

LITTLE RED SCHOOLHOUSE (1836)

[Note: This document was first prepared by Oberlin Heritage Center staff in June 1994, and continues to be a work in progress. Some of the general information about how one room schoolhouses functioned comes from general sources, rather than from specific sources about Oberlin's Little Red Schoolhouse. We welcome your suggestions for changes, additions, or corrections at any time.]

History

This schoolhouse was first proposed in 1834. Schools in Oberlin before, during, and after the building of the schoolhouse had been held in various locations throughout town, including in homes and shops. The schoolhouse was the first building constructed specifically for the education of children, which was seen by some residents as an unnecessary extravagance. The 20 by 24 foot house was built in 1836 by Bradstreet Stevens at a cost of \$215 (original estimate \$200). At that time it was located near where First Church is today, and it sat on a stone foundation.¹

The schoolhouse was used by perhaps twenty students of varying ages, probably from 5-15 years old. Even when it opened in 1837, the one-room schoolhouse was too small for the many school age children in the community, numbering over 200 between ages four and twenty-one. Small schools were opened in rooms all around town, including college buildings and private homes. We know that at least in the year 1842 the Little Red Schoolhouse was a girls' school taught by Eliza H. Hitchcock. By 1844 there were eight "schools" in operation in Oberlin.²

In 1851, a two-story, graded school building called the First Union Schoolhouse was constructed on Professor Street (later known as "Cabinet Hall," just south of the present site of Peters Hall), and our one-room schoolhouse was no longer used as such. The second school building was replaced in 1874 with the construction of the Union High School on South Main Street (later known as Westervelt Hall, and now the New Union Center for the Arts).³

After the new school was built, the one-room schoolhouse was purchased by Elizure Leonard, who moved it south to 73 South Main Street (next to his home); this was between

¹ "Schools Have Shown Growth Through Years," *Oberlin News-Tribune*, March 29, 1935; Geoffrey Blodgett, *Oberlin Architecture, College and Town* (Oberlin, OH: Oberlin College, 1985), 57; W. H. Chapin, "Landmarks of Early Oberlin," *Oberlin Alumni Magazine* 27, no. 4 (1931): 108; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools in Cities, Villages and Townships of the State of Ohio* (np, 1876), n.p. - Oberlin.

² Notes for December 23, 1842 (Russia Township Board of Education Records, 1842-1871, Oberlin Public Schools, Oberlin College Archives); Chapin, "Landmarks of Early Oberlin," 108.

³ "Schools Have Shown Growth Through Years," *Oberlin News-Tribune*, March 29, 1935; Blodgett, *Oberlin Architecture*, 57; Chapin, "Landmarks of Early Oberlin," 108; James H. Fairchild, *Oberlin: The Colony and the College, 1833-1883* (Oberlin, OH: E. J. Goodrich, 1883), 240-241; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. - Oberlin; Wilbur H. Phillips, *Oberlin Colony: The Story of a Century* (Oberlin, OH: Oberlin Printing Co., 1933), 57, 129, 280.

the old fire station/city hall and Benny Wade's Hardware Store. There it was used as a private residence, a tailor shop, and again as a private residence, which it remained until 1957. C. E. "Chip" Mason had become the owner of the building in 1897. It was renovated with a front porch and a shed in back and a partition wall down the middle (still visible in the floor boards).⁴

In 1957, there was a fire in the former schoolhouse/dwelling. Soon after this occurred, the city purchased the property and was going to demolish it to make way for the new City Hall. Community residents, led by Clifford Barden, organized the Oberlin Historical Society and saved the structure, raising money (\$4,000) to have it moved and restored at a new site on Vine Street, on a hill overlooking Plum Creek. Volunteers brought it back to its original schoolhouse appearance in 1958, in time for Oberlin's 125th anniversary. With a new coat of red paint with white trim, it became known as the "Little Red Schoolhouse." In 1962, the Oberlin Historical Society received the Cleveland Chapter of the American Institute of Architect's annual award for the historic preservation of the Little Red Schoolhouse.⁵

