

# Docent and Stewards Manual



**FARMERS BRANCH**

*Historical Park*

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## Introduction



**FARMERS BRANCH**  
*Historical Park*

Greetings!

Let me extend my heartfelt thanks to you *for doing more* on behalf of the Farmers Branch Historical Park staff. Your compassion, patience, caring, and unselfish assistance inspire me on a daily basis *to be more* and *do more*. Together, I like to think that we are crafting the type of community in which we would like to live: a place of doers and makers, of enthusiasts and friends, where neighbors and visitors alike have access to our culture and unique history. Volunteers and Stewards are the backbone of our educational activities, without your support we could not continue to offer the excellent learning opportunities and events for which our Park is known. Your efforts make all of this possible.

This manual is designed to give you many of the tools you will need to succeed as a Historical Park Docent or Steward. You will find detailed histories of the Historical Park as well as its structures, of Dallas County, and of Texas itself. You will find strategies for delivering excellent school tours and for speaking with adult visitors during special events. There are clothing recommendations for the historical eras we interpret, timelines of significant dates, and more.

Certainly, not every tool you need to fulfill this mission will be included in this manual. I do hope that the contents of this booklet act as a constant resource for you during your career as a Docent. If you have any new research, any ideas for programs or events, or any concerns please contact me.

With deepest gratitude,

The Historical Park Staff

## General Information

### Historical Park Mission Statement

Current as of July 18, 2018.

**The mission of the Historical Park, as a living history museum, is to collect, preserve, interpret and celebrate the history of the United States and Texas with an emphasis on Peters Colony and Farmers Branch.**



## Contact Information

Farmers Branch Historical Park  
2540 Farmers Branch Lane  
Farmers Branch, Texas 75234  
972.406.0184

**Website:**

[fbhistoricalpark.com](http://fbhistoricalpark.com)

**Social Media:**

Facebook - [facebook.com/historicalpark](https://facebook.com/historicalpark)  
Pinterest - [pinterest.com/fbhp/](https://pinterest.com/fbhp/)  
Instagram - [@fbhistoricalpark](https://www.instagram.com/fbhistoricalpark) #fbhistoricalpark #fbtx  
Youtube - [youtube.com/user/FBTV16](https://youtube.com/user/FBTV16)

## Historical Park Staff and Contact Information

Historical Park Office	972-406-0184
Fax	972-247-3939
Parks & Recreation Department Office	972-919-2620
Hillary Kidd, Historical Park Manager Email: <a href="mailto:hillary.kidd@farmersbranchtx.gov">hillary.kidd@farmersbranchtx.gov</a>	972-919-8731
Kim Jolly Chapman, Historical Park Coordinator Email: <a href="mailto:kim.chapman@farmersbranchtx.gov">kim.chapman@farmersbranchtx.gov</a>	972-919-8730
Bonnie Neumann, Historical Park Cultural Specialist Email: <a href="mailto:bonnie.neumann@farmersbranchtx.gov">bonnie.neumann@farmersbranchtx.gov</a>	972-919-8735
Lauren Prengler, Museum Educator Email: <a href="mailto:lauren.prengler@farmersbranchtx.gov">lauren.prengler@farmersbranchtx.gov</a>	972-919-8734

## Historical Park Programs

### **Tours:**

The Historical Park welcomes visitors to enjoy the grounds any time that the Park is open. Tours are available on select days at 10 AM. Please visit us online each week to see what buildings will be toured during the specified time.

Private tours of all the structures can be made by appointment for \$5 per person.

### **School Tours:**

The Historical Park offers a variety of on-site and off-site programs for public, private and home schools. On-site tours are available by reservation. In-school programs are available by appointment. School tours focus on learning through interactive activities and discussion. All school tours are aligned with the Texas Essential Knowledge and Skills (TEKS) and common core standards. Reservations are required, and there is a \$5 fee per student, with no charge for teachers and chaperones.

### **Adult Groups:**

The Historical Park offers diverse adult and family programs, from one-hour walking tours to multi-day event packages and craft workshops. Reservations and/or registration is recommended and tours are subject to availability.

### **Scouts:**

In addition to tours for both Boy and Girl Scouts, the Historical Park is pleased to offer the Girl Scout Flag Program and badge workshops for Daisy through Cadette Scouts. Workshops can be scheduled by calling 972.406.0184.

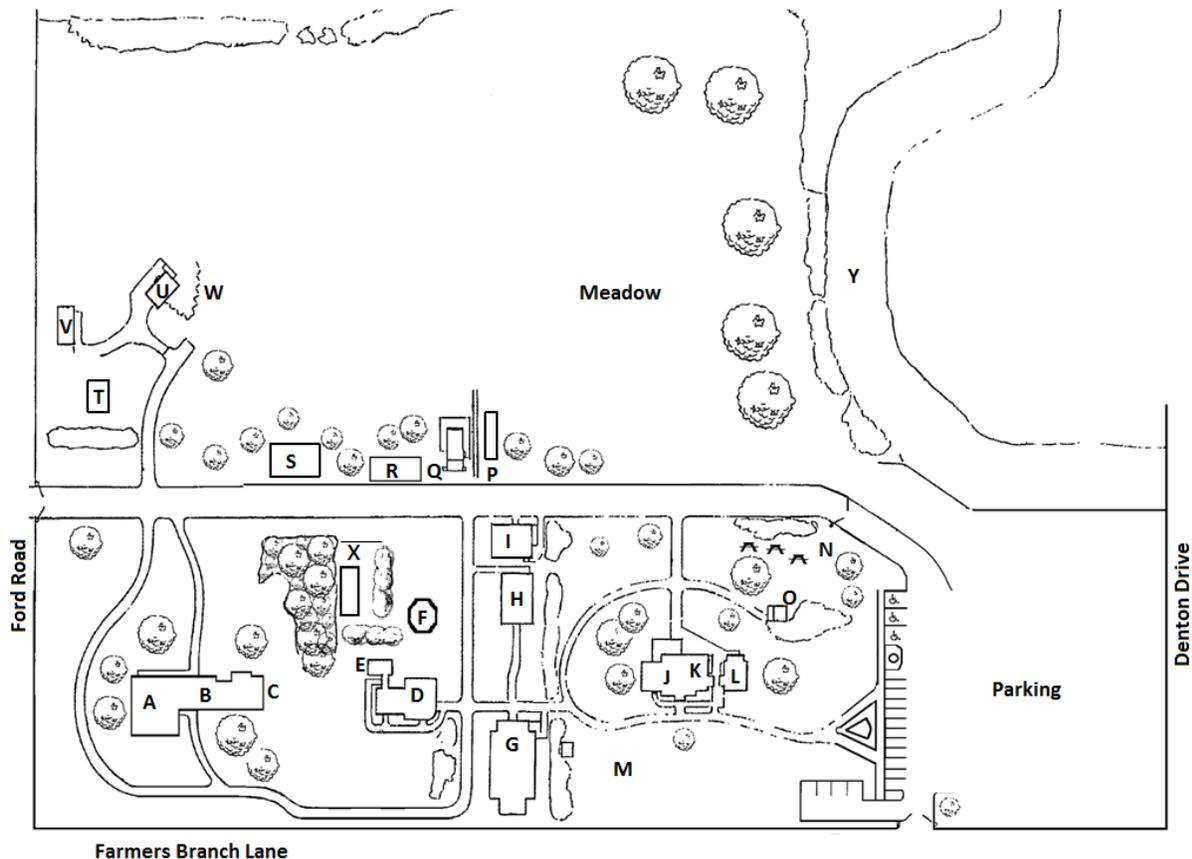
### **Special Events:**

The Historical Park hosts many special events throughout the year. Visit our website and social media to view our calendar of special events.

### **FRIENDLY REMINDERS FOR OUR GUESTS**

- **No** smoking, food, or drink in the historic structures
- **No** flash photography in the buildings
- **No** unleashed dogs in the park
- **No** alcohol permitted on the grounds without permit
- **No** unregistered professional photographers

# Historical Park Map



- A. Gilbert House
- B. McKee Addition/ Curator's Office
- C. Wardrobe Room
- D. Queen Anne Victorian Cottage
- E. Commercial Kitchen
- F. Gazebo
- G. Church
- H. School
- I. Ladonia House/Restrooms
- J. Dodson House
- K. Historical Park Office (Dodson House second floor)
- L. Museum Store / Administration Office

- M. Windmill
- N. Mary's Garden
- O. Grill House
- P. Caboose
- Q. Train Depot
- R. Texaco Service Station
- S. General Store
- T. Peters Colony Land Grant Office
- U. Log House
- V. Log Barn/Blacksmith Shop
- W. Garden
- X. Maintenance Shed
- Y. Farmers Branch Creek



## Historical Park Buildings and Structures

<b>Log Culture Area</b>	
	The Log Culture Area includes a historic Log House and single crib barn. Although interpreted to the 1840s, the Log House and barn were built in the 1870s in Pilot Point and restored here in 1990. The barn also includes the Historical Park's blacksmith's shop.
	The Land Grant Office was built at the Historical Park in 2002 to represent the 1840s Peters Colony Land Grant Office which was originally located in Farmers Branch.
<b>Gilbert House</b>	
	The Gilbert House is the oldest home in Dallas County still on its original foundation. Dr. Samuel Gilbert and his wife, Julia, moved into the house in 1856. This dogtrot home, named after the interior central breezeway, was restored in the 1980s. It is now interpreted to 1872. It was dedicated in 1986.
<b>Train Depot and Caboose</b>	
	The Depot was built in 1877 by the Dallas and Wichita Railroad near the junction of Valley View Lane and Denton Drive and used until the 1930s. It was used as a storage facility for a lumber yard until 1958. The City of Farmers Branch purchased the Depot in 1982, moved it to the Historical Park, and restored it.
	The 1890s caboose was purchased in 1997 from the Pennsylvania Railroad and represents a typical, all wooden, caboose on the Missouri-Kansas-Texas or MKT line.
<b>Victorian Era</b>	
	The 1885 Queen Anne Victorian Cottage was built in Gainesville for Mr. and Mrs. Martin M. Basinger. Although not typical of Farmers Branch, this architectural style was very popular with middle class townfolk in North Texas. It was moved to the Historical Park in 1992 and, after extensive restoration, dedicated in 1997.
	The gazebo and commercial kitchen are not historic, but are made to blend in with the park's architecture and are used for special events and rentals.
<b>Old Church</b>	
	The 1891 Church was built in Renner, Texas, and was in use until the mid-20th century. After a brief time as a wallpaper store, it was moved to the Historical Park in 1985 and restored to its original appearance. The Church represents late 19th Century churches in Farmers Branch and North Texas.

<b>Farmers Branch School House</b>	
	The School was built c. 1900 at the junction of Valley View and Dennis Lanes. It was used until 1915 when a larger school was built. Originally composed of three sections, this surviving portion was moved to the Historical Park in 1985 and restored as a one-room school typical at the turn of the 20 <sup>th</sup> century.
<b>Ladonia House</b>	
	The 1915 Ladonia House was donated and moved to the Historical Park in 1991. The Cumberland-style architecture is distinctive because of its double entrance. One side of the home was for sleeping and the other was used as a public room for gatherings and meals. This kind of house was commonly used by sharecroppers and tenant farmers.
<b>General Store</b>	
	Completed in 2012, the General Store honors the memory of JoAnn Elliott Bond. Representative of the general stores which were located in Farmers Branch in the 1920s, the store is stocked with replicas of items that would have been for sale during that time.
<b>Dodson House</b>	
	Built in 1937 for William and Maude Dodson, this house was originally located 200 feet to the southwest. It was moved to its current spot in 1942 to avoid flooding. This was the site of many meetings that led to the incorporation of the city in 1946. Mr. Dodson was elected the city's first mayor.
<b>Service Station</b>	
	The Texaco Service Station was one of the first gas stations in the Carrollton-Farmers Branch area in 1936. This replica service station was built in 2000 and incorporates many of the architectural features of that first gas station.
	Inside the service station is a 1936 Cab-Over-Engine Ford truck originally used in Farmers Branch at the Glad Acres Farm, located near present day Marsh and Valley View Lanes. The Glad Acres Truck underwent significant restoration and was placed in the Historical Park in 2001.

## **The Docent Program**

Since the Historical Park opened its doors in 1986, Docents have been essential to the growth and success of the Park. Docents have enabled the Historical Park to present a variety of programs and events to children and adults, to acquire and preserve historic artifacts and structures, and to research and record local history. The Docent program is the backbone of the Historical Park.

### **What is a Docent?**

In broad terms, a Docent is a museum volunteer. Usually Docent refers to a volunteer who leads guided tours of a museum. We use the term flexibly, to include the vast diversity of activities in which a volunteer might be involved in.

### **What experience is required?**

None! We will provide all the training and resourced materials for you. Enthusiasm and an interest in history are helpful.

### **How can a Docent help the Historical Park?**

- Give costumed, guided tours of a historic building for weekday tours, school groups, and/or special events.
- Assist with the Museum Store.
- Visit local schools with Historical Park collections to prepare students for their tour
- Give walking tours of all the structures for scheduled group tours and weekend walk-in visitors.
- Research local history.
- Help with events such as “Encounters from the Past” Cemetery Tours or our Vintage Base Ball games as players or fans.
- Provide office assistance.
- Demonstrate or let us use your special skills such as blacksmithing, woodworking, painting, etc.

### **What kind of commitment is required to be a Docent?**

Being a Historical Park volunteer does require time. In addition to approximately eight hours of classroom-type training, school tour volunteers are also required to watch 1-2 tours and mentor with an experienced Docent for another two tours. School tour Docents volunteer an average of four hours a week while special events Docents can donate between two hours and a whole day of work. The Historical Park is flexible and willing to work with your commitments and schedule. We ask for a commitment of a minimum of six months, but, of course, we hope that you will stay with us for much longer!

### What are the benefits of being a Docent?

- Meet new people
- Learn more about local and state history
- Share your knowledge and skills with the community
- Trips to local heritage sites or presentations by noted historians
- Workshops
- Access to the Historical Park's library and archives
- Cool costumes
- Volunteer appreciation events
- Wonderful friendships

### Where do I leave my purse or personal possessions when I'm volunteering?

You are always welcome to leave your items in the Educator's Office, within the lockers of the commercial kitchen (provide your own lock) or in the Wardrobe Room. If you'd prefer to keep your handbag or wallet with you, we recommend these locations:

- **Land Grant Office-** Under the blanket of the bed in the southwest corner
- **Log House-** In the drawer of the wardrobe on the east wall
- **Gilbert House-** In the lower drawer of the wardrobe in Dr. and Mrs. Gilbert's bedroom
- **General Store-** Under the cash register
- **Gas Station-** Under the cash register
- **Train Depot-** Under the seat of the Doctor's carriage
- **Caboose-** Under the dry sink
- **School House-** In the teacher's desk
- **Church-** In the pulpit
- **Queen Anne Victorian Cottage-** Under the dry sink in the kitchen
- **Museum Store-** In the back room near the copier

## Docent Responsibilities

- Arrive on time and prepared.
  - If you are running late or unable fulfill your time at the park, please call and inform staff as soon as possible.
- Maintain a professional attitude at all times.
- Provide visitors with friendly and courteous service.
- Never leave a historic structure unlocked and/or unattended.
- Notify Historical Park staff of anything out of the ordinary.
- Check out keys to the building when needed for tours or programs. Keys are located in the museum store front office.
  - Notify museum staff in store office of what keys are needed, leave a personal item (ID, car key, wallet, etc.) to be issued the key, and return key after use. Once the keys are returned, you will receive your personal item back. All lost or unreturned keys are a \$30 charge (per key) to the Docent.

## Docent Training

Historical Park staff will provide the training necessary, whether you want to give a tour, work in the Museum Store, or collect an oral history.

This Docent and Stewards Manual should provide basic information on all the buildings in the Historical Park. It also provides some information on the history of Farmers Branch. Historical Park staff strongly recommends that Docents browse the Historical Park library shelves for additional books to read on specific historical topics.

Regular meetings and events will provide additional training in local history. Whether it is taking trips to local heritage sites or listening to visiting scholars present information on local history, Docents are encouraged to participate in these activities.

## Evaluation

Just as staff is evaluated annually, Docents are evaluated as well. A Docent evaluation is conducted to provide feedback on volunteer performance and set challenges for improvement. Particularly for Docents who are constantly interacting with the public in diverse and complex situations, an evaluation is an opportunity for staff to recognize Docent strengths as well as provide tips for improvement. One of the ways in which the Historical Park's staff and volunteers are constantly evaluated is through visitor surveys which are sent to tour and school groups after their visits.

**THANK YOU FOR VOLUNTEERING!**

## The Stewards Program

Not unlike Docents, the Historical Park Stewards program has been added to the Historical Park staff as resources for our ever-evolving park.

### **What is a Steward?**

A Steward is often times the first face the public will experience with the Historical Park. Like Docents, Stewards will assist with public, private, and school tours. They will also have the added responsibility of assisting with collection research, cleaning, care, and exhibit installation with our curator. Stewards will also partake in assisting with the planning and execution of special events and activities within the park.

### **What experience is required?**

While museum staff will provide more specific training, familiarity with touring and speaking with the public, a love of history, and scheduling dependability are all essential for a Steward.

### **What kind of commitment is required to be a Steward?**

Stewards are required to commit to ten hours per week of work at the Historical Park. That work can include leading school tours, leading activities during educational programs, assisting with set-up and tear down of special events, working on exhibit and collection projects with the Curator, administrative tasks, and more. Some weekend and holiday work will be required.

### **What are the benefits of being a steward?**

- \$10hr pay
- Added responsibility within the park
- Meet new people
- Share your knowledge and skills with the community
- Trips to local heritage sites or presentations by noted historians
- Workshops
- Access to the Historical Park's library and archives
- Cool costumes
- Volunteer appreciation events
- Wonderful friendships

### **Where do I leave my purse or personal possessions when I'm working as a Steward?**

You are always welcome to leave your items in the Educator's Office, within the lockers of the commercial kitchen (provide our own lock) or in the Wardrobe Room. If you'd prefer to keep your handbag or wallet with you, we recommend these locations:

- **Land Grant Office-** Under the blanket of the bed in the southwest corner
- **Log House-** In the drawer of the wardrobe on the east wall
- **Gilbert House-** In the lower drawer of the wardrobe in Dr. and Mrs. Gilbert's bedroom
- **General Store-** Under the cash register
- **Gas Station-** Under the cash register
- **Train Depot-** Under the seat of the Doctor's carriage
- **Caboose-** Under the dry sink
- **School House-** In the teacher's desk
- **Church-** In the pulpit
- **Queen Anne Victorian Cottage-** Under the dry sink in the kitchen
- **Museum Store-** In the back room near the copier

## Steward Responsibilities

- Arrive on time and prepared.
  - Stewards will agree to a schedule with Historical Park staff. These schedules are flexible to accommodate various events and programs.
  - An invoice of hours worked during the previous week (Mon-Sun) will need to be submitted to the Museum Educator every Monday morning.
- Maintain a professional attitude at all times.
- Provide visitors with friendly and courteous service.
- Never leave a historic structure unlocked and/or unattended.
- Notify Historical Park staff of anything out of the ordinary.
- Check out keys to the building when needed for tours or programs. Keys are located in the museum store front office.
  - Notify museum staff in store office of what keys are needed, leave a personal item (ID, car key, wallet, etc.) to be issued the key, and return key after use. Once the keys are returned, you will receive your personal item back. All lost or unreturned keys are a \$30 charge (per key) to the Steward.

## Steward Training

Historical Park staff will provide the training necessary.

This Docent and Stewards Manual will be used in addition to more specific training to provide adequate knowledge on all the buildings in the Historical Park. It also provides some information on the history of Farmers Branch. Historical Park staff strongly recommends that Stewards browse the Historical Park library shelves for additional books to read on specific historical topics.

Regular meetings and events will provide additional training in local history. Whether it is taking trips to local heritage sites or listening to visiting scholars present information on local history, Stewards and Docents are encouraged to participate in these activities.

## Evaluation

Stewards, like staff are evaluated annually. A Steward evaluation is conducted to provide feedback on performance and set challenges for improvement. An evaluation is an opportunity for staff to recognize Stewards' strengths as well as provide tips for improvement. One of the ways in which the Historical Park's staff, Stewards, and volunteers are constantly evaluated is through visitor surveys which are sent to tour and school groups after their visits.

**THANK YOU FOR YOUR SERVICE!**

## Delivering Effective Tours

### Tour Philosophy

The Farmers Branch Historical Park, like many other history museums, employs a variety of tour styles at our site. Whether you are in historic attire for a school tour or showing off a structure during an event, there are a few simple things you can do to make your tour or discussion with our visitors exciting and interesting for everyone involved.

- **Know your stuff.**  
Nothing makes a tour go as smoothly as knowing your material. This book is full of information about the various areas and history of the Historical Park. Read it, annotate in it, and seek outside information. The Historical Park in particular has an excellent and large library of books and videos that our volunteers are encouraged to borrow.
- **Know your audience.**  
Every group is different and has a different goal in visiting our museum. It can be helpful to think about your audience and their needs prior to the start of your interaction with them. When it comes to school-aged children, every grade level is at a different level of development and comprehension. The “Successful Conversations with Visitors” section in this handbook will help you tailor your questions and activities to their grade. Adults, too, come to visit with us for various reasons. Some seek entertainment, some want to spend time with their family, some seek knowledge. It can be helpful to ask adult audiences why they visited the Park or what their professional backgrounds are so you can tailor your interactions to their interests.
- **Tell a story.**  
Don’t just throw facts and figures at your guests. A tour which goes from object to object can be boring. “This table was made in 1890, and this chair was made in the early 1870s” isn’t as interesting as “This table was given as a wedding present to a young lady here in Farmers Branch in 1890. I imagine she was very pleased to receive it, don’t you?” Facts shared as stories are more likely to be remembered, more likely to be shared, and more likely to connect to our visitor’s lives.
- **Get excited.**  
Don’t be afraid to show our guests how excited or enthused you are.
- **Be kind.**  
No one needs to be made to feel silly or stupid while visiting our park. There are times for strict commands—“Don’t touch that, please.” But there are also times for gentle correction—“That’s a great thought, but not the answer I was looking for.” Never yell at, belittle, or discourage our visitors. If a situation becomes difficult or upsetting please contact a member of staff, specifically the Museum Educator, to help assist you.

## Historical Structure Docents and Tour Guides

Not every event or group requires a costumed guide. Sometimes the most appropriate attire is a pair of slacks and a Historical Park polo shirt or other approved uniform. Special Events in particular may require either costumed guides or guides in modern attire in the historic structures. These events differ from school tours in that our visitors are with us for a much shorter period of time, usually between one and five minutes. The amount of information we can impart is significantly reduced although the number of visitor interactions we have can be significantly increased.

### Tour Guidelines

#### DO:

- Help visitors make connections between the historical structures, our local history, and their lives.
- Speak slowly and clearly.
- Encourage questions.
- Be receptive to visitor interests.
- Firmly and politely request that unruly or disruptive visitors respect the rights of other visitors and the Historical Park.



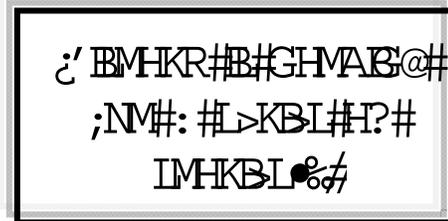
#### DON'T:

- Make things up. If a visitor asks you something and you do not know the answer, it is perfectly acceptable to say "I don't know but I would be happy to find out."
- Give an object-based tour. Use the tour themes and artifacts to tell the story of the building, its inhabitants, and its relevance to local history.
- Provide random historical facts or rambling descriptions to visitors.
- Leave a building open and unattended.
- Talk about yourself excessively. Most visitors are interested in the more general past.

## Tour Themes

Visitors who come to the Historical Park choose our site over other leisure activities. It is our responsibility to make sure that these visitors experience an engaging and memorable tour. Docents are responsible for interpretation, defined as “an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than to simply communicate factual information.”<sup>1</sup> It is also useful to note that “any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile. Information as such is not Interpretation. Interpretation is revelation based upon information. The chief aim of Interpretation is not instruction, but provocation.”<sup>2</sup>

One of the Historical Park’s preferred synonyms for interpretation is “storytelling.” In The Storyteller’s Guide, we are told that “history is nothing but a series of stories, whether it be world history or family history.”<sup>3</sup> Stories are more memorable and more engaging to visitors of all ages. It is important that, as a guide, you craft the information you would like to share into the shape of a story that visitors can take home with them. One of the ways the Historical Park tells stories is through themes. Themes connect the stories told at different structures in the Historical Park with different Docents together under one unifying umbrella. “Thematic tours emphasize and reinforce the most important historical messages of a site. [They] do not tell visitors every single fact. Rather, they are more like a short story with a clearly articulated plot that has a beginning, middle and logical conclusion.”<sup>4</sup>



Generally, tours at the Historical Park focus on the themes of community and family. These two themes connect with students’ learning standards at many grade levels and are usually easy to relate to the personality or experience of our visitors. Occasionally, museum staff will develop special thematic tours that will focus on specific themes at the Park. One example is the Travel and Leisure exhibit in 2009. During this event, many of the historical structures were interpreted with a focus on travel and leisure activities in Farmers Branch. The residents of the Victorian Cottage packed for a trip to Galveston, the Train Depot featured guests waiting for their train and discussing the wonders of rail travel, and the Texaco Service Station highlighted the popularity of the family vacation.

Special themes are not included in this manual, but may be distributed to volunteers in separate booklets or documents prior to events or the school year.

<sup>1</sup> Tilden, Freeman, Interpreting Our Heritage, 3rd ed. (Chapel Hill, NC: University of North Carolina Press, 1977), p. 8.

<sup>2</sup> Ibid.

<sup>3</sup> Mooney, Bill and Holt, David, The Storyteller’s Guide (American Storytelling), August House: 2005.

<sup>4</sup> Levy, Barbara, Lloyd, Sandra, and Schreiber, Susan, Great Tours!, AltaMira Press: 2002.

## Living History



One of the most popular and effective methods for guiding visitors on a tour is *living history*. This means that Docents will represent a specific time period by wearing the historically appropriate clothing, participating in historically appropriate activities, and behaving in a historically appropriate manner. We employ living history techniques during school tours, at special events, during our base ball events, and at other times throughout the year.

Living history, by definition, requires Docents to participate in historic activities. This philosophy has been applied since the establishment of the Historical Park. It means that some, but not all, of the collections on display in our historic structures are hands-on. The Historical Park Curator has written guidelines for handling historic artifacts on page 77.

Living History tours can be done in either first person or third person. Both styles require some research and training, the primary difference lies in how the Docent communicates information to the visitor.

### Third Person Tours

Docents employing the third person method use reproduction clothing and items but do not take on the role or persona of a historical person. Most of the school tours and special events we host at the Historical Park involve third person tours. Docents are still recognizably modern people discussing the past and often use phrases such as “they would have,” “people sometimes,” or “she did.” Although less imaginative and visceral than first person interpretation, there are distinct advantages to these types of tours. One advantage is that Docents can speak from a modern point of view, make modern comparisons, and provide historical analysis. Another is that if your costume or attire is not entirely accurate (modern glasses, for example) you can easily explain the difference.

For example, a Docent may greet guests at the Queen Anne Victorian Cottage by saying:

*“Welcome to our Queen Anne Victorian Cottage! My name is Danielle, and I’m the Museum Educator here at the Historical Park. I’m going to be helping you explore this house, but as we go through the rooms, I want you to compare this home with the place that you live. Let’s start with an easy comparison: how many people live with you? If you lived in 1885 when this house was built, you would probably have a lot more brothers and sisters. There were three or four children in this house, plus both parents! Now, before we go inside I want to talk with you about how I expect you to treat this house. This home is almost 130 years old—older than the oldest person you have ever met—and it deserves to be treated with respect. That means no running, no touching without my permission, and no sitting on the furniture.”*

This dialog provides some excellent historical information from a distinctly modern perspective.

### **First Person Tours**

Docents employing the first person method take on the persona of a person from the past, either real or fictional. Instead of saying “people from the past would” or “you might have” they take on the first person “I did,” “I saw,” and “I am.” The Historical Park’s “Encounters from the Past” cemetery tours are excellent examples of first person interpretation. Guides who feel comfortable or would like to challenge themselves are encouraged to try using first person during school tours or special events. For example, a Docent may greet guests at the Queen Anne Victorian Cottage by saying:

*“Welcome, I’m so happy to have you visit my home today. Did I introduce myself earlier? Well, you must pardon me. My name is Mrs. Basinger, and this is my house. I share it with my husband and children! Now, I’ve been informed that you all are not from Greenville, Texas, where I built this home with my husband only a few years ago in 1885. Because you’ve never seen a beautiful Victorian House like my home, I’m going to allow you the privilege of seeing more than just my parlor. I’ll show you my entire home, family rooms and all! But I do expect you to treat my house with respect. Please don’t touch my family’s things--- I don’t want to clean them when you’ve gone. And please don’t sit on my furniture--- we won’t be in the house too long, after all!”*

A little bit of planning and witticism allows Docents using the first person to clearly explain the expectations, rules, and history of the home and its’ contents without breaking character. First person tours are particularly successful with elementary-aged and young children. It provides a sense of really living through history that often stays with visitors well past their visit. Adults may sometimes be frustrated by first person interpreters who refuse to break character, so use your best judgment.

First person interpretation does take some preparation. Your attire should be as accurate as possible, and it is useful to think about the issues and events that would be important to the person you are embodying. The “Important Dates in Farmers Branch & Dallas County History” section of this manual on page 22 and the “Order and Date of Statehood” list on page 25 may prove to be helpful to you as you explore this issue. Ask yourself some of the following questions about your character: Is there a war currently going on? Are there fifty states yet? How do you worship? How do you communicate with your family or friends? What technology is new or exciting for you?

It may also be helpful to choose your words and phrases with precision. A farmer from the year 1870 wouldn’t say “gee wiz” or “good for you,” but instead “sakes alive” and “bully for you.” Similarly a shopkeeper from 1920 may say “It’s time for you to 23 skiddoo” instead of “It’s time for you to leave.” There are some excellent resources available that can provide some inspiration for more historical (and colorful) language.

