

# Old Marion

As They Knew Her in 1900

**THE TEACHERS GUIDE**



Prepared by the Marion County Historical Society

# Welcome to 1900!

When nine-year-old Daniel Fry, Jr., went to school in Marion County in 1900, he and his friends had little idea about how much change would take place during the next century. Thoughts of television, freeways, and plastic — things we take for granted today — would have been considered futuristic.

So what did Dan Fry and his friends think and talk about? This teacher's guide provides information and activities that will help teachers and students learn about "Old Marion" in 1900 and the changes that have taken place in Marion County since then. These lesson plans have been adjusted for four different grade levels and have been targeted to help your students meet statewide benchmarks.

These lessons are interdisciplinary. These lessons can be done alone, or as part of a multi-week unit. They teach about history, and also art, writing, engineering, science, social science, communications and mathematics. The guide uses documents and data obtained from newspapers, personal journals, and government records in 1900. Supplemental information for this guide is available on the Internet ([www.marionhistory.org](http://www.marionhistory.org)).

Students in 1900 were just as curious about the world around them as those today. By understanding those children and adults in 1900, we can better appreciate the place in which we live as well as those people we share it with. Through these common understandings that can be shared across generations, we strengthen our communities for today, have knowledge to make wise decisions about the future, and create enthusiastic students who will be able to make those important decisions.

When the Marion County Historical Society opened a long-term exhibit about the

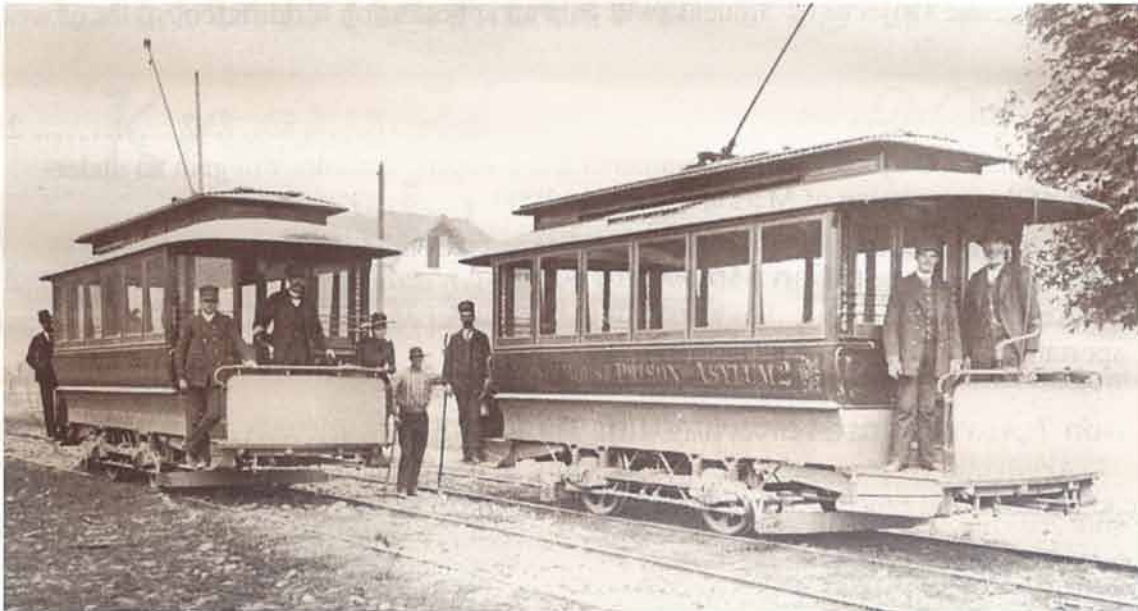
year 1900, it realized that many students would be unable to visit its museum to view the exhibit. Consequently, the Society decided to develop and distribute this guide to teachers and schools in Marion County. Trust Management Services provided a grant to accomplish the project.

Karina Brewer, the education director of Mission Mill Museum, and Kyle Jansson, the executive director of the Marion County Historical Society, drafted the guide. It has been reviewed by the following teachers who suggested improvements: Teri Birkel of Englewood Elementary School, Phil Decker of Waldo Middle School, and Marianne Keddington-Lang, the director of education and public programs for the Oregon Historical Society.

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*The Marion County Historical Society is a nonprofit organization promoting an appreciation of regional history by present and future generations.*

*Information about its museum, membership and other activities can be obtained from the Marion County Historical Society, 260 12th St. SE, Salem, OR 97301 or at [www.marionhistory.org](http://www.marionhistory.org). You are also invited to submit your comments about this teacher's guide.*



*Many people in 1900 traveled around town on electric streetcars. Others walked or rode horses and wagons. MCHS photo 1998.4.88*

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# 'Old Marion' As They Knew Her in 1900

(This is the text of an exhibit that opened in 2000 at the Marion County Historical Society. While the text is written from the point of view of people living in Marion County in 1900, those parts in italics were written by people living in 1900.)

## **The Environment**

*"'Old Marion' includes within its borders land of rare beauty, and the richest, wealthiest and most highly improved section of the Valley. Lying to the eastward are the grandest valleys, mountains and canyons of the Cascade range, rich in grazing lands, priceless timber and a great area of undeveloped mineral wealth which require only the investment of capital to make them valuable property, initial prospecting having disclosed rich deposits of gold and other minerals. Many of these rich minerals fields are located within Marion county and their locators have in many instances begun thorough development of the property."* ( Oregon Statesman newspaper)

## **Agriculture**

Wheat is the largest crop, just as it has been since the 1840s, with 1.1 million bushels produced. A million bushels of oats are also grown. While 1840s crops had been used primarily for local consumption, much of the 1900 crop is destined for regional and national markets.

The production of clover during the previous 10 years has made possible a great increase in the dairy and livestock industry. Fruits and hops are assuming importance for the first time as production is diversifying. Salem is "the nursery center of the Northwest."

In addition, horses, mules, cattle,

sheep, goats and swine are raised on farms and in towns.

There are 2,754 farms in Marion County – more than any other county in Oregon. They average 143 acres in size, although 14 farms total more than 1,000 acres each.

More than 25 percent of the employed men earn a living on farms by working as laborers; many women and children also labor there without wages. Together, they produce \$2.3 million worth of farm products that are not fed to livestock.

