

Furnishing Plan  
for  
West Branch School





# United States Department of the Interior

## NATIONAL PARK SERVICE

MIDWEST REGION  
1709 JACKSON STREET  
OMAHA, NEBRASKA 68102

JUL 29 1977



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Administration	
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Maintenance	ALL
Technicians	
File	

BY REFER TO:

H30 MWR(AB)

### Memorandum

To: Superintendent, Herbert Hoover National Historic Site

From: Regional Director, Midwest Region

Subject: West Branch School Furnishings Plan - Revision,  
Herbert Hoover National Historic Site

We have reviewed and approve this revised plan.

We received the following comments from John Hunter and offer them for your further consideration:

"There probably should be more than four wall lamps. The four recommended on page 30, and shown on pages 67 and 72, would have been adequate for the students but no lamps are provided for the teacher. I suggest that two additional lamps be recommended; they would mount on the north wall above the blackboard and between the windows and the side walls or mount on the east and west walls between the windows and the ends of the blackboards.

"I would also suggest a single wall lamp in the cloakroom to light entrance to the building for night functions. It would not have to match the others in design. Locating it to the right or left of the main entrance would be appropriate."

By copy of this memorandum, the signed title page (provided by the Harpers Ferry Center) and original of the plan are being forwarded to the Harpers Ferry Center for final editing and distribution.

*Merritt R. Beal*

Regional Director

Enclosure:

Copy of signed title page

cc:

Mr. Purse, Midwest/Rocky Mountain Team,  
Denver Service Center  
Manager, Harpers Ferry Center, Attention:  
Dr. Wallace, Chief, Reference Services  
(w/original plan and signed original  
title page)

FURNISHING PLAN  
FOR  
WEST BRANCH SCHOOL  
HERBERT HOOVER NATIONAL HISTORIC SITE

Written by Heather Huyck

Revised by Betsy Duncan-Clark

Approved by:

Merill D. Beal 7-28-77  
Regional Director

WEST BRANCH SCHOOL  
Herbert Hoover National Historic Site  
Iowa

Furnishing Plans  
May 1977

Prepared by:

\_\_\_\_\_  
Historian

Recommended by:

\_\_\_\_\_  
Superintendent

Approved by:

\_\_\_\_\_

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A. Definition of Interpretive Objectives

The purpose of restoring, refurnishing and interpreting the Schoolhouse is to provide the visitor with an insight into the intellectual values and standards for achievement set by primary education for the 1870 decade. These values and standards would have been a part of future President Hoover's boyhood in West Branch. The Schoolhouse is to blend with the other components of the "historic scene" in such a way that it serves to subjectively support the historic period interpreted. In view of the schoolhouse mystique that accrues to the structure in its non-original park locale, special care must be exercised to insure that the visitor is not deluded by acts of interpretive commission as well as omission.

B. Operating Plan

Interpretation of the structure will consist of a taped program which will explain the interior refurbishment of the structure to the period 1870-77 as a primary department. The taped program will contain a disclaimer that the building cannot be biographically identified with President Hoover and did not exist as a schoolhouse during his childhood in West Branch. During periods of heavy use an attendant will be required for protection and crowd control as well as interpretation. As part of the historic site's seasonal scheduled interpretive programs, and dependent upon available Volunteers-in-Parks, "costumed interpretive classroom vignettes" could be presented in the Schoolhouse. One point to consider would be visitor access as an audience to such a presentation.

Visitor entry to the structure would be limited to the two entryways from the cloakroom to the classroom via the structure's single doorway to enable the public to obtain an overview of the interior while listening to the program. Any artifacts or reproductions in the cloakroom will have to be adequately secured. The three and one-half foot high barrier across the two cloakroom entryways could be made of wrought iron, wooden pickets, or a less obtrusive fabric.

The following intruder detector alarms would be installed:

1. Photocell across classroom for use during visitor access.
2. Appropriate window and door systems for after hours security.

C. Analysis of Historic Occupancy

The period of historic occupancy is presented in detail in The Hoover Houses and Community Structures by Edwin C. Bearss (Historic Structures Report, Denver Service Center, 11/30/71), pages 134-142. A recap is in order to relate the restored schoolhouse to the purpose of "historic scene setting" in the Core Area of Herbert Hoover National Historic Site.

The Schoolhouse was built on a lot at the southwest corner of Main and Downey Streets in 1853 by the school district.<sup>1</sup> Most of the construction funds raised by the school board came from community members of the Society of Friends. This being the case, the Friends also used the structure as a temporary meetinghouse until they built their own in 1856-57.

By 1867 the growing population in the vicinity of West Branch (not platted until 1869) made the schoolhouse inadequate. In 1867 the Friends and others subscribed \$1,500 for construction of the "Friends Academy of West Branch" near North Downey and Green Streets. Initially, the two-story frame building, 24' x 44', was not affiliated with the public school administration. Friends Joel and Hannah Bean, who had conducted a "Select School", THE EVERGREENS, in their home east of town, were hired as new teachers for the Academy which opened in the fall of 1867.

By the fall of 1869 the West Branch community school system had operationally absorbed the Friends Academy. In the spring of 1870 the Friends

Academy properties were formally purchased, and the lot at the corner of Main and Downey was sold. In May 1870, the 1853 Schoolhouse was relocated to a point adjacent and northwest of the schoolhouse and north of the Friends Burying Grounds. The 1853 Schoolhouse was outfitted as a primary department and opened in the fall of 1870. In 1877, a wing, 28' x 40', was added to the north elevation of the former Friends Academy structure making it a four-room facility.

In 1876, the 1853 Schoolhouse was still used as a primary classroom. Tad Hoover, Herbert's older brother, was enrolled in school that year and recalled attending classes in the "old district school." By 1879, when Herbert Hoover began school, use of the 1853 Schoolhouse as a primary department is questionable. Even though Miss Lizzie Chandler, Herbert Hoover's primary teacher in 1880, recalled holding class in the old Schoolhouse, no documentary evidence has been found, to date, to support this claim. Due to primary department enrollments in excess of 30 pupils for the years 1880-82<sup>2</sup>, it is likely the 1877 addition housed the primary by then. It is possible the primary department moved into the addition as soon as it was ready in 1877.

Sometime before 1884 the 1853 Schoolhouse was sold to Frank and Martha Rowlen and moved to the southwest corner of Oliphant and Orange Streets. With the move the "period of historic occupancy" was terminated.

The 1853 Schoolhouse is currently located on Lots 29 and 30, Joseph Steer's Plat of West Branch, the northeast corner of Poplar and Penn

Streets, within Herbert Hoover National Historic Site. The Herbert Hoover Birthplace Foundation moved the structure to that location in 1972<sup>3</sup>.

D. Evidence of Original Furnishings

The 1853 Schoolhouse stands within the Core Area of Herbert Hoover National Historic Site to help set the "historic scene" for the Hoover Birthplace Cottage. No evidence has been uncovered to furnish the building to its original use as a schoolhouse, nor would that be an appropriate restoration for the 1870's scene. This plan is concerned with equipping the structure as a primary department for the years 1870-77. The West Branch Primary Department was not a frontier school but a village one, which means it was probably well equipped by the day's standards. West Branch by this period was in a settled area where it would not have been difficult to obtain textbooks or other items either in West Branch or from nearby Iowa City.

The product of this furnishing plan will be a schoolroom filled with old or reproduced objects appropriate to a past time, but bearing no verifiable connection to Herbert Hoover or to his school.

E. Recommended Furnishings

1. Cloakroom

A few schools, primarily those in the east coast urban areas, had separate recitation rooms, separate cloakrooms for the girls and boys and even separate libraries. For a school such as West Branch School, the cloakroom served many of these functions. It also served for storage, as a washroom, and even a place to play in inclement weather. Children hung up their outer clothes, washed their hands, got a drink of water and left their lunches there. Children who lived nearby would have gone home for lunch. Sometimes extra fuel was also stored in the cloakroom to keep it dry.

Table

In the southwest corner along the west wall of the cloakroom should be a plain wooden table. There should be a tin washbowl about a foot in diameter on this table, a cake of laundry soap and a rough huck towel of white cotton. The towel should not be neatly folded, but ruffled as if a child had just used it.

Also on the table should be a tin bucket. This was the drinking fountain. The bucket should hold at least half a gallon of water. The cup dipper should be hung on a small cut nail so that it is roughly a foot above the bucket. The dipper should be wired securely but unobtrusively to the nail.

On the north wall (partition) of the cloakroom two rows of twelve hooks each should be placed for the student's wraps at height 3'6" and 4'6". The hooks should be spaced 6" apart and placed alternately so that one hook is not directly above another. The hooks should be painted black.<sup>4</sup>

Four inches above the upper row of hooks there should be another plain shelf 10" deep and approximately 6' across. Several tin lunch pails of varying styles should be placed here (Illus. 1). Many students brought old lard pails, corn syrup pails or even tobacco buckets.<sup>5</sup> The pails were small, only about 9" high and 6" in diameter with a bail and close fitting lid. Some sense of the contents of the pails should be conveyed either by actual food, dried food or scents.

"Of course we took our lunches. Homemade bread or biscuits and homemade butter made the sandwiches. Cold meat, fried chicken, pickles, hardboiled eggs, pie, doughnuts, and cake were possibilities. Apples were a luxury...."<sup>6</sup>

A straw broom should be placed in the southeast corner of the cloakroom. It should have a plain stick handle and be worn.

#### Curtains

The two windows along the south wall of the cloakroom should be hung with two pairs of light weight dimity curtains, white, full-length and gently gathered. They should be pulled back and held by matching sashes. They should be very plain and reasonably clean.

### Clothing

A variety of clothing for small children should be hung on the hooks. It is quite important that some of the clothes be of the plain style worn by the Friends, somber colors, simple but well made, and that the rest be cotton calico. This is one way to dramatize the two worlds in which young Hoover would have lived. The clothing should be changed with the seasons to make way for heavier clothing in late fall and winter.

### 2. The Main Classroom

The dimensions of the classroom are 20'6" deep by 18' across with two 3'6" entrances leading into it from the cloakroom on the south end. Six windows illuminated the classroom. This room was not only the core of the school educationally, but was used for many other purposes--social, political and religious. Over the years it probably saw meetings, box socials, singing schools, literary society meetings, debates and elections.

The classroom was not unpleasant, but one primarily oriented to traditional education. West Branch, as a village in that era, was in a stage of transition. It no longer had the older school, yet it did not physically separate students into rigid "grades", but left them together in groups. The primary department had A, B and C levels--each studying at different capacities in the same room.

This transition can be seen in other ways. Desks were double and would remain so for awhile, but such innovations as numeral frames, a globe and spelling sticks were to be found in each department. It is important to find a balance between the old and the new, the frontier and the eastern city, in furnishing this school just as it is important to realize that by 1877 the school was twenty-four years old and had seen many changes itself. Therefore, in selecting furniture there should be some span in the ages of the pieces.

#### Teacher's Platform

A teacher's platform should be reconstructed across the entire north end of the classroom, 8" high and 5' deep. It should have a teacher's desk and chair, visitor's chair, globe and bookcase. The blackboard should be along the north wall above the teacher's platform. This was the focal point of the school and should be treated as such.

