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ing into a double line separated by grade. The students then marched up the steps to their respective classrooms. Their outer garments were hung on hooks along the walls of the hallway.

The interior of the classrooms were essentially alike except for the height of the student desks. If my memory is correct there were six rows with eight desks in each row. The desks and chairs were firmly attached to the floor. The desks all had hinged lids which were slightly tilted toward the student. There was a minor difference, although all desks had a round hole for the insertion of an inkwell, only those in the upper four grades contained inkwells.

The front of the room had large chalkboards mounted across its entire width. Above the chalkboards were mounted Rand-McNally roll-up map cases. The teacher's desk and chair were centered in front of the chalkboards, facing the students. High on the wall above the chalkboards was a crucifix. In one front corner was an American flag.

The first activity of the day was to stand and recite the Pledge of Allegiance, followed by the morning prayers. Then homework papers were collected. The first subject of the day was religion, commonly called Catechism. This was followed by a sequence of subjects whose titles varied by grade. In general, it was Reading, Writing, Arithmetic, History and Geography. Great emphasis was placed on Grammar, which included spelling. Nearly as much emphasis was placed on arithmetic: running the whole gamut from simple arithmetic (don't forget the multiplication table), through fractions and elementary geometry. Another subdivision of arithmetic was Units of Weight and Measure, i.e. ounces, pounds, pints, gallons, bushels, feet, yards, etc. History began with Christopher Columbus, the Jamestown and Plymouth colonies, right on through the Revolution, followed by the Civil War, up to and including WWI, complete with names of major players and dates of all significant events. In Geography we had to identify all ocean bodies and continents. We furthermore had to locate on a map every major country in the world including its capitol city. In the U.S. we had to locate and name every state and its capitol. Thrown in for good measure was the name and location of all major mountain ranges and rivers. Yes, we had to spell Mississippi too!

Coming back to the classroom . . . as there were two classes in each room and only one teacher, subject matter was divided in two. While the teacher was lecturing to one class on a given subject, the other class was busy with study work: reading from their texts, solving arithmetic problems or writing answers to questions on the blackboard or at the end of a chapter in their textbooks. Halfway through the period the roles were reversed. All written material was collected at the end of the period, graded and returned on the following day. WOW! Talk about a workload.

Working alone, some students, boys in particular, tended to daydream or amuse themselves by drawing pictures, or with other distractions. It was not unusual to be rudely awakened by a smart rap on the knuckles from a 12-inch ruler. More serious infractions resulted in being kept after school and having to write "I will not _____" 100 times. Cheating during a test resulted in having the test paper torn up and a different one completed during an "after school session." Throwing spitballs, shooting rubber bands and other methods of disrupting the class, usually resulted in a visit with Sister Superior. Instead of a ruler she was said to use a blackboard pointer, but not applied to the knuckles. Thank God for long underwear and thick trouser seats!

Report cards went home monthly, to be returned signed by a parent. Subjects were graded A thru D. Final grades at the end of the year were "Pass or Fail." To fail meant the grade had to be repeated during the following year. A summer school was available where one could get help and usually resulted in advancement to the next grade. This was particularly important to children who had missed extended periods due to illness. One has to remember that these were the days before "shots." Every child could expect, within their lifetime, coming down with at least two out of the three most common diseases: measles, mumps or chicken pox.

As I remember it . . . that's the way it was at the old St. Joseph's school.

Many thanks to Frank for taking us down memory lane—and what a memory!