Information on Historic Education Practices**

**1861**

### **THE SCHOOL HOUSE**

The 1861 classroom would have been a one-room schoolhouse with multiple ages/grades taught together. Dirt floors were not uncommon in some early schools and desks and benches consisted of rough plank furniture. The first buildings had fireplaces but by the mid 1800's wood stoves were common. Chalk boards were made by painting a smooth board black. The school yard usually contained "privies" (outhouses) and a flat area for playing games. Water came from a well or nearby creek. There was usually a bucket and dipper near the door that provided drinking and washing water. The school house also served other community functions. Social and holiday gatherings were the highlight of each year. The building was the site of box socials, community spelling bees and seasonal activities.

### **TEACHERS**

Real teachers were a prized possession for a community. Until one could be 'acquired', a parent of one of the children might take on the duties. Until the late 1800's, male teachers were common. Teacher salaries were typically low (\$15 - \$30 per month). Many young women entered the teaching field because salary was not the issue - starting a "career" was. Rural teachers often began at the age of 16.

Teachers were expected to be virtuous and have extremely high morals (see Teacher Rules). They were also expected to keep the school house clean, draw each day's water supply and keep the wood stove fired up on cold days. The community would provide the fuel for the fires.

### **SCHOOL SUPPLIES**

Most students had to furnish their own supplies including books, writing slates and chalk. Children were asked to bring whatever books were at home, which generally meant a Bible, an almanac or old textbooks brought on the westward trip.

### **SCHOOL DAYS**

The school term was constructed around the needs of the community. The farm family needed all available hands for spring planting and fall harvest, therefore school was not held during this time period. Most rural children attended shorter sessions than city children. The nine month school term was fashioned for urban communities.

A typical school day would begin with a patriotic song, a salute to the flag and possibly a scripture reading or prayer. The main subjects were spelling (orthography), reading, penmanship,

grammar, vocal music, arithmetic and geography. Recitation was popular for helping students learn a variety of subjects. There were no tests as we know them today; students memorized long poems and had figuring races. Spelling bees were often social events. Due to the shortage of books, students shared texts and exchanged among themselves. A book would be studied at school from cover to cover before another would be issued. If there were no more available, they would start on the same book again. Desks were typically arranged in rows and usually with boys on one side and girls on the other.

Little or no playground equipment existed. Children played games such as marbles, jacks, string games, snap-the-whip, etc.

Food for lunch was brought by the student from home, usually in a pail or basket. Typical foods would have included biscuits, ham, hard-boiled eggs, apples, sausage, cheese, etc.

### **SCHOOL DISCIPLINE—1800's Style**

Discipline was strict in the 1800s school house. Children were made to stand in line and march to and from their desk. Pupils had to stand in line in front of the teacher to recite. In some classes, they could not even smile or turn their heads. If the student broke one of the many rules, there were several forms of punishment. A ferule, which was a rod or ruler 15 to 18 inches long, was used by the teacher on children who misbehaved. If they giggled, were inattentive, or recited poorly, they received three or four light blows on the meaty part of the palm.

Really bad behavior was punished by sharp raps across the shoulders and back. Usually, it was the older boys who received the whippings. Girls were made to sit in the corner on a one-legged stool called the "uniped".

Some of the other forms of punishment were:

1. The dunce cap for pupils who did not recite well.
2. Loss of recess for those who were tardy.
3. Cleaning the floor if the pupil littered or spit.
4. Writing a sentence "I will not..." 100 times after misbehaving.
5. Standing with one's nose inside a circle drawn on the blackboard.
6. Worst of all...a boy made to sit by a girl if he misbehaved.

### **RULES FOR TEACHERS — 1800's Style**

There were also rules that applied to the expected behavior/duties of early teachers. The following list includes some, but not all, rules for teachers.

- Teachers each day will fill lamps, clean chimneys.
- Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
- Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
- Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
- After ten hours in school the teachers may spend the remaining time reading the Bible or other good books.
- Women teachers who marry or engage in unseemly conduct will be dismissed.
- Every teacher should lay aside from each pay a goodly sum of his earning for his benefit during his declining years so that he will not become a burden on society.
- 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.
- 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.

## **1900s-1920s**

In the early 1900's, taxes began to be levied on citizens in order to financially support the local schools. These taxes were used to build newer school buildings and support school reform in curriculum and methodology. In Transylvania County, these changes were largely brought about by Thomas Calhoun Henderson. In the 1911 Annual Report to Schools, T. C. Henderson describes the schools of 1905:

*“Only one or two schools in the county were worthy of the name and they had absolutely no equipment. All the other houses in the county where schools were taught were either small unceiled frame structures or log huts, all poorly lighted and without desks or other school furniture.”*

The first election in Transylvania County for the establishment of a local school district was held in Brevard on April 24, 1906. The second local tax school district in the county was established at Quebec by an election held on March 19, 1907. Between that time and 1911, the local tax school districts were established in Selica, Penrose, Round Top, Beauty Hill, Cedar Mountain, Rosman, Davidson River, Calvert, Gloucester, Blantyre and Old Toxaway. In 1911, T. C. Henderson reported:

*“We have built eleven new school houses, have furnished twenty-seven school rooms with patent desks, and provided thirty rooms with blackboards.”*

There were 31 schools for 'white children' in Transylvania County. Of those, 23 had only one teacher, while the other 8 had two or more. During 1910, the average term of school for the county was 5 ¼ months. The Superintendent T. C. Henderson urged Transylvania Schools to adopt a six month school year.