Barden was responsible for collecting and donating many of the items in the building. Clifford Barden (1890-1961) was born in Vermont and graduated from the Oberlin (Preparatory) Academy in 1910 and from Syracuse University in 1916. He returned to Oberlin in the 1920s to live permanently. He worked for the C. S. Clark and Sons Seed Company in Wakeman, a company owned by his father-in-law. He also was an active realtor in Oberlin.⁶

In 1968, the Schoolhouse was moved to directly west of the Monroe House to become a part of the adjacent Oberlin Heritage Center complex of historic buildings. In the summer of 1997, the Schoolhouse was moved once again to its present site to the southeast of the Jewett House, as part of the Oberlin Heritage Center's master landscape plan for the development of a historic park in this area. The most recent (and we hope final!) move also entailed the reinforcing of the massive log joists beneath the floor and building a new sandstone-faced foundation to replace the previous concrete block one. However, the building still needs considerable work. A recent improvement to the Schoolhouse site was the construction of a disabled access way, which was completed in 2001.⁷

⁴ "Oberlin's Little Red Schoolhouse," *The Oberlin Alumni Magazine* 55, no. 7 (1959): 8-9; "Ramshackle Building Next to City Hall May be Oberlin's Oldest, Dating to 1836," *Oberlin News-Tribune*, February 27, 1958; "Schools Have Shown Growth Through Years," *Oberlin News-Tribune*, March 29, 1935; Blodgett, *Oberlin Architecture*, 57; Chapin, "Landmarks of Early Oberlin," 109; See photos in Schoolhouse Resource Manual.

⁵ Robert C. Gaede, Letter to Frank C. Van Cleef, December 6, 1962 (Correspondence of the Oberlin Historical Society, 1960-1963, Subgroup II: OHS, OHIO records 31/9, Oberlin College Archives).

⁶ "125th Debut Planned for First School," *Oberlin News-Tribune*, September 25, 1958; "Death, Clifford Barden," *Oberlin News-Tribune*, December 11, 1961; "Services Held Tuesday for C. A. Barden, 71," *Oberlin News-Tribune*, December 14, 1961; Blodgett, *Oberlin Architecture*, 56-57.

⁷ "Heritage Center Work Begun," *O.H.I.O. Gazette* 6, no. 1 (1998), 1; "Little Red Schoolhouse Makes Big Move," *Oberlin News-Tribune*, August 15, 1968; "Millennial Milestones," *O.H.I.O. Gazette* 9, no. 1 (2001); Letters/reports from Grace Schaufler, May 23, 1968 and May 6, 1969 (OHIO Historical Records, III OHIO Series IV Treasurer S.S.5 Building & Property Records, Little Red Schoolhouse); Blodgett, *Oberlin Architecture*, 57.

The Schoolhouse Layout and Decor

The Little Red Schoolhouse resembled others schoolhouses in Ohio in the early 1800s.

These early log schools were rectangular buildings about 16 or 18 by 20 feet. The crudest had a dirt floor but most boasted a puncheon floor of split logs, a door hung on wooden hinges, and at the end opposite the entry a large fieldstone fireplace that was inefficient in producing heat...On each side were two or three small windows, covered in the most rustic buildings with greased paper, but more commonly covered with four 'lights' – glass panels about 8 by 10 inches in size.⁸

The following was written about Oberlin's Little Red Schoolhouse:

This was a small frame building, containing but one room, and situated on the corner of Main and Lorain street, near where the First Church now stands. The building of this house was considered a step forward and upward in the cause of education by its friends, by its enemies as an unwarranted piece of extravagance. At first this house was furnished with rough boards for seats, and nothing more. Afterward, rough tables were placed round next to the wall, and chairs placed in front of the tables with backs toward the fireplace and teacher. This school-house was the only one built till 1851, although the number of pupils doubled and tripled during these twelve years. Every room and shop that could not be used for any other purpose, were secured for the schools. Private schools were numerous at this time and for many years afterward, and from all accounts, more efficient than the Common Schools.⁹

The Schoolhouse is now a museum containing schoolhouse memorabilia donated by Oberlin residents, little of which is original to the building. The long pine benches along the side walls are reproductions copying the design of benches still in use today in an Amish one-room school. The desk ledges along the walls of our schoolhouse were extended circa 1970 to make enough seating room for the Oberlin third-grade classes who visit at the end of each school year.

