1878
Browntown Schoolhouse
Living History Program

Teacher’s Guide
2007 - 2008

Patterson Inn Museum
Corning-Painted Post Historical Society
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Sample Permission Letter

Dear Parent,

This is to inform you that your child’s class will be visiting the Corning-Painted Post Historical Society’s Benjamin Patterson Inn Museum on ______________________. In preparation for this trip, it would be appreciated if you would return this permission slip to class with your child by _______________________.

This field trip is an important part of a current study unit. Your child will be participating in a full or half (circle one) day program at the museum’s 1878 Browntown Schoolhouse. Students will participate in period lessons and daily routines experienced by turn-of-the-century students, including the traditional “3 R’s”, a spelling bee, work on slates, penmanship, recitation, and traditional games.

Because the success of the Browntown program stems from active participation in a living history exercise, students and teachers are encouraged to prepare simple costumes and historically correct dinners for their visit. Please note that food is not available for purchase on site, so all children must bring a midday meal if they are staying for the full day. Information provided by the museum, including fashion pictures and recipes, is being reviewed in class to assist you and your child with preparations. Please note that outdoor games will be played during the day, so it is inadvisable for children to wear their best clothing.

Thank you for your cooperation and help.

Sincerely,

_______________________
Teacher

___________________________has my permission to visit the Benjamin Patterson Inn Museum on ______________________.

I would like to participate as a parent helper__________.

Signature__________________________
Pre-Visit Check List

Distribute and collect signed permission slips
Secure one chaperone for every 10 children attending
Reserve transportation
Review Teacher’s Guide for ways to enhance study unit
Ensure that all students memorize a recitation piece
Discuss Edwardian costume and dinner guidelines
Have students make and bring their own copybook
Ensure that all students bring a dinner
Prepare nametags for all students
Remind students they will need warm clothes for outdoor wear
Bring a list of emergency telephone numbers
Ensure that students bring any required medications
Teacher Responsibilities

At the Browntown Schoolhouse, teachers are important people! You have both the fun and the responsibility of actively participating in the day’s events. The more your students see you participate, the easier it will be for them to enter into the spirit of things.

So…come in costume, pack a turn-of-the-century dinner pail, and keep the following in mind:

1. Teachers and adult chaperons are responsible to supervise students during recess, dinner, and restroom visits, and to ensure general good conduct.

2. Browntown School is a museum with an authentic period collection. Please help to ensure that students treat the school and its contents with respect.

3. The teacher’s desk, blackboards, and supply boxes are off limits when the schoolmaster or -mistress is absent from the classroom.

4. The Schoolhouse is heated with wood. Please bring medications as needed for students allergic to smoke.

5. Students are not permitted to play the organ without permission.

6. Snowball throwing is not permitted.

7. Students must stay on museum property during their program.

8. If your students participate in the half-day (Living History II) program, please let the museum staff and your Browntown Teacher know what subjects should be emphasized.

9. If you would like to have a Spelling Bee, please bring your own spelling words.
**A DAY AT THE BROWNTOWN SCHOOL**

- **Start of the day:** Students will gather outside and pledge the flag. Bell will be rung. Girls will enter through the door on the left, boys through the door on the right. A moralistic reading, history of the building, background on the time period, artifacts, school procedures will follow.

**Morning Lessons** using textbook material from the early 1900’s

- **Reading:** Use of oral reading, discussion, silent reading, questions and answers.
- **Arithmetic:** Addition, subtraction, multiplication, division. Method or recitation is used: teacher calls on students randomly, student rises, repeats problem and solves it. Slate work also used.
- **Morning recess:** Use of restrooms in the Inn, exercise and games.
- **Spelling:** Students are asked to study words and are then called upon at random to spell. A spelling bee format is also used.
- **Penmanship:** Practice using quill or fountain pens and ink, executing letters and words in the Palmer method.
- **Dinner:** Outside (weather permitting) or indoors at desks. Students may bring raw potatoes to bake in the stove’s ash pan during winter months only. Group and individual games from the period.

**Afternoon lessons** using textbook material from the early 1900’s

- **History/Geography:** Map skills, question and answer method; memory work.
- **Spelling Bee:** if not performed during morning lessons
- **Seasonal Art Activity:** Using simple materials
- **Story Reading:** of teacher’s choice
- **Clean up:** Students will help with sweeping, cleaning blackboards, filling woodbox, etc.
ELEMENTS OF ARITHMETIC

How many gallon cans can be filled with nineteen quarts of milk? How many quarts will be left?

How many five-cent stamps can you buy with nineteen cents? How many cents will be left?

SLATE WORK.

10 + 9 =? 19 + 9 =? 13 + ? = 19 19 = 8 x 5 +?
12 + 7 =? 19 + 4 =? 19 -? = 10 19 = 4 x 4 +?
19 -8 =? 19 + 7 =? 11 +? = 19 19 = 5 x 2 +?
19 -6 =? 19 + 5 =? 19 -? = 14 19 = 3 x 6 +?
14 + 5 =? 19 + 8 =? 8 +? = 19 19 = 7 x 2 +?
19 -7 =? 19 + 6 =? 19 -? = 9 19 = 2 x 9 +?

Answer instantly:

3 x 6 8 + 9 2 x 8 1/2 of 12
15 ÷ 5 5 + 9 2 x 5 1/2 of 8
13 - 6 6 + 9 2 x 3 1/2 of 18
1/2 of 18 4 + 9 2 x 9 1/2 of 16
7 + 8 11 + 9 2 x 7 1/2 of 10
5 x 3 15 - 9 2 x 4 1/2 of 16
14 ÷ 7 19 - 9 2 x 6 1/2 of 8
17 - 9 14 - 9 3 x 5 1/2 of 12
1/2 of 12 18 - 9 3 x 2 1/2 of 8
8 + 6 12 - 9 3 x 4 1/2 of 16

Add:

2 6 3 4 3 5
3 4 5 4 3 7
5 2 6 4 3 3
4 3 4 4 3 2
5 4 1 3 6 2

REVIEW EXERCISES.