A county election was held on September 15, 1925, for a special county school tax to replace all local district taxes and make an eight months school term uniform for all the schools of the county.

Transylvania was the first county in the state west of Raleigh to provide an eight month term for all its public schools. When the State Superintendent was notified of the result of the election, he wrote a letter to Superintendent Henderson in which he said, "This is the best bit of information we have had in support of the state-wide eight months school term, and I cannot think of enough to say to you in commendation of the wonderful way in which you have handled this election."

### **1950s-60s**

Americans in the 1960s became aware that the nation was suffering from a shortage of citizens whose education and training were sufficient to meet the technological challenges of modern society. The gap between the learning needs of the country and the capacity of the American educational system to meet those needs was at a crisis point at the beginning of the decade, and the resulting demands for more and better education forced reassessment of every segment of the teaching-learning process.

During the 1960s, students at all levels not only studied newly offered subjects, they also found many familiar disciplines taught in such a different way as to be almost unrecognizable. The National Defense Education Act, which had been extended from its original 1958 version, had introduced foreign-language education into hundreds of schools that had not previously offered it. By 1966 more than three thousand undergraduates were getting intensive training in thirty-six languages during summer programs at more than twenty-two institutions through provisions in that act. Many of these students were later employed in secondary schools, so that more high-school students than ever had a chance to learn a second language.

### Educational Changes in the 1960's

Foreign languages are taught in schools.

Television is used in classrooms as a teaching resource.

Computers are introduced in schools.

Segregation is outlawed in public schools.

*The Civil Rights movement, during the 1960s created many changes for both American society and its schools. The transformations were the result of such movements as Bilingual Education, women rights activity, and the passing of the Public Law 94-142, the Education for All Handicapped Children Act passed by Congress in 1972.*

## **Education in Transylvania County Timeline**

1820s-First known private school: Davidson River Academy; established by Davidson River Presbyterian Church

1861- County officials named a board of common schools, which became the founding governance body of what would one day become the Transylvania County Schools

1879-First school building constructed at Quebec

1887- In an annual report sent to Raleigh, then school superintendent Whit Brooks reported "the need of this county is a larger school fund, enabling committees to pay good salaries thereby securing good teachers." (Transylvania County Board of Education, 1887)

1890- First school building constructed in Gloucester (also 1900?)

1895- Epworth School founded by Fitch and Sarah Taylor. Mrs. Epworth's school began at the Henning Inn, then moved to the Red House and became Brevard Institute. It later had a large campus on North Broad Street at the current site of Brevard College

1904- By 1904 there were 37 schools in the county, three of which were for African American students

1905- T. C. Henderson had for some time been involved in local schooling. In the 1905 he was elected Superintendent of all schools in the county. He served two terms, 1905-1917 and again 1923-1929. One year after taking office (thus 1906) the first bond issue for schools was voted by district and immediately took effect. He worked tirelessly at getting improved schools in all the districts. He consolidated some schools, and built new school houses where necessary. He was instrumental in providing an 8 months school term for all grades and all ethnic groups. He also established public transportation for school children.

1906- Transylvania County voters authorized the first issue of bonds for schools

1910- Brevard Institute, operated by the Methodist Women's Missionary Society, Flourished in the 1910s and 1920s.

1910- Brevard #2 Colored School, forerunner of Rosenwald, opens for African-Americans. This was the first African-American school in the county. Later there were three schools for African-Americans, one located at Glade Creek, one in the Everett Farm area, and the county's sole Rosenwald school in Brevard. Everett Farm closed due to low enrollment. The Glade Creek School consolidated with the newer Rosenwald School in 1948. It became the only school for African Americans until Transylvania County Schools desegregated in 1962. Today the school serves as the administrative offices of the school system.



1916- Rosman High School was organized. 1 After students had been attending classes in homes and churches, Rosman High School was organized in 1916. The wooden building, constructed on land donated by Joseph Silversteen, had five rooms and was used for both high and elementary school. Ten students were required to have it designated a high school, and so a number of teachers took courses to meet this numerical requirement. In 1919 J. E. Ockerman became school principal and numbers increased. The school held grade one through grade eleven. In 1923 the school received accreditation by the state as buses started bringing larger numbers of students to the school. The old High School was completed in 1927. The old portion of the Elementary School was constructed in 1922, the new buildings were added in 1949 and this structure is now used as Junior High School.