Although many early schoolhouses in Ohio had little or no furnishings aside from writing benches, some schools did have maps and a blackboard like those in this schoolhouse.¹⁰ The Little Red Schoolhouse also has portraits of presidents similar to those that could have been used to teach history and about the founding of the nation. (There is a portrait collage

⁸ Virginia E. McCormick, *Educational Architecture in Ohio* (Kent, OH: Kent State University, 2001), 30.

⁹ Chapin, "Landmarks of Early Oberlin," 108; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. - Oberlin.

¹⁰ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. – Portsmouth, Wapakoneta.

of five U.S. presidents who hailed from Ohio and a portrait of George Washington. Note that the collage would not have been in the schoolhouse when it was originally in use.)

The schoolhouse has a wood water bucket with a common dipper (which held drinking water that was pumped from a well and carried into the building using a yoke like the one in the schoolhouse). The drinking dipper, or drinking gourd, can be used to talk about the Underground Railroad and how some freedom seekers followed the Big Dipper constellation (aka Drinking Gourd) and North Star to make their way north at night. The illustrated children's book *Follow the Drinking Gourd* is kept in the teacher's podium and can be read to children. Please note that the song "Follow the Drinking Gourd" referred to in the book has likely evolved over time.¹¹

Some early Ohio schools had stoves instead of fireplaces and the one in the Little Red Schoolhouse came from the Pittsfield Town Hall. (It does not function; there is a small electric baseboard heater in the building.) Some objects that we do not have but may have been commonly found in schoolhouses during a school day include hats, bonnets, shawls, and dinner baskets.¹²

The Spencerian drawing of an American eagle, which hangs on the south wall, provides a special salute to Oberlin's connection to the "Spencerian Penmanship System." In the nineteenth century, beautiful handwriting was one career route to the top in business. The period of 1850 to 1925 has been called the golden age of penmanship. This popular style of handwriting was developed by Platt Spencer, who lived in Oberlin for two years (1859-1861). The Spencerian method became the standard for handwriting in nearly all schools. Spencer created a system of writing using the whole arm, making graceful, looping, slanted letters, enhanced by shading, flourishes and even birds! (Note that this drawing would not have been found in the schoolhouse as originally used, but can still be used to talk about handwriting and education in the community).¹³

Spencer also pioneered the establishment of business colleges. Around the time that Spencer lived in Oberlin, the Oberlin Business College was established, and Spencer's influence contributed to its prominence. The business college taught penmanship in several of its courses of study, and even offered an advanced course in "special penmanship," for those who wanted to pursue further study of the art. It was said that a large number of the most noted and successful teachers of penmanship received their training at the Oberlin Business College.¹⁴

¹¹ Joel Bresler, *Follow the Drinking Gourd: A Cultural History*, www.followthedrinkinggourd.org. Accessed 5/19/2008.

¹² Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. – Middletown, Portsmouth.

¹³ Robert Samuel Fletcher, *A History of Oberlin College* (Oberlin: Oberlin College, 1943), 361-362.

¹⁴ "Commercial Institute," advertisement, *Lorain County News*, April 18, 1860; Fletcher, *A History of Oberlin College*, 361-362.

The standing desk at the front of the classroom is a reproduction and may resemble a teacher's desk at the time. Some teachers only had a stool or chair to sit in.¹⁵ Some teachers may have had a coal-burning foot-warmer at his or her feet. (We've been told that male teachers probably would not have used a foot-warmer.)

Children in many schools worked with slate boards and wiped the slates clean with rag erasers. Originally, coats would have been hung on the wood pegs in the northeast corner of the room.¹⁶

The School Day and School Year

School in the early nineteenth century was often seasonal. Children attended when they were not needed to help work at home, such as a few months in the winter, or between planting and harvesting in the summer. Many children between the ages of 5 and 15 attended school in Ohio, but absences were common because children helped work at home and families sometimes could not afford to send their children to school for very long. Some communities had a school fund, while in other communities parents paid subscriptions to send their children to school. Oberlin had funds to support the public schools but also relied on subscriptions when funding ran low. During the few weeks or months when school was in session, it was often held Monday through Friday, and some Saturdays too. Schools in Youngstown, Ohio were open from 9 a.m. to 4 p.m., Monday through Friday and 9 a.m. to noon on Saturdays. On full school days there was a recess at noon for lunch. Other schools held even longer hours to take advantage of the little time available during the year for schooling.¹⁷

