

Old Stone School Teacher's Manual



Midway Village Museum
Rockford's
HISTORY MUSEUM

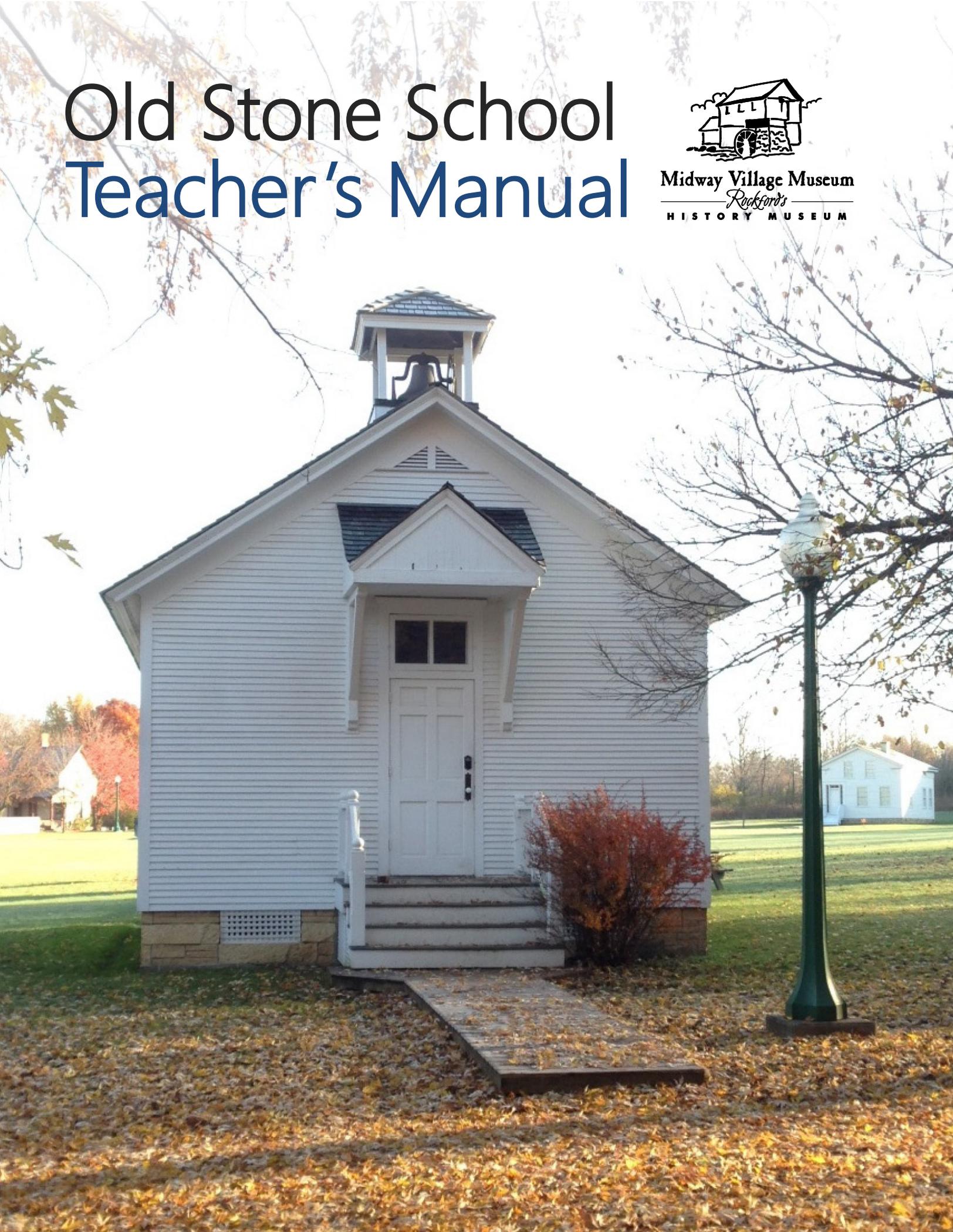


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EXPERIENCE HISTORY!

Lead classes within the Old Stone School, tying them directly into your current classroom curriculum.

This Teacher’s Guide provides resources to get you started in creating your unique experience within our Village.

Guided tours are available, presented by costumed Historic Interpreters as an add-on to your visit.

MIDWAY VILLAGE MUSEUM

Our Mission

Midway Village Museum, the best institution for collecting, preserving, and interpreting the history of the Rockford region, is committed to educating and enriching our community by providing state-of-the-art exhibits, programs, and events.

Our Vision

Midway Village Museum will be the primary institution where Rockford's diverse citizens gather to understand their community's past and to discuss the challenges of the future.

Our History

Midway Village Museum was organized in 1968 by the Swedish, Harlem, and Rockford Historical Societies for the purpose of collecting, preserving, and interpreting the history of the Rockford area. It began with a donation of land by the Severin Family and has grown dramatically since.

In 1972, the original museum site was located on eleven acres donated by the Severin Family; today the site is 147 acres. The original 10,000 sq. ft. Museum Center facility opened in 1974. The Industrial Gallery opened in 1976. In 1986 the Exhibition Hall was built to link the previous two buildings together. In 1988, more galleries were opened, including the Aviation Gallery and the Carlson Education Gallery. Across the parking lot, the Old Dolls' House Museum was opened that same year. Today, the 52,700 sq. ft. Museum Center houses seven exhibition galleries, collections storage, classrooms, workrooms, administrative offices, library, audio-visual room, and the Museum Store. Renovations of the History Building have made the facility handicap accessible and made the Museum Center more visitor friendly. The collections have grown to over 150,000 objects, including three-dimensional pieces, structures, textiles, and archival material.

The development of the Museum's history Village began in 1974. The Village is representative of a typical rural town in Northern Illinois at the end of the 19th and the beginning of the 20th century. Midway Village features 26 historical structures, including a general store, hardware store, print shop, blacksmith shop, schoolhouse, town hall, police station, plumbing shop, bank, hotel, hospital, fire station, church, barber shop, law office, two barns, and four farm houses.

HISTORY OF THE SCHOOLHOUSE

The Original School

The original Old Stone School, located in District No. 97 on Town Line Road near Byron, Illinois, was constructed of limestone. In 1902, the structure, extensively damaged by fire, was razed and replaced by the present wooden structure. For many years, local residents referred to the building as the "Old Stone School". Even after the new construction utilizing wood siding, the old name remained.