1919- The first high school was located in Brevard. Due to rapid increases in enrollment, a new one opened in 1925

1920- Rosenwald School formally opened its doors for African-American students

1923- Transylvania County had its first accredited high school

1925- Under Superintendent T.C. Henderson, Transylvania County became the first school system west of Raleigh to establish a nine-month term of school

1925- Brevard High School was constructed on South Broad Street

1933- Brevard Institute closed

1934- Rutherford and Weaver Colleges merged to create Brevard College. 1The Brevard Institute donated land on the edge of town for a college to provide education for young men and young women in western North Carolina. To concentrate resources and talent the United Methodist Church decided to centralize two older small colleges on the Brevard site. The oldest was the Owl Hollow School which started in 1853 in Burke County. At its inception the Reverent Laban Abernethy, a Methodist minister, established the principle that “None shall ever be turned away for want of means”. In time the school developed into Rutherford College which in 1900 was acquired by the Western North Carolina Conference of the Methodist Episcopal Church, South. In 1854 in the village of Weaver eight miles north of Asheville, a boarding house school was established. The building was destroyed by fire in 1872 . The following year Weaverville College was incorporated. In 1883 it was deeded to the Methodist Episcopal Church, South. In 1912 it became a junior college and changed its name to College. 1In 1933 the Western North Carolina Conference ordered the merger Rutherford College and Weaver College on the land provided by the Brevard Institute. A Board of Trustees was created and Dr. Eugene Coltrane was appointed the first president. On September 17, 1934, College opened its doors to 385 students.

1941- March 12: The four-room Rosenwald School mysteriously destroyed by fire

1959- The first football team at Rosman High School was organized under coach, W. J. Cathey

Jr.

1963- All Transylvania County schools and Brevard High School football team integrated

1997- The Alternative Education Program opened at Davidson River School. There had been a smaller version for about 18 years before that, but not the robust program it is now and became in 1997.

### **Overview of Activities for the Traveling Trunk**

This trunk and its instructional activities incorporate both materials and teaching methods typical of two historical time periods: 1861 (the founding year of Transylvania County) and the first half of the 1900s (1900-1960). On *Day 1*, students will build their knowledge of the mid-1800s school day. On *Day 2*, students will experience firsthand an 1861 school day. On *Day 3*, students will build their knowledge of education during the 1900s-1960s and compare and contrast that time period to the 1861 classroom and the classroom of today. Components of each day's instructional activities are described below.

### **Day 1: Activating Background Knowledge with Students**

1. "What do you think?"
  - Ask students what they imagine school was like in 1861.
  - Present and discuss the timeline (located in the appendix of the Teacher's Guide) and how inventions (or lack thereof) would affect a school day and daily life in general.
2. Show students the 1861 PowerPoint presentation (included on a CD in the trunk). This presentation contains background information on life in 1861 as well as photographs and images of schools, classrooms, and schoolchildren from that era. Continue to discuss with students the differences between school days in 1861 and today.
3. Read the excerpt from Vera Stinson's book: "Our One-Room School" and/or the excerpt from C. W. Henderson, brother of T. C. Henderson, called "How We Got an Education". (Both located in the appendix of the Teacher's Guide)
4. Show and discuss the reproduction clothing from 1861. Pass around the fabric samples.
5. Discuss with students what types of foods would be typical in 1861 for a student's lunch. Show them the reproduction lunch pail and ask students to brainstorm what kinds of foods they think students would have brought at that time. Ask them to think about the major differences between foods in 1861 and foods today (lead them toward an understanding of processed versus homemade/whole foods).
6. Tell students that tomorrow they will experience a school day in 1861. Encourage them

to prepare for this day by thinking about what they have learned about school days in 1861 and how different their classroom would be. Also encourage them to wear clothing that resembles that of the 1860s: use photographs provided in the PowerPoint presentation as well as the reproduction clothing as inspiration.

7. If desired, have students assist you with preparation for the next day's simulation (see paragraph below).

*Preparation for Day 2:* "Rework" your classroom (to whatever extent possible) to more closely resemble a school room in 1861. (*An optional activity is to have students help you do this on Day 1.*) This would generally involve removing extraneous teaching/learning materials since school rooms of that era would have little to no teaching materials with the exception of a blackboard, desks/chairs, slates/chalk, and a few textbooks. Prop the provided blackboard on the tray of your whiteboard. Be as creative as you want! For example, students could make an outhouse and wood stove out of cardboard boxes. Rearrange your desks to mimic a seating arrangement typical of the 1800s: neat and tidy rows with a clear delineation down the middle for girls to sit on one side and boys on the other. Older students would sit towards the back of the room, while younger students sat toward the front. You might take time to remove the students' materials from their desks (inside) and place inside each one a slate, piece of chalk, and rag eraser (provided in the trunk).

If you intend to use singing during the school day simulation (see details of school day simulation below), you may wish to teach your students one of the songs typical of the mid 1800's on Day 1 so that they are prepared to sing it on Day 2 during the simulation. Lyrics to the songs mentioned can be found online, but printed copies of sheet music/lyrics for each child would not have been typical of the 1860 school room. By practicing the lyrics on Day 1, you can preserve the authenticity of the Day 2 simulation.

For students who can bring their lunch to school, encourage them to bring foods typical of the mid 1800s. Ask them to specifically avoid bringing processed foods and drinks.

