

Project Completed, but Then What?

The restoration of a country school can be a very rewarding experience, yet once the project is finished and the community gathers to celebrate, a question often emerges: how should the building be used? For numerous country school enthusiasts, the answer is to develop a curriculum that provides visitors with opportunities to reenact past events and reflect on their meaning for present and future generations. The following curriculum was developed by Catharin Lewis, founding director of the West Bay Common School Children's Museum, League City, Texas. In a fully restored 1898 one-room schoolhouse, visitors step back in time to experience the subjects most commonly taught in country schools in the 1890s. The curriculum has received commendation by the American Association of State and Local History (1996). The director also received the Museum Award for accomplishments in interpreting and preserving Texas heritage (1994), and was an inductee into the Pioneers of the State of Texas Hall of Honor (2006). The curriculum includes detailed instructions as well as activities which a museum docent or classroom teacher might use, given the varying constraints of field trips. The aim of publishing this curriculum is to provide a model of excellence in curriculum design for those who may have limited experience in this area.

–Eds.

West Bay Common School Program: A Hands-on Historical Reenactment

Catharin Lewis

West Bay Common School Children's Museum

The West Bay Common School Program is a curriculum divided into eleven sections. It begins with program objectives, moves to an introduction for the children standing at the schoolhouse steps, and guides them through a series of learning activities similar to those experienced by country school children in 1898. It concludes with suggested activities for further learning and an evaluation of the program. The curriculum is called a “hands-on historical reenactment” because participants are invited to engage in country schooling as if they were

living in a previous era. All aspects of the reenactment have been carefully researched to enable participants to acquire as accurate a knowledge of country schooling as possible. If this is your first experience with a historical reenactment, you may find it helpful to scan the entire curriculum to develop a grasp of its overall plan. It is also suggested that you and the children assume imaginary roles and that you play these roles throughout the visit.

In 1898, children in West Bay Common School may have followed a prescribed curriculum, but incomplete evidence exists of the subjects taught and the order of instruction. We do know that the school day often began with the Pledge of Allegiance to the flag, a poem or song, a moral precept, and/or Bible reading and prayer. The organization of the West Bay Common School reenactment is based on descriptions of school-day routines in the late 1800s as well as by the current need to engage museum visitors fully and cooperatively. The program is designed to give students a taste of what it would be like in the 1890s. If they were asked to complete every lesson in this curriculum, the children would be at the school longer than a field trip would allow. Rather, it is suggested that you allow the children to “sample” activities in each subject area. You need to be flexible, as the amount of time children are at the schoolhouse may fluctuate from one day to the next.

Schedule for the School-Day Program

- Roll call
- Opening poem (song, prayer, or whatever you choose)
- Pledge
- Rules of the time period
- Handwriting lesson—pen and ink
- Mental math lesson while collecting materials and students take turns washing hands
- Spelling word review
- Reading lesson and slate work lessons
- History and geography lessons
- Spelling bee
- Recess program and closing evaluations

A series of optional, pre-and-post visit activities and evaluation forms can be found along with a *Teacher Resource Workbook* at <http://www.oneroomschoolhouse.org/previsit.php>. As was previously stated, these activities are designed to enable the children's leaders (for example, classroom teachers or parents) to evaluate and extend learning beyond the reenactment. In the text that follows, bold-face type is used to suggest wording you may want to use, but it is recommended that you use your own words as much as possible.

A. Program Objectives

- To become aware of our rich heritage of the United States, Texas, and our local community;
- To understand how far we have come in educating our children, some similarities and some differences;
- To develop some responsibility to future generations of children to reach beyond themselves and touch the minds and hearts of others; and
- To have a hands-on experience in a one-room schoolhouse for a day at the turn of the twentieth century.