What might have been in the Old Stone School

The interior of the school and the items found inside are typical of the 1895-1905 period, represented by all of Midway Village. The original school had both stationary and portable blackboards, desks, a recitation bench, bookcase, ferrules (foot-long pieces of thin wood with no ruled markings) and container, a forty-five star American flag, a coal or wood stove, water bucket and dipper, and kerosene lanterns. Two map cases above the blackboard and portraits of George Washington and Abraham Lincoln, the Constitution, and other forms of decoration adorned the walls.

Moving to Midway Village

In 1971 the building was donated and moved to the Children's Farm (present day Lockwood Park), then moved to Midway Village in autumn, 1977. During the winter of 1978-79, the Rockford Museum Association (now Midway Village Museum) formed an education committee to develop the "Old Stone School Program". Midway Village hosted its first class in the Old Stone School in September 1980. The belfry, the only structural addition to the schoolhouse, was a gift of the Highland School P.T.O. in 1981.

In addition to offering suggestions for curriculum planning, the Manual provides guidelines for use of the Old Stone School. Remember, you are **"on your own"** in an authentic building that is literally a museum exhibit. It must be treated carefully, as our first responsibility is to make the Old Stone School last a very long time. Please read and follow our rules for use of this facility. We are pleased to invite you to participate in this unique learning experience and utilize, as well, the other education resources available to you at Midway Village Museum.

ORIGINAL OLD STONE SCHOOL, CA. 1901



CURRICULUM INTEGRATION

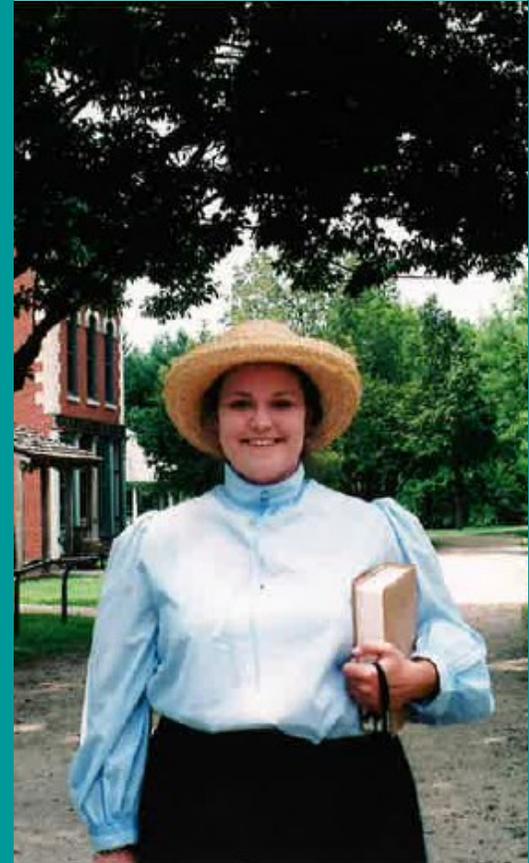
We provide the backdrop, you provide the lessons:

The Old Stone School provides a unique opportunity in experiential learning. This program emphasizes learning through “doing.” With comparison studies, students are able to draw their own conclusions as to how things are different today.

Role play is a strong motivator and can create lasting impression in a child’s learning development. As your students act out a spelling bee, practice sums on a chalkboard slate, and play graces in the yard, they will be making lasting connections between their own lives and the lives of students over 100 years ago.

Within this Guide you will find:

- Answers to frequently asked questions
- Guidelines in using the Old Stone School (OSS)
- Pre-Visit activities
- Suggested information of typical rural one-room school houses, to provide you with context and a base knowledge for your visit.
- A few lessons that can be used within the school
- Post-visit activities to extend the lessons within your classroom
- An appendix filled with resources to help you customize your learning experience.



MAKE MEMORIES!

Many of our visitors encourage their students to dress in historic costume, bring period appropriate lunches, and adopt historically trending names of the 1890s for the day.

WHAT TO EXPECT DURING YOUR VISIT

When the Program is Offered

The Old Stone School is available March through November. There is “modern” heat if you choose to visit us during the colder months of the year.

Tour Costs

The Old Stone School Tour costs \$5 per student. One chaperone is admitted free for every 10 students. Each additional chaperone is \$7. If you would like to add a tour of the Village and Museum Center, the cost per student would be increased to \$6 each. Groups of more than 28 students must reserve a guided tour as part of your visit. Cost is \$6 per student.

Typical Age Group for the Program

The Old Stone School fits best into curriculum of 1st-8th grade classrooms and home school groups.

Maximum Number of Students per Tour

The Old Stone School can hold a maximum of 28 students at a time. By adding a tour of the village, the program can accommodate up to four groups of 28 students simultaneously, for a total of 112 students.

Typical Program Length

A typical Old Stone School program lasts between 3-5 hours, depending on how you choose to customize your day. With larger groups of students, we recommend you plan to spend 4-5 hours at the Museum. Smaller groups can choose to stay for a shorter period of time (2-3 hours).

Guided Tours of the Village

Guided tours of the Village and Museum Center are available for an additional \$1 per student. A

costumed interpreter will meet your class at the School and explain, in detail, daily life of people 100 years ago as you tour the buildings and grounds of the Village and Museum Center.

Typical Program Itinerary

The Old Stone School program is highly customizable, allowing for unique visits that are tailored to your specific needs. Depending on how long you wish to stay, how many students you will be bringing, and if you wish to take a tour of the Village, your itinerary will change. Listed are three typical Old Stone School Tour visits:

- ◇ **1 Class (1-28 students), No Tour**
Students arrive in the morning, check in at the Museum Center, and spend 2-3 hours in the Old Stone School.
- ◇ **1 Class (1-28 students), Tour of Village**
Students arrive in the morning, check in at the Museum Center, and spend about 2 hours in the Old Stone School. After lunch, they take a guided tour of the village, which lasts another 1 ½ -2 hours.
- ◇ **Multiple classes, or 29+ students**
Multiple classes are also welcome to schedule the Old Stone School on the same day. These groups will be given a schedule when they arrive, breaking them into groups of no more than 28 students. One group starts in the schoolhouse, spending 1-2 hours on teacher-led curriculum. The other group (s) will be on a tour of the Museum and Village grounds. Groups rotate through the school throughout the day, allowing each student the same experience.

Where to Arrive and Pay

When you arrive at the Museum for your scheduled tour, please check in at the front desk in the Main Museum Center. We will be there to welcome you and answer any questions at that time.