## **Lumber**

*"The lumber industry is important and annually distributes thousands of dollars in the county....Marion county contains a large acreage of valuable timber that is gradually being manufactured into a state for building purposes. There are probably forty lumber mills scattered throughout the country, the principal ones being the Capital Lumber Co., of this city, the Curtiss Lumber Co. of Mill City, and the plant of Lee Brown & Sons at Stayton. The fact that many of the smaller mills do not keep an accurate account of the amount of lumber each manufactures, it is quite impossible to reliably compute the aggregate of the business done in this important industry in this county"* (Oregon Statesman newspaper)

## **Water and Sewer**

A private water company in Salem

takes water out of the Willamette River for what is called "one of the best and most complete water works systems on the coast." However, most residences have no or little plumbing. The clarity of water is the biggest concern for people.

Private and public water systems deliver water in some other Marion County towns. Farms use wells and streams to obtain water.

Outhouses are behind most residences. Sewage is buried in the ground or washed directly into streams.

Residents have become accustomed to frequent winter and spring floods during the past 50 years. Some view the streams as important sources of power and foresee the day when "the hum of industry" will be built upon water power.

*The bathroom had a bathtub. I'll bet half the houses in Salem didn't have a convenience like this on the day ours was installed. First we had a portable tub which was brought in and filled with hot water from the kitchen stove and cold water from the pump which was just outside the kitchen door on the back porch. Our parents probably used the same equipment, down to the soap, which was made in the back yard. And then lo! A real bathtub. True, our bathtub did not have any water pipes, hot or cold, but it did have a drain which went some place, probably to the same place in the back yard we skated on once in a while in the winter.*  
(Daniel Fry)

## Public Health

Waves of diseases such as smallpox, measles, cholera and diphtheria result in one of every five children dying before they become adults. For those who become adults, pneumonia, influenza, and tuberculosis limit the average life expectancy to 49 years.

Household quarantines are common to slow the spread of disease. Tuberculosis

patients are placed in the Florence Sanitarium for recovery. To provide quieter quarters for its patients, Salem's first hospital moves from next to the railroad tracks on 12th Street to a new building on Asylum Avenue.

*P.E. Holdredge and wife of Wheatland have sustained a sad bereavement in the death of their two children. The little girl, Ethel, aged two years, died on the 15th, and on Tuesday of this week their son Delmer, aged four, the only remaining child, was taken off.* (Oregon Statesman)

## Families

The family is the center of social and economic life. While a typical "private family" averages 4.2 people, other relatives such as aunts, uncles, and grandparents often live in the same household. Many families have also experienced the deaths of other children. About half of the families live on farms.

The county's population has grown 20 percent since 1890. Fewer than half the people have been born in Marion County, with 15 percent of the county's 27,713 residents coming from foreign countries. Fifty-four percent of the population are males.

Nearly half of the families own their own homes without debt. While many Salem homes have been electrified, homes in rural areas and towns such as Sublimity do not have electricity.

Families have similar lives in town and on farms. They raise much of their own food. Children do chores such as cutting wood and emptying the "chamber pot," and play games such as marbles, hide-and-seek, jacks, drop the handkerchief, and baseball.

Some families belong to organizations such as the International Organization of Odd Fellows, Benevolent Protective Order of Elks, or the Grange. These organizations provide assistance in distress, lending libraries, and social and cultural activities.

Families often gather together with

neighboring families for major community events such as the Fourth of July and school plays.

## Schools

Attendance in Marion County's 114 school districts is voluntary. There are no high schools, and the Salem school district turned down a proposal to add a tenth grade to its schools. The average length of the school year is about seven months.

Two-thirds of the children ages 4-20 attend school, although 20 percent of those typically are absent. The average class has 28 students. Students in higher grades are permitted to learn higher arithmetic, composition, physiology, natural philosophy, science of government, hygiene, Latin, and other subjects.

Three-quarters of the teachers are women. Typical teacher salaries are \$35-\$70 per month, with men being paid 50 percent more than women.

About five percent of the county's population is illiterate.

*"Every effort has been made to make the rural schools as efficient as possible. A course of study has been in the hands of the teachers for some time past, and they have succeeded admirably in classifying and grading their schools. Upon the completion of the course of study the examinations have been conducted by the County Superintendent and diplomas awarded to those making the required grades. About 100 pupils are graduated annually from the country schools."* (Oregon Statesman newspaper)

## Religion and Law Enforcement

More than two-thirds of the people attend church. There are 39 church groups in Salem. Some towns have populations where many people go to the same church, such as Catholics in Mount Angel and Presbyterians



*The Marion County Courthouse is located at State and High streets in Salem. (MCHS photo)*

and German Lutherans in Aurora.

Police and sheriff's deputies deal with a variety of crimes, including horse abandonment. Many crimes are reported in great detail in newspapers. For example, the *Oregon Statesman* newspaper devotes several inches of its December 11 front page to the robbery of \$8.75 from a West Salem resident on the steel bridge spanning the Willamette River.

Some crimes are not publicly acknowledged, although the newspaper recognizes the existence of "the tenderloin district."

## Government and Elections

City and county government take primary responsibility for roads, courts, and law enforcement. Their principal source of income is a property tax, but street and poll taxes also are imposed. Street taxes can be worked off by joining road crews.

The City of Salem is in debt. To build sound finances, it reduced the number of police officers to three and began to pay off its

debt by issuing small home loans.

Major state services located in Salem are the State Reform School, the Hospital for the Insane, and the State Penitentiary. The state Constitution also requires the election of a State Printer. T.T. Geer of Marion County serves as the first Oregon-born governor.

Marion County men followed a state-wide trend and turned down a proposal to give women in the state the right to vote. Abigail Scott Duniway visited Salem to campaign on behalf of women's rights, and Susan B. Anthony's birthday was celebrated.

Democratic presidential candidate William Jennings Bryan spoke for three hours to more than 7,500 people in Salem's Marion Square Park on March 28. However, during both the state election in June and the national election in November, the majority of Marion County votes were cast for Republicans.

### **Commerce and Business**

Nine out of every 10 people in paid employment are men. The largest number of men work in farming, while the largest number of employed women are servants, waiters, and teachers.

The 182 manufacturing firms in Marion County employ 545 people. Eighteen percent of these are women who receive an average wage of \$250 per year, which is 57 percent of the average wage for men. They produce products such as dried fruit, linen, wool cloth and linseed oil worth \$1.5 million.

People buy most of their goods at local retail stores, although some are beginning to buy from catalogs.

A major construction project in downtown Salem is construction of a new building for the International Order of Odd Fellows. While men using shovels began to dig the basement, they soon went on strike after their demands for \$1.25 per day were refused. They were replaced by horse-drawn scoops.

