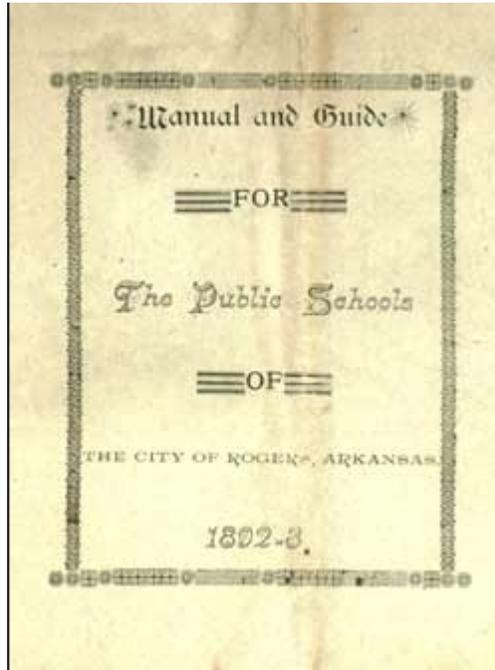


# Donation of the Month

**Object: Rogers Public School catalog, 1892-3**

**Catalog #: 2001.67.1**

**Donor: Elise G. Jourdan, Knoxville, TN**



In Arkansas, mandatory public schooling through eighth grade was first enacted in 1872, when the state's constitution was rewritten following the Civil War. Many one-room schools were established in rural communities, with bigger facilities built in towns. Prior to the 1960s schools were segregated. Benton County's only school for African Americans was in Bentonville, where much of the county's black population lived. For many years this poorly funded school held classes in the black community's church and fraternal lodge hall.

The first public school classes in Rogers were held in space rented from the Rogers Academy, a private school. By 1888, just seven years after the town's founding, a two-story brick public school (later called Westside) was erected at Fifth and Walnut Streets. Within a few years the town had outgrown the building

Much of a student's course of study consisted of the three R's, but practices and values such as hygiene and exercise, diligence, industry, and moral fortitude were also taught. For many children in Benton County, schooling ended after eighth grade when family circumstances required them to work on the farm or take a job in town. As a result, public schools designed their curriculum primarily to help youngsters become reliable and industrious laborers and wage earners rather than scholars.

Students seeking careers in medicine, law, education, and other areas of higher education could continue their studies at the Rogers Public High School. However, just like today, some families enrolled their children in private schools. Whether or not it was true, the Rogers Academy,

established in 1883 and initially funded and administered by the Congregational Church, was thought to offer a better education than the high school. It was also considered the place to go by the area's "best" families who in 1892 paid about \$94 per year (tuition, board, and books) for the privilege.

No matter which school the student attended, if he or she was from one of Rogers' surrounding communities such as War Eagle or Glade, daily travel back and forth was a burden. Often the student would board in town during the semester; whole families would sometimes move into town during their children's high school years.

Because of the rapid advances in science and technology in the late 19th century, the doctrine of applied science was heavily promoted in all aspects of study, from medicine to agriculture to home economics. Typical course work included physical geography, physiology, civil government, botany, rhetoric, elocution, drawing, ancient history, English literature, business arithmetic, trigonometry, etymology, psychology, and zoology, as well as training in Latin and German, the primary languages of science. Many young men became professionals, in business or the sciences, while those young women who didn't marry after completing their education often became teachers or nurses.

The following excerpts are from the Rogers Public School catalog of 1892-3. The booklet details grade school and high school curriculum, providing a glimpse into the students' course work and a feeling for turn-of-the-20th-century teaching concerns and methods. Grammar, spelling, and punctuation are as printed. Explanatory notes are indicated by [italics].

#### **Corps of Teachers.**

Campbell E. Greenup, Principal of High School and Superintendent.  
Miss Ella Morton.  
Mrs. Anna Kearby.  
Miss Ethel Anderson.  
Miss Mollie F. Willingham.  
Mrs. Ada De Maris.

#### **To The Citizens of Rogers:**

Would you have your City Schools rank among the highest and the best? Yes, we believe the time has come that you sincerely desire to place them in the front rank....

With a well-concerted movement upon the part of the Board, if stimulated by the popular approval of the public spirited people of the district, the several grades of your City Schools will become so firmly established as fairly to adorn and beautify this God-favored portion of the romantic "Ozarks."

These Public School matters...when well established, [will] invite and draw around us and into our midst the highest and best element of oriental and southern society; they fill our vacant Church pews; they swell our Sunday Schools and goad us to activity in our charitable fraternities and societies; they fill our fashionable boarding houses; quicken our mercantile enterprises; double the forces at our manufacturing establishments and enhance every dollar's worth of real estate in this and contiguous localities.

In short, Public Schools in their perfect organization and judiciously administered form, are the great palladium of the state. No Private

School, College, or Academy, unless under the auspices of the state, can outline and successfully prosecute a course of study, worthy of the name of "System," as compared with the great cause of Public School work.

Rally, then, as a unit, that we may embattle and withstand the adverse circumstances of the hour, and success will uniformly crown our efforts to make these Public Schools eminently the Fountain for Knowledge-seekers - the home of the "Working Bee."