Online Resources:

- Hadley, Craig, [A Nineteenth Century Slang Dictionary](http://mess1.homestead.com/Nineteenth_Century_Slang_Dictionary.pdf),  
[http://mess1.homestead.com/Nineteenth\\_Century\\_Slang\\_Dictionary.pdf](http://mess1.homestead.com/Nineteenth_Century_Slang_Dictionary.pdf)
- Ferguson, Eric, [How to Speak 19<sup>th</sup> Century: Early 19<sup>th</sup> Century Vocabulary](http://celticfringe.net/history/vocab.htm),  
<http://celticfringe.net/history/vocab.htm>
- McKay, Brett & Kate, [Manly Slang from the 19<sup>th</sup> Century](http://www.artofmanliness.com/2010/03/10/manly-slang-from-the-19th-century/),  
<http://www.artofmanliness.com/2010/03/10/manly-slang-from-the-19th-century/>
- Essex Base Ball Club, [Terms and Expressions For 19<sup>th</sup> Century Base Ball](http://essexbaseball.wordpress.com/about/vintage-base-ball-terms/),  
<http://essexbaseball.wordpress.com/about/vintage-base-ball-terms/>

In the Historical Park's Library:

- Ayto, John, [Twentieth Century Words](#)

## The History of Farmers Branch

### Important Dates in Farmers Branch and Dallas County History

- 1836** Texas won its independence from Mexico.
- 1838** Texas Congress approved a bill to establish Preston Road from the Red River to Austin.
- 1841** Peters Colony was granted land in North Texas by President Sam Houston. In return for land, Peters Colony had to introduce 600 families by 1844.
- 1841** John Neely Bryan established a trading post and community that became the city of Dallas.
- 1842** Thomas Keenan brought his family from Indiana in a wagon and built a cabin on Rawhide Creek. They were the first family of European descent to live in this area.
- 1843** Texas President Sam Houston came near to Farmers Branch to meet with representatives of Indian tribes in Texas.
- 1843** William Cochran and his family settled in Farmers Branch.
- 1844** Isaac B. Webb and his family settled in Farmers Branch.
- 1844** A.W. Perry and his family settled in Carrollton.
- 1845** The first church in Dallas County was established in Webb's cabin.
- 1845** The first wheat grown in Dallas County by the Cochran family.
- 1845** Texas was annexed and granted statehood in the United States of America.
- 1846** Dallas County was organized.
- 1846** The first school in Dallas County opened in Farmers Branch.
- 1846** The first cotton was grown in Dallas County by the Cochran family.
- 1846** The sewing machine is first patented by Elias Howe, Jr.
- 1848** The first Post Office in Farmers Branch opened with Isaac B. Webb as postmaster.
- 1852** The Hedgcoxe War between Peters Colony Land Grant employees and citizens of the colony began and ended.
- 1856** Dallas became an incorporated city of 600 people.
- 1856** Dr. Samuel Gilbert built his home in Farmers Branch.
- 1861** Dallas County voted in favor of secession.
- 1861-65** The American Civil War began and ended.
- 1865** The 13<sup>th</sup> Amendment to the United States Constitution abolished slavery and involuntary servitude.
- 1866** The 14<sup>th</sup> Amendment to the United States Constitution defined citizenship, equal protection, and due process along with other post-Civil War issues.
- 1869** The 15<sup>th</sup> Amendment to the United States Constitution prohibited the denial of the right to vote based on race or color.
- 1872** Dallas acquired a gas works, streetlights, a new courthouse, and streetcars.
- 1873** The Katy Railroad was built from Dallas to Wichita Falls.
- 1877-78** The first railroad line to reach Farmers Branch was the Dallas and Wichita Railroad.
- 1877-78** The Farmers Branch Railroad Depot was built.
- 1881** President Garfield was assassinated.
- 1881** First telephone in the entire state was installed at Sanger Bros. Store at Elm and Lamar Streets in Dallas.
- 1882** The Dallas County Directory lists Farmers Branch as having two general merchants, one physician, one cotton ginner, one miller, 57 farmers and 21 tenant farmers.
- 1882** Barbed wire was introduced to Dallas County.

- 1882** The first bicycle with solid rubber tires purchased in Dallas.
- 1883** The first electric lights in Dallas were installed.
- 1885** The population of Farmers Branch reached 100.
- 1885** Dr. Pepper was invented in Waco, Texas, by Charles Alderton.
- 1885** The Dallas Morning News was established.
- 1886** The Statue of Liberty was dedicated in New York City.
- 1888** A Baseball franchise was founded in Dallas.
- 1889** Dallas boasted 9 banks, 34 churches, 14 public schools, two electric light companies, and 16 weekly newspapers.
- 1893** The Old Red Courthouse opened in Dallas.
- 1897** Henry Puts opened Dallas' first silent moving picture theater in Dallas at Main and Lamar Streets.
- 1898** The Spanish American War began in April and ended in August.
- 1899** Colonel Ned Green was the first Dallasite to own a car. It took 5 hours to drive the car from Terrell to Dallas.
- 1900** Dallas was the largest inland cotton market in the world.
- 1900** Farmers Branch School was built at the junction of Valley View and Dennis Lanes.
- 1901** President McKinley was assassinated.
- 1901** The first community newspaper, the Carrollton News, was published on March 2.
- 1904** The Dallas Electric Light and Power Company was established.
- 1907** Dallas passed the first automobile ordinances: setting the speed limit at 8 MPH, requiring a driver's license, and requiring each vehicle to have a horn.
- 1907** Neiman Marcus opened in Dallas.
- 1908** The Trinity River flooded Farmers Branch and Carrollton, and continued to flood all the way to Dallas and Fort Worth.
- 1908** The Dallas Police Department became motorized.
- 1908** The Texas Electric Railway, the Interurban, was built.
- 1909** The 16<sup>th</sup> Amendment to the United States Constitution permitted Congress to levy an income tax.
- 1912** The 17<sup>th</sup> Amendment to the United States Constitution allowed the direct election of Senators.
- 1913** Carrollton became an incorporated city.
- 1914** First bank opened in Farmers Branch, the Riddle Bank Company.
- 1914** World War I began.
- 1917** United States entered World War I and members of the Farmers Branch community including William Dodson and Joe McClendon enlisted.
- 1917** The 18<sup>th</sup> Amendment to the United States Constitution prohibited the manufacturing or sale of alcohol.
- 1919** Treaty of Versailles was signed, ending World War I.
- 1919** The 19<sup>th</sup> Amendment to the United States Constitution prohibited denial of the right to vote based on sex.
- 1920** The Will Meyers Ice Company picked up ice in Dallas and delivered it to Farmers Branch.
- 1925** Texas produced one-third of all cotton in the nation.
- 1931** The Great Depression arrived.
- 1932** The 20<sup>th</sup> Amendment to the United States Constitution changed the terms for elected officials.
- 1932** Bonnie Parker and Clyde Barrow met in Dallas and began a 2 year crime spree.
- 1933** The 21<sup>st</sup> Amendment to the United States Constitution repealed the 18<sup>th</sup> Amendment and re-legalizes the sale and manufacture of alcohol.

- 1936** The Texas Centennial was at the State Fair in Dallas.
- 1937** The Dodson House was built for William and Maude Dodson.
- 1938** Passenger service on the railroad to Farmers Branch ceased.
- 1939** World War II began in Europe.
- 1941** The United States entered World War II.
- 1945** World War II ended.
- 1946** Farmers Branch became an incorporated city of 752 persons with William Dodson as the first Mayor.
- 1947** The 22<sup>nd</sup> Amendment to the United States Constitution limited presidential terms.
- 1960** Dallas had two professional football teams, the Cowboys for the NFL and the Texans for the AFL.
- 1963** President John F. Kennedy, Jr. was assassinated at Dealey Plaza in Dallas.
- 1971** The Peters Colony Historical Society was founded.
- 1973** Dallas-Forth Worth Airport opened.
- 1976** A.W. Perry Homestead Museum was dedicated on July 4.
- 1979** The Historical Landmark Preservation Committee was appointed by the Farmers Branch City Council to investigate historic sites in Farmers Branch for preservation.
- 1981** The Historical Park property was purchased by City of Farmers Branch and the Farmers Branch Historical Preservation and Restoration Board was created to develop an outdoor museum.
- 1985** The 1900s Farmers Branch School, 1877 Farmers Branch Train Depot, and 1891 Renner Church were moved into the Historical Park.
- 1986** The Farmers Branch Historical Park was dedicated and opened to the public.
- 1988** The 1854 Gilbert House was added to National Register of Historic Landmarks as the oldest stone structure in Dallas County on its original foundation.
- 1989** The restoration of the 1937 Dodson House was completed.
- 1990** The 1840s Log Culture Area was completed.
- 1992** The Queen Anne Victorian Cottage built in Gainesville in 1885 was moved into Historical Park.
- 1996** Restoration on the Queen Anne Victorian cottage was completed.
- 1997** The Queen Anne Victorian cottage was dedicated.
- 1997** An original 1880s caboose was moved to Historical Park and installed next to Train Depot.
- 1997** One of the Log Cabins in the Log Cabin Culture Area was vandalized and burned.
- 2000** Construction of Grill House and 1930s Service Station was completed at the Historical Park.
- 2001** Restoration on the 1936 Cab-Over-Engine Ford truck was finished at Historical Park.
- 2002** The 1840s Peters Colony Land Grant Office was dedicated at the Historical Park.
- 2006** The Farmers Branch Mustangs, a vintage base ball club, was formed.
- 2010** The Heritage Post-Oak tree fell on the Gilbert House and was removed.
- 2011** 25<sup>th</sup> Anniversary celebrations of the Farmers Branch Historical Park were held.
- 2012** The General Store construction was completed and the structure was opened to public.
- 2013** Farmers Branch: A History in Pictures was published.

## Order and Date of Statehood

Buildings and structures at the Historical Park are included in this list at the year they are interpreted. This is not always the year in which they were built. For example, the Gilbert House was built between 1854 and 1856, but is interpreted for 1872, the year of Dr. Gilbert's diary.

<b>Order</b>	<b>State</b>	<b>Date of Entry into the Union</b>
1	Delaware	December 7, 1787
2	Pennsylvania	December 12, 1787
3	New Jersey	December 18, 1787
4	Georgia	January 2, 1788
5	Connecticut	January 9, 1788
6	Massachusetts	February 6, 1788
7	Maryland	April 28, 1788
8	South Carolina	May 23, 1788
9	New Hampshire	June 21, 1788
10	Virginia	June 25, 1788
11	New York	July 26, 1788
12	North Carolina	November 21, 1789
13	Rhode Island	May 29, 1790
14	Vermont	March 4, 1791
15	Kentucky	June 1, 1792
16	Tennessee	June 1, 1796
17	Ohio	March 1, 1803
18	Louisiana	April 30, 1812
19	Indiana	December 11, 1816
20	Mississippi	December 10, 1817
21	Illinois	December 3, 1818
22	Alabama	December 14, 1819
23	Maine	March 15, 1820
24	Missouri	August 10, 1821
25	Arkansas	June 15, 1836
26	Michigan	January 26, 1837
<b>PETERS COLONY LAND GRANT OFFICE</b>		
<b>LOG HOUSE</b>		
27	Florida	March 3, 1845
<b>28</b>	<b>Texas</b>	<b>December 29, 1845</b>
29	Iowa	December 28, 1846
30	Wisconsin	May 29, 1848
31	California	September 9, 1850
32	Minnesota	May 11, 1858
33	Oregon	February 14, 1859
34	Kansas	January 29, 1861
35	West Virginia	June 20, 1863

36	Nevada	October 31, 1864
37	Nebraska	March 1, 1867
<b>GILBERT HOUSE – 1854</b>		
<b>DR. GILBERT’S 1872-1873 DIARY</b>		
38	Colorado	August 1, 1876
<b>TRAIN DEPOT – 1877</b>		
<b>DR. GILBERT’S 1881 DIARY</b>		
<b>QUEEN ANNE VICTORIAN COTTAGE - 1885</b>		
39	North Dakota	November 2, 1889
40	South Dakota	November 2, 1889
41	Montana	November 8, 1889
42	Washington	November 11, 1889
<b>CABOOSE – 1890s</b>		
43	Idaho	July 3, 1890
44	Wyoming	July 10, 1890
<b>OLD CHURCH - 1891</b>		
45	Utah	January 4, 1896
<b>SCHOOL HOUSE – 1900-1915</b>		
46	Oklahoma	November 16, 1907
47	New Mexico	January 6, 1912
48	Arizona	February 14, 1912
<b>GENERAL STORE – 1920s</b>		
<b>SERVICE STATION – 1930s</b>		
49	Alaska	January 3, 1959
50	Hawaii	August 21, 1959

## Settlement and Growth of Farmers Branch



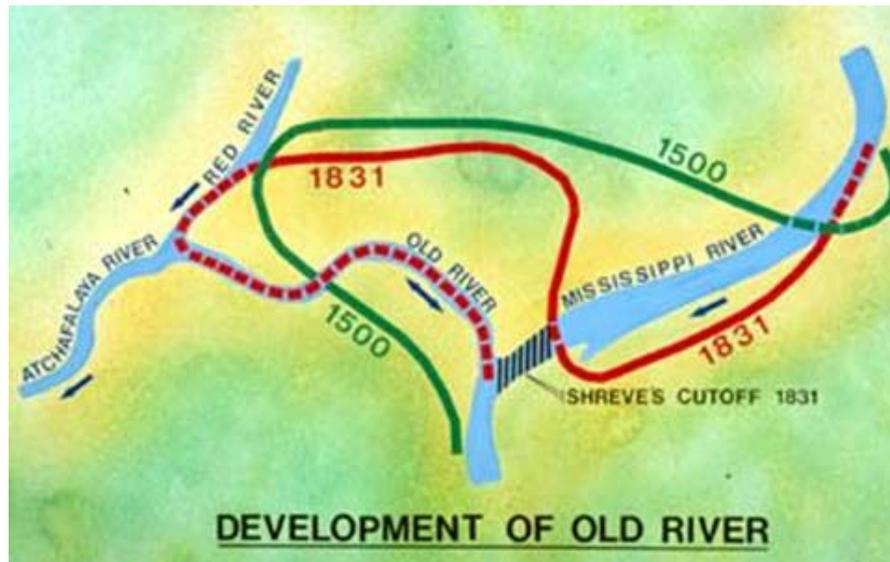
Peters Colony is highlighted in grey.

During the Republic of Texas (1836-1846), the Congress, seeking to bring both settlers and money to Texas, made many large land grants to immigration agents on the condition that they establish colonies. This system continued the *empresario* system formerly used by the Mexican government to introduce to Texas. Men like Stephen F. Austin were referred to as *empresarios* which meant “land agent.”

Farmers Branch was part of the Peters Colony, a commercial venture to settle the area that covers 26 present day counties in North Texas. Due to its central location, Farmers Branch was the location of the original land grant office. Farmers Branch was advertised both in the eastern United States and Europe.

The Farmers Branch settlement originally included all the land between White Rock Creek on the east, the Elm Fork of the Trinity on the west, the Dallas County line on the north, and Cedar Springs on the south. Early settlers came into Farmers Branch in horse or ox drawn wagons, on horseback, or on foot over old trails and newly created roads. Some came by steamboat on the Mississippi to its junction with the Atchafalaya and Red Rivers and then up the Red River as far as they could travel before continuing inland. Often times, this meant disembarking in Shreveport, Louisiana, or Jefferson, Texas and travelling the remaining 185 or 150 miles, respectively, to Farmers Branch. During the wet season, flatboats brought lucky settlers up the Red River all the way to Preston Road.<sup>5</sup> Previously an old Indian trail, Preston Road was laid out in 1839 by Colonel Cook from Fort Preston on the Red River to Austin.

Right: The meeting of the Red River, Atchafalaya River, and Mississippi River. The green line shows the river as it was in 1500, the red line is the 1831 river, and the blue area is the modern Mississippi. Next Page: The course of the Mississinni River.



<sup>5</sup> Americas Wetland Foundation, [Louisiana Old River Control Complex and Mississippi River Flood Protection](http://www.americaswetlandresources.com/background_facts/detailedstory/LouisianaRiverControl.html), <[http://www.americaswetlandresources.com/background\\_facts/detailedstory/LouisianaRiverControl.html](http://www.americaswetlandresources.com/background_facts/detailedstory/LouisianaRiverControl.html)>, accessed 16 July 2014.



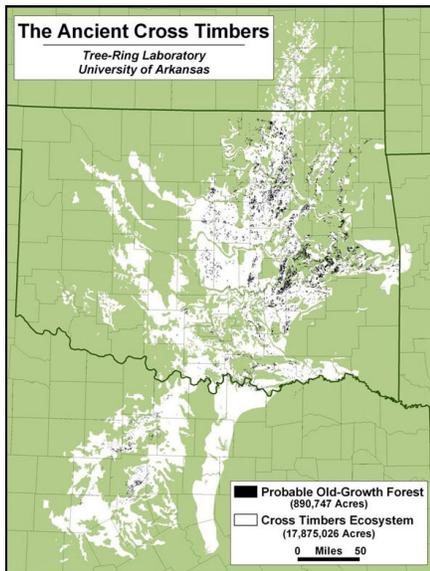
The early colonists had to traverse the Cross Timbers area of North Texas, called such because these wooded areas had to be repeatedly crossed while travelling. One observer in 1841 describes the area:

"We are now fairly within the limits of the Cross Timbers...The immense western prairies are bordered, for hundreds of miles on their eastern side, by a narrow belt of forest land, well known to hunters and trappers under the above name... The growth of timber is principally small gnarled, post oaks and black jacks, and in many places the traveler will find an almost impenetrable undergrowth of briars and other thorny bushes."

Within these plains resided "an incredible number of Castilian cattle, and herds of mustangs that never leave the banks of these streams. The region from one river to the other, is no less bountifully supplied with buffalo, bear, deer, antelope, wild boars, partridges, and turkeys." Another report praised the areas beauty:

*It is "by far the richest and most beautiful district of country I have ever seen, in Texas or elsewhere, is that watered by the Trinity and its tributaries. Occupying east and west a belt of one hundred miles in width, with about equal quantities of prairie and timber, intersected by numerous clear, fresh streams and countless springs, with a gently undulating surface of prairie and oak openings, it presents the most charming views, as of a country in the highest state of cultivation, and you are startled at the summit of each swell of the prairie with a prospect of groves, parks*

*and forests, with intervening plains of luxuriant grass, over which the eye in vain wanders in search of the white village or the stately house, which seem alone wanting to be seen.”<sup>6</sup>*



Thomas and Sarah Keenan were the first settlers to arrive in 1842. They called the place “Mustang” or “Mustang Branch,” but the soil proved to be so fertile that the name was soon changed to Farmers Branch. The Keenans were followed by the Cochrans, who arrived in 1843, and the Webbs, who settled here in 1844.

The first Church in Dallas County was organized in 1845 by Isaac Webb. Now the site of Webb Chapel cemetery, there is a historical marker commemorating the spot. The same Church housed the first school in the county when, in 1846, Mr. Thomas C. Williams held classes there. The church organization became the Webb’s Chapel Methodist Church and has held services continually since 1845.

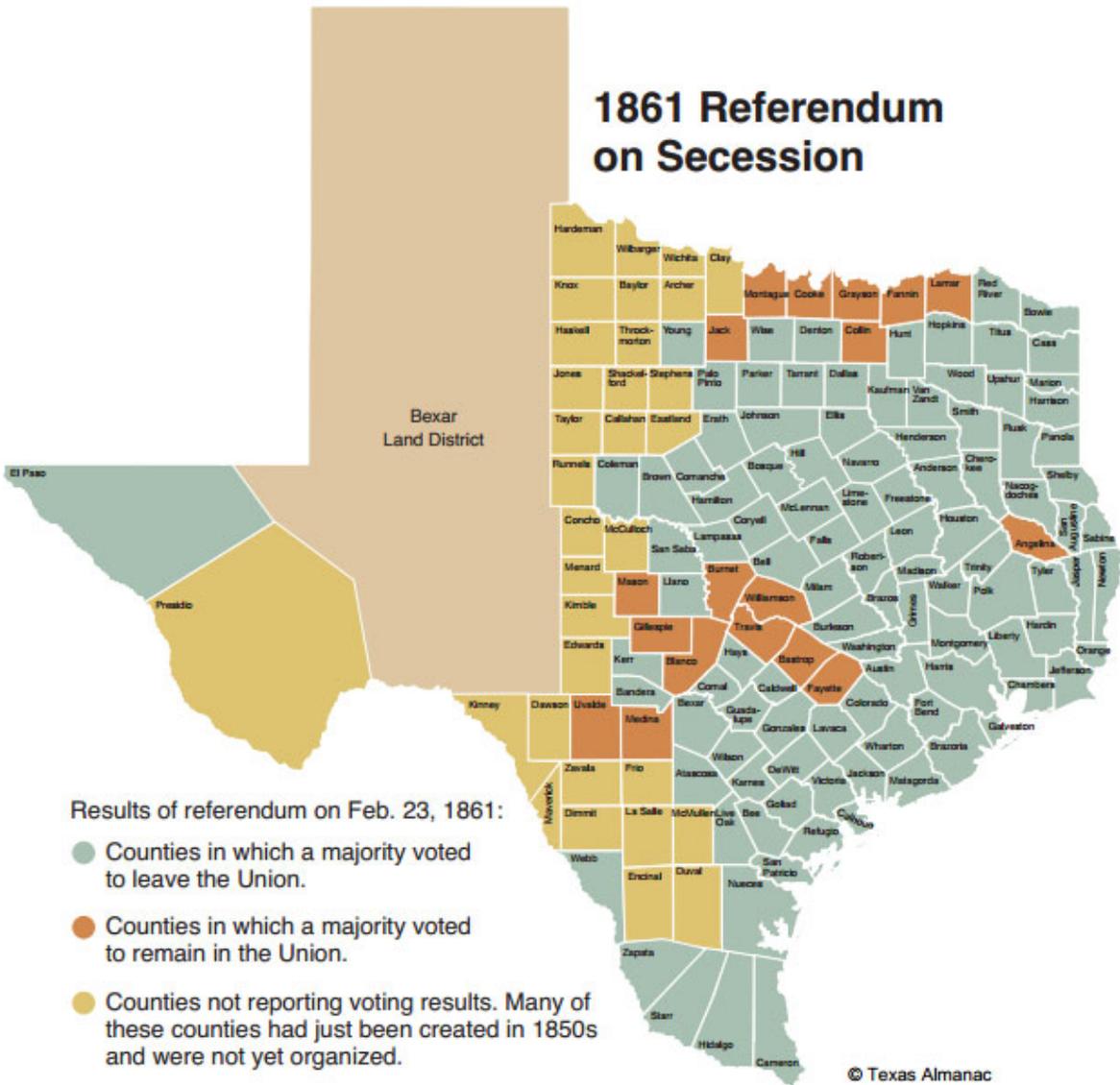
The Texas Legislature created Dallas County in 1846, shortly after Texas joined the United States. It covered 902 square miles of undulating Blackland Prairie. Dallas County was an ideal place to settle because of its rich soil, abundant water supply, ample trees, and available game. The largest crop was corn until 1900, when cotton became the largest. Dallas County remained primarily rural and agricultural until the 1920s. At its peak, there were 5379 farms in Dallas County.

In 1861, Dallas County voted in favor of secession from the United States.<sup>7</sup> Many citizens of Farmers Branch and Dallas County fought bravely for the Confederate States of America throughout the Civil War.

Transportation was difficult before the Civil War. Houston and Shreveport were the nearest markets and the only way to get goods there was by oxen. In 1872, the Houston and Texas Central Railroad was built through Dallas County and quickly stimulated agricultural growth due to the quicker movement of goods to market. In 1874, to ensure the railroad would come through Farmers Branch, Dr. Gilbert and other local settlers sold rights-of-way through their land. In 1878, the railroad came to Farmers Branch and the community grew as a direct result of access to the railroad. By 1885, Dallas County had 5 railroads.

<sup>6</sup> TPWD Staff, “Cross Timbers and Prairies Ecological Region,” [Texas Parks and Wildlife](http://www.tpwd.state.tx.us/landwater/land/habitats/cross_timbers/ecoregions/cross_timbers.phtml), <[http://www.tpwd.state.tx.us/landwater/land/habitats/cross\\_timbers/ecoregions/cross\\_timbers.phtml](http://www.tpwd.state.tx.us/landwater/land/habitats/cross_timbers/ecoregions/cross_timbers.phtml)>, accessed 17 July 2014.

<sup>7</sup> TSHA Staff, [Secession and the Civil War](http://www.texasalmanac.com/topics/history/timeline/secession-and-civil-war), *The Texas Almanac*, <<http://www.texasalmanac.com/topics/history/timeline/secession-and-civil-war>>, accessed July 16, 2014.



In 1881, the Dallas County Directory lists Farmers Branch as having two general merchants (Charles Longmire and J.H. Longmire), one physician (Dr. Samuel Gilbert), two cotton ginner and millers (Mark Elliston and R.D. Morton), 57 farmers and 21 tenant farmers.<sup>8</sup> The adult male population of Farmers Branch reached 100 in 1885. During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, Farmers Branch grew as a business and agricultural center.

In the 1930s and '40s, Dallas County became increasingly urban as people left their farms for jobs in industry in the cities. By 1950, Dallas County was 90% urban. Farmers Branch experienced similar growing pains, shifting from a farming economy to a more commercial economy. Civic-minded citizens finally decided to incorporate Farmers Branch as a city in 1946 with a population of 752, electing William Dodson as the first mayor.

<sup>8</sup> Cochran, John, Dallas County, Direct Advertising and Printing Co., Dallas: 1928, p 160-161.

Since then, the city of Farmers Branch has flourished. Home to 2,600 companies including IBM Corporation, J.P. Morgan Investment Services, Sysco Food Systems, Cingular Wireless, Occidental Chemical, and Dallas Semiconductor, Farmers Branch is a dynamic powerhouse in the north Dallas section of the Metroplex. At the time of the 2010 census, 28,616 people lived in Farmers Branch.

### **“Firsts” in Dallas County claimed by Farmers Branch<sup>9</sup> <sup>10</sup>**

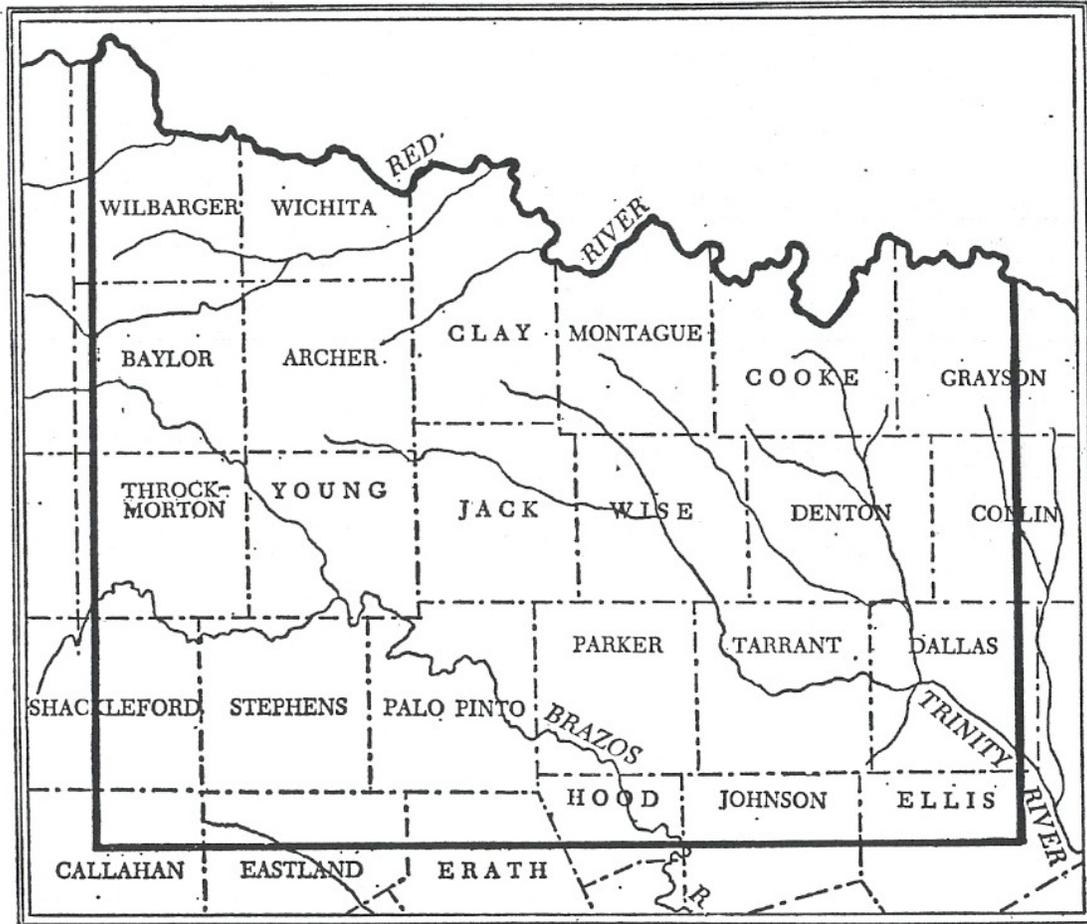
- First fruit (peach) tree is planted in 1842 by Thomas Keenan.
- First enslaved person brought to the Carrollton-Farmers Branch area (specific location unknown) is Al, slave of John Huitt. John Huitt may have also been the first sheriff of Dallas County.
- First child born to settlers is John Keenan, son of Thomas and Sarah Keenan, who was born on September 3, 1843 and died on November 11, 1843.
- First wheat is grown in 1845 by the Cochran Family (sufficient for family use.)
- First hogs are brought jointly by the Cochran and Webb families.
- First cotton is grown in 1846 by the Cochran Family (test plot, proved successful.)
- First mill for grinding corn is built by Rev. William Bowles.
- First tanning yard in the county was built by R. J. West on the branch (creek) which runs south of the present intersection of Valley View Lane and Denton Drive. Due to the demand for leather, Mr. West did not allow the hides to cure in the vats long enough so that when they became dry, they were extremely hard. Jokingly, the branch became known as “Rawhide,” a name which remains to the present day.
- First blacksmith shop in the county is owned by Rev. Bowles and operated by his slave, Jordon.

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<sup>9</sup> Ogle, Georgia Myers, Elm Fork Settlement, Eakins Press, Austin: 1996, p76-82.

<sup>10</sup> Cochran, John, Dallas County, Direct Advertising and Printing Co., Dallas: 1928.