When You Arrive

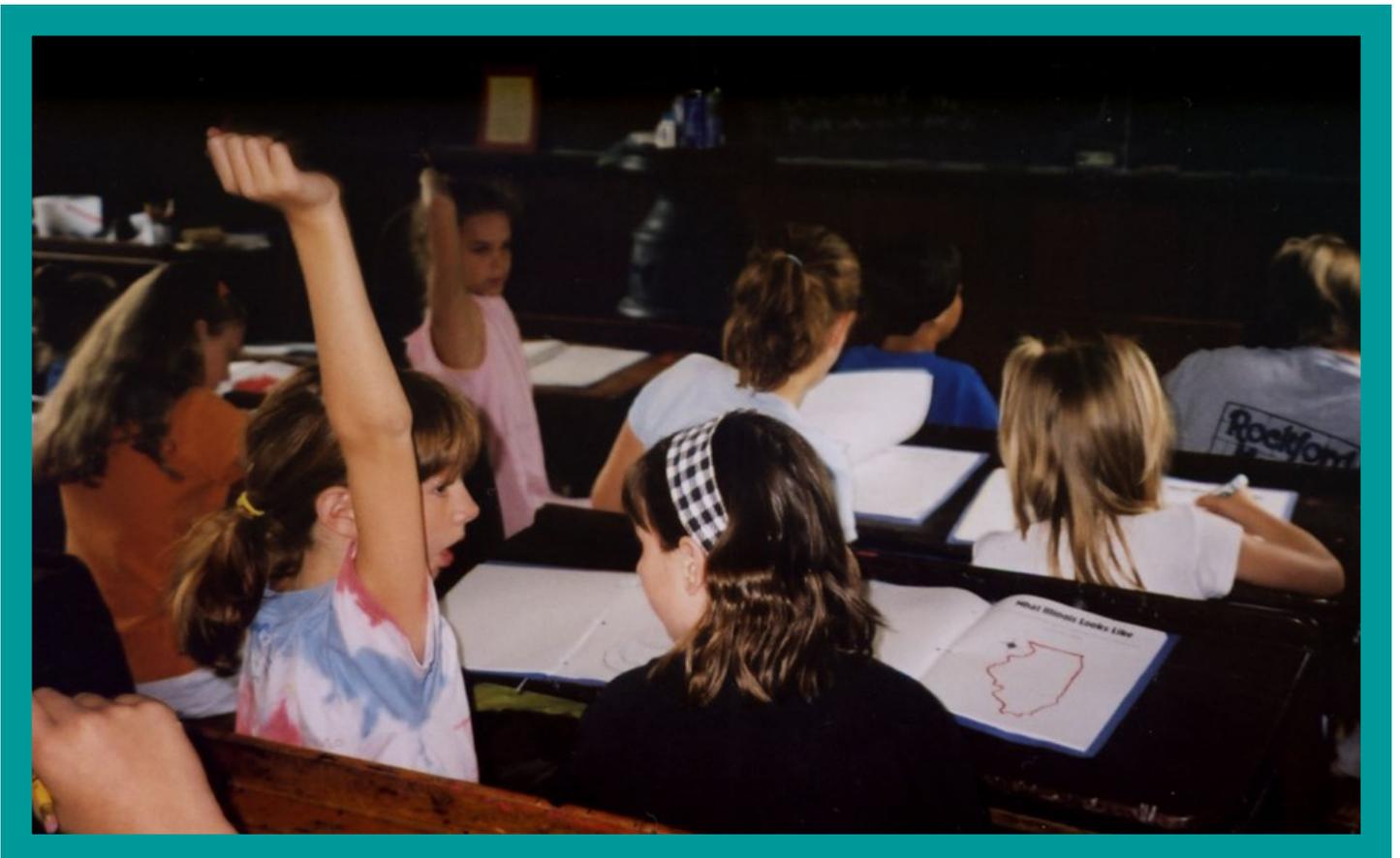
You and your scholars are responsible for preparing the school for opening (see Lesson One on Chores).

How to reserve a date

Tour dates tend to fill up quickly, and we accept reservations up to a year in advance. To schedule a tour for the Old Stone School, please visit our website to fill out an online registration form. When the form is processed, we will contact you with confirmation and details. We would be happy to answer any other questions at that time.

Our website is:

www.midwayvillage.com/educators



WHILE YOU ARE HERE

Restrooms

Restrooms facilities are located in the Law Office building in Midway Village.

Fresh Drinking Water

Fresh drinking water can be pumped from the community well, located adjacent to the Law Office (under the windmill). A pail and ladle have been provided for your use and can be found at the rear of the schoolroom. Paper drinking cups are stored in the closet (Although not authentic, we prefer disposable cups to sharing the dipper among students!).

Where to Eat Lunch

To help us preserve our buildings, we do all we can to deter wildlife from nesting in and eating artifacts within the village buildings. Therefore, we ask that you do not eat lunch in the Old Stone School. If it is nice out, you may eat at the picnic tables scattered around the grounds. For inclement weather or extreme temperatures, we do offer an indoor spot to eat. This alternative location will be given to you during your check in the day of your tour.

Injuries and Severe Weather

Please report any injuries or other emergencies to the front desk, even if you are able to handle the problem without assistance. A first aid kit is located in the teacher's desk.

In the event of severe weather, Midway Village Museum staff will alert you and escort your class to a safe location.

Our Museum is Like Your Classroom

Please inform your class that the entire Midway Village Museum grounds are like a classroom, and that we appreciate their best behavior while visiting, particularly when in and near all the buildings. There is plenty of space behind the Old Stone School for using up spare energy at recess time. As in your own classroom, smoking, gum and candy are not allowed in the Buildings or Museum Center.

How to Care for the School

- ◇ The water bucket is here for your use. Please empty the bucket at the end of the day, and set it outside on the porch to dry.
- ◇ Please sweep the school of leaves and dirt at the end of the day, using the broom marked "Inside Use Only."
- ◇ Remember, this building was built in 1902, and the items inside are antiques, many over 100 years old. Please respect our desks by not writing on them, or carving into the wood. We would like to preserve this treasure for many years to come.
- ◇ Please do not play the piano or sit on the piano bench. We would like to minimize the damage to the instrument caused by years of use.
- ◇ Using water on the chalkboard will damage the wood and promote mold growth. Please only use the chalkboard erasers provided for you.

Thank you for your cooperation. Your actions, and those of your students, help to guarantee the safety and longevity of the Old Stone School.