*Prior to simulation day, please read about "McGuffey's Readers" at the following website:*  
<http://www.units.muohio.edu/mcguffeymuseum/contact/documents/MottMediaFlyer.pdf>

Suggested grade level-Reader correlations (you are welcome to vary these based on your own students' abilities and needs):

- Kindergarten: McGuffey's Eclectic Primer
- First grade: McGuffey's Eclectic Primer
- Second grade: McGuffey's Eclectic Primer
- Third grade: McGuffey's First Eclectic Reader - or Second Reader

- Fourth grade: McGuffey's Second Eclectic Reader - or Third Reader
- Fifth grade: McGuffey's Third Eclectic Reader - or Fourth Reader

### **1861 School Day Simulation**

*Feel free to reorganize the sequence of events according to your classroom's specials, lunch, and recess time allotments.*

**Beginning the Day:** To begin the day, the teacher will ring the hand bell to signal to students that it is time to line up at the door and enter the room appropriately\*. Students will form two lines, one with girls and one with boys. The line of girls will enter first and girls will sit on their designated side of the room. Boys will then enter and sit on their designated side of the room. The teacher will lead the class in the Pledge of Allegiance\*\*, a prayer\*\*\*, and a song\*\*\*. The teacher will take attendance. Each student's name will be called aloud. The student should stand quietly and say "present." The teacher will then go over the rules typical of an 1861 schoolroom.

Typical Classroom Rules:

- We will follow the Golden Rule, "Do unto others as you would have others do unto you."
- Female students will conduct themselves as ladies, males as gentlemen. Good manners will be expected.
- Students are not allowed out of their seats.
- Good posture will be assumed by all students.
- When you wish to speak, you must raise your hand, wait to be recognized and then stand beside your desk before speaking.
- When speaking, proper language will be used at all times.
- If there is a need to use the restroom, you can only ask "May I be excused?"
- Listen carefully to the teacher at all times and follow directions.

\* You may wish to begin the simulation after students have gone through their typical beginning of day tasks, such as breakfast and morning announcements. You could then have students line up outside the classroom and re-enter the classroom as noted above to signal the beginning of the actual simulation.

\*\*Omit the phrase "under God." This phrase was not added until the 1950's.

\*\*\*Example songs are provided in this booklet. (Although no longer allowed in public schools, prayer was a very common part of the historic school day. Since this teaching trunk seeks to teach students as many of the facets of the historic school day as possible, we encourage you to demonstrate prayer as a typical component of the morning routine.)

**Reading:** When pioneer schools were first started, books were in short supply. All available books were brought from home, including Bibles. Since the students were each using different books or sharing books, the teacher had to individually assist each child. By the mid-1800's,

'readers' were available. The most popular was McGuffey's Reader which consisted of four books of increasing difficulty. The third and fourth readers are the most appropriate for grades four through seven. Silent reading was minimal. As a rule, reading aloud was favored with stress on articulation, inflection, pauses and emphasis. The teacher was careful to listen for errors in pronunciation, unnatural tones and drawling. The child read in front of the classroom and was corrected on the spot. While reading, each child must stand. Everyone kept their eyes on the page. There was no excuse for losing a place. Fables and McGuffey's Readers were not read for entertainment or to simply teach words, but rather for "moral" content. Each had a particular lesson. (adapted from Log Cabin Village Pioneer School Teacher's Guide)

Using the iconic text of the time, the McGuffey Readers, students will read and recite passages. Consult the included *Classic Curriculum Scope and Sequence* document to estimate the appropriate McGuffey's Reader for your grade level. Depending on the reading level of your students, you are welcome to select any passage from any Reader available in the trunk.

From the selected "McGuffey's Reader" textbook, copy a passage appropriate for your grade level onto the blackboard. Read aloud the passage to the students. Then have students copy the passage onto their slates at their desks, using their best penmanship. Students should study the passage, practicing proper pronunciation, and be prepared to read it aloud when called upon.

*Example selection for grades 3 or 4:*

McGuffey's Second Eclectic Reader: Lesson XVI. *A Kind Brother*, pages 38-39

Students should first practice orally the words noted at the beginning of the lesson. Articulation was emphasized by McGuffey as crucial to developing good reading skills.

Round robin reading (2-3 times to allow all students to participate). Then whole class recitation of the entire passage, followed by individual students called to front for recitation.

**Arithmetic:** For the arithmetic lesson, the students will work problems on the board and on slates. Select problems relative to your students' current math skills. Write a few sample problems on the blackboard and instruct students on how to solve the problems. Then write several more sample problems on the board and have students copy them onto their slates. Call individual students to the board to "work" their problems in front of the class. Repeat this procedure for as many types of problems as desired for the class period.

**Writing:** Copying from the board was a popular method for teaching writing. Write a short passage or sentence on the blackboard that is appropriate for your students' reading/writing level. Students will copy the sentence on their slates, practicing their best penmanship.

*Sample Passage for grades 3 or 4:*

*How doth the little busy bee*

*Improve each shining hour.*

*And gather honey all the day*

*From every opening flower!*

**Singing:** For many school houses, songs were part of the typical day, particularly if the teacher was musically inclined. Patriotic songs (such as My County 'Tis of Thee) were popular school day songs. Other songs typical of the mid 1800's were: "Camptown Races," "Polly Wolly Doodle," "Oh, Susannah," "She'll Be Coming 'Round the Mountain." Choose from these or other songs of the times. (Lyrics can easily be found online. They are not included in this Teacher's Guide to avoid copyright infringement.)