## Peters Colony



Peters Colony was the name given to a North Texas land grant made by the Republic of Texas to William Smalling (W. S.) Peters and 20 associates in 1841. Peters conceived of the colony as a business venture, with 11 of his associates residing in London, England, and nine in the United States. In fact, only a handful of these men ever even visited Texas, let alone Peters Colony. Even W. S. Peters for whom the colony was named was never a citizen of Texas or of the United States; he was an Englishman even though he lived in the United States for a number of years. The headquarters of this venture were located in Louisville, Kentucky, where Peters' son, William, lived.<sup>11</sup>

The colony's boundaries were set at the mouth of Big Mineral Creek on the Red River, ran south about 60 miles, then west 22 miles, thence north to the Red River, then east down the Red River, to the place of the beginning. The stockholders were required to introduce 600 families into the area within three years. The colonists were to come from outside of the Republic (most came from Kentucky and Tennessee.) They were to receive up

<sup>11</sup> Connor, Seymour V., *The Peters Colony of Texas*, Texas State Historical Association, Austin: 2005, p24-35.

to 640 acres per family or 320 acres per single man over the age of 17. The colonists were given this land for free, but Peters and associates were entitled to keep up to half of a colonist’s land as payment for services rendered. In return, they were expected to process the land survey, title applications, provide seed, powder, and shot, and in some cases, build a cabin. Peters and associates also received ten sections of land for every 100 families they brought to the colony.<sup>12</sup> In order to keep their free land, the colonists “shall have built a good and Comfortable Cabin upon it, and shall keep in Cultivation under good fence, at least fifteen acres on this tract.”

The principle settlements in Peters Colony were in what is now Grayson, Collin, Denton, Tarrant, and Dallas counties. Farmers Branch was selected as the site for its first office due to its convenient location. On December 10<sup>th</sup> 1842, it was reported in a newspaper that:

*“A gentleman direct from the colony of Mrs. Peters and Browning...informed us that the colonists were quietly progressing with their improvements, entirely unmolested by Indians of any sort. They are gradually getting along with the labor incident to their position, and as directly as could be expected. The Delawares are hunting around them, but disturb nothing, the horses of the colonists feeding undisturbed.”<sup>13</sup>*

According to John Cochran’s account, there were 24 people in Farmers Branch in 1843: the Keenan family (9), two Pulliam brothers, Steve Webb, the Cochran family (6), James Stocton and his wife, George Glover, John Huitt and wife and one slave named Al. Together, the settlements in Peters Colony had 197 families and 184 single men by 1844.

Difficulties with insufficient unappropriated land and attracting new colonists resulted in three successive contracts between 1841-1843 that each extended both the time for fulfilling the grant provisions and increased the size of the land grant. The final contract was awarded to the Texan Land and Emigration Company, a spin-off of the original group.

<b>Changes to the Peters Colony contract with the Republic of Texas</b>	
<b>Year</b>	<b>Contract Requirements &amp; Changes</b>
1841	Must bring 600 families to Texas in 3 years
1841	Must bring 800 families to Texas; added more territory
1842	Added more territory; extended the deadline to move families to Texas
1843	Added more territory; extended the deadline by 3 years

The final outline of Peters Colony after the fourth contract was signed in 1843.

<sup>12</sup> Staff, History of Texas Public Lands, Texas General Land Office, < [http://www.glo.texas.gov/what-we-do/history-and-archives/\\_documents/history-of-texas-public-lands.pdf](http://www.glo.texas.gov/what-we-do/history-and-archives/_documents/history-of-texas-public-lands.pdf)>, accessed 16 July 2014.

<sup>13</sup> Connor, Seymour V., The Peters Colony of Texas, Texas State Historical Association, Austin: 2005, p 50.

Colonists became increasingly angry over the confusion of land ownership and took matters into their own hands in May 1849, when they attacked the Land Grant Office and seized part of the records. The controversy seemed resolved in 1850, when the legislature passed a bill granting to all heads of families who had been colonists a full 640 acres and to all such single men, 320 acres. But the company threatened to counter-sue the state for over \$1,000,000 of damage. A compromise was reached in 1852 when the legislature granted 1,700 sections of land in floating certificates to the company. Colonists were given five months to establish their claims and from that date the company was allowed five years for the issuing of its certificates. During this time an immigrant from England named Henry O. Hedgcoxe worked as an agent in the office. He was particularly curt with the colonists, and his attitude, combined with the compromise over land, angered colonists who attacked Hedgcoxe's office and drove him out of the colony. The records of the Peters Colony Land Grant Office were lost and/or destroyed, leading to litigation about the rightful owners of certain tracts of land all the way until the 1880s. (Even today, determining the first owners of a plot of land in this area can be difficult.) The colonists were finally appeased when the legislature extended the time allowed for the settlers to complete their titles. These conflicts became known as the Hedgcoxe War.<sup>14</sup>

All told, 1787 settlers were colonists of Peters Colony. Of those settlers, 896 were the heads of family, and 698 were single men. There were 2896 children living in the colony, for an average of four children per family group. Twelve families had ten or more children, but not all families were large: 112 families had a single child. Slaves lived in the colony as well; 31 families owned 106 slaves or about 3 slaves per slave-owning household. William McKinney of Collin County owned the largest number of slaves, 12, while over half of all other slave owners had three or fewer. 81% of the colonists were farmers and nearly a quarter of all colonists were illiterate and couldn't even write their own names.<sup>15</sup>

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<sup>14</sup> Connor, Seymour V., The Peters Colony of Texas, Texas State Historical Association, Austin: 2005, p35-93.

<sup>15</sup> Ibid, p 104-110.

## The Peters Colony Land Grant Office



The Peters Colony Land Grant Office was built at the Historical Park in 2002 by Mr. Bill Marquis of Ponder, Texas. This replica was designed to represent the original Peters Colony Land Grant Office which was located in Farmers Branch in the 1840s. Local lore maintains that the original office was located somewhere along Farmers Branch Creek and that the employees often ate their meals with the Webb Family or Keenan Family. Thus, our replica office may very well be close to the location of its historic ancestor. It is reasonable to assume the first Peters Colony Land Grant Office looked much like this replica as it is typical of early pioneer cabins in Texas.

The employees of Peters Colony who lived in the cabin were tasked with helping colonists apply for land, surveying their property, and adding it to the regional map to avoid property disputes. The surveyor's equipment includes a compass, tripod and chains as well as writing implements for recording survey information and making maps. The surveyors both lived and work in the cabin. Their beds (although likely too short), are attached to the walls.

The Peters Colony Land Grant Office was constructed using freshly cut post oak trees and red clay. The logs were cut to fit together, using a saddle notch at the corners. This is one of four major notch styles used in Texas and probably the easiest and most ancient. The roof design is called a weighted pole roof, named for the small logs laid on the roof, which weigh down the clapboards on which they lie. There are two windows and several small gunports which provide visual access to every side of the house. A simple fireplace serves as both kitchen and heating unit for the surveyors and their guests. "Old mother earth served as [the floor]" for many early Texas cabins, including the Land Grant Office.<sup>16</sup>

Likely, some of the men or families which applied to live in the Colony also lived in cabins like this until true log homes were built. Many pioneer families traveled long distances by foot, horseback, or wagon in order to settle in Peters Colony. Colonists to Peters Colony received up to 640 acres per family and 320 acres per individual. In exchange, all they had to do was cultivate 15 acres, keep it fenced, and build a cabin. Unlike

<sup>16</sup> Jordan, Terry, Texas Log Buildings: A Folk Architecture, University of Texas Press, Austin: 1982, p 83.

today, there were no pre-built homes waiting for pioneers. It was common for pioneers to quickly build a cabin like this as a temporary home when they first arrived. One or two men could build this cabin using only one tool each in a matter of days.

### **Key Furnishings of the Peters Colony Land Grant Office**

- **ONE-POST BEDS** - an example of the type of beds that could have been used for log cabins though these are too short for use. The bed relies on the use of a corner for support.
- **CHAIN/COMPASS/TRIPOD** – example of the type of surveyor equipment that was used by the Texian Emigration and Land Company to plot the land in Peters Colony.
- **FIREPLACE** – The fireplace is made of red clay and straw. It was mixed wet and formed by hand (see the fingermarks?) When a fire was built in it, it baked the clay to a pottery-like hardness and was very effective at warming the small space.
- **PEGS** – the log cabin was assembled using carved wooden pegs as nails were not readily available.

### **Hands-on items for this area**

- **MAPS** – Peters Colony (1852) and Texas (1851) show how the land was being divided during settlement of the area.
- **FLYSWATTER** – a piece of leather attached to a stick would have kept bugs at bay.
- **BOOK/PENCIL** – used for settlers to “make their mark” for buying land.

### **Cheat Sheet Location**

- Under blanket of bed across from fireplace

## The Log House



Log structures were a prominent feature of Texas during the 1800s. Indeed, they were popular in present-day United States since the 1630's when European settlers constructed them based on styles that had been used for centuries in their homeland. Log structures came in all shapes and sizes and served many different purposes as dwellings, barns, smokehouses, kitchens, and more. Log dwellings, however, came in only two types: cabins and houses. According to historian Terry Jordan, "the cabin belongs to an early, primitive generation of log dwellings built for temporary occupancy in the first, difficult years of pioneering."<sup>17</sup> Cabins are small, often windowless, with dirt floors, and crudely shaped logs with the bark still on the outside. The Peters Colony Land Grant Office is a good example of a cabin. In contrast, the log house "is a second-generation dwelling, built of carefully hewn timbers, neatly notched at the corners and sawn off flush, tightly chinked, equipped with a wooden floor and window or two, and provided with graceful chimneys of stone or brick."<sup>18</sup> While cabins could be built by one or two individuals, log houses were usually built by professional carpenters.

The Johnson family built the log house and several outbuildings near Pilot Point, Texas in the 1870s (although the buildings are now being interpreted as they were during the 1840s.) The Johnson family of northern Denton County, was one of the larger families in the area. From Hebron, Texas, up to the Red River, certain members of the family were quite prominent. However, little is known about the family members who lived on the farm where our structures were built.

The Historical Park obtained these structures from the U. S. Corps of Engineers. They were scheduled to be destroyed to make way for Lake Ray Roberts in 1980. With a grant

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<sup>17</sup> Ibid, 105.

<sup>18</sup> Ibid, 107.

from the Farmers Branch Civic League, the Historical Park was able to hire archaeologists to dismantle the structures, number the logs, and restore them.

The logs of the house were cut to fit together in the corners of the house using half-dovetail notching. This is the most common style of notching in Texas log houses and is considered “a superior type [of nothing] identified with fine craftsmanship”.<sup>19</sup> It produces a firm, locked joint and drains water to the exterior. The roof of the house has a shallow pitch along the eaves and over a lean-to, and toward the center climbs at a steeper pitch to meet at the peak. Inside the home, each floor is taken up with an entire room. The fireplace is only on the lower level. The staircase is located inside the home, but has a door on the lower level.

The single crib barn was part of the original Johnson homestead and is in a style common throughout 19<sup>th</sup> century Texas. In fact, Terry Jordan refers to the single crib barn as the most common farm outbuilding in Texas. Our crib, like most in Texas, was constructed poorly, for use as corn or grain storage. The door into the crib is typically quite small. It is the barn, not the log house, which has the iconic “witches hat” style roof. On either side of the crib is a storage shed.

Our barn houses a blacksmith shop in one of the storage sheds. There is no evidence that the Johnsons had a blacksmith shop in their single crib barn, but some homesteads did include a small blacksmith shed and forge to make and repair tools. The owner may have



John Henry Hamm in his blacksmith shop in 1925. Although this shop is 85 years too recent for the blacksmith shop in the log culture area, it does illuminate the range of items that were found in a historic Farmers Branch blacksmiths shop.

saved scrap metal and reused the material. Usually a forge was set up in a dark area in an outbuilding where the darkness could help him determine the temperature of the metal by its color. These farm blacksmiths generally had shop areas that were cluttered with odds and ends of metal, plus broken farm implements waiting to be repaired.

While there were similarities shared by all blacksmith shops, the position of the major pieces of equipment were based on the preferences of each individual. The size of a blacksmith

determined how wide a space there would be between the forge (which heated the metal), the anvil (where the metal was shaped), and a barrel of water (to cool and set the metal.)

<sup>19</sup> Ibid, p 54.

He needed to reach all three work areas with a minimum of movement. The height of his anvil was also determined by individual height.

### **Key Furnishings of the Log House**

- **BED** – Cannonball frame with rope support. Pre-Civil War.
- **FIREPLACE** – Stone, used for heat and hearth cooking.
- **CRADLE** – Infants would have slept downstairs with parents. Pine, c. 1835.
- **ROCKING CHAIRS** – Wooden frame chairs covered with rawhide, mid-1800s.

### **Hands-on items for this area**

- **DEER SKIN** – Stretched on drying rack.
- **BUTTER CHURN** – Used to make butter.
- **BUTTER MOLD** – Used to shape butter.
- **CANDLE MOLD** – Used to make 12 candles, made of tin.
- **BELLOWS** – Used to build/fan the fire.
- **BROOMS**- Used to clean the floors and porches.

### **Cheat Sheet Location**

- Under basket of cotton

## The 1854 Gilbert House

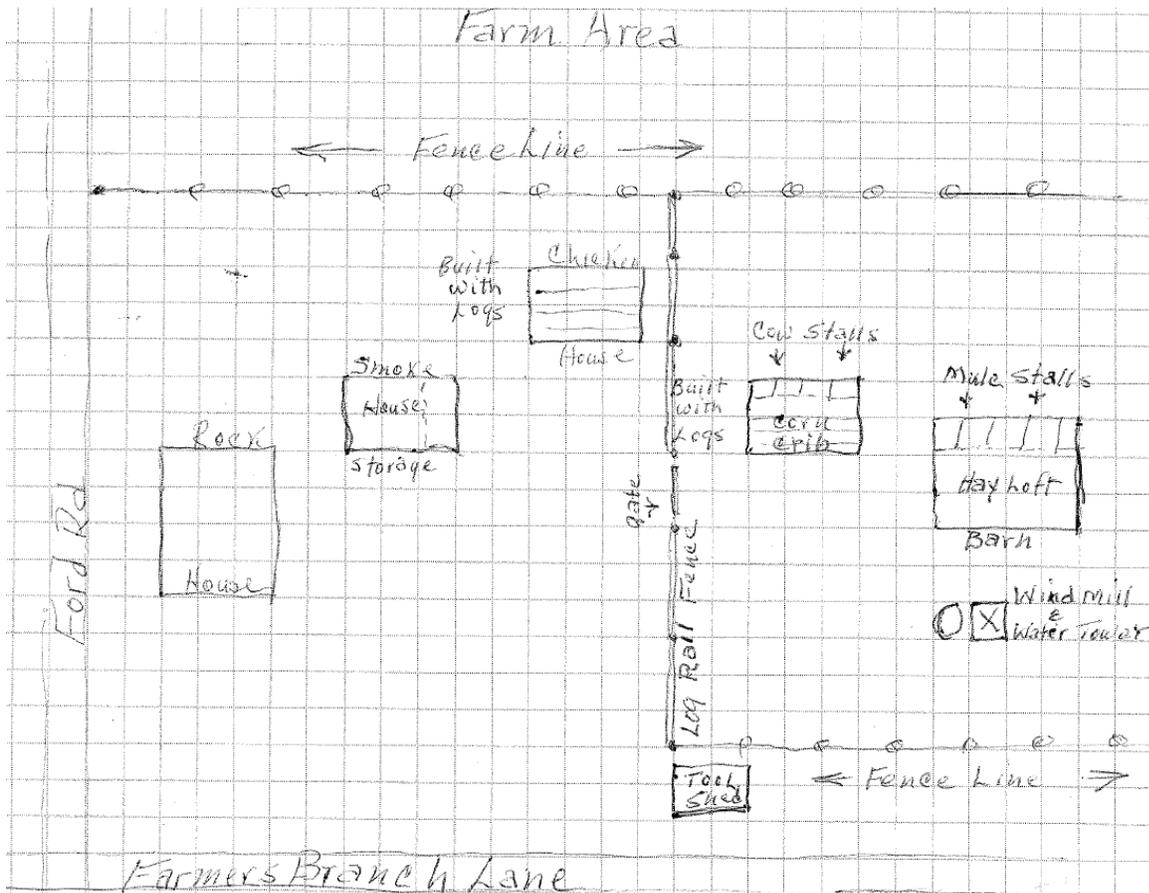


Left: The Gilbert House in the present day. Right: The Gilbert House in 1935.

The Gilbert House is the oldest structure in Dallas County that is still on its original foundation. In 1854, Dr. Samuel H. Gilbert brought his wife, Julia, to Farmers Branch. They purchased 307 acres from an original Peters Colony settler, Mr. Pulliam. The couple lived with Isaac Webb, also an early settler in the area, while this home was being built by Tom Simmons until it was completed in 1856. Sometimes called the “Old Rock House,” the Gilbert’s home was constructed of two-foot-thick limestone rock and sand mortared walls. The floor is made of chestnut planks with an original foundation of bois d’arc stumps and hand hewn logs.

The Gilbert House is referred to as a dogtrot, dogrun, or breezeway home, and is distinctive of the Southern U. S. The style is recognized by a large open hallway through the middle of the house with symmetrical rooms on either side. In the Gilbert House, the doors and windows of the four side rooms align, which means that air can flow freely through the rooms and dogtrot. In essence, the entire home was designed to be as cool as possible during Texas summers.

The rooms of homes, and most enclosed spaces during this time, were often referred to as “pens”. You could have a single-pen home of one room, a double-pen home of two, or even a pen for your animals, hence a pig pen. The Gilbert House has two large pen rooms and two additional, smaller, shed rooms. The two largest pens of the Gilbert home are the most important. The northeast room is the bedroom and sitting area for Dr. and Mrs. Gilbert, while the southeast room is the parlor. The two shed rooms on the west side of the house are much smaller than the front. In the northwest corner, the two Gilbert daughters share a room. In the southwest corner, a work room functions as a place for storage, food preparation, chores, and other activities not suitable in the rest of the home. The dogtrot and porches would not have been wasted space during the Gilbert’s residency. The dogtrot holds the family’s dining table and a spare bed for Dr. Gilbert’s patients or lodgers. A number of other outbuildings, likely made of wood, are not in existence today. They likely might have included a separate kitchen, outhouse, smokehouse, barns, stables, and a well.



A drawing of the old Gilbert property as it was from 1921-1927 by Howard Dennis who lived in the home with his family. Although this map post-dates the Gilberts, it hints at the location of some of the outbuildings.

Before the Civil War, there were slaves who lived and worked in Farmers Branch. In the 1860 slave schedule of the census, Dr. Gilbert is listed as owning a single slave—a 10 year old black female who likely was a companion for Dr. Gilbert’s daughter Mary, and then Belle, a year later. The 1860 slave schedule of the census shows that 84 slaves lived in Farmers Branch at that time. The youngest was 1 year of age, and the oldest was 70. No names were recorded in the census records.<sup>20</sup>

After the death of Dr. Gilbert in 1890, the house passed to his daughter Belle and her husband W. R. Hughes. It was rented to several different families and then passed out of the family in 1927 when Adam Davidson bought the property. In the late 1920s, Roy McKee purchased the house and land. The Gilbert House was radically remodeled for the McKee family. The interior walls were plastered, the northern fireplace was covered, and an

<sup>20</sup> United States of America, Bureau of the Census. *Eighth Census of the United States, 1860*. Washington, D.C.: National Archives and Records Administration, 1860. M653, 1,438 rolls.

addition was built off the southwest corner of the house. This McKee addition now houses the Curator's office and public restrooms.

In 1981 the City of Farmers Branch purchased the Gilbert House. It was dedicated and opened to the public as part of the Historical Park in 1986. In 1988, the Gilbert House was listed in the National Register of Historic Places and Landmarks. In 1990, it received the designation of Recorded Texas Historic Landmark.



Left: Isabelle Gilbert Hughes, youngest daughter of Dr. and Mrs. Gilbert.  
Right: The family of Mary Gilbert Langley, the eldest daughter of Dr. and Mrs. Gilbert (Standing L to R: Julia Langley and William Gilbert Langley. Seated L to R: Cora Belle Langley, Brownlee Langley, and Mary Gilbert Langley.”

Most of the remaining furnishings were made in Texas and represent items common to 19<sup>th</sup> century Texas homes although few are original to the Gilbert family. Before the railroads, settlers either made their own furniture, had it freighted in by ox or boat, or had it built in local cabinet shops. The slat-back or ladder-back chair was the most common item in the 19<sup>th</sup> century Texas home. The food safe was another piece of furniture common to Texas homes, made with panels of punched tin, wire, or cheese cloth. They were used to store baked goods, cooked meat, and other food stuff. Wardrobes, chests of drawers, and blanket chests were other essential pieces of furniture, built to be disassembled, for ease in transportation and for moving up and down stairs.

It is worth noting that there was no running water or electricity in this home when the Gilberts lived there. A pitcher and wash basin served as a sink in which one could wash ones hands or face, or take a sponge bath, with water brought in from a well or creek. Kerosene lamps or candles would have illuminated the home when needed. Temperature control was provided by opening the doors and windows during the summer or closing them and lighting a fire in winter. Food did not come in packages at the store, as it does today, but was freshly produced on the farm. Meat had to be skinned, boned and prepared. Without

**Charges for Medical  
Procedures performed by  
Dr. Gilbert in 1860:**

- Single visit, in town, in daylight- \$2.50
- Night visit- \$3.50
- Single prescription and medicine- \$1.50
- Full day's or night's service- \$5.00
- Consultation fee- \$10.00
- Obstetrical Fee, natural labor- \$10.00
- Obstetrical Fee, Protracted or instrumental labor- \$15 to \$25.00
- Vaginal Examination- \$5.00
- Gonorrhea- \$10.00 (additional charges in difficult cases)
- Introduction of Catheter- \$3.00
- Adjustment of fractures- \$10 to \$20.00
- Dislocations- \$5 to \$20.00
- Tapping (fluid removal)- \$10 to \$30.00
- Venesection- \$1.00
- Extracting Tooth- \$1.00
- Amputation of finger or toe- \$5.00
- Amputation of Leg or arm- \$30.00
- Amputation of Thigh- \$75.00
- Trephining- \$25-\$50.00

refrigeration or preservatives, a family needed to salt, smoke, and/or can meat to make it last. Fruits and vegetables also had to be dried and canned to last 4-6 months. The introduction of the railroad to Farmers Branch in 1877 likely added more store-bought options to the Gilbert's diet and daily life. Food and goods imported from across the country, even international goods, would have been accessible in local general stores.

**Biography of Samuel H. Gilbert, 1828-1890**

Samuel H. Gilbert was born in 1828 in Tennessee. By 1850, he was residing in Cass County, Texas. Dr. Gilbert married Julia Ann Ritchey in Cass County in 1853. In 1852, Dr. Gilbert made his first trip to Dallas County and in 1855 he brought 307 acres of land out of the original Peters Colony Land Grant of John L. Pulliam.

According to Isaac B. Webb's diary, Samuel and Julia boarded with him while Tom Simmons built their home. Their first daughter, Mary, was born in 1857 followed by a second daughter, Isabelle (or Belle) born in 1861. By 1880, Dr. Gilbert's mother, Jane, was also living in the rock house.

Dr. Gilbert devotedly kept a daily journal for a number of years, making observations about the weather, his family and neighbors, those in his employ, and his professional concerns. Two of those journals remain and are preserved at the Historical Park: one from 1872-1873 and one from 1880 which was recently donated by Gilbert descendents.

Dr. Gilbert was one of the earliest physicians in Dallas county. According to his diary, hardly a day went by without someone coming by for treatment or sending for him to make a house call. Dr. Gilbert did everything from delivering babies and treating fevers to drilling into skulls and amputating limbs. He also acted as the local dentist, charging \$1.00 to remove a tooth. Nowhere in his notes or list of charges does he mention anesthetic.

The desk in the parlor is arranged as Dr. Gilbert's

office. Dr. Gilbert could have made his medicines, consulted his medical books, and/or wrote his journal entries in the parlor.

In addition to practicing medicine, Dr. Gilbert also farmed, although in every census from 1860 to 1880 he seems to have a different dominant crop. He raised corn, cotton, wheat, oats, and potatoes. Livestock on the farm included sheep, horses, hogs, milk cows, hens, and cattle. Some of these animals he had in significant numbers. For example, in 1860 he had 340 sheep which produced over 700 pounds of wool. In 1879, the farm produced 100 pounds of cheese and collected 152 dozen eggs (that's 1824 eggs total!) There was also a vegetable garden for the family's table. The Gilbert family did not accomplish these feats alone. In the 1870 census, the household for that year includes three men, Charles born in Mississippi, Leander born in Georgia, and Hamilton, also of Georgia who "works on farm." Dr. Gilbert's diary of 1872-1873 confirms that they had hired help. For additional income, the Gilbert's boarded travelers for a small fee.

The doctor was an active community leader. He was a founder and charter member of the Masonic White Rock Lodge No. 234, chartered in 1859. Later he helped to raise money for the Dallas County Soldiers Aid Society. In 1866, he was elected Justice of the Peace for Precinct #4 and officiated a number of marriages. He attended two county Democratic conventions and was a School Board Trustee for Precinct #4 in 1874.

Dr. Gilbert died in 1890 and is buried in Webb Chapel Cemetery.

### **Biography of Julia Ann (Ritchey) Gilbert, 1835-1881**

Julia's grandparents, John and Jane (Allen) Ritchey, first settled in Virginia. John came to Texas, secured land and returned for his family. He died in Tennessee while returning to Texas. Jane immigrated to Texas in 1834 where she was given a league and labor of land (4,605 acres.) One of her daughters (Julia's aunt) married Albert Hamilton Latimer, one of the original signers of the Texas Declaration of Independence.

Jane's son Thomas Jefferson Ritchey and his wife, Malinda, remained in Tennessee where their daughter Julia was born in 1835. By 1838, Thomas and Malinda were living in Red River County, Texas (Red River County was later split into several counties.) The Ritchey homesteads were in what is now Cass County, and composed most of what is now Atlanta, Texas.

In 1853, at the age of 18, Julia married Samuel H. Gilbert. One year later they moved to Farmers Branch where they built their home and raised two daughters, Mary and Isabelle. Mrs. Gilbert and her two daughters were kept busy running the household and caring for both family members and boarders. The ladies frequently had neighboring women over to socialize and sew. Mary attended the Cedar Springs Institute in Dallas, in the present day Oaklawn area.

Mrs. Gilbert died in 1880, ten years before her husband, and was buried in Webb Chapel Cemetery.

## Key Furnishings of the Gilbert House

### WORK ROOM (SOUTHWEST PEN)

- **DOUGHBOY** – used as a bread-making station. Bin holds flour, center used for rolling dough, dough was dropped through holes onto platform to rise. Top closes for serving or work space.
- **COFFEE GRINDER** – used to grind coffee beans. Dr. Gilbert loved coffee and drank it daily. He wrote often of making trips to Dallas to get coffee and tobacco.
- **TOBACCO CUTTER** – used to cut long leaf tobacco.

#### Hands-on items for this area

- **POTSCRUBBER** – heavy duty chain mail scrubber for cast iron pots.
- **PIE SAFE** – used for food storage. Punched tin design used for airflow and to keep bugs and rodents out of food. Note the rodent hole at the bottom!

### PARLOR (SOUTHEAST PEN)

- **CLOCK** – 32 hour Jerome & Co. clock, chimes every hour. c. 1850.
- **TEA LEAF IRONSTONE DISHES** – the pattern was made from 1850s – 1960s. Sherds of this pattern were found beneath the Gilbert House during restoration in the 1980s.
- **BARLEY TWIST TABLE** – the table was given to Isabelle Hughes as a wedding present from her parents, Dr. and Mrs. Gilbert.

#### Hands-on items for this area

- **PORTRAIT OF ISABELLE GILBERT** – c. 1875
- **JOURNAL EXCERPT** – taken from Dr. Gilbert’s 1872 journal, is an example of penmanship and writing style.

### DOG TROT

- **ANT TRAPS** – used to keep bugs from climbing the legs of the table and reaching food. Water or kerosene is added to the “moat” surrounding the center hole, drowning or deterring insects.
- **BED** – primitive single bed, could have been used for patient bed or boarders.

#### Hands-on items for this area

- **RAG RUG** – made of strips of scrap fabric, common for work and informal areas.
- **DR.’S CHEST** – used to hold medicines and instruments.

### DR. AND MRS. GILBERT’S BEDROOM (NORTHEAST PEN)

- **BED** – mattress made of peanuts to keep out bugs, but would have been made of feathers. c. 1865
- **CHEST OF DRAWERS** – given to daughter, Mary, by Dr. and Mrs. Gilbert.
- **SEWING MACHINE** – made by Florence Sewing Machine Co. in 1872, has hand-painted flowers on the body, and used a treadle to make the needle go up and down.

**Hands-on items for this area**

- **ROCKING CHAIR** – primitive, wood rocking chair, rawhide seat with hair still attached.
- **FLUTER** - placed on stove or coals to heat, was used to add crimps to sleeves, hems, and even hair.

**GIRLS' ROOM (NORTHWEST PEN)**

- **BED WITH TRUNDLE UNDERNEATH** – used for visitors like the Webbs or boarders.
- **WARDROBE** – example of closets used to hold clothing. Note the corset and boots.

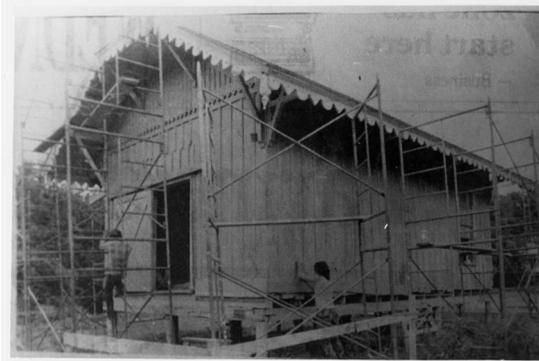
**Hands-on items for this area**

- **WALL BEHIND DOOR** – a portion of wall showing the original stone without plaster. It has been coated in something clear, causing it to look darker and shinier than regular stone.
- **FRAGRANCES** – the large bottle is lavender water that would have been used as a pomade or scent. The small bottle with gold liquid is a reproduction of a perfume vial with scent that was dug up from the wreckage of the *Arabia* Steamship that sank in 1856.