B. Introduction

Go outside to greet the bus. Have children exit the bus and line up in two lines per class. Girls will line up on your left and boys on your right facing you. Arrange children so that the lines are from shortest to tallest children. While standing on the top porch step with two lines of visitors on the front walk, welcome the guests with the following or your own version of this introduction:

Welcome to West Bay Common School Children's Museum. It is unique in that you will role play children of the 1890s going to school. Children of the 1890s entered the schoolhouse without a word and remained standing by their desks until their names were called. Girls entered first and then the boys. Girls made their manners with a curtsy and boys by bowing. Girls, place your hands on each side of your pretend skirt, put one foot behind the other and bend at the knee. Girls, make your manners, please. Boys, put one

hand in front of your waist and the other behind your waist and bend at the waist. Boys, make your manners, please.

Since we are role playing, I ask that you save your questions until recess. Photo opportunities are limited in the schoolhouse so as not to disrupt the program. You will be notified when photography is permitted. Videos and recorders are not permitted. When the bell rings, please enter. Girls, enter first, and then boys.

Ring the bell. Have girls enter so that one line goes down the window aisle and the other down the center aisle, alternating until each child is standing next to a seat. If the group is larger than twenty-four people, move the group forward to fill the front benches. Fill the back bench and center desks last. Center desks will be put up before the program begins.

Call the roll. Stand in front of the room and welcome the group. Always refer to adults as “older students” during all the activities today.

According to the U.S. Census of 1890, the following persons (brothers and sisters, ages eight through seventeen years) should be present in this school district. You are one of those people, so please say your first name, make your manners (girls, say your name and curtsy and, and boys, say your name and bow at the waist), and then be seated. Ask for girls’ names first, then boys’ names. With pointer in hand, point to today’s date on the blackboard.

Today’s date is _____, _____ month, day, 1898.

My name is Miss or Mister _____.

Your handwriting lesson for the next two weeks is, “Never give up; you can conquer if you will.” Repeat after me: “Never give up; you can conquer if you will.” Repeat again.

This morning we will open with a short poem:

My Shadow
by Robert Louis Stevenson

**I have a little shadow that goes in and out with me.
And what can be the use of him is more than I can see.
He is very like me from the heel up to my head:
And I see him jump before me, when I jump into my bed.**

**The funniest thing about him is the way he likes to grow –
Not at all like proper children, which is always very slow:
For he sometimes shoots up taller like an India- rubber ball,
And he sometimes gets so little that there's none of him at all.**

**He hasn't got a notion of how proper children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me; he's a coward you can see:
I'd think shame to stick to nursie as that shadow sticks to me!**

**One morning, very early, before the sun was up,
I rose and found the shinning dew on every buttercup:
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.**

Please stand for the Pledge of Allegiance.

Go to the chalk board, pick up the pointer, point to the pledge, and recite the Pledge of Allegiance. (You will notice that the Pledge of 1898 is slightly different than it is today.)

**I pledge allegiance to my flag,
and to the republic for which it stands,
one nation, indivisible, for liberty
and justice for all.**

Please be seated. Since some of my scholars are new to school today, I will review our class rules.

- 1. Students will not speak unless spoken to. There will be no giggling, whispering, or squirming in the desks.**
- 2. When speaking, proper language will be used at all times.**
- 3. If students wish to speak, they should raise a hand, wait to be recognized, then stand beside their desks before speaking.**

4. **Students will abide by the Golden Rule: “Do unto others as you would have others do unto you.”**
5. **Male students will remove all headgear before entering the room.**
6. **All students will assume good posture. Feet will be flat on the floor. Hands will be folded on top of the desk when students are not working on their lessons, and everyone will face forward at all times.**
7. **Scholars will raise two fingers to use the outhouse.**
8. **At all times students will conduct themselves as proper ladies and gentlemen. Good manners will be expected.**

Whenever necessary throughout their visit say, **Excuse me; there should be no talking.**

C. Pen-and-Ink Lesson

To prepare for this activity, you will need a copybook for students to use when practicing strokes, jars of ink, ink pens, a blotter and a small rag for cleanup (Figure 1). You may also need slates and pens for the adults who lack supplies. (Some teachers may have forgotten to bring copybooks or there may be walk-in visitors and you need to be prepared.) The slates are for those on the back bench without a desk, so the slate becomes a lap desk.