Class often began with the ringing of the school bell – the hand bell in our schoolhouse was donated by Miss Sara Elizabeth Prince, a graduate of the Oberlin Kindergarten Training School, class of 1899, who taught for 50 years in the Oberlin public schools.¹⁸

Girls and boys were separated in many Ohio schools in the early 1800s.¹⁹ The school day in many one room schoolhouses began with the teacher reading a Bible passage and everyone kneeling to say a prayer. Then lessons would begin: Reading, writing (penmanship), spelling (orthography), and arithmetic were the most important subjects. Geography and grammar were also taught in some schools. Natural philosophy and history were taught at one early Oberlin school and elements of chemistry, astronomy, algebra, composition, music, Greek, and Latin were later added to the curriculum. In 1842, the girls who attended the

¹⁵ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Defiance, New Lisbon.

¹⁶ "125th Debut Planned for First School," *Oberlin News Tribune*, September 25, 1958; Chapin, "Landmarks of Early Oberlin," 108; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p.

¹⁷ ; Edward Alanson Miller, *The History of Educational Legislation in Ohio from 1803 to 1850* (Columbus, OH: The F. J. Heer Printing Co., 1918), 56; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Beverly, Defiance, Newark, New London, Oberlin, Portsmouth, Ripley, Salem, Wapakoneta, Youngstown.

¹⁸ "125th Debut Planned for First School," *Oberlin News Tribune*, September 25, 1958; "Oberlin's Little Red Schoolhouse," *The Oberlin Alumni Magazine* 55, no. 7 (1959): 8-9.

¹⁹ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Barnesville, Portsmouth.

schoolhouse were taught orthography, reading, writing, arithmetic, English grammar, three different geographies, and history. Spelling was emphasized more than it is today and spelling bees, or contests, were frequently held. Certificates of achievement were sometimes awarded for good spelling. Recitation, or memorizing and reciting information aloud, was required in nearly all schools and was a primary method of teaching.²⁰

The a-be-ce-darians were called up twice a day by the master pointing with his pen-knife “What’s that” ? “A.” “What’s that”? “D.” “No, it’s B”; and so down to Z. It frequently happened that a child attended three terms before it learned its letters.²¹

Most schools in Ohio were ungraded before 1850, meaning that children of all ages learned together in the same classroom. Despite the fact that the teacher could not spend all day teaching one particular group of students, the one-room approach to education had its own distinct advantages. Younger children learned by listening to older students’ lessons and being assisted by them; similarly, older children’s learning could be reinforced by helping or listening to the younger ones recite lessons.²²

Books that were recommended for use in Oberlin in the 1840s included: *Eclectic Readers* (original title of McGuffey Readers), *Sander’s Spelling Book*, Coburn’s *First Lessons in Intellectual Arithmetic*, *Adam’s New Arithmetic*, Woodbridge’s *Rudiments of Geography*, Porter’s *Rhetorical Reader*, *Peter Parly’s Geography for Beginners*, Olney’s *A Practical System of Modern Geography*, and Willard’s *Ancient Geography*. *Smith’s Geography* and Brown’s *Institutes of English Grammar* were suggested but not required.²³

The *McGuffey Readers*, first published in 1836, were popular school texts of the period. Selections within the Readers taught proper grammar, spelling, punctuation, and sentence structure, as well as examples of great literature in prose and poetry. Typically, the readings carried a moral lesson as well, trying to instill in the young readers values of hard work, honesty, kindness, and other good qualities. (More on *McGuffey Readers* may be found in the docent reference manual.)²⁴

The following are activities that were common at many historic schools, but not necessarily in Oberlin. Students who finished their lessons first and who behaved well might have had a

²⁰ Notes for December 23, 1842 (Russia Township Board of Education Records, 1842-1871, Oberlin Public Schools, Oberlin College Archives); General Assembly of Ohio, *History of Education in the State of Ohio* (Columbus, OH: The Gazette Printing House, 1876), 61-62; Miller, *The History of Educational Legislation in Ohio*, 55; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. – Bucyrus, Canal Fulton, Dayton, Defiance, Elyria, Hamilton, Lancaster, Oberlin, Newark, Ripley, Steubenville, Wapakoneta.