**Cheat Sheet Location**

- Under Dr.'s chest

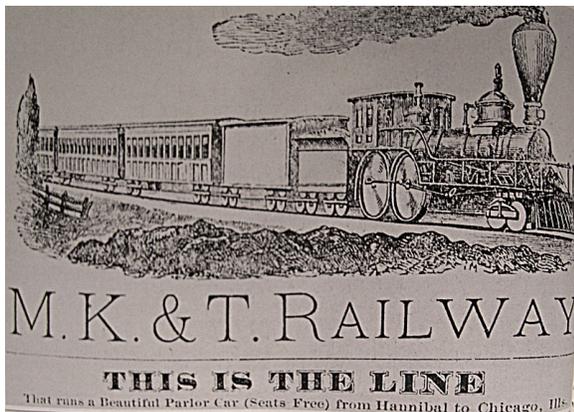
## The 1877 Farmers Branch Train Depot



Left: The Train Depot in present day.  
Right: The rear of the Train Depot as it was being restored in the 1980s.

In 1874, to ensure the railroad would come to Farmers Branch, Dr. Gilbert and other local citizens sold rights-of-way through their land. (Local tradition holds that Dr. Gilbert sold his portion for only \$1.00.) For them, the railroad signaled progress in the form of quick transportation, increased communication, access to goods and services from coast to coast, and a stimulated local economy.

The Dallas and Wichita Railroad (called “the D&W”) built this depot in Farmers Branch along the railroad track near Valley View Lane and Denton Drive in 1877. Farmers Branch merchant, John H. Longmire, sold the land to the Dallas & Wichita Railroad for the price of \$1.00. This was the first railroad line to reach the Farmers Branch/Carrollton area. Local residents called the D&W the “Dallas and ‘which a way’” because of inconsistent schedules and frequent breakdowns. By 1878, only 20 miles of track had been laid, joining Dallas and Lewisville. In 1880, the line was purchased by the Missouri, Kansas and Texas Railroad system (called “the MKT” or “MK & T”), which was owned by the speculator Jay Gould. On September 30, 1924, the tracks were electrified and the Dallas-Denton Interurban Line opened, serving Dallas, Denton, and the communities of Farmers Branch, Carrollton, Lewisville, Garza, and Dennison. In 1930, there were almost two trains per hour with a 45 train per day schedule.



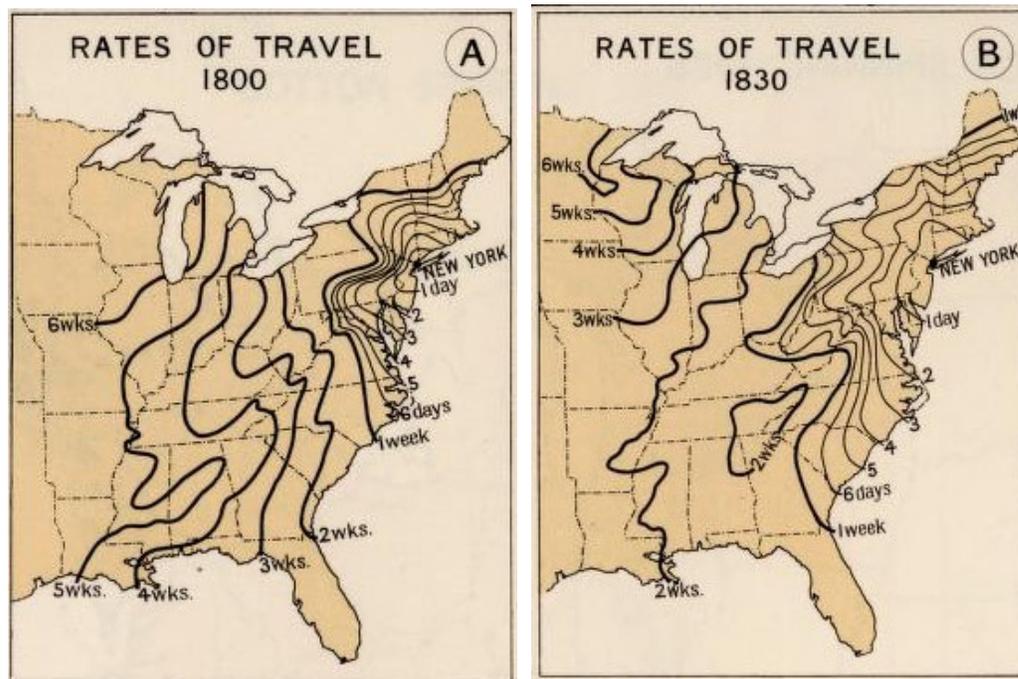
An 1881 advertisement for the MKT Railroad from the 1881 Dallas City Directory.

The railroad changed the lives of people in Texas and in many places in the United States. Communities flourished and perished based on their access to trains. In 1842, when the first pioneers settled in Farmers Branch, the only way for them to travel was by foot, horse, wagon, or boat. There were no stores to buy furniture, clothing, or food. There were no telephones, email or even telegraph to communicate with friends or family back

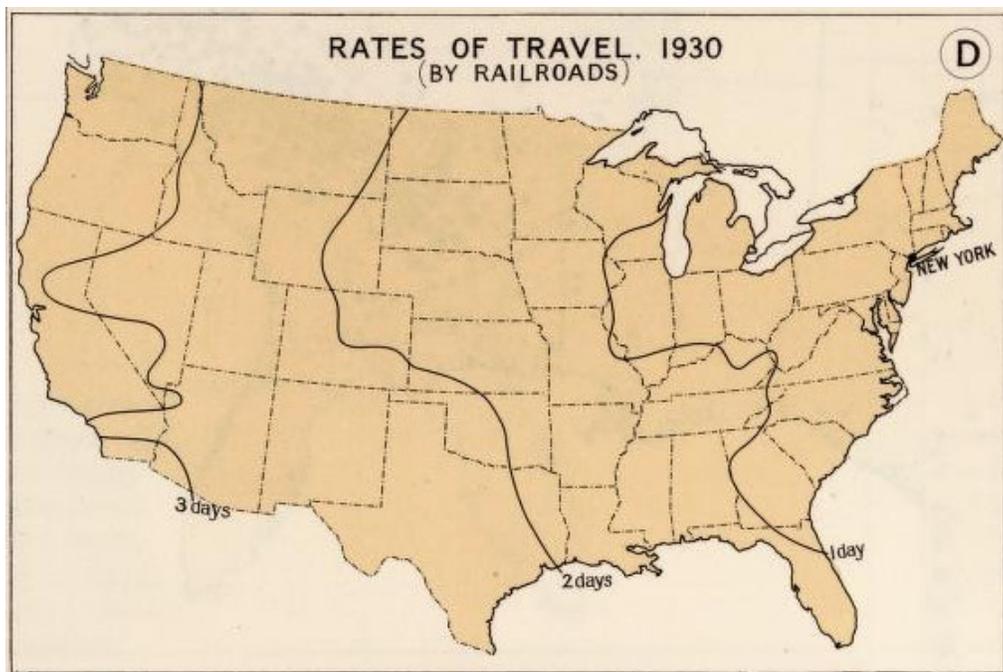
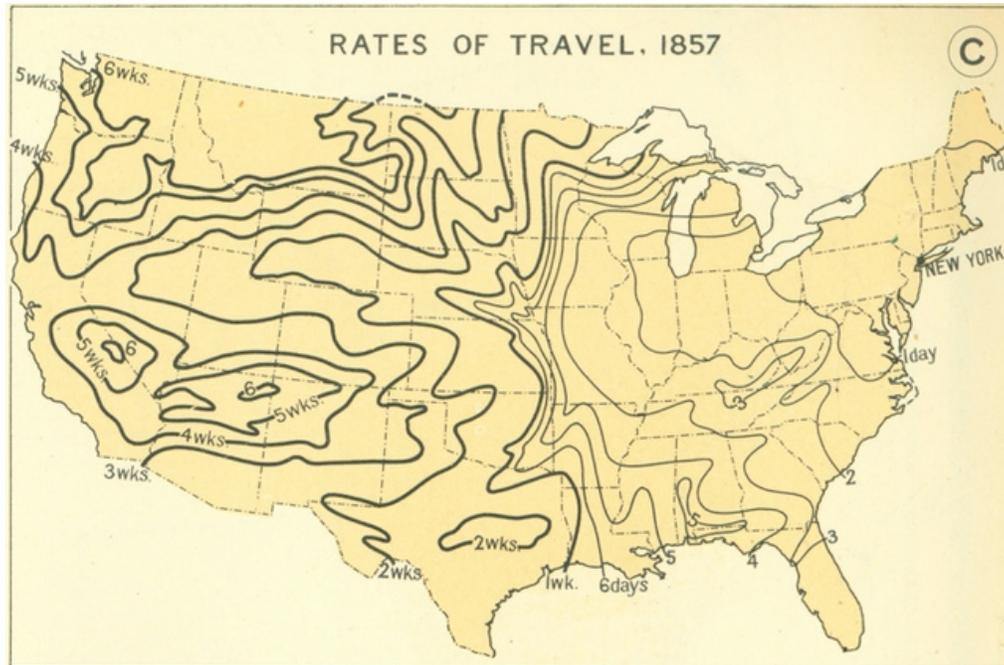
home; instead, letters had to be mailed and it took months for them to reach their destination. When the railroad arrived in Dallas in 1872, everything changed. The railroad brought wonderful goods from all over the country, from furniture to livestock to family visitors. It also meant that farmers and craftsmen could more easily ship their products to markets around the country. The railroad made it possible to travel much more quickly than on horseback or by foot. A stagecoach could travel at about 8 miles per hour, faster than a wagon but not as fast as a single rider. In comparison, the railroad could travel about 30 miles per hour – 3 times as fast!

With the railroad, came the telegraph. Invented in 1835, it took Samuel Morse five years to convince the U. S. government to fund an experimental telegraph line. By 1851, a telegraph was standard in all railroad depots. It was primarily used to report on train departures, schedules, and delays to other depots. The telegraph made it possible to send instant messages across the country. Even with the invention of the telephone in 1880s, the telegraph remained the primary form of communication for the railroads until the 1980s.

The railroad had a significant impact on the ease of travel across the United States. As the following maps illustrate, a trip from New York to Texas could take over 3 weeks in 1830, 2 weeks in 1854, but only 2 to 3 days in the 1930s by railroad.<sup>21</sup>



<sup>21</sup> "Rates of Travel, 1800-1930." *Atlas of the Historical Geography of the United States*, by Charles O. Paullin, ed. John K. Wright, published by the Carnegie Institution and the American Geographical Society, 1932. David Rumsey Map Collection.



Rates of Travel, 1800-1930.

In addition to the benefits of increased travel, communication, and economic potential, the rise of the railroad impacted the lives of Americans in another, very specific way: it led to the creation of time zones. On November 18, 1883 the railroad companies of the United States and Canada created standard time zones to make travel between locations easier. Prior to this date, time was a local matter, mostly determined by the location of the sun. Thus it could be noon in Dallas, but 11:55 in Fort Worth. These time zones (and Daylight

Savings Time) did not become standard across the United States until the Standard Time Act of 1918 was made law.<sup>22 23</sup>

The depot was the commercial hub of the town. Farmers' crops and manufactured goods were shipped out to market from the depot. Merchandise for local stores, and everything from clothing to stoves ordered by citizens through mail order catalogs arrived at the depot. Visitors, families, and friends arrived and departed from the depot platform. Newspapers, mail, and even telegraph messages all arrived at the railroad depot. The railroad was the major method of transportation until the 1920s when better highways encouraged the use of private automobiles. By 1938, passenger service between Dallas and Denton had ceased and only freight trains were running. By 1958, the Farmers Branch Depot had been closed and sold. The City of Farmers Branch purchased the depot in 1982 and moved it into the Historical Park in 1985, and it was restored and dedicated in 1986.



1913 map of "Standard Time Belts" published in the Daily News Almanac. These time belts were used by trains and businesses, but were still not officially accepted until 1918.

The depot structure was originally 18' X 42'—it consisted of: a freight room, an agent's office in the center, and two waiting rooms (removed in 1946, allegedly to cut the square footage and relieve the tax burdens.) Today, the depot consists of two rooms: a freight room and a combination office/waiting room. It is probable that the two waiting rooms provided space for "whites" and "coloreds" only waiting areas (a practice that was common in railroad depots across Texas and which continued throughout the active life of this depot.)<sup>24 25 26</sup> The building exterior has a batten board construction—vertical planks with wooden strips nailed between the planks. The paint colors on the depot exterior were the standard colors used by the MK & T Railroad Company. In addition to the depot itself, other buildings were built nearby for use by the railroad, such as a water tank, stock pens, potato house, and water wells.

<sup>22</sup> Daily News Almanac and Directory for 1913, Chicago Daily News, p. 32.

<sup>23</sup> Staff, "U.S. Time Zones," The United States Naval Observatory, <[http://aa.usno.navy.mil/faq/docs/us\\_tzones.php](http://aa.usno.navy.mil/faq/docs/us_tzones.php)>, accessed 17 July 2014.

<sup>24</sup> Williams, Ira Glen, The Cotton Belt in Carrollton, <[http://www.cottonbeltdepotmuseum.com/cotton10\\_012.htm](http://www.cottonbeltdepotmuseum.com/cotton10_012.htm)>, accessed 20 July 2014.

<sup>25</sup> Gonzales, J. R., "Missouri-Kansas-Texas Railroad had a home behind the M&M Building", The Houston Chronicle, published 19 February 2013, <<http://blog.chron.com/bayoucityhistory/2013/02/missouri-kansas-texas-railroad-had-a-home-behind-the-mm-building/>>, accessed 20 July 2014.

<sup>26</sup> Woods, Judy, The MKT Passenger Depot, Greenville, Texas, <<http://www.greenville-texas.com/Katy%20Depot%20National%20Register%20Narrative.pdf>>, accessed 20 July 2014.

The furnishings of the waiting rooms were probably rather sparse, limited to benches, spittoons, and a potbelly stove. The walls might have been “decorated” with calendars, timetables, and posters. Standard furnishings for the agent’s office would have included a table or desk at the bay window, where the agent could see up and down the track, telegraph equipment, and a ticket window. Light was provided by kerosene lamp. The freight room would have been equipped with scales, a baggage truck, a loading board to bridge the gap between the platform and the railroad car floor, and other maintenance equipment.

### Key Furnishings for the Depot

- **SPITTOON**—Cuspidor, for chewing tobacco, a common item in public buildings during the 19<sup>th</sup> century.
- **COAL HOD/SHOVEL**—Bucket used to carry coal from storage to the stove.
- **CLOCK**—Trains ran on schedules, so time was very important in a train station. This clock has to be wound every 8 days.
- **TRUNKS**—Ranging from 1860-1940s, trunks were used for carrying clothing and valuables on trips.
- **DOCTOR’S CARRIAGE** - 1890s from Kansas.
- **SIGNAL LANTERNS** — Used to communicate with incoming trains. Each color had a different meaning.

### Hands-on items for this area

- **TELEGRAPH SOUNDERS**—Used to communicate by wire.
- **CARPET BAG** – usually made Oriental Rug remnants, these bags were commonly used for travel.

### Cheat Sheet Location

- In carpet bag

### Missouri-Kansas-Texas Railroad

The Missouri-Kansas-Texas, shortened to “MKT” and then further to “Katy,” was the first railroad to enter Texas from the north. Its primary goal in the 19<sup>th</sup> century was to move business from Missouri and Kansas through Indian Territory (as Oklahoma was known) and into Texas. The Katy arrived in Denison, Texas in 1872 on Christmas Day. In 1880, the Katy took over the Dallas-Denton line that ran through Farmers Branch. By 1882, the Katy had over 600 miles of track in Texas. Ten years later, the Katy had 850 miles of track and by 1901, it had over 1000 miles of track in Texas. In 1895, the MKT owned 133



A 1901 advertisement for the MKT Railroad.

locomotives and 163 cars with earnings of \$1.2 million in passenger cars and \$3 million in freight cars. Its tracks connected Dallas, Fort Worth, San Antonio, Houston, Galveston, and Wichita Falls in addition to hundreds of smaller communities like Farmers Branch. <sup>27</sup>

The MKT operated until 1989, when it merged with the Missouri Pacific Railroad Company. <sup>28</sup> The line that came through Farmers Branch was later refitted to become the Dallas-Denton Interurban line.

### The Dallas-Denton Interurban Line

Opening on September 30, 1924, the Dallas-Denton Interurban Line ran on electrified tracks between Dallas and Denton, serving the communities of Farmers Branch, Carrollton, Lewisville, and Garza. Electric power was supplied by the Texas Power & Light Company



A crowd gathers at the Farmers Branch Depot waiting for the Interurban line, c. 1924.

To help advertise, the Texas Interurban Railway company published an article entitled Making Neighbors which extolled the benefits of the new Interurban line. “The matter of safety has been especially looked after in the construction of this line,” passengers were told. The line used the latest designs in equipment and train cars, allowing for maximum comfort and increased ridership. Each passenger car had room for 56 passengers in plush, high-back seats and an extra wide aisle which allowed free and easy movement within the train. Also, “the cars on the Denton line will carry a colored porter to take care of flagging and to render helpful service to every kind to passengers.”<sup>29</sup>

The line was very popular with the people of this area, although not a financial success. One-way train fares cost \$1.25 and a round-trip ride cost \$2.40. <sup>30</sup> John Ed Ballentine, a young boy in 1924, recorded his memories of riding on the Interurban line:

<sup>27</sup> Hofsommer, Donovan L., "MISSOURI-KANSAS-TEXAS RAILROAD," *Handbook of Texas Online* (<http://www.tshaonline.org/handbook/online/articles/eqm08>), accessed July 17, 2014. Uploaded on June 15, 2010.

<sup>28</sup> Texas State Historical Association. The Quarterly of the Texas State Historical Association, Volume 4, July 1900 - April, 1901, George P. Garrison, editor, Journal/Magazine/Newsletter, 1901; digital images, (<http://texashistory.unt.edu/ark:/67531/metaph101018/> : accessed July 17, 2014), University of North Texas Libraries, The Portal to Texas History, <http://texashistory.unt.edu>; crediting Texas State Historical Association, Denton, Texas.

<sup>29</sup> Texas Interurban Railway, “Making Neighbors,” *Elm Fork Echoes*, May 1999.

<sup>30</sup> Walters, Rodney, “The History of the Denton-Dallas Interurban,” [Dallashistory.net](http://www.dentonhistory.net), <<http://www.dentonhistory.net/page66/page55/>> accessed 17 July 2014.

*"One of the most thrilling events of my boyhood happened in 1924. The electric railway called the Interurban had recently been installed to run on the MKT Railroad to Dallas. My dad and I took our horse and buggy to Denton arriving before daylight. We left our horse and buggy in the stable behind Evers Hardware Store and walked on down to the Interurban depot, which was built on the north side of McKinney Street where the new post office is now. We boarded that trolley driven car and went to the State Fair in Dallas, watching the sun come up along the way. Dad and I had a fantastic day."<sup>31</sup>*

According to Mike Cochran, "In its heyday, the Interurban employed six lightweight passenger car and one express car that departed Denton every hour between 5:42 AM and 6:42 PM, with the last run of the day leaving at 10:42 PM. The average speed of the service was 23.8 miles per hour over the entire run but out in the country it got up as high as 28 mph."<sup>32</sup> The heyday did not last long, and the Texas Interurban Railway Company was foreclosed upon in 1932.

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<sup>31</sup> "Reminiscences of John Ed Ballentine" quoted in Cochran, Mike, "The Denton-Dallas Interurban," [Dallashistory.net](http://www.dentonhistory.net), < <http://www.dentonhistory.net/page66/>>, accessed 17 July 2014.

<sup>32</sup> Cochran, Mike, "The Denton-Dallas Interurban," [Dallashistory.net](http://www.dentonhistory.net), < <http://www.dentonhistory.net/page66/>>, accessed 17 July 2014.

## The Caboose



In November 1997, a wooden caboose from the mid 1880s or 1890s was brought into the Historical Park from the Knox and Kane Railroad in Pennsylvania. It is a Pennsylvania Railroad (or PRR) caboose manufactured for the Western Division of the PRR (the only caboose manufactured for the PRR with a central cupola—making it relatively rare.) Most 19<sup>th</sup> century cabooses were made entirely of wood, like this one. It made the caboose cheaper and lighter weight. One of the disadvantages was that trains sometimes collided and the caboose was easily destroyed. Also, being located at the back of the train meant that cabooses were shaken and jolted more often than other cars towards the middle of the line. Riding in a caboose wasn't the most comfortable place to be on a train.

This caboose includes its original bunks, sink, ice box, hardware, and potbelly stove. When the caboose arrived at the Historical Park, the exterior siding was replaced, the cupola was restored, fresh paint was applied inside and outside, and the roof was replaced. This restoration was completed in 1998. The caboose is interpreted as a caboose for the MKT Railroad.

The caboose is also known as a “conductor’s car;” in fact, it is thought that caboose may be a shortening of that phrase. It was the last car on a train, a sort of “train office” or “home away from home” used by the conductor and his crew to relax and complete paperwork.<sup>33</sup> Before federal laws regulated how long people could work continuously, it was not uncommon for railroad men to work 16 hours or more without rest and often without food. The caboose provided a place to cook meals for railroad crews. Crews might do laundry here, hang pictures of family, and generally make it a home away from home. During this time, it was common for cabooses to be assigned to specific conductors—so if the conductor was transferred to a different train or line his caboose came with him!

Railroad crews often cooked their own meals in the caboose. Crews had to provide their own food, something they did creatively. Some crews kept a shotgun or fishing pole in the caboose in order to catch dinner! A long-time conductor in Illinois recalls: “The cooking

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<sup>33</sup> Schafer, Mike, Caboose, Andover Junction Publications, 1997.

### Jobs of a Train Crew

- **Conductor**- the boss, ultimately responsible for the trains operation
- **Engineer**- operates the locomotive, maintains speed
- **Fireman**- only on steam trains, maintains steam pressure and intensity of fire
- **Brakeman**- helps to couple and uncouple cars, throws switches, signals
  - **Head-end Brakeman**- assists engineer
  - **Rear Brakeman**- watches from copula
- **Flagman**- in the early days of railroad, he walked in front of stopped trains with flares to stop collisions from other trains, often cooked dinner for crew

### Other Train-Related Jobs

- **Track Worker**- builds and repairs train tracks
- **Stationmaster**- maintains train station or depot, sells tickets
- **Baggageman**- works on passenger trains, helps passengers with their luggage

came in various degrees of quality. The crew usually would buy groceries en route, and the flagman was usually chosen to prepare the food.”<sup>34</sup>

The cupola provided an important and safe place for a conductor to watch his train for fires, defects, dragging equipment, etc. The caboose itself was also equipped to help with braking. Communication between the locomotive and caboose was accomplished through signal whistles.

The first caboose appeared in the 1840s and it was not until after the Civil War that the caboose became a universal for freight trains. Called “crummies” by railroad workers, cabooses were most popular in the 1920s when over 25,000 were in operation. The last cabooses were retired in 1984.

### Key Furnishings for the Caboose

- **BEDS**—there are 3 beds, each with storage space underneath.
- **ADLAKE SIGNAL LANTERN** – attached to the back of the caboose to signal to trains whether it was safe to approach.
- **CUPOLA** – the open area above the hallway is called the cupola. The workers could look out through the windows to see how the train was moving.
- **FOOD BOX** – was lined in lead and was much cooler than the rest of the caboose. Notice the built-in footholds in the doors.
- **STOVE** – this stove has the keystone mark of the Pennsylvania Railroad. It was used to cook and warm the caboose.

### Cheat Sheet Location

- Under coffee grinder

<sup>34</sup> Ibid, p 59.

## The 1885 Queen Anne Victorian Cottage



The Queen Anne Victorian Cottage was originally built at 501 West Broadway in Gainesville, Texas, in 1885, and is architecturally typical of small cottages built during the late Victorian era in Texas. By 1907, it was occupied by the Basinger family and their descendents, who lived in the home until it was moved to the Historical Park in April 1992. It's possible that the Basingers were the original owners, but as of yet, unconfirmed. It was restored to its 1885 appearance, dedicated, and opened for tours in 1997.

Queen Anne was the most popular type of late Victorian domestic architecture and is perhaps the most inaccurately named of such styles. After all, Queen Anne's reign dates from 1702-1714, but it is the last decades of Queen Victoria's reign from 1860-1900 that are generally known as "Victorian." The Queen Anne style was introduced to the United States in the Centennial celebrations of 1876 and quickly spread throughout the country. Americans copied some of the concepts, but added their own flair.

Farmers Branch was a rural farming community in the 1880s and 1890s. It is unlikely that a Queen Anne Victorian Cottage was built here, however, it is representative of homes built in more commercial towns across North Texas during the 1880s, like Gainesville. Farmers Branch residents were probably familiar with Victorian homes, as many were built in nearby Carrollton and Dallas.

Victorians enjoyed the elegant and conspicuous display of wealth through bold colors and designs on walls and ceilings. The papers in the cottage were manufactured in the way that the original wallpapers in the house would have been produced--by a hand screening process. The wallpapers that hang in the Basinger's home currently are more grand than what the Basinger's originally had. Remnants of the original wallpaper are kept in collections storage, but are more muted and less fanciful in design than those on the walls.

Many pieces of furniture selected for this Victorian Cottage are of Eastlake "inspired" style characterized by straight lines and geometric incised designs. This style gets its name from Charles Eastlake (1836-1906), an English architect and writer who had great impact on the trends of the time. Eastlake stressed simplicity in construction and design, advocating furniture

constructed in box-like fashion from sturdy oak, embellished with simple geometric designs. American renderings of Eastlake style furniture are most accurately called “Eastlake inspired,” for American craftsman created variants of Eastlake’s intentions by working in dark walnut and burl panels using many of the fancy features Eastlake disdained. The window, door frames and casings in the Victorian Cottage are in the Eastlake style.

### **Key Elements of Victorian Architectural Style**

- cross-gabbling on the roof
- wrap-around porch
- rear porch off kitchen
- bay windows
- square cupola
- fish-scale shingles
- spindlework
- decorative support brackets
- fan pattern detailing
- high ceilings
- wide wood moldings
- ornate wallpapers
- ornate rug—oriental and hooked
- layered window drapes with lace sheers
- “cluttered” look—including family photographs, samplers, souvenirs, drawings, framed hair wreaths, framed calendar prints, and paintings
- furniture covered with lace doilies, tables cloths, knick-knacks, novelties, curiosities, bric-a-brac, sewing baskets, loose photographs and albums, stereoscopes, and domed miniature flower arrangements
- plant stands with ferns
- dried flower arrangements
- vases filled with peacock feathers or cattails

Before air conditioning, porches were essential architectural features that offered some relief from the summer heat. The tall ceilings and the cupola of the Victorian home also assist by allowing the hot air to rise to the top of the house. Open windows and cross breezes helped to carry the warm air out and bring in cooler air from outside.

Neighbors often went visiting or calling on Sunday afternoons or for parties and socials. Gentlemen would rest their walking cane and hat in the entryway and leave a calling card on the tray before being entertained in the parlor. The parlor was where the Basingers would receive guests, conduct business, and entertain. The room was not used regularly but set aside for formal entertaining and special occasions. The parlor is also where weddings, funerals, christenings, and holiday celebrations, like Christmas, took place.

The family’s finest furniture and accessories were placed in the parlor to impress visitors. The piano would have been used for group singing and musical games. Portraits of children, family members, family homesteads, and even prized animals were very important to Victorians as they sought to announce their importance and success to those of the present as well as to future generations. These portraits were probably produced in a photographic studio. A pale photographic enlargement was printed on the paper and then an assistant would enhance or “touch-up” the image using a combination of charcoal or crayon pastels. These enhancements or “touch-ups” would range from highlighting edges of clothing, hair or eyes, to the massive overlay of tint. This method of producing portraits

was available in the 1870s to the 1890s, but fairly expensive.

One of the more interesting items in the Parlor is the stereoscope, a device for viewing stereoscopic photographs, also called stereographs or, simply, views. Although stereoscopes were invented in 1833, they gained popularity when Queen Victoria visited the 1851 World's Fair and became entranced with three-dimensional photography. Simply put, stereoscopes are viewing devices that take two slightly different perspectives of the same scene and display them so that our eyes interpret them as a single, three-dimensional image. If you've ever used a red View-Master as a child, then you are familiar with the concept. There is a period example of a stereoscope on display in the cabinet in the parlor of our Victorian Cottage, and a hat box full of reproduction stereoscopes and cards which can be handled by the public next to the piano.<sup>35</sup>



A stereographic image of two young women using stereoscopes.

The stereoscopes are good examples of the technological progress being made in the Victorian era. The Victorian era is also the time of the Industrial Revolution, when inventors were creating a variety of tools to make living more comfortable. Other inventions include electricity, telephones, telegraphs, indoor plumbing, steam power, the efficient use of steel, light bulbs, sewing machines, airplanes, bicycles, phonographs, motion pictures, and elevators. Not all of these innovations were felt in our Victorian House. Although electricity had been invented by the time this home was built, kerosene and gas lamps were standard in Texas homes until the early 20<sup>th</sup> century. Telephones and running water were also available, but not common, until the 20<sup>th</sup> century.

The master bedroom would be for Mr. and Mrs. Basinger. Because it is located so close to the front door, the pocket doors would likely be closed much of the time, especially if there were guests in the home. There is no designated bed or bedroom for the children, who perhaps slept on trundle beds in the parent's room or on cots or fold out beds in the sitting room. Before indoor plumbing, people washed and dressed in the bedroom. Men would have to shave at the jug and basin. Water was available from a well or pump outside

<sup>35</sup>Simanek, Donald, [Antique Stereo View Cards for Cross-Eyed Viewing](https://www.lhup.edu/~DSIMANEK/3d/stereo/3dgallery3.htm), <<https://www.lhup.edu/~DSIMANEK/3d/stereo/3dgallery3.htm>>, accessed 17 July 2014.

the home. During the night or if someone was ill, the chamber pot could be used. There was usually an outhouse or exterior bathroom used by the family during the day.

Also called a second parlor, the sitting room functioned as a family room where activities such as sewing, reading, letter writing, office work, and games would have taken place. This room might have provided additional sleeping quarters for a grandparent or children.

The dining room was where the family ate together, talking and sharing their stories. Dining rooms were also a reflection of the family's social standing by the china and glassware used. Meals were more substantial than today. Breakfast, for example, could consist of biscuits, gravy, bacon, eggs, coffee, with fresh milk, butter, and jam. Victorians enjoyed high calorie, high fat, and heavily sugared foods. Many of the cookbooks and recipes of the Victorian period called for generous quantities of lard, cream, whole milk, sugar, honey, and real chocolate.

