

TEACHING IN THE ONE-ROOM SCHOOL



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Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

BEFORE YOUR FIELD TRIP

REVIEW THE PURPOSE FOR YOUR TRIP—

Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals **you** have for this field trip.

CHAPERONES—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students**. A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

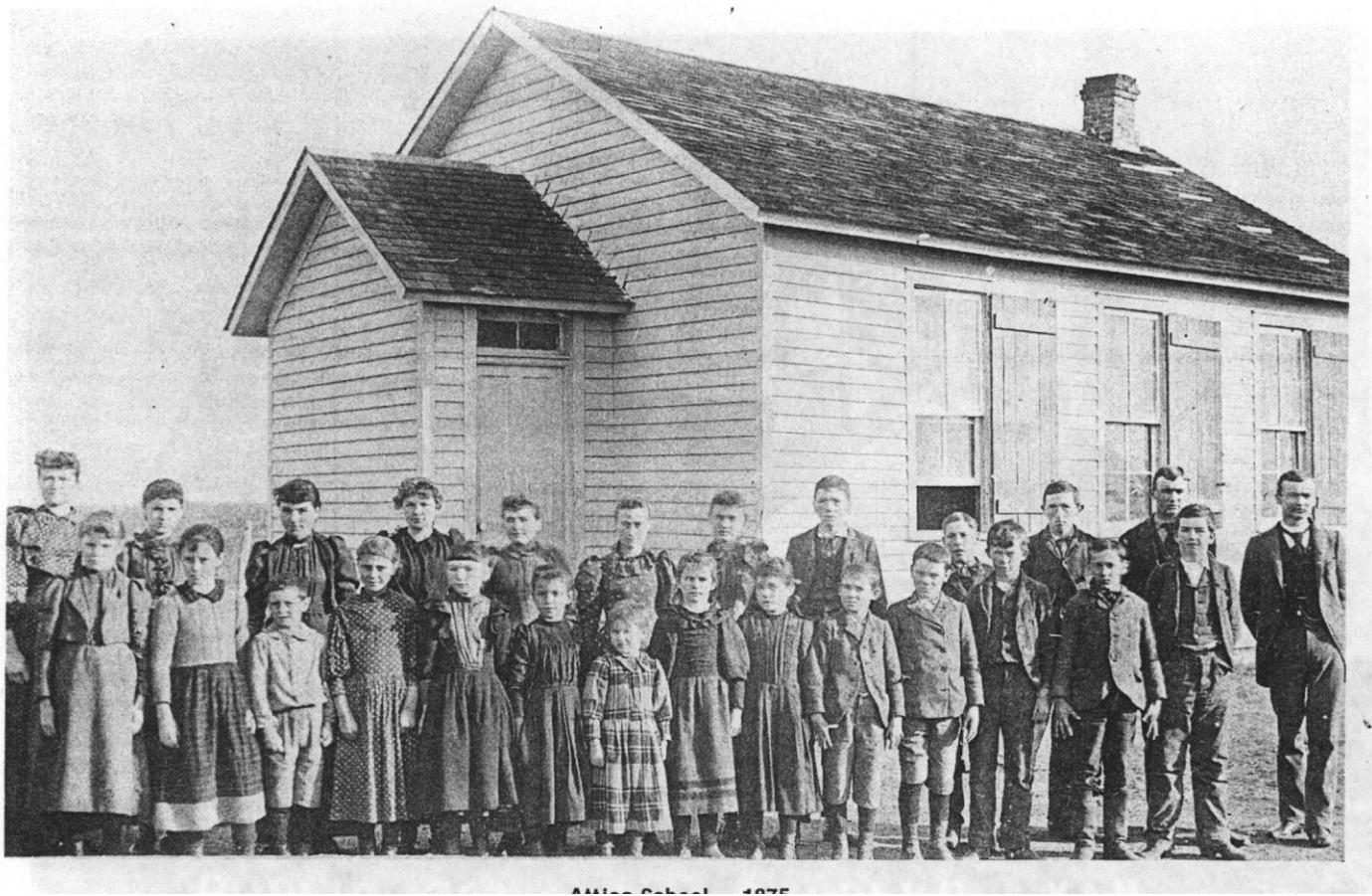
LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

NAME TAGS—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

SPENDING MONEY—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference *before*** the trip to eliminate confusion and conflict.



CLOTHING—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s.

For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

PRE-VISIT CHECKLIST

- ___ Schedule your tour as far in advance as possible.
- ___ Share with the students your tour objectives and expectations.
- ___ Select at least one pre-visit activity that is suited to your students.
- ___ Brainstorm with your students questions they wish to have answered on the tour.
- ___ Determine (tentatively) at least one post-visit activity.
- ___ Confirm your transportation arrangements.
- ___ Make lunch arrangements if necessary.
Do you need boxes or coolers to transport lunches to the Museum?
- ___ Collect fees and have a single check prepared payable to **Old Cowntown Museum**.
- ___ Review behavior expectations with students.
- ___ Encourage students to wear 1870s clothing.
- ___ Create and distribute name tags.
- ___ Collect signed permission slips if necessary.
- ___ Prepare and gather together **spelling list and arithmetic problems, lined paper, and pencils** to bring with you on the day of your visit.
- ___ Chaperones
 - ___ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
 - ___ Inform chaperones about the tour and their expected participation.
 - ___ Provide a map and educational background material.
 - ___ Provide with strategies for dealing with unacceptable behavior.
 - ___ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
 - ___ Inform chaperones of time schedule (departure and arrival back at school)

FOR THE CHAPERONE

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

General Guidelines

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again
for accompanying this group to
Old Cowtown Museum!**

ATTENTION TOUR LEADER:

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

We are glad you will be coming to visit the Old Cowtown Museum!

STUDENTS WE NEED YOUR HELP

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 2) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 3) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

Thank you for helping to make your visit a safe one!

DAY OF THE FIELD TRIP

MATERIALS—Bring the following items to the Museum:

- _____ Spelling list and arithmetic problems
- _____ Lined paper
- _____ Pencils
- _____ “Teaching in the One-Room School” packet.

CHECK IN—Please arrive at the *new* Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

If your transportation was via bus, we ask that the bus be moved from the Visitors Center to the former entrance at 1871 Sim Park Drive. The bus driver may then enter the grounds from that location.

DEPARTURE—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1871 Sim Park Drive, Wichita, KS 67203.

MAP—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

RESTROOMS—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House

and on the west behind the Meat Market. Drinking fountains are also available at these locations.

EMERGENCIES—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

FIRST AID—For minor injuries we have a first aid kit in the Visitors Center and Saloon. Your tour guide will have access to a first aid kit at all times. For more serious incidents we will call 911.

SECURITY—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

SEVERE WEATHER—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

LOST AND FOUND—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same location.

MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick Country, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

TOUR OVERVIEW

Upon entering the grounds from the Visitors Center, you will go directly to the One-Room School. The teacher, utilizing the packet of information from the Museum and the sample lesson plan, will conduct a half-day of teaching in the building. Part of this half day will include a recess time when students may play with toys and participate in activities representative of those from the 1870s.

TOUR OBJECTIVES

Students will be able to compare the course of study, discipline, routines, and leisure activities of an 1870s school day to their experiences during a modern school day. They will also compare schooling's role in moral and citizenship development instilled through classroom practices and reading in the McGuffey Readers.

This program should help your students meet the following curriculum standards set forth by the Kansas State Board of Education.

SOCIAL STUDIES STANDARDS

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state, and national governments.

Indicators:

- 1st** (1) The student discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences.
- 2nd** (1) The student recognizes that rules provide order and safety and benefit all school and community members.
- 3rd** (1) The student explains the purpose of rules and laws and why they are important in a community.
- 7th** (3) The student evaluates the importance of the rule of law in protecting individual rights and promoting the common good.

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Indicators:

- K** (1) The student recognizes appropriate ways to behave in the classroom.
(2) The student identifies the characteristics of a friend and/or helpful classmate.
- 1st** (1) The student discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences.
- 2nd** (1) The student identifies and defines the characteristics of a good citizen (e.g., honest, courage, patriotism, tolerance, respect)

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, areas, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Indicators:

- 2nd** (1) The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

Benchmark 4: The student engages in historical thinking skills.

Indicators:

- K** (4) The student asks questions, shares information, and discusses ideas about the past.
- 1st** (3) The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.
- 2nd** (4) The student compares and contrasts to draw conclusions.
(5) The student uses research skills (e.g., . . . , formulates broad and specific questions).
- 3rd** (4) The student observes and draws conclusions in his/her own words.
(6) The student uses research skills (e.g., . . . organizes and shares information in his/her own words, . . . , discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level . . .).
- 5th** (5) The student observes and draws conclusions.

PRE-VISIT ACTIVITIES

HISTORICAL BACKGROUND (For the teacher)

Read “Schooling in 1870s Wichita,” “The One-Room School,” “Rules for Wichita Public School Teachers—1878,” and “Rules for Wichita Pupils—1878”; share what you learn with your students. Copy “Rules for Wichita Pupils—1878” for your students to read, discuss, and compare with today’s school rules.