PRE-VISIT ACTIVITIES

Preparing For Your Visit

We recommend that you relate your class's experience at the Old Stone School to your current Social Studies program. Many teachers use the visit to cap a multi-week integrated unit on the history and culture of Illinois. Prior to your scheduled visit, **preparation by you** will be necessary for your students to experience what life was like at the turn-of-the-century.

Several books on turn-of-the-century life are available in the Midway Village Museum store, as well as references at the public libraries. You may also consult primary materials in the Midway Village Museum Library by making arrangements in advance with the Assistant Curator of Collections. Please feel free to call Midway Village Museum with any questions.

Suggested Activities Include

A. Have students complete research projects on life in Illinois, national events, or personalities with great importance for this region ca. 1900. Some examples are:

Wright Brothers	Aviation of 1890-1910
William McGuffey	Country Schools
Andrew Carnegie	William McKinley
Henry Ford	Automobiles of 1890-1910
Thomas Edison	Factories and Industries
Food of the 1890's	Farm Life in 1890's
Clothes of the 1890's-1910's	Victorian Architecture

B. Have students research and play games of the period (1890-1910). Some games include:

Blind Man's Bluff	Consequences
Drop the Handkerchief	Follow the Leader
Fox and Geese	Drawing the Oven
Hide and Seek	Hopscotch
Leap Frog	I Spy
Pom Pom Pull Away	London Bridge
Ring Toss	Winding the Clock

Directions for these and other games can be found in many physical education reference books. Sources used in this Teacher's Guide include: *Yesterday's Games*, Larry Freeman (1970); and *Physical Education in the Elementary School*, Van Hagen, Dexter and Williams (1951).

- C. Ask students to collect and bring in textbooks used during the 1890's and early 1900's. Many parents and/or grandparents have saved copies of these. Students can examine the old texts and compare them to our books of today. Some early texts can also be found in the Old Stone School in the bookcase at the rear of the schoolroom.
- D. Have students write reports or dramatize various aspects of school life. They can include:
- Reading, grammar, arithmetic or recitation lessons
 - Chores—before or afterschool, town or farm
 - Teacher responsibilities in country schools
 - Discipline in the classroom
 - School sessions and length of day
 - Recess activities
 - School equipment
- E. Help students make their own copy books. Scholars generally used copy books at the turn-of-the-century for writing lessons. Slates were used in some cases for math or practice work. Copy books were primarily purchased from the General Store. Scholars lined their copy books with a "ferrule." Please look in the appendices for instructions on how to make a copy book.



CHORES IN THE OLD STONE SCHOOL

LESSON ONE

ESTIMATED TIME:

10-15 MINUTES

VOCABULARY:

Custodian
Tuition
One-Room School House
20th Century

MATERIALS (Available in Old Stone School)

Drinking bucket
Cups
Ladle
Firewood
Brooms
Chalkboard erasers

STANDARDS MET:

4A,
16A &D,
18A&B

EXTENSIONS

Students make a list of the chores they do at home and compare it to the OSS chores list.

Students draw a picture of the chore they enjoyed most.

GOAL

To introduce students to the Old Stone School.

STUDENT LEARNING

Students will compare the experience of preparing the Old Stone School for the day to his or her own life.

PROCEDURE

Before entering the schoolhouse, introduce students to the day by having them line up outside, girls in one line and boys in the other. Girls should enter the school first, and then boys, and should sit on either side of the room (boys and girls did not sit together).

Explain to students that today they will be learning about what it was like to go to school with their grandparent's parents (their great grandparents!). This school was built in 1902, at the turn of the 20th century, over 100 years ago.

Discuss: When you get to school in the morning, what is already done for you? (For example, the lights are turned on, the heat may be on, the floor would be swept clean) Who do you think does all of this?

Now, hypothesize who might do these same activities at the Old Stone School at the turn of the century. Provide the following list of chores and have students break into groups and brainstorm who might do each chore. Can they think of other chores not on the list?

- ◇ Drinking water (2 students, boys or girls, would fill the pail up outside at the pump)
- ◇ Heating the school (1 boy would gather firewood and heat the stove)
- ◇ Sweep the floor (usually the boy who helped with the fire would also sweep the floors)
- ◇ Clean off the chalkboard (1 student, boy or girl)

Choose a few students to preform each chore. You can also have another group of students clean up the school at the end of your visit. Firewood can be collected from the woodpile at the side of the schoolhouse and placed near the stove in simulation of preparing a fire (please do not open the stove, as it creates stress

on the artifact). If wood is brought in, it should be removed at the end of the day. The floor can be swept in the morning and after the school day is through. Please use the brooms marked "Indoor Use Only". Prior to leaving, the blackboard and the individual slates should be wiped clean, and the water bucket should be emptied and placed on the stairs to dry.

NOTES ON HISTORY

At the turn-of-the-century, a boy in the class would usually be given the job of fire tender and floor sweeper. He came early in the morning to start the fire and have the room well warmed by school time.

For his work, the boy was either paid a few cents per week or an adjustment was made to his school tuition. Fresh drinking water was carried from a pump in the schoolyard, or perhaps from a neighbors yard. The water was kept in a pail and passed around the class at scheduled intervals during the day.

THE PLEDGE OF ALLEGIANCE

LESSON TWO

ESTIMATED TIME:

15-20 Minutes

VOCABULARY:

Allegiance
Republic
Indivisible

MATERIALS

Worksheet (provided by you)
Scissors (provided by you)

STANDARDS MET:

4A,
16A &D,
18A&B

EXTENSIONS

Using the worksheet, have students add and remove words from the pledge until they feel they have created the best worded Pledge of Allegiance they can. Write 1-2 sentences explaining the reasoning behind the changes they made.

Have students research the evolution of the pledge, and write a report on their findings.

GOAL

To understand the meaning of the Pledge of Allegiance.

STUDENT LEARNING

Students will analyze the original meaning of the Pledge of Allegiance, and compare it to its contemporary version.

PROCEDURE

Introduce the pledge by handing out the provided handout (on the teacher's desk) with the original Pledge of Allegiance. Have students read this version while facing the flag and raising their right hand out towards the flag.

Invite students to compare this experience to what they know of the Pledge today. What is different? What is the same? Use this opportunity to dissect the wording of the Pledge of Allegiance. Define the following terms: *Allegiance*; *Republic*; *Indivisible*. Why would these words be included in the pledge? What do these wording choices tell us about what was important to Americans in 1892?

Hand out the worksheets and scissors (you will need to provide the worksheet and scissors). Have students cut out the words, and using the handout with the original Pledge, have students assemble the 1892 Pledge of Allegiance.