In most homes, the kitchen was a place of constant activity and food production. Food had to be gathered, processed, dried, canned, and/or cooked. The woman of the house was kept busy with these responsibilities for most of each day and would often teach her daughters to help. One invention that had a huge impact in households was the cook stove. Cast iron stoves burned wood more efficiently than open hearth fires and were less dangerous to operate. The floor in front of our stove is burned and scarred, showing where embers fell out. Another important invention was the icebox. A block of ice was placed in the top and it kept a small compartment cold for several days. Perhaps our ice box held bottles of the newly invented drink, Dr Pepper. There is a drip pan at the very bottom to hold the melted ice.

### **Key Furnishings of the Victorian Cottage**

#### **FOYER**

- **CARD RECEIVER TRAY** – it was common practice to present your calling card with your name and/or a personalized design or photograph.
- **CUPOLA** – architectural element of a Queen Anne Victorian Cottage characterized by a two-story, square, tower.

#### **PARLOR**

- **GASOLIER** – lighting suspended from the ceiling and would have been fueled with piped gas.
- **POCKET DOORS** – when opened are hidden in the wall; when closed completely isolate a room or two from the rest of the house.

#### **Hands-on items for this area**

- **PIANO** - Chickering square piano, c. 1877.
- **STEREOSCOPES**—a device used to view two separate pictures which create an optical illusion of a 3-D photograph.

- **PORTRAIT OF FARMERS BRANCH SINGING GROUP** – a group of men, women, and children that performed different musical acts throughout the community in the 1890s.

### SITTING ROOM

- **SETTEE** – “Eastlake inspired” style characterized by fancy carving on the woodwork, delicate seating surfaces and legs, and opulent fabrics.
- **CENTRAL TABLE** – many early and Victorian homes have a central table in the sitting room. Before TV or radio was invented, many families spent their evenings together in the sitting room reading, sewing, or working on homework around a table.

#### Hands-on items for this area

- **PRAXINOSCOPE** – device that uses a strip of pictures inserted into a spinning cylinder to create the effect of a moving picture.

### BEDROOM

- **PRAXINOSCOPE** – device that uses a strip of pictures inserted into a spinning cylinder to create the effect of a moving picture.
- **TRUNK** – hand-painted designs with German writing, was used for traveling and storing of belongings.
- **SHOES** – high-top, lady’s shoes are fabric covered in black with black buttons.

#### Hands-on items for this area

- **CHAMBER POT** – portable “toilet” used at night to avoid trips to the outhouse. Also called a slop jar or thunder jug/mug.
- **BUTTONHOOK** – small tool with a metal hook at the end used to help close buttons in hard to reach areas, like the side of gloves.

### DINING ROOM

- **HIGHCHAIR** – beautifully carved, yet functional piece of furniture, was very versatile in that it had wheels and could be rolled around the house.
- **CEILING LAMP** – originally fueled with kerosene, adjustable for lighting the wick or filling the reservoir.
- **BUG CATCHER** – device used to catch flying insects by placing sugar water in the reservoir. Bugs flew in but could not get out.

### KITCHEN

- **CAST-IRON STOVE** – 1891 patent date by the Wrought Iron Range Company in St. Louis, Missouri; burn marks on the floor identify the original position of the stove. Stove is designed to be fueled by either wood or coal (soft or hard.)
- **DRY SINK** – some homes had a hand pump to bring water from the well to the sink, but it was not unusual for the hand pump to be located outside the back door. Water was hauled into the kitchen in a bucket.
- **WRINGER/MANGLER** – device used to wring excess water from laundry. The item was drawn through the rollers by cranking the handle.

### Hands-on items for this area

- **IRONS** – double-pointed for ironing in any direction with detachable wood handles. One set of irons was left on the stove to heat while one was being used. They were switched for hotter ones as they cooled.

### Cheat Sheet Location

- Under calling card tray



The Basinger Family portrait at Christmas 1914.  
L to R, Back Row: Billy Basinger, Annie Basinger Cochran, and Dr. and Mrs. W. I. Basinger.  
Front Row: Doris Basinger, Martin Basinger, Frances Basinger holding Billy Mart Basinger, and Sylvia Clark.

### The Basinger Family

Likely the original owners of the Victorian Cottage were Mr. and Mrs. Martin M. Basinger. Mr. Basinger, also known as Uncle Mart, was born about 1838 in Missouri. He served in the Confederate army during the Civil War. Mr. Basinger married Fannie Bond on August 31, 1870. He worked in Gainesville as constable, jailer, deputy sheriff, and bailiff for the Grand Juries of Cooke County. In the 1900 Census, he lists eight prisoners in addition to his family. Perhaps Mr. Basinger considered himself the “head of house” for both the jail and his Victorian home. He died on February 2, 1913, at the age of 74, of blood poisoning contracted from barbed wire fencing.

Frances, called Fannie, Bond was born April 5, 1847 in Cole County, Missouri. She became Mrs. Basinger on August 31, 1870. The Basingers moved to Texas in 1875, settling first in Burns City before moving to Gainesville. Her occupation was that of a housewife. Mrs. Basinger died April 2, 1924 of illness. Her obituary states that she was the mother of six children, but only four of their children are named in obituaries or other articles. It is likely that the other two children did not live past infancy.

Mr. and Mrs. Basinger had six children of their own and one adopted son, although only four of those children have been identified by research: William I. Basinger, Belle Basinger, Billy Basinger, Annie Basinger. The adopted son was known as Will G. Basinger. By the time of Mrs. M.M. Basinger’s death in 1924, the only children still living were Annie, William I., and Will G. Basinger. Based on census records and the ages of the children, the Basingers likely didn’t have more than two or three living at home at one time.

The Basinger’s daughter, Annie, married James Lemuel “Lem” Clark in 1893 at the age of 15. Lem Clark, son of William Lowe Clark and Victoria Gilbert Clark, was born in 1878 and

was 17 when he married. Lem was a deputy under Annie's father. Annie and Lem adopted a six year old boy from the Gainesville Orphans home and in 1899 had a daughter, Sylvia. In 1902, Lem Clark was elected to the position of Constable of Precinct Number 1 of Gainesville. He was killed on July 28, 1903 by J. J. Tripp, who ran a livery business and claimed Clark owed him a large bill that Clark denied. Clark later claimed Tripp owed him \$3 as part of a Court fine. After having a heated argument, Clark was walking away when Tripp shot him in the right shoulder and killed him. Tripp was immediately arrested but trial was repeatedly postponed until November 1904 when a jury acquitted him.

The murder of Lem Clark turned into a long feud between the two families. The first repercussion was when Clark's 16 year old adopted son, Will McCarty, decided to take matters into his own hands. He shot and killed J. J. Tripp. McCarty was sent to the Tarrant County sheriff before moving to West Texas to work on a cattle ranch. The second and final repercussion was when Sam Davis shot and killed Lem Clark's father, William Lowe Clark, on March 23, 1907. Davis had been drinking and shot Lowe Clark in front of a saloon, with many witnesses. In December 1907, Mr. Davis was sentenced to two years in the penitentiary.

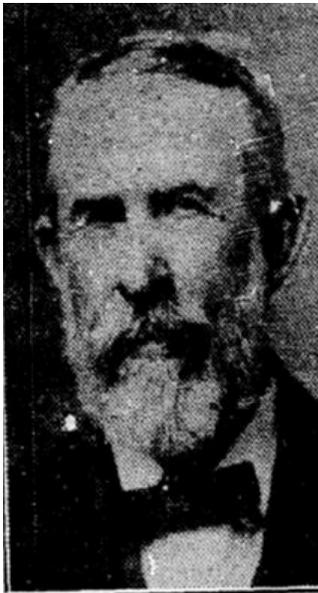
Annie Basinger Clark remarried in 1913 to Charles Cochran. They lived in the Victorian Cottage in Gainesville with Annie's mother, Mrs. Frances Basinger. Cochran's brother died one year later, leaving the Cochrans with two boys to raise. Annie's daughter Sylvia had one son, Clark McPherson, who came to live with the Cochrans in 1920 when Sylvia died. As Annie told the Gainesville Register in 1954, "I always have a wagonload of company and I love it."

## The 1890s Church



Left: The Old Church in its present day home at the Historical Park.  
Right: The Old Church shortly after being moved to our park from its original location at 17702 Frank Jackson Road, Renner, Texas.

Farmers Branch had the first Methodist church in Dallas County, founded in 1845 by Isaac Webb in his log cabin. A Texas State Historical Marker dedicates the original site of this church, located on Webb Chapel road between Selma and Veronica near Webb Chapel Cemetery. One year earlier, Thomas Brown, a Methodist circuit rider, gave the first sermon in the area in 1844 at the cabin of W. M. Cochran. In 1846, the congregation built a log church 18 feet square with a wooden floor. The first school in the community was held in this church. In 1903, a white church, much like this one, was built at Valley View Lane and Dodson Parkway, using some of the original timbers from the log church. The present Webb Chapel United Methodist Church was built in 1955 and again incorporated the timbers from the 1846 log church.



FRANK W. JACKSON.

The Old Church at the Historical Park is from Renner, Texas, a town established in 1888 as a stop on the Cotton Belt Railroad Line. In the present day, the area is just west of Coit Road, not far from Frankford Road. The town of 50 people was named for John A. Renner, the engineer in charge of developing the sites along the railroad. The first postmaster was Frank W. Jackson, who later donated the land on which our Methodist Church, a parsonage, barn, and vegetable garden were all built. The deed was signed in 1887. Around 1888 a large, two-story school house was built. It's now located at Dallas Heritage Village.

The Methodist Congregation organized in 1891. The church was apparently dedicated on May 18, 1898, according to the Dallas Times Herald. There was no preacher in 1898; instead, a circuit rider gave services for a congregation of 221. Records show that services in the church were discontinued in 1957. The church was briefly re-opened in 1965, but services were again discontinued in 1967. The

church was then used as a wallpaper store. Renner, Texas was incorporated into the city of Dallas in 1983. The church building was moved to the Historical Park in 1985, and restored in July 1988.

The Church is furnished and interpreted for the years 1890-1900. Unlike modern churches, there was probably little furniture in the church: a pulpit, pews, a pump organ, and later a piano. Kerosene lamps were used to provide light and air could be circulated by opening the windows and using hand-held fans. A potbelly stove would have provided heat in the winter. Two rooms on either side of the main aisle were Sunday school classrooms. The pastor's study was added when the church was updated in 1914. Attending church was often a day-long event, when families could meet other families and friends in the community.

Services were not held every Sunday because the early ministers were circuit riders who were responsible for several churches. In spring and summer, citizens organized camp meetings or revivals and preaching was done outside under brush arbors or tents.

When the church was used as a wallpaper store, Mrs. Grinns worked for the owner Mr. Blankenship and purchased the original pulpit from him for the cost of one cent. Mrs. Grinns later moved to Toronto, Canada where she used the pulpit as a bookstand. After learning the church had been restored, the Grinns family brought the pulpit from Toronto and donated it to the park.<sup>36 37 38</sup>

### **Key Furnishings for the Church**

- **PULPIT**—Original pulpit from Renner Methodist Church.
- **PEWS**—Originally located in a church in Blossom, Texas.

#### **Hands-on items for this area**

- **PUMP ORGAN**—1885 Estey, made in Connecticut, moved to a minister's home in England, and in 1985 was restored by Walter Moore.
- **PIANO**—1917, Mason, Hamlin Piano Company. Originally located in the Gilbert house from 1937 to 1952 when the McKee family resided in that house.

#### **Cheat Sheet Location**

- On pulpit

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<sup>36</sup> Gough, Joy, "Renner- Dallas," [Collin County, Texas History](http://www.collincountyhistory.com/renner.html), <<http://www.collincountyhistory.com/renner.html>>

<sup>37</sup> David Minor, "RENNER, TX," *Handbook of Texas Online*, <<http://www.tshaonline.org/handbook/online/articles/hvr33>>.

<sup>38</sup> Unknown, "Frank William Jackson," *FindAGrave.com*, <<http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=62293799>>

## The 1900-1915 Farmers Branch School



Left: the Farmers Branch School as it resides at the Historical Park.  
Right: the Farmers Branch School in 1915.

### History of Schools in Farmers Branch

Farmers Branch had the first school classes in Peters Colony, held in early 1845 in the Methodist Church. The first teacher was Thomas C. Williams. The second school was taught by Mrs. Mary Ann Ryland West in her home in fall of 1846. Apparently, her home was not in a central location, so a new school house was built on Rawhide Creek under teacher A. J. Downing. Mrs. West remains notable as the first female teacher in Dallas County. These early schools were private, sponsored by citizens who joined together to hire a teacher and build a school. The teacher's salary was paid through the students' tuition.

Mrs. G.L. Ford of Farmers Branch recalls going to school around 1859:

*"The school house was also used for a church by the Baptists and Methodists... Then we began the McGuffey's Reader Series. We had a little arithmetic. Very few ever passed common fractions. We were not taught writing until we were almost perfect in spelling and reading."*<sup>39</sup>

The school that Mrs. Ford attended was burned down at the beginning of the Civil War. The state constitution of 1876 provided funding for public or free schools and a public school was in operation by the late 1800s. Mrs. Ford took advantage of this to become a teacher:

*"One day my teacher told me that I could get a certificate... and teach a free school in that old log house... Consequently, I taught in the first public school this side of Dallas. There was no limit to age, sex, or color. However there were no Negroes. As to the age, they came from four to twenty-two. I surprised everybody by teaching a five month's term but my ambition for school teaching was about gone."*<sup>40</sup>

<sup>39</sup> "Beginning of Public School Education," *Elm Fork Echoes*, Volume XVII, April 1989, No. 1, p.7.

<sup>40</sup> *Ibid.*

The school house which is now located inside the Historical Park was probably built between 1900 - 1910 near the intersection of Valley View and Dennis Lanes. In 1915, the frame building was replaced by a brick structure on the same location. The old school house was divided into three sections; one part (now in the park) was used as a residence on Bee Street; one section was used by the First Baptist Church and torn down in 1980; and the third section, a porch, was used as an animal shed and later destroyed. This portion of the school was moved to the Historical Park in 1985 and restored to a one-room school appearance.

### Teachers

Many men and women have served as school masters and mistresses in Farmers Branch over the years. The first, in 1846, was Thomas C. Williams, followed shortly by Mrs. Mary Ann Ryland West who taught school from her home. Our school house is dated much later, from 1900 to 1915. During these years, Farmers Branch teachers included: Minni Moore (1908-1909), Fannie Baskett (1908-1909), Ednah Andrews (1909-1910), Mabel Killough (1910-1911), Mr. Linville (1914) and Miss Simpson (1914.) The average monthly salary for a teacher in Texas about this time was approximately \$53. Teachers had to follow certain rules, as determined by their community. For example, these rules are from 1915 in Wisconsin:

- You will not marry during the term of your contract. You are not to keep company with men.
- You must be home between the hours of 8 pm and 6 am unless attending a school function.
- You may not loiter downtown in any ice cream stores.
- You may not travel beyond the city limits unless you have permission of the chairmen of the board.
- You may not smoke cigarettes.
- You may not under any circumstances dye your hair.
- You may not dress in bright colors.
- You may not ride in a carriage or automobile with any man unless he be your father or brother.
- You must wear at least two petticoats.
- Your dresses must not be any shorter than 2 inches above the ankles.<sup>41</sup>

These rules do not apply universally to Farmers Branch, but are illustrative of restrictions on teachers at the time. We know that married women did teach students (Mrs. West taught in 1846.) As suggested by these strictures, teachers clothing was “very similar to that of the children they taught.” Clothing for teachers’ was more simple than fancy. Female mistresses wore long skirts with petticoats and puffy shirtwaist blouses. Stockings

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<sup>41</sup> Jerry Apps, *One-Room Country Schools: History and Recollections from Wisconsin* (U.S.: Palmer Publications, 1996), p. 29.

and lace up boots completed the outfit. Male school masters wore suits, ties, and lace up shoes as well. <sup>42</sup>

Teachers often had roles outside of what their modern counterparts typically do. They were the school's janitors, special events coordinators, and principals. Teachers may have spent time living with the families of their students if they did not have homes of their own in the area. The following article is from *The Texas Mesquiter* on Friday, January 1, 1915. <sup>43</sup>

R. C. and W. B. Love, who are engaged in teaching school at Cement and Farmers Branch, respectively, are spending the Christmas vacation with home-folk here.

Teachers of this era usually had to have some type of training in order to become teachers. In 1874, Governor Richard Coke stated that the need for "a sufficient number of educated and trained teachers" as the greatest problem facing Texas education. Texas established a law in 1879 which required teaching certificates including examination in "school discipline and methods of teaching."<sup>44</sup>



The Farmers Branch school and its occupants in the early 1900s.

Female teachers in particular can be considered fore-runners of our modern ladies. In 1900 about 15% of all women were employed in the labor force, making female the

<sup>42</sup> Blackwell Museum, *About the Teachers, One Room Schoolhouse*, <<http://www.cedu.niu.edu/blackwell/oneroom/aboutTeachers.shtml>>, accessed June 14, 2014.

<sup>43</sup> Davis, John E., editor. *The Texas Mesquiter. (Mesquite, Tex.), Vol. 33, No. 27, Ed. 1 Friday, January 1, 1915*, Newspaper, January 1, 1915; digital images, <<http://texashistory.unt.edu/ark:/67531/metaph400606/>> accessed June 14, 2014, University of North Texas Libraries, The Portal to Texas History; crediting Mesquite Public Library, Mesquite, Texas.

<sup>44</sup> Alan W. Garrett, "TEACHER EDUCATION," *Handbook of Texas Online* <<http://www.tshaonline.org/handbook/online/articles/kdtsj>>, accessed June 14, 2014.

teachers the exception to the female rule. By 1910, the percentage had jumped to 21% of women employed in the workforce.<sup>45</sup>

### Students

Unlike today's schools, several grade levels were frequently taught in the same room. One teacher from Farmers Branch recalls students aged 4 through 22 all learning in the same room.<sup>46</sup> Boys and girls were sat in separate areas, had separate cloak rooms for storing lunches and bags, and played separately at recess. Generally the girls wore dresses or skirts and blouses while the boys preferred shorts, pants, or knickerbockers and shirts.



A portion of a 1900s picture of the Farmers Branch School shows one boy holding a baseball bat and another proudly displaying the ball.

We know that base ball was a popular sport in Farmers Branch. In early Texas schools, portions of the walls were painted black so they could be written on with chalk. (This is where we get the term "blackboard.") Children sat at single or double desks and were taught the basics: reading, writing, spelling, history, and arithmetic. The most commonly used books in Farmers Branch, but also across the United States, were *Webster's Blueback Speller* and *McGuffey's Readers*. It was common to have a recitation bench in the front of the room, where children recited poems or speeches, multiplication

tables, and other memory work. School terms might vary from seven to nine months, sandwiched in between fall harvest and spring planting. Like the church, schools were also used for community activities like quilting bees, spelling bees, holiday celebrations, parties, church services, and political rallies.

Students also had to follow rules in school. The rules and regulations for students in Carrollton in 1902-1903 are as follows:

1. *The play grounds of the sexes shall be separate and distinct.*
2. *Delinquency in recitation, from tardiness, obstinacy, or other cause, must be made up either a recess or after school hours.*
3. *Pupils shall not leave the school grounds at recess without permission.*
4. *During the regular exercises of the school pupils are required to refrain from communication by speaking, writing, or signs, without special permission from the teacher.*
5. *The following things are absolutely forbidden to all pupils alike : (A) Absence or tardiness without excuse. (B) Smoking or chewing tobacco in the building or about the grounds.*

<sup>45</sup> Staff, "Timeline," Women In Texas History, <<http://www.womenintexashistory.org/timeline/>>, accessed June 14, 2014.

<sup>46</sup> "Beginning of Public School Education," Elm Fork Echoes, Volume XVII, April 1989, No. 1, p.7.

*Persistence in any of the above practices, after due warning has been given to parents or guardian may be punished by suspension or expulsion, at the discretion of the teachers and trustees.*

*Pupils are required to conduct themselves as ladies and gentlemen, and to observe punctually the directions that are given from time to time, as circumstances may dictate. We discard that pupils must do wrong because they are at school. We want no pupil here who must be watched. Our motto is "do right."*



Farmers Branch School House in 1915. Note the age ranges of the children and the way they are dressed. The third boy from the right has bare feet.

Students in the classroom had chores much like they did at home. Some would bring in wood for the fire, maintain the fire throughout the day, bring in water, clean and sweep the floors, or clean the erasers. Sometimes older students tutored younger students.<sup>47</sup> Some recollections of school life in Farmers Branch come to us from Mrs. Alice West Floyd:

*"We had no graded schools. The teacher was the absolute dictator. We had to furnish our own books. We did not have Arithmetic for every child, so the teacher wrote the "tables" on charts and the children used these. If the day was rainy and few children were able to go, the ones who went could go forward in their lessons as fast as they wanted to. The teaching was to individuals... We used slates which we held on our laps. There was a long writing desk against the wall with a bench where we had out writing lessons... We had a fireplace and a drinking bucket and common dipper, but each family had their own cups with their lunch."<sup>48</sup>*

Simply getting to school could be a challenge. Students typically walked whatever distance it took, some walking many miles to receive their education. Mrs. G. L. Ford recalls "our road [to school] was a narrow path through the tall grass and I remember jumping over snakes that were stretched across the path..." Wilton Gravely of Carrollton tells us that "One of the teachers [in Carrollton] was Miss Minnie Thorp. Miss Thorp's father operated

<sup>47</sup> Blackwell Museum, *About the Students, One Room Schoolhouse*, <http://www.cedu.niu.edu/blackwell/oneroom/aboutStudents.shtml>, accessed 6/14/2014.

<sup>48</sup> "Beginning of Public School Education," *Elm Fork Echoes*, Volume XVII, April 1989, No. 1, p.7.

an early version of the school bus. In bad weather, Mr. Thorp hitched his mules to a covered wagon, and drove from Fyke Road to the school, picking up children on road.”<sup>49</sup>

The Farmers Branch School seems to have been well supported by the local community. The April 11<sup>th</sup>, 1913 edition of the Carrollton Chronicle states:

*“Next Saturday Night, April 12, we are to have a regular box supper first and then ice cream will be served to those who wish it. The proceeds are to be extended in obtaining a laboratory for the better teaching of Agriculture, Physiology, Physical Geography, and Physics in the school... This is to be the last time you will be given an opportunity to contribute to the school this session.”*

In January 25<sup>th</sup> of 1915, the Carrollton Chronicle further reports: “The Civic Improvement League met... with Mrs. Tom W. Field... and plans were discussed for the improvement of our school. A box supper will be given... the proceeds to be used to buy a Victrola [sic] for the school.”<sup>50</sup>



Farmers Branch School, 1911.

<sup>49</sup> “Beginning of Public School Education,” Elm Fork Echoes, Volume XVII, April 1989, No. 1, p.7, 9.

<sup>50</sup> “First Decade of Public Schools,” Elm Fork Echoes, Volume XVII, April 1989, No. 1, p.15.

### Key Furnishings for the Farmers Branch School

- **GEORGE WASHINGTON PICTURE**—originally located in a school in Marshall, Texas. This print was common until the mid-20th century.
- **CLOCK**—Ansonia School House Clock, typical of clocks used in schools at the turn-of-the-century.
- **FLAG**— reproduction of a 45-star flag originally located in a school in Utah.

#### Hands-on items for this area

- **BUCKET AND DIPPER** — water fountain of the day used by all.
- **SLATES**—portable chalkboards used as teaching device at home and in some schools.
- **LUNCH BUCKETS**—Also called biscuit or bean buckets, these pails had lids and were used to transport food from home.

#### Cheat Sheet Location

- On top of teacher’s desk

### A Mock Lesson in School House

- 1) Warm Up
  - a) Exercises
  - b) Pledge of Allegiance
  - c) Hygiene check
- 2) Math Lesson
  - a) Put a challenging addition or subtraction problem on the blackboard or play a math game
- 3) Reading
  - a) Have several students take turns reading out loud from a particular passage of Mc Guffey’s readers
- 4) Writing/ Spelling
  - a) Choose a few words from the spelling list provided on the teacher’s desk. May also ask for words that rhyme or to make a sentence with the word. Good words include:
    - i) Sand
    - ii) Bucket
    - iii) Apple
    - iv) Rattlesnake
    - v) Baseball
- 5) History Lesson
  - a) Use the flag and the map to discuss the difference between the 1900 US and the modern U. S. geographically.
- 6) Punishment

- a) Select a volunteer to demonstrate punishments or ask the teacher to nominate students. Possibilities include: nose in a circle on the blackboard, holding books in outstretched arms, sitting in corner, having to wear a girl's bonnet, writing sentences on blackboard.

7) School Information

- a) Ask students to identify something different about this class from theirs such as:
  - i) Water bucket as water fountain
  - ii) Lunch pails
  - iii) Stove
  - iv) Number of grades and students in classroom
  - v) Teacher
  - vi) Desks
  - vii) Bathroom

## The 1920s General Store



The General Store was built in 2012 in honor of JoAnn Elliot Bond, the first President of the Friends of the Farmers Branch Historical Park. JoAnn passed away after a lengthy illness, and her husband, Charlie, wanted to commemorate her life with a generous donation to the Historical Park. Since JoAnn’s family owned the local chain of hardware stores – “Elliotts” – he thought a store in the park would be most appropriate.

The General Store is a new type of exhibit for the Historical Park in that the majority of the items in the store are meant to be “hands-on.” Most of the items on display are reproductions of items that would have been available in the 1920s. The items are not antiques, as anyone visiting a store today would want an item new and in a package, so would a shopper in the 1920s.

Our store is modeled after three stores that were operating in Farmers Branch in the 1920s: the W. Taliaferro & Son General Store, Jim Smith’s Country Store, and Corbit’s Store. Though there were other stores in the area at the time, such as the George Dennis Mercantile and Degan’s Grocery at Carrollton Square, research was limited to the Farmers Branch stores that had the most documentation.

Warren Taliaferro, a Civil War Veteran from Missouri, came to Texas after the war and married Nancy Ann Maria Webb, daughter of Isaac Webb. The family had six children, though only two lived to adulthood. Around 1901, Warren Taliaferro opened “W. Taliaferro and Son” at the corner of Valley View Lane and Bee Street where he sold dry goods, home goods, and hardware. His son, Herbert Warren, and daughter, Maggie May, helped their father in the store until his death in 1929. Herbert Warren kept the store open for another year and then closed it to become a Dallas County Tax Assessor.



**Upper Left:** W. Taliaferro and Son, a local General Store, between 1901 and 1929. Inside the store are Euclid Corbit, a rival store owner, Herbert Warren Taliaferro, and owner, Warren Taliaferro.

**Lower Left:** W. Taliaferro and Son, a local General Store, c. 1920. Inside the store are owner, Warren Taliaferro, and his daughter, Maggie May, who helped to tend the shop.



**Right:** Corbit's Store, c. 1920. Owners Euclid and Alpha Corbit inside their General Store. Photo courtesy of Sharon Marsh Cozart.

Euclid "Fatty" and Alpha Corbit also ran a store in Farmers Branch, though their inventory was mostly groceries. Both of the Corbits came from Kentucky, and Fatty worked as a night watchman at a gravel pit before running the store. The Corbit store was located at the corner of Valley View and Elder Streets, very near to W. Taliaferro and Son. Fatty visited the Taliaferro's at their store as evidenced by photographs of him there. In a photograph of the interior of Corbit's Store, a wooden locker is built into the room. The locker was a cooler where the Corbits kept meat that they butchered out back and sold weekly. A clock that hung next to the stove in the Corbit store now hangs next to the potbelly stove in the Historical Park store.

The Jim Smith Country Store is the store in Farmers Branch about which we know the least. James E. Smith spent all of his life in Farmers Branch. He died in 1941 and his occupation was listed as "Retired Merchant – General Merchandise." The long galley type set-up with wooden counters, rough hardwood floors and potbelly stove were all models for the store in the Historical Park. He is shown here in the far right of the photograph.



Farmers Branch Country Store, also called the Smith Store, c. 1920. Inside the shop are Ma Smith, Wilmer Burgess (a customer), Miss Chapman (a customer), Jim Smith, and Mr. Bridges.

Though few records remain of the stores in Farmers Branch, the town had a bustling downtown area along Valley View Lane in the 1920s with stores, garages, a telephone office, depot, and even a bank. Citizens of Farmers Branch had choices in where they shopped, and with other stores close by in Carrollton, there were plenty of stores from which to choose. Oral histories taken from Howard and George Dennis, Charlene Shehane, and Harold and Betty Dennis, state that the stores allowed their patrons to put their purchases “on credit” until their crops or livestock could be sold each year. Children could walk in the store and buy candy or other groceries to be put on their parents’ tab and paid at a later date. Sometimes eggs, butter, or other items could be bartered for goods in the stores if the storekeeper chose to accept them for payment.

### **Key Furnishings for the General Store**

- **CASH REGISTER** – 1910 Nickle-Plated National Cash Register. The register was considered the work horse of brass cash registers, but was affordable for small stores.
- **CLOCK** – 1900 wall clock that originally hung in Fatty Corbit’s store next to a potbelly stove.
- **CASH DRAWER** – a small display case with a drawer in the bottom. A special combination of finger holds is required beneath the handle to open the drawer. From a store in Anthon, Ohio.
- **ROSE SALVE** – the smallest tin in the medicine cabinet, the salve was first invented by a druggist in 1892. It is used for chapped lips, blemishes, and to add ‘color’ to the lips.

### Hands-On Items for this area

- **HORSESHOES** – usually made of steel, horseshoes are nailed to the bottom of horses' hooves to prevent damage to their feet as they walk, work, or run. A person whose job it is to take care of a horse's foot and applies the horseshoe is called a farrier.
- **DAZEY CHURN** – the process of making butter is more than 4,000 years old. In the 1800s, butter was commonly made with stoneware churns. By 1915, the Dazey Churn was becoming popular. The churn could sit on a table, and by turning a hand crank, a wooden paddle churned the butter much faster than a traditional churn.
- **FEED SACKS** – Bulk goods (feed, flour, fertilizer) were often sold in cloth bags. White flour sack was used to make hand towels, aprons, and shirts. With the fall of cotton in the 1920s, manufacturers began using colorful patterned bags for bulk goods. Families began using the fabric to make clothing so it was important to get as much of one pattern as possible. In our store, one bag is a different pattern. Woe to the husband who brought home the mismatched bag!