NOW SPEAKING

Students in the 1870s were expected to address the teacher as “Sir,” “Madam,” “Mr.,” or “Miss,” speak only when called upon, and rise and stand beside their desk when speaking. Teachers often addressed their students by “Mr.” or “Miss” and their last name. Would this change the interactions between teacher and student? How?

ALL TOGETHER NOW

Students in a one-room school were taught with others of several different grades. Sometimes classmates acted as tutors, older for younger, while other times they studied with their peers. Have you students had these kinds of cross-aged interactions? What would be beneficial about it? What would be detrimental? Would it be helpful or a hindrance to listen to other students being taught other subjects while they are working on their own subjects? Try it!

COME PREPARED

In the “Rules for Students” included in this packet, Rule 3 addresses school supplies including schoolbooks. Students were required to provide their own books, which meant that parents purchased them.

Schoolbooks were sometimes given to children as Christmas presents or gifts at birthdays. In most situations children would take their books home at the end of the school day and bring them back the next. This set of circumstances would be very strange to students of today. What would their opinion be of needing to take all their books home each night? Would they take care of their supplied in a different manner?

SAVE SOME FOR THE NEXT IN LINE

As their parents were the owners of the school supplies, students would be required to take good care of their schoolbooks. They would often be passed down from one child to the next for use. Can your students imagine what it would be like to be the youngest in a family of four with the other three having used the same book? What would the condition of the book be like? How would they feel about using someone else’s “stuff”? Have they read any books or seen any movies where this situation exists? (*Harry Potter*)

To help them experience that, select an object, such as a piece of paper, a book, or a styrofoam cup (as it would easily show wear), and let them try by passing the object to a different classmate each day. Or, have the students compare the condition of their textbooks, if they are checked out to different students each year, and make a list of the ways in which the condition varies. In our “one-time-use” disposable society, how would it change how they cared for things if they knew another had to use them. What kinds of items might be purchased “used” today? What criteria is used when purchasing something used?

WHAT IS FOR LUNCH?

Below is a list of 1870s food choices for students. Copy the list or show it on the overhead and let students construct a lunch they might have taken to school in the 1870s. You might take it a step further and bring some ingredients and let them try some at school. (Molasses, cider, and lard are often things that modern children have not tried to eat.) Or, you might have them select from the 1870s list for the lunches they bring to Old Cowtown Museum. In what would an 1870s student have packed his lunch? (*pail* or *basket*) How would he have brought his apple cider or drink (other than water)? (*glass jar*)

Students brought their own lunches to school in the 1870s. Here is a list of food they would eat. Circle foods you would use to make your own lunch.



CHEESE SANDWICH

MOLASSES SANDWICH

LARD AND SUGAR SANDWICH

JELLY SANDWICH

EGG SANDWICH

SLICED MEAT SANDWICH

CRACKERS

HARD-BOILED EGGS

APPLES

PEARS

PEACHES

GRAPES

PLUMS

CARROTS

TOMATOES

HOMEMADE COOKIES

WATER

APPLE CIDER

Here is a list of foods that were ***not*** available in the 1870s. Can you think of others?

PIZZA

PEANUT BUTTER

ORANGES

BANANAS

OREO COOKIES

POTATO CHIPS

CANDY BARS

JUICE BOXES

JUST PRETEND

To increase your students' sense of being in the past we encourage you and class to take on the role of one of the characters listed below and *act in character* while at Old Cowtown Museum. The names and personalities are modeled on ones found in the Wichita city directories of 1877 and 1878.

With your students, read through the descriptions before your field trip. Compare the jobs of parents from the 1870s to today. How many of the mothers worked outside the home in the 1870s? What kind of chores did the children help with? What thoughts did the children have about their futures? Were there any differences between boys and girls in thinking of their futures? After your students have selected their character, ask them to write a story about him/her.

CHARACTER NAMES FOR THE ONE-ROOM SCHOOL

Ruben Abraham – Son of William and Stephanie Abraham. His mother is a homemaker, and his father is a general storekeeper. Ruben and his sister Stephanie keep busy helping their mother, doing schoolwork and practicing elocution pieces for their school programs. Ruben's father expects him to help in the general store, and he takes pride in doing a good job, although he sometimes sneaks out to drop a fishing line in the Arkansas River.

Stephanie Abraham – Daughter of William and Stephanie Abraham. Her mother is a homemaker, and is a general storekeeper. Stephanie and her younger sister Rebeka keep busy helping their mother, doing schoolwork, and practicing elocution pieces for their school programs. Stephanie and her brother Ruben help their father in the general store, and Stephanie appreciates her father's trust in her abilities.

Emmett Allen – Son of Thomas Allen, a butcher, and his wife Charlotte, a homemaker. The family moved to Wichita after reading a copy of the Wichita City Eagle sent to them by friends, which extolled the virtues of that town. The family had a farm in Illinois but Emmett doesn't miss it. He enjoys living in the city where there are many activities and many different kinds of people. He is very friendly and knows all of the local people.

Rose Allen – Daughter of Arthur, a finish carpenter, and Mary Ann, a homemaker. The city is growing rapidly and Rose's father is

kept busy building decorative house trim and furniture. The family lives in a house much like the story-and-a-half house. Rose and her sister, Natalie, are very close and enjoy taking walks, sewing, and reading aloud to one another.

Preston Anderson – Son of Rachel, a homemaker, and Richard, a bank clerk. The family moved to Wichita from Ohio after hearing from relatives about all of the opportunities in Wichita. They have purchased 200 acres of land for \$1.25 an acre, and they plan to raise wheat with the help of their sons, Richard and James, who are teenagers. Preston is the youngest child and receives a lot of attention although he wishes they would not treat him like a baby.

Hannah Black – Daughter of Samuel, a saddle and harness maker, and Julia Black, a homemaker. Hannah is a good artist and enjoys sketching and painting with watercolors. Hannah's three sisters, Julia, Mattie, and Margaret, and sometimes her brother Matthew, enjoy playing games and other games together.

Margaret Black – Daughter of Samuel, a saddle and harness maker, and Julia Black, a homemaker. Margaret is full of fun and loves playing games and singing. She and her three sisters, Julia, Hannah, and Mattie, enjoy playing parlor games and doing elocution pieces together. Matthew favors her, as she is the youngest.

Matthew Black – Son of Julia, a homemaker, and Samuel, a Civil War veteran and a saddle and harness maker. Matthew is very industrious and keeps busy doing crafts, chores, and studying his lessons. His father wants him to take over the business, but he wants to learn enough so he can work as an accountant. His three sisters bother him, but he tolerates them.

Charles Brown – Son of Caroline, a homemaker, and Billy, a bricklayer. Many brick buildings are going up in Wichita, and in the three months the family has lived in Wichita he has helped with two business buildings. Charles was not happy moving from Topeka, a large modern city. He had lots of friends there and enjoyed the activity that occurred in the state capital. He had hopes of working for some important people there once his school was done.

Cora Brown – Daughter of Caroline, a homemaker, and Billy, a bricklayer. The city is growing rapidly and almost all of the new building going up are being built with brick. Billy has only been in town for three months, but he has already helped to build two business buildings. Cora, her brother Charles, and her sisters, Emma and Margaret, like living in Wichita. The family lives in a house much like the story-and-a-half house. Cora helps to take care of the vegetable garden and do laundry. She and her sisters enjoy playing games and other outdoor games.

Josephine Campbell – Daughter of Margaret and George Campbell. Her mother is a homemaker, and her father is a land agent. Josephine's nickname is "Jo." Her father sometimes takes her with him when he shows farmland to prospective buyers. Jo's mother is active in the Ladies Aid Society, and she has taught Jo how to knit so that Jo can make socks for the poor. Jo is very kindhearted and enjoys school, knitting, and playing games.

Joshua Eastlake – Son of John and Elizabeth Ann Eastlake. John Eastlake runs a very successful clothing store. Like his

sister, Elizabeth, Joshua enjoys working in the store. His father has started to let him help with the tailoring, and he enjoys cutting the patterns and putting the clothes together. It is just like reading prints for a building or making a machine. He hopes he can use the skill he is learning to someday design and build machines.

Clarissa Edmonson – Daughter of Richard, a blacksmith, and Rebecca, a homemaker. Clarissa is a shy child who has two sisters, Letty and Elmira, and four brothers. Clarissa especially looks up to her oldest sister, Elmira. She enjoys being alone and likes to sketch and read. The family lives in a small house and has a dozen chickens and one milk cow. She enjoys school and would like to be a teacher. She knows the teacher's examination will be difficult so she studies hard. Elmira enjoys writing in her journal, playing parlor games, and winning spelling bees.

Elmer Edmonson – Son of Richard, a blacksmith, and Rebecca, a homemaker. Elmer is the oldest, and he helps his father after school. He is fascinated with the skill that his father has in creating all sorts of tools for people in town. He would like to learn his father's trade but is a bit worried whether he will be able to with all the cheaper manufactured goods the railroad is bringing to town. His dad has said that he may have to go work in the ploy factory in town if he can't keep enough business.

Levi Flower – Son of Rebecca and Edward Flower. His mother is a homemaker, and his father is a baker. Rebecca and her family live in three rooms behind the bakery. When his bakery is successful, Edward hopes to build a house for his family. Levi enjoys working in the bakery. He is fascinated by the yeast that makes the bread rise. He does not like getting up early to help his father with the coal fire early in the morning. He also hates cleaning the ashes from the stove for they get all over him.