Some labor for less. State penitentiary

inmates made more than one million bricks and received no pay.

### **Travel and Transportation**

In June, a businessman complains that "Marion County has not got a quarter of a mile within its borders you can speed a horse on." He urges road officials to quit dumping rock on the dirt roads until they have first been made smooth, and then to sprinkle water on the gravel to curtail the dust.

Dirt roads are difficult to traverse in summers. Loose stones cause bicycles to wreck and carriages have very rough rides. A nuisance in the summer, these stones also make roads passable in the winter.

Horses and horse-drawn vehicles provide much of the local transportation. Bicycles are common. There are also 13 miles of street railway. Trolleys move over these tracks at 12 mph, or about twice the speed of a horse-drawn wagon.

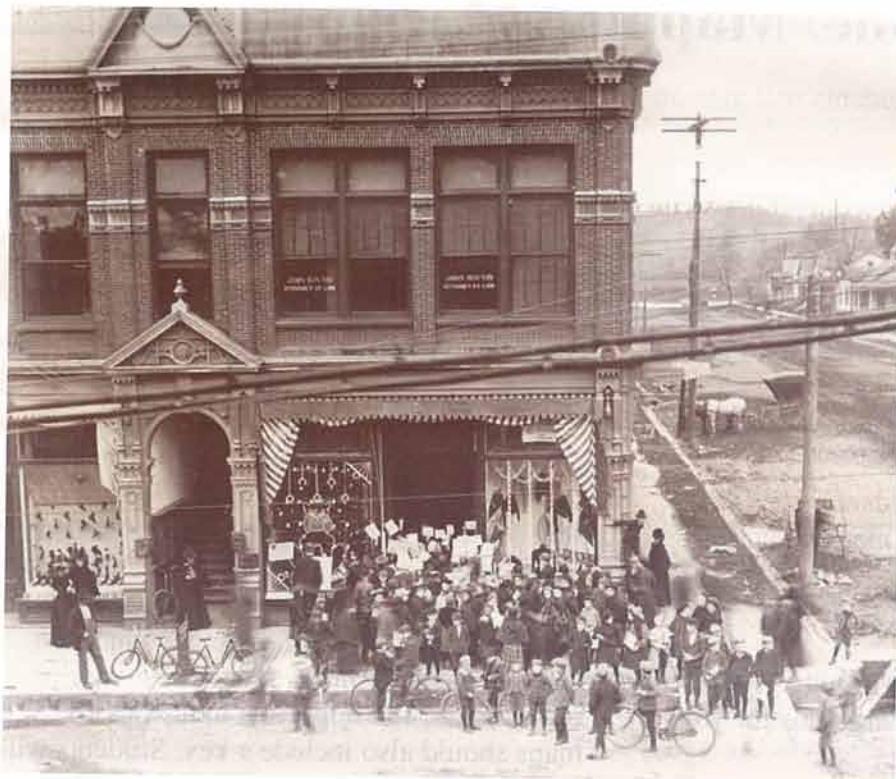
Railroads, with 112 miles of track in Marion County, provide much of the inter-city traffic. Three Southern Pacific passenger trains travel daily between Salem and Portland, and many people build their activities around the schedules. The daily stage ride from Silverton to Salem costs \$1.

A steamboat also leaves Salem daily for Portland.

### ***"Salem's Bicycle Hospital"***

*Gardner & White, who have a well-equipped shop in the Holman building, are Salem's reliable bicycle and general repairing firm. The firm has been established in Salem for several years and their shop has proven a valuable acquisition and has been patronized accordingly. They are the representation of perfection in the several lines to which they devote their energies, such as bicycle repairing, general machine work, etc., the shop being equipped with the latest perfected apparatus known to the business. The*





*Marion County residents bought most of their goods at local retail stores, such as this one at Commercial and Court streets in Salem. MCHS photo 80.5.45.1*

*firm is composed of L.E. Gardner and R. L. White, both of whom are experienced mechanics.” (Oregon Statesman)*

### **Communication**

After first being tested nationally three years earlier in the Turner area, free rural delivery of mail begins in Marion County. The announcement is also made that a new post office building will be constructed in Salem.

While mail and telegraph have been

the primary means of inter-city communication, more businesses and residences are beginning to use telephones. The City of Salem authorizes Horst Bros. the right to erect telephone poles in Salem. Thirty-one miles of telephone lines are added in Marion County.

Messengers on bicycles deliver notes and packages.

Locally owned newspapers give news to residents in Aurora, Salem, Silverton, Stayton and Woodburn.

# Lesson One: Mapping Marion County

**Academic Objective:** Students will gain an understanding of the importance of geography and industry in the development of a city and county. Students will create a map using artistic elements and technical skill.

## **Benchmarks:**

**Grade 3:** Students will learn how to locate places on a map.

**Grade 5:** Students will use maps to illustrate geographic concepts.

**Grade 8:** Students will identify and locate key physical features on maps to answer geographic questions.

## **Materials Needed:**

A map of Marion County. See page 11 (You may want to enlarge this for your students.)

Identification list for cities, rivers, etc. in Marion County. See page 12.

Outline map of Oregon (not included; one is available at <http://bluebook.state.or.us/facts/almanac/almanac08.htm>)

Atlas of Oregon (not included, but available in many libraries)