**Lunch:** Students will eat their lunch outside, weather permitting. You may wish to discuss with students, during lunch, the types of foods they have to eat versus what would have been typical for school children in the 1800's. Hopefully some students were able to bring typical foods and can show these to the rest of the class.

**Spelling Bee:** Conduct a spelling bee with students. Have each student, in turn, come to the front of the classroom to attempt to spell the word called aloud by the teacher.

**Recess:** For recess, students will participate in a variety of period-appropriate outside games. Read through the list below and choose several which you will facilitate with your students. You may break students up into small groups, do whole-class activities, or a combination of both.

*Marbles:* Marble games are divided into three basic types: chase, circle, and hole games. In circle games, players shoot at one another's marbles in a specific area, such as a circle drawn on flat ground. In hole games, players shoot their marbles into a hole dug in the ground. In order to "shoot" a marble, a player should "knuckle down" (which means to grasp the marble between the thumb and index finger with the knuckles pointing down) and then shoot the marble by moving the thumb behind the marble to flick it away from the hand. For circle games, the object is to shoot the other player's marbles outside of the circle. If one player successfully shoots another player's marble(s) outside of the circle of play, then they have "captured" those marbles. The player with the last marble left in the circle wins.

*Jacks:* The jacks are scattered loosely into the designated play area. Each player takes a turn and bounces the ball into the air while trying to grab the prescribed number of jacks (with the same hand that bounced the ball). On everyone's first turn, each player should grab one jack ("onesies"), on the second turn, two jacks ("twosies"), and so on. The player who picks up the largest number of jacks after all rounds are over is the winner.

*Kick the Can:* Players draw a circle on the ground about six feet wide and place an empty can in the center. The person who is “it” must guard the can. The rest of the players stand outside the circle. Suddenly, one person runs into the circle and kicks the can. As “it” retrieves the can, the rest of the players run and hide. When “it” returns to the circle, she/he shouts “freeze!” The players must stop immediately and stay there. “It” calls out the names of the players she/he can see, and they must stand near the circle as “prisoners.” Then “it” has to find the rest of the players. When “it” leaves the circle, however, a hider can run in and kick the can again to free the prisoners. If there are no prisoners, a hiding player can run into the circle and shout “home free!” All the players then run into the circle. The last player to get inside the circle after “home free” is called becomes “it” for the new game.

*Crack/Snap the Whip:* All players join hands. One player is chosen as the “head” of the whip and proceeds to run in random directions, attempting to make other players lose their grip and let go of the whip. BE CAREFUL...this game can get out of hand very quickly if students play too rough!

*Other games:* Baseball, Scavenger Hunts, Jump Rope, Three-Legged Races

**Chores:** Have students complete chores to keep the classroom tidy and functional. Typical chores of the 1860s would include sweeping floors, gathering wood, keeping the wood stove lit and fueled, and cleaning the black board. These chores could all be simulated. Students could go outside the classroom to “gather wood” by finding and stockpiling whatever wood/sticks they can find in the available outdoor area. If you have created a cardboard “wood stove,” students can take turns stoking and putting new wood on the “fire.” Have students clean the provided blackboard, as well as their own slates, at the end of the day. They may also sweep hard floor surfaces or pick up paper and debris from carpeted surfaces, as well as wipe the surfaces of their desks.

### **Day 3: Schools in the 1900s-1960s**

On Day 3, students will learn about education during the first part of the 20<sup>th</sup> century.

1. Review the 1861 School Day Simulation. Ask students their impressions about school in the 1800s and how it compares to school today. Encourage them to think about what changes would have occurred between 1861 and today (think about inventions such as electricity, production of textbooks, changes in family and homelife, etc.) List these changes on the board.
2. Show students the 1900s-1960s PowerPoint presentation (included on a CD in the trunk). This presentation contains many images of school life in Transylvania County, beginning with one-room school houses still standing in the early 1900s and going through the 1960s when the current Brevard and Rosman High Schools were built. As you view the

PowerPoint, continue to discuss with students the differences between school days in 1861 and the early to mid 1900s. Particularly ask them to look for specific clues in each photograph that depict changes in educational practices.

3. Read the excerpt titled *Ninth Avenue School* located in the appendix of the Teacher's Guide.
4. Distribute to students printed copies of various images from the 1861 and 1900s-1960s PowerPoint presentations. Each student should have one image. (Images are "pre-paired" and contained in a plastic envelope in the trunk. Each image will have a letter written on the back that corresponds to the same letter on another photograph that is of similar subject matter.) For example, one student may have an image of a school building from 1860s and another student will have a school building from the 1900s. Students should quietly locate the other person in their class who has the corresponding letter on the back of their photograph and to sit with that person. Ask student pairs to study in detail their provided images, noting the people, places and things in their images (for images containing people, note especially clothing, facial expressions, actions depicted in the image, etc.). Then ask students to work together to write a short narrative comparing the two images, describing similarities and differences between the two. Also ask students to include information about why there are differences between the two photographs. For example, school taxes would have been a source of improved school buildings; the invention of electricity would have changed the look and feel of classrooms and how lessons were taught. Lastly, ask student pairs to think about an imagined image of their school today that relates to the subject matter of their photographs. Have them describe the similarities and differences between that imagined image and the pair of printed images. It may be helpful to demonstrate this comparative writing process as a whole class activity before asking students to work in pairs.
5. Ask each pair of students to share their observations with the class.
6. Select one or more of the wrap-up/follow-up activities described on the next page (or make up one of your own).