Johnson Freuchmann – Son of Otto, a saloon keeper, and his wife, Ida, a

homemaker. Johnson enjoys helping his father at the saloon. There are so many fascinating people who are coming to this growing town, and he is learning so much about the world beyond Wichita. His mother is afraid that he will be distracted by the gamblers and cowboys who hang out there that he will not keep up with his schoolwork.

Susanna Freuchmann – Daughter of Otto, a saloon keeper, and his wife, Ida, a homemaker. Susanna and her sister, Johanna, are full of mischief. They love to play parlor games and make people pay forfeits. Susanna loves to write stories and fills her journal with stories of her family. The family lives in a small brick house with a large vegetable garden beside it.

Tobias Grant – Son of Charles and Nancy Grant. His mother is a homemaker, and his father works at one of Wichita's eight grain elevators. Tobias enjoys the hustle and bustle of harvest time, although his father must work long hours. Sometimes Tobias, his sister Nancy and brother Ben climb to the top of the elevator to view miles of the flat Kansas land. Tobias is fascinated by the grain maker and selling wheat all over the world. He studies hard so that he can do it someday too.

Lucy Gray – Daughter of Elijah, a minister, and Mary, a homemaker. The family has been in Wichita for six months. Lucy is a very kind and gentle girl who has won the affection of her father's congregation. She enjoys doing things for others and uses her talents to make little gifts, such as bookmarks and pen wipers, for her family. Lucy especially likes to make handicrafts with her best friend, Lucinda Babson.

Florence Greep – Daughter of George and Abigail Greep. Her parents operate a farm outside town. They live in a small, sod-roofed house on the outskirts of the city. They have several hundred acres on which they are raising corn, wheat, and hay. Florence is a very responsible girl. She enjoys cooking, taking care of the house, doing laundry, and other household chores. She also enjoys

playing with her sister Mattie and doing needlework.

Manson Greep – Son of George and Abigail Greep. His parents operate a farm outside town. They live in a small, sod-roofed house on the outskirts of the city. They have several hundred acres on which they are raising corn, wheat, and hay. It is hard work and Manson misses a lot of school helping out. He cannot wait until his sister is older and can help with some of the chores. He enjoys working with the horses and making those big beasts do the things he wants them to do.

Bridgett Grindle – Daughter of Nancy, a homemaker, and Reuben who works in a sawmill. Bridgett enjoys learning elocution pieces and being in the spotlight and participating in school programs and spelling bees. Her mother recently taught her to quilt, and she is anxious to make a quilt of her own. Bridgett and her friend Lydia enjoy playing games together, but they are fiercely competitive when it comes to spelling bees.

Lowell Grindle – Son of Nancy, a homemaker, and Reuben who works in a sawmill. Lowell, his parents, his brother Jesse, and his sister Bridgett live in Wichita in a house much like the story-and-a-half house. Reuben and Jesse built the house, and the whole family is proud of its excellent construction. Lowell loves helping out at the mill and cannot wait until his father lets him work more. It is dirty work, but he loves watching the steam engine work and see power as it cuts logs into boards.

Dewitt Haddley – Son of Henry, a barber, and Margaret, a homemaker. Dewitt likes to be at his father's shop where everyone, from cowboys to important businessmen, come to talk and have a shave. He is amazed at all the things that he is learning about the workings of the town as he listens. So many business deals seem to start here. He also enjoys learning about the political issues of the day and thinks that someday he would like to become a politician.

Dorthea Haddley – Daughter of Margaret, a homemaker, and Henry, a barber. Dorthea wishes she could visit her father at work, but only men go into the barbershop. The family lives in a house much like the story-and-a-half house. Dorthea's mother has planted a lovely flower garden, and Dorthea enjoys pressing flowers. Dorthea has one sister, Effie.

Anne Haggerty – Daughter of James, a jeweler, and his wife, Anabel. Anne, her sisters Victoria and Mary Ellen, and Amelia James are best friends and enjoy spending time together learning elocution pieces, playing word games, and practicing for school spelling bees.

Victor Haggerty – Son of James, a jeweler, and his wife, Anabel. Victor has three sisters, Anne, Mary Ellen, and Amelia, who are pests. Victor likes to help his father at work. He enjoys using the special tools to help repair watches, set stones in rings, and mold bracelets. He is nervous about all the valuables that his father has in his store. Wichita is a pretty safe town, but one can never be too sure. His father keeps a gun under the counter, but Victor doubts he could shoot it.

Marcus Harper – Son of farrier George Harper, and his wife, Lillian, a homemaker. The family lives on a small farm on the outskirts of the city where they raise corn and sheep. He and his sister Rosemary enjoy exploring the farm. Marcus likes to help his father; he likes to help form the shoes for the horses, and is amazed at all the ways his father knows to cure sick horses. Marcus can hardly wait to start shoeing by himself, but he is still a bit fearful of lifting the hooves of those big horses.

Rosemary Harper – Daughter of George Harper, a farrier, an Lillian, a homemaker. The family lives on a small farm on the outskirts of the city where they raise corn and sheep. Rosemary has many chores on the farm; but whenever she has time, she enjoys exploring the farm with her sister Martha and looking for pretty stones and

flowers. She also likes to make picture frames and other items using natural objects. Her best friend is Phoebe Anderson whom she met at school. They enjoy playing games together in the schoolyard.

Demster Harrington – Son of Dennis, who works in a hardware store, and his wife Amelia. He is glad that his sisters, Charity and Matilda, help take care of the family's vegetable garden so that he has time to hunt and explore the area around Wichita. He enjoys hunting for squirrels and foxes but was most pleased to get a deer last fall. He likes the money he gets from selling the hides and knows that with all the buffalo on the prairie he can do this profitable work forever.

Matilda Harrington – Daughter of Dennis, who works in a hardware store, and his wife Amelia. The family recently moved to Wichita from Topeka. They have purchased farmland and built a small house. Matilda and her sister Charity are responsible for taking care of the family's vegetable garden and helping with the baking. Matilda also enjoys playing games, especially word games, and singing.

Bertram Jacobson – Son of Abe and Sarah, owners of a small hotel. The family lives in the hotel and everyone helps run it. While sisters Bertha and Lily clean rooms and help with the baking, Bertram is bored. He is fascinated by the tales the cowboys tell and wants to go on a cattle drive. His mother says that it is too dangerous and they need help at the hotel. Bertram does not like people around all the time and escapes to the Arkansas Rive with his fishing pole as much as he can.

Lily Jacobson – Daughter of Abe and Sarah, owners of a small hotel. The family lives in the hotel and everyone helps run it. Abe takes care of the bookkeeping and management while Sarah oversees the kitchen and, when the dining room is busy, helps wait tables. Lily helps with such chores as cleaning rooms and baking. She enjoys meeting lots of new people. Lily has little free time; however, when she does, she enjoys

reading, learning elocution pieces, and embroidery. Lily's cousin, Sarah Stein, also lives with the family.

Amelia James – Daughter of John, a stonemason, and his wife, Caroline. The family lives in a stone house in the city. Amelia, her brother Isaac, her sister Mary Ellen, and their parents moved to Wichita in 1873. In 1874 the grasshopper plague brought poverty to many Sedgwick County farmers, but now (1876) the future looks bright. Amelia enjoys doing crafts, reading, and winding the Maypole. She and her sister are best friends with the Haggerty sisters, Anne and Victoria.

Burgus James – Son of John a stonemason, and his wife, Caroline. Burgus, his sister Amelia, and brother Isaac, and their parents moved to Wichita where buildings are going up all the time. Burgus likes the dusty hard work his father does in building firm foundations for houses. Fitting the stone together is like a jigsaw puzzle, and it challenges him. For now he carried sand and mixes mortar, but he will soon be helping to lay stone and can't wait.

Julius Johnson – Son of Robert Johnson, the president of the bank, and Rebecca, a homemaker. The family moved to Wichita from Philadelphia because Mr. Johnson wanted to be a part of the developing west. His mother thinks Wichita is uncivilized and misses her society friends and the elegance and gardens of the East Coast. Julius isn't sure whether he likes Wichita or not. There is a lot to do, but it is a rather rustic town.

Jezekiah Klaassen – Son of Hilda and Frederick Klaassen who own a wheat farm on the outskirts of town. Jezekiah enjoys the animals and farm activities. It is hard work, but he has great satisfaction from the skills he has learned. Most of all he enjoys working on the machines they have and making improvements to them. He likes to tinker with things and has some ideas of machines he would like to build that would make their farm work easier.

Marie Klaassen – Daughter of Karl and Claudia Klaassen. Her mother is a homemaker, and her father is a tanner who works for Hayes Brothers Hides. Marie loves to sew and make hats. She is very independent and dreams of having her own dressmaking shop. She enjoys helping the Fechheimers in their clothing store and playing with her friend Sarah Rubinskein.

Marion Martin – Son of Virginia, a homemaker, and Robert who works for a coal company. Marion has one older sister, Elizabeth, two younger brothers, Benjamin and James, and two other sisters, Phoebe and Victoria. The three brothers spend most of their time at the livery stable once their work is done. The owner pays them a little when they help clean out the stalls and feed the horses. Marion hopes to become a horse veterinarian someday and maybe race horses.