## **Lesson Activity:**

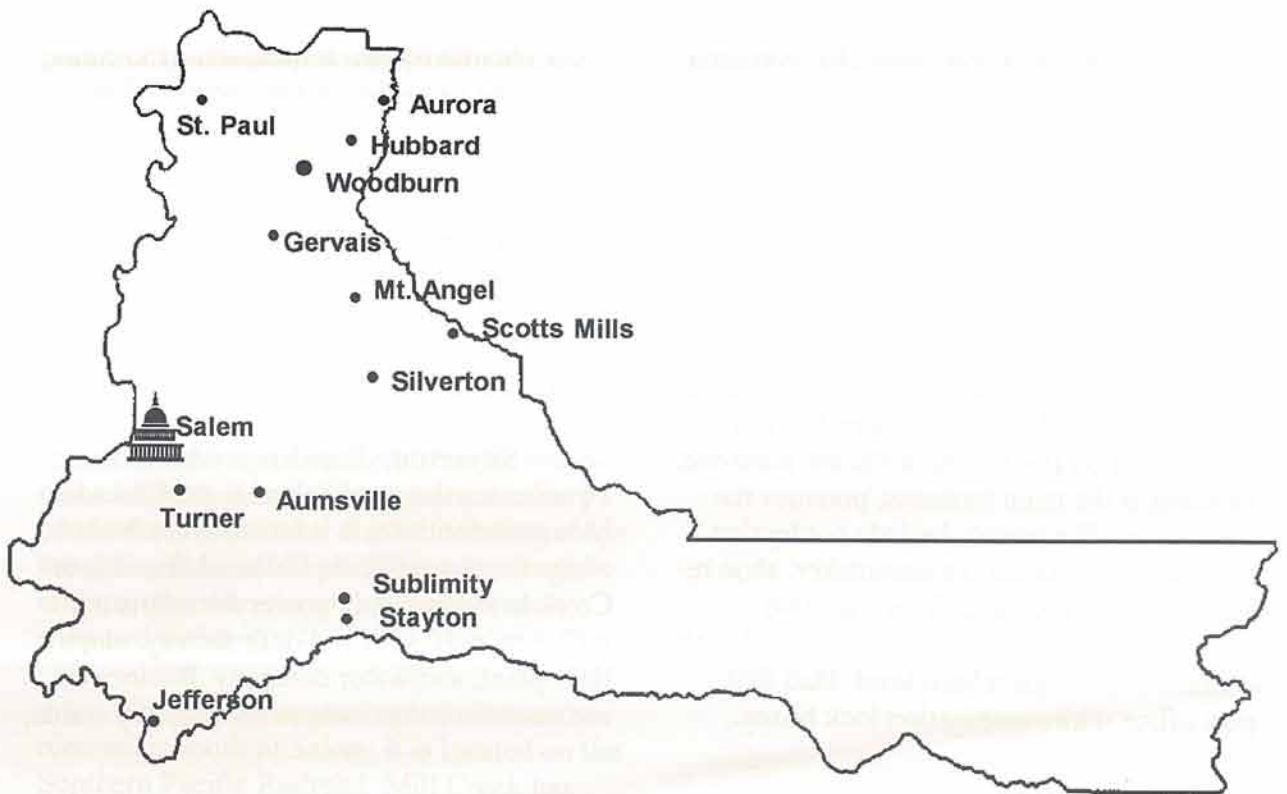
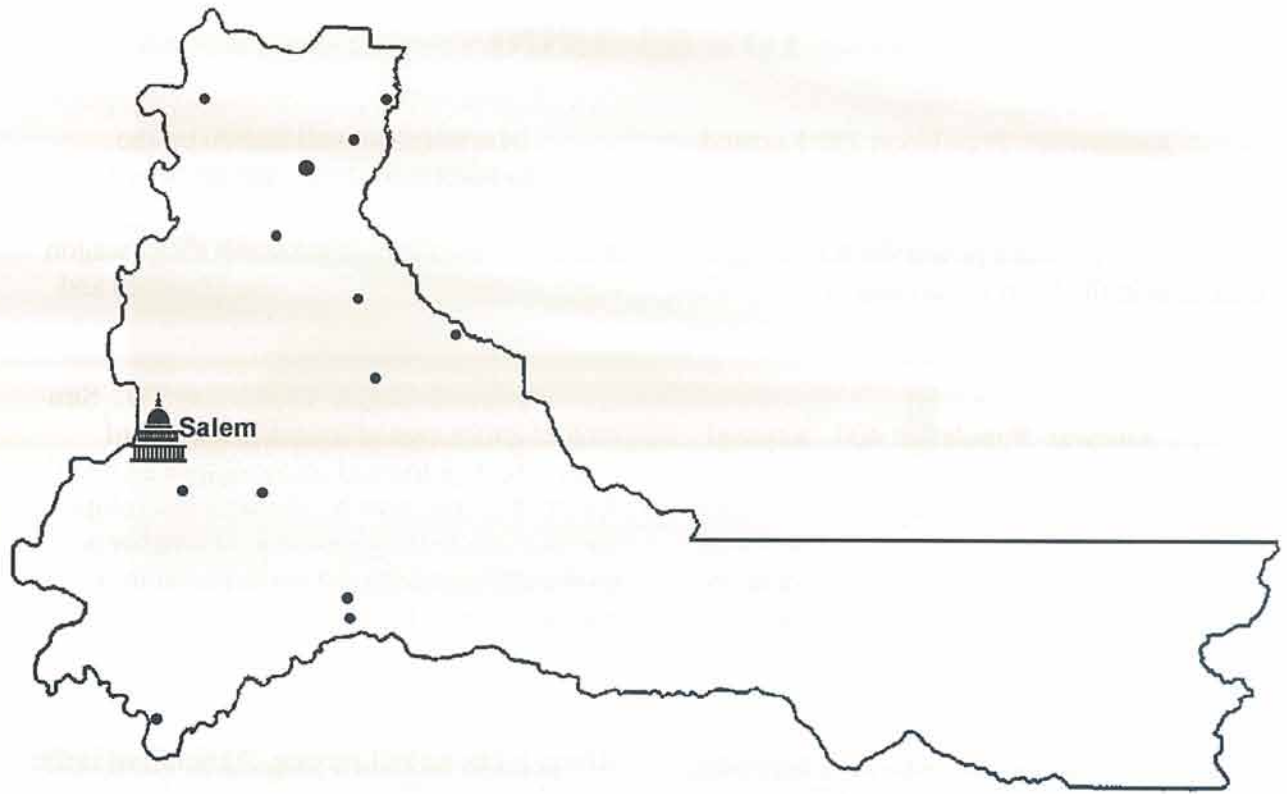
Discuss with students the relationship between cities, counties and states (i.e. many cities in a county, and many counties within a state). Help students understand the importance of the settlement of Marion County in relationship to Oregon's history as a state.

**Grade 3 --** Students will be provided with a blank map of Marion County 1900 with major rivers and cities included, but not identified. A list of cities, rivers, and landmarks with short descriptions will be provided to students. Each student will be asked to identify eight cities, three major sources of

water, and major industries. Students may choose to use different symbols to identify a mill town, a river town, or a railroad stop. (For example, students may draw a building to signify a mill, or a ship to signify a river town.)

**Grade 5 --** Students will complete the map as above, and they will be given a map of Oregon on which they will identify Marion County's location and other major Oregon cities. Students will draw a map key, and will be asked to identify the major railroads and 12 cities.