Figure 1. Student practicing strokes of letters in his copybook. Photograph taken by Catharin Lewis.

Our first lesson this morning will be handwriting. Since some of our students will be using ink for the very first time, I will briefly review for everyone. Copy books may be found at <http://www.oneroomschoolhouse.org/previsit.php> then scroll down.

Put a jar of ink in one hand and a pen in your other hand. Hold up the ink jar. **This is the ink you will be using. Once I place this inkwell in your desk, you will not remove it for any reason! There is a lever on top which slides sideways to open the top of the inkwell. If you need help opening the lever, raise your hand.**

Hold up the ink pen. **This is the pen you will be using. You will hold it at a 45-degree angle and back slightly from the tip so as not to get ink on your fingers. To load the pen, dip it gently two or three times into the inkwell. You may first scratch the blotter on your desk to see how the pen works before you write in your copybook. When writing, press lightly since the tips are fragile and the points can break. If you press too hard, the ink splatters and you will get ink on your clothing. Mom and Dad will be most upset with you if you come home with ink on your clothing. On your desk is a rag for wiping ink from your fingers or for cleaning ink splatters on your desk.**

Choose two helpers to pass out the ink pens. Instruct the helpers to place pens in the grooves of each student's desk on their side of the room. Choose other helpers to pass out copybooks from the desk drawer and/or slates and pens to the adults or students without supplies. Pass out the ink jars and make sure everyone has supplies for the morning lesson. Adults on the back bench will be given a slate, pen, copybook, and instructions to take turns dipping their pens in the ink jar in the closest desk.

- 1. Open your copybooks. With your writing hand high in the air, push up and pull down. Again. Push up, pull down.** Look for the left-handed students and rearrange them, if necessary.
- 2. With your finger, trace the sample that is given - push up, pull down.**
- 3. Now copy that sample on the next line and compare your work with the one provided.**
- 4. If you complete one line, you may do another. You will be working on this lesson for the next two weeks. What you do not complete in class, you will be doing for homework.**

Walk around the room with an extra pen in hand, checking students' work and helping persons with problems. **Remember, your posture is important when you are writing. Please sit up straight with your feet flat on the floor. You do not want to have a crooked back in your old age.**

This is a photo opportunity for those with cell phones and cameras. As you walk around the room, quietly let these persons take turns making pictures.

Show students a sample page of 1800s handwriting, and reassure them that it is OK to get inkblots on their paper. **Your handwriting will improve with lots of practice, and maybe someday you will be asked to sign an important deed or document like this one.** Display document.

Continue with the other lessons in the copybook the same way as mentioned in numbers 1–4. On the first blank page, instruct everyone to write today's date. Then they should skip a line and write their full name. On the next blank page, they should write this statement: "Never give up, you can conquer if you will." Have students leave the last page blank for homework practice.

When the lesson is complete or you have run out of time, instruct each child to gently wipe the tip of the pen with the rag that has been provided and place it back in the groove on the desk. Instruct students to close their copybooks and place the blotter and rag on each side of the inkwell on the desk. Choose helpers to collect the pens on each side of the room and other helpers to collect the copybooks on each side of the room while you collect the ink jars from the boy's side first and then the girl's side. Helpers should place the ink pen box and copybooks on the teachers' desk. After you have collected the ink jars and placed them back in the cupboard, give the classroom teacher all the copybooks to take home.

D. Washing Hands

Instruct girls to go to the wash basin two at a time to wash their hands. When these two return, the next two girls will follow until that row is complete. The boys' row will follow after the girls are done. Sometimes it is best to assign an "older student" to supervise this activity and

generally keep an eye on the water while you begin the oral math lesson. If at any time the water looks too dirty, take the bowl of water outside and empty it in the flowerbed. A pitcher of water is stored below to refill the basin. Always remember: you will need water for the second group, so ask the “older students” in charge to use small amounts. Explain as follows: **This is NOT bath time, which happens on Saturdays!**

E. Mental Math Problems

While we are washing hands, we will begin our oral math lesson. You will need to listen carefully so you can figure out the solution to each problem.