1 + 5 =? 11 + 5 =? 9 - 4 =? 19 - 4 =?
3 + 6 =? 13 + 6 =? 9 - 8 =? 19 - 8 =?
5 + 4 =? 15 + 4 =? 7 - 5 =? 17 - 5 =?
2 + 6 =? 12 + 6 =? 7 - 3 =? 17 - 3 =?
4 + 4 =? 14 + 4 =? 5 - 4 =? 15 - 4 =?
6 + 2 =? 16 + 2 =? 5 - 2 =? 15 - 2 =?
3 + 4 =? 13 + 4 =? 8 - 7 =? 18 - 7 =?
7 + 2 =? 17 + 2 =? 8 - 5 =? 18 - 5 =?
4 + 2 =? 14 + 2 =? 6 - 4 =? 16 - 4 =?
5 + 3 =? 15 + 3 =? 6 - 1 =? 16 - 1 =?
2 + 7 =? 12 + 7 =? 4 - 3 =? 14 - 3 =?
3 + 5 =? 13 + 5 =? 4 - 2 =? 14 - 2 =?
4 + 8 =? 14 + 8 =? 8 - 4 =? 18 - 4 =?
5 + 1 =? 15 + 1 =? 8 - 6 =? 18 - 6 =?
1 + 8 =? 11 + 8 =? 7 - 6 =? 17 - 6 =?
2 + 4 =? 12 + 4 =? 7 - 4 =? 17 - 4 =?
3 + 2 =? 13 + 2 =? 7 - 7 =? 17 - 7 =?
4 + 1 =? 14 + 1 =? 9 - 7 =? 19 - 7 =?
1 + 3 =? 11 + 3 =? 9 - 3 =? 19 - 3 =?
4 + 5 =? 14 + 5 =? 6 - 5 =? 16 - 5 =?
6 + 3 =? 16 + 3 =? 6 - 2 =? 16 - 2 =?
1 + 7 =? 11 + 7 =? 3 - 2 =? 18 - 2 =?
1 + 4 =? 11 + 4 =? 4 - 1 =? 14 - 1 =?
8 + 3 =? 11 + 6 =? 9 - 6 =? 13 - 5 =?
6 + 1 =? 13 + 3 =? 7 - 2 =? 14 - 4 =?
8 + 5 =? 12 + 5 =? 8 - 3 =? 15 - 6 =?
7 + 7 =? 15 + 2 =? 9 - 5 =? 18 - 9 =?
wait
waiting
leader
leading
scout
scrap
didn't
haven't
won't
soap
soak
load
dare
cared
careful
choose
cotton
cape
yesterday
picnic
heel
feel
feeling
rub
rubber
fifteen
thirteen
sock
flock
o’clock
whose
whole
offer
suffer
lumber
color
breakfast
glove
coffee
gallon
question
questions
wear
tear
mule
tube
selling
use
tube
every one
everybody
everything
grain
shirt
flake
snake
ought
fought
silver
heavy
times
cheer
steer
hurt
nurse
climb
climbed
every one
everybody
everything
bottle
bottle
battle
battle
cattle
cattle
coast
coast
coasting
behave
between
belonging
break
greatest
fry
fried
tried
form
fork
button
dried
base
dozen
watched
shout
shout
reaches
drunk
sunk
shouted
peaches
sometimes
storm
something
station
branch
bowl
sow
Fri
Friday
raise
Sat
Saturday
raising
Sund
Sunday
giving
living
chance
danced
since
prince
organ
d Damen
board
ocean
flour
forest
bushel
lower
sudden
maker
Browntown Schoolhouse
District 5, Caton, NY

The Browntown Schoolhouse was built in Caton, NY in 1878 and served grades 1 through 8 until 1955. It was one of 40 one-room, rural schoolhouses in the Corning-Painted Post School District.

The Corning-Painted Post Historical Society purchased the Browntown School from the Pock family, on whose farm it stood. The family had preserved the school, repairing the roof and keeping vandals away from the building. Mrs. Marie Pock was the last teacher to teach in the schoolhouse.

The building was moved to its present location on December 23, 1980, and was restored to its earlier appearance. A dropped ceiling and electric lights, introduced in the 20th century, were removed during restoration. The “potbellied” stove found in the building at the time of purchase was not in working order, so another was donated and installed. Wood or coal has always been used to heat the Browntown School and we continue the tradition.

The blackboard in the Browntown School is, indeed, boards painted black. The darker desks, oil lamp brackets, and coat hooks were in the building when the Historical Society purchased it. They were restored and reinstalled after the move. Other desks were acquired from Corning Free Academy and by donation.

Pump organs are commonly found in one-room schools because they are not as sensitive as pianos are to changes in temperature and humidity seasonal-use buildings experience. When the Browntown School was acquired, a reed organ was found in the building but was unfortunately beyond repair. An 1885 Estey Parlor Organ was donated to the schoolhouse in 1981.

A privy stands on each side of the schoolhouse; one is for boys, one for girls. They were built for the French School, District 6, Caton, New York and moved from that location.

The Browntown Schoolhouse was reopened to the public in the spring of 1983.

Today, nearly 4,000 students per year participate in the Browntown Schoolhouse Living History Programs. For more information, contact the Corning-Painted Post Historical Society (607) 937-5281 or visit our website www.pattersoninnmuseum.org for a list of available school programs.
Lesson XC VIII.

Review of the Middle States.

Remark. — The pupil should be able to answer the following questions without referring to the map.