#### Teacher's Desk

There seems to have been a rather standard teacher's desk in the Midwest, more a table than a desk. Examples can be seen in numerous old photographs and in restored schools at Portage, Wisconsin; Rochester, Minnesota; Minden, Nebraska; and Topeka, Kansas.<sup>7</sup> A version of Ormsbee's description follows, adapted to desks seen:

"Table base has a rectangular, slightly overhanging top with concave molded or rounded edge....Table bed contains a full-width drawer, three to four inches deep, fitted with applied carved wooden handles or mushroom-turned wooden knobs...."<sup>8</sup>

The size of the desk should be roughly 24" deep and 42" across, and it should have a "gallery" of wood running partway around the top, opposite the drawer opening, to serve as a backrest for books. Johonnot's catalog of school supplies shows one version of this desk on page 47, although the desk lacks a gallery (Illus. 2). The surface of the desk should be plain, not cloth-covered. It should not have a raised central portion as that was much less common. The legs should be simply turned directly at the top and bottom and have ball feet. The desk should be stained medium-dark and varnished.

#### Dictionary

The usual dictionary in American classroom use was Webster's. As this classroom is being restored as a primary section (department), an unabridged dictionary is unnecessary and unlikely to have been used. Therefore, the school edition, or lacking that, the abridged edition of Webster's is suggested. The dictionary should be placed on the teacher's desk.

#### Bible

Besides the dictionary, a Bible should also be placed on the teacher's desk. Teachers apparently provided their own Bibles which they used each day to begin class.

#### Bell

There should also be a teacher's handbell on the desk. This was used to call the students at morning, lunch and the two recesses.

The handbell should be brass or silverplated and have a wooden handle. Johonnot illustrates several (Illus.3).

Other Items for the Teacher's Desk

A glass ink cone such as shown in Johonnot, page 97, should be filled with black ink and placed on the teacher's desk (Illus. 4). As none of the companies advertising ink have chosen to divulge their recipes, plain black India ink can be substituted for their still secret formulas.

Wickersham's School Economy was often mentioned as a book teachers should use and have for themselves. Teachers' manuals of that kind served an important function in a time when normal schools were scarce and their education scanty. Many teachers lacked full certification. There were many manuals published; several should be displayed. Besides the Bible, dictionary, teacher's bell and teacher's manuals, several textbooks should also be placed on the desk.

In the spring a few local flowers, both cultivated and wild, should be placed on the teacher's desk in a small glass vase. Apples, however, should never be placed there as their presence was more mythological than historic.

In the desk drawer should be a teacher's register, a small bound book used in marking attendance and grades. A Spencerian pen should also be placed there along with a wooden ruler 12" to 15" long. This ruler was not only used for measuring things, but also,

and as often, for punishing students. Although whipping was really uncommon, myths again to the contrary, strict discipline was maintained by the use of this ruler, also referred to as a "ferule." One description of the ruler is as follows:

"The frontier required its teachers to be stern disciplinarians....The ferule was an instrument almost as vital to instruction as the textbook. It was used to quiet giggling pupils, to furnish incentive for study or disapproval for a poorly recited lesson. Any minor infraction called for three or four light blows on the meaty part of the palm....Contrary to popular belief, flogging was not widely practiced."<sup>9</sup>

There is one description of a black rubber ruler being used to punish some students. Johonnot's description, however, is more standard and is the type which should be used at the school:

"These rulers are made especially for school purposes. They are well made of good, hard-wood, polished. They are accurately marked in inches, half-inches, quarter inches and eighth-inches stamped in black. One edge is properly bevelled. There are two sizes--one twelve inches long, the other fifteen inches. The later is recommended as most useful. Price, each, \$0.10."<sup>10</sup>

As a fifteen-inch ruler would be more convenient for both measuring and punishing, it is recommended. If it is only available in reproduction, a twelve-inch ruler would do.

#### Teacher's Chair

The teacher's chair should be pulled almost up to the desk, at a slight angle as if the teacher had just risen from it. If visitors were permitted on the teacher's platform they could see the contents of the partly open drawer, or the interpreter could open it to show visitors its contents.

The chair should be similar to that illustrated in *Johonnot*, page 35, having a curved top, rather oval cane seat, no arms, turned spindles and box stretchers, and with moderate splay in the rear legs (Illus. 5). Ormsbee, page 87, has a similar plank seated chair which would be suitable (Illus. 6). The chair should be in very good condition and well cleaned.

#### Visitor's Chair

In the southeast corner of the platform should be a visitor's chair reserved for interested parents, the principal of the school, or the county superintendent. The chair should be plain wood with a back, but without arms. Either Chair No. 1 in *Johonnot*, page 34, labeled "Common Windsor, Wood Seat," or No. 3, "Bent Top, Wood Seat" would be in the general style recommended.

#### Globe

There should be a globe on the platform. This should be placed next to the visitor's chair and should be similar to those advertised in *Johonnot*.<sup>11</sup> Two examples include the Franklin and Schedler's globes. The Franklin Globe was the more common (Illus. 8), but a 12" Schedler's Globe was listed in *Johonnot* for \$15 (Illus. 9), the same amount spent for a globe on March 22, 1879, by the West Branch School. Springdale School, near West Branch, bought a Kendall Globe, another possible brand. The actual globe purchased, however, will depend on what is available. It should not be more than 12" in diameter and should be on an iron stand. Hanging globes were not introduced until later.

### Bookcase

The last piece of furniture on the platform should be the bookcase, located on the west wall near the south edge of the platform. This should be wooden with three shelves, and four feet in height. It should be three feet across and 12 inches deep, and stained dark. The bookcase should be built on the model of that found in Ormsbee, page 307, with an identical top section, but an abbreviated base (Illus. 10). The shelves need not be adjustable.

This bookcase had several purposes. Primarily, it was used to store books owned by the school. Numeral frames and spelling sticks were also kept there.

During the summer of 1973, a number of old textbooks and other children's books were inspected at the Iowa Historical Society. The Iowa Historical Society was willing to sell some of these volumes to the National Park Service. Of those books, the following are especially recommended:

1. School Composition, Swinton, William, Harper & Bros., 1874.
2. Simple Tales for Youthful Readers, (no author), D. Lothrop & Co., 1871.
3. Little Stories for Little People, (no author), D. Lothrop & Co., 1871.
4. Short Stories, (no author), D. Lothrop & Co., 1871.
5. Always Do Right and Other Stories for Children, (no author or date), American Reform Tract and Book Society.
6. A Tale of the Revolution, Peter Parley, Sheldon & Co., 1869.

7. The Young Angler, Thomas Miller, Sheldon & Co., 1869.
8. Dinsmore's Graded Blanks for Drills in Written Spelling, 1876.

These books, which should be acquired and placed on the bookshelf, have been chosen because they were either known to have been used, as in the case of Swinton, or because they were the kind of books children were allowed to read. Herbert Hoover talked of being allowed books such as the above when he said:

"As a matter of fact, under my austere Quaker upbringing my book reading had been limited to the Bible, the encyclopedia and a few novels which dealt with the sad results of demon rum and the final regeneration of the hero."<sup>12</sup>

The storybooks listed above (Nos. 2-7) are younger versions of the "demon rum novels." They have been chosen for the age of primary pupils.

#### Numeral Frame

The bookcase should also contain three or four numeral frames.

Raub, in School Management, said,

"No primary or ungraded school should be without a numeral frame. Not only counting, but also all the fundamental rules, may be taught concretely by the aid of this important little piece of furniture."<sup>13</sup>

Sypher, in The Art of Teaching School, said,

"The numeral frame is one of the oldest and commonest of the mechanical devices employed in teaching arithmetic. It consists of a frame inclosing (sic) twelve wire cords, each cord bearing twelve large wooden beads; the cords are of sufficient length to admit of the separation of the beads into distinct groups. This frame is convenient to exercise the beginners in arithmetic, in counting objects, and in adding, subtracting, multiplying and dividing objects."<sup>14</sup>

Actually the numeral frame is an abacus with the wires holding the wooden beads on rows and often with a handle attached to the frame for easier use. Johonnot has a picture of a small numeral frame on page 84 (Illus. 11).

### Spelling Stick

There should also be a spelling stick, a simple device consisting of a piece of grooved wood with a handle and cardboard letters which may be arranged in the stick. Johonnot described its use when he said,

"Teachers of primary classes, with the aid of this simple device, will find it easy to fix the attention of their pupils, teach the forms of the letters and how to combine them into words."<sup>15</sup>

There need be only one spelling stick. If one cannot be found, then a reproduction can be made using the illustration found in Johonnot (Illus. 12), and being careful not to use a different style of printing to form the letters.

### Blackboard

The blackboard appears to have extended across the north wall of the classroom, with a few feet on the adjacent east and west walls.<sup>16</sup> In the refurnishing, the bookcase will partially obscure the west wall blackboard. The dimensions of the blackboard should follow William Wagner's specifications, as found in his drawings for the Schoolhouse. The blackboard is designed to extend from the wainscoting to a height of six feet with a chalk trough at the juncture of the wainscoting and the blackboard. The chalk trough should also follow Wagner's specification.<sup>17</sup>

The blackboard consisted of wooden boards which had a kind of liquid slating applied to them. Henry Barnard, in School Architecture, gave the following recipe for making blackboards:

"To 100 pounds of common mortar, add 25 pounds of calcined plaster; to this add twelve papers, of the largest size, of lampblack. This is to be put on as a skim coat, one sixth of an inch thick to rough plastering, and should be made as smooth as possible by hard rubbing: It may also be put on old plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits add one gill of linseed (?) oil. To this add one of the largest papers of lampblack, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may also be put on boards or canvas. This should be constantly stirred, when used, to prevent the emery from settling. If too much oil, or if say varnish be used, the board will become more or less glazed and unfit for use.... Some prefer pulverized pumicestone to emery."<sup>18</sup>

The blackboard should have the current date on it (excepting Saturday and Sunday) and also have some instructions for lessons written up in one corner, such as:

C Grade: First Reader, p. 23  
B Grade: Write out numbers 100 to 200 on slates  
A Grade: Swinton's Speller, Lesson XX

The pages for assignments should be coordinated with the texts acquired, and keeping within the prescribed curriculum for each grade. Although Spencerian handwriting was taught, assignments were probably written in manuscript printing in the Primary Department. When printing is not used, the style of handwriting on the blackboard should always, and solely, be Spencerian.

### Chalk

Several pieces of chalk should be placed in the chalk trough. These were provided by the school district. They were not the carefully shaped pieces of today, but rather lumps of calcium.<sup>19</sup> Chalk was also referred to as "crayons", which were not the wax "crayons" of today.

### Erasers

"The dusty rag for cleaning blackboards of marks is disappearing with the slovenly teachers who were known in the past."<sup>20</sup>

"Good erasers, such as will clean the board without throwing dust, should be used."<sup>21</sup>

Three erasers should be placed in the chalk trough. These should be pieces of sheepskin or brussels carpet, glued or tacked onto small blocks of wood. Johonnot's eraser No. 0 is the preferred style:

"No. 0. Size 2 in. by 3 3/4 in. The block is ash or other suitable wood, properly grooved for grasping with the hand. It is covered with sheepskin, usually "Sherling". The skin is securely fastened to the block and bound with binder's cloth. Price, per doz. \$1.50."<sup>22</sup>

If original blackboard erasers cannot be obtained, reproductions using the above specifications should be used.

### Pointer

There should be a pointer hung on a small hook underneath the chalk trough. It should be a "soft-wood pointer, with smooth ends"<sup>23</sup>, not quite two feet long to fit between the chalk trough

and the platform, roughly three-fourths inch in diameter and varnished. Again, if originals are unavailable, reproductions may be substituted.

#### Flag

There should not be a flag in the classroom. Flags were generally added after the turn of the century.