Use the flash cards (Figure 2) for groups of children who are four years old, in kindergarten, or first grade. Ask two students to come to the front of the room. Hand each a card with dots. Instruct them to count the dots on their cards and tell you the total amount. Ask the class, **what would the amount be if we were to put both cards together?** Send the two children to their seats when a correct response is made and ask for two more volunteers. Repeat the process using other cards with dots. You may also try “word” cards to test their recognition level. Make sets of 1 – 9 of each of these flash card sets.



Figure 2. Flash cards for groups of children who were four years old, in kindergarten, or in first grade.

The following oral math problems may be used for children of all ages. Go through any amount of problems you like, changing the actual numbers in a word problem to be age appropriate for the visitors and to fill up the scheduled time.

- 1. I bought candy for 10 cents and a stereoscope for 25 cents. What was the cost of both?**
35 cents
- 2. On my way into the country I passed 7 wagons and on my way home I passed 11. How many wagons did I pass in all?** 18 wagons
- 3. My father has 7 Jersey cows and 9 Holstein cows. How many cows have he in all?**
16 cows
- 4. My age is 14 years. My brother is only 5. How many years am I older than he?** 9 years
- 5. I used 10 sheets of paper in school last week and only 4 this week. How many more did I use last week than this?** 6 more sheets of paper
- 6. Ralph told his papa that he had 20 cents and wanted to buy a tablet for 7 cents. How many cents will he have left?** 13 cents
- 7. What do I pay for 2 pair of shoes at \$4 a pair?** \$8
- 8. I eat three times a day. How many times do I eat in a week? In two weeks? In three weeks?** 21, 42, 63
- 9. How many ears have 8 cats?** 16
- 10. I have 5 nickels and buy a book for 25 cents. How much change should I get back?** 0

Now let's see if my older students have done their homework? Of course, anyone may answer. Do another page of a few harder problems or choose just a sample to fit your time schedule of events.

- 1. Slates cost 8 cents each. How much would it cost to buy 30 slates?** \$2.40
- 2. For Christmas, a boy spent 15 cents on each of his 3 sisters and 2 brothers. How much did he spend on presents?** 75 cents
- 3. A carriage costs \$87 and a horse cost \$50. How much would it cost to buy them both?**
\$137
- 4. A guitar costs \$8.65 and a banjo costs \$6.35. How much more does a guitar cost?**
\$2.30
- 5. Pencils are 12 cents a dozen. What is the price of one pencil?** 1 cent
- 6. It takes 3 bushels of oat seeds to plant an acre. How many bushels will it take to plant 75 acres?** 225 bushels

7. **A barrel of rice weighs 600 pounds. A barrel of flour weighs 169 pounds. How much heavier is the barrel of rice?** 431 pounds
8. **To measure the height of a horse you use a hand, which is 4 inches. How tall is a horse, which are 16 hands at the shoulder?** 64 inches
9. **Potatoes are \$1.12 a bushel. How much will 14 bushels cost?** \$15.68
10. **A garden measures 25 feet on two sides and 50 feet on two sides. How many feet of fencing will it take to enclose the garden?** 150 feet

If you run out of problems, begin the spelling lesson even if students are still washing their hands.

F. Spelling Lesson

The following spelling words were selected randomly from the *McGuffey's Eclectic Readers Series (Primer—Sixth Revised Editions)* by William Holmes McGuffey. Replicas of these popular readers can be purchased or downloaded free from Project Gutenberg at www.gutenberg.net.

We will review our spelling words for today. I will say the word. You say the word after me. Read the words.