How many and what states compose the Middle States? Which two border on Lake Erie?
What two lakes and what two rivers separate New York from Canada West?
What lake forms a part of the boundary line between New York and Vermont?
What mountains are west of Lake Champlain?
What river has its source among these mountains?
What mountains in New York, south of the Mohawk River? What river crosses the western part of New York? What river is the outlet of Lake Ontario?
What two rivers flow into Lake Ontario?
Which one of these is the outlet of Lake Erie?
In what state does the Genesee River rise?
In what part of the state? What mountain range is in the south-eastern part of Pennsylvania?
What important city is situated between the Delaware and the Schuylkill?
What city on the Delaware River is opposite Philadelphia? In what state is Camden situated?
What capital city is situated on the Delaware River?
In what state does the Delaware River rise?
Between what states does it flow? Into what bay empty? What city is in the northern part of Delaware?
In what direction from Pittsburg is Buffalo?
In what state is Buffalo? In what direction from Buffalo is Elmira? From Elmira is Albany?
Of what state is Albany the capital?
What city is on the Hudson a few miles above Albany?
In what direction from Troy is Utica?
On what river is Utica situated?
What city is situated on the Genesee River?
What city on Lake Ontario?
In what direction from Oswego is Syracuse?
From Syracuse is Auburn? From Auburn is Albany?
In what state does the Susquehanna River rise?
Through what three states does it flow?
What capital city is situated on this river?
Through what states does the Alleghany River flow?
In what state does it rise?
In what direction from Pittsburg is Harrisburg?
From Harrisburg is Lancaster?
From Lancaster is Philadelphia?
What rivers empty into the Ohio River at Pittsburg?
In what state does the Monongahela River rise?

Which one of the Middle States is the largest? Pennsylvania. Which one the smallest?
In what direction from Pennsylvania is Delaware?
From New Jersey is New York? What cities are situated on the east side of the Delaware River?
What capes are at the entrance of Delaware Bay?

Remark. — Here is a map of a small part of the south-eastern portion of the State of New York. It is drawn on a much larger scale than on the map of the Middle States. You can see, by this map, exactly how the city of New York is situated, and also the position of several important places in its vicinity.
My Life in a Rural School
By Bernice Buecher

Good morning boys and girls. Would you like to go to a one-room country school like this? It was a lot of fun but a lot of hard work too. This school house was in use about 50 years. It was up near Caton and Lindly [sic]. When the gov. [sic] took up all country schools, this one was not in use many years before the Corning-Painted Post Historical Society bought it and brought it here to Corning. There are pictures of how it was done that you can look at.

When you came up the walk toward this school, did you notice a cupola or a little house on top of the school? This is what it is for. (Show them the rope and ring the bell) That is to call the children inside to school. Very few schools had this kind of bell. Most schools had a hand bell. (Show them that)

We always had a reading from the Bible and the Lords Prayer. Then school was really in session. We also pledged allegiance to the flag and many times we sang.

This school is not like the one you go to. We have all eight grades with usually 1 to 3 boys and girls to a class. (Show them the recitation bench) This is a recitation bench and when I called a class, for instance 5th grade arithmetic, all pupils in 5th grade would come forward and sit on this bench while I taught them their arithmetic and so it went all day. We had few books, everyone furnished their own. Sometimes when a family couldn't afford a book and another family could, children of both families used the book. We learned early in life to share with one another.

We had no boughten toys either. Maybe 1 ball, but we played lots of games like squirrel and nut using a piece of chalk. Roll the hoop. (Show them our barrel hoop and stick) and drop a clothes pin in a bottle. We also loved “Simon Says”. There were no electric games like Nintendo or Pac Man in fact, there was no electricity, no radio or T.V. No running water, no inside toilets, no school busses and no gym so when we got tired, we did some “setting up” exercises (then do some with them). We also sang a lot and made our own entertainment. Some schools had an organ and it helped if the teacher could play it. We always had Christmas exercises with recitations and songs for the whole district.

Everyone was helpful and kind. Mothers weren't working then, only at home, so you could always call on them for help. One time the boys and girls, their Mothers and me [sic] had a public chicken dinner and raised money enough to buy slate blackboards. Most of the blackboards were just that...Nothing but painted boards. Every year the trustees had to paint our blackboards and they were nice and black until along toward spring when they were whitened with chalk dust. The slate blackboards were like our small slates only larger. (Show them the slates)

In the middle of every schoolroom was a stove. They were not all alike, but most of them used wood. Most school houses had a wood shed which the men of the district would fill with wood every summer. Then the boys would carry several armsful of it to fill the wood box which was near the stove. Every stove had an ash pan which had to be emptied, and every teacher was supposed to make hot lunches during the winter for the boys and girls. This was my most pleasant experience. On the old stoves in an old big kettle, I’ve made for the kids, soup of all kinds, each child furnishing one vegetable, whatever Mother had on hand. Potatoes, onion, canned peas, green beans, corn and tomatoes. Maybe if we were lucky, we’d get a turnip, parsnips or a stick of celery. We also made oatmeal. (a 1 pound box and a 1 pound box of raisins) Each child would bring an apple. We had a peeling session and would each have a dish of apple sauce
for lunch. But the best meal we had was when each child brought a potatoe [sic] and a hunk of butter. (no pats, there was none)

We emptied the ash pan in the morning, place our potatoes in the pan. At recess time, we turned them all over and at lunch time we each had a baked potatoe [sic] with butter.

Now you are going to say to me, where did you get your dishes? Each child brought a soup dish or whatever he wanted to eat out of and for a cupboard, I took 2 orange crates that had a division in them, stood them up side by side to make shelves and we had a cupboard.

All that one man I recently met, whom I had in school remembered was baking potatoes in the ash pan.