Aid us in adorning the school room walls with brilliant maps and charts, in filling the cabinet with scintillating gems, and in building up a "Reference Library" and a Laboratory in keeping with our public spirited citizens and the onward march of this progressive age. These things accomplished, the hitherto drone is transformed into an active Book-Worm; the laggard, or he that has hitherto sluggishly dragged away behind his grade, into so prominent rank among Science-Searchers as to make his example truly worthy of emulation. He finds in these befitting adornments invitation to "Come up higher," and a conviction that "Order is Heaven's First Law," is indelibly stamped upon his heart and mind....

Let none falter or lag behind to dampen the enthusiasm of the great throng pushing forward under the buoyant inspiration, that the permanent establishment of the Public School System is their own Christian-like achievement, while the auspicious results are to be the imperishable boon of their precious children.

#### **THE PRINCIPAL.**

#### **Primary Department - First Year.**

**ORTHOGRAPHY** - Spelling by letter, all words learned, drilling on simple elementary sounds of the English language, punctuation, use of the period and interrogation mark, capitals and small letters and writing on slate, and after copy [writing on paper].

**ARITHMETIC** - Adding forward and backward by ones, twos, fives and tens to 100; by threes and fours to 48; by sixes and fours to 24, and by halves, thirds and fourths to 5. Signs of operations, as minus, plus, equality and \$ marks. The following tables [including some dry measure and time increments] shall be learned:

- 10 cents make one dime.
- 10 dimes make one dollar.
- 12 inches make one foot.
- 3 feet make one yard.

**MUSIC AND CALISTHENICS** - Pupils shall be taught Jepson's First Grade in music and a simple series in Calisthenics.

**MIXED LESSONS** - Human Body: Its visible parts, their names, and the five senses. Personal Habits: Cleanliness of person and dress. Conduct: Politeness, truthfulness and chaste language.

#### **Primary School - Fifth Year.**

**ORTHOGRAPHY** - Spelling: Reed's Word Lessons completed. Suffixes and prefixes, phonetic spelling and analysis of simple, complex and compound words. Rules: The rules for both capitals and spelling shall be thoroughly taught in this grade. Essays: Short compositions and letters to be taught daily.

**PENMANSHIP** - Writing: Spencerian copy books Nos. 3, 4 and 5. Analysis: All the elements or principles of letters must be fully analyzed and understood.

**GEOGRAPHY** - Descriptive Geography: Harper's Complete, to Asia. Map Drawing: Monteith's Outlines and other systems of map drawing must be critically prosecuted.

**GRAMMAR** - English Grammar: Reed and Kellog's Elementary Work completed. Essays and Letters: There shall be daily exercises in composition and letter-writing, grammatically constructed and accurately punctuated.

**MUSIC** - Reading Music: Treble Staff, Keys of C, G, D, and A, and F. Songs and Vocal Culture.

**MIXED LESSONS** - Hygiene of Exercise, Eating, Drinking, and Sleeping. Bones of the human skeleton, their names, uses and composition. Oral lessons on Plants of various kinds. Whence come Coffee, Tea, Sago, Arrack, Fig and in what region, does the Bread fruit tree grow?  
[Other courses, with related texts, included **READING** and **ARITHMETIC**.]

### High School - First Year.

**ENGLISH CLASSICS** - Robert Herrick's "Rock of Rubies" and "Prayer for Absolution." George Herbert's "Sunday" and "The Church Porch." Chaucer's "Canterbury Tales" Spencer's "Faery Queen," and Cantos I and II. Bacon's "Advances on Learning." Shakespeare's "Merchant of Venice" and "Lover's Complaint."

**COURSE IN MATHEMATICS** - Arithmetic: Ray's Higher, from its fundamental Principles through Evolution, Involution, Annuities and Mensuration. Algebra: Ray's Elementary, complete.

**LANGUAGE** - Gould Brown, First Part. Lockwood, Fourth and Fifth Chapters.

**HISTORY &c** - Bernard's "School History of England." Barne's "Brief History of Ancient People."

[Latin and German courses were also part of the first year's lessons.]

[Teachers were to adhere closely to the popular method of Normal Training, as modeled by the New York Training School. A sample follows.]

### Science of the Mind - Model.

**ATTENTION** - Its definition. Why is a power of the mind not a faculty?

How personal interest, novelty, enthusiasm, curiosity, etc., affect attention. Use of forms, slate exercises, diagrams, and other devices for presenting to the eye the facts to be learned. A divided attention.

Effects of too many objects before the mind, or in immediate succession....

Methods of study which aid in forming habits of attention; of inattention.

Reading one thing and thinking about another, etc.

**HABITS** - Define the term habit. Habits of the body in regard to its movements; to its demand for food; rest, stimulants, etc. Habits of the mind, as to attention, memory, reason, etc. How habit aids physical and mental labor. Show that the best way to overcome bad habits is by cultivating good habits and "starving bad habits to death." How may we lead our pupils to form correct habits of study and investigation?

**SELF-CONTROL** - ..."A higher state of self-control is reached when the child's intelligence seizes the idea of permanent ends as bodily strength, knowledge and reputation...." Discuss the influence of the teacher's manners and dress upon the school; of his careful preparation for recitation and the prudent assignment of lessons; of his interest in each pupil; of clear moral convictions on questions of right between him and his pupils.

[Other teaching considerations included **CULTURE AND MEMORY, FAITH AND**

BELIEF, DISCRIMINATION, THE WILL, CONSCIENCE, and mental EXERCISES.]