### **Wrap-up/Follow-up Activities:**

Some activities that students might do as a result of participating in the simulations:

- Make dioramas of the inside of a one-room school.
- Start a scrapbook of the history of your school. Include pictures, clippings, etc. and make it a permanent possession for your school library.
- Interview a grandparent or parent about their typical classroom as a child; ask a relative (older generation if possible) to write a letter describing a typical day in their school, perhaps at the same grade level as the student is now.



- Make believe you are a pioneer student and write journal (diary) entry describing your day at school. Include a description of where you might have lived your family and your chores before and after school.
- Old and new structures:
  - Make a drawing of the outside of each of the following:
    - a one-room school
    - the 1900s school
    - your present school
    - a school of the future
  - Make a floor plan for each of the above showing location of seats, equipment, etc.
  - Or make models of all three schools with floor plans.
- Consider the concepts of needs/wants and consumption as depicted by classrooms of the past and those of today
- Create a museum exhibit for one or more of the simulation time periods to be displayed in the school's library. Find and create a PowerPoint slideshow of schoolhouse/classroom photos for each time period
- Walk around their own school, using a digital camera to capture examples of the types of resources, learning, clothing and other aspects of a contemporary school. Put these into a slideshow with captions that explain each image.

You will find digital copies of the images in the 1900s-1960s PowerPoint presentation on the CD in the trunk if you wish to print copies for any of the follow-up activities or any activities of your own. Please credit these images as follows:

*Courtesy of the Rowell Bosse North Carolina Room, Transylvania County Library*

### **Resources:**

Many of the local photographs of schools and schoolchildren were graciously provided by the Rowell Bosse North Carolina Room at the Transylvania County Library.

(<http://library.transylvaniacounty.org/history-3/>)

Some background information in this guide was adapted from the Log Cabin Village Pioneer School Teacher's Guide. (<http://www.logcabinvillage.org/index.html>)

Select photographs from The History Center in Tompkins County (NY) were used to depict classrooms in the 1800s. (<http://www.thehistorycenter.net/eightsquare.html>)

For more information on the history of American public schools, visit:

*School: The Story of American Public Education*

(<http://www.pbs.org/kcet/publicschool/index.html>)

*Source for 1960 information is from Enotes: Study Smarter* (<http://www.enotes.com/1960->)

education-american-decades)

## Appendix Our One-Room School

*From: "Stumbling Blocks Were Stepping Stones in Appalachia" by Vera Jones Stinson*

The school building was the second best building in Cedar Mountain, the church being the best and "hi Bunyan's" Store and Post Office coming in third. I probably should name the church number one for many reasons. First it was there longer than the school building and helped build out character, teaching us passion, mercy, love for ourselves and others, plus many other rules by which we could develop into a useful, caring citizen. It was a sacred place.

The school was a place where we were able to have fairs, festivals and hold public meetings, one being the election. Both the school and church were built close together on the same hill. When I first went there, we had to carry water from a little rock spring that is still there. We had a bucket and a dipper, no paper cups. Some people from the church and school wouldn't drink the water from the spring because the grave yard was on the hill just above the church.

We had no bathrooms, just one little house on the hill below the school. We used Sears, Montgomery Ward or National Bellas Hess catalogs for toilet paper and always tried to get beyond the glossy pages before apple time. There were always those four letter ugly words painted on the walls. No one knew what they meant, but we knew they were dirty words. Oh what a commotion when a group of girls or boys ran to the teacher and announced that someone had written a dirty word in their outhouse. Usually when a new word came up in class the teacher would make us look it up and find the definition. Not these though; they may not have been in the dictionary.

The teacher had to be janitor, mother, father, nurse, and doctor besides the teacher. Everyone crowded around the stove in the morning until the room became warm enough for us to take our seats. Everyone kept busy while other classes were being heard. We had plenty of time to do our work at school.

My mother, Miss Janie, told of walking to a subscription school on Burnt Mountain in Buck Forest when the "weather was fittin'". The first schools were known as subscription schools. An old preacher or some other learned person would come into a small settlement and start a school. You would subscribe for six weeks, maybe for four children. A small log building might be available or maybe a church. Money was scarce in those days so the teacher would be paid with vegetables, corn, or maybe a ham or middlin' meat. The teacher would take turns staying with each family, which helped pay for the children's schooling. A subscription school usually lasted about six weeks and closed during planting time. Teaching was an act of love by some poor soul who wished to help mankind by sharing "book larnin'" with the mountain people. It really was people helping people which is what life is all about.

The Blue Backed Speller and the Bible were about all the books available. There wasn't much time for play because spring and summer were about the only time the weather would permit schools to be held. The main subjects were readin', writin', and rithmetic...yes, taught to the tune of a hickory stick.