#### Prints of Washington and Lincoln

Above the blackboard should be hung two framed prints, one of George Washington and the other of Abraham Lincoln. The picture of Lincoln is especially important as he was Herbert Hoover's idol.<sup>24</sup> Both prints should be monochrome, roughly 12" x 18", in plain, dark frames. They should be hung six inches above the blackboard at an angle. Prints of these men were standard equipment in almost every classroom of this period. The Washington print should be on the viewer's left.<sup>25</sup>

#### Recitation Bench

There should be a space of three feet between the teacher's platform and the recitation bench. Often the seat of the first desk was used in place of a separate recitation bench. In this school, however, it is likely that there was a separate recitation bench. There should be a long bench in the same style as the desks. A back on the bench is optional, keeping in mind the time span for use of the schoolhouse.<sup>26</sup> The students' double-desks will be arranged in rows behind the recitation bench facing the teacher's platform.

### Desks

Most nineteenth century schoolrooms contained a variety of desks that differed in the design of iron work, in the wood used, and in the sizes. Five or six sizes were manufactured by each of the school furniture companies. These companies were located in different areas of the country including New York, Chicago and Minneapolis.

Each desk had a slightly curved wooden seat that folded up. Both the seat back and desk top were stationary. Underneath the desk top and directly behind the seat was a shelf for books and other school items. The seat, seat back, desk top and shelf were wooden. They were all supported by an iron frame; the frames varied in ornateness and design with individual manufacturers. Occasionally, more than one kind of wood was used in the desk to create attractive patterns, such as in the A. H. Andrews desks where a dark strip of wood was alternated with a light one (Illus. 13). Most of the time only one variety of wood was used. It is probable that West Branch did not spend money for fancy desks with either ornate grillwork or woods.

The iron portion of the desk--its frame--formed the legs, the support for the seat, and the grillwork on either end of the shelf to hold the books. This grillwork, often in the shape of elaborate arches and swirls, was the major decoration of the desk. Most manufacturers cast their names and locations into the grillwork.

The iron hinge under the seat determined whether or not the desk folded. The feet of the four iron legs formed trefoil designs at their bases with a hole in the center of each "leaf." This was used to fasten the desk either to the floor or to long wooden slats six inches wide laid on the floor. Most desks were not fastened to the floor during this period because it interfered with versatility. From examining the Schoolhouse floor it seems probable that the desks were on slats. No evidence was found of the desks having been bolted to the floor.

Desks came in both single and double models. The double desks accommodated two pupils and were used more during this period than the single desks.

Sizes of the desks depended on the students. For the Primary Department, the desks obtained should have approximately the following dimensions:

Small primary size: Seat, 11" high; desk, 10-11" deep; with a desk top 36" across.

Primary size: Seat 12" high; desk, 12" deep; with a desk top 36" across.

Eleven desks in three rows, behind the recitation bench and facing the teacher's desk, will fit comfortably in the classroom. The center row would have three desks while the outer rows would have four. Combinations of small primary and primary desks will depend upon what is available. As a guideline, it is suggested the six forward desks across the rows be the small primary size while the remainder be primary size. The rear desk in each row should

have a "settee" for its seat. These were benches without the desk behind them. The number and size of the desks suggested are for the sake of interpretation of a restored building as outlined in Part D of this report rather than class size determined from West Branch Independent School District records. Seating the boys separately from the girls was sometimes practiced. It is suggested that the boys be seated on one side and the girls on the other; any objects such as books or toys should be placed on the appropriate side. The same is true for clothing in the cloakroom and any "costumed interpretive classroom vignettes."

A shallow groove running across the desk tops was used for pencils and pens. Students of the Primary Department of West Branch would have used slates and slate pencils to do their exercises. Paper was available and employed, as seen from Allen Hoover's purchases for paper for Herbert Hoover.<sup>27</sup> Pupils used paper and pencils until the A Grade when they learned to use pens.

Along with pens went inkwells, described as follows:

"There was a small thimble-shaped container about an inch in diameter at the top which would fit into a hole in the desk but would not go on down through. This glass container was covered with a small metal hinged cover that would open or shut. The little ink well was filled by the teacher from a crockery bottle which held about a quart of ink."<sup>28</sup>

"A covered inkwell was on each desk, conveniently situated for coloring the hair of the girl in front."<sup>29</sup>

Johonnot illustrated an inkwell on page 98 (Illus. 14). Each primary size desk should have an inkwell if there is a hole in the desk top for it. One must keep in mind that only A Grade students would have used ink. Shallow dishes were sometimes used to prevent the ink from freezing and could be used until proper inkwells are found.

By this period writing with quill pens was uncommon; steel pens had replaced them. Johonnot has a complete display of pens. In the absence of other illustrations or detailed description, these pens should be used as models (Illus. 15). Johonnot's "Pen No. 5" is called the "School Pen" (Illus. 15).

Many of the "pencils" referred to are slate pencils. These thin sticks of black slate or soapstone were sharpened to a point and used to write on slates. Lead pencils were available and Johonnot advertised these pencils on page 103, but chose not to illustrate them. No detailed descriptions of the old style lead pencils were found. If lead pencils are used and original ones unavailable, the best possibility would be modern pencils without fancy markings or erasers.

### Slates

Eight slates should be placed around the room--on top of desks and on the shelves beneath the desks. The slates, along with the blackboard, were basic teaching devices. Paper was more expensive than slate which could be reused and handed down to a younger sibling. The slates came in various sizes ranging from 4" x 6"

to 12" x 18" (Illus. 16). Most of the slates were black slate with plain wooden frames. Others had red flannel and shoestring binding, some had wire binding, and the cheapest depended upon the dovetailing of the frame itself. A few slates were double.<sup>30</sup>

Each desk with a slate should be equipped with a slate rag.

"Some of us cleaned our slates with small rags or sponges moistened with water from a little bottle we kept on our desks; others used the moistening agent employed by bootblacks since time began."<sup>31</sup>

Often the slate rag was just a small piece of fabric, probably flannel, swept away at the end of the day.

"One Friday afternoon, Alice (Money) finished sweeping the schoolroom, threw the day's accumulation of slate rags and spit balls into the stove...."<sup>32</sup>

#### Autograph Albums

Two or three desks should have autograph albums on them. These little books were treasured by the students and were used to collect not only friends' signatures but also various sayings, morals and even jokes. They were small, only a few inches in size.

"Autograph books were considered a more formal and dignified form of remembrance and suitable for use outside as well as inside the schoolroom. There the friend inscribed his name and often some sentiment to go with it....It (the autograph album) is a little elongated volume about as large as a pocket memorandum book, and the front cover is ornamented with a spray of blackberry leaves and berries in bas relief....Opening the book, one sees on the title-page an inscription printed in large golden letters, "Autographs."<sup>33</sup>

Mr. Glenn Speight, West Branch, has an autograph album that was signed by Herbert Hoover when he was quite young. Other than the signature, there is no other inscription.

#### Copybooks

"When I was a boy being taught writing in the first grade, I was required to copy various sentences at the top of a page in a ruled copybook. One of them made an impression which lasted many years: "Honesty is the best policy."<sup>34</sup>

Herbert Hoover was only one of the thousands of students who copied the maxims of the Spencerian copybooks in an effort to master the curlicues and curves for which that system was famous. The Spencerian system of handwriting was introduced as early as 1848. In the Post-Civil War period, it was the major system of penmanship, and was taught primarily through the use of a series of copybooks. Only at the beginning of the twentieth century was the Spencerian system replaced by the simpler Palmer method.

At the top of each page in the copybook was a letter, word or phrase to be copied a dozen or so times on the lines provided. Often the phrases were morals. The copybooks were soft-bound and measured approximately 8" x 10". Reproductions of the copybooks should be obtained so visitors can try the Spencerian system of writing.

#### Textbooks

The history of American textbook useage parallels that of American education in that both evolved from confusion and chaos to a

semblance of order and organization. Textbooks have become much more oriented to children. The books have more pictures, larger print, and are much more standardized.

"One handicap to effective teaching was the fact that it might happen no two pupils were equally advanced in their studies--possibly did not have the same textbooks. The books were often much worn and defaced, for they were family heirlooms and continued in use as long as they held together."<sup>35</sup>

"Books were not supplied by the district, but each pupil brought his own. Mine were inherited from an older brother who had passed that way, and since the publisher had not changed for years, were standard; but when a pupil came in from another town or state, there was apt to be confusion if his were not the same. Reading went all right and we greatly enjoyed his different stories, but in arithmetic poor teacher must sometimes hear a separate class or else let him "sit together" and study with some child for the duration of the term. This was not always a peaceful solution of the problem, some children being eminently unfitted to be lenders and others to be borrowers."<sup>36</sup>

Of all the American textbooks, Noah Webster's Blueback Speller and William McGuffey's Readers are the most famous. McGuffey's first Reader was published in 1836; between then and 1920, 122 million copies were sold.<sup>37</sup>

"While it is supposed by many that the McGuffey Readers had almost a monopoly on the reader market during the last half of the 19th century, this was not actually the case."<sup>38</sup>

Other readers such as those by Charles W. Sanders, George S. Willard and William Swinton were also very popular.<sup>39</sup> Many classrooms used them together.

Although it is difficult to know which of the following texts will be available, several rules should be followed in selecting them. First, some leeway is permissible in selecting books for the different Primary Department grades. Second, all of these books have different editions and care must be taken not to get books of dates later than 1877. Third, copies obtained should be in the best condition possible. One third should be placed on top of the desks (more would be very unrealistic, unless every student were cleaning out his desk).

It is unknown when the West Branch Independent School District began to supply pupils with textbooks. The purchase by Allen Hoover of "Arithmetic and paper" on January 9, 1885, for \$.50 indicates that not all, if any, were supplied.<sup>40</sup> More probable, the School District had a standard list of texts bought by most parents. This would have lead to some degree of standardization.

The following texts are suggested:

<u>Readers</u>	3 copies, American Education and Cathcart 2 copies, Swinton's First <u>Reader</u> 2 copies, Swinton's Second <u>Reader</u>
<u>Spellers</u>	4 copies Swinton
<u>Grammars</u>	4 copies, Mrs. Knox's <u>Lessons in English</u>
<u>Arithmetics</u>	4 copies, Ray's <u>Arithmetic, Part First</u>

Several of the books should be:

"neatly covered with remnants of cloth from our dresses, shirts and aprons. They (the books) were not marked, soiled or dog-eared intentionally."<sup>41</sup>

### Stove

The stove for the Schoolhouse should be of a plain design. Both coal and wood were burned in the West Branch School as attested to by vouchers paid by the district.<sup>42</sup> The stove should be iron, of the cylinder style with a ceramic liner so that it can burn coal; the main section should rise approximately five feet. The stovepipe, which is six inches to a foot in diameter, should extend upward from the stove to near the ceiling and then run to the chimney at the north end of the classroom. The stovepipe, supported by wires, was often run inside the classroom like this as it helped considerably to warm the classroom. The doors of the stove usually opened opposite the stovepipe, but occasionally were placed at a 90° angle to the pipe. Most stoves had a water font which helped humidify the classroom. While the basic structure of the stove was black, this font was often nickel-colored. One possibility for the model of the stove would be the P. E. Beckwith stove, Round Oak No. 18.<sup>43</sup>

### Coal Bucket

Immediately in front of the stove should be the coal bucket and coal shovel. The coal bucket should be 12" to 18" high and filled with chunks of coal. Two possible designs are included in the photo copies of the Appendix (Illus. 17 and 18). Either would be suitable.

### Sandbox

To prevent sparks from setting the schoolroom on fire, a sandbox should be placed under and around the stove. The box should be several inches deep and several inches larger than the stove, wooden, and filled with sand to the depth of two or three inches. An alternative would be a metal sheet placed under the stove, another common practice.

### Lamps

Evening functions at the school necessitated the use of lamps. The standard lamps found in schools burned kerosene and were hung on the walls with metal brackets. The lamps had glass reservoirs or founts ranging 4" to 9" high. They were sometimes tinted a light green, but more often clear glass was used. A tall, tapering glass globe from 6" to 16" high rested above the actual metal burning mechanism on prongs. Behind the glass globe was a shiny metal or silvered glass circular reflector.