**Grade 8 --** Students will complete maps as above, providing more detail about the railroads, ports, and important industries. The maps should also include a key. Students will analyze and write a paper about how the location of rivers, railroads and natural resources affected the establishment of Marion County and its cities.



# Towns 1900

**Aumsville:** Population 75. Located 12 miles southeast of Salem, indirectly connected to the Southern Pacific Railroad. Mill Creek water provides power for a flouring mill. It is in the heart of farming country. Has two churches, two hotels, stores and a blacksmith.

**Aurora:** Population 400. Situated in the north end of the county on the Southern Pacific Railroad. Mill Creek provides water power for flouring and saw mills. They ship hops, potatoes, grain, flour, fruits. There are two churches, three lodges, two hotels.

**Gervais:** Population 224. Situated on French Prairie on the Southern Pacific Railroad, it ships wheat, oats, hay, hops and potatoes. There are an Express Office, newspaper, flouring mill, hotel, bank, saloons, and water works.

**Hubbard:** Population 213. Situated in the north end of French Prairie country, it is located on the Southern Pacific Railroad. There are a hotel, school, three churches, warehouses, merchandise store, blacksmith, and hardware store. In the absence of water power, there are no manufacturing establishments. Ships grain, fruit, hops and wool.

**Jefferson:** Population 273. Situated on the Santiam River in southern Marion County and on the Southern Pacific Railroad. Farming is the main business, potatoes the No. 1 crop. Businesses include confectionary, jeweler, optician, harnessmaker, shoe repair, potato warehouse. There are two churches, five fraternal societies, school with courses in the high school level. Had first post office with combination lock boxes.

**Marion:** A small station on the Southern Pacific Railroad line midway between Jefferson and Turner. Has two general stores, a warehouse, blacksmith shop, wagon shop, confectionary store, two churches and one lodge.

**Mount Angel:** Population 537. Situated 16 miles east of Salem and north of Silverton, it is located on the Southern Pacific Railroad's east branch. Agriculture, religion and education are prominent. There are a monastery, academy and college, church, warehouse and general businesses.

**Saint Paul:** Located in the northwest corner of Marion County near the Willamette River, it has no rail service. Agriculture is the main business. The town is served by a mercantile store, saloon, hotel, church and parochial school.

**Scotts Mills:** Population 115. Situated on the east edge of the county, 25 miles from Mount Angel, it connects to the Southern Pacific Railroad's east branch. Butte Creek provides water power for grist and saw mills. Businesses include box factory, blacksmith, cabinet maker, general merchandise stores, general farming, prune orchards and hops. There are two churches, a two-story school and hotel.

**Silverton:** Population 656. Situated 14 miles northeast of Salem in the Cascade Mountain foothills, it is located on a branch of the Southern Pacific Railroad line. Silver Creek provides water power for a flouring mill, saw mill, sash and door factory, electric light plant, and water company. Businesses are machine shops, wagon shop, livery stable,



The Turner Memorial Tabernacle. (MCHS photo 1998.16.18)

creamery. There is a bank, three hotels, two weekly newspapers, five churches, two lodges, library, public school with high school classes, a meeting hall, the Liberal University of Oregon, a number of brick buildings and many beautiful residences.

**Stayton:** Population 324. Situated 18 miles southeast of Salem, it is the trading point for the Santiam country and Cascade mountains. The Santiam River provides water power for flouring and saw mills, sash and door factory, a chair factory, and woolen mill. They have an electric system, fire department, and a school system with high school classes. The opera house, hotel, newspaper, and stores for meat, hardware, and millinery. Also a livery stable, funeral house, creamery, and general merchandise store.

**Sublimity:** Situated 15 miles southeast of Salem, it is a country town in a very productive agricultural district. Leading crops are grain, fruit and hops. There are two general merchandise stores, blacksmith, shoe shop and a church.

**Turner:** Population 400. Situated nine miles south of Salem, it is located on the Southern Pacific Railroad. Mill Creek has

water power used by two flouring mills. A large tabernacle and annual camp meetings give the town prominence. There are three churches and three fraternal societies, a hotel and general merchandise store. It is the first town to give free mail delivery to nearby rural residents.

**Woodburn:** Population 828. Situated 18 miles north of Salem, it is the second-largest city in Marion County. Located on the Southern Pacific Railroad, it ships nursery stock, hops and general farm and garden produce. Businesses include the Settlemeir Nursery, machine shop, grist mills, three warehouses, livery, brick buildings for professionals and general merchandise. There are a hotel, newspaper, four churches, four lodges, a six-room school, and meeting hall.

## Lesson Two: Women's Suffrage Movement

*"The young women of today – free to study, to speak, to write, to choose their occupation – should remember that every inch of this freedom was bought for them at a great price... the debt that each generation owes to the past, it must pay to the future."*

*-Abigail Scott Duniway*

**Academic Objective:** Students will examine a controversial event from more than one viewpoint, and will be able to demonstrate their understanding of the issue in 1900, as well as the importance of the issue today. Students will be able to identify the impact of historical issues on today's society. Students will be able to communicate their understanding and analysis through the use of appropriate writing tools.

### **Benchmarks:**

**Grade 3:** Describe the cause and effect relationships, considering the influence of individuals and events.

**Grade 5:** Students will explain the importance of a key event in history.

**Grade 8 & 10:** Describe how life is different in the United States, compared to 100 years ago.

**Materials Needed:** Newspaper articles from 1900 (See pages 15 and 16)

### **Lesson Activity:**

**Grade 3 –** Teacher will discuss the different roles of men and women in 1900. Students will then participate in a classroom activity to demonstrate the different roles of men and women. Hold a class vote and only allow the boys to vote, ask the girls to wear dresses, hold a mock town meeting, allowing only the boys to voice opinions. In conclusion ask the students to discuss how it felt to be excluded, or how it felt to have their friends and classmates be excluded. When people are excluded, how does this affect decisions that are made?

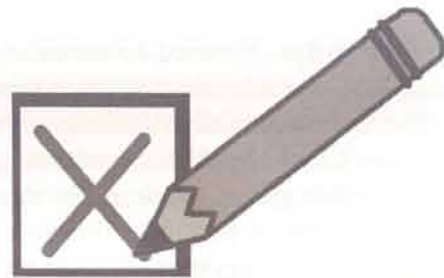
**Grade 5 –** Students will complete the readings

provided, and will make lists of pros and cons for women's suffrage. Students will then be asked to choose to be for or against women's suffrage. Each side should then create a platform, and present their argument.