Phoebe Martin – Daughter of Robert, a Civil War veteran who works for a coal company, and Virginia, a homemaker. Phoebe's mother depends on her to help with the younger children, and Phoebe takes her responsibilities seriously. She especially enjoys spending time with her sister, Victoria. Although Victoria is only one year younger than Phoebe, Phoebe feels it is her responsibility to teach Victoria how to sew and bake.

Alexander McCormick – Son of James, a butcher, and Flora Jean, a homemaker. While his dad has a smelly job, Alexander loves it when the train brings in a new barrel of oysters. He loves watching the trans pull into the station with their stacks billowing steam. When his father does not need him he likes to be at the depot and earn money carrying bags and messages to the hotel. He would like someday to become a train conductor and go all over the country.

Flora McCormick – Daughter of James, a butcher, and Flora Jean, a homemaker. The family has lived in Wichita for six years, and they have seen it grow from a prairie settlement to a city. Flora Jean is looking forward to Wichita's Independence Day

celebration. Since it is 1876, the country's 100th birthday, a big celebration I planned, and Flora and her parents have promised that she and her sister, Eveline, and her brothers can go to the parade and stay up and watch the fireworks.

Ira McKaig – Son of Mary and George Allen McKaig who have a farm near the Chisholm Trail. Ira is glad that the cattle trade era is almost over. He used to be frightened when he saw the herds of Texas longhorns being driven up the trail. Once a longhorn got away from the herd and came onto their farm where it stomped his mother's vegetable garden and ran away with the clothesline with the family's drying clothes wrapped around its horns.

Emiline McLaughlin – Daughter of Grace McLaughlin, a widow who earns a living as a dressmaker. After her husband died, Grace's cousin, Matilda Wilson, and Matilda's husband, John, encouraged her to move to Wichita and share their home. Emiline and her brother, Garrett, try to be as helpful as possible. Matilda has taught her to embroider and braid rugs.

Garrett McLaughlin – Son of Grace, a widow who moved to Wichita at the urging of her cousin, Matilda Wilson, and Matilda's husband, John. Grace and her children live with the Wilsons. Garrett wishes they had a home of their own. He helps his uncle with the farm work, but it is dusty and dirty. He wishes they lived in the city so he could find friends to play with rather than work all the time. Garrett thinks he would like to be a doctor, but that will not happen if his schooling is interrupted by all the farm work.

Catherine O'Leary – Daughter of Timothy, a carpenter, and Agnes, a homemaker. The town is growing and many new buildings are under construction. Timothy is a finish carpenter and works on new houses and stores. The O'Learys moved to Wichita from El Dorado because there was so much work for carpenters. They are active in their church. Catherine particularly enjoys needlework and writing letters to her friends

in El Dorado. She has one sister, Jenny Lee, and a brother, Sean.

Sean O'Leary – Son of Timothy, a finish carpenter, and Agnes, a homemaker. Sean is a quiet boy who really likes school and books. His father wants him to help with the carpentry but all the arithmetic confuses him. He likes the smell of the wood they work on and thinks he would like to write a book about trees and woodworking.

Janice Robinson – Daughter of Anne, a homemaker, and Andrew, a carpenter. She's active in church and, with her mother, belongs to the Ladies Aid Society. Janice has two sisters, Millicent and Dorothy, and a brother, Leander.

Katherine Robinson – Daughter of Anna Robinson, a widow, who works as a maid for the Johnsons. Mother and daughter share a small room on the first floor of the Johnson's house. They moved to Wichita to be near Katherine's brother, George. Katherine misses her father, who died two years ago, and tries to help her mother as much as possible. She wants to be a teacher and studies hard in school. She can't afford to buy gifts for her relatives so she has learned to do very fine needlework.

Leander Robinson – Son of Anne, a homemaker, and Andrew, a carpenter. The family lives in a home much like the story-and-a-half house. Leander has three sisters, Dorothy, Millicent, and Janice. Leander wishes they lived on a farm because he loves working with animals. He spends as much time as he can with friends who live on farms, helping with the chores and fieldwork. His father says that he can hire out to a farm this summer if he really wants that work.

Fredericka Rubinskein – Daughter of Thomas and Isabel Rubinskein. Her mother is a homemaker, and her father operates the livery stable. Fredericka is the oldest of six children; she has four brothers and a sister, Sarah. Her father calls her "little mother," because she helps take care of her brothers and sister. She and Sarah fight a lot, but they enjoy presenting elocution pieces

together. Marie Klaassen is one of Fredericka's close friends.

Rudolph Rubinskein – Son of Thomas and Isabel Rubinskein. His mother is a homemaker, and his father operates the livery stable. Rudolph and his four brothers help at the livery stable. He is fascinated by the wagons and buggies they have for rent and has made it his job to keep them in good working order. He wonders if a person could take a steam engine and put it on a buggy to make a self-powered buggy.

Rose Schenk – Daughter of Hilda Schenk and Leonard, a tinsmith. Rose, her sister Amanda, and her brother Rufus live above the store. Rose likes to read and is always dreaming of far away places. She helps in the library after school since her mother was a charter member of the Laides Aid Society that helped to begin the library. The girls help their mother keep house but wish they had a real home with a garden and flowers to care for.

Rufus Schenk – Son of Hilda Schenk and Leonard, a tinsmith. The family lives above Leonard's store, and his sisters, Amanda and Rose, complain that they wish they had a real house. Rufus loves working with the shiny medal that soon becomes pots, pan, and cups. He likes designing new pieces and mapping out the cuts and joints. He is glad that he goes to school so that he can learn more arithmetic to help him design even more.

Karl Schultz – Son of Fritz, a brewer, and Louisa, a homemaker. Natives of Germany, the family has only been in the United States for three years and in Wichita for one year, having moved from Pennsylvania on the advice of their friend Mr. Greiffenstein. Karl and his father have adjusted more quickly to American life and language, so he tries to help his sisters and mother learn new ways. It was always assumed that Karl would be a brewer like his ancestors, but he is tempted by all the new things.

Katrina Schultz – Daughter of Fritz, a brewer, and Louisa, a homemaker. Natives

of Germany, the family has only been in the United States for three years and in Wichita for one year, having moved from Pennsylvania on the advice of their friend Mr. Greiffenstein. Katrina looks up to her older sister, Anna. Katrina is a quiet child who likes to read and do needlework. She still misses her grandmother and her German friends, but she depends on her sister Anna to help her get used to America.

Adeline Smith – Daughter of Dr. James Smith and his wife Sarah. The Smith family moved to Wichita at the urging of the doctor's friend, Dr. Andrew Fabrique, with whom he served in the Civil War. Adeline is rather prissy; she likes everything neat and clean and detests dirt, blood, and sloppy children. She loves to do complicated craft projects and is very precise and careful to do them well. Adeline has one sister, Mary.

Lottie Smith – Daughter of Nathan who works at the brick factory and Laura, a homemaker. The family lives on the outskirts of town and has a house, a small barn, two horses, a dozen chickens, and one milk cow. Lottie enjoys riding the horses, going to Sunday school and church picnics and playing games with her sister Mattie and her friends.

Orrin Smith – Son of Nathan who works at the brick factory and Laura, a homemaker. The family has a small farm on the outskirts of town. Orrin and his sister Lottie have plenty of chores. They grow lots of vegetables in the summer and sell them in town as well as the eggs from the chickens. Orrin is glad that they have a stream on their land that they can dam up to make a swimming pond.

Silas Smith – Son of Dr. James Smith and his wife, Sarah. Dr. Smith treats patients of all ages. Since there is no hospital, Dr. Smith often performs surgery in people's homes. Silas is fascinated by his father's medical instruments and remedies, although his sister, Adeline, thinks it is all disgusting. Silas thinks he would like to work with his father as a druggist mixing all the powders and liquids to make the pills and syrups.

CHILDREN'S RECESS GAMES

In the 1870s, play activities were seen as an important part of a child's development, and parents were encouraged to provide playtime for their children. The following list of games and activities were popular in the 1870s. You might learn and play a few of them before your field trip. (The outdoor games require equipment your class will find at Old Cowtown Museum.)

Typical 1870s children's games include the following:

Hide and Seek	Catch	Drop the Handkerchief
Run, Sheep, Run	Tag	Skipping Rope
Ring-Around-the-Rosie	Marbles	Blind Man's Bluff
Tug-O-War	Long Bridge	Follow the Leader
Farmer in the Dell	Hopscotch	"Round the Mulberry Bush
Simon Says	Backgammon	Checkers

BLIND MAN'S BLUFF. A blindfolded player stands within the moving circle of players. When he claps his hands three times, the circle must stop. He then points to one member of the circle. The player pointed to must come into the middle of the circle to be chased by the blindfolded player until caught. When caught, the blind man feels the player's face and tries to guess who he/she is. If he fails, he must try again; if he succeeds, the player caught becomes the blind man.