Four lamps of the above style with plain glass reservoirs should be placed in the classroom between the windows, two on each side. Since safety will probably preclude using kerosene, the glass reservoirs should be filled with water tinted to look like kerosene. Cotton wicking placed in the lamps should be singed.

### Curtains

At each window should be hung a pair of curtains, very thin dimity, white, and in a plain design. The curtains should be

the full length of the window and be gently gathered. They should be pulled back and held by matching sashes.<sup>44</sup>

#### Clock

Although nearby Springdale School may have had a clock at this time, none is recommended for the West Branch Primary Department.<sup>45</sup>

#### Wastebasket

Johonnot shows a picture of a wastebasket (Illus. 19), and if something similar to it can be found, it should be placed near the teacher's desk and partially filled with trash.

#### Kerosene Can

A metal can for storing the kerosene should be placed on top of the bookcase. No pictures have been found of such a can. A brief description mentions that a small potato was often used as a stopper for the container.<sup>46</sup> Further research is needed.

#### Floor

The teacher had to do most, if not all, of the janitorial work, including lighting the stove, carrying out ashes and sweeping the floor each night. Because the classroom was used for so many purposes and because of the nature of children, the classroom was never known as especially clean. This can be shown on the floor by ink stains, slate rags and spit balls, visitor safety permitting.

F. Special Installation, Maintenance and Protection Recommendations

Present plans call for the Schoolhouse to be used both with costumed interpreters and as a more traditional static presentation. This will require two approaches to artifacts and maintenance. For example, original copies of textbooks could be used for the more traditional presentation while reproductions are needed with costumed interpreters.

Installation

Installation procedures are fairly simple. Several items should be noted. First, the desks should not be bolted down. William Wagner found no evidence of bolting on the Schoolhouse floor; the practice of bolting the desks to the floor came later. One possibility might be to bolt the desks to slats as suggested by Wagner. Second, the stove should be dismantled and cleaned for the summer. The size of the cloakroom and its use as the visitor observation area would preclude storing the stove there. Flowers should be placed on the teacher's desk during the appropriate seasons, and the clothing in the cloakroom should also reflect the seasons. These details will make the difference between a display and a schoolhouse. Both installation and maintenance should make the Schoolhouse look as if the students had just walked outside for recess.

Maintenance (for scene setting)

The Schoolhouse interior should not be immaculate, but should look as if children were around. With the teacher as the full janitorial staff, cleanliness was often a problem. Teachers' manuals are full of complaints about spit balls, inkspots and slate rags dirtying the floors. During the fall through spring there should be ashes in the stove. There should be smudges on the blackboard and spots on the curtains.

Artifact Acquisition and Use

In acquiring artifacts for the Schoolhouse, special attention should be paid to obtaining sturdy pieces. In some cases, two sets of objects will be needed--the historical and the practical; the one for general visitors, the other for costumed interpretation.

Outfitting the Schoolhouse for costumed interpretation will entail the heavy use of reproductions. The McGuffey Readers have been reprinted and are one possibility. Slates, slate crayons and paper would not be difficult to obtain. The most likely arrangement for the Spencerian copybooks would be to have them offset printed.

If there are any historic schoolhouses presently being run on a living history basis, they should be consulted for suggestions. In the meantime, the following items are suggested as equipment specifically required in the Schoolhouse for "costumed interpretive classroom vignettes."

For each child:

- 1 slate, slate pencil, slate rag
- 1 tin drinking cup
- 1 tin lunch pail or brown wrapping paper for lunch
- 1 Reader, arithmetic, copybook
- 1 pen and ink (for third year A Grade pupils, with teacher to keep ink)

Children should be encouraged to:

- Bring only old-fashioned food
- Wear old-style clothes
- Play old games
- Leave items of the Twentieth Century home--watches, dolls, etc.

When "costumed interpretive classroom vignettes" are not presented, the globe, original books and a mixture of Quaker and non-Quaker aspects should be emphasized.

Sentimentality or silliness should be avoided, especially since the Interpretive Prospectus stresses the school theme as "intellectual values, standards for achievement in the larger world." The heavily moralistic aspects and rote memorization of Nineteenth Century education deserve exploration in this regard. This calls for an attitude of working to understand another time and another approach to education.

#### Security

Currently the interior of the Schoolhouse is not restored, posing no great security problem. As the Schoolhouse is restored and artifacts are placed in it, the danger of damage to the structure and theft or damage to artifacts increases.

During periods of non-use (night or unattended static interpretation) the Schoolhouse could be linked with the historic site's present electronic security system. At night, window and door intruder detector systems could be used, while a photocell at the three and one-half foot high barrier across the entrances to the classroom could be used during static interpretive presentations. When a uniformed or costumed interpreter is present, the interpretive message should include the importance of preservation and proper handling of even reproduction copybooks. When visitors are permitted in the cloakroom in the presence of an attendant to observe "costumed interpretive classroom vignettes", vulnerable specimens will have to be removed or fastened in place as appropriate. In the absence of an attendant, it is recommended the Schoolhouse be secured. The problems of securing the various items are too great to allow the Schoolhouse to be left open when unattended.

FOOTNOTES:

1. Bearss, The Hoover Houses and Community Structures, Denver Service Center, November 30, 1971, p. 135.
2. Correspondence: USNPS, file H2215-PHE-DSC, September 13, 1974; TO: Manager, Historic Preservation Team, Denver Service Center; FROM: Supervisory Historian, Historic Preservation-East, Denver Service Center: re: page 2, line 20, Furnishing Plan, West Branch School, Herbert Hoover National Historic Site.
3. Herbert Hoover National Historic Site Building file, Form 10-768, Building No. 17, prepared by Judy K. Maske, 12/18/74.
4. Bearss, Historic Furnishing Study--Herbert Hoover Primary Department of the West Branch School and Jesse Hoover's Blacksmith and Wagon Shop, Denver Service Center, December, 1973, p. 21.
5. Interview with Viola Ewoldt, by Heather Huyck, August, 1973, in Grand Island, Nebraska.
6. Huftalen, "School Days of the Seventies", Palimpsest, April 1947, p. 126.
7. Site visits to above, by Heather Huyck, June-August 1973.
8. Ormsbee, Field Guide to American Victorian Furniture, New York, 1952 p. 252.
9. Beggs, Frontier Education in Nebraska, Lincoln, 1939, pp. 220-221.
10. Johonnot, School-Houses, New York, 1871, p. 106.
11. Johonnot, pp. 63-67.
12. Hoover, On Growing Up, New York, 1962, p. 149.
13. Raub, School Management, Philadelphia, 1882, p. 25.
14. Sypher, The Art of Teaching School, Philadelphia, 1872, p. 295.
15. Johonnot, p. 83.
16. William Wagner, Architect's Drawings and Comments, West Branch School, July 16, 1973.
17. Ibid.
18. Barnard, School Architecture, Second Edition, 1848, reprinted New York 1970, p. 32.
19. No author, "The Best and the Worst", Kansas City Newspaper, c. 1913, no page. Clippings, Kansas Historical Society, Topeka.

20. Jhonnot, p. 81.
21. Raub, p. 35
22. Jhonnot, p. 81.
23. Raub, p. 24.
24. Hoover, p. 27.
25. Frolich interview, Thompson, p. 4; Ewoldt interview, Huyck.
26. Correspondence: USNPS, file H2215 PHE-DSC, September 13, 1974; re: Page 17, "Recitation Bench."
27. Bearss, Historic Furnishing Study-Herbert Hoover Primary Department... and Wagon Shop, p. 24.
28. Moorman, My Piece of the Prairie, Boulder, 1968.
29. Porter, "School Days in Coin, Iowa, 1880-1885", Iowa Journal of History and Politics, Vol. 51, No. 4, p. 305.
30. Emhoff, "A Pioneer School Teacher in Central Iowa: Alice Money Lawrence", Iowa Journal of History and Politics, Vol. 33, No. 4, p. 386.
31. Porter, p. 305.
32. Emhoff, p. 386.
33. Barber, The Schoolhouse at Prairie View, Lawrence, 1953, p. 21.
34. Hoover, p. 23.
35. Johnson, Old Time Schools and Schoolbooks, New York, 1963, p. 133.
36. Cutler, "The First School at Sutton", Nebraska History, Vol. XXIII, No. 3, p. 213.
37. Walker, "America's Schoolmaster: McGuffey and his Readers", American History Illustrated, May 1973, p. 15.
38. Carpenter, History of American Schoolbooks, Philadelphia, 1963, p. 88.
39. Ibid.
40. Bearss, Historic Furnishing Study-Herbert Hoover Primary Department... and Wagon Shop, p. 24.
41. Donovan, "Schoolbooks of Sara Gillespie", Palimpsest, April 1947, p. 121.

42. Bearss, Historic Furnishing Study-Herbert Hoover Primary Department... and Wagon Shop, p. 18.
43. Mosher, "Memories of Linn Grove School", Cedar County Historical Review, July, 1967, p. 36.
44. Bearss, Historic Furnishing Study-Herbert Hoover Primary Department... and Wagon Shop, pp. 21-22.
45. Bears, Historic Furnishing Study-Herbert Hoover Primary Department... and Wagon Shop, p. 22.
46. Thompson, p. 13.

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pp. 113-122, April, 1947.

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SUGGESTED READING FOR INTERPRETERS

This list is suggested for anyone who wants to gain a fairly quick and accurate picture of Nineteenth Century American Education. It is not designed to make anybody expert, although upon completion of the sources listed below, a certain competency should result.

1. Barber, Marshall, The Schoolhouse at Prairie View, Lawrence, 1953.

Overall view of how a one room school worked. Fast reading, fairly comprehensive. Copy, University of Iowa, Iowa City. Probably worth buying (University of Kansas Press).

2. Johnnot, James, School-Houses, New York, 1871.

The catalogue (in the back of the book) is the best source known for illustrations of school supplies.

3. Either one of the following:

Raub, A. N., School Management, Philadelphia, 1893.

Wickersham, James Pyle, School Economy, Philadelphia, 1864.

Both are in the Harpers Ferry Library, along with similar tomes. The Wickersham is the better known of the two and is closer to the period interpreted, but as an introduction either is fine.

4. For general background, and for a different perspective:

Hine, Robert V., The American West, Boston, 1973.  
See Chapter 15, "Schools and Colleges."

McGuffey's Sixth Eclectic Reader, with forward by H. S. Commanger, Signet Books. This seems to be out of print, although it is a paperback. Commanger's excellent forward should be read if at all possible.

5. Periodical articles:

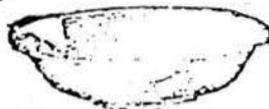
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APPENDIX A  
ILLUSTRATIONS



**Wash-Bowls.**

44026 Stamped tin.

No. 6 Size, 10 1/2 x 2 1/2	Each. .06	Per doz. .65
No. 7 Size, 11 1/2 x 3 1/2	Each. .07	Per doz. .75
No. 8 Size, 13 x 3	Each. .08	Per doz. .85

**PIECED TIN WARE.**



**Covered Pails-Tin.**

44030 They will not hold as much as represented.

1 quart	Each. \$0.04	6 quarts	Each. \$0.19
2 quarts	.08	8 quarts	.24
3 quarts	.11	10 quarts	.29
4 quarts	.12		

**Flaring Pails-Tin.**



44931	6 quarts	Each. \$0.10
	8 quarts	.12
	10 quarts	.16
	14 quarts	.20

They will not hold as much as represented.