**Grade 8 --** Students will complete the readings provided as above. Students will then be asked to either create a pamphlet representing one side of the issue, or to write a speech that might be given, or to act as a newspaper reporter and write an article about the issue.

**Grade 10 --** Students will complete the readings and compile a list of pros and cons for women's suffrage. Students will then be asked to list effects of women having the right to vote, and possible effects had women not received the right to vote in Oregon in 1912. Students might be asked to research the lives of activists like Susan B. Anthony or Abigail Scott Duniway, or they might compare the suffrage movement in Oregon to that of other states.

**Bonus Lesson --** Using the precinct voting results found at the guide's web site, give students mathematics questions.



## APPEAL TO VOTERS

### THE EQUAL SUFFRAGISTS ISSUE AN OPEN ADDRESS.

*They Call Attention to the Pending  
Constitutional Amendment, and Ask  
That It Be Voted For.*

The equal suffragists of Oregon have issued the following address to the voters: To the Voters of All Political Parties of the State of Oregon and to You.

Sir. Greetings:

The many adherents of the equal suffrage movement, for which a constitutional amendment is now pending have held their peace for many months lest they might embarrass you in some way concerning the partisan and personal conflicts in which you have been striving with each other for the mastery. But, now that your nominations are all made and your plans adjusted for your various campaigns we desire to place before you our plea for our own enfranchisement. We feel that you cannot justly or honestly deprive us of our voice in the administration of the affairs of the government since we are taxed to maintain its laws to which equally with yourselves we are held amenable. As we provide for the government all its soldiers at the risk of our lives, and when you call our sons to battle, we bid them Godspeed, even though our hearts be breaking, we surely perform duties equal with you in the maintenance of government.

In respectfully demanding your affirmative votes upon a question we are not permitted to decide for ourselves we are not asking for the adoption of any partisan issue of any untried experiment.

Directly to the east of us are four sovereign states, in which the women are enjoying the free use of the ballot.

The citizens of Wyoming, the pioneer state of this great movement, have from time to time during the past 30 years announced, over their own signature, through the press her Legislatures her Governors, Senators, clergymen, Judges, Representatives and chief educators, that good and only good has accrued to the people and the state from the enfranchisement of women. They have often publicly challenged the anonymous writers from other states who have misrepresented the facts to find two men or women in all Wyoming who will assert their suffrage has produced any bad results. It is needless to say that no such opponent has yet responded.

(From the *Oregon Statesman* newspaper, May 19, 1900.)

## WOMAN SUFFRAGE

Editor Statesman:

The woman suffrage amendment that is to be submitted to the people next June for their approval or rejection should not be allowed to become a part of our constitution.

What benefit is to be derived from woman suffrage?

Will it be an influence tending toward the better?

Will politics be less corrupt?

Are women generally speaking better than men?

Surely, not. No one can say that Wyoming and Colorado are superior to their sister states.

When women become voters some of them will become officeholders and what possible good can result from that?

History tells us of two prominent women: Elizabeth of England and Catharine II of Russia; of two glorious reigns (which the courts of events would have forced upon

any ruler); of a period unparalleled in the history of the world for deception.

If the time has come when the women of this country must become masculine it is because the men have become effeminate.

If men can no longer administer the affairs of government in such a manner as to merit the confidence of their families it is beyond the power of woman to regenerate the world.

Suppose the amendment, to be submitted is approved; what classes will avail themselves of the privilege vouchsafed them?

Only the lower classes, and a few of the professional.

Those women who have happy homes, those women who have the spirit to go on the battlefield and care for the unfortunate soldier, those who devote their lives to the upbuilding of the human race, such women as these will never be seen gathered at the polls, nor heard clamoring for recognition in legislative assemblies.

Some extremists in the United States have many beautiful theories, but that which works out so well theoretically is often a failure practically.

The voters of Oregon have always voted intelligently and it is to be hoped they will continue to do so in the future, and defeat the suffrage amendment so overwhelmingly that no crank will ever again advocate such a thing.

If all the states in the union add such an amendment to their constitution then in the future when some Gibbon, seated amid the ruins of the nation, shall write his *Decline and Fall of the American Republic* he will begin at the date when equal suffrage was universally granted..

Printed May 15, 1900 in the *Oregon Statesman*.

## The View From Wyoming

The very leading men and women of Colorado, another state where women vote, have issued circulars, saying: "We believe the greatest good to the home the state and the Nation is best advanced through the operation of woman suffrage. The evils predicted have not come to pass. The benefits claimed for it have been secured, or are in process of development."

It is simple justice to say that the women, entering for the first time, upon their new and untried duties have conducted themselves in every judgment and good sense as men.

By Governor Campbell of Wyoming



# Lesson Three: Daily Decisions

**Academic Objective:** Students will learn to interpret significant events in history, and demonstrate an understanding of cause and effect through written communication.

**Benchmarks:**

**Grade 3 & 5:** Use a variety of modes and written forms to express ideas. (e.g. narrative, imaginative)

**Grade 8 & 10:** Use a variety of modes and written forms to express ideas appropriate to audience and purpose. (e.g. narrative, imaginative)

**Materials Needed:**

- New identities for each student
- Situation cards for students
- Sample journal entries
- Text from pages 5-9 and information throughout guide and web site.

**Lesson Activity:**

**Grade 3:** Give students a brief explanation of early Marion County cities, including what life was like for people who lived in the cities and rural areas. Each student will be assigned a new identity. Each student will then be given a situation card that is appropriate for their character. Each student must then write a journal entry as if they were living in 1900. Students can describe what type of home they might live in, describe a day at work, etc.

**Grade 5:** Give students a brief explanation of life in early Marion County cities. Each student will be assigned a new identity. Students will write several journal entries, each one dealing with a different situation that is appropriate for their new character. One entry will deal with a situation which the student creates for their character.

**Grade 8:** Give students a brief explanation of early Marion County life, including a discussion of what life was like for the people who lived in the cities. Each student will be assigned a new identity. Students will be expected to provide more detail in their journal entries. Students will also be faced with general situations, such as how would a lack of rain affect a farmer, businessman, housewife, or school teacher.

**Grade 10:** Give students a brief explanation of what early Marion County cities were like, including a discussion of what life was like for the people who lived in the cities. Each student will be assigned a new identity. Students will be expected to provide more detail in their journal entries. Students will also be faced with general situations, such as how would a lack of rain affect a farmer, businessman, housewife, school teacher? Students should also be able to discuss class differences, treatment of people. Have things changed over time? If so, how? Students can also research labor issues and changes over time.