HIDE THE THIMBLE. One person hides a thimble and the others come to look for it. The first one that sees it says, "I spy," but doesn't show anyone where it is until everyone finds it. The first one that finds it gets to hide it next time. If it is hard to find, sometimes the one who hides it will give clues, such as, "You're getting warm," or "You're getting cold."

GEOGRAPHY CONTEST. The group divides into two teams. One team gives the name of a town, river, mountain, etc., for the other team to tell what state, county, country, etc., in which it is located. If correct, their team gets a point and asks the next question. Sometimes the teacher may ask the questions. Along with having fun, the children learn in this game.

MULBERRY BUSH—A Singing Game

Here we go 'round the mulberry bush, the mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush, so early in the morning. (*circle around, holding hands*)

This is the way we wash our clothes, wash our clothes, wash our clothes,
This is the way we wash our clothes, so early Monday morning. (*use action like scrubbing clothes on washboard*)

This is the way we iron our clothes, iron our clothes, iron our clothes,
This is the way we iron our clothes, so early Tuesday morning. (*use action like ironing clothes*)

This is the way we mend our clothes, mend our clothes, mend our clothes,
This is the way we mend our clothes, early Wednesday morning. (*use action like sewing clothes*)

This is the way we sweep the floor, sweep the floor, sweep the floor,
This is the way we sweep the floor, early Thursday morning. (*sweeping action*)

This is the way we scrub the floor, scrub the floor, scrub the floor,
This is the way we scrub the floor, early Friday morning. (*scrubbing action*)

This is the way we bake the bread, bake the bread, bake the bread,
This is the way we bake the bread, early Saturday morning. (*knead bread*)

This is the way we go to church, go to church, go to church,

This is the way we go to church, early Sunday morning. (*stroll around the circle, two-by-two, arm-in-arm*)

LONDON BRIDGE. Two players are chosen to be the bridge. They face each other and join hands holding their arms high so that they form an arch under which the other players can pass. The rest of the players form a single file, circle, and walk under the bridge. Everyone sings, and as soon as they come to the words, "My fair lady!" the bridge comes down over the player prisoner.

The bridge person asks the prisoner secretly, "Which do you choose, gold or silver?" One bridge person has decided to be gold and the other silver and the players do not know which is which. When the prisoner whispers a preference of gold or silver, they must stand behind the corresponding bridge person.



After each person has been made a prisoner and made a choice, all the players are standing behind the bridge persons in a long line facing toward the middle. Each person grabs the waist of the person in front, with the two bridge persons still holding hands, and there is a tug of war. Each side pulls. If the silver pulls the gold side over a mark under the bridge, then silver wins; if gold pulls silver, then gold wins. Below are the words to London Bridge.

London Bridge is falling down, falling down, falling down,
London Bridge is falling down, My fair lady! (*arms come down*)

Build it up with iron bars, iron bars, iron bars,
Build it up with iron bars, My fair lady! (*arms come down*)

Iron bars will bend and break, bend and break, bend and break,
Iron bars will bend and break, My fair lady! (*arms come down*)

Build it up with pins and needles, pins and needles, pins and needles
Build it up with pins and needles, My fair lady! (*arms come down*)

Pins and needles rust and bend, rust and bend, rust and bend,
Pins and needles rust and bend, My fair lady! (*arms come down*)

SIMON SAYS. One person is chosen as the leader. The rest stand in lines three feet apart and face the leader. The leader starts by saying, "Simon says, hands out in front of you." Each player must then stretch out their hands. The leader then says, "Simon says, drop hands." Each player then drops his/her hands. As the leader calls out orders, the players must follow each order, *but* only if the leader first says, "Simon says."

The leader may do something entirely different to fool the players. For instance, the leader may say, "Simon says, put your hands on your hips," while placing his/her hands on shoulders instead. Players who watch the leader are likely to make a mistake. Also, the leader may give orders like, "Simon says,

take one step forward, now take one step to your right." In this case, players must only take one step forward and not one step to the right. A good leader will call the commands in quick succession and should be perfectly fair in judging whether the players follow correctly.

If the leader says, "Walk backwards," then everyone is supposed to stand still, because the leader did not say, "Simon say." Should players obey an order not preceded by "Simon says," they must drop out of the game. Or, if players do not obey orders preceded by "Simon says," they must also drop out. The last one left in the game is the winner. In this game, the leader can obey the directions, but doesn't have to.

RECESS GAMES

The following outdoor games require equipment your class will find at Old Cowtown Museum.

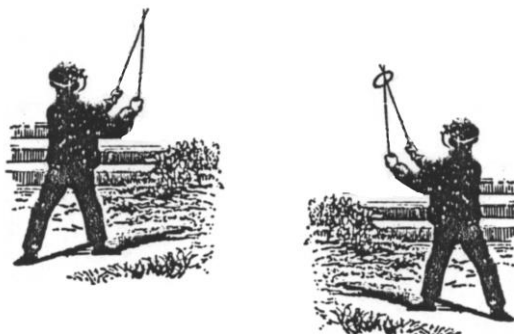
CUP AND BALL. A ball of ivory or hardwood is attached to a stem of the same substance, having a shallow cup at one end and a point at the other. The player holds the stem in his right hand, as shown in the figure and, having caused the ball to revolve by twirling it between the finger and thumb of the left hand, jerks it up and catches it either in the cup or upon the spike. We need scarcely say that the latter feat can only be performed by a skillful player. Cup and ball was a favorite pastime at the court of Henry III of France.



T-STICK AND METAL HOOP. Hold the "T" stick handle at the furthest end of the T. At the same time hold the metal hoop against the handle with the same hand. Let the hoop roll down the handle, and when it hits the ground gently push the hoop with the stick attempting to maintain contact all the time. By moving the T to either side of the hoop as you chase it, you can make it turn left or right.

LARGE HOOP AND STICK. Begin by standing the hoop up. Place the stick on top of the hoop as it is standing and push down on it slightly. Then quickly push the stick forward. The friction between the two will push the big hoop forward. The player then chases the hoop, striking it from the back and towards the hoop as it is rolling in an oval fashion. This will keep the hoop rolling forward.

GRACES. This is usually an indoor sport that suffices when a boy is kept in the house on a rainy day, but is only an amusement to be indulged in when there are party. Boys never play it with each other, except for a "lark." It is a very graceful exercise, however, and good training for catching a ball. Each party is armed with a hoop and two light sticks. One person places the hoop on his sticks and makes an "X" with the sticks. The hoop remains between the "V" formed by the sides of the X. The hoop is to be thrown by one party toward his opponents from the crossed ends of his sticks by sliding them to the side. As the hoop slides to the top propelled by the sticks that are being uncrossed, the opponent attempts to catch the hoop on his outstretched sticks. The young lady throws hers in the same way, and each catches the hoops by the other party—the two hoops being kept going back and forth through the air. It may be played with one hoop and is less difficult.



HISTORICAL BACKGROUND SCHOOLING IN 1870S WICHITA

Throughout the 1870s Wichita's ability to provide public education reflected the fears and optimism of the young town. Lucrative prosperity based on the unpredictable and shifting cattle trade and the strong focus of the town founders on laissez faire capitalism, mixed with uncertain economic conditions, such as the drought and grasshopper plague in 1874, provided the hesitation that kept the town from creating adequate schools. The result was that the early school system was characterized by inadequate space for the rapidly increasing numbers of pupils in attendance and by inadequate resources with which to teach.

As families began to settle in the future city of Wichita, the growing need for an educational system became apparent. The first school was a subscription school held in an abandoned sod dugout for which pupils paid \$1.00 per term. During the 1869-70 winter term, which lasted about 4 months, approximately 16 students attended, and classes were taught by a 21-year-old surveyor at a time when the town consisted of Munger's two-room building, dugouts left from the Army's Fort Beecher, and a few trading posts.

Wichita School District #1 was established in 1870 as the city was organized and the population swelled from about 50 in 1869 to nearly 800 at the end of 1870. The district rented the second floor of the New York Store for the fall term and held the spring term in the Presbyterian Church. In 1871 a \$5,000 bond issue was passed, and in November construction began on a two-story, three-room school on a lot donated by J. R. Mead. Due to the increasing population it was almost immediately too small. In the spring of 1872 it served 140 students with the male teacher paid \$70 per month and the two female assistants paid \$45 per month.

In 1873 the town voted down a bond issue prompting the school to rent rooms throughout the city, some of which were on the second floors of saloons. This caused an outrage by those who thought it in poor taste

to educate children in rooms that were used for entertaining cowboys at night. Rented rooms also provided unsuitable classrooms for they had no blackboards, poor heat and ventilation, and forced up to 50 students to use outdoor privies built to accommodate only a single family.

The dust from the street, general street noise, and the sound of hundreds of bellowing cattle being driven to the stockyard only compounded an already bad classroom situation. Often there were benches and supplies for only two-thirds of the students, resulting in everyone sharing everything. Tardiness and overcrowding were the major problems although the average daily attendance of 60% relieved the overcrowding somewhat. This situation continued until the first school burned in 1879, prompting the city to build a two-story, six-room brick building in 1880, but even this facility was inadequate for Wichita's growing population.