Have students look at the words they did not use. Explain that these words were added over time to the pledge. Ask: Why was it important to add these specific words? How are these words significant to us as Americans today?

Now have students rearrange the pledge adding in the extra words so it now reflects the contemporary version, and have students complete the lesson by reciting it with their right hand on their chest.

NOTES ON HISTORY

In 1891, James Upham (an owner of *The Youth's Companion Magazine*) asked Francis Bellamy to compose a pledge to be used during the 1892 observance of Columbus Day—the 400th anniversary of Christopher Columbus's arrival on the continent. Bellamy wrote the original Pledge of Allegiance in 1892.

In October 1892 the word "to" was added, so that the pledge read "to the Republic" and 12 million school children recited the Pledge in school.

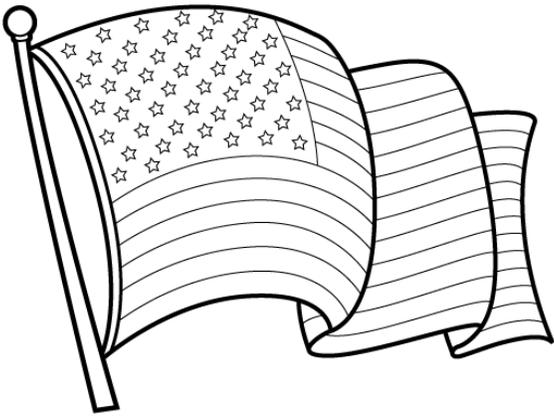
In 1923 the National Flag Conference, under the leadership of the American Legion and the Daughters of the American Revolution changed the pledge to read: "I pledge allegiance to the Flag of the United States and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

At the 1924 National Flag conference the words "of America" were added to "the United States."

In 1942 the United States Congress officially recognized the Pledge of Allegiance, but in 1943, the Supreme Court ruled that public school students could not be forced to recite it. In 1942 the original right hand salute (palm outward and resting on forehead, and then extended with the arm toward the flag, when the word "flag" was recited) was changed to covering the heart so it would not resemble the Nazi Germany salute.

In 1954 the words "under God" were added by Congress and President Eisenhower with the support of the Knights of Columbus. The organization originally recommended this change to Congress in 1952. The words "one nation under God" was set off by commas to be read as one phrase.

To date, the 31 words of the Pledge have remained the same since 1954 after these four changes were made. In 2004 Michael Newdow challenged the words, "under God", but the Supreme Court refused to hear the case.



THE PLEDGE OF ALLEGIANCE OVER TIME

Cut out the words below and try rearranging them to create the different versions of the Pledge of Allegiance.

allegiance

Republic

all

my

which

justice

of

Indivisible,

and

pledge

with

under

to

Flag

I

and

of

America,

United

God,

the

States

it

for

stands,

to

the

Nation

the

one

for

liberty

POST-VISIT ACTIVITIES

Here are some other ways to connect your day at the Old Stone School back in the classroom.

A. Learn a dance from the time period. Examples include:

Square Dance	Polka
Virginia Reel	Two-Step
Waltz	

B. Write a story about the period

C. Write a letter about your day, while practicing your cursive handwriting.

D. Interview a grandparent about what school was like for them.

E. Research:

- Attitudes towards thrift habits, money, labor, etc.
- Transportation of the era
- Community activities centered around the school house
- Children's toys and games

F. Map one room school houses in the area during the 1900s

G. Venn Diagram – chose a building you visited in the village and compare it to its contemporary in your community

H. Illustrate your favorite activity of the day

I. Art Extensions: Draw scene in pen. Focus on the story the drawing is trying to portray

- ◇ Then color in with watercolor. Does color change the mood of the story?
- ◇ Add a label to your artwork and hang them in your classroom. Curate the paintings, and display them like a museum might (i.e. Write an introductory panel, and group paintings by themes)

J. Make up your own tongue twisters

K. Research turn-of-the-century recipes. Students can prepare foods using recipes of the period and/or bring samples to the class for tasting. Suggested food items and methods include:

Baking Bread	Butchering
Uses of Cornbread, Dodgers, Hominy	Sauerkraut
Making Preserves, Pickling	Food Drying

SCHOOLHOUSE INVENTORY

Furnishings in the Schoolhouse

Due to very limited finances, schools at the turn-of-the-century were sparsely furnished. The Old Stone School is fairly well-equipped by standards of the period. The desks are from an era later than 1900, but are a style typical of those used at the turn-of-the-century. The teacher's desk was usually located near the wood stove so the teacher could keep warm in the winter.

The school is illuminated by electrified kerosene lamps. You will find it dim compared to today's standards. You will also find a small collection of old school and library books in a book case at the front of the school room. The books can be handled by your group and they may provide excellent background information for students working on special assignments.

The flag has forty-five stars and was used between 1896 and 1907. The states not yet in the Union included Oklahoma, New Mexico, Arizona, Alaska, and Hawaii.

Inventory

Listed below are items you will find in the school house for your use. When you conclude your day, please make sure all items are inventoried and returned to their proper locations.

Goldenrod Texts	Willow switches and holder
2nd Grade (30)	Yard Sticks
3rd Grade (30)	Library books and texts
4th-5th Grade (30)	Period games and toys
Unruled Paper	Water bucket
Ferrules	Dipper
Slates and eraser cloths	Drinking cups
Erasers for black board	Paper towels
Chalk	Trash bags
45 star American Flag	Brooms and dust pans
Stool	First Aid supplies (in teacher's desk)
Teacher's hand bell	Fire Extinguisher

APPENDICES



HISTORY
COMES ALIVE

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HOW TO MAKE A COPY BOOK

You will need:

For Marbleizing Cover Sheet

Tubes of oil paint (no more than three colors)
Turpentine (or paint thinner)
3 small glass jars for mixing the above ingredients
Rectangular pan (2 inches-4inches deep)
Water (fill pan half full)
Eyedroppers for dribbling paint mixture
Toothpicks (or similar) for swirling paints
Paper

For Making Copy Book

Paper for pages and inside cover
2 stiff cardboard pieces (1/2inch—3/4inch larger than pages)
Masking tape for binding
Marbleized paper (1/2inch—3/4inch larger than cardboard)
Paste or glue

Directions:

To marbleize paper: squeeze a small amount of oil paint into glass jar. Add turpentine, stirring slowly, to give a consistency of a single cream. Repeat with the other colors. Using an eyedropper, put a few islands of paint mixture onto the surface of water in the pan. Repeat with other colors. With toothpick, very gently swirl the colors (do not blend the colors together) to create your pattern. Drop a sheet of paper flat over the pan. The paper will immediately absorb the colors. Gently tap any air bubbles, but do not submerge the paper. Lift paper out of the water (keeping it flat). Shake off excess water while paper is flat. Lay on newspaper to dry.