### Cheat Sheet Location

- On top of cash register

## The 1936 Texaco Service Station



Left: the Texaco Service Station in the Historical Park  
 Right: Arthur "Ray" Millaway and his father Alfred Millaway in front of their Texaco Service Station, Farmers Branch, 1930s

Gas stations, also called service stations or filling stations, were originally established as places where people could purchase gas and oil. In the late 1800s, farmers and townspeople alike used petroleum products, mostly kerosene, for heat and light. These products were sold at general stores or delivered by wagon. When Henry Ford began mass producing gasoline powered automobiles at a price almost anyone could afford in 1903, however, the rising number of cars created a need for gas stations. The "first" service station ever constructed was probably the Standard Oil service station built in 1907 in the Seattle, Washington area. It did not look like modern gas stations, but instead had one shed with a 30-gallon gasoline tank and a garden hose to dispense the gas into a car engine. This first service station attracted almost 200 customers each day.

The service station quickly became an important business, growing from one service station in 1906 to 15,000 stations nationwide by 1920, and about 121,000 gas stations today. The earliest service stations were self-service. They sold only gas and oil. Clean public bathrooms were not the standard at service stations until 1940. In the 1920s, however, full service was introduced. This was part of a business strategy: to remove the image of dirty sheds and shacks, and replace it with clean, attractive stations and attendants to attract more customers. Service station attendants would not only pump gas directly into your car for you, but also clean the windshield, and check the oil, tires and water. Tall, glass-domed, visible gasoline pumps, such as the one at the Historical Park, and metal advertising signs appeared at this time.

The first person in Dallas County to own a car was Colonel Ned Green. It took 5 hours to drive the car from the railroad station in Terrell to Dallas in 1899. This distance of approximately 30 miles would take only 30-45 minutes to drive today. By 1907, there were so many automobiles in Dallas that the city had to pass its first automobile ordinances:

setting the speed limit at 8 MPH, requiring a driver's license, and requiring each vehicle to have a horn.

Helms and Flohe tell us that "in the 1930s, the gas station became an integral part of the landscape and our lives. By 1933, there were over 24 million registered automobiles in the United States. Stations became more complicated and sophisticated in design. Stations also began to offer a variety of merchandise other than oil and gas. Items such as tires, batteries, belts, and wiper blades began appearing."<sup>51</sup> Stations also sold roadmaps and soft drinks to travelers. In concert with the new services provided at stations, the station attendant had to be equal parts gas pump operator, auto mechanic, and salesman. Companies developed uniforms for service station attendants to project an image of cleanliness and respectability. Dark pants, white shirt, with a company logo jacket and hat were the traditional uniforms in the 1930s.

A Texaco Gas Station was the first such business in the Farmers Branch area in the 1930s. Arthur Raymond "Ray" and Ina Millaway owned a Texaco Gas Station and a café right next door to each other in downtown Farmers Branch. Ina ran the café for over ten years. Ray was also one of the city's first councilmen.

The replica structure at the Historical Park incorporates many of the architectural features of that first gas station. The oblong box shape represented a substantial increase in size over 1920s gas stations, but was still fairly cheap to construct as most were prefabricated and easy to maintain. The exterior is painted in bright company colors to attract customers and establish market recognition. A canopy covers the pump area to provide shade. These features were common at gas stations from the 1930s to the 1970s, until they were replaced by modern gas stations.

The Texas Fuel Co., later know as Texaco, was organized in March 1901 and was able to purchase crude oil from the Spindletop field. By 1928, the company was the first oil company to market in all 48 states. Texaco developed oils and other motor components to sell in addition to gasoline. Today, Texaco has more than 2,000 service stations in the United States and is ranked as the second most powerful brand behind Chevron.<sup>52</sup>



Ina Millaway with the Texaco Service Station she owned by with her husband on the right.



The 1913 Texaco logo.

<sup>51</sup> Helms, Todd, and Flohe, Chip, *Roadside Memories: A Collection of Vintage Gas Station Photographs*, 1997.

<sup>52</sup> Staff, "History of Texaco," *Texaco*, <<https://www.texaco.com/about-timeline.aspx>>, accessed July 17 2014.

Gas Stations were the first businesses in America to begin the age of mass marketing that we are all familiar with today. We can travel across the country and eat identical hamburgers, drink the same soft drink, count on clean public restrooms, and put the same gas in our vehicles, and that trend was introduced to America through gas stations such as the one that our building represents.

### **The 1936 Cab Over Engine Ford Truck**

Inside the gas station is a 1936 Cab Over Engine Ford truck that was originally used here in Farmers Branch at the Glad Acres Farm, located just off of present day Marsh Lane. The Glad Acres Truck underwent significant restoration and was placed in the Historical Park in 2001. The unique position of the truck's cab directly over its engine (hence "Cab Over Engine" or "COE") give this truck its distinctive flat front. To work on the engine, it becomes necessary to remove the cab's floorboards. Because COEs have relatively short wheelbases, they are more maneuverable than some of their more typically arranged kin. A law passed in 1982, which restricted tractor trailer trucks to 55 feet in length, contributed to the decreasing popularity of these trucks. Children are fascinated with the roll down windows, unadjustable seat, and uncomfortably un-ergonomic pedals.<sup>53</sup>



The Glad Acres Farm was one of the last major farms in the Farmers Branch area. It was sold in the 1960s to make way for residential and commercial development and is now the site of Brookhaven Country Club. The white pillars marking the entrance to the farm still remain at the northwest corner of Marsh and Valley View Lane.<sup>54</sup> The 1,240 acre Glad Acres

<sup>53</sup> Kolman, David, "Cabover Cool: A Disappearing Truck Style," *RoadKing*, <<http://roadking.com/truckers/cabover-cool/>>, accessed July 17, 2014.

<sup>54</sup> Richter, Marice, "Having Fun at 50- Farmers Branch Salutes its History," *Dallas Morning News*, April 21, 1996, <[http://www.rootsweb.ancestry.com/~txccarro/GeneralHistory/FB\\_Fun\\_at\\_50.htm](http://www.rootsweb.ancestry.com/~txccarro/GeneralHistory/FB_Fun_at_50.htm)>, accessed July 17, 2014.

Farm was owned and operated by R. B. George, who moved to Farmers Branch in 1933. Mr. George was a devoted supporter of the Children’s Hospital of Texas (now the Children’s Medical Center of Dallas), having helped to raise a quarter of a million dollars for its construction and operation. The Farm itself raised thoroughbred horses which lived in six heated barns and practiced on a private race track. There was also a 70-acre yard, a house, guest house, swimming pool, five cottages, two private lakes, and a speed boat. <sup>55</sup>

### **Key Furnishings of the Texaco Service Station**

- **1936 MAP**—map of Texas with tiny illustrations of attractions throughout the state to visit while on the road.
- **GAS PUMP**— Texaco pump that used gravity to dispense fuel into cars. The white pump handle was cranked until the appropriate amount of gas had filled the reservoir, the hose was inserted, and the gas was then released.
- **CANDY** – candy was available to guests in jars and were bought by the piece. The prices on the jars is right for 1936.
- **COCA-COLA ICE CHEST** – cokes in bottles would have been available to customers.

#### **Hands-on items for this area**

- **1936 FORD COE (CAB OVER ENGINE) TRUCK** —used on Glad Acres Farm, owned by the George Family here in Farmers Branch. The truck was used to haul horses in a trailer that no longer exists.
- **CHECKERS/DOMINOES** — the gas station was a favorite hangout for the men of the community. Sometimes games such as checkers or dominoes were available for them to play or for attendants to occupy themselves while waiting for the next customer.

#### **Cheat Sheet Location**

- On top of cash register

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<sup>55</sup> Zepp, Fred, “Dallas County Beauty Spots: Glad Acres Farm,” Dallas Morning News, January 24, 1940, <[http://www.rootsweb.ancestry.com/~txccarro/Business/Glad\\_Acres/index.htm](http://www.rootsweb.ancestry.com/~txccarro/Business/Glad_Acres/index.htm)>, accessed July 17, 2014.

## The 1937 Dodson House



The Dodson house was built in 1937 by Ross Faulkner for William and Maude Dodson. The original location of the house was approximately 200 feet to the southwest of the present day location. By 1942, the Dodsons realized the mistake of building so close to a flood prone creek and recruited the help of friends and neighbors to move their home to higher ground. The house and garage were moved, a new grill house was built, and a sunroom was added to the home.

In 1946, William Dodson and friends Oran and Truett Good, Thomas Reeder and Roy McKee, formulated a petition for the incorporation of Farmers Branch and obtained 38 signatures, 18 more than necessary! William Dodson was elected the first Mayor of Farmers Branch and served from 1946-1948. Many of the early planning meetings and three of the first Council meetings were held at the Dodson House.

In the early formative years, there were no city employees, so Councilmen had to take care of city business after working a full day at their regular job. The community helped by raising money for a Fire Station and City Hall. Before a City Hall was built in 1948, meetings were held at various locations in the city, including the Dodson House, the Depot, the Methodist Church, and the Masonic Lodge.

The City of Farmers Branch purchased the Dodson House in 1981 from Maude Dodson, but did not take possession until 1983. In 1989, the Dodson House underwent a major restoration. A new foundation was built. The interior and exterior of the structure were repaired and the bath and kitchen were modernized to accommodate wedding receptions and meetings.

In 1990, the garage and well-house received similar restoration. The garage is currently used as a Museum Store. The well-house was restored by Kirk Schmidt, from Boy Scout Troop 713, as his Eagle Scout service project.

In 2001, the exterior of the Dodson House was restored. Much of the original siding was replaced and repainted. The appearance of the Dodson House today is indistinguishable from early photographs of the home.

Today the Dodson House serves a variety of functions. The offices of the Historical Park are upstairs while the downstairs is regularly used for meetings, receptions, and group tours. Farmers Branch has also changed, growing from a population of 752 in 1946 to over 27,000 today – a lasting legacy to William Dodson and his goal of creating one of the finest cities in North Texas.

## Collections Care for Volunteers

By Hillary Kidd, Curator

As a museum, the Historical Park is an institution of public trust. We are entrusted by the City of Farmers Branch to hold items of historic import in safekeeping for the community and for posterity. There are strict guidelines set by the American Association of Museums and other organizations, such as the American Institute for Conservation, that govern how collections are handled from donation to disposal. Following these guidelines ensures that the museum remains in good standing and our history is protected. Congratulations! By volunteering for the Historical Park, YOU are now a part of our legacy and will play an important role in the education of future generations!

### **VOLUNTEERS ARE OFTEN THE FIRST LINE OF DEFENSE FOR COLLECTIONS CARE.**

School tours and special events bring many guests to the Historical Park. Because we have such a small staff, we cannot be everywhere at once. You are often the first and only contact with the public. While your main goal is to engage and educate a visitor, you are also there to protect the collection. Proper training can help you be more comfortable with what you and the visitors should and shouldn't do in the structures.

For volunteer purposes, there are two main types of collections in the Historical Park:

- **Permanent Collection** – items that are “accessioned,” are irreplaceable and should not be handled if at all possible. These items are designated with an accession, or accounting, number like this “86.210.35,” and have significance to the history of Farmers Branch or a certain time period.
- **Expendable or Teaching Collection** – items that are not part of the permanent collection, are of low financial or cultural value, is a reproduction, or is meant to be handled or used. These items have a number as well, but it has an “X” at the front to identify it. For example, a chamber pot is easy to come by and may have an ID# of “X.127” on the bottom.

Items with an “X” on them are safe to handle, however, please refer to the lists of “Hands-on Items” included in the information for each structure to know what is safe to pick up and/or pass to visitors.

### **THE #1 REASON FOR BREAKAGE IN A COLLECTION IS HUMAN CONTACT.**

The structures and exhibits are arranged with intent (even if it looks messy!), so please do not move or handle the objects unless absolutely necessary. Even if an object looks ok, it might have problems that you can't see. If you must handle something to prevent damage, please use the following guidelines:

- Make sure there is plenty of room to move. Politely ask guests to step back, if they might impede your movement.

- Before touching anything, look at where you intend to move the object. Is the pathway clear? Is there enough room to set it down?
- Wear gloves if it all possible. Even the cleanest hands have dirt and oil on them that can damage an artifact. There are gloves in each structure. Check the structure information sheet for locations.
- Identify the strongest part of the object (often the base or center of gravity) and hold it at this point. Do not pick an object up by handles, rims or protrusions as these are often the weakest parts.
- Using both hands, move only one object at a time, slowly and thoughtfully. If there is more than one part to an object, move them separately.
- Do not push or pull an object across a surface.
- Never remove an object from the structure.

Even when showing “hands-on” items, it is best to use these handling techniques for two reasons:

1. It teaches respect for museum objects to the guests.
2. You become aware of yourself and the objects in the space and will move slower and more thoughtfully, lessening the chances of harming a permanent collection piece, i.e. leaning something against a wall that could fall, sitting something on the edge of a surface, etc.

If you are unsure as to whether something is from the permanent collection or the expendable collection....ASK! If you aren't sure how to properly handle an object....DON'T!

Lastly, accidents happen. A living history museum by nature requires limited barriers to the objects used to teach. With proper training, most breakage can be avoided, but even the most vigilant Docent can't prevent every occurrence. DON'T PANIC! But do notify the Curator or another staff member as soon as possible so that it can be addressed.

**Tell the Curator (or a staff member) if:**

- an object gets broken.
- an object is in an unsuitable place, or impedes movement or flow for tours.
- the structure or a fixture needs repair.
- you have ideas for exhibits or objects you think would enhance visitor experience.
- a guest wants to donate an item to the Historical Park. Do not accept a donation or allow a guest to drop off an item as it creates a liability issue for the city.

## Costumes and Historic Attire

In a 2008 survey of over 5,000 museum visitors at living history sites, 76% of visitors reported “talking with historically-costumed staff” as one of their favorite ways to learn at a museum.<sup>56</sup> Living history is an excellent way to help draw our visitors in to learn about the past and a huge part of living history is its attire. (Learn more about living history strategies on page 19.) The Historical Park strongly encourages Docents to wear historically appropriate costumes when giving guided tours and educational programs. Interpretive costumes can be fascinating and grab the interest of visitors. Costumes encourage Docents and visitors alike to *experience* history, rather than merely hear about it.

It is important to be as accurate as possible. A half-attempted outfit looks sloppy and connotes to your audience that you aren’t as dedicated or knowledgeable as you really are. Conversely, an excellent, accurate outfit lends you authority.

### What costume is appropriate?

The appropriate historical clothing will be different for each building. Patterns are available in the Historical Park office, as well as many reference books with photos and depictions of clothing styles. It is suggested that you spend some time researching photos and pictures to familiarize yourself with clothing of the period. There are some brief guidelines listed here, but more thorough examinations of historic attire follow this section.

For the Log Culture Area, work or day clothes are most appropriate. Briefly, women will need to wear a cotton dress, apron, head covering, and leather work boots. Men should wear denim, cotton, or wool pants or coveralls, with a cotton or denim shirt, and black work boots. More information is available in the “1840s-1860s Fashion” section on page 85.

For the Victorian Cottage, Church, and Railroad Depot, Victorian clothing is more appropriate. Victorian women wore either full dresses or matching skirts and blouses, often with flounces and bustles. Hats, gloves, and parasols were all considered staple parts of any outfit. Black button-up boots are also appropriate. Men wore pressed trousers, crisp shirts, fitted vests with suspenders, and matching jackets. If the gentleman is at ease, a coat is not required. Black or brown leather shoes are appropriate. More information is available in the “1870s-1890s Fashion” section on page 89.

For the School and Church, Belle Epoch or Edwardian fashion is most appropriate. There are similarities to Victorian Fashion, especially in hats, but women now wore shirtwaists or day dress in cotton or a walking suit, and black boots or low heeled shoes. Men may wear dark pants, a white shirt and black shoes to represent everyday or for

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<sup>56</sup> Reach Advisors, “Top Ten, No, Fourteen List of Interpretation Preferences,” *Museum Audience Insight*, June 24, 2008, < [http://www.reachadvisors.typepad.com/museum\\_audience\\_insight/2008/06/top-ten-no-fourteen-list-of-interpretation-preferences.html](http://www.reachadvisors.typepad.com/museum_audience_insight/2008/06/top-ten-no-fourteen-list-of-interpretation-preferences.html)>, accessed July 15, 2014.

Sunday best, add suspenders or a vest. More information is available in the “1900s-1910s Fashion” section on page 92.

For the General Store, 1920s clothing is most appropriate. For women this means skirts to the knee or ankle, dropped waist dresses, heeled pumps in leather, and hats including cloche hats. For men this means slacks, a pressed shirt, and a vest if fancy or a buttoned shirt and overalls if more casual. More information is available in the “1920s Fashion” section on page 98.

For the Dodson House and the Gas Station, 1930s and 1940s clothing is most appropriate. Women should wear day dresses and small, square heels with stockings. Gloves and hats are still popular in this era. Men should wear dark pants and a white shirt with black shoes. At the gas station, the Docent should wear a logo hat, jacket, coveralls, or overalls. More information is available in the “1930s-1940s Fashion” section on page 104.

### **How do I get a costume?**

The Historical Park wardrobe has many appropriate costumes that are available on loan to Docents. Docents are responsible for cleaning and maintaining these costumes while in their possession. Alternatively, Docents may want to make their own costumes. Patterns are available in the Historical Park office, as well as information on companies who specialize in reproduction historic clothing. All historic attire worn for Historical Park tours or events needs to be approved by the Museum Educator prior to use, so it may be helpful for you to discuss your outfit with the Educator before you purchase anything new.

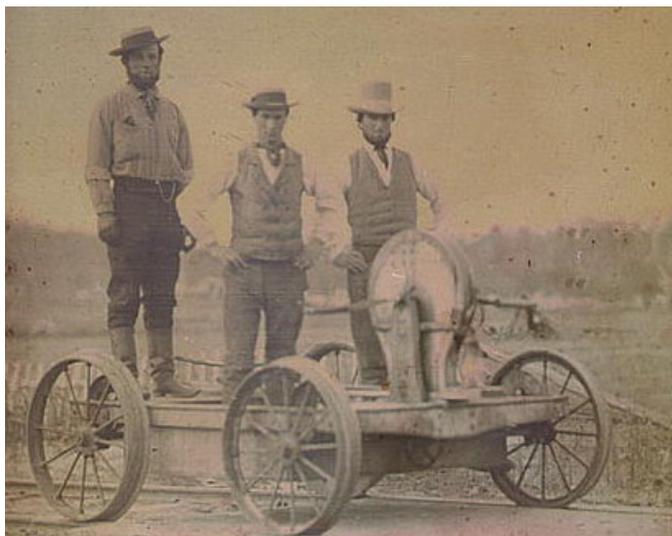
### **Other Costume Items**

In addition to the costume, there are other aspects of costuming that are equally important to approximating a historic appearance.

- **Hair:** Hairstyles have changed considerably over time. Docents should make every attempt to wear an appropriate hairstyle or head covering like a hat or scarf. If this is not possible, then acknowledge to your guests or students that your hairstyle isn’t quite right and discuss what would have really been done.
- **Jewelry:** Avoid wearing modern jewelry such as wristwatches, rings, earrings and necklaces. There is historic jewelry available in the wardrobe room and the Museum Educator may be able to help you find something appropriate.
- **Make-up:** Most of the time periods represented at the Historical Park do not require any make-up. Make-up was first popular with young women in the 1920s, but styling and colors were significantly different from today. Please do not wear any make up or nail polish on tours or for special events.
- **Shoes:** Tennis shoes or modern athletic shoes are inappropriate with historic attire. There are a number of modern styles that mimic older shoes, and the Museum Educator can help you to find the proper footwear or can help to buy you shoes from the right era. Generally, dark leather shoes are best. Boots and low heels were popular for a number of years.

- **Perfume:** Please refrain from wearing strong scents or modern perfumes. “Tropical Breeze” or “Fun Coconut” certainly weren’t around back in the 1920s, but Chanel No. 5 was invented in 1919. Research the history of your favorite scent and you may have a fun talking point for your guests!
- **Eyeglasses:** Please do wear your prescription glasses when you volunteer with us. If you have contacts or reproduction historic eyewear, please wear them instead of colorful plastic frames. Sunglasses should be avoided unless recommended by a doctor. If your choice in eyewear is modern, just let visitors know that your glasses aren’t accurate.

## 1840s-1860s Fashion



Three railroad workers, 1850-1860, Library of Congress.

This was the time of the first significant Anglo settlement of North Texas. Many of the men and women who moved to Peters Colony travelled here by horseback and wagon. Upon arrival, they built homes and business, cleared and farmed land, and raised animals and children. Frustrations such as sun, rain, wind, and cold would have had significant influence on the attire of these people. Fabrics during the mid-century were primarily linen, wool, cotton or silk. Silk likely would have been an extreme luxury in Farmers Branch, with cotton being worn during

warm weather and wool during the cooler months.<sup>57</sup> In 1846, the Cochran family even planted the first test plot of cotton in Dallas County!

### Women

In her 1838 diary, Myra Eel recommends that in order to travel to the West, "a lady should have a good green [wool] dress and a loose calico dress to wear when she does not need her cloak. Her underclothes. . . should all be colored. They ought to have three changes to wear on the journey. They should have a Florence bonnet or a variegated straw... A lady should have a pair of gentlemen's calf shoes and be well supplied with stockings and shoes."<sup>58</sup>

Women during the middle of the 19th century wore many printed fabrics. Printed cotton calico, homespun, and gingham are all mentioned in the diaries of women travelling west with wagon trains. Their primary pieces of clothing were dresses with separate skirts and blouses being far less common than the all-in-one variety. During this time, dresses changed very little. Most consisted of "tightly fitted bodices with a natural waistline, low armseye and either attached or separate voluminous long skirts."<sup>59</sup>

The sun was a constant enemy for women in the southern and western states and territories. Quoting from the diary of one woman, "the sun scorched my face — it felt on

<sup>57</sup> Huelman, Megan, "What Did Women Wear West: Fabric," Fibers of Function: Women's Clothing on the Trails West, University of Nebraska-Lincoln, 2011, <<http://segonku.unl.edu/~mhuelman/analysiswhatwearfabric.html>>, accessed 14 July 2014.

<sup>58</sup> Dury, Clifford Merrill and Carson, Mina eds., On to Oregon: The Diaries of Mary Walker and Myra Eells, University of Nebraska Press, 1998.

<sup>59</sup> Huelman, Megan, "What Did Women Wear West: Clothing Style," Fibers of Function: Women's Clothing on the Trails West, University of Nebraska-Lincoln, 2011, <<http://segonku.unl.edu/~mhuelman/analysiswhatwearclothing.html>>, accessed 14 July 2014.

fire — Mr. Shores took particular pains to caution us against getting our complexions spoilt - even Anne he talked to about covering her arms he said he hated to see a woman's fine skin burned up -- Mr Shores! Thou wert a man!!"<sup>60</sup> Some sunbonnets had wooden slats to support the brim, others had long hoods or flaps that protected the neck. Their shape varied widely while the function remained constant. Braided straw sunhats also appear to have been in use in Texas during this time.<sup>61</sup>

Another indispensable piece of 1840s-1860s attire is the shawl. Crocheted, plain, plaid, paisley or striped: shawls functioned to keep a woman warm, but also to dress up her outfit. Much larger than shawls of today's standards, they were typically over 6 feet square and were folded into a large triangle and draped over the shoulders.<sup>62</sup> Sometimes, shawls were crossed in the front and tied in the back.<sup>63</sup>



Left: Shawl, Metropolitan Museum of Art, 1840-1860  
Right: Reproduction of an existing 1850s pioneer dress, University of Nebraska-Lincoln.

Aprons, too, were popular during this time. Some ornamental aprons, made of thin fabric, were worn for special occasions, but typically an apron was worn to protect a woman's clothing while she worked.

Among the more wealthy, crinolines or hoop skirts became incredibly fashionable and necessitated the addition of under-petticoats, over-petticoats, drawers, and more. In

<sup>60</sup> Quoted in Holmes, Kenneth L., ed., *Covered Wagon Women: Diaries & Letters from the Western Trail, Vol. 1-11*, Glendale, CA: Arthur H. Clark Company, 1984.

<sup>61</sup> Mills, Betty J., *Calico Chronicle: Texas Women and Their Fashions*, Texas Tech Press, Luccock: 1985, p 17.

<sup>62</sup> *Ibid*, p 47-51.

<sup>63</sup> Huelman, Megan, "What Did Women Wear West: Accessories," *Fibers of Function: Women's Clothing on the Trails West*, University of Nebraska-Lincoln, 2011, <<http://segonku.unl.edu/~mhuelman/analysiswhatwearaccessories.html>>, accessed 14 July 2014.

1856, many crinolines were made from steel hoops arranged in a “cage” and held together with hoops. These massive hoops required significant amounts of fabric to cover them, and were a symbol of status for the wearer and her family.<sup>64</sup>

## Men

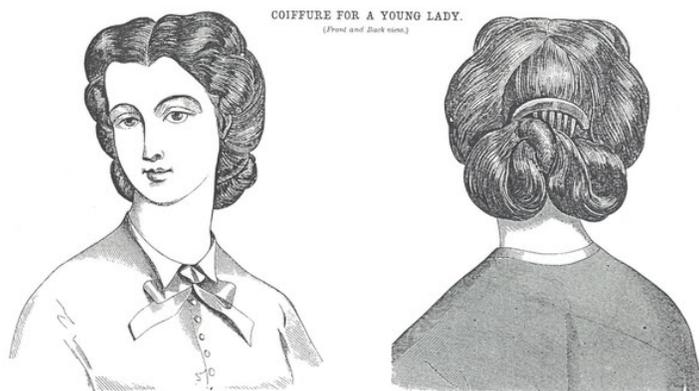
For men, trousers, shirts, and waistcoats, worn with hat, braces, and sometimes a cravat, were standard. Likely the cravat, and perhaps the vest, may have been left off during hot or hard labor. Boots were leather and thick, although sometimes moccasins were worn too. Tradesmen wore aprons of leather or canvas to protect their attire as well. For fancy occasions, vests in intricate patterns and colors were acceptable as were watches on chains.

## How to Achieve this Look

**Undergarments:** Women of this era regularly wore drawers, corsets, and corset covers. Volunteers at the Historical Park are not required to wear these items unless they wish to. Instead, an undershirt such as a white tank top or slip in lieu of a chemise will suffice. Please wear a petticoat or two. Even women travelling to Texas wore petticoats, and it makes your dress fall in a much more authentic and modest way.

**Shoes:** Shoes during this time were primarily leather boots or moccasins. Please refrain from wearing modern tennis shoes or sandals while in historic dress. Button boots were not yet popular, instead, boots typically laced up the side.

**Hair:** When outside, a low bun or modern hairstyle can be easily concealed beneath a bonnet or sunhat. For fancy occasions, women often styled their hair in low buns with a center part. Loops of hair or braids connected to the bun, elegantly hiding or looping in front of the ear.



**Make-up:** Please refrain from wearing make-up when interpreting this era. It is not appropriate and visitors, even children, do notice. Make-up during this time was seen as most inappropriate. Mrs. Mary

Philadelphia Merrifield was so upset by the idea of women wearing make-up that in 1854 she wrote the following: “we violate the laws of nature when we seek to repair the ravages of time on our complexion by paint... or conceal the change by dyeing our own grey hair... To do either is not only bad taste, but it is a positive breach on sincerity... it is acting a lie to

<sup>64</sup> Staff, “What’s all the Hoopla?,” [The Ultimate History Project](http://www.ultimatehistoryproject.com/crinoline.html), <http://www.ultimatehistoryproject.com/crinoline.html>, accessed 14 July 2014.

all intents and purposes, and it ought to be held in the same kind of detestation as falsehood with the tongue.”<sup>65</sup>

### **More Information**

#### Online Resources:

- Huelman, Megan, Fibers of Function: Women’s Clothing on the Trails West, University of Nebraska-Lincoln, 2011, <<http://segonku.unl.edu/~mhuelman/>>.

#### Available in the Historical Park’s Library:

- Mills, Betty J., Calico Chronicle: Texas Women and Their Fashions, Texas Tech Press, Luccock: 1985.
- Dury, Clifford Merrill and Carson, Mina eds., On to Oregon: The Diaries of Mary Walker and Myra Eells, University of Nebraska Press, 1998.

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<sup>65</sup> Merrifield, Mary Philadelphia, Dress as a Fine Art, Project Gutenberg Ebook, <<http://www.gutenberg.org/files/34092/34092-h/34092-h.htm>>, accessed July 11, 2014.

## 1870s-1890s Fashion



The high Victorian fashion of the late 19<sup>th</sup> century is marked by two things: an emphasis on the rear and an increased complexity. Fabric, rather than being spread out in full skirts as it was in the mid-century, is gathered into the back of a dress or skirt in flounces and tufts, with complicated pleating, tassels, and accessories. Hair, too, is emphasized at the back of the head in loops and curls and bumps. For working women, these forces still held an effect, although some of the fussiness was reduced.

### Women

When it comes to Victorian women's clothing "the puff at the rear... was the outstanding feature of the early 'seventies...."<sup>66</sup> The decades between 1870 and 1899 are often referred to as the "bustle era" because of this most distinctive feature of women's dress.

Bustles changed during this era, growing larger and smaller as the years progressed, but basic elements remained. Dresses were long, often only the toe of a shoe was visible, with long sleeves, high collars, and, for fancy occasions, trailing trains from the back. At the very end of the century sleeves increased in poof, while the bustle receded into a more natural shape. Underclothes were restrictive and complicated with many different pieces being worn at once. Hairstyles, hats, and most other accessories were also complex. Gloves are very common during this era, including fingerless gloves such as those worn by Isabelle Gilbert in 1875.

Two examples of Victorian Fashion in Texas. Above: Isabelle Gilbert c. 1875, Below: Portrait of George and Bettie Reynolds, taken in Dallas County, c. 1880, from the Portal to Texas History.



<sup>66</sup> Gernsheim, Alison, Victorian and Edwardian Fashion: A Photographic Survey, Dover Publications, Inc., New York: 1981, p 60.

## Men

Attire for men seems to have changed relatively little in the Victorian and Edwardian eras. Author Alison Gernsheim laments that “since before the introduction of photography men have been wearing plain cloth suits consisting of long trousers, coat or jacket, and a waistcoat more or less fanciful according to period.”<sup>67</sup> Clothing for men was generally somber and varied only a little based on the formality of the occasion and the man’s profession. “Men’s clothes became practically a uniform.”<sup>68</sup>

### How to Achieve this Look



**Undergarments:** The most important part of a Victorian outfit is what no one sees: the undergarments. Consult with the Museum Educator about the proper undergarments for your outfit as this can vary extensively during this period. You can expect to wear a petticoat and possibly a bustle. A bustle doesn’t have to be a large metal and fabric contraption, but can also be a small pillow tied around the waist. Your outfit and comfort will dictate which manner of bustle is best. And don’t worry about looking ridiculous: you probably will look a little silly. Even Victorian people acknowledged that bustles were a little strange.