The education situation in Wichita reflected the social attitudes of the time. A man's success relied not on intellect and education but on his honesty and industry. A woman's success depended upon her husband's success. Most citizens felt little need for education beyond the basic rudiments of reading, writing, and arithmetic, which is the reason that in the 1870s schools had less than 50% of eligible students in class (climbing to 66% by 1880 with 85% attending in the first 4 grades). Teachers in Wichita were usually young, unmarried women with only high school educations who taught large, overcrowded classrooms that lacked the very basic supplies.

The norm for children's behavior in the 1870s was somewhat situational. Home life was somewhat relaxed and indulgent in play, but chores were expected as a matter of principle. Life in the public sphere was different; in the parlor, at church, and at school the children represented the family and was expected to be on their best behavior. In the school there was a high expectation for proper behavior; titles of respect (Miss, Mrs., Mr., Ma'am, Sir)

were always used in addressing the teacher, pupils spoke only when called upon by the teacher or requested permission before speaking, and they were usually required to stand when speaking to the teacher or requested permission before speaking to the teacher or class. Punishment took numerous forms, and corporal punishment was common. Lesser punishments, more common at that time than now, included such things as a rap on the hand or knuckles with a

hickory ruler, standing in a corner with face to the wall, wearing a dunce cap while sitting on a high stool, standing for long periods with arms held straight out in front, or standing with an arm outstretched palm up while holding a heavy book on that hand for a long period of time. Having said this, however, a survey of teachers in 1875 found that 30% reported never inflicting painful punishment upon their students

THE ONE-ROOM SCHOOL

This one-room schoolhouse is like the many one-room schoolhouses that dotted the prairie throughout the late nineteenth and early twentieth centuries. Because of the agriculture-based economy, it was the custom to conduct a winter term of four months of advanced classes for the older children and a three-month course in summer with primary studies for the younger children.

All age groups were taught in the one-room school, and it included students of various ages, sizes, and skill levels. Upon arrival each day the children would hang their wraps in the closet in the back and put their lunches (in old syrup or tobacco tins) on the back shelf. Boys would be asked to carry in the coal for the stoves as well as carry the buckets of drinking water they had pumped. In the winter they would also clear the snow from the door. The bell would be rung and all would be silent except for the ticking of the clock.

The teacher would then begin the day with prayer and Bible reading. Periodically throughout the day pupils would do calisthenics and sing for three to five minutes as well as discuss morals and manners. About half of the time was spent in studying reading, the rest in memory work, simple math, and history. Since paper was expensive, individual slates were used for writing.

Children were called to the recitation bench at the front of the room, sometimes alone to conquer shyness or in groups to recite, read, or answer questions for the teacher. The younger children would listen to the older ones recite and came to know what to expect by the time they reached the higher grades. After a noon recess and play, students would have more recitation and reading. At the end of the day certain pupils washed the blackboard and helped sweep the room. After returning to their seats the teacher would announce that class was dismissed.

RULES FOR WICHITA PUBLIC SCHOOL TEACHERS—1878

1. In order to obtain a legal certificate to teach in the public schools of the City, it shall be necessary that applicants shall be present at the examinations appointed by the Board. The examination shall be both oral and written, and shall embrace reading, spelling, penmanship, arithmetic, descriptive and physical geography, English grammar, United States history, English literature, and the elements of vocal music.
2. The tenure of office of all teachers shall be at the pleasure of the Board, and superior qualifications as to moral character, literary attainment, industry, and practical skill shall be especially regarded in their employment—and continuance. They shall have the right to resign only when two weeks notice of such intention is given, and the Board reserves the right to dismiss any teacher for violation of rules, unfitness, or incompetency at any time.
3. Teachers shall be at their respective school rooms at least twenty minutes before the time for opening the school in the morning and fifteen minutes in the afternoon. When not present in accordance with this rule, teachers must report themselves as tardy.
4. They shall maintain strict order and discipline in their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereto belonging. They shall also cooperate with the Principal in securing good order and neatness in the halls and about the school premises and exercise a constant supervision over the general conduct of their pupils to and from home.
5. Each teacher shall keep by such method as the Superintendent may direct, a complete record of the punctuality, attendance, deportment, recitations, and examinations of the pupils except recitations in the primary grade.
6. Corporal punishment shall not be administered by any teacher except in cases of flagrant offenses, and then when practicable not until the Superintendent has first been consulted. And no teacher shall in no case or under any circumstances punish children in the schools by striking or slapping them on or about the head. Corporal punishment shall not in any case be administered in the presence of the school, but at the close of the session and in the presence of another teacher or of the Superintendent.
7. No teacher shall send or allow to be sent any advertisement or allow any advertisement to be distributed in school or on the school premises. No agent or messenger shall be allowed to announce any public entertainment nor shall anyone be allowed to take up the time of the schools by lectures of any kind without special permission of the Superintendent.
8. Teachers shall in all cases notify parents when the absences or tardiness of their children have accumulated so that two additional half-days' absence or two tardinesses will require a suspension from school.
9. Excuses. Teachers are authorized to require excuses from parents or guardians of pupils either in person or by written note in all cases of absence or tardiness or of early dismissal before the close of school.
10. Detention. Teachers shall not detain pupils in the afternoon after school hours for study, punishment, or other purposes more than thirty minutes. Nor shall any pupil be kept in at any recess.
11. Teachers are expected to enter upon the performance of their respective rooms at the precise minute appointed

and on no account shall they dismiss their pupils earlier than the appointed time nor for any day or part of day without permission of the Superintendent. They shall remain in their own rooms and devote their energies to the discharge of their duties not visiting each others rooms except on business of the school which cannot be postponed. All reading and writing not immediately concerned with the school and all work not tending directly to the advancement of the pupils are strictly forbidden.

12. Each teacher shall prepare a program of daily exercises and shall furnish a neat copy to the Superintendent within two weeks after the term commences and shall give him notice of any change made therein.
13. Teachers are expected to conduct recitations so far as possible in grammar, arithmetic, and geography without the textbook in hand.
14. Each teacher is required to have a copy of the rules and regulations in his or her school room and to read to the pupils at least once each term so much of them as will give them a just understanding of the ones which apply to them and by which they are governed.
15. Teachers shall not send pupils during school hours upon errands not pertaining to the business of the school.
16. Teachers may for the purpose of observing the different modes of instruction and discipline spend two half-days in each school year visiting

one or more of the Public Schools of the City and the Superintendent may prescribe such rules as he may deem needful for the securing of the objects for which such visits are allowed.

17. Teachers will be held responsible for the proper care of all maps, charts, and books furnished to pupils by the Board, crayons, pointers, and other articles of apparatus in use in their rooms. All books of reference, class-books, registers, etc. must at the close of each term and year be delivered to the Superintendent or put in such place as he may direct.
18. It shall be the duty of teachers to practice such discipline in their schools as would be exercised by a kind and judicious parent to his family, always firm and vigilant but prudent. They shall endeavor on all proper occasions to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, neatness, sobriety, order, industry, and frugality, but no teacher shall exercise any sectarian influence in the school.
19. On the first and third Saturdays of each school month all the teachers shall meet at the Principal's room for the purpose of holding an institute for drill and discussion of matters pertaining to their profession. The session of the institute shall open at 9 a.m. and close at 12 noon. No excuse will be allowed for absence or tardiness other than such as would justify absence from or tardiness to a regular session of the school.

RULES FOR WICHITA PUPILS—1878

1. All persons between six and twenty-one years of age, whose parents or guardians reside within the limits of the school district shall be entitled to attend public schools free of charge; and children of non-residents on the payment of tuition fees prescribed by the Board may be admitted whenever such admission will not occasion inconvenience to resident pupils.
2. No pupil afflicted with any contagious disease, or coming from a house in which such disease exists shall be allowed to remain in any public school.
3. No pupil shall be allowed to retain connection with any public school unless furnished with books, slate, and pencil and other utensils required, provided that no pupil shall be excluded for such cause unless the parent or guardian shall have one week's notice and be furnished by the teacher with a list of the articles needed, provided further that the Superintendent may in his discretion furnish books at the expense of the Board to children whose parents are poor and unable to procure them.
4. Every pupil who shall be absent from or tardy to school shall be required to bring a written excuse from parent or guardian stating the cause.
5. Pupils shall not leave the school room before the appointed time except in case of sickness or by the requires of parents or guardians given in person or by written note or some pressing emergency of which the teacher shall be the judge.
6. Every pupil who shall be absent six half-days in any four consecutive weeks without legitimate excuse from the parents or guardian given in person or by written note shall forfeit his seat in the school and the teacher shall forthwith notify the parent or guardian that the pupil is suspended. In the application of this rule, a tardiness or leaving the school without permission shall be regarded the same as a half-day absence. Provided that notice of pupil's delinquency shall have been previously given. Sickness of the pupils, sickness in the family, death of a friend or relative, serious exposure of health and other extreme cases, the Superintendent to be the judge, shall constitute the only valid excuse. A seat once forfeited can be resumed only by a special permit from the Superintendent—and a pupil who shall forfeit his seat a second time can only be restored by a vote of the Board.
7. Absence from any regular examination or previous examination by the Superintendent for any cause except sickness shall be considered sufficient reason for placing such absent pupil in the next lower class or excluding him from the school.
8. Pupils shall collect about the school building before half past 8 o'clock and pupils who remain in the school room at noon shall first get permission from the Superintendent and shall be subject to such regulations as he or the teacher may impose and shall in all cases be held responsible for damage done to the room or its contents and for disorder or misplacement of books or furniture.
9. Pupils must leave the school premises and go directly home after school is closed both at noon and night unless otherwise permitted or directed by their teachers and must not bring to school books or papers foreign to the purpose of study and must not pursue any study which may have been commenced without the consent of the Superintendent.
10. Any pupil that may be aggrieved or revenged by another pupil may report the fact to his teacher. No pupil in any case shall attempt to avenge his own wrong.