To make copybook: cut paper for pages (take 8 1/2 by 11 sheet of paper, cut in half, then fold in half). Tape two cardboard pieces together, leaving a small gap between pieces. Lay marbleized paper, with pattern facing down, on work table. Center cardboard on top and fold down edges. Corners should be folded last, and should create a point when folded properly. All edges should then be pasted down. Center pages and paste outer pages to folded edges of marbleized paper (concealing the cardboard pieces). Press book with weight (stack of books, or other heavy objects) until the paste is dry.

Opening Exercises

School often began at 9:00am with the teacher appearing at the schoolhouse entrance to ring a bell, to summon the pupils to come in from the schoolyard. On nice days, the flag would be raised on the pole as part of the opening exercises. Upon entering the schoolhouse, the students would hang their coats in the cloakroom and place their lunches on the shelf above. About three minutes after the opening bell, a tardy bell would sound and all would stand for opening exercises. These activities often included a recitation of the “Pledge of Allegiance” and a patriotic poem. In earlier years, chapters from the Bible or a group recitation of the “Lord’s Prayer” formed the main body of the opening.

School Supplies, circa 1890

Scholars brought many of their school supplies from home. These included:

- Slate and chalk or a slate pencil

- Ruler and/or ferrule

- Paper tablets (if available from the local general store)

- Printed Materials (Harper’s Young Peoples Magazine, Youth Companion,

- Louisa May Alcott’s books, etc.)

Discipline

Control of scholars in schools at the turn-of-the-century still retained vestiges of harsh disciplinary methods. Teacher-pupil relations were expected to be very proper and formal, with good manners displayed at all times. Scholars stood at attention when the class was called to order. When a student was called on for recitation, that student again stood at attention. Poor scholarship was not permitted. Common forms of punishment included boys sitting on the girls’ side of the room and visa-versa, having a misbehaving individual hold a book on the palms of his/her hands with arms extended horizontally and the use of a hickory switch. There is no historical evidence of a dunce stool and cap being used in the United States.

School Terms

In rural school districts of the 19th and 20th century, planting seasons dictated the school term. Older children assisted their families with the planting and harvesting of crops. For this reason, the school session was divided into winter and summer terms. The winter term was from November until early March. During the summer session, when other work was readily available for a man, an unmarried woman usually became the teacher. In the winter months, teachers were predominantly men. By the early 1900’s, many communities were hiring qualified normal school (teacher college) graduates to teach both sessions. Country Schools required teachers to be at least graduates of the eighth grade and pass a state teacher’s examination to obtain a teaching certificate.

School Attire:

By the 1890's, many children wore "store-bought" or "mail-order" clothing. However, in many small communities mothers still made their children's clothes. The clothing was made for wear and tear, and lacked the variety in style that we have today.

Boys and girls wore high-topped shoes or boots. Most had only one pair. Because the shoes were easily scuffed, most boys and girls confined their wearing of shoes to the winter months. Boys' shirts, like their fathers', were high-collared (or sometimes collarless). Many boys wore calf-length or knee pants with suspenders. The length of girls' dresses came to just below the knee. Many of the dresses had little to no waistline and were described as being "tent-like" garments. In the winter months, girls also wore capes to provide additional warmth in the drafty schoolhouse. The "sailor suit" of the period was fashionable for both boys and girls.

APPENDICES

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TYPICAL DAILY PROGRAM

Typical Daily Program, 1890-1910

	<u>Morning</u>		<u>Afternoon</u>
10 min.	Opening Exercises	10 min.	Opening Exercises
5	Chart Classes	5	Chart Classes
5	First Reader	5	First Reader
15	Physiology	15	History
10	Second Reader	10	Second Reader
15	Physiology	15	Language
10	Fourth Reader	15	Language
20	Arithmetic	15	Writing/Drawing
15	Recess	5	Chart Classes
5	Chart Classes	5	First Reader
5	First Numbers	15	First Geography
10	Arithmetic	15	Second Geography
10	Constitution	5	Physical Geography
10	Second Numbers	15	Spelling
10	Arithmetic		
10	Fifth Reader		

Note: There was no indication of a Third Reader in the Program

The daily Program listed above was used by Miss Alice Dodge, a teacher in Argyle Consolidated District No. 127, for her classes in 1894. From The History of Public Education in Winnebago County, Charles Espy, Superintendent of Schools, Winnebago County, Rockford, Illinois (1967), p. 53.

Lessons

Arithmetic

One of the most important goals of arithmetic at the turn-of-the-century was to help students train their minds for “mental discipline”. Good thinking skills were thought to be accomplished by developing in boys and girls the ability to think quickly and accurately. This philosophy is vividly reflected in the mental arithmetic problems and the long assignments of drill on facts and problems. In addition, memorization of definitions and terms were stressed.

Geography and History

History was an essential subject in school. Scholars learned to appreciate the ideals of our state and country by reading about the glorious events of American history. One of the favorite eras of study, for teachers and scholars, was the American Revolution. All events portrayed were greatly idealized with the intent of having scholars emulate the heroes of America’s past. The geography lessons of the period emphasized the youthfulness of this country.

Great emphasis was placed on memorizing the state names as well as state capitols. In higher grades students memorized names of famous rivers, foreign countries, capitols, and names of mountain ranges. Songs and poems were used as aids in this arduous work. Samples of geography and history lessons can be found in the Old Stone School Goldenrod Texts, provided for use during your visit.

Grammar

Grammar was also ranked as a study for good mental discipline. Scholars memorized long lists of rules and definitions. One of the most favored teaching styles of the period used the “catechisms” of the day. In addition, much practice was given in correcting mistakes in grammar. Greene’s Grammar contains the following correction exercise:

’Tain no good, I hain’t got no writn’ pen
I’ve got some on t’other side of me slate.
You said t’was youn. Mine was writ better than hisn,
Only he writ more nor I did. You bes’ telling on him.
He done it, too marm. I can’t git it no way.
Be them two right? I cotched the ball. Hullo, teacher!

Handwriting

It was extremely important at the turn-of-the-century that students be given a firm foundation in good penmanship. Before the widespread use of typewriters, it was necessary in the business world to rely on handwritten communication.