Left to Right: a satirical drawing comparing women’s bustles to snail’s shells, from Punch magazine, 1870; English bustles 1875-1885; Bustle, 1881.



A white tank top, slip, or chemise is ideal for under your blouse or dress. Although women of this era regularly wore drawers, corsets, and corset covers, we will not require

<sup>67</sup> Gernsheim, Alison, *Victorian and Edwardian Fashion: A Photographic Survey*, Dover Publications, Inc., New York: 1981, p 22-23.

<sup>68</sup> *Ibid*, 23.

this of our volunteers. However, if you are interested in being more accurate, please let the Museum Educator know so she can outfit you with the appropriate garments.

**Shoes:** For more practical women, leather work boots continued to be popular. For going out or fancier occasions, high button boots were the most common. The complex buttons on these boots required a special buttonhook tool to close them all. Evening events required low heeled pumps or slippers, often with matching ribbon bows on the toes.

**Hair:** Hair of this period was incredibly ornate and intricate. Often, the most popular styles required much more hair than the average human head could produce. Thus, fake or real human hair was added to most styles in the form of curls, braids (called plaits), bumps, or other features. Collections of one's own hair gathered into a useful puff which would pad out any hairstyle were called "rats." One doctor in 1874 complained that "The fashion of wearing false hair has become so universal that the exception of the few persons content with the crop Nature has supplied simply serves to prove the rule."<sup>69</sup> Little Women, published in 1868, illuminates how this excess hair was procured: middle class women often sold their hair much as Jo did in the novel. Because of the dramatic hairstyles, hats and other adornments were tilted forward on the head. Hair dictated how hats were worn, not the other way around.<sup>70</sup>

Creating hairstyles of such complexity can be a huge challenge for modern women. Not only does it require a large amount of hair and time, the hairstyles can often be quite uncomfortable when they are first worn. The Historical Park supports you if you decide to try to mimic some of these hairdos, but also supports you if you opt to discuss what hair might have been like with our visitors rather than model it yourself. Wigs, clip on hair pieces, and hats can all help disguise modern short hair. Please contact the Museum Educator if you would like some suggestions or help with styling.

**Make-up:** Please refrain from wearing make-up when interpreting this era. Make-up during this time was primarily the domain of shady ladies and actresses. It is not appropriate for this era and visitors, even children, do notice.

### **More information**

Available in the Historical Park's Library:

- Gernsheim, Alison, Victorian and Edwardian Fashion: A Photographic Survey, Dover Publications, Inc., New York: 1981.
- Carolyn Loftis, "Victorian Fashion Undressed," Gold Creek Films: 2010.

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<sup>69</sup> Dr. Andrew Wynter, in "Peeps into the Human Hive" quoted in Gernsheim, Alison, Victorian and Edwardian Fashion: A Photographic Survey, Dover Publications, Inc., New York: 1981, p 61.

<sup>70</sup> Ibid.

## 1900s-1910s Fashion



1909 image of Mary Keenan, John Thomas Bell, and children in Farmers Branch, Texas.

The early 20th century is marked by an increasingly comfortable and natural style of dress for women. While the 19th century is characterized by bustles and crinolines which hid, changed, and disguised the female form, the new century was the “Belle Epoch” or “Beautiful Era.” The Gibson Girl rose in prominence—an athletic, graceful woman with large hairstyles and beautiful hats.

### Women

The process and layers of dressing was still significantly different from today. Chemises, drawers, corsets, corset covers, petticoats, and skirts were all still required parts of a complete outfit. Skirts could rise to just above the ankle, if proper socks and stockings were worn. Belts also

make a strong appearance alongside parasols during this period. Sleeves often had a slight puff at the shoulder and came down to cuffed or puffed wrists. Necklines were high, gloves were popular, and shoes were leather with slight heels. By 1910, hips became more emphasized with peplums and semi fitted coats.<sup>71</sup>



Front and back images of the same woman, walking down the street in London, 1906. All images in the section taken by Edward Linley Sambourne. More found here: <http://rbklocalstudies.wordpress.com/2012/03/29/street-style-1906-edward-linley-sambournes-fashion-blog/>



<sup>71</sup> Steve McGlichey, “A Short History of Women’s Fashion 1900 to 1969,” [Glamourdaze.com](http://glamourdaze.com), <http://glamourdaze.com/history-of-womens-fashion>, 2012, accessed 6/14/2014.



An advertisement for shirtwaists, c. 1901.

Blouses and skirts typically were separate in this period, with the exception of one piece dinner gowns.<sup>72</sup> One extremely popular type of blouse was the shirtwaist. It was regarded “as the model shirt for the independent, working woman.” Essentially just a button-down blouse, its design was based on menswear. Women added lace and frills as embellishments to shirtwaists, which could come in almost any color imaginable.<sup>73</sup> Much of this clothing was premade. By 1916, a woman in the United States might have bought up to 1/3<sup>rd</sup> of her clothing pre-made.<sup>74</sup>

Hair also played an important role in the fashion of the early 1900s. Pads and false hair helped women to style large, soft hair-dos. Often women collected their loose hair from brushes and saved them in “rats” which were used to help puff out hairdos. Elsie Robinson recalls “What we lacked in chin, however, we usually made up in hair. Gobs and garlands of it... frizzed, looped, curled, puffed, braided.... piled into blowsy blonde or brunette mountains over wadded [rolls] called ‘rats.’”<sup>75</sup>

Ms. Robinson also recalls her entire process of dressing.

“...Proceeding in the order of their donning, I wore:

"A stout, ribbed cotton undershirt that rolled around the hips like a life preserver. Then, it still being winter in Vermont, under-drawers. And I mean underdrawers. No frivolous "scanties." Invincible garments that, at a pinch, could have served nicely for roofing.

"Black cotton stockings, likewise resembling corrugated iron in weight and texture. They came three pairs for a dollar. Three pairs lasted you six months. Then they had shrunk to fit your little sister. They were never known to wear out.

"But getting back to the boudoir, after the undershirt, underdrawers, stockings (already weighing at least five pounds) came a whale-boned corset, armored like a war tank, reaching from armpit nearly to the knee, to be laced until your tonsils cracked. I had a nineteen-inch waist. Where did I put my insides? You tell.



<sup>72</sup> Terry McCormick, “The Edwardian and Teen Eras,” [Vintage Articles](http://www.catspajamas.com/vintage-articles/The-Edwardian-and-Teen-Eras.htm), <<http://www.catspajamas.com/vintage-articles/The-Edwardian-and-Teen-Eras.htm>>, 1989, accessed 6/14/2014.

<sup>73</sup> PBS, “What is a Shirtwaist?,” <<http://www.pbs.org/wgbh/americanexperience/features/general-article/triangle-shirtwaist/>>, accessed 6/14/2014.

<sup>74</sup> Terry McCormick, “The Edwardian and Teen Eras,” [Vintage Articles](http://www.catspajamas.com/vintage-articles/The-Edwardian-and-Teen-Eras.htm), <<http://www.catspajamas.com/vintage-articles/The-Edwardian-and-Teen-Eras.htm>>, 1989, accessed 6/14/2014.

<sup>75</sup> Elsie Robinson, *I wanted Out! Elsie Robinson’s Own Story*, Farr & Rinehart, Inc., NY: 1934.

"Then, quickly, lest you be seen running around like a naked savage, more drawers. Cambric ones this time - big, balloony affairs, with enormous frilly flounces, and two sets of buttons so they wouldn't fall off.

"Shoes next - high, buttoned, scalloped tops. Corseted, you couldn't possibly bend to reach the buttons. You've wondered why Mother had a buttonhook with such yards of handle? That was why.

"Now, over the corset went a nice, long corset cover with, if necessary, many cold-starched ruffles to conceal nature's deficiency. Anything less than a busting size 38 was considered a deficiency. (Anything more? My gracious you're not tired already, are you? Why, we've hardly started. Now we come to the petticoats. And you might's well settle down and make yourself comfortable, for we're in for a good, long session.)

"First - it still being winter - the flannel or crocheted wool petticoat. Knee length. Embroidered scallops or crocheted in points. With a gathering string. And a tassel at the end of the gathering string. Next, the plain, white, cotton petticoat. Shin length. Over this, another slightly fancier ruffled white petticoat, ankle length. Then the Best Petticoat of white cambric, incredibly flounced, ruffled, tucked, with miles of eyelet embroidery, valenciennes lace insertion and edging and baby ribbon run through beading.

"And now, at last, we can begin to get dressed!

"Over the undershirt and the corset and the ruffled corset cover, went a starched shirtwaist - balloon sleeves - neckband like a man's. Attached to the neckband, a three-inch starched man's linen collar. Wrapped round 'n' round this collar, completely covering it and anchored with a hard knot, went one and one-half yards of heavy, -satin ribbon, two inches wide. Holding the ribbon in front, a breast pin. Skewered doves or wreath or hearts of enameled forget-me-nots were most popular. Gold half-moons, supporting a pearl the size of a young boil were also considered nifty.

"Next, the skirt. And skirts were skirts in 1903, not mere sausage casings. Skirts were lined, and interlined .. stiffened with crinoline about the sweeping hem.. edged with brush braid.. entered through a placket and equipped with endless snaps, hooks, buttons, and other gadgets.

"Surmounting it all, secured to the scalp with ten ferocious inches of steel pin, there was a huge, almost crownless pancake of straw, backless but extending at least six inches beyond the nosiest nose. Balanced on the extreme front edge of this acre of hay, and, wobbling with every motion, was one chaste ornament .. a full-sized, stuffed bird with glass eyes... or arose the size of a cauliflower .. or a generous mixture of both flora and fauna.

"At last the Gibson Girl was dressed! And this outfit was supposed to be the epitome of free, untrammelled costuming!"<sup>76</sup>

## Men

Men's clothing remained fairly unchanged from the Victorian era. Most men wore trousers with braces or suspenders, crisp shirts, waistcoats, and a jacket or coat. Most items of clothing were somber, except for vests and ties, which could incorporate a variety of colors.<sup>77</sup> Farming or laboring men dressed more simply, with cotton pants or overalls, and cotton shirts often without ties.

More Edward Linley Sambourn images, 1906:

<sup>76</sup> Robinson, Elsie, *I wanted Out! Elsie Robinson's Own Story*, Farr & Rinehart, Inc., NY: 1934.

<sup>77</sup> Holland, Evangeline, *Dressing the Edwardian Man*, Edwardian Promenade, <<http://www.edwardianpromenade.com/fashion/dressing-the-edwardian-man/>>, accessed July 11, 2014.



## How to achieve this look:

**Undergarments:** Start from the bottom up. If your blouse is a light color, chose a light colored bra and undershirt. If you do not have a chemise, try a white tank top or slip. If it is slightly loose, that's fine because it will add a little fullness to your blouse once it is on. Please do wear a petticoat. A woman of the early 20<sup>th</sup> century would no more go outdoors without a petticoat any more than a modest woman today would go without her underwear. Additionally, a petticoat makes your skirts fall and move in the right way, it rustles when you walk which provides visitors an auditory sense of what you are wearing, and, if you are standing in front of the light, it keeps guests from being able to see through your skirt to the outline of your legs. (Scandalous!)

Although women of this era regularly wore drawers, corsets, and corset covers, we will not require this of our volunteers. However, if you are interested in being more accurate, please let the Museum Educator know so she can outfit you with the appropriate garments.

**Shoes:** When selecting shoes, please aim for as accurate as possible. Leather flats or slight heels in brown, black, or crème are excellent choices. Socks should be long, to the knee, and

flat (without ribbing.) Colors can be exciting. Please, no tennis shoes, sandals, or gym socks.

**Hair:** Some women of this era spent significant time on their hair, creating elaborate pompadours as foundations for their even larger hats. The Historical Park does not expect you to be able to achieve these looks on a regular basis. Hats can hide many hair don'ts, so please consider wearing one if you'd rather not style your hair appropriately. If you don't like to wear hats, consider a simple bun or braid tied up with a ribbon.

**Make-up:** Please refrain from wearing make-up when interpreting this era. It is not appropriate and visitors, even children, do notice.



### **More information**

#### Online Resources:

- Bard Graduate Center, “Staging Fashion, 1880–1920: Jane Hading, Lily Elsie, Billie Burke,” <<http://vimeo.com/35206943>>, accessed 6/14/2014.
- Steve McGlichey, “A Short History of Women’s Fashion 1900 to 1969,” <[Glamourdaze.com](http://glamourdaze.com), <http://glamourdaze.com/history-of-womens-fashion>>, 2012, accessed 6/14/2014.
- Memorial Hall Museum Online, “Women’s Clothing from 1900,” <[http://memorialhall.mass.edu/activities/dressup/notflash/1900\\_woman.html](http://memorialhall.mass.edu/activities/dressup/notflash/1900_woman.html)>, accessed 6/20/2014.
- Holland, Evangeline, Dressing the Edwardian Man, Edwardian Promenade, <<http://www.edwardianpromenade.com/fashion/dressing-the-edwardian-man/>>, accessed July 11, 2014.

#### Available in the Historical Park’s Library:

- Carolyn Loftis, “Edwardian Fashion Revealed,” Gold Creek Films: 2008.
- Women’s Fashions of the Early 1900s: An Unabridged Republication of New York Fashions, 1909, Dover Publications, Inc., New York: 1992.

## 1920s Fashion

The 1920s, or the “Roaring Twenties,” are defined as the decade in which fashion entered the modern era. In many ways, the ‘20s are marked by less; shorter hemlines, fewer undergarments, and shorter hair all characterize this era. Women and men both benefited from less restrictive clothing and standards. Even in Farmers Branch, it was the euphoric, post-WWI era of jazz, prohibition, and womens’ rights.



Left to Right, Farmers Branch in the 1920s: Albert Stanley and Goldie Bell Johnson Stanley in 1929; Three men outside the Degan Grocery Store; Goldie Bell Johnson Stanley in 1928.

### Women

The outfits of the 1920s are remarkably different from the more restrictive clothing of the earlier Victorian and Edwardian eras. The 1920s also saw the rise of metal hooks and eyes and zippers in addition to snaps and buttons, although zippers didn’t truly reach their potential until the late 1930s. These innovations, alongside cultural factors, turned fashion on its head.

The most well-known style icon of this time is undoubtedly the flapper. Seen by the older generation as frivolous, disgraceful, and unnecessarily wild, flappers were young women known for bobbed hair, make-up, and dancing. Often they were urban, middle-class, and Northern, although their presence in Dallas and in Texas in general is well documented. In an article in the *El Paso Herald* in 1920, flappers are condemned. “They do nothing and are of no use; on the contrary, they do incalculable harm. They do not qualify for mothers or for wives and there is nothing before them but disaster.”<sup>78</sup> Flappers were

<sup>78</sup> “Modern Girls Face Certain Disaster; “Flappers” Called Saddest Type of All,” *El Paso Herald* (El Paso, TX), May 20, 1920, Image 15, col. 1-2, <<http://chroniclingamerica.loc.gov/lccn/sn88084272/1920-05-08/ed-1/seq-15/?words=flapper+modern+girls+flappers+Modern+Girls+girl>>, accessed July 11, 2014.

not ignorant of these accusations. In [A Flapper's Appeal to Parents](#), Ellen Welles describes her life as a flapper:

*"If one judge by appearances, I suppose I am a flapper. I am within the age limit. I wear bobbed hair, the badge of flapperhood. (And, oh, what a comfort it is!), I powder my nose. I wear fringed skirts and bright-colored sweaters, and scarfs, and waists with Peter Pan collars, and low-heeled "finale hopper" shoes. I adore to dance. I spend a large amount of time in automobiles. I attend hops, and proms, and ball-games, and crew races, and other affairs at men's colleges. But none the less some of the most thoroughbred superflappers might blush to claim sistership or even remote relationship with such as I. I don't use rouge, or lipstick, or pluck my eyebrows. I don't smoke (I've tried it, and don't like it), or drink, or tell "peppy stories." I don't pet...*

*I want to beg all you parents, and grandparents, and friends, and teachers, and preachers—you who constitute the "older generation"—to overlook our shortcomings, at least for the present, and to appreciate our virtues. I wonder if it ever occurred to any of you that it required brains to become and remain a successful flapper? Indeed it does! It requires an enormous amount of cleverness and energy to keep going at the proper pace. It requires self-knowledge and self-analysis. We must know our capabilities and limitations. We must be constantly on the alert. Attainment of flapperhood is a big and serious undertaking!"<sup>79</sup>*



Ladies waiting for the Interurban Railway at the Farmers Branch Train Depot, c. 1920. Left to Right: Mary Reeder, Geneva Coonrod, Pat Sutherland, and Ressie Stanley. Photo courtesy of Harold Wayne Dennis.

A general rule for fashionable attire in the 1920s is that the waist dropped to near the hips or disappeared altogether in straight cut dresses. Coco Chanel introduced the idea of the "little black dress" in 1926, although it was called the "Ford dress" for quite some time because it was "as popular as a Ford car."<sup>80</sup> Hemlines fluctuated from the ankle to above the knee, although most dresses in Farmers Branch images seem to be safely below the knee. With the rise of the hem, stockings became increasingly important, usually in beige, grey, or white.<sup>81</sup> Rayon, or artificial silk, was first produced in the United States in 1910 and was popular throughout the 20s in the form of stockings and some undergarments. Arms, too, could be left bare and the long list of undergarments was shortened to include slips, girdles, and stockings.

<sup>79</sup> Quoted in Spivack, Emily, "The History of the Flapper, Part 1: A Call for Freedom," [Smithsonian Magazine](#), Feb. 5, 2013, <<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/>>, accessed July 11, 2014.

<sup>80</sup> Ibid.

<sup>81</sup> McGlinchey, Stevie, "History of Women's Fashion- the 1920s," [Glamour Daze](#), <<http://glamourdaze.com/history-of-womens-fashion/1920-to-1929>>, accessed July 11, 2014.

## Men

For men as well, the 1920s brought in a loosening of standards and a rise in comfort. Modern mens' suits are still based on those introduced in the 1920s. Based on the uniforms worn during WWI, the short suit jacket came into fashion in the '20s. (Longer jackets, such as the tuxedo with tails, were still worn for formal occasions.) Double-breasted vests with single-breasted jackets were popular during this time. In the earlier half of the decade, narrow straight trousers were worn, often short enough to show off the men's socks. Sometimes the trousers were even cuffed. The latter half of the '20s saw wider trousers, looser sleeves, and softer attached collars which replaced the rigid detachable collars of earlier eras.

Athletic wear also became popular for the first time. Sweaters and short trousers called knickers were popular. Mens' hats varied widely. Top hats or homburg hats were typically worn for fancy occasions or by the upper class. Fedoras, bowler hats, trilby hats, and, in summer, straw boater hats were popular. Also present were newsboy caps and flat caps.



The 1908 Farmers Branch Base Ball team showing early athletic attire and knickers. Also note the variety of men's hats.

### How to Achieve this Look

**Undergarments:** The most popular and basic undergarment of the 1920s was a "step-in." Defined in 1925 as "underwear—one piece, light, exceedingly brief but roomy."<sup>82</sup> This garment was excellent, especially for those women figures that fit '20s styles. A modern slip, especially a slightly roomy one, is a good stand in for this undergarment.

<sup>82</sup> Spivack, Emily, "The History of the Flapper, Part 3: The Rectangular Silhouette," *Smithsonian Magazine*, Feb. 19, 2013, <<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-3-the-rectangular-silhouette-20328818/>>, accessed July 11, 2014.

Those that didn't have or do not have the straight, boyish figures that best fit flapper clothing must find ways to change their shapes. The historic solution to curvier hips or a larger bust was to correct the problem with proper undergarments. Side lacers acted to reduce the size of the bust and can be easily mimicked by wearing a firm sports bra. Girdles were also a necessary evil very similar to modern spanx.

**Shoes:** Shoes became increasingly varied and important fashion accessories during the 1920s, largely due to the fact that they were on show for the first time. Popular types include T-strap shoes, Mary Janes, low heeled pumps, and oxford shoes both with and without heels. Leather, cloth, rubber, and animal skin were all used and many different colors were employed as well.<sup>83</sup> Many modern shoes will fit the bill when it comes to proper footwear. If you have a question please contact the Museum Educator.



A 1920s step-in

Garters were seen as old fashioned in the 1920s, so stockings were rolled to just below the knee. This may occasionally provide onlookers with a view of your knee itself! Modern knee-high socks, especially those which are not ribbed or corded, are excellent. White, beige, and black socks were all popular.

**Hair:** The iconic hairstyle of the 1920s is the bob. Prior to the '20s, women typically cut their hair in their own home by themselves or with family. In 1920, there were only 5,000 hairdressing shops in the United States. The rise of bobbed hair, and the necessity of a barber to accommodate the hairstyle, meant that at the end of 1924, 21,000 hairdressing shops had been established. The humble bobby pin received its name from this hairstyle and could be used to style a bobbed haircut or to simulate a bobbed haircut by tucking long hair up near the nape of the neck.<sup>84</sup> This means that hairstyles from this period are fairly flexible.

If a bobbed haircut isn't your thing, or you lack the length to mimic one, a simple cloche hat is an excellent way to hide your modern haircut. Cloche hats were considered "chic," a word used often during the 1920s.

<sup>83</sup> Unknown, "Vintage 1920s Shoes: The Top 10 Styles for Women," *Vintage Dancer*, <<http://www.vintagedancer.com/1920s/vintage-1920s-shoes-the-top-10-styles-for-women/>>, accessed July 11, 2014.

<sup>84</sup> Spivack, Emily, "The History of the Flapper, Part 4: Emboldened by the Bob," *Smithsonian Magazine*, Feb. 26, 2013, <<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-4-emboldened-by-the-bob-27361862/>>, accessed July 11, 2014.



BRUSHBACK



CHARLESTON



DUTCH BOB



ETON CROP



WIND-BLOWN



FRIZZ BOB



KISS CURL



ORCHID BOB



SHINGLE



POODLE BOB

Iconic Hairstyles of the 1920s from Glamourdaze.com.



Actress Clara Bow.

**Make-up:** The 1920s is marked by a significant increase in the availability, portability, usage, and acceptance of make-up. Modern tubes of lipstick were first produced in Connecticut in 1915 by Maurice Levy who invented the now indispensable metal tubes that hold lipstick.<sup>85</sup> Suntan was popularized by Coco Chanel in 1923. Even mascara was invented in 1913 by a French chemist named Eugene Rimmel and was later improved and popularized in the United States by the Maybelline company.<sup>86</sup>

Therefore, it is fine if you decide to wear make-up if you interpret this era while at the Historical Park. However, it is important to note that the way in which women wore make-up was different than today. Very

pale and white skin provided backdrops for dramatic eyes and lips, so avoid bronzer. Blush was used, but applied in round circles on the outside of the cheeks. Eyes can be decorated with smudged black eyeliner along with dark matte eye shadow in black or grey and finished with black mascara. Thin, long eyebrows were the most fashionable. Cupid's bow lips, painted in a red matte lipstick, were also the height of fashion.

<sup>85</sup> Schaffer, Sarah, Reading Our Lips: The History of Lipstick Regulation in Western Seats of Power, <<http://dash.harvard.edu/bitstream/handle/1/10018966/Schaffer06.html?sequence=2>>, accessed 11 July 2014.

<sup>86</sup> Unknown, "Cosmetics in the 1920s- The beginning of the Fashion revolution," History of Cosmetics, <<http://www.historyofcosmetics.net/cosmetic-history/cosmetics-1920s-1930s/>>, accessed 11 July 2014.

### **More Information**

#### Online Resources:

- Spivack, Emily, “The History of the Flapper, Part 1: A Call for Freedom,” Smithsonian Magazine, Feb. 5, 2013, <<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/>>.
- Spivack, Emily, “The History of the Flapper, Part 3: The Rectangular Silhouette,” Smithsonian Magazine, Feb. 19, 2013, <<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-3-the-rectangular-silhouette-20328818/>>.
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- Unknown, “Historically Accurate: 1920s Make-up Tutorial,” Youtube, <[http://www.youtube.com/watch?v=P\\_iMr-yOUbo](http://www.youtube.com/watch?v=P_iMr-yOUbo)>, accessed July 11, 2014.

## 1930s-1940s Fashion

Spanning the years of the Second World War, this period of fashion was less exuberant and daring than the preceding decades, but it retained some of the ease of the 1920s. Clothing was looser and much more recognizable to modern eyes, especially in regards to men's wear.



Left to Right, Farmers Branch in the 1930s and 1940s: Ms. Frances Johnson; family in 1933; Howard Dennis in 1932; George and Effie Dennis (in Carrollton High School jacket), 1941.

### Women

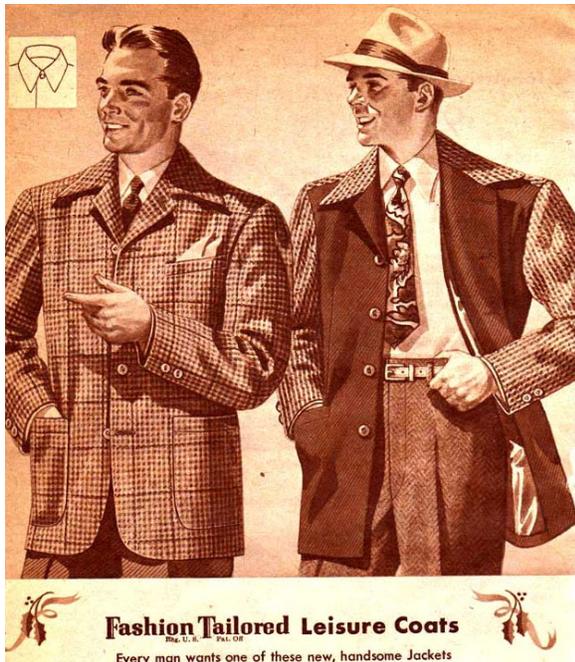
Dresses during these decades remained resolutely below the knee, although women's trousers were becoming more common. Sports gave women an excuse to wear shorts and polo shirts. Womens' tailored suits became fashionable. Accessories included silk scarves, tied around the neck, a huge variety of hats worn at jaunty angles, cloth or leather handbags, gloves, and belts which were advertised as being "smarter than ever!"<sup>87</sup> Machine knit sweaters are also widely advertised during this time. The 1930s and '40s saw the rise and popularity of rayon. Full rayon dresses and rayon birdcage veils on hats were all the rage. Blue jeans for women were also on the uptick, usually worn belted at the waist with a crease down each leg and sometimes rolled to below the knee.<sup>88</sup>

### Men

For men, especially professional men, suits were a common clothing choice and suit jackets now came in a wide variety of tweeds and patterns. Mismatched sports coats and

<sup>87</sup> Blum, Stella, ed., Everyday Fashions of the Thirties: As Pictured in Sears Catalogs, Dover Publications, Inc., New York: 1986.

<sup>88</sup> Olian, JoAnne, ed., Everyday Fashions of the Forties: As Pictured in Sears Catalogs, Dover Publications, Inc., New York: 1992.



1944 advertisement for men's jackets.

slacks were on the rise. Jackets were boxy, often with pockets and pocket flaps, and could be single-breasted with two or three buttons or double-breasted. Pocket squares often matched a man's tie, which at this point is a recognizably modern tie (although wool ties are more popular during this time than they are today.)

### **How to Achieve this Look**

**Undergarments:** Underwire bras were introduced during this time period, including the infamous conical "bullet bras." Slips in silk or rayon were popular, and were taking the place of cotton petticoats. Keeping these facts in mind, many of your modern undergarments will suffice under mid-century clothing.

**Shoes:** The variety and type of shoes exploded during the 1930s and 1940s. Sandals, pumps, penny loafers, leather saddle shoes, and smart heels could all be seen walking down the street, along with rubber soled "jeep" shoes, now called sneakers. In fact, Converse "Chuck Taylor" All Stars were worn in the 1936 Olympics, leading to their popularity among young boys and basketball players.<sup>89</sup>

Because of the variety of 1930s and 1940s footwear, many modern shoes are appropriate for this era. Consult with the Museum Educator to determine which pair of shoes will work best with your outfit.

**Hair:** Following the short bobs of the 1920s, hair in the 1930s hovered between the ear and the shoulder in fluffy, feminine curls and waves before growing longer in the 1940s. Elegant finger waves, victory rolls, and chignons adorned heads across the United States and Europe during the '40s.

**Make-up:** Make-up of the 1930s and 1940s was not dissimilar from today. Women wore foundation and plucked their eyebrows. Eyeliner, usually in dark brown, was worn as well as mascara, although eye shadow was usually understated in beige or brown. Lipsticks ran the range of reds from pink to orange, although in the '30s lips were thin and understated, while in the 40s they were more full. Most lipsticks were matte, so some women applied Vaseline over the lipstick to add shine. Lipstick could also be used on the cheeks to provide some color. Nail varnish was also worn to match an outfit.

Keep these facts in mind while applying your own make-up and you'll be a step ahead.

<sup>89</sup> Converse, "Converse History," [InsideHoops](http://www.insidehoops.com/converse-history.shtml), <<http://www.insidehoops.com/converse-history.shtml>>, accessed 14 July 2014.

### **More Information**

In the Historical Park's Library:

- Blum, Stella, ed., Everyday Fashions of the Thirties: As Pictured in Sears Catalogs, Dover Publications, Inc., New York: 1986.
- Olian, JoAnne, ed., Everyday Fashions of the Forties: As Pictured in Sears Catalogs, Dover Publications, Inc., New York: 1992.

## Successful Conversations with Visitors

Every visitor that comes to the Historical Park is a student in one way or another. Whether 7 years of age or 77 years of age, there is always something to be learned, remembered, or reinforced at our museum. Oftentimes, groups of visitors can be spread broadly across the spectrum of the ages. It's important that we speak to our visitors in ways which are appropriate to them—that connect to their knowledge and interests. With adults, this can be as easy as asking them about themselves—are they history buffs? Why are they visiting the park today? What is their professional background? But with children, this can be more complex. The following section outlines what many of the grade levels are studying and how it connects to the Historical Park and our tours. It offers suggestions and ideas for your interactions with groups, but doesn't strictly outline what must or mustn't be done.

### Pre-K

Students of this age are just beginning to learn how to be students. Their attention spans are extremely short, but they're also eager to please and interested in almost anything. Children this age form memories by creating pictures in their heads.