**Sap Pails.**

44932 Sap Pails made from I. C. tin.

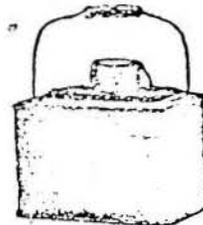
Quarts.	Per doz.	Per gross.
10	\$1.67	\$18.54
12	1.88	20.60

**Dinner Pails.**

44935	3 quarts	Each. \$0.17
	4 quarts	.18
	5 quarts	.25



**Oblong Dinner Pails.**



44936 With cup, tin I. C.

2 quarts, 7 1/2 x 5 1/2 x 4 1/2 in.	Price each	\$0.25
3 quarts, 8 1/2 x 5 1/2 x 4 1/2 in.	Price each	.30
4 quarts, 9 x 6 x 4 1/2 in.	Price each	.35



**Lunch Boxes.**

44941 Folding lunch box, made of tin, nicely japanned. With handle.

	Size when open.	Size closed.	Each.
Small	7 1/2 x 3 1/2 x 3 1/2	7 1/2 x 3 1/2 x 3 1/2	\$0.17
Large	9 x 4 1/2 x 4 1/2	9 x 4 1/2 x 4 1/2	.20
Large, with flask	9 x 4 1/2 x 4 1/2	9 x 4 1/2 x 4 1/2	.60



28. Teacher's Table. Plain Top, Two Drawers, with good Locks and Keys.  
(Size, 24 in. by 42 inches.)

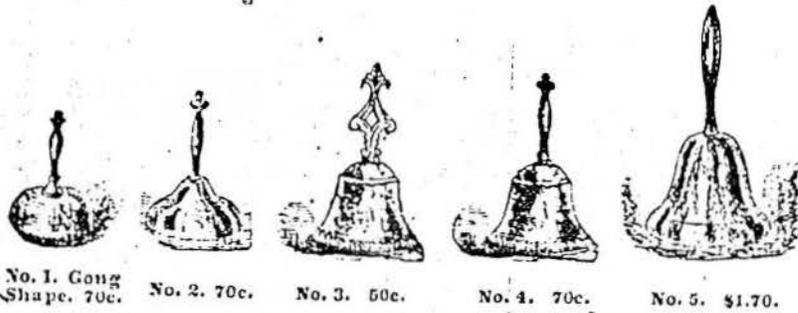
29. Teacher's Table. Cloth Top, Two Drawers, with Locks and Keys  
(like Cut).  
(Size, 24 in. by 42 inches.)

30. Teacher's Table. Cloth Top, Two Drawers, Black Walnut.  
(Size, 26 in. by 36 inches.)

Any size or style to order, at proportionate prices.

James Jehonnot School-Houses  
New York 1871. p. 47

## Silver Plated Hand-Bells.



No. 1. Gong Shape. 70c.

No. 2. 70c.

No. 3. 50c.

No. 4. 70c.

No. 5. \$1.70.

## Hand-Bells of Pure Copper and Tin,

*Warranted superior in tone; twelve sizes.*

No.	Extra Polish	Diameter.	Height.	Each
No. 1,	Extra Polish	2½ inch.	3½ inch.	\$0.20
" 2,	" "	2¾ "	4½ "	.25
" 3,	" "	3 "	5½ "	.30
" 4,	" "	3¼ "	6½ "	.45
" 5,	" "	3¾ "	6¾ "	.65
" 6,	" "	4½ "	7½ "	.75
" 7,	" "	5 "	8½ "	.90
" 8,	" "	5½ "	8¾ "	1.15
" 9,	" "	6 "	9½ "	1.60
" 10,	" "	6¾ "	10 "	2.00
" 12,	" "	7½ "	10½ "	2.40
" 14,	" "	7 "	11 "	3.00

James Jehonnot School-Houses  
New York 1871. p. 87

*Johannot.*

SCHOOL STATIONERY.

97

### School and Record Ink.



(Two-thirds size.)



Our School Ink is specially put up for school use, and is better adapted to all school purposes than any other ink that we can get made. It flows freely, and flows jet black from the pen; it has no sediment; it does not "gum up" the pen and inkstand; it is unsurpassed in color, and it is cheap.

It is neatly and substantially put up, smallest size in glass cones; the half-pints, pints, and quarts in good glass bottles; and the half-gallons and gallons in square tin cans, for compact and safe shipment to any distance.

#### Price List of our School Ink.

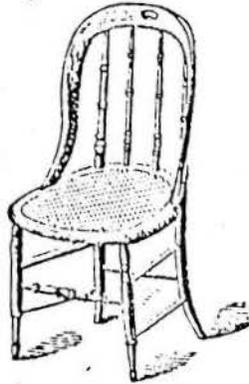
Octagonal Cones, glass, per dozen,	\$0.60
Half-pints, " " "	1.75
Pints, " " "	3.50
Quarts, " " "	6.00
Half-gallons, square tin cans, each,	1.00
Gallons, " " "	2.00
On Draught, \$1.50 per gallon. Cost of keg or barrel to be added.	

#### Congress Record Ink.

No. 1 Stands.....	per gross,	\$6.00
No. 2 ".....	" "	10.00
Half-pints.....	per dozen,	2.75
Pints.....	" "	4.00
Quarts.....	" "	7.00

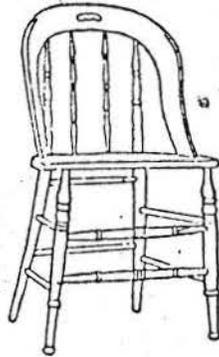
Arnold's Writing Fluid—all sizes. It being imported prices fluctuate with gold.  
All other kinds of ink supplied at lowest rates when called for.

TEACHERS' CHAIRS.



5. Curved Top, Cane Seat.  
(A very good chair, much used in schools.)

James Johonnot School-Houses  
New York 1871. p. 35.



35

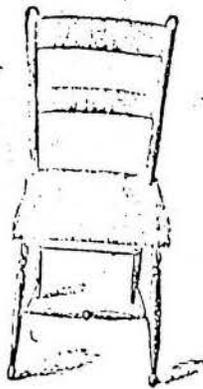
### 35. Spindle-back Dining Room Windsor

Has open back, framed by U-shaped rail about three inches wide with centered finger-hole. Lower ends of rail flare forward in simple cyma curves to join the middle of the seat rails. Back has four or five vase-and-ring turned spindles, the two outer ones slightly heavier, being continuations of rear legs.

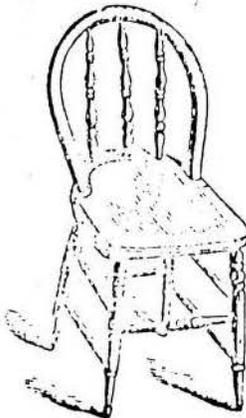
Cane seat, U-shaped with bowed front. Front legs turned in vase, ring and cylinder details. Small knob feet. The rear legs plain, tapering and canted. Legs are braced by two box stretchers about five inches apart. Front members are vase-and-ring turned; others plain.

Generally oak, sometimes all or partially ash. Original finish natural with varnish, but may be found painted or stained to simulate black walnut. Cane seat sometimes replaced with a thin upholstered one. Popular in its day because of sturdy construction and ease in handling, was used in restaurants and country hotels as well as in the home. *Ca. 1870-1885. A to AA.*

Thomas H. Ormsbee Field Guide to American Victorian Antiques, New York 1952. p. 87.  
(as cited in Footnote 21. )



1. Common Windsor, Wood Seat.  
(Too common and cheap for regular school  
use.)



2. Plain Windsor Chair

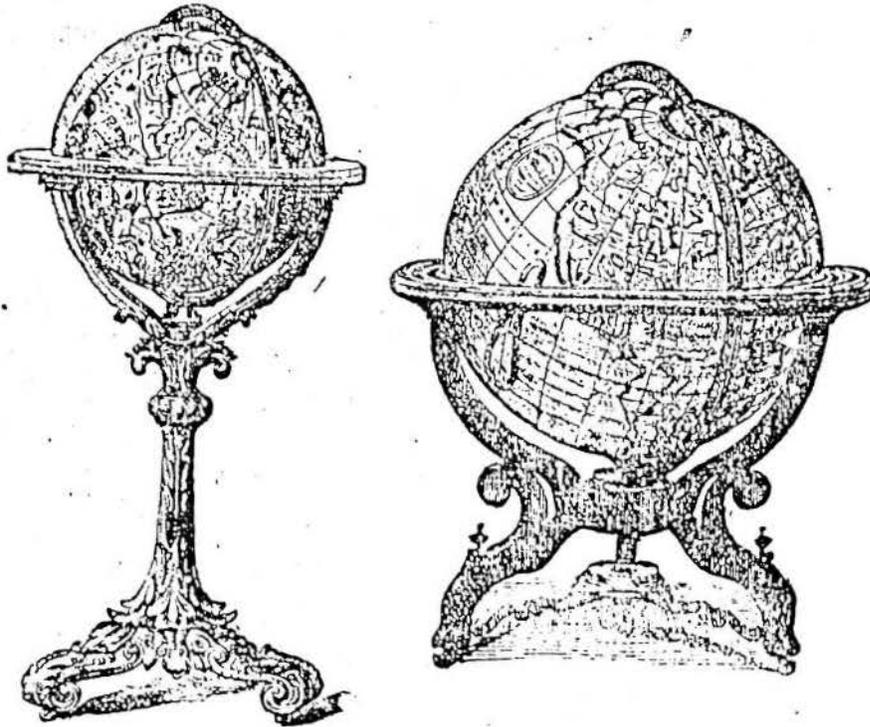
James Johonnot School-Houses  
New York 1871. p. 34

66 *Johannot.*

SCHOOL MATERIAL.

### Globes.

The Franklin 16 inch Globes (Terrestrial and Celestial), are especially valuable globes. They are very finely engraved, and are, unquestionably, more useful for daily reference than a map, showing, at a glance, the relative positions of different countries, their boundaries, and their latitude and longitude.



The Franklin 30 inch Globe (Terrestrial only) is very plainly engraved, and handsomely mounted on a solid Mahogany frame. It is the largest ever made in this country, and presents quite an imposing appearance; it is appropriate for public rooms, literary institutions, hotels, saloons of steamers, as well as for the large schools and colleges.

#### "FRANKLIN" GLOBE: SIZES AND PRICES.

6 inch wood frame (no quadrant).....	per pair	\$18.00
9½ inch wood, semi-frame (no quadrant).....	"	24.00
12 inch wood frame (with quadrant).....	"	30.00
10 inch bronze frame ".....	"	40.00
12 inch wood, semi-frame (no quadrant).....	"	34.00
12 inch wood frame (with quadrant).....	"	41.00
12 inch low bronze frame ".....	"	50.00
12 inch bronze pedestal frame " (case and packing, each globe extra, \$175)	"	75.00
16 inch wood frame " " " " " " 1.50	"	80.00
16 inch bronze pedestal frame " " " " " " 2.00	"	125.00
30 inch Terrestrial, quadrant and compass, on Mahogany frame, with castors, (case and packing, \$8 extra).....	"	275.00

James Johannot School-Houses  
New York 1871. p. 66

# Globes.

"A Good Globe is as essential in every school-room as an English Dictionary, or a Blackboard."



Schedler's Globes took the First-Class Prize Medal at the Paris Exhibition in 1867, and at the American Institute Fair in New York, 1869.

They have been introduced in the Public Schools of New York, and many other cities, and are highly recommended by Dr. J. E. Hilgard, in charge of the Coast Survey at Washington; Prof. C. H. F. Peters, of the Litchfield Observatory of Hamilton College, New York; Prof. S. M. Capron, of the High School, Hartford, Conn.; Prof. R. Von Schlagintweit, the celebrated traveller, and many others.

These globes are superior in accuracy, durability, and in correctness and fulness of information. The latest geographical discoveries, territorial changes, etc., are laid down on the maps.