Handwriting lessons were begun with Slates and Slate pencils. Pen and ink was used later after the student had mastered the beginnings of penmanship and ready to write in their copybooks. Nothing but perfection was acceptable to the teacher. Cursive writing was the only type formally taught to scholars.

Many discussion activities can result from the comparison of present handwriting assignments with those at the turn-of-the-century.

Orthography (grades 4 and 5)

In addition to studying the structure of sentences, many teachers insisted that their students have a detailed knowledge of the structure of words. During an orthography lesson, scholars memorized and recited word patterns. The Goldenrod Texts contain examples of orthography exercises.

Reading

The younger scholars, referred to as the “A-B-C” class, were called first to read from their texts at the front of the room. Next to do lessons were the scholars studying in the First Reader, the Second Reader, and so on. Activities led by the teacher included articulation exercises, oral reading, word definition and pronunciation, as well as story moralization and discussion. Reading emphasized rote memory of story passages and word definition. All stories carried a strong moralistic emphasis. Pupils were confronted with strong, and often morbid examples of “good” and “bad” children.

Science (grades 4 and 5)

Academic study at the turn-of-the-century placed great emphasis on good health and prevention of diseases. It was believed that a study of the human body would lead people in better understanding God’s creation. Most elementary pupils had contact with the study of physiology, health, science and nature. One set of texts used prominently throughout the country in the early 1900’s was the Gulick Hygiene Series, Ginn and Company, 1906. It is fascinating to note the concern of the author for what we now consider basic principles of water, earth, and air pollution. Sample selections from this series are provided in the Goldenrod Texts.

Spelling

Spelling in a school at the turn-of-the-century was a subject of both exciting contests and painful drudgery. Emphasis was placed on memorizing lists of words, usually relating to one another, for example: foods, household objects, farm implements, etc.

One of the favorite memory aids of pupils and teachers at the turn-of-the-century was to construct spelling sentences. These memory aids were shortcuts for scholars to remember long words. Examples are listed

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below:

A R I T H M E T I C
A Rat In The House May Eat The Ice Cream.

G E O G R A P H Y
George Elliot's Old Grandmother Rode A Pig Home Yesterday

Elocution

Tongue Twisters - In American schools of the 1800's teachers believed that articulate speech was the sure sign of a well-educated person, so one of the compulsory school subjects for all children was "elocution" or proper public speaking. To practice the lessons of good speech, each pupil would stand before the class and slowly recite some difficult sentence or phrase over and over again until each word was clear and crisply spoken.

"Bring me some ice, not some mice."

"Red leather, yellow leather."

"Rush the washing, Russell."

Sometimes the class played an elocution game similar to a spelling bee in which each pupil in turn had to speak some tongue-twisting sentence clearly after correctly reciting each of the sentences that preceded his turn. Whoever goofed was out of the contest. A typical progression of sentences might have gone like this:

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 éclairs

Nine nimble noblemen neatly nibbling nothing

Ten tiny ticks throwing terrible temper tantrums

Proper speech and clear communication are still important lessons, but elocution as a school subject has nearly disappeared. All that is left are a lot of tricky tongue twisters, to be recited clearly and crisply and as quickly as you can without goofing. Some tricky tongue twisters are meant to be repeated over and over in a

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TYPICAL DAILY PROGRAM

row while others are difficult enough so that you are lucky to get through them correctly just once. Many of those tongue twisters were once actually school lessons, but now you can try them just for fun.

Some shun sunshine-
Do you shun sunshine?

The swan swam out to sea;
Swim swan swim!

The sixth Sheik's
Sixth sheep's sick.

A big black bug bit a
Big black bear
And the big black bear
Bled blood.

She's so selfish she should
sell shellfish shells
But shells of shellfish
seldom sell

Sheep shouldn't sleep
in a shack;
Sheep should sleep
in a shed.

Cross crossings cautiously

Three gray geese sat on the green grass grazing.

A skunk sat on a stump;
The stump thunk the skunk stunk
And the skunk thunk the stump stunk.

Two tutors who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutors,
"Is it harder to toot
Or to tutor two tooters to toot?"

These tongue twisters were taken from a book entitled American School Days.

I pledge allegiance to my flag
and the Republic for which it
stands—one Nation
indivisible—with liberty and
justice for all.

Francis Bellamy
1892

Recess

Recess was a time set aside for pupils to organize their own playtime activity. Many of the games played had origins in Europe. An assortment of period games and play equipment can be found in the storage closet at the rear of the Old Stone School classroom. You might wish to research recess activities before visiting Midway Village, and then let your class organize the activities for the recess time that has been allotted. Below are listed games taken from: Yesterday's Games, Dr. Larry Freeman, 1970, and Physical Education in the Elementary School, Winefred Van Hagen, Dexter and Williams, 1951.

Graces: Two players

Originally played by young ladies learning the art of being graceful, this game went through a transition to become a very popular competitive sport in the late Victorian Era. Players hold a grace stick in each hand. One player, with crossed sticks balances the ring on top. They then very gracefully tosses the ring towards the second player by raising and separating the sticks. The second player attempts to catch the ring on one or both grace sticks. As this game is competitive, points were affixed to the catching of the ring on the left hand, right, or both.

Blind Man's Bluff: Ten to thirty players

One player is blindfolded and stands in the center. The other players join hands and circle around him/her until the Blind Man claps his hands three times. The circle stops moving and the Blind Man points towards the circle. The player at whom he points must step into the circle. The Blind Man tries to catch him and guess who he is. If the guess is correct, they change places. If incorrect, or if the Blind Man has pointed at an empty space instead of a player, the circle continues and the game is repeated.

Dropping the Handkerchief: Ten to thirty players

A large circle should be formed with players joining hands. One player should stand outside the circle, walking behind the other players and dropping the handkerchief behind one of the players. The first player will then take off running as quickly as possible, The second player, now holding the handkerchief, instantly follows him. The first player winds in and out of the players forming the circle (whose hands are joined and raised up above their heads) and dodges the hand of the second player. The point of the game is to reach the vacant spot first. Whichever player is left behind takes the handkerchief for the next round of play.

Follow the Leader – Five to sixty players

One player is chosen as a leader. The others form a single file line behind the leader and imitate anything that is done. The leader should set hard tasks for the followers, such as climbing or jumping over or under things, jumping certain distances, taking a hop, skip or jump, walking backwards, turning around while walking, running with a book on one's head, etc. Anyone failing to perform a task, drops out of the game, or goes to the foot of the line.