Then of coarse [sic] water was a problem too. Did you boys and girls see the pump in the front yard here? Many schools did not have water so it was necessary to send 2 children to the nearest neighbor for water. We always ad a pail with a handle on, but boys will be boys and in the fracas the bucket was never more than half full when they got back to school. So 2 more would go at recess time and maybe 2 more at noon. We were very saving of water and every body drank from the same dipper, which wasn’t very sanitary so I said to the youngsters “Each of you bring a cup with a handle” and in the meantime I had driven nails along the wainscoting with each child’s name over one nail. A place now to hang their own cup! W e took water in the dipper, poured it into our cups, drank, and if any was left, we poured it into one of 2 pans. One pan was used to wash our hands (and by the way we used homemade soap) and when that pan was _ full we started filling a larger pan to be placed on the stove when lunch was over to wash our dishes. Our towel was a roller towel and we all used it. Children back in those days didn’t visit a Dr. [sic] very often and usually had an infected mosquito bite or impetigo or lice, so I told them to each bring a clan rag or an old towel and that we hung too on their own nail. Now they each had their own towel and cup.

Do any of you have Grandmothers? I was teaching probably when your Grandmother was in school. I started teaching when I was 18. I had to walk 5 miles from my home to school every Monday morning and back every Friday night. I boarded and roomed near the school. Only had to walk 2 miles a day Monday thru Friday. I had to do my own janitor work, build fires, sweep the floor and teach 6 hours a day and guess what my salary was? $620 per year. Less than what some of your Mothers and Fathers may now get for a week or a month.

Some child asked me if I was teaching when George Washington went to school. No I wasn’t but I bet he had about the same circumstances. Another child wanted to know about discipline. In never was bothered with discipline. Those kids had too much to do to get into mischief. If one needed correction, I stood him in the corner for a while.

The windows were always long in a country school to let in more light. If we had anything doing at night and country schools had school board meetings, town meetings, church and Sunday school and needed light so we had to either take lanterns or depend upon oil lamps. (Show them the lamps)

There was usually two small buildings behind the school used for out houses and was usually painted the same as the school house. Most schools were either painted red or white and the story that I hear is that most farm houses were white and most barns were red. People in the district saved left over paint and when the school needed painting, they used left over paint, either red or white.

Besides teaching all 8 grades, I was the janitor, the bus driver, the school nurse, the music and art teacher and the gym teacher. Are there any questions?

One noon hour while the girls and I were taking a walk, the boys turned over a stump in the yard and found a nest of baby snakes. They brought 13 of them in the school and put them in my bottom desk drawer. When the girls and I returned I sensed
what was up so I opened the drawer a crack, shut it quickly and left them all the rest of
the day. The boys were completely flabbergasted to think it didn’t bother me. When
school was dismissed, I asked two of the boys to please empty my bottom drawer. It
was done quietly with no fuss.

We always had cocoons [sic] in chalk boxes maturing to be butterflies. We
learned the different trees by their bark and leaves and birds by their color and nests.

We all had lice quite often and I dealt [sic] with the situation by bringing a can half
full of kerosene and a fine comb. Each morning I combed everyone’s hair. Anyone
found with lice went home.

In the ‘20’s when I started teaching school people in the country were
compassionate, kind and just plain good people. If I had a flat tire and by then I had a
car or was stuck on ice or snow, I left my car in the middle of the road with the keys in.
At night when I returned to it, the flat would be fixed, the car turned around ready to be
homeward bound. Now that was love for the school teacher…
The Village Blacksmith
By Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns what'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling, - rejoicing, - sorrowing,
Onward through life he goes.
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.
The Arrow and the Song

By Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth I knew not where;
For so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For, who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

The World’s so Big

By Aileen Fisher

Think of all the people
I’ll never get to know
Because the world’s so big
And my wagon’s so slow.

Think of all the places
I’ll never get to see
Because the street’s so long
And Mother’s calling me!

Bed in Summer

By Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people’s feet
Still going past me on the street

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by dark
TONGUE TWISTERS

In American schools of the 1800’s, teachers believed that articulate speech was the sign of a well-educated person.

Sometimes the class played an elocution game similar to a spelling bee. After correctly reciting each of the sentences that preceded his turn, each pupil in turn had to clearly speak a tongue-twisting sentence. Whoever made a mistake was out of the contest.

EXAMPLES OF PROGRESSION-GAME TONGUE-TWISTERS

One old Oxford ox opening oysters
Two tired turkeys trotting to the trolley
Three tricky tigers tipping ten tall trees
Four fat friars foolishly fishing for flowers
Five funny Frenchmen fanning fainting flies
Six sick sailors sighting sinking ships
Seven sinister sisters swallowing soothing syrup
Eight elegant Englishmen eagerly eating eclairs
Nine nimble noblemen neatly nibbling nothing
Ten tiny ticks throwing terrible temper tantrums
Today almost all children go to school. In every community in New York State the law requires children to go to school at least until age 16. Though there have been public schools in New York State for nearly 200 years, children were not required to attend school until almost 100 years ago.

Following the end of the American Revolution the new State of New York was slow to set up a public school system. By 1812 a law was passed that setup school districts throughout New York State. This system is still in use today. Perhaps your community’s school district was formed at this time. What is the name of your school district?

Slowly, money came from the State government to local communities to help pay for these public schools. In 1842 a state law was passed that increased the money that the State government would give to these public or common schools as they were called. Today both public and private schools continue to receive money from the State. This money is called state aid.

In the 1840s teachers were paid at the end of each session or term. Usually there was not enough money in the town treasury to pay the full salary, so each district issued “rate bills” to parents to make up the difference. Rate bills were based on the number of children and number of days each child attended school per family. Parents paid their rate bills directly to teachers who often had to wait 60 days after the end of a term to be fully paid. Today your parents or guardian do not pay teachers directly. How do they pay for your school?