Schools were worked around the farm work and the weather. After crops were laid by, there were six weeks where work was slack. Winter wasn't suitable. Six weeks before planting time was good for schools. The children were needed at planting time, thus no schools. So school was in session six weeks, three times a year. The parents who felt able, taught their children between times.

## **Ninth Avenue School**

*From: A Brief History of The Black Presence in Henderson County by The  
Black History Research Committee of Henderson County with Gary Franklin Greene*

In May of 1950 a grant for "ninety-six thousand, six hundred dollars and twenty-nine cents from the School Plant Construction and Repair Fund of the State of North Carolina" was requested to fund the building of Ninth Avenue School in Hendersonville. It was planned as a "union school," a term for any school that included grades one through twelve within the same building.

On Sunday October 28, 1951, the dedication of Ninth Avenue School was a celebration. The Community Choir sang hymns, local ministers offered prayers and the school glee club added their own voices to the day by singing "There's A Meeting Here Tonight". Principal Marable served as Master of Ceremonies and the State Superintendent of Schools, Dr. Clyde A. Erin, gave the keynote address.

The high school was on the second floor of the two story, red-brick building and the elementary grades occupied the first floor. It served as a regional school for blacks, with students coming from three counties, Henderson, Transylvania and Polk. This involved busing students in to the Ninth Avenue School making some students, especially from Transylvania County, subject to excessively long bus rides.

Because Ninth Avenue was a consolidated school, the two remaining black schools that were still operating closed their doors. Both the East Flat Rock School and the Brickton School, located in a small one-room school house in the Fletcher area, stopped operating at the end of the school term in 1952. In 1960, a new addition to Ninth Avenue was constructed. The new addition housed the cafeteria, the band room and several new classrooms.

John Marable served as principal until 1959. After that four principals followed in six years. They were: Mr. Cedric Jones, Mr. William Gordon, Mr. J.R. Wright and Mr. Leon Henry Anderson. Desegregation was now gaining momentum. In 1962, sixty students from Transylvania County pulled out of the school and began attending the public schools in Brevard, greatly diminishing the number of students at Ninth Avenue. The last graduating class (16 students) from Ninth Avenue School held its commencement on May 27, 1965. The Ninth Avenue School became a junior high school in 1966 for children of all races.

## HOW WE GOT AN EDUCATION

by C. W. Henderson

Brother of T. C. Henderson

The only school was a tiny log cabin by the side of the Old County Road. It was made of small logs with a little stone chimney at the end. The seats were made of small logs split open with the flat sides; turned up and round sticks inserted near the ends for legs. The county Road was not much more than a hauling way trimmed out through the woods. The schools lasted only two months in the year; and if there was fodder to pull, or beans to pick, of course that was always considered more important than school. "time and tide wait for no man". So as time flew by, we soon found ourselves above school age. But the little time we were able to spend in these two month schools, with one text book (Webster's old blue back speller) use did get a little foundation work and a thirst for note book knowledge.

We learned that Prof, A. T. Ford was running a school at Glenville in Jackson county., He came to 'Transylvania drumming; for students. We told him we were anxious to go to school, but we had no money. He said "Where there is a will there is a way." We knew It had plenty of will power so we loaded a little ox wagon with a few rations, bed quilts, and a bread skillet and drove over to Glenville.

Harris Brown said, yes, I have a little log cabin about a mile from the school with plenty of wood and water and it wont cost you a cent. We felt like our luck was almost too good to be true. we managed some way to stay in school at Glenville ever winter for the next three years. But the school wasn't paying Prof. Ford enough to support his family. So he left there and the school went to the wall. We were now more anxious than ever to go on to school. we couldn't afford to drift backward; and if we stand still we stagnate. So we again loaded our ox wagon and drove the long road to Cullowhee. We found a little empty negro cabin in the woods back of the school building; We managed to stay there one year. After this we were able to make better arrangements. By working during the summer we managed some way to stay in school until we completed the high school and State normal courses at Cullowhee. As soon as T. C. got his state normal certificate, he began teaching in the little one room cabin schools at Transylvania. There wasn't a two-teacher school in the county at this time. After teaching for several years, T.C. was elected superintendent of the county schools, which position he held for 18 years.

He had been teaching long enough to be perfectly familiar with the condition and needs of the schools. So his first work was to erect and equip with modern desks a new school building in every school district in the county. In order to secure the most efficient teachers possible, he disregarded county lines and sought the very best that could be obtained. In the course of a few years he revolutionized the entire grammar school system. Boys end girls were completing the 8th grade in all the schools of the county and there was not a high school in reach where they could continue their education. So just as soon as possible, two fine high schools were erected and equipped with ell modern conveniences; one at Rosman and the other at Brevard, which

are today the pride of Transylvania County. T. C. spent the prime of his life (more than 50 years) in the pioneer school work.

I would not discredit those who came after T.C. and are so faithfully and efficiently carrying on the work. But T.C.'s work was to lay the foundation for others to build on.

He was not only interested in the schools, but in the work of the Baptist denomination he was always found in the very forefront. We find his name listed as clerk of the Transylvania Baptist Association for 14 years. He was teacher of the Adult Bible Class in Oak Grove Baptist Sunday School for 25 years. I feel like the secret of his successful life was the fact that he made the Lord a partner in all his life's work.