1. **Lantern – a portable case for light with transparent openings**
2. **Spectacles – glasses**
3. **Handiwork – sewing done by hands**
4. **Parlor – a room used primarily for conversation or greeting guests**
5. **Pantry – a closet used for storing food**
6. **Suspenders – one of two supporting bands wore across the shoulders to hold up trousers**
7. **Preserves – fruit canned or made into jams or jellies**
8. **Stereoscope – an instrument with two eyeglasses to view pictures taken from two points of view apart to see depth**
9. **Tin ware – cooking utensils made of metal and coated with tin**

10. **Railroad** – a road made of metal rails fixed to wood ties for cars pulled by locomotives
11. **Wringer** – a machine for pressing out liquid or moisture
12. **Grindstone** – flat, circular sandstone used for grinding, shaping, or smoothing
13. **Muslin** – a plain woven cotton cloth
14. **Biscuits** – a small quick bread made from dough
15. **Baler** – a machine used to tightly bind and closely press a large package of merchandise such as hay
16. **Churn** – a container for making butter from milk by separating the oil from the water
17. **Homestead** – the home and land occupied by a family
18. **Tonic** – a liquid for the scalp or hair
19. **Parasol** – a lightweight umbrella used for sunshade
20. **Carriage** – a horse-drawn vehicle

If you don't know what any of these words mean, raise your hand. Give the meanings of these words, or select words and ask what they mean.

Spelling Words for Younger Groups:

Trunk	Churn	Pen	Slate
Cap	Spade	Parlor	Globe
Bonnet	Pantry	Tin ware	Railroad

G. Slate Lessons

Select spelling words, math lessons and reading lessons at various levels of difficulty in any of *McGuffey's Eclectic Readers* or early math books and use these lessons to make up your personalized student desk books or booklets.



Figure 3. Student using a desk book, slate pencil, and slate. Photograph taken by Catharin Lewis.

Inside your desk are a slate and a book (Figure 3). Please place them on top of your desk. Choose two helpers to pass out slate pencils or pass them out yourself as you give instructions to individual rows.

Group 1: Instruct the first two rows on each side of the room to turn to page 5 of their desk book (Figure 4). Students should copy the words on their slates as many times as possible to practice for the spelling bee that will take place later.

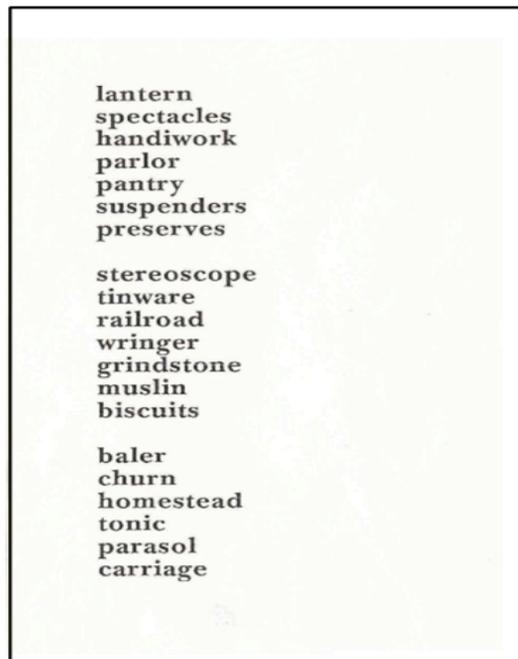


Figure 4. Page 5 from a desk book.

Group 2: Instruct the next two rows on each side of the room to turn to page 11 of their desk books (Figure 5) and do the written math lesson on their slates.