**Age:** 3-4 years old

**What They're Learning:** Letters, numbers, shapes, colors, counting, simple arithmetic, how objects feel (rough, soft, warm, cold, etc.), healthy eating, safety, hygiene

#### **Questions to Ask:**

- How does this leaf/quilt/cotton/rock/object feel? Is it rough? Is it smooth? Is it hot?
- What color is my dress or vest?
- How many beds do you see?
- Investigate with their senses: ask them to smell, feel, listen, and taste.

#### **Things to Do:**

- Ask students to look for numbers when they are available in your area.
- Ask students to help act out your ideas. Ex: At the M.K.T. caboose, ask the students to form a train with their bodies by linking hands and walking around. Explain that the last person is the caboose, and the first person is the locomotive. Invent cargo and passengers for the middle train cars.
- Praise positive behavior. Look for good use of manners, kindness, and responsibility.
- Encourage students to work together. Ex: "Jose, why don't you help Emily sweep the porch?"

**Challenges:**

- Pre-K students may have difficulty understanding the concept of the “past.” A good way to describe this concept is to ask students to think of the oldest person they have ever met—some may say their teacher, parents, or grandparents—and then tell them that this object/building/time is even older than the oldest person they know. More detail than this may confuse them.
- Pre-K students are very hands on and get bored standing in one place for too long.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. If you need them to leave their strollers outside of your area, let them know at the start of the tour. Most will be helpful, but roll with the punches.

**Good Hands on Activities in Each Area:**

- **Log Cabin Area:** Feel the walls of the Land Grant office and the Log House. Sweep the porch of the log house. Feel the cotton and look for the seeds.
- **Garden:** Feel the leaves of the plants and the soil. Smell the herbs and fragrant vegetables. Water the plants. Plant seeds.
- **School House:** Write your name. Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards.
- **Depot:** Sit on the benches and imagine waiting for your train. Explore the carpet bag suit case. Look at the cargo area—imagine what’s in the boxes.
- **Caboose:** Create a train by linking hands. Brainstorm things that can ride in a train. Sit on the beds in the Caboose—would you want to live here?

## Kindergarten

Students this age are just beginning to learn how to be students. Their attention spans are extremely short, but they're also eager to please and interested in almost anything. Children this age form memories by creating pictures in their heads.

**Age:** 4-5 years old

**What They're Learning:** Simple words and sentences, following directions, different types of media (radio programs, TV news, the newspaper), the order of events, addition, subtraction, count from 1-100, shapes, to describe what they see

### Questions to Ask:

- Ask students to describe where one thing is in relation to another. Ex: "Where is the stove?" should be answered something like "in the middle of the room" not with pointing.
- Ask students to compare/contrast two things. Ex: "Is this school bigger or smaller than your school? Is this bed bigger or smaller than your parents bed?"
- Ask students to describe something using as many of the senses as possible.
- Ask students to predict what they think will happen or what they think something may be like.
- What do you think happened first, this or this? Challenge students to put things in logical order.

### Things to Do:

- Connect your teaching with their personal experience, especially family traditions or customs.
- Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.
- Discuss the jobs of each person at your station. Ex: In the log cabin, the jobs of each family member. In the school, the boys helped with firewood and the girls with water. In the QVAC, the youngest children emptied the chamber pots.
- Explore the ideas of making, buying, and trading.
- Compare and contrast wants and needs.

### Challenges:

- Kindergarten students may have difficulty understanding the concept of the "past." A good way to describe this concept is to ask students to think of the oldest person they have ever met—some may say their teacher, parents, or grandparents—and then tell them that this object/building/time is even older than the oldest person they know. More detail than this may confuse them.

- Kindergarten students are very hands on and get bored standing in one place for too long.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. If you need them to leave their strollers outside of your area, let them know early on. Most will be helpful, but roll with the punches.

**Good Hands on Activities in Each Area:**

- **Log Cabin Area:** Feel the walls of the Land Grant office and the Log House. Sweep the porch of the log house. Feel the cotton and look for the seeds. Sign your mark in the Land Grant office. Compare the beds in each location.
- **Garden:** Feel the leaves of the plants and the soil. Smell the herbs and fragrant vegetables. Water the plants. Plant seeds.
- **School House:** Write your name. Write a word (spelling isn't a big focus at this age.) Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.
- **Depot:** Sit on the benches and imagine waiting for your train. Explore the carpet bag suit case. Look at the cargo area—imagine what's in the boxes.
- **Caboose:** Create a train by linking hands. Brainstorm things that can ride in a train. Sit on the beds in the Caboose—would you want to live here?
- **Gilbert House:** Have students look at the newspaper on the table in the parlor. How is it different from news today? How may we get news today? Investigate the wardrobe in each bedroom? Are clothes the same today and in the past?

## First Grade

First grade is the year of firsts! For many students, this will be their first memorable field trip experience so highlighting what is expected of them is important. Students this age are sweet, but jittery. Their attention spans are limited, so employing a variety of different techniques is important with this age level. First grade students are learning how to observe the world around them, and should be encouraged to ask questions about the things they notice. First grade emphasizes the key components of good citizenship such as being part of a community, looking out for others, being truthful, being kind, and following the law.

**Age:** 6-7 years old

**What They're Learning:** addition and subtraction of whole numbers up to 99, measurement, basic maps, the alphabet, writing simple statements and words, the human body and its parts, basic health and nutrition, observation of the world around them, important figures such as Sam Houston, George Washington, and Abraham Lincoln, good citizenship

### Questions to Ask:

- Ask students how certain pieces of technology have changed family life. Ex: "What do you think families did before TV was invented?"
- Ask students to predict what may happen or what might have happened. Ex: "If the church bell rang many, many times in the middle of the night—what do you think the people in Farmers Branch would have done?"
- Challenge students to guess at word meanings based on their context.
- Ask students to describe things, their opposites, or their categories. Ex: "What is the opposite of a good student?" or "Can you help me find something in this store that was once alive?" or "What is this made out of? What materials do I need to make another just like it?"
- Ask students to describe things based on shape. Ex: "Who can find me a triangle shape on this house?" or "What shapes do you see when you look around in this Depot?"
- Ask the students to distinguish between the past, present and future.

### Things to Do:

- Help the students build their vocabulary. Choose a vocab word at the beginning of your discussion with them, and try to use it 3 or 4 times to reinforce their learning. Ex: "Parlor," "School Mistress," "Cabin," "Compost," etc.
- Use all five senses in your discussions and demonstrations. Challenge students to listen or to close their eyes and feel something.
- Connect your teaching with their personal experience, especially family traditions or customs.

- Make sure your discussions have a clear beginning, middle, and end.
- Employ story techniques like “Once upon a time,” or “A long, long time ago.”
- Ask students to divide something into two, three, or four equal parts. Ex: “I need two equal sized groups to work in the garden. Can you split yourselves up for me?”
- Ask students to read the clock. (They are only taught up to the hour and half hour, so do not expect exact answers.)
- Highlight the tools in whichever area you are showing the students. In their science classes, first graders are learning all about finding the proper tool for the proper job.
- If there is a holiday nearby, such as San Jacinto Day, Independence Day, or Veterans Day, highlight the holiday and ask students questions about it.
- Explore how people exchange goods and services.
- Compare and contrast wants and needs. Ask students to identify situations where some wants may be ignored.

#### Challenges:

- First grade students may have never visited a museum before. Discussing what you expect of them (hands to themselves, no talking, etc.) is a good way to set them up for success.
- First grade students may have difficulty understanding the concept of the “past.” A good way to describe this concept is to ask students to think of the oldest person they have ever met—some may say their teacher, parents, or grandparents—and then tell them that this object/building/time is even older than the oldest person they know. More detail than this may confuse them. Alternately, most first grade students are familiar with numbers up to 100. You can describe something simply as “more than a 100 years old” and they will understand that this is very, very old.
- First grade students are very hands on and get bored standing in one place for too long.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. If you need them to leave their strollers outside of your area, let them know early on. Most will be helpful, but roll with the punches.

#### Good Hands on Activities in Each Area:

- **Log Cabin Area:** Discuss where the settlers would get their water and if that might change where people wanted to buy land.
- **Garden:** Compare, describe, and sort the components of the soil by size, texture and color. Identify and compare the parts of plants.
- **School House:** Write your name. Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the

Texas Flag. Discuss the life cycle of animals such as chickens, frogs or fish. Ask students to identify the President in the picture.

- **Depot:** Explore changing communication—highlight the letter box and use of trains to transport mail, discuss Morse code, and the invention of the telephone.
- **Caboose:** Let the students feel the glass of the signal lantern, explain the signals and codes.
- **General Store:** Compare buying things in a modern store to this old store—focus on the trade of goods, on credit, and on the paper packages instead of bags.
- **Gilbert House:** Explain the concept of the dogtrot to the students. Have them explore the way the wind would or is blowing down the main hallway. Have them predict the problems or benefits of this arrangement. Discuss the role of a doctor and Dr. Gilbert’s jobs vs. modern doctors jobs (Ex: Dr. Gilbert helped people by pulling teeth, mixing medicines, and being a doctor whereas today we have a dentist, pharmacist, and doctor doing different jobs.)
- **Queen Anne:** Have the students look at the weather vane in order to discuss the cardinal directions, the wind, and the weather (including relative temperature, cloud cover, and weather events like storms.) Demonstrate the ways the home was heated and cooled—have students point out the path of the air in the bedroom, swirling in the window, up to the ceiling, and back out again.

**Helpful Resources:**

- [What to expect in First Grade](http://www.education.com/magazine/article/What_Expect_First_Grade/), Education.com, (2009) <  
<[http://www.education.com/magazine/article/What\\_Expect\\_First\\_Grade/](http://www.education.com/magazine/article/What_Expect_First_Grade/)>

## Second Grade

Second grade teachers primarily focus on reinforcing what was learned in first grade. Second graders can focus for longer periods of time, and can also read at a basic level. Second grade is sometimes called the “year of the chapter book” because students start reading easy chapter books at this level.

Many of the activities we use with first graders will also work for second graders, especially if you ask slightly higher level questions about the activities, such as “why” and “what does this mean?” Students are also developing a greater sense of time and of the past.

**Age:** 7-8 years old

**What They’re Learning:** the parts of speech, paragraph writing, spelling patterns, counting up to 1000, adding and subtracting three digit numbers, time to the quarter hour, counting and adding of money, three dimensional shapes (like spheres, cylinders, etc.)

### Questions to Ask:

- Ask students to identify sources of information about the past (reference materials, biographies, newspapers, letters, electronic resources.)
- Ask students how certain pieces of technology have changed family life. Ex: “What do you think families did before TV was invented?”
- Ask students to predict what may happen or what might have happened. Ex: “If the church bell rang many, many times in the middle of the night—what do you think the people in Farmers Branch would have done?”
- Challenge students to guess at word meanings based on their context.
- Ask students to identify man-made or man-produced resources and natural resources.

### Things to Do:

- Be silly and funny and approachable! Include funny voices in your presentation, or take on a role. The students will support you in almost any direction.
- Make use of the primary sources in your area and point them out as primary sources to your students.
- Focus on how people and events have influenced our local community history. Use historic Farmers Branch names and stories in your presentations.
- Quiz students on U.S. and Texas symbols such as the state bird, flower, song, etc.
- Help the students build their vocabulary. Choose a vocab word at the beginning of your discussion with them, and try to use it 3 or 4 times to reinforce their learning. Ex: “Parlor,” “School Mistress,” “Faux,” “Compost,” etc.
- Use mathematics in every day discussions. Challenge the students to do simple math problems mentally.

- Use all five sense in your discussions and demonstrations. Challenge students to listen or to close their eyes and feel something.
- Connect your teaching with their personal experience, especially family traditions or customs.
- Make sure your discussions have a clear beginning, middle, and end.
- Ask students to divide something into two, three, or four equal parts. Ex: “I need two equal sized groups to work in the garden. Can you split yourselves up for me?”
- Ask students to read the clock. (They are only taught up to the quarter hour.)
- Compare the roles of public officials, including mayor, governor, and president.

### Challenges:

- Second grade students may have never visited a museum before. Discussing what you expect of them (hands to themselves, no talking, etc.) is a good way to set them up for success.
- Second grade students have more patience than first grade students, but not by much. They get bored standing in one place for too long, so use tactile elements to make your presentation more exciting.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. If you need them to leave their strollers outside of your area, let them know early on. Most will be helpful, but roll with the punches.

### Good Hands on Activities in Each Area:

- **Log Cabin Area:** Discuss what resources new settlers to Texas would need and want. Ask students to imagine their own land grant and where they’d like to put it. Discuss cotton as a plant all the way through to finished product (cloth.)
- **Garden:** Discuss human changes to the environment. Identify and compare the parts of plants.
- **School House:** Write your name. Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. Discuss the life cycle of animals such as chickens, frogs or fish. Ask students who the President in the picture is
- **Depot:** Explore changing communication—highlight the letter box and use of trains to transport mail, discuss Morse code, and the invention of the telephone.
- **Caboose:** Talk about changes in transportation. Compare modern travel with 1900s travel and with even older travel.
- **General Store:** Compare buying things in a modern store to this old store—focus on the trade of goods, on credit, and on the paper packages instead of bags.

- **Gilbert House:** Talk about Dr. Gilbert and his contribution to Farmers Branch (bringing in the railroad, serving as Justice of the Peace and marrying people, acting as Doctor.) Explain the concept of the dogtrot to the students. Have them explore the way the wind would or is blowing down the main hallway. Have them predict the problems or benefits of this arrangement. Discuss the role of a doctor and Dr. Gilbert's jobs vs. modern doctors' jobs (Ex: Dr. Gilbert helped people by pulling teeth, mixing medicines, and being a doctor whereas today we have a dentist, pharmacist, and doctor doing different jobs.)
- **Queen Anne:** Talk about the Basinger Family (even introduce yourself as Mrs. Basinger!) and Mr. Basinger's role as deputy-sheriff. Have the students look at the weather vane in order to discuss the cardinal directions, the wind, and the weather (including relative temperature, cloud cover, and weather events like storms); demonstrate the ways the home was heated and cooled—have students point out the path of the air in the bedroom, swirling in the window, up to the ceiling, and back out again.

**Helpful Resources:**

- Preparing for 2<sup>nd</sup> Grade, scholastic.com, <<http://www.scholastic.com/parents/resources/article/what-to-expect-grade/preparing-2nd-grade-reading-and-focusing>>
- Patti Ghezzi, 2<sup>nd</sup> Grade Academics: What To Expect, schoolfamily.com, <<http://www.schoolfamily.com/school-family-articles/article/865-second-grade-academics-what-to-expect>>

## Third Grade

Third grade groups are very common at the Historical Park. There is a focus in the third grade on community and community history, which fits in with our mission very well. Students this age are fun and usually attentive. They're learning jokes and riddles, and enjoy telling and hearing them. Understanding and depth of all subjects are increasing.

**Age:** 8-9 years old

**What They're Learning:** literary genres, types of literature, maps, Venn diagrams, counting up to 9999, fractions, decimal numbers especially with coins and bills, about the solar system, multiplication through 12 x 12, solving multiplication of two digit numbers with one digit numbers

### Questions to Ask:

- Ask students to identify sources of information about the past (reference materials, biographies, newspapers, letters, electronic resources.)
- Ask students to identify synonyms and antonyms for words you are using.
- Ask students to identify natural resources that may be turned into goods like clothing and furniture.

### Things to Do:

- Be approachable and kind.
- Focus on cause and effect situations.
- Focus on the community of Farmers Branch and its different elements. In class, they ask how communities met the needs for government, education, communication, transportation, and recreation.
- Use vocabulary related to time such as past, present, future, year, decade, and century.
- Quiz students on U.S. and Texas symbols such as the state bird, flower, song, etc.
- Help the students build their vocabulary. Choose a vocab word at the beginning of your discussion with them, and try to use it 3 or 4 times to reinforce their learning. Ex: "century," "decade," "faux," "compost," etc.
- Use mathematics in every day discussions. Challenge the students to do simple math problems mentally.
- Use all five senses in your discussions and demonstrations. Challenge students to listen or to close their eyes and feel something.
- Connect your teaching with their personal experience, especially family traditions or customs.
- Make sure your discussions have a clear beginning, middle, and end.

### Challenges:

- Discuss what you expect of third grade students at the start of your tour (hands to themselves, no talking, etc.) or else they may push the boundaries.
- Like most students, third graders get bored so use tactile elements to make your presentation more exciting.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. Most will be helpful, but roll with the punches.

#### **Good Hands on Activities in Each Area:**

- **Log Cabin Area:** Identify the parts of the maps in the Land Grant Office (compass rose, symbols, etc.)
- **Garden:** Explore the important structures of different plants and how they allow plants to survive in a particular environment. Discuss soil as a mixture of different elements; talk about the food chain.
- **School House:** Read the time on the clock. Write your name. Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. Discuss the life cycle of animals such as chickens, frogs or fish. Ask students to identify the President in the picture.
- **Depot:** Explore changing communication—highlight the letter box and use of trains to transport mail, discuss Morse code, and the invention of the telephone.
- **Caboose:** Talk about changes in transportation. Compare modern travel with 1900s travel and with even older travel.
- **General Store:** Discuss ways of earning, saving, and donating money or other goods. Explain how a business works.
- **Service Station:** Talk about Henry Ford as an entrepreneur and Ford automobiles.
- **Gilbert House:** Read the clocks. Talk about Dr. Gilbert and his contribution to Farmers Branch (bringing in the railroad, serving as Justice of the Peace and marrying people, acting as Doctor.) Explain the concept of the dogtrot to the students. Discuss the role of a doctor and Dr. Gilbert's jobs vs. modern doctors jobs.
- **Queen Anne:** Ask students to find parallel lines or symmetrical shapes in the houses' exterior. Talk about the Basinger Family (even introduce yourself as Mrs. Basinger!) and Mr. Basinger's role as deputy-sheriff.

#### **Helpful Resources:**

- Katherine Lee, [What You Can Expect in; 3<sup>rd</sup> Grade](http://childparenting.about.com/od/schoollearning/a/expect3rdgrade.htm), childparenting.about.com, <  
<http://childparenting.about.com/od/schoollearning/a/expect3rdgrade.htm>>
- [What Kids Learn in Third Grade](http://www.pbs.org/parents/education/going-to-school/grade-by-grade/third/), pbs.org, <  
<http://www.pbs.org/parents/education/going-to-school/grade-by-grade/third/>>

## Fourth Grade

Fourth grade is the grade in which Texas history is first taught. All the other subjects have a significant increase in difficulty as well. Fourth graders are usually good at making connections and can focus for longer periods of time. Students this age are reading more complex books and find it easy to empathize with characters like them, something we can use on our tours.

**Age:** 9-10 years old

**What They're Learning:** Texas history, the regions of Texas and North America, myths and legends, more advanced mathematic concepts, prime numbers, simple geometry, angles, scientific hypotheses

### Questions to Ask:

- Ask students about the motivations of historical figures—Ex: “Why would a family move to Texas? Why did settlers like this area?”
- Ask students to identify synonyms and antonyms for words you are using.
- Ask students to think about the ways we communicate in the present day with modes of communication in the past.

### Things to Do:

- Include Texas History as much as you can.
- Explain common idioms.
- Quiz students on U.S. and Texas symbols such as the state bird, flower, song, etc.
- Use mathematics in every day discussions. Challenge the students to do simple math problems mentally.
- Use all five senses in your discussions and demonstrations. Challenge students to listen or to close their eyes and feel something.
- Connect your teaching with their personal experience, especially family traditions or customs.
- Make sure your discussions have a clear beginning, middle, and end.

### Challenges:

- Discuss what you expect of fourth grade students at the start of your tour (hands to themselves, no talking, etc.) or else they may push the boundaries.
- Often these groups come with many chaperones. You need to be clear with these parents about your expectations. If you need them to stand at the back of the crowd, tell them so. Most will be helpful, but roll with the punches.

### Good Hands on Activities in Each Area:

- **Log Cabin Area:** Discuss different attributes that made certain lots of land more desirable (access to water, neighbors, trees, arable land etc.) Challenge students to guess why Sam Houston wanted settlers to move to Peters Colony. Discuss the annexation of Texas.
- **Garden:** Discuss cycles including the water cycle and the seasons. Discuss the needs of plants and what they produce in return.
- **School House:** Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. Read the time on the clock. Write your name. Draw a specific shape. Do physical stretches and exercises. Everyone take your chalk and draw a shape or picture on the large black boards.
- **Depot:** Explore the impact of railroads on life in Texas, including changes to cities and industry. Discuss changing modes of communication. Discuss the rise of time zones.
- **Caboose:** Talk about changes in transportation. Compare modern travel with 1900s travel and with even older travel.
- **General Store:** Discuss ways of earning, saving, and donating money or other goods. Explain how a business works.
- **Service Station:** Talk about the use of oil and gas. Discuss urbanization and the growth of the DFW area.
- **Gilbert House:** Discuss the Civil War and its impact on Texas. Talk about Dr. Gilbert and his contribution to Farmers Branch (bringing in the railroad, serving as Justice of the Peace and marrying people, acting as Doctor.) Explain the concept of the dogtrot to the students. discuss the role of a doctor and Dr. Gilbert's jobs vs. modern doctors jobs.
- **Queen Anne:** Ask students to find parallel lines or symmetrical shapes in the houses' exterior. Talk about the Basinger Family (even introduce yourself as Mrs. Basinger!) and Mr. Basinger's role as deputy-sheriff.

### Helpful Resources:

- Katherine Lee, [What You Can Expect in; 4<sup>rd</sup> Grade](http://childparenting.about.com/od/schoollearning/a/expect4thgrade.htm), childparenting.about.com, <  
<http://childparenting.about.com/od/schoollearning/a/expect4thgrade.htm>>
- [What Kids Learn in Fourth Grade](http://www.pbs.org/parents/education/going-to-school/grade-by-grade/fourth/), pbs.org, <  
<http://www.pbs.org/parents/education/going-to-school/grade-by-grade/fourth/>>

## Middle School

Middle schools visit the Historical Park more rarely than some of the younger grades, but when they do visit, it's important that we provide curriculum that's tailored to them. Students in middle school are very distinct from older and younger grades. They have a hard time remembering mundane tasks, so you may have to repeat your expectations a few times. They detest mundane tasks and will be more engaged if they think our topic or approach is interesting. Middle school students are also very vocal; the more you can encourage them to talk, the more they will learn.

**Age:** 11-14 years old

**What They're Learning:** Texas history, the regions of Texas and North America, myths and legends, more advanced mathematic concepts, prime numbers, simple geometry, angles, scientific hypotheses,

### Questions to Ask:

- Ask students to empathize with the past. Challenge them to imagine their reactions and roles in historic situations.

### Things to Do:

- Focus on technology; it's something these students already love.
- Encourage students to speak and answer questions. Don't take "I don't know" for an answer or be afraid of letting the silence continue until someone answers.
- Explain common idioms.
- Tell jokes and riddles.
- Ask students to pick the subject of your discussion—Ex: "Would you rather I talk about the bellows or the Dutch oven?"
- Add tidbits about your life, some students will find you just as interesting as the tour itself.
- Quiz students on U. S. and Texas symbols such as the state bird, flower, song, etc.
- Use mathematics in every day discussions. Challenge the students to do simple math problems mentally.
- Connect your teaching with their personal experience, especially family traditions or customs.

### Challenges:

- Middle school students are particularly susceptible to peer pressure and are uncomfortable standing out or looking silly in front of their peers. You may have difficulty getting volunteers to assist with demonstrations. Feel free to have teachers help you select students to assist you.

### Good Hands on Activities in Each Area:

- **Log Cabin Area:** Explore the surveyors equipment.
- **School House:** Have students explain to you what school was like based on what they see.
- **Depot:** Talk about Morse Code and have students try their hand at writing their own code. Explore the impact of railroads on life in Texas, including changes to cities and industry. Discuss changing modes of communication. Explore the idea of time zones.
- **Caboose:** Talk about changes in transportation. Compare modern travel with 1900s travel and with even older travel
- **General Store:** Discuss consumerism and how it has changed. Discuss prohibition.
- **Service Station:** Talk about the use of oil and gas and history of automobiles. Discuss urbanization and the growth of the DFW area. Allow students to sit in the cab of the truck.
- **Gilbert House:** Talk about Dr. Gilbert and his contribution to Farmers Branch (bringing in the railroad, serving as Justice of the Peace and marrying people, acting as Doctor.) Explain the concept of the dogtrot to the students. Discuss the role of a doctor and Dr. Gilbert's jobs vs. modern doctors jobs.
- **Queen Anne:** Discuss manners and Victorian etiquette. Talk about the Basinger Family (even introduce yourself as Mrs. Basinger!) and Mr. Basinger's role as deputy-sheriff.

**Helpful Resources:**

- Culham, Ruth, [Five Truths About Middle School Students](http://www.scholastic.com/teachers/article/five-truths-about-middle-school-students), scholastic.com, <  
<http://www.scholastic.com/teachers/article/five-truths-about-middle-school-students>>
- Johnson, Ben, [The Art of Managing Middle School Students](http://www.edutopia.org/blog/art-of-managing-middle-schoolers-ben-johnson), Edutopia.com, <  
<http://www.edutopia.org/blog/art-of-managing-middle-schoolers-ben-johnson>>

## **Photo Policy**

Visitors are welcome to photograph the exterior of all Historical Park structures using flash photography, however, no flash photography shall be used on the interior of structures. Over time, the harsh lights of flash cameras actually contribute to the deterioration of collection pieces. Kindly remind visitors of this policy whenever they enter a structure, and inform them that only photographs taken without the flash are allowed.

Invariably, visitors will want photos of you in historic costume as well. The Historical Park encourages you to do so, but will support whatever choice you make.

## Emergency Procedures

### Troublesome or Difficult Behavior

With large school groups, be sure to review your expectations for their behavior before the tour begins. Tell them what will happen if they cannot follow the rules and that they may be asked to sit out the rest of the tour. Historical Park staff recommends one warning with the understanding that a second warning will result in sitting out the rest of the tour.

With smaller family or adult groups, ask visitors to be gentle with artifacts and furniture as it is quite old and in some cases, irreplaceable. If you feel that you are not in control of the group or there is unruly behavior, strongly remind them once that there are many things they can touch and feel, but we want to ensure that future visitors have the same opportunity as your group. If the behavior continues, ask the individual to stop.

If destructive or illegal activity is observed, contact Historical Park staff immediately. If you have any visitors who are upset or angry, contact Historical Park staff and let them handle the situation. Staff are happy to hear the concerns of our visitors while at the same time allowing you to continue with the rest of the tour group.

If at any point you feel unsafe, please contact Historical Park staff or call the police at 972.484.3620, and/or lock yourself inside the nearest historic structure. Your safety is our primary concern. Remember to describe the building you are in/where the destructive behavior is occurring for the police. They will not know “The Dodson” but they will know the white house by the main office. Remember to always ask for Farmers Branch police if you dial 9-1-1.

### Fire

In case of emergency, immediately and calmly clear the building of visitors and exit through the nearest door. Contact the Farmers Branch Fire Department by dialing 9-1-1 and then contact a Historical Park staff member immediately. Be prepared to give the dispatcher the Historical Park’s address (2540 Farmers Branch Lane) and the name of the structure and area where you are.

Never enter a burning building. None of the artifacts in our structures are worth the cost of a human life. There is a fire extinguisher inside every building at the Historical Park, but you are not required to use them unless you feel confident and safe. Further training on the use of fire extinguishers and their locations within each structure will be provided.

### Emergency Contacts:

Fire Emergency: 911  
 Police Emergency: 911  
 Fire Non-Emergency:  
 972.919.2640  
 Police Non-Emergency:  
 972.484.3620  
 Historical Park Office:  
 972.406.0184

Fire Extinguishers are located in:

- **Blacksmith**- floor
- **Caboose**- under sink
- **Church**- backroom floor - northeast corner
- **City Truck**- passenger floorboard
- **Commercial Kitchen**- counter by sink
- **Depot**- (back) storage room
- **Dodson House kitchen** - west wall
- **Gas Station**- east wall
- **Gilbert House kids' room**- south wall behind door
- **Grill House**- exterior closet
- **Museum Store**- northeast corner
- **Ladonia (office area)**- floor - northwest corner
- **Log Cabin**- under stairs
- **Maintenance Shed**- front window by door
- **McKee & Gilbert Walkway**- on wall
- **McKee Addition**-
  - closet – east wall (fire suppression)
  - Collection area- north wall
  - Curator's office- northwest corner
  - Kitchen
  - Top of stairs
- **Office** – Dodson upstairs- west wall - by door
- **Peters Colony Land Grant Office floor**- next to fireplace
- **Queen Anne Victorian Cottage**
  - alarm closet
  - kitchen - behind stove
- **School**- northeast coatroom wall

### **Severe Weather**

In case of a tornado or other severe weather, Historical Park staff will contact you. If the weather develops too suddenly for staff to issue a warning, move to the Church or Gilbert House for safety.

### **Accidents**

First-Aid kits are provided in all Historical Park buildings. Limited first-aid may be administered by Historical Park staff or Docents if you feel comfortable. Breakable ice packs are included in every First Aid kit. Please ask the Historical Park staff to get ice if a breakable ice pack will not suffice. Ice is available in the Dodson House and Commercial Kitchen.

In case of injury, check with the adult in charge to see who must be contacted. Historical Park staff should be notified immediately and an ambulance can be called if necessary. An incident form will need to be completed for any injury greater than a minor

cut requiring a band-aid. Please make sure that an incident form is completed before you leave the Historical Park. Forms are available from staff members or in the Museum Store.

First Aid Kits and extra information and supplies are located in the following areas:

- **Dodson House** – upstairs (office) restroom
- **Caboose** – under dry sink
- **Church** – in the pulpit
- **Commercial Kitchen** – cabinet (south wall - marked)
- **Depot** – under the seat of the Doctor's carriage
- **Gas Station** – inside cabinet (under cash register)
- **General Store** – under cash register
- **Gilbert House** – lower drawer of the wardrobe (Dr. & Mrs. Gilbert's bedroom)
- **Historical Park Truck 92-01** – under seat
- **Ladonia House** – on shelf (right of entrance)
- **Land Grant Office** – under the blanket of bed (southwest corner)
- **Log House** – in drawer of wardrobe (east wall)
- **Maintenance Shed** – work bench
- **McKee** – on shelf (Educator's Office)
- **Museum Store** –work room (on counter)
- **Queen Anne Victorian Cottage** – under sink
- **School House** – in teacher's desk
- **Wardrobe Room** –in carpet bag under built in desk (south wall)

**The Park's AED is located in the Ladonia house, in office area behind the restrooms. It is on shelf to the right of the entrance. There is another AED located on the shelf in the McKee (Educator's Office). The last AED is located in the Museum Store workroom by the copier.**