Free schools that would be paid 100% by the public were first done in the cities of Buffalo, Rochester, and Poughkeepsie in the 1840s. But it would not be until 1850 that the people (voters) of the state approved the idea to tax themselves to help support their schools without the use of rate bills. And then not until 187 was a common school education free for all, when the use of rate bills ended statewide.

The ideal common school in 1840 offered its students ungraded classes in reading, spelling, grammar, writing, drawing, arithmetic, accounts, geography, history, physiology, and composition. This was a big job for a single teacher to teach all these subjects to children of different ages, usually in a one-room schoolhouse. Slates were used by children to draw pictures of things they saw around them. In addition these drawing lessons there was instruction in colors, collecting of minerals and other specimens, daily activity planning, and recitation. At recitation, children were encouraged to speak clearly and show the teacher how well they had learned their lessons.

Before the Civil War most black children had to attend “colored schools,” separate from those of other children. The State Civil Rights Act of 1873 helped to open schools in most cities to black children by the 1880s. This desegregation did not happen overnight. Not all people agreed that black and white children should be educated together. Strong prejudice often kept them apart. Civil rights supporters such as Dr. Martin Luther King were active in speaking out about inequalities in schools and other places. In 1954 separate schools for Indian children were done away with, and that was just 46 years ago. This is still a problem for us to work on today.

The ordinary pre-Civil War common school teacher was either a young man or a young woman. Most often students, especially older boys, would go to school in the winter term, usually taught by a man. During the other seasons these children would work on the farm and in shops and tend to household chores. Younger students, frequently taught by a woman, might go to school in the summer session. It was not until 1844 that the first school for training teachers was set up in Albany, New York. In New York State these schools were called Normal Schools. Today they are called State University Colleges. Ask your teacher to talk about his/her training. Where did he/she go to school? What did he/she study?

Think what it is like to go to school today. Use a separate sheet of paper and write your answers to the questions below. Talk with your friends, parents, grandparents, neighbors to help you with the answers. 1) Describe your school building. 2) Describe your classroom. 3) What things do you use to help you learn? 4) What is your day like? 5) How long is the school day? The school year? 6) What subjects do you study? 7) Who is your principal? What does he/she do? 8) Who is your superintendent? What does he/she do? 9) Who are the members of the Board of Education? What do they do? 10) How much does it cost to run your school? Where does the money come from?

Once you have thought about what school is like today, then you can begin to find more about what school was like in the past. Ask the first six questions above of your parents, about when they went to school. Take note of their answers. You might also ask these questions of your grandparents or of an older relative or friend. Compare the answers. What is the same? Different?
DINNER SUGGESTIONS AND RECIPES

In order for the children to have a more “historic” experience on their visit,
please pack children’s dinners in a basket, tin pail, or tied in a square of cloth (a non-terrycloth dish towel works well). Try to include a cloth napkin or towel, rather than paper. Beverages might be packed in clear plastic or glass bottles (some school districts do not allow glass containers – please check with your bus garage). Please consider including some of the following in the dinner pails or baskets:

- Bread and butter
- Cornbread or biscuits
- Cold leftover meat (ham, turkey, chicken, beef, pork, or game)
- Pickled meat
- Cheese
- Cottage cheese
- Homemade cookies
- Muffins
- Apple or fresh fruit (in season)
- Raw vegetables (in season)
- Slice of cake
- Slice of pie
- Hardboiled or pickled eggs
- Pickled cucumbers, green beans, etc.
- Raw potato (to be baked in the woodstove’s ash pan - winter months only)
- Beverages: apple cider, apple juice, milk, water

Please try not to include the following:
- Peanut butter and jelly sandwiches
- Prepackaged “Lunchable” or similar meals
- Out of season or non-native fruit (citrus fruits, fresh peaches in January, etc.)
- Modern candy or candy bars
- Factory-made cookies (i.e. chocolate wafer cream-filled cookies)
- Packaged snack cakes
- Canned soft drinks

Pickled Eggs
It was customary to put up a large crockery jar of pickled eggs when the hens were laying in warm weather, to have them on hand for the colder months. Pickled eggs did not replace fresh eggs, but were served as a garnish, or to fill out a meal (like a lunchpail!).

1 doz. hard boiled eggs, shelled (cook 12 min. or longer)
1 tablespoon whole peppercorns
2 whole, peeled garlic cloves
2 cups vinegar
1 cup sugar

1 teaspoon pickling salt (not iodized)
3 tablespoons sliced ginger root
1 tablespoon allspice
1 teaspoon whole cloves
Put the eggs in a sterilized, wide-mouth quart jar, scattering the spices around them. Scald the vinegar, sugar, and salt for 5 minutes, then pour it over the eggs. Seal and cool. Set in the refrigerator for 1 to 2 weeks before using. (Note: If the eggs are large, use a 2 quart jar and turn it from time to time so that all the eggs are pickled evenly.)