Hide and Seek – Five to twenty-five players

There are several variations of this game, the simplest being called "Whoop". In this game one player

takes his station at a spot called “home”, while others go to seek out various hiding-places; when all are ready, one of them – the most distant from home – calls out “Whoop!” on which the player at “home” goes in search of the hiders, and endeavors to touch one of them as they run back to “home”. If he succeeds, the player caught takes his place at the “home” while he joins the players in hiding.

Fox and Geese – Ten to thirty players

One player is chosen to be the fox and another to be the gander. The remaining players all stand in single file behind the gander with hands on the shoulders of the one in front. The gander tries to protect the flock of geese from being caught by the fox. To do this he spreads out his arms and dodges around in any way to avoid the fox. Only the last goose in the line may be tagged by the fox. The geese may all cooperate with the gander by doubling and redoubling their line to prevent the fox from tagging the last goose. If the line is really long, he may tag any of the last five geese. When a goose is tagged, that goose becomes the fox, and the fox becomes the gander.

Leap Frog – Two to sixty players

Players line up in single file with approximately six to eight feet in between each player. All but the last one in line stoops over, with hands on knees, body doubled, and head bent down. The last player leaps over him, then the next player, and in like manner over all the other players. As soon as a player is jumped over, he rises to follow the leading player. All players will do this in succession, considering the last player that has jumped them their leader. Upon finishing, the leader takes the stooping position at the front of the line and prepares to be jumped himself.

Drawing the Oven – Three to fifteen players.

Several players seat themselves on the ground, in a line, one behind the other, and clasp each other around the waist; two players then take hold of the foremost sitter by both his hands and endeavor to detach him from the line by pulling away vigorously. When they have succeeded in doing this they take hold of the second sitter in the same manner, and so continue “drawing the oven” until they have drawn all the players from the ground.

London Bridge – Six to thirty players.

Two of the tallest players make a bridge; the two other players pair off, hold each other by the hand or dress, and pass under the arch while the players representing the bridge and those passing under sing the verses alternately. Those forming the arch sing the first, third and all alternate verses, plus the last verse of “Off to prison he must go”. The prisoners will sing the even verses, excluding verse 18. As the players forming the arch sing verse 13 (“Here’s a prisoner I have got”) they will drop their arms around the player passing under the bridge at that time. The player is led off to a place designated as the prison. The prisoner is asked in a whisper to choose between two valuable objects representing the two bridge players (which were previously selected by the bridge players). The objects can be things of value, such as a diamond necklace, or a gold piano. The prisoner belongs to the side that he has chosen. When all have been caught, the prisoners line up behind their respective leaders, clasp each other around the waist, and a tug-of-war takes place, with each side trying to pull the other across a given line.

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RECESS GAMES AND SONGS

Verses to "London Bridge"

London Bridge is falling down, falling down, falling down.
London Bridge is falling down, My Fair Lady!
Build it up with iron bars, iron bars, iron bars
Build it up with iron bars, My Fair Lady!
Iron bars will bend and break, bend and break, bend and break...
Build it up with gold and silver...
Gold and silver will be stolen away...
Get a man to watch all night...
Suppose the man should fall asleep...
Put a pipe into his mouth...
Suppose the pipe should fall and break...
Get a dog to bark all night...
Suppose the dog should meet a bone...
Get a cock to crow all night...
Here's a prisoner I have got...
What's the prisoner done to you?
Stole my hat and lost my keys...
A hundred pounds will set him free...
A hundred pounds he has not got...
Off to prison he must go...

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RECIPES FOR A PERIOD LUNCH

For the realistic interpretation of school life of 1890-1905, we suggest students not bring canned soda (it attracts bees in warm weather, too) commercially processed and packaged goods, etc., for their lunches. However, many modern food items, such as potato chips, can be adapted for use by re-wrapping in waxed paper, brown paper bags, or cloth napkins. Realism must be tempered by the fact that no refrigeration is available in the school, just as in 1900! Lunches can be carried in coffee can pails (paint the can and make a handle from a coat hanger) to simulate old-fashioned lunch pails (often made then by recycling a lard pail).

Suggestions for lunch items include:

Sandwich (cheese, jelly, egg, meat or peanut butter)

Potato chips Ginger snaps

Corn bread Fruit

Beef jerky Fruit/vegetable breads

Hard-boiled eggs Pound cake

The following recipes, authentic to Old Stone School's time period are from: Rockford Cook Book, A Series of Tried and Popular Recipes, compiled by Ladies of Rockford, IL, Gazette Daily and Weekly, 1887; and A Columbian Autograph Souvenir Cookery Book, compiled by Carrie V. Shuman, R.R. Donnelley & Sons Co. Printers, Chicago, 1893.

SARATOGA CHIPS

Pare and cut potatoes in very thin slices, let stand in cold water a half-hour, take handful of potatoes, drain the water from them and dry in a napkin, then put in a kettle of boiling lard, stir with a fork until they are light brown, take out, drain well, and sprinkle over a little salt.

FRIED MUSH

Three pints boiling water

One-cup wheat flour

Corn meal (enough to make the batter stiff)

Fry while hot in plenty of grease. A tablespoon of sugar added makes it brown better.

CHEESE STICKS

Six tablespoons of grated cheese

Two tablespoons of melted butter

Flour (enough to make a soft dough)

Roll thin, cut in strips and bake in floured pan in quick oven.

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SAMPLE FORM FOR THE OLD STONE SCHOOL

Sample Form for Developing a Daily Program in the Old Stone School

ACTIVITY	BEGIN	END
Arrival and Chores		
Opening Exercises		
Reading		
Handwriting		
Arithmetic		
Recess or Tour		
Craft or Object Lesson		
Lunch		
Spelling		
Reading		
History		
Geography or Physiology		
Craft of Object Lesson		
Dismissal and Chores		

Life from 1890-1910: Project suggestions

1. Drawing of clothing from the time period, 1890 until 1910.
2. Candle making
3. Counted cross stitch
4. Embroidery
5. Needlepoint
6. Quilting
7. Candle wicking
8. Handwriting with pen and ink
9. Drying food/ preserving food/ making ice-cream
10. President
11. Social activities of people
12. Telephone
13. Electricity
14. Build a model city
15. Bake an old fashioned cookie
16. Ladies life
17. Airplanes
18. Stenciling
19. School – curriculum
20. Composers
21. Artists
22. Which occupations no longer exist
23. Write a diary about your life
24. How have manners changed
25. Bake bread
26. Folk medicine
27. Make an apple doll
28. Make a family tree
29. Child labor
30. Make a mobile of things found in a general store

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