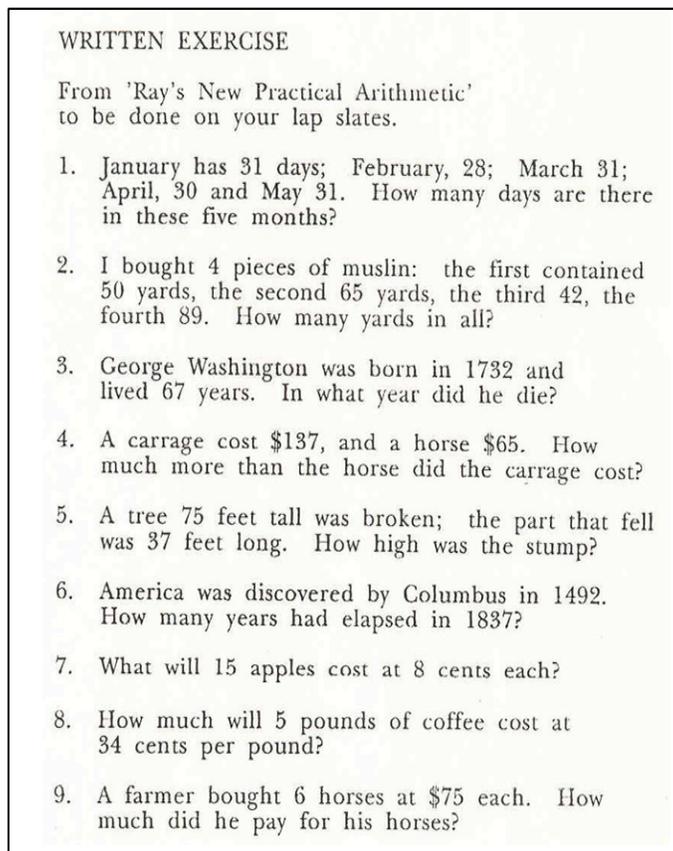


Figure 5. A page from *Ray's New Practical Arithmetic*, popular in the 1890s.

Group 3: Instruct the last two rows on each side of the room to come to the front recitation bench for the reading lesson.

Depending on the number of people attending the reenactment, quietly ask the adults to help the younger students in each group. Begin by asking each adult which of the children is a relative and whether the child might welcome some help.

This may be a good time to allow parents to take photographs.

H. Reading Lessons

Choose an age-appropriate story from a reader in the series and instruct the students to turn to page 13, 19 or 24 in their desk book (Figure 6). Older students may have to share books with the younger students.