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**Sugar Cookies**

- pound butter
- cup sugar
1 egg
- teaspoon vanilla
1 tablespoon cream or milk
1 cups flour
1/8 teaspoon salt
 teaspoon baking powder

Preheat the oven to 350 F. Cream the butter, then gradually add the sugar, beating until light. Add the egg, vanilla, and cream or milk, and beat thoroughly. Mix the flour, salt and baking powder together, add to the first mixture, and blend well. Arrange by teaspoonfuls on cookie sheets, 1 inch apart. Bake for 8–10 minutes or until lightly browned. (makes about 40 cookies)


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**Molasses Cookies**

- cup molasses
- cup shortening (or lard for the truly historic)
- cup dark-brown sugar
1 egg
1 cup flour
 teaspoon salt
t teaspoon baking soda
Preheat oven to 375 F. Mix the molasses, shortening or lard, brown sugar, and egg in a bowl, combining well. Mix the flour, salt, and baking soda together, add to the first mixture, and blend thoroughly. Arrange by teaspoonfuls on ungreased cookie sheets, about 1 inch apart, and bake for 7-10 minutes or until crisp and lightly browned. (makes about 40 cookies)


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**PRE- and POST-VISIT ACTIVITIES**

Learn about farm and village life. Students at the Browntown School were from farms or the little village of Caton in the 1890s. Have your class explore the difference between farm and city life. Explore and discuss seasonal activities in which Caton’s students and their families would have participated. How does this compare with modern students’ lifestyles? What kinds of professions (blacksmith, schoolteacher, storekeeper, etc.) would they find in a small rural community in the 1890s? Are they different now?

Research how costume and dress has affected our lifestyle over the past 100 years. Find a reprinted Sears, Roebuck & Co. catalog and compare the clothing available in it to the clothing we wear today. Do skirts and dresses/jackets and ties change the way people behave? (Would you snowboard in a dress? Clean a stable in a suit?) Does clothing change the way we move? How? Why?

- Create dioramas or other art projects on one-room schools
- Develop a play or skit.
- Create a video or web page on one-room schools; post photographs from your visit on your school or class web page.
- Develop a program on late Victorian games, dances, or songs.
- Apply recitation skills to your own class lessons.
- Develop a cookbook of historical receipts with a complementary storyline about life at the turn of the last century.
- Write and illustrate a pamphlet about your local school’s history.
- Brainstorm a list of similarities and differences between school buildings and experiences now and 100 years ago. What aspects do students like or not like? Why?
MAKE YOUR OWN
SCHOOLHOUSE COPYBOOK

MATERIALS

2 sheets white paper
1 sheet slightly larger brown paper (grocery bag)
1 sheet wrapping or wall paper (optional)
heavy white thread
large needle
glue

DIRECTIONS

Glue the decorative paper to back of the brown paper for cover

Fold all sheets of paper in half

Stack paper together, pre-punch holes (optional), and sew on fold*

Tie ends off

*If you wish you may sew a traditional figure eight binding as pictured below.
CHILDREN’S LITERATURE
SCHOOLS AND SCHOOLING
FOR LIVING HISTORY I (Full Day) PROGRAMS
1870 - 1905

Wilder, Laura Ingalls.
Farmer Boy: Chapter 1 – Schooldays
Chapter 4 – Surprise

On the Banks of Plum Creek: Chapter 20 - School

The Long Winter: Chapter 9 – Cap Garland

Little Town on the Prairie: Chapter 13 – Schooldays
Chapter 14 – Sent Home from School
Chapter 15 – The School Board Visits
Chapter 16 – Name Cards
Chapter 23 – Schooltime Begins Again
Chapter 24 – The School Exhibition
Chapter 25 – Unexpected in December

These Happy Golden Years: Laura’s first year as a teacher

Lenski, Lois. Prairie School.

Caudill, Rebecca. Schoolhouse in the Woods.

Bailey, Carol Sherwin. The Little Red Schoolhouse.

Houston, Gloria. My Great Aunt Arizona.
McGuffey’s Readers. Reprints available.

American Girls Collection:
Felicity Learns a Lesson (Colonial, 1774)
Kirsten Learns a Lesson (Westward Expansion, 1854)
Samantha Learns a Lesson (Edwardian, 1904)

LIFE ON THE EASTERN FRONTIER
FOR LIVING HISTORY II (School/Museum) PROGRAMS
1790 – 1810

Auch, Mary Jane. Journey to Nowhere.
Auch, Mary Jane. Frozen Summer.

TEACHER RESOURCES

FOR LIVING HISTORY I (Full Day) SCHOOLHOUSE PROGRAMS:


ADDITIONAL MATERIALS FOR LIVING HISTORY II (School/Museum) PROGRAMS:


LADIES' TAILOR MADE SUITS.

We furnish these in sizes from 32 to 42 inches around the bust and from 28 to 40 inches in skirt length, the average length of waist in back is 16 inches and the length of inside sleeves 9½ to 11 inches; these are regular measurements; sizes different than these must be made to order, in which case we charge 20 per cent above the regular price. If for some reason you have to return a suit to us, never return skirt or jacket alone; return both and we will be pleased to exchange the suit; parts of suits will not be accepted.

No. 31R321 LADIES' TAILOR MADE SUIT. Made of all wool Venetian cloth, coat shaped collar and lapels, fly front, poke effect, finished with tailor made flaps of the same material; collar made stage on the back seams; bel sleeves trimmed with strips, jacket lined throughout with remains lining; skirt tailor made with gathered domes attached several times, lined with black glazed lining and interlined at the bottom, bound with velvet. An exceptionally pretty suit. Colors, a new shade of gray, or castor.

Price $11.00

No. 31R322 LADIES' TAILOR MADE SUIT. Consisting of a jacket and a rainy day skirt; coat collar and lapels on jacket faced with black pen du soleil; double breasted fly front; back reaches almost to the waist, velvet collar; bel sleeves; jacket is lined throughout with black satin, tailor made skirt, attached to the jacket and lined in the same manner, the bottom skirt is the same, around the waist is a velvet plaid in back. We can furnish in black or blue wool mixed melon cloth with marron, turkishe white stripes. Price...

$11.50

LADIES' COLORED WAISTS.

No. 31C3732 LADIES WAIST. Made of gingham, nicely tailored. Entire front is velvet and plaited. Standing detachable collar, large turn down, pleats at the cuffs. Two pleats in back. Colors, blue, tan or oxford. Made color when ordering...

Price... 49¢

If by mail, postage extra, 15 cents.