²¹ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. – Wapakoneta.

²² *Ibid.* – Cincinnati.

²³ Notes for December 23, 1842 (Russia Township Board of Education Records, 1842-1871, Oberlin Public Schools, Oberlin College Archives).

²⁴ William Holmes McGuffey, *McGuffey’s 1st Eclectic Reader*, Revised ed. (New York: American Book Co., 1920 [1879]); William Holmes McGuffey, *McGuffey’s 3rd Eclectic Reader*, Revised ed. (New York: American Book Co., 1920 [1879]).

chance to sit in a rocking chair and read a story book. Students in need of discipline may have been made to sit in an all-together different spot: the dunce's stool. Ours comes complete with a dunce cap! It was not only a disgrace to the student to sit in the dunce corner, but to his/her family as well. A student may have also been made to stand in a corner or stand with a book on his or her head for punishment. Some Ohio teachers in the very early 1800s were known to use rods to physically punish misbehaving students.²⁵

Students often carried their lunches in pails or baskets, the equivalent to the modern lunch box. Sandwiches or corn bread might be wrapped in newspaper. In winter, students could toast their cold lunches over the fire in the stove, or they might bring a potato to bake in the stove during the morning so that it was hot and steaming by lunch time.²⁶

At recess, boys might play marbles while girls might join in a game of "London Bridge is Falling Down." Tag, hopscotch, skipping rope, tops, hoop and stick, stilts, and graces were also popular historic schoolyard games. Another popular game, "Anty Over the Shanty," involved throwing a sock stuffed full of scraps of cloth over the school roof.²⁷

The Schoolteacher

The teacher's job went far beyond teaching the students; he/she also was responsible for lighting the fire each morning and banking it at night. Teachers would be required to clean their schoolhouse (including its outhouse) and make sure everything was in working order.

The following was a quote made about teachers in Ohio at the beginning of the 1800s.

The qualifications for a school teacher in those days were few and moderate. If a man could read tolerably well, was a good writer and could cipher as far as the rule of three, knew how to use the birch scientifically and had firmness enough to exercise this skill, he would pass muster.²⁸

Oberlin teachers were probably much better qualified as many of the teachers were college students who also taught in the public schools to earn money.²⁹

Teachers in Preble, Ohio worked about 8 to 10 hours a day. If schools had them, teachers were expected to make copy books and fix quill pens for their pupils. If there was no ink or

²⁵ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p. Hamilton, New Lisbon, Piqua, Salem, Troy.

²⁶ Bobby Kalman, *A One-Room School* (New York: Crab Tree Publishing, 1994): 19.

²⁷ Bobbie Kalman, *Early Schools* (New York: Crab Tree Publishing, 1991): 30; Bobie Kalman, *Schoolyard Games* (New York: Crabtree Publishing, 2001): 4, 8, 11-12, 20-23.

²⁸ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Youngstown, Piqua.

²⁹ Fletcher, *A History of Oberlin College*, 589.

ink powder available to purchase, some teachers made ink from soft maple bark, copperas, and vinegar. Some schools only had blackboards and slates for writing.³⁰

Teachers often lived in the home of a family in town or “boarded around.” Teachers maintained close contact with all of their students’ families, and it was typically expected that each family would host the teacher at dinner a few times throughout the year.³¹

In 1840, one of the first public school teachers in Oberlin, Jeremiah Butler, received a salary of \$18/month, plus board and washing for his work. Catharine Stevens was paid only \$2.50 a week and boarded herself. It was common at this time for women teachers to earn about 1/3 to 1/2 less pay compared to men.³²

African American History and the Little Red Schoolhouse

African American children in Oberlin could attend school with white students, which was rare in Ohio in the early nineteenth century. In fact, it was illegal. The “Ohio Black Laws” (1804) ruled that African Americans were not citizens, and therefore could not attend publicly funded institutions. The Oberlin stance on integration is notable considering that in the days before the Civil War African Americans anywhere in the United States had very little chance of receiving a public education. Even where education for black students existed, it was most often grossly unequal to that of their white peers.³³