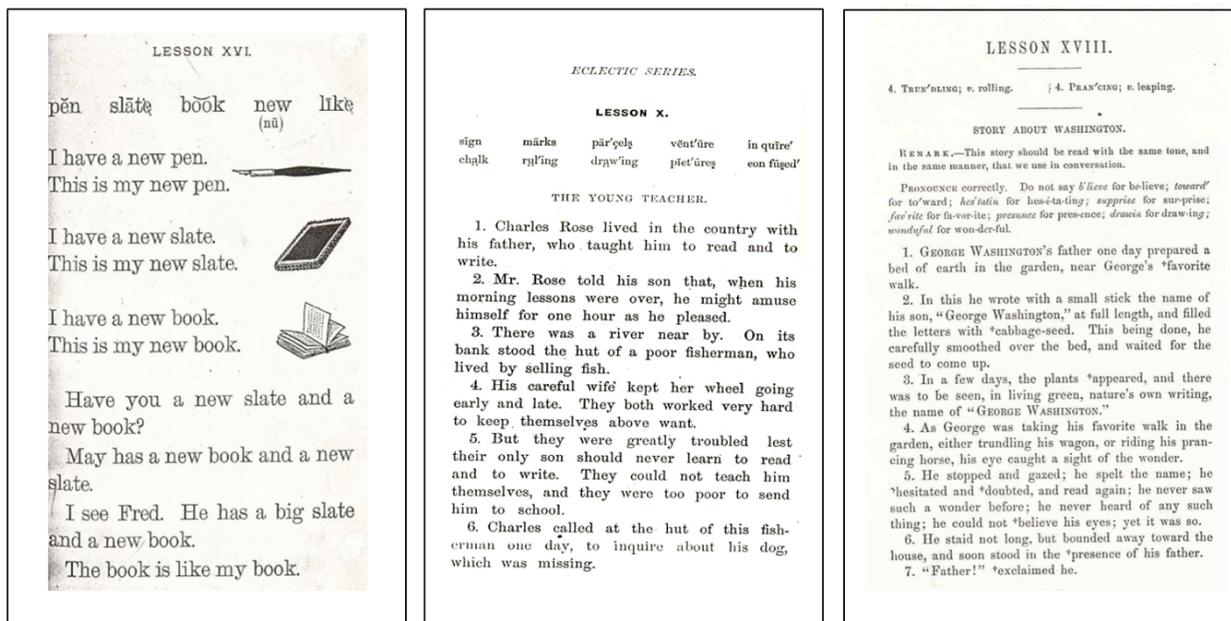


Figure 6. Pages from various *McGuffey Readers*.

Let us read the first page together. Then ask questions about the story. Explain that students will read the rest of the story for homework. In tomorrow's class, they will discuss what comes next in the story. Then say, **be sure to read aloud to your parents. They like to hear how much your reading is improving.**

Instruct students to return to their seats, turn to page 11, and do the math problems on that page. Remind the older students or parents to help the younger ones with their work or to take pictures.

Call Group 1 to the recitation bench.

Tell Group 2 to turn over their slates, turn to page 5, and copy the spelling words as many times as possible to prepare for the spelling bee.

Repeat reading procedures with Group 1.

Call Group 2 to the recitation bench.

Tell Group 3 to turn over their slates, turn to page 5, and copy the spelling words as many times as possible in preparation for the spelling bee.

After all groups have returned to their seats, collect the slate pencils as you ask for answers to one or two of the math problems. Assign all the children to complete their math for homework. Then say, **Erase both sides of your slate with the rag, and place the slate back inside your desk. We will continue now with our history and geography lesson.**

I. History and Geography Lesson

There are two men pictured at the front of the room. Point to George Washington. **Who is this man? What do you know about this man?** Remind students to stand before they speak.

Who is this man? Point to Abraham Lincoln. **What do you know about this man?**

Point to the date on the board. Then say, **Today our President is William McKinley.** Write William McKinley on the board. **He is serving his second term in office. He is a Republican from Ohio. Has anyone ever been to Ohio? Everyone repeat after me, William McKinley is our President. Garrett Hobart from the state of New Jersey is our Vice President.**

Point to the map of Texas on the board (or create a brief lesson about your state and draw a map). **What state is this?** Texas. **Texas is unique in that there are three boundary rivers: the Rio Grande along the south, the Sabine River on the east, and the Red River on the northern border. See if you can find these rivers and when you can, raise your hand. Ask your brother or sister to help if necessary.**

Texas has four other main rivers: the Trinity River, the Brazos River, the Colorado River, and the Nueces River.

The chief cities and towns are Austin, San Antonio, Houston, and Galveston. Austin is our state capitol. Write Austin on the board. See if you can find Austin on your map and when you can, raise your hand.

Louisiana joined the United States Union in 1812, and Arkansas joined the Union in 1836. Louisiana and Arkansas border Texas on the east. There is Indian Territory—where each nation’s council meets separately—to the north. The Oklahoma Territory is northwest of Texas. Mexico is the country to the southwest. Write Mexico on the board.

The older students will be taking their history exam tomorrow, so I will review some important facts you need to remember for the exam. Younger students will be taking the exam at a later time. Listen carefully so you can remember these facts when your day comes.

Texas became free from Mexico in 1836. Write 1836 on the board. Mexico started a war when Texas declared itself free, but the Texan army was successful and Texas became a republic. Texas joined the United States Union in 1845. Write 1845 on the board. Texas is now the largest state in the Union. It is five times as large as Pennsylvania, and over three times as large as New England.

For two more years another war broke out between Mexico and the United States because Texas joined the Union and because a certain tract of land was claimed by both Mexico and Texas. It is the land east of the Rio Grande that now forms the western part of Texas. Generals Scott and Taylor were American commanders. The war ended in a treaty of peace signed February 2nd, 1848. Write 1848 on the board.