No. 31C3735 VENT PRETTY WAIST. Made of half quality lawn. Entire front is velvet and plaited. Standing detachable collar, large turn down, pleats at the cuffs, two pleats in back. Colors, blue, brown with white, or white with black buttons. Made color when ordering...

Price... 49¢

If by mail, postage extra, 15 cents.

No. 31C3738 LADIES WAIST. Made of good quality striped lawn, nicely tailored. Front trimmed with pearl buttons and side placket. Beige and black collar, fancy turn down. Full sleeves, same cuffs and two plaits in back. Colors, white with black stripes.

Price... 49¢

If by mail, postage extra, 15 cents.
BOYS’ WASH SUITS.
The extraordinary value we offer in Boys’ Wash Suits can only be fully appreciated by those who order from this department. A trial order will surely convince you that we are able to furnish new, fresh, up to date, stylish and well made wash suits at much lower prices than similar value can be had from any other house.

NOTE.—Boys’ wash suits can be had only in the sizes as mentioned after each description. Always state age of boy and if large or small of age.

Boy’s Wash Crash Suit, 35 Cents. MADE FROM A FAIR QUALITY OF WASH CRASH. Shiled and cuffs trimmed with brown duck. Large sailor collar. Anchor monogram in center of shield. Cord and whistle with each suit. A desirable and substantially made wash suit. No. 40R190 Price for boys’ wash suit for boys aged 3 to 10 years...35c

Boy’s Pink Chambray Suit, 75 Cents. MADE FROM AN EXTRA QUALITY OF PINK WASH CHAMBRAY. Guaranteed absolutely fast color. Trimmed on collar and shield with white duck. Monogram in center of shield. Large sailor collar. One of the best wash suits you could possibly purchase. No. 40R140 Price for boys’ wash suit for boys aged 3 to 10 years...75c

Navy Blue and White Percale Wash Suit, 40 Cents. MADE FROM BLUE AND WHITE PENCIL STRIPE WASH PERCALE, with large sailor collar and cuffs made from navy blue wash duck. One outside pocket. Cord and whistle attached to each suit. This is a splendid dark wash suit for everyday wear. No. 40R123 Price for boys’ wash suit for boys aged 3 to 10 years...40c

Boy’s Brown and White Wash Chambray, 75c. THIS ONE OF THE MOST DESIRABLE SUITS IN OUR LINE, is made from a medium brown wash chambray with a raised cord sleeve effect. Sailor collar trimmed with braid. Collar and cuffs made from brown sateen, white and white duck and monogram in center. Cord and whistle with each suit. Extra well made and one of the best wash suits we can offer. No. 40R112 Price for boys’ wash suit for boys aged 3 to 10 years...75c

Blue and White Pencil Striped Percale Wash Suit, 75 Cents. THIS SUIT IS MADE FROM AN EXTRA HEAVY NARROW BLUE AND WHITE STRIPED PERCALE. The cuffs and large sailor collar and cuffs are made from a good quality of dark navy blue sateen, white duck and monogram in center. This is a strong, durable suit, and one that we guarantee for color and wear. No. 40R144 Price for boys’ wash suit for boys aged 3 to 10 years...75c

Extra Heavy Percale Wash Suit, 65 Cents. MADE FROM STRIPED WASH PERCALE in a midium shade of tan. Large sailor collar and cuffs of brown duck to match suit. The opposite illustration will give you an accurate idea of the appearance of this most handsome suit. One of the best wearing wash suits we have to offer. No. 40R138 Price for boys’ wash suit for boys aged 3 to 10 years...65c

Extra Fine Linen Wash Suit, 55 Cents. THIS SUIT IS MADE FROM A VERY FINE LINEN WASH CRASH, most handomely get-up and well shaped. Large sailor collar trimmed with four rows of white braid; the back of the collar is made of red sateen and made of white duck with silk monogram worked in center; the sleeves and cuffs are shaped as shown in illustration; one outside pocket trimmed at top with red sateen. Worth the double our low price for a similar suit elsewhere. No. 40R146 Price for boys’ wash suit for boys aged 3 to 10 years...55c

Extra Fine Blue and White Wash Sateen Suit, $1.00. THIS MOST HANDSOME WASH SUIT IS MADE FROM A VERY FINE QUALITY OF WASH SATEEN in blue and white pencil striped effect; large sailor collar of same goods trimmed with a neat pattern of insertion; the edge of collar is bound with white duck, cord effect pique shield, with blue and white silk emblem worked in center; the cuffs of waist and pants at knees are trimmed with white pearl buttons; shaped sleeves. A most handsome summer suit. No. 40R150 Price for boys’ wash suit for boys aged 3 to 10 years...$1.00

Very Fine White Pique Wash Suit, $1.25. THIS FINE BIRD’S-EYE EFFECT WHITE PIQUE WITH LARGE SAILOR-COLLAR, made from medium shade of blue wash pique; collar trimmed with four rows of soutache braid, shield is made of blue and white pique with a silk monogram in center. Cord and whistle with each suit. Extra well made throughout and one of the handsomest white suits you could possibly purchase, no matter what price is paid. No. 40R152 Price for boys’ wash suit for boys aged 3 to 10 years...$1.25

Very Fine Boys’ Wash Knee Pants.

Boys’ Wash Knee Pants.