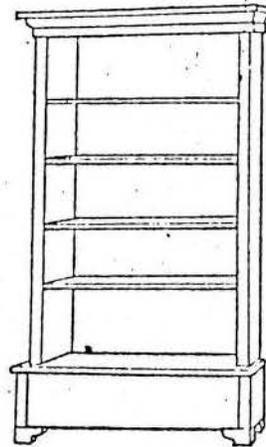
The mode of manufacturing the ball is Mr. Schedler's invention, secured by patent. It combines a perfect spherical form, with great strength and durability.

Schedler's School Globe, 20 inch. (4.)

- |   |         |
|---|---------|
| 1. Schedler's 12 inch Terrestrial, plain iron stand.....  | \$15.00 |
| 2. Schedler's 12 inch Terrestrial, bronzed stand, full meridian, inclined axis.....   | 15.00   |
| 3. Schedler's 12 inch Terrestrial, low bronzed frame, with horizon, meridian, hour circle, and quadrant.....  | 25.00   |
| 4. Schedler's 20 inch School, bronzed pedestal frame, full meridian, inclined axis.....   | 50.00   |
| 5. Schedler's 20 inch School (extra), bronzed pedestal frame, 42 inches high, horizon, meridian divided in half degrees, hour circle and quadrant.... | 65.00   |

James Jehonnot School-Houses  
New York 1871. p. 63

Carcase sides are plain, with molded front edges. Interior contains three or four shelves with molded front edges, either fixed and graduated eight to 14 inches apart or adjustable. Has an enclosed slightly projecting



195

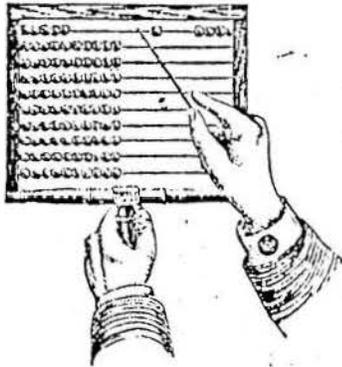
195. Open-front Bookcase

This is 28 to 40 inches wide by 10 to 12 inches deep, and 54 to 58 inches tall. Has either a plain flat top with molded front edge, or a three-quarter gallery about eight inches tall, formed by the continuation of sides and back, arched with carved scrolls, or flat with convex molding. The slightly lower sides are usually down-curved.

base with plain or simply valanced skirt and low bracket feet.

Mahogany with crotch-grain veneer; rosewood; black walnut; other native hardwoods stained brown or with natural finish; assorted softwoods stained to simulate black walnut or painted dark colors. Occasionally a rosewood or black walnut bookcase with gallery top has a facing of bird's-eye maple behind the shelves. Some plain without gallery vary in width and height because made by local cabinetmakers or carpenters to fit specific locations. *Ca. 1840-1880. AA to AAA*

Thomas H. Ormsbee, Field Guide to American Victorian Furniture, New York 1952. p.307



## NUMERAL FRAMES

OF SUPERIOR STYLE AND WORKMANSHIP.

- No. 1—With 100 Balls..... \$1.25  
No. 2—With 144 Balls..... 1.50

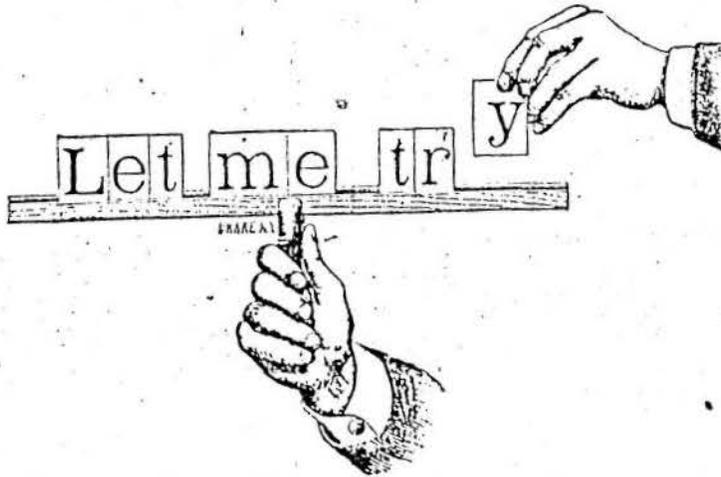
The Abacus, or Numeral Frame, is now a very popular and almost indispensable aid in teaching children to count, and in giving them correct ideas of numbers, and of their first lessons in addition, subtraction, etc.\*

Valuable and ingenious hints for its use may be found in "Culkins' Classified List (illustrated) of Object Teaching Aids, for Home and Schools." (Price, 10 cents.)

James Johonnot School-Houses  
New York 1871. p. 84

### Object Teaching Aids.

#### THE SPELLING STICK AND THE SENTENCE STICK.



The Spelling Stick consists of a piece of wood properly fashioned and grooved for holding the letters. It has a handle as shown in the cut. It is accompanied by letters on card-board—one set of CAPITALS, and a "three-a font" of lower-case letters.

Teachers of primary classes, with the aid of this simple device, will find it easy to fix the attention of their pupils, teach the forms of the letters, and how to combine them into words. By its use words and their spelling may be taught to a large class with less outlay of time and patience than is required for teaching a single pupil with the book alone.

The Sentence Stick has precisely the same construction. It is accompanied by 135 common words, on card-board. It is useful in teaching primaries to construct sentences, just as the Spelling Stick aids in constructing words. The first principles of grammar and composition may be pleasantly illustrated, and attention may be called to the common errors of speech. In the hands of a skillful teacher its uses may be greatly extended and multiplied.

These Simple instruments have been successfully tested by many teachers, and are highly esteemed for their practical utility. Their rank, as to efficiency in the school-room, is equal, or superior, to the *Numeral Frame*.

Spelling Sticks, or, "Word-making" Sticks for Primaries, each.....	\$0.25
Fonts of letters, on card-board, for same, in box .....	0.50
Sentence Sticks, for Primaries "to build up sentences".....	0.25
Sets of small words, on card-board, for same, in box.....	0.50

James Johonnot School-Houses  
New York 1871. p. 83

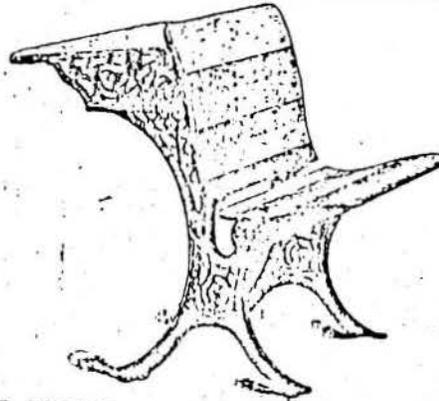
# ANDREWS MANUFACTURING CO.

SCHOOL FURNITURE, APPARATUS, AND SUPPLIES

MAKERS OF THE WELL-KNOWN

"Paragon" and "Improved Triumph" Dovetailed School Desks

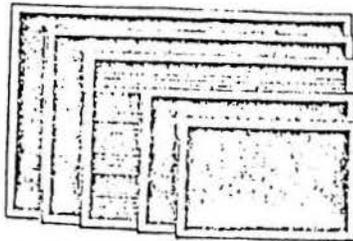
Over Two Million in use. Perfect in Form and Construction.



BLACKBOARDS of Stone, Wood, Cloth, and Paper;

ALSO LIQUID SLATING AND PREPARED BLACK MORTAR.

Greatest variety, suitable for every purpose. Send for special list of Blackboard materials



GLOBES, TELLURIANS, MAPS, CHARTS, CRAYONS, ERASERS, and general SCHOOL APPARATUS of every description.

Full catalogue on application.

ANDREWS M'FG CO.,

886 Broadway, New York.

A. H. ANDREWS & CO., 105 Wabash Ave., Chicago.

Advertisement for A. H. Andrews Desk  
Nebraska State Historical Society.

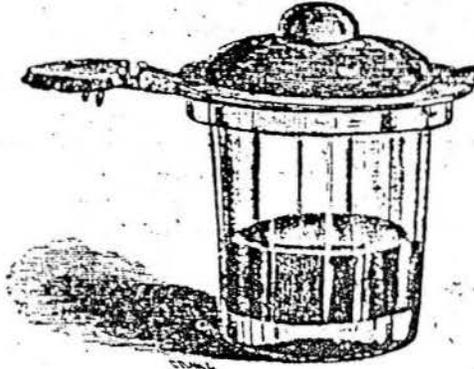
98

SCHOOL MATERIAL.

*Johannot.*

### Ink-Wells, Ink-Well Covers, etc.

Glass Ink-wells are in very great demand. The points to be regarded in selecting



them are few. First, it is necessary to secure the largest possible capacity, and yet have them fit the usual bore of school desks. Second, good glass is necessary, in order to avoid waste from breakages, and consequent damage to books. Such an ink-well is illustrated, **full size**, in the cut. It is shown beneath a cast-iron cover, japanned and hinged.

James Johannot School-Houses  
New York 1871. p. 98

Illustration 14

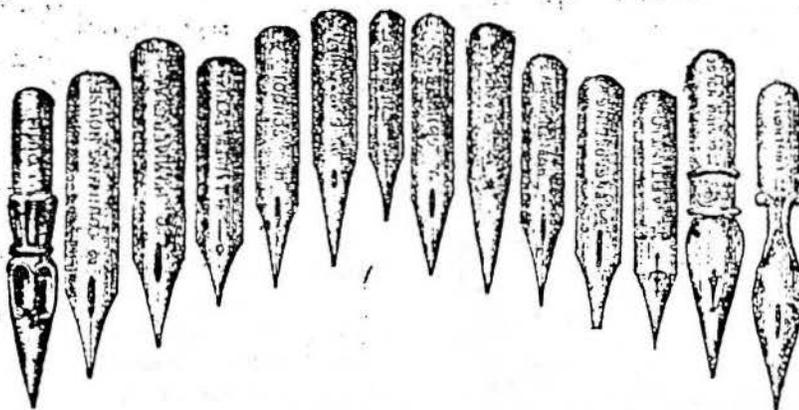
Johannot.

SCHOOL MATERIAL.

101.

## The Celebrated Spencerian Steel Pens.

The well-known durability and perfect action of these pens, are owing to a peculiar process in carbonizing; and the main secret of their popularity is the fact that they are manufactured under the supervision of the Original Inventor of steel pens, whose great experience, combined with the aid of the most-skilled workmen in Europe, enable us to offer an article as yet unsurpassed in all the qualities that are required in pens adapted to every style of writing. They are a nearer approximation to the real Swan-Quill than anything hitherto invented. These pens are *indorsed*, and constantly used by the best penmen in the country. They are used *exclusively* in all the first-class Commercial Colleges in the United States and Canadas. They are more largely used than any other pens by Cashiers, Tellers, Book-keepers, etc., in the *principal banking houses* throughout the country. They are used by *all* who have given them a trial. They comprise fifteen numbers, viz.:



### PRICES BY MAIL:

No.	Description	Price per Gross	Price per Gross
No. 1.	COLLEGE PEN. Point Fine; Action Perfect.....	" "	\$1.25
No. 2.	COUNTING-HOUSE PEN. Point Fine and Flexible.....	" "	1.25
No. 3.	COMMERCIAL PEN. Point Medium.....	" "	1.25
No. 4.	LADIES' EXTRA PEN. Point Extra Fine and Flexible....	" "	1.40
No. 5.	SCHOOL PEN. Point Fine, Medium in Flexibility.....	" "	1.25
No. 6.	FLOURISHING PEN. Point Long, Flexible, and Medium in Fineness.....	" "	1.25
No. 7.	QUILL PEN. Point Medium, Quill Action.....	" "	1.60
No. 8.	CONGRESS PEN. Medium Point, and very Flexible.....	" "	1.40
No. 9.	BANK PEN. Point Long and Flexible.....	" "	1.40
No. 10.	CUSTOM-HOUSE PEN. Point Medium.....	" "	1.60
No. 11.	UNIVERSITY PEN. Point Medium, very Smooth and Flexible	" "	1.60
No. 12.	EPISTOLAIRE PEN. Point very Fine and very Flexible...	" "	2.50
No. 13.	ENGROSSING PEN. Point Blunt and Smooth.....	" "	1.25
No. 14.	ARTISTIC PEN. Flexible, with Extra Fine Point.....	" "	1.60
No. 15.	THE QUEEN. Point Extra Fine and Even.....	" "	1.60

Caution.—We caution all who desire the genuine article against purchasing any "Spencerian" Pens, which have not the initials "I, P, B. & Co.," or, "Iverson, Plimney & Co.," on each Pen.