**Possible Identities:**

- Farm Owner
- Child Mill Worker
- Mill Owner
- Farm Worker
- Bicycle Store Owner
- Small Business Owner
- Housewife
- Female Teacher
- Mill Worker (Grist, Woolen, Saw, etc.)
- Male Teacher
- Butcher
- Hotel Maid
- Waitress



## *Daily Life Situations in 1900*

- 1. You are a farm owner and there has been no rain for one month.**
- 2. You own a farm, and it is time to harvest. Your lead laborer has been injured on the job. What do you do?**
- 3. You are a laborer on a farm and there has been no rain for one month.**
- 4. You are a laborer on a farm and it is harvest time.**
- 5. You are a female teacher and you support the building of a local high school. How do you voice your opinion when you are not allowed to vote?**
- 6. You are a female teacher and your pay is 50 percent less than the male teachers. You love to teach, but the School District has asked you to teach another term for \$5 per month less.**
- 7. You are a male teacher and you want Salem to build a high school. What do you do to show your support?**
- 8. You are 11 years old and you work 10 hours a day, six days a week. Today is payday; where will your money go?**
- 9. You are 11 years old and you work in a mill. The school year is about to begin. How does this affect you?**
- 10. You own a small business and one of your shipments is late. How does this affect you?**
- 11. You own a small business and you can't keep up with business. What do you do?**
- 12. You are a housewife with three children. Your husband has been seriously injured on his job. What will you do to feed, clothe and house your family?**
- 13. You own a mill that is powered by water. The water flow is low. What does this mean for your business?**
- 14. You work in a mill and you are injured on the job. What do you do?**
- 15. Your town is complaining about the road conditions. How can you resolve this matter?**
- 16. You are a county elections official. Women's suffrage has become a big issue and you are asked how it would affect county government. How do you feel about this?**

## Lesson Four: Beautiful Willamette

For many years, Marion County students were required to commit Sam Simpson's poem, "Beautiful Willamette," to memory.

Simpson was a well-known poet in Oregon in 1900. He graduated from Willamette University in 1866, worked on Salem's *Oregon Statesman* newspaper, and was a clerk for the Oregon Legislature. When he died, *The Oregonian* newspaper wrote a front-page obituary that said, "The death of Sam L. Simpson leaves Oregon with no poet of merit or reputation."

**Academic Objective:** Students will gain an appreciation for different styles of writing.

### **Benchmarks:**

**Grade 3:** Read and identify elements of literature.

**Grade 5:** Identify theme and literary devices such as similes and rhyme.

**Grade 8 & 10:** Identify the author's purpose and analyze how stylistic decisions contribute to it.

**Materials Needed:** "Beautiful Willamette" by Sam Simpson. See [www.marionhistory.org](http://www.marionhistory.org) for the complete poem.

### **Lesson Activity:**

**Grade 3 --** Read poem, or excerpts of poem, "Beautiful Willamette" by Sam Simpson. Discuss some of the figurative speech, and define some of the vocabulary that is unfamiliar to the students. Discuss how important the river was to the people in the 19<sup>th</sup> and 20<sup>th</sup> century. Have each student write a poem about some form of nature.

**Grade 5 --** Give each student a copy of "Beautiful Willamette" by Sam Simpson. Have each student identify literary devices

such as similes, metaphors, and rhyme. Have students identify the theme of the poem.

**Grade 8 --** In addition to Grade 5 activities, students will be asked to identify author's intent and analyze how he conveys his theme to the reader. Students will be able to discuss reasons why the author might have chosen the Willamette River as his subject. Has our impression of the Willamette changed over time? Have each student write a poem of their own describing their view of nature.

**Grade 10 --** Students will identify theme, and rhyme scheme in this poem. Students will then be asked to write a new poem using either the same topic or rhyme scheme in their poem. Have poetry styles changed over the years? Compare with other poetry and poets of the period.

**Extra Credit:** Like students a century ago, allow students to memorize the entire poem and recite it for the class.

# Lesson Five: Who Were They?

**Academic Objective:** Using mathematical analysis students will gain an understanding of the population of Marion County in 1900 and changes that have occurred since then.

**Benchmarks:**

**3<sup>rd</sup> Grade:** Collect, organize, display and describe simple data using graphs.

**5<sup>th</sup> Grade:** Collect and analyze data to formulate and solve problems.

**8<sup>th</sup> Grade:** Create, interpret and analyze charts, tables and graphs to make conclusions.

**10<sup>th</sup> Grade:** Create, analyze, draw inferences and make predictions from charts, tables and graphs summarizing data from real-world situations.

**Materials Needed:** Marion County census statistics for 1900, 1970 and 1990. See web site for summaries. Other census information is available at the Oregon State Library.

**Lesson Activity:**

**Grade 3 --** Students will create a graph illustrating the diversity of birthplace of Marion County residents in 1900. Have students evaluate the 1900 census numbers. Where were most Marion County residents born? Choose the top 5 five places of birth. Represent the totals of each five on a graph. Collect data from students in class and make a similar comparison. Compare and contrast the birthplaces of Marion County residents in 1900 with your classroom.

**Grade 5 --** Students will calculate percentages using data from the 1900 and 1990 census, and attempt to solve problems from their data. Looking at the 1900 population characteristics, what group of people had the highest total population in Marion County in 1900? What group of people had the second highest total? What percentage of the population do these groups represent?

How does the percentage of foreign-born in 1900 compare with racial origins in 1990? What changes occurred in Marion County's population over the past century?

What group of men had the highest literacy rate in 1900? What group of men had the lowest literacy rate? What does it mean that literacy rates for women were not tabulated?

**Grade 8 --** Students will analyze the population data from Marion County in 1900. Create charts comparing literacy rates, birthplaces and other population characteristics such as the male/female ratio that illustrate your conclusions. Compare 1900 birthplaces with 1990 racial origins and create a chart illustrating their conclusions. Compare male/female ratio in 1900 with 1990. What changes occurred in Marion County's population over the past century? Students may summarize their analysis in a written essay.

In addition to Grade 5 questions, students may also be asked: What it means that American Indians are not counted separately in the 1900 census? Why are they counted in the 1990 census? What differences in cultural, social and economic opportunities might result in being literate or illiterate?