11. Pupils are forbidden throw stones, snow balls, or missiles of any kind upon the school grounds or in the streets in the immediate vicinity of the school grounds.
12. Pupils shall not mark, scratch, or break in any way the furniture, casings, walls, windows, fences, or any of the apparatus of the school premises. Pupils committing such injuries accidentally or incidentally or intentionally shall immediately procure the necessary repair or be assessed by the Superintendent a sum sufficient to cover the damage, and on refusal to comply with this rule may be expelled from the school.
13. Whenever any teacher shall report to the Superintendent the name of a pupil who is habitually neglectful of his studies and of the rules of the school, whose conduct is considered such that he is an unfit member of the school, the Superintendent shall examine the case without delay and may at his discretion admonish, reprimand, or suspend such pupil from school temporarily. But no pupil shall be finally expelled from school without the approval of the Board.
14. Pupils who shall be found guilty of writing or uttering in any way profane or obscene language or of making any obscene pictures or characters on the school premises shall be liable to suspension or expulsion or other punishment according to the nature of the offense.
15. Any pupil suspended under any of the above rules can be reinstated only on such conditions as the Superintendent or Board of Education may determine, and no pupil who shall be suspended a second time can be reinstated only by personal application to the Board at their regular meeting.
16. The promotion of pupils from one grade to another shall be made at such times as the interest of the school may require. No pupil shall be promoted from one grade to another until he is able to stand an examination satisfactory to the Superintendent on all the studies of the grade from which he is to be transferred. Pupils may be sent into the grade next below the grade to which they belong whenever their scholarship falls before the standard fixed for admission to the grade, but such pupils may be permitted to regain their lost position within one month if their scholarship warrants it.

SAMPLE SCHEDULE FOR TEACHING IN THE ONE-ROOM SCHOOL

<u>Morning</u>	<u>Afternoon</u>	<u>Activity</u>
10:00 a.m.	1:00 p.m.	Arrive at the Museum
10:00 – 10:30 a.m.	1:00 – 1:30 p.m.	Check in at the Visitors Center, review the guidelines with your class, walk to the schoolhouse, conduct opening exercise
10:30 – 11:10 a.m.	1:30 – 2:10 p.m.	Using slate boards— 15 minutes: Arithmetic 10 minutes: Kansas History/Geography 15 minutes: Stereopticons/Penmanship
11:10 – 11:30 a.m.	2:10 – 2:30 p.m.	Recess/Restroom Break
11:30 – 11:45 a.m.	2:30 – 2:45 p.m.	Spelling Bee
11:45 – Noon	2:45 – 3:00 p.m.	Reading (using <i>McGuffey's Readers</i>)

MATERIALS.

Maps for your geography lesson will be given to you when you arrive at the Museum.




Stereopticons for your class to use are located in the closet. These are fragile; please ask your students to handle them with care.

There are five grade levels (primer, first, second third, and fourth) of *McGuffey's Readers* available for your use. **If you plan to use them, let us know in advance the number that you will need and the grade level/s.**



The **school organ** may be used *only* by the teacher.

SAFETY. Should you decide to leave the schoolhouse **children must be accompanied by an adult at all times** for their own safety.

ARRIVAL AT THE SCHOOL. Before students enter the school inform them of the 1870s rules they will follow for the day:

-  When the teacher rings the school bell, the pupils are to line up in single file by the front door and wait for the teacher to admit them.
-  When they enter the classroom they are to hang up their coats quietly, find a seat, and stand beside it on the left side.
-  During class pupils must raise their hands and not talk without the teacher's

permission, then stand when given permission to talk.

-  Pupils must address the teacher as ma'am or sir.
-  Children are to sit up straight, put their hands on the desk, and their feet on the floor.

OPENING EXERCISES. Ring the bell to call the class to order and greet the class (e.g., "Good Morning Class") upon which they will return the greeting in unison (e.g., "Good Morning Mrs. Smith"). They will remain

standing until given permission to sit. During the 1870s opening exercises also consisted of a Bible reading, followed by the Lord's Prayer. Briefly tell your pupils about the activities planned for the day: arithmetic, penmanship, geography, a spelling bee, Christmas crafts, stories, and songs, and 1870s toys and games at recess.

MAPS. Distribute the maps with which you have been provided. Following are some activities and questions taken from *Cornell's Intermediate Geography*, published in 1883 that you might use in your geography lesson.

Questions on the Map of Kansas, Colorado, Texas, Etc.

What three states are represented on this map? (*Kansas, Colorado, and Texas*) What two territories? (*New Mexico and Indian Territory*)

In what part of Kansas are most of the cities and towns? What rivers cross the boundary between Kansas and Indian Territory? Of what Indian nation is Tah-le-quah the capital? What Indian nations have reservations north of the Canadian River? What nations, south? What two nations are on both sides of the Canadian?

What states touch Colorado? What fort is on the Arkansas River, opposite Las Animas?

PENMANSHIP. Pupils should do warm-up exercises on the slates, then on the paper you provide. Explain that regular drill work in handwriting was an important part of the school day in the 1870s. Draw 2 sets of parallel lines on the blackboard and have the pupils do the same on their slates.

Demonstrate upright strokes and have the class practice them on one set of lines.



What fort is near Junction City, Kansas? What fort is near the eastern boundary of Kansas?

Studies on the map of Kansas, Colorado, Texas, Etc.

States—Bound each: Kansas, Colorado, Texas

Territories—Bound each: New Mexico and Indian Territory

Capitol Cities—State the situation of each: Topeka, Denver, Austin, Santa Fe, and Tah-le-quah

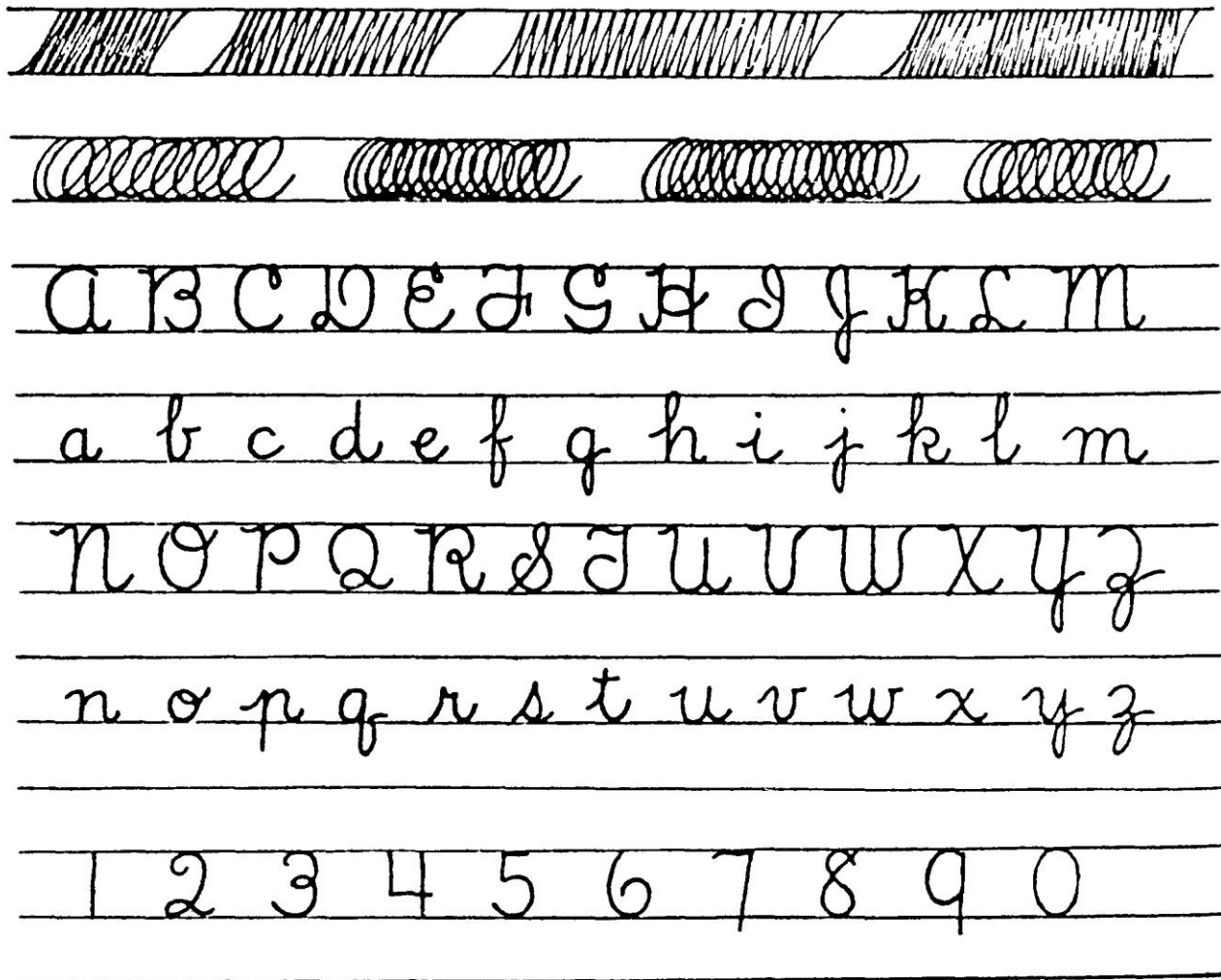
Important Places in Kansas—State the situation of each: Atchinson, Leavenworth, Wyandotte, Olathe, Paola, Fort Scott, Wichita, Wallace, Salina, Abilene, Lawrence, Ottawa, and Humboldt.