T. C. was always in favor of consolidation of the schools; but at first it was a hard up-hill pull. He was the first to introduce school buses for transporting children.

I am mighty proud of the fact that the school authorities were interested enough in his work to perpetuate his name in the Quebec consolidated School. (The T. C. Henderson School is located near Rosman, North Carolina – Editor)

## **Timeline: 1860s-1960s**

*(information courtesy of Transylvania County Library staff)*

### **1861-1899**

The 1860s began with Abraham Lincoln as President.

In 1861 there were only 34 states in the Union. There were 45 by 1899.

The Civil War was a major event in the United States during the 1860s. In our area, there were divided loyalties – some families served in the Confederate Army, some in the Union Army.

The Statue of Liberty was delivered in 1886, a gift from France. Ellis Island opened in 1892.

These decades also see the rise of Industrialization – textiles, oil and steel – primarily driven by the rise of the steam engine. The Transcontinental RR is completed 1869 and the founding and rise of importance of the Pony Express begins in 1860.

In fashion, we go from hoop skirts in the 1860s to corsets and bustles in the 1890s.

The Biltmore House is completed in 1895 and the Dr. Schenk founds the Biltmore Forest School in 1898.

By the end of the 1800s, the US population exceeded 50 million – primarily due to the influx of immigrants.

Inventions during in these years: typewriter, telephone, phonograph, light bulb, gasoline engine, Coca cola, radio

Electricity does not exist in homes or buildings. Homes and buildings are heated through wood stoves and fireplaces. There is no air conditioning. Gas and oil lamps, as well as candles, are used for lighting.

### **1900-1909**

The population of the US grows to 91 million by 1909 –one-third of the population lives in urban areas.

Child labor is still very common. Children as young as 5 worked in factories, mills, coal mines, selling and distributing newspapers, shucking oysters, farming, etc. These children were unable to go to school because they worked all day long, usually 12 hour shifts. The work was very dangerous, as the machinery and tools used for their jobs, as well as the conditions, could cause significant injury or even death.

Railroad industry expands and the rise of big business.



Rise in schools nationally – the number of high schools in the nation doubled from 1901-1909 – most went only to 6<sup>th</sup> grade.

Wright brothers make their first flight in Kitty Hawk 1903.

Eastman Kodak introduces the Brownie Camera.

First radio message is sent from US to Europe.

Books: *The Wonderful Wizard of Oz* and *Call of the Wild*

Silent films are popular in theatres.

### **1910 – 1919**

Total of 48 states with addition of Arizona and New Mexico in 1912

Ford begins assembly line production of the Model T.

Minimum working age of 14 established, although this law is not widely enforced for several more years.

States establish compulsory laws for school attendance.

Funding for schools boomed in this decade (especially in the south).

Women fight for equal rights and soon win the right to vote.

Edith Vanderbilt sells 70,000 acres to Fed Government in 1914 which eventually becomes Pisgah National Forest in 1916.

### **1920-1929**

The use of electricity grew across the nation. Its use in homes and buildings became more widespread.

Baseball player Babe Ruth was the most popular athlete.

The Great Depression began on Black Friday Oct. 29, 1929, when the stock market crashed.

### **1930-1939**

Dust Bowl occurs in American Midwest. Families are forced from their homes due to financial problems from the Great Depression and difficulties farming their land because of poor soil and rain conditions.

Many technological advances – frozen foods, long-playing phonograph record, radar invented

Cult classics such as Frankenstein, King Kong, and Our Gang are popular.

Superman and Batman comics are popular by decades end.

### **1940-1949**

This is the decade of the United States' involvement in World War II.

By decades end – Television has arrived (suspended during war) – and Howdy Doody and Meet the Press begin. Ed Sullivan launches his show.

First widespread use of man-made fibers for clothing – rayon, nylon stockings, etc. Zippers come into widespread use, but only after the war. Trousers become more popular for women. Gloves and hats are still required.

### **1950-1959**

Passenger jet service begins.

The age of television continues and all that goes with it: I Love Lucy, NBC begins the Today Show, and soap operas move from radio to TV. Ed Sullivan Show is very popular. American Bandstand begins.

NASA is organized.

Rock-n-roll emerges in mid-1950s with Chuck Berry, Bill Haley, and of course Elvis.

Decade ends with addition of two new states, Alaska and Hawaii in 1959, bringing us to the current 50.

### **1960-69**

Kennedy wins Presidential election and then is assassinated in 1963.

This was a decade of turmoil and change, counterculture and social revolution. We are embroiled in the Vietnam War.

MLK's "I Have a Dream" speech in 1963 -- Civil Rights Acts of 1964 outlawed segregation in public schools, public places, and employment.

Space Race dominates the 1960s, culminating with landing on moon July 1969 with Neil Armstrong's one small step for a man.

Mid-decade – anti-war sentiment on rise and the beginnings of feminism stirring.

In music: Elvis, British Invasion, Motown, Simon and Garfunkel, Beach Boys, Rolling Stones, Beatles, Bob Dylan, The Who, and Johnny Cash.

On TV: I Dream of Jeannie, Beverly Hillbillies, Wonderful World of Disney, Bonanza, Bewitched

The bikini arrived in fashion.