Made from a good heavy wash percale, double stitched throughout. A good durable pants. No. 40R154 Price for boys’ knee pants for boys aged 4 to 12 years...15c

Blue and White Striped Percale Knee Pants. MADE FROM A HEAVY, STONG FABRIC. No. 40R156 Price for boys’ knee pants for boys aged 4 to 12 years...15c

All Linen Crash Knee Pants. MADE FROM A GOOD, STRONG, HEAVY LINEN CRASH that will wash and give splendid wear. No. 40R158 Price for boys’ knee pants for boys aged 6 to 15 years...25c
Washington Mills Navy Blue Diagonal Worsted Suit, $7.50.
No. 451224: This suit is made from an all pure worsted full eighteen-ounce goods, cloth suitable for all seasons wear. The color is a dark navy blue with a raised diagonal effect. Makes one of the handsomest dress or business suits you could possibly procure in a plain shade. You will get more wear and satisfaction out of this goods than any suit you ever purchased, we are sure, at anything like this price.
Price for suit $7.50
Price for coat and vest 4.50
Price for pants 2.50

Washington Mills Brown Mixed Fancy Worsted Suit, $8.00.
No. 451229: This is an all pure worsted suit. It is full eighteen-ounce goods, suitable for any season of the year; a dark brown checked worsted. It is a better suit for $8.00 than we believe any other house in the United States can give. It is just the same class of goods as is sold

Heavy Honeycomb Knit Sweaters.
They are heavy weight, something out of the ordinary line of sweaters, new, attractive and durable. The predominating color is on the outer surface, which is set off by the background color underneath, there being two colors of yarn in every sweater. Last season we sold hundreds of these sweaters, and we know them to be one of the most satisfactory sweaters ever knitted, and we have improved the quality over last year. Made entirely of worsted yarn, with shaped cuffs, neck and tail. The finest sweater in industry, and we cheerfully refund your money, if you are not more than pleased. Regular retail price, $5.00. Colors are navy, blue, royal blue or purple green. Sizes: 32 to 44 inches breast measure. Price, each. $2.60
If by mail, postage extra, each, 37 cents.

Alternating Striped Sweaters.
No. 18040 Men's Alternating Striped Sweaters shown in illustration. A fine all wool sweater that never fails to give good wear and good returns. Colors are black and orange, blue and cardinal, black and grey, black and blue, and green and cardinal. Sizes, 32 to 44 breast measures. Average weight, about 16 ounces.
Price, each $1.50
If by mail, postage extra, each, 32 cents.

Men's Genuine All Wool Gray Hair Line Pants, $1.35.
No. 45R232: These all wool hair line pants are suitable for year around wear. One of the best wearing and most satisfactory patterns for every day usage that you can possibly procure. The value we offer in this number is only characteristic of our entire line of clothing. We offer the same value in all numbers, sold at the same one small profit plan, while your local storekeeper will tell you that this is a leader with us because we offer you the pants at a lower price than he can buy them. As ours are made in our own factory they are better made than the usual workmanship in this particular grade of goods.
Price for pants, size 30 to 40 inches waist measure, or 30 to 36 inches inseam measure..............................$1.35

The Best Fine All Wool Gray Striped Pants on Earth for $1.50.
No. 451234: Made from a good weight, strictly all wool Brumbaugh & Co.'s cassimere. Positively equal in quality and make to many pantaloons advertised at $2.50 by clothing dealers as extra value. If you want the best value ever shown for $1.50 in a strictly all wool gray, guaranteed for wear, color and fit pantaloons, order this number.
Price for pants, size 30 to 40 inches waist measure, or 30 to 36 inches inseam measure..................$1.50

Boys' Alternating Striped Sweaters, $1.00.
No. 16R8073 Boys' Fine All Wool Sweaters, made alternating stripes as illustrated. A closely knitted sweater made from fine wool yarn that will not fail to give lasting service. Colors, black and orange, black and blue, and green and red. Sizes, 32 to 38 breast measures. A special leader at our low price.
Price, each $1.00
If by mail, postage extra, each, 15 cents.

Boys' Wool Worsted Sweaters, $1.25.
No. 16R8076 Boys' Fine All Wool Worsted Sweaters, made with all worsted goods. Colors are navy, blue, royal blue or purple, red, green and red, royal and white. A special leader at our low price.
Price, each $1.25
If by mail, postage extra, each, 16 cents.
CHILDREN'S AND MISSSES' TAM O'SHANTERS.

No. 381170 Polo Bonnet, made of the quality mercerized faille, with capes of faille, trimmed around all band, with satin trim and bow. Always looks neat and dressy. Price, each.............25c If by mail, postage extra, 10 cents.

No. 381171 Circular Tam O'Shanter, 25 cents.

No. 381180 Circular Tam O'Shanter, made of all good quality flannel, with a row of fancy silk ribbon around the band, trimmer around all band, with a row of fancy silk ribbon around the band, trimmer around all band. Price, each.............35c If by mail, postage extra, 5 cents.

No. 381181 A Very Stylish Circular Tam O'Shanter, made of all good quality flannel, with a row of fancy silk ribbon around the band, trimmer around all band, with a row of fancy silk ribbon around the band, trimmer around all band. Price, each.............35c If by mail, postage extra, 5 cents.

No. 381182 A Beautifully Finished Tam O'Shanter, made of all good quality flannel, with a row of fancy silk ribbon around the band, trimmer around all band, with a row of fancy silk ribbon around the band, trimmer around all band. Price, each.............35c If by mail, postage extra, 5 cents.

MISSES' HATS.

No. 381183 Wash Hat, made of all good quality flannel, with a row of fancy silk ribbon around the band, trimmer around all band, with a row of fancy silk ribbon around the band, trimmer around all band. Price, each.............35c If by mail, postage extra, 5 cents.

No. 381184 Misses' Hat, made of all good quality flannel, with a row of fancy silk ribbon around the band, trimmer around all band, with a row of fancy silk ribbon around the band, trimmer around all band. Price, each.............35c If by mail, postage extra, 5 cents.

BOYS' AND CHILDREN'S TOQUES.

No. 381185 Child's Toque, French design. Made of all good quality flannel, very ornamental in design. Price, each.............50c If by mail, postage extra, 5 cents.