FOR SALE BY DEALERS GENERALLY.

Sample Card, containing all the 15 numbers, artistically arranged and securely inclosed, sent by mail on receipt of 25 cents.

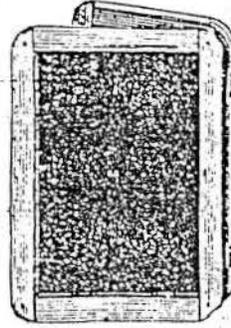
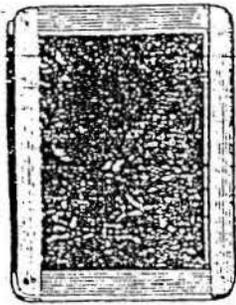
James Johannot School-Houses  
New York 1871. p. 101

*Johonnot.*

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SCHOOL STATIONERY.

**Slates, Book-slates, Fancy Slates, Slate Pencils,  
SLATE RUBBERS, Etc.**



**New Oval or oval edges with oval round corners.**

Size,	4 x 6 inches...	price per doz.,	\$1.30
"	5 x 7 "	" "	1.50
"	6 x 9 "	" "	2.10
"	6½ x 10 "	" "	2.20
"	7 x 11 "	" "	2.40
"	8 x 12 "	" "	2.90
"	9 x 13 "	" "	3.50
"	9½ x 14 "	" "	4.80

**Round Corner Counting-House Slates.**  
Two Slates, united with brass hinges.

Size,	6 x 9 inches,	price per doz.,	\$6.87
"	7 x 11 "	" "	8.28
"	6½ x 14 "	" "	8.90
"	8 x 12 "	" "	10.68
"	7 x 15 "	" "	11.75
"	9 x 13 "	" "	12.75
"	8 x 16 "	" "	12.75
"	9½ x 11 "	" "	13.00
"	11 x 16 "	" "	19.15
"	12 x 15 "	" "	25.50

**Contents of Assorted Cases of New Oval.**

Sizes.	5x7	6x9	6½x10	7x11	8x12	9x13		Per Case.
No. 1	1½	2	2	3	3	0	DOZ.	\$24.00
No. 2	3	2	2	2	½	½	"	\$21.10

Liberal discounts on quantities, and by the case.

**Book Slates**—The following contain three slates each, hinged together, and covered with stiff covers, like a book.

Sizes in inches, 3½ x 5½	price each,	\$0.87
" " 4½ x 7½	" "	1.00
" " 5½ x 9	" "	1.15

**Fancy Double Slates.**—Superior quality and finish, set in fine wood pencilled cases, polished and highly ornamented, brass hinges, unpierced. Eight sizes. Price (variable with gold) ..... each, .85 to 1.75

James Johonnot School-Houses  
New York 1871. p. 96

West Branch-

114

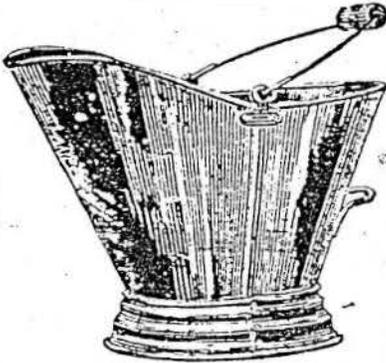
DOVER STAMPING COMPANY.

Catalog

COAL HODS.

NEW PATTERN.

D.S.C.  
Denver  
Service  
Center



- No. 1, 13 inches, . . .
- " 2, 14 " . . .
- " 3, 15 " . . .
- " 4, 16 " . . .
- " 5, 17 " . . .
- " 6, 18 " . . .

Of best American Charcoal Iron, — bottoms thoroughly put on.

LOWER PATTERN.



- No. 1, 14 inches, . . .
- " 2, 15 " . . .
- " 3, 16 " . . .
- " 4, 17 " . . .
- " 5, 19 " . . .
- " 6, 20 " . . .

Of extra heavy American Charcoal Iron. Bottoms double seamed. Square nose.

**HEAVY SHEET IRON  
STOVE SHOVELS.**

WOOD HANDLE.



No.	Blade.
24,	7 1/4 x 5 1/4, . . . . .
23,	7 1/4 x 5 1/4, . . . . .
20,	7 1/4 x 5 1/4, . . . . .
18,	7 1/4 x 5 1/4, . . . . .
0,	9 x 6 1/2, . . . . .
00,	9 x 6 1/2, . . . . .

The Nos. 24, 23 and 18 are numbered same as the iron of which they are made. Nos. 0 and 00 are of No. 18 iron. We use only the best American Charcoal Cleaned Iron for our shovels. They are smooth, strong, and the handles are firmly set. The No. 00 have wood handles 22 in. long, suited to Furnaces, Ranges, &c.

**CINDER SIFTERS.**

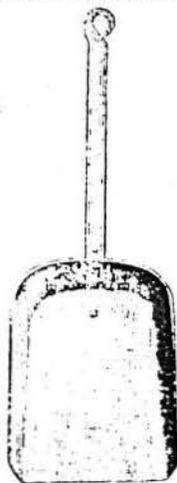
PUNCHED.

No. 23,	. . . . .
" 0,	. . . . .

Sizes, weight and handles same as Wood-handle Shovels.

**HEAVY SHEET IRON  
STOVE SHOVELS.**

WROUGHT IRON HANDLES.



No.	Blade.
24,	7 1/4 x 5 1/4, . . . . .
23,	7 1/4 x 5 1/4, . . . . .
20,	7 1/4 x 5 1/4, . . . . .
18,	7 1/4 x 5 1/4, . . . . .

Numbers and size of blade same as the Wood-handle.