Close your books and place them back inside your desks. Erase the blackboard. If you have time or need filler, ask the students some review questions about some of the rivers, the

President, the capitol, or other facts mentioned in the lesson. You may use a lesson in the book instead of this one and have various students read a paragraph and then ask questions.

J. Spelling Bee

Will the girls in the first row please stand and come forward for the spelling bee? Next row, next row, etc. Form a semi-circle on the platform around the teacher's desk with girls on one side and boys on the other. Pull the map down to cover the spelling list.

This is a practice drill for the big spelling bee we will have tomorrow. If you misspell a word, remain in place until the word is spelled correctly and then go back and sit down. Or send the child to the end of the line. In case of a miss, the next child gets the same word.

I will say the word. Then I will use the word in a sentence if needed. You say the word, spell the word, and then say the word again.

- 1. Lantern – a portable case for light with transparent openings**
- 2. Spectacles – glasses**
- 3. Handiwork – sewing done by hands**
- 4. Parlor – a room used primarily for conversation or greeting guests**
- 5. Pantry – a closet used for storing food**
- 6. Suspenders – one of two supporting bands wore across the shoulders to hold up trousers**
- 7. Preserves – fruit canned or made into jams or jellies**
- 8. Stereoscope – an instrument with two eyeglasses to view pictures taken from two points of view apart to see depth**
- 9. Tin ware – cooking utensils made of metal and coated with tin**
- 10. Railroad – a road made of metal rails fixed to wood ties for cars pulled by locomotives**
- 11. Wringer – a machine for pressing out liquid or moisture**
- 12. Grindstone – flat, circular sandstone used for grinding, shaping, or smoothing**
- 13. Muslin – a plain woven cotton cloth**

- 14. Biscuits** – a small quick bread made from dough
- 15. Baler** – a machine used to tightly bind and closely press a large package of merchandise such as hay
- 16. Churn** – a container for making butter from milk by separating the oil from the watery solution
- 17. Homestead** – the home and land occupied by a family
- 18. Tonic** – a liquid for the scalp or hair
- 19. Parasol** – a lightweight umbrella used for sunshade
- 20. Carriage** – a horse drawn vehicle

Extra Words for Younger Groups if Needed

Saw	Loft	Cart	Wool	Socks
Book	Yoke	Ink	Tools	Catch
Catch	Mill	Chestnut	Map	Tin
Chalk	Candle	Desk	Hen	Wagon

This concludes our practice for the spelling bee. Be sure to study for the test tomorrow. For homework, complete any work you have not completed in class.

K. Conclusion

It is now time for recess, so please gather your belongings. Will the first row of girls please stand and exit down the ramp? Second row of girls? Third row, etc.? Then dismiss the boys by rows. Check the room as the children leave, reminding them of hats or copybooks that they might have forgotten. (We have a recess program in another building that consists of lessons about outhouses, games played in the 1890's, a lunch lesson and a lesson about the life and times in our town before sending the groups to have lunch at the near-by park or on the school grounds.)

Adult leaders are encouraged to extend learning beyond the historical reenactment. The *Teacher Resource Workbook* at http://www.oneroomschoolhouse.org/images/prog_gd.pdf contains activities designed to foster creativity and reflection on what was experienced in the school. Evaluation instruments for both children and adults are also provided in the *Teacher Resource Workbook*. Suggest that the teacher make enough copies for everyone and return the forms to the West Bay Common School Museum. A list of references consulted for this reenactment can also be found in the *Teacher Resource Workbook*.



Catharin Lewis, B.S., is the founding director and curator of the West Bay Common School Museum in League City, Texas. Since the museum's opening in 1993, over 85,000 children from 1,200 schools and organizations throughout Texas have visited the school as part of their elementary Texas history curriculum. The museum has been showcased on a variety of TV programs; and Lewis has received commendation for her hands-on-history program by local, state, and national associations. She is pictured with visitors at the museum. Photo by J. Pamela Photography, 1995. Visit Catharin Lewis at www.OneRoomSchoolhouse.org