STEREOPTICONS. To assist in the geography lesson, explain that children did not have movies or television to watch and learn about other areas and countries. They used a device called a *stereopticon* to learn about other places. Get out the stereopticons and a “view” from the package in the materials basket you received when you checked in. Pass one down each row for the pupils to look at and discuss.

Then, demonstrate circular motions and have the class practice the motions.



Hand out lined paper. Tell the pupils that they are to write, using good penmanship, about going to school in the 1870s. (For younger children, you may prefer to write something on the board for the class to copy.)



RECESS. The students should be dismissed row by row to line up at the front door until you dismiss them as a group for recess. Remind them that recess lasts until the teacher rings the bell, and upon hearing it they are to line up quietly in single file by the front door until admitted by the teacher. As they enter the room they should put the toys away (winding the strings around the base of the balls and cups) and quietly hang up their coats and return to their seats (sitting up straight with their hands on the desk and feet on the floor). (The directions for a variety of toys and games are included in this packet. *Please, only one child at a time is allowed on the sack swing.*)

SPELLING BEE/SPELL DOWN. Before you arrive, choose appropriate words for your class spelling bee. Often the teacher would choose a category, such as fruit or flowers, and all spelling words would be from that category.

In a "spell down" each student stands and when called upon pronounces the given word, spells it, and pronounces the word again. If the word is spelled incorrectly or the student neglects to pronounce it before *and* after, the student must sit down. Row by row, call on each student continuing until only one student is still standing or 15 minutes have passed.

READING. Modern pupils frequently find *McGuffey's Readers* on their grade level too difficult to read. We recommend giving your top readers one grade level below to read and the others two grade levels below. Choose a selection and have children read to themselves. Call three children at a time to the front recitation bench to read for you until all have had a turn. Please collect and replace the books on the proper shelf.

DISMISSAL. Have the pupils clean their desks and wipe off their slates. Select several children to sweep and collect trash. Review the departure checklist. Have the class stand for dismissal and dismiss the class row by row.

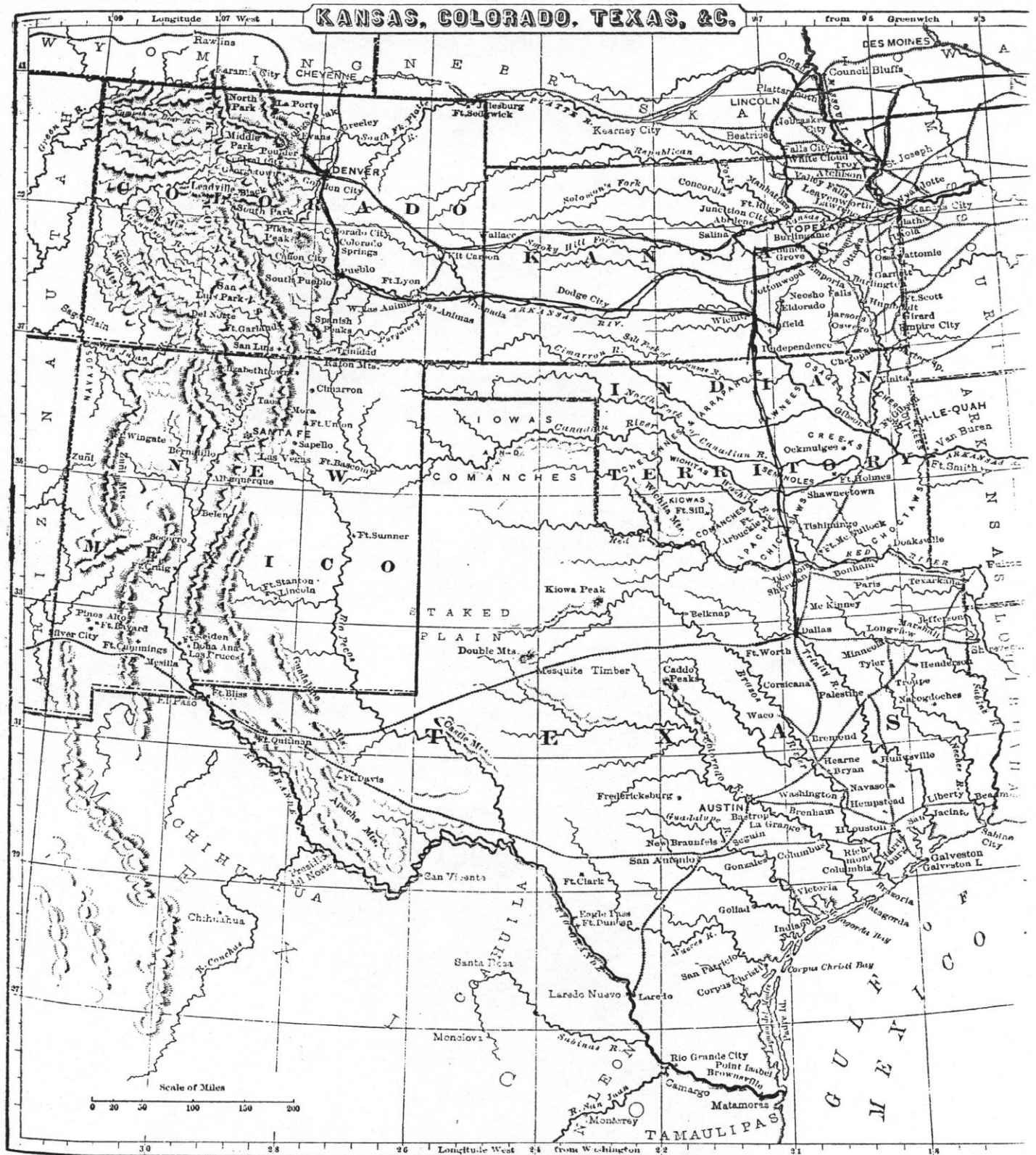
DEPARTURE CHECKLIST

This is an example. You will receive a final copy when you arrive at the Museum.

- _____ Slates should be placed in the bookshelf in the front of the room.
- _____ Chalk should be left in the chalk box and placed in the supply basket.
- _____ Reshelf, in order, all McGuffey's Readers.
- _____ Sweep the floor (broom and dust pan are in the storage closet)..
- _____ Empty waste basket into trash receptacle outside the Carpenter Shop.
- _____ Return cup and ball toys *untangled* to the supply basket.
- _____ Return stereopticons to the supply basket with the cards in the protective sleeve.
- _____ Return recess toys to the location you found them originally.
- _____ Return supply basket and completed agreement form to the Visitors Center.

If you find something defective, or if something is broken accidentally during your stay, please notify the Visitors Center.

GEOGRPHY MAP



POST-VISIT ACTIVITIES

Once the students have returned from the field trip, ask them to write another story of one of the students in the picture using information gained from the trip to the One-Room School. Or, they might revise the story they wrote before the field trip.

LET ME SEE YOUR WORK

As paper was relatively expensive students, until a certain age, wrote on slates with slate pencils before graduating to pen and ink. As your students experienced at the one-room school, writing on slates can be a messy process in which students have to try hard to be neat. Can they imagine how excited they would be to “graduate” to pen and ink?

DISCIPLINE AND TEACHING

Having experienced some of the 1870s discipline, ask the students to speculate why this was the norm at the time. (*The orderly transmission of the basic set of knowledge and training on proper public behavior*) What goals did the teacher have in mind? After their experience with 1870s, did they experience any benefits from it?

ARE YOU TEACHING MATERIAL?

In the last chapter of *Little Town on the Prairie*, Laura is offered a teaching job and in *These Happy Golden Years*, Laura becomes a teacher. Read to the students or have the students read, the account of her first day. Ask the students to think of an event where they had to act courageously and write an account of it. Did they experience the same types of emotions, fear that things would not go well . . . ? Laura spent a lot of time counting the times— $\frac{1}{4}$ of the day, $\frac{1}{2}$ of the day, day is done—and this helped her manage her time. In your students’ experiences what kinds of strategies did they use to help them act courageously?

Read the last chapter of *Little Town on the Prairie*. Have your students ever been a teacher in some manner—younger brothers or sisters, friends? What did they teach? How did they cope with the situation? Did they feel confident? Ask students to prepare and teach a short lesson to their class. Did they find teaching a hard or easy job? Would they like to do it more?

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