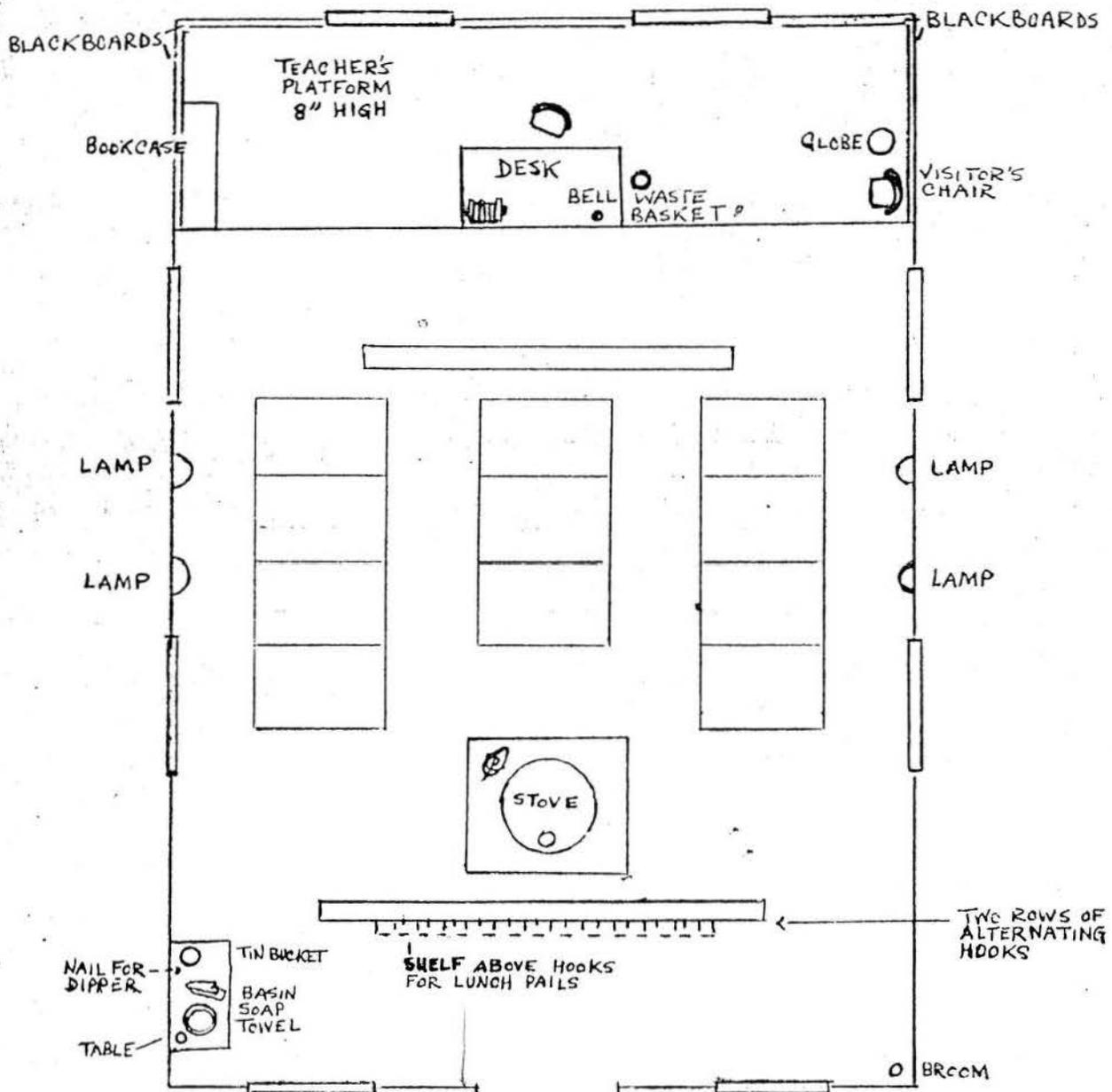


26. Waste Paper Basket.

James Johonnot School-Houses  
New York 1871. p. 38

APPENDIX B

FLOOR PLAN AND DRAWINGS OF PROPOSED INTERIOR

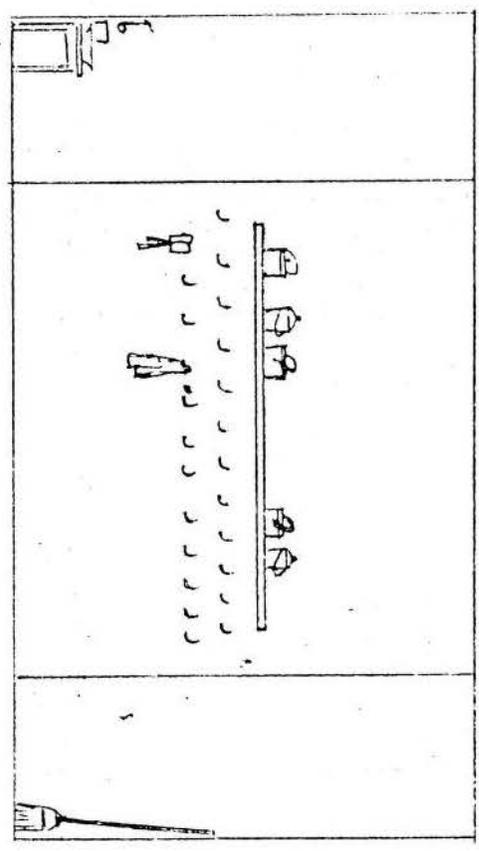


FLOOR PLAN - SCHOOLHOUSE

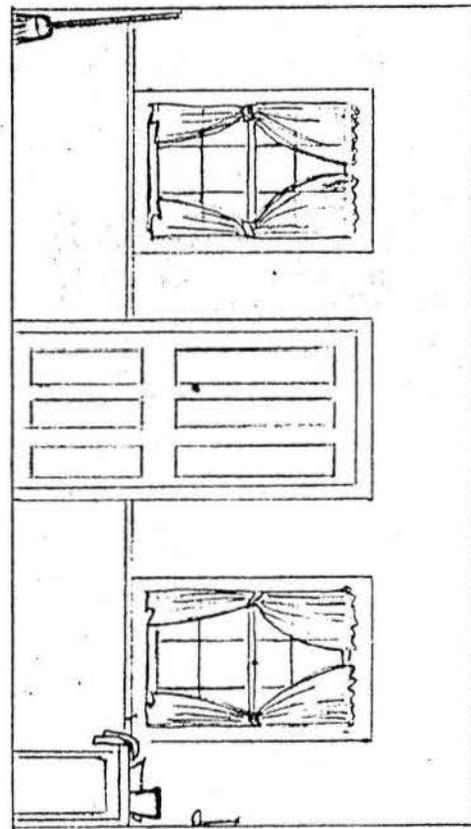
— 1/4" = 1 FOOT

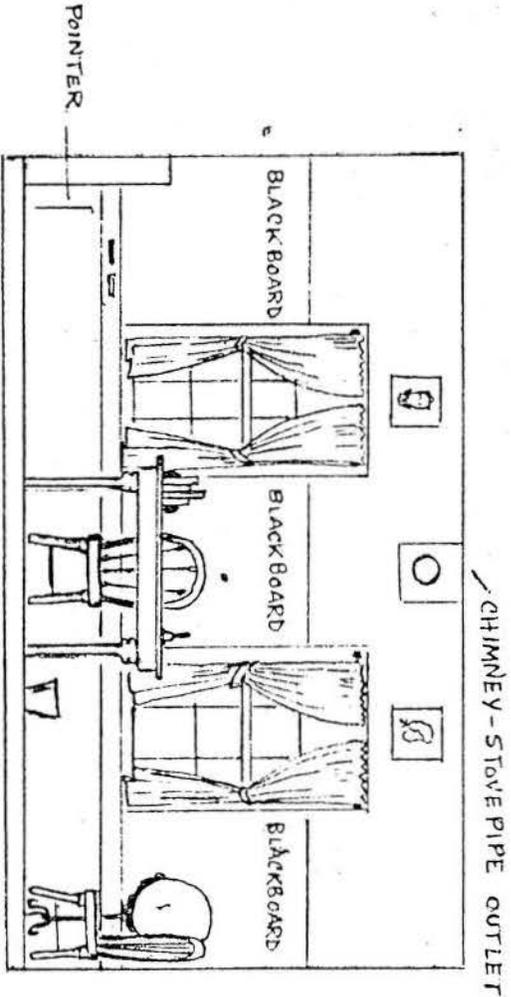
$\frac{1}{4}'' = 1 \text{ foot}$

NORTH ELEVATION  
CLOAK ROOM - SCHOOLHOUSE



1/4" = 1 Foot SOUTH ELEVATION SCHOOLHOUSE CLOAK ROOM

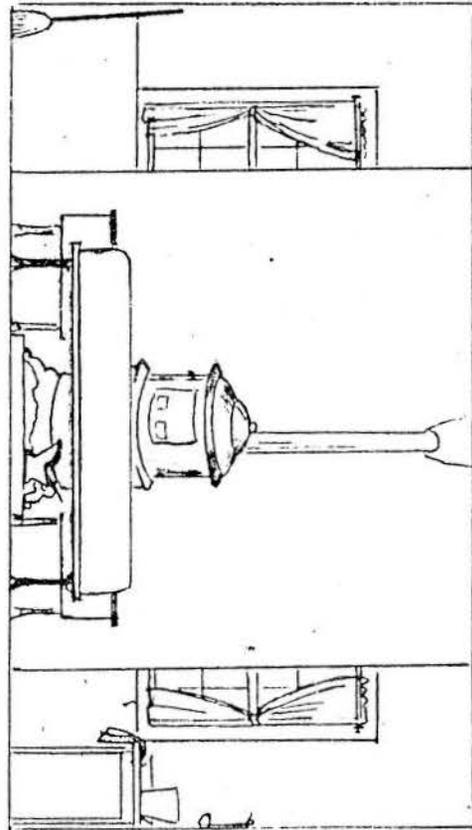




$\frac{1}{4}'' = 1 \text{ foot}$

NORTH ELEVATION

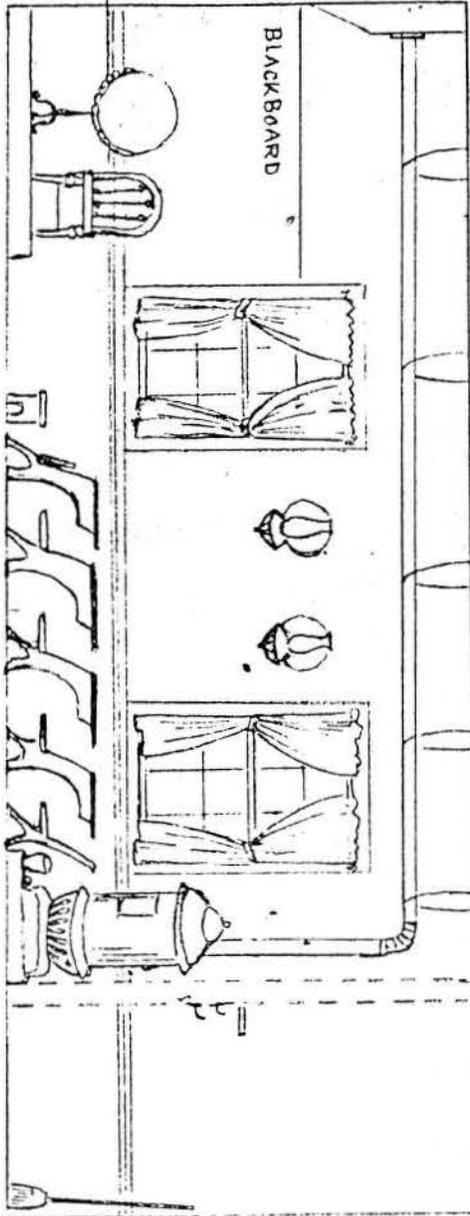
MAIN CLASSROOM-SCHOOLHOUSE



WIRES SUPPORTING STOVE PIPE

$\frac{1}{4}'' = 1$  FOOT SOUTH ELEVATION

MAIN CLASSROOM - SCHOOLHOUSE



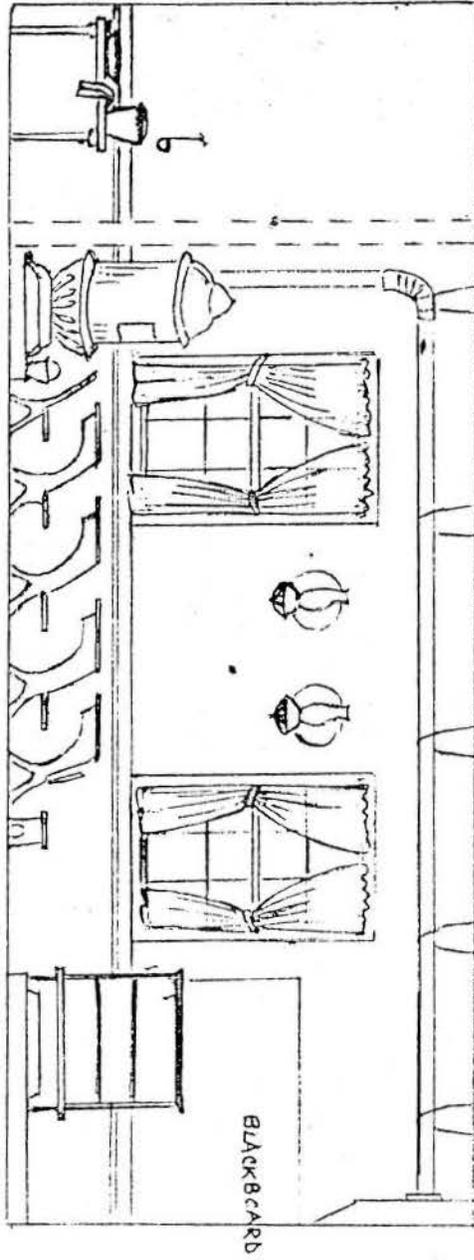
1/4" = 1 Foot

EAST ELEVATION  
SCHOOLHOUSE

APPENDIX C  
FURNISHINGS  
COST ESTIMATES

1/4" = 1 foot

WEST ELEVATION  
SCHOOL HOUSE



Cost Estimates

I. Cloakroom

A. Furniture

Table for washbowl and tin pail, west wall	\$ 150
Shelf above coat hooks, north wall (partition)	150

B. Paraphernalia

4 tin lunch pails, various sizes and styles	75	1(5021) 3/17/77 (5024)
1 tin washbowl <i>need 12" diam 10" tall #125A</i>	20	5024(2)
1 small cotton huck towel	10	
5 sunbonnets (3 calico, 2 plain, Quaker)	50	
2 pair mittens	20	
2 long woolen scarves, handknit	30	
1 teacher's garment, preferably cloak or coat	75	
2 pair curtains (dimity)	40	
1 straw broom	20	
24 iron coat hooks (one for teacher)	48	
1 tin bucket #124A	12	
1 bar homemade soap (park)	—	
1 one cup tin dipper	10	(#5080)

\$ 710

II. Classroom

A. Furniture

1 teacher's desk	300
1 teacher's chair	85
1 visitor's chair	45
11 student desks, double (primary and small primary size)	1,200
1 bookcase	150
1 recitation bench	500

2,280

B. Paraphernalia

1 Webster's Dictionary	20
1 Bible	20
1 handbell	40
1 glass ink cone (add label)	110
1 copy, Wickersham's <u>School Economy</u> (Philadelphia, 1864)	20
1 teacher's register	15
1 wooden ruler ("ferule") 15" or 12"	10

155 (5) 3/17/77

1 globe, Franklin's or Schedler's preferred	1,000
6 textbooks from Iowa Historical Society (see p.	32
3 numeral frames	75
1 spelling stick	25
Blackboard	500
Lumps of chalk	10
1 box for chalk	10
3 sheepskin covered erasers	15
1 softwood pointer	10
1 monochrome print with frame, George Washington	100
1 monochrome print with frame, Abraham Lincoln	125
11 inkwells (only for desks with a hole for them)	132
1 bottle ink (quantities, 1/2 pint - 1 quart)	40
6 Spencerian steel pens for A Grade and teacher	60
2 doz. slate pencils (they break easily)	50
2 doz. lead pencils	20
8 slates	120
5 slate rags	1
5 autograph albums	125
8 original copybooks, Spencerian	200
1 doz. reproductions of copybooks, Spencerian (for use by visitors)	200
20 textbooks	100
1 coal burning stove, cylinder style	200
1 coal bucket	25
1 coal shovel	15
1 sandbox	50
4 kerosene bracket lamps	350
6 pair curtains	75
1 wastebasket	30
1 kerosene can	15
1 box matches (park)	--

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\$3,945

Grand total estimated to refurnish Primary Department

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\$6,935