Among the African American children to possibly attend Oberlin’s Little Red Schoolhouse was Sarah Margru Kinson, one of the four children who were aboard the slaveship *Amistad*. A reproduction drawing of her hangs on the north wall. Steven Spielberg’s dramatic and controversial film “Amistad” informed many Americans about this famous chapter in African American history that occurred in 1839, when the Africans staged a revolt on the ship. Margru was seven or eight years old at that time. While trying to make its way back to Africa, U.S. maritime ships investigated and eventually seized the *Amistad*, and towed it to New London, Connecticut. After two years of trials, arrangements were made for the remaining survivors to return to Africa. Margru is especially interesting as the only *Amistad* captive known to later return to the United States. She eventually arrived in Oberlin in 1846

³⁰ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Defiance, Preble County, Youngstown.

³¹ Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Beverly, Newark, Oberlin, Wapakoneta, Youngstown.

³² Ibid. – Cincinnati, Oberlin, Youngstown.

³³ “Schools Have Shown Growth Through Years,” *Oberlin News-Tribune*, March 29, 1935; Nat Brandt, *The Town that Started the Civil War* (New York: Dell Publishing, 1990), 48; Fletcher, *A History of Oberlin College*, 248-249; General Assembly of Ohio, *History of Education in the State of Ohio*, 76; Ohio Centennial Educational Committee, *Historical Sketches of Public Schools*, n.p – Oberlin, Ripley, Troy.

(seven years after the *Amistad* incident) via an acquaintanceship with missionaries who had attended Oberlin College.³⁴

Sarah's greatest benefactor was Lewis Tappan, who had first met her in Connecticut during the *Amistad* trials. In fact, it was probably Tappan who bestowed the name "Sarah Kinson" upon Margru – the "Sarah" undoubtedly named for the Biblical "Sarah," who had long been associated with freedom. Tappan arranged for Marianne Parker Dascomb, the Principal of the Ladies' Department at Oberlin, to oversee Sarah's care and education. Sarah lived with the family of a College professor, and in August 1846 she began her first formal education at Oberlin, possibly in the Little Red Schoolhouse. Her teacher, Laretta Branch, made sure that Tappan received reports of her academic progress. She quickly became one of the best scholars in her class, and gained the love and esteem of all her schoolmates.³⁵

Sarah Margru Kinson spent three years in Oberlin. In the winter of 1848, Sarah entered Oberlin College's Ladies Department and began taking college-level courses. She roomed with Lucy Stanton, of Cleveland, who became the first African American to graduate from the Ladies' Course. Antoinette Brown Blackwell remembered Sarah speaking in First Church about her country. Since women were not permitted to speak to mixed audiences at that time (both men and women), Kinson probably spoke at an all-women prayer meeting.³⁶

Sarah returned to Africa in November 1849 as the schoolmistress of a new mission-sponsored girls' school. Her portrait as a young girl also hangs in the front vestibule of First Church in Oberlin. (For more on Sarah Margru Kinson, read the book by Marlene Merrill, which is available in our Resource Center Library or for purchase in our museum store.)³⁷

The Little Red Schoolhouse Today

Today, the Little Red Schoolhouse is used by Oberlin's third grade as part of their study of Oberlin history. Each third grade class attends the schoolhouse for a day in May or June to take a step back in time and "live" that history. The children dress in old-fashioned clothing and carry their lunches in pails or wrapped in a kerchief tied to a stick. Boys sit on one side of the school room, with girls on the other, as the teacher leads a spelling bee or listens to children recite proverbs they have brought to share with the class. (A port-a-potty is rented for the week to serve as the outhouse!) The students enjoy playing outdoors with wooden stilts and other reproduction old-fashioned toys.

³⁴ Marlene D. Merrill, *Sarah Margru Kinson* (Oberlin, OH: Oberlin Historical and Improvement Organization, 2003), 1-12.

³⁵ Merrill, *Sarah Margru Kinson*, 4, 8-9.

³⁶ *Ibid.*, 10, 12.

³⁷ *Ibid.*, 12.