**Grade 10 --** Complete the Grade 8 assignment. Discuss their conclusions about how the population has changed. Discuss how the language of categorization as used in the 1900, 1970 and 1990 census has changed. What does this language mean? What does it mean about our need to categorize people? What does this say about the power of language and statistics? Can statistics and language affect how we view people historically and today?

A second phase of this assignment may include students gathering data about their class or school that they can summarize and compare with historical data.

# Lesson Six: Transportation Moves Forward

**Academic Objective:** Students will gain an understanding of Marion County's early transportation system.

## Benchmarks:

**Grade 3:** Describe a cause-and-effect relationship between two events.

**Grade 5:** Recognize change and continuity over time within the following content theme: the interaction of ideas.

**Grade 8:** Describe change and continuity over time within the following content theme: economic and technological developments and impact on their society.

**Grade 10:** Recognize and explain relationships among events, issues and developments in different spheres of human activity.

## Materials Needed:

Identities from Lesson Three ("Daily Decisions"). See page 17.

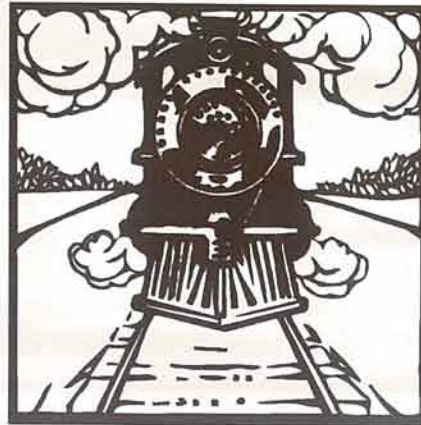
Manufacturing and farming information from web site ([www.marionhistory.org](http://www.marionhistory.org)).

Transportation information. See page 8.

## Lesson Activity:

**Grade 3** –Discuss the different forms of transportation available in Marion County in 1900. The students will answer the following questions according to the identity given to them in Lesson Three. List all of the forms of transportation available in Marion County in 1900. What form of transportation would you use to get to town? How is the transportation you use today different from transportation in Marion County in 1900?

**Grade 5** -- The students will answer the following questions according to the identity given to them in the Lesson Three. Make a list of the different citizens of Marion County, and list the main form of transportation each person would use. Thinking specifi-



cally, decide which form of transportation would be most important to you, and why. Does your choice depend on if you are a man or a woman?

**Grade 8** -- Ask students: What form of transportation would be most valuable to you, and why? What form of transportation would be most economical for you? After each student has chosen a form of transportation have them describe specifically how this form of transportation has changed over the years. Do we still use it today? Has speed improved? Has the price increased or decreased?

**Grade 10** -- Choose three main forms of transportation. Explain the importance of each, recognizing who used what. Does this form of transportation still exist today? If so, how is it used? If not, what was it replaced by? Has the change in transportation affected people's ability to work or stay near family?

By comparing incomes and the price of travel in 1900 with income and the price of travel now, determine the year transportation was most economical. What forms of transportation were in development elsewhere in the country in 1900 that would change Marion County's transportation system? What difference has this change made in communities?

# Lesson Seven: Inventions Yesterday and Today

**Academic Objective:** Students will show an understanding of the increase of scientific knowledge and processes over time.

**Benchmarks:**

**Grade 3:** Identify examples of change over time.

**Grade 5:** Identify cause and effect relationships in physical systems.

**Grade 8 & 10:** Evaluate evidence of physical changes over time.

**Materials Needed:** List of important technology of 1800 and 1900 from the *Oregon Statesman*, Nov. 7, 1900. (See page 23)

**Lesson Activity:**

**Grade 3** — Students will be given the list of inventions in 1800 and 1900. They will then make an addition to this list of inventions for the year 2000. Younger students can make a collage of pictures to illustrate the change in processes over time.

**Grade 5** — Students will be given the list of inventions in 1800 and 1900. They will then make an addition to this list of inventions for

the year 2000. Students can choose one innovation that is now obsolete, and explain why it is no longer used, or what new invention has taken its place.

**Grade 8** — Students will research the list of inventions to discover what they were used for, and how those inventions have changed over time. For those that are obsolete, discover what has taken its place. Discuss how the invention changed people's lives.

As an additional project students can work in small groups to create an idea for a new invention for the year 3000. Students will work together to prepare a poster, and a written description of their invention. Each group will give an oral presentation of their invention.

**Grade 10** -- Older students will choose an invention from the 1900 list and trace its advancement to the present time. Students should be able to answer the following questions. What was the item used for? Do we still use this form of technology? How has it improved? Has it been replaced, and if so by what? How will this technology be affected in the future?



*Students in 1900 lived very different lives from students in 1800. They also adapted to many changes in their lifetimes. MCHS photo 1997.27.3*



## *Important Pieces of Progress*

The *Oregon Statesman* newspaper on November 7, 1900 listed signs of progress for 1800 and 1900. Can you list signs of progress for today and the future?

### 1800

Hand printing press  
Painted canvas  
Hand loom  
Tallow dip candle.  
Gunpowder  
Flint lock  
Galvanic battery  
Sailing ship  
Beacon signal fire  
Ordinary light

### Today

### 1900

Bicycle  
Locomotive  
Motor car  
Cylinder press  
Lithography, photography and color photography  
Cotton and woolen factory  
Electric lamp  
Lyddite  
Typewriter  
Dynamo  
Steamship  
Telephone and wireless telegraphy  
Roentgen rays

## Lesson Eight: Waterpower

Water provided much of the power for homes and factories in Marion County in 1900.

**Academic Objective:** Students will use models in order to identify relationship concepts such as force, cycle, and energy and matter.

### **Benchmarks:**

**Grade 3:** Identify structures that serve different functions.

**Grade 5:** Describe how the design of technological devices is related to the function of those devices.

**Grade 8:** Compare and contrast the structures in machines designed for different functions.

**Grade 10:** Analyze structure and function at various levels of organization.

### **Materials Needed:**

- Egg Carton
- Two Small Plastic/Paper Disposable Plates
- Super Glue
- String
- One large straw

### **Lesson Activity**

**Grade 3:** Put a straw through the center of the small plates. Cut the outside rim off of the plates. Cut out individual cups from the egg carton and glue them in between the two small plates, forming a small waterwheel (See illustration on page 25). Attach string to the straw. Attach a small item at the other end of the string to serve as an anchor. Place waterwheel under a stream of water and watch the water power the small item up to the straw. Discuss with the students what forces cause the wheel to spin, and in turn cause the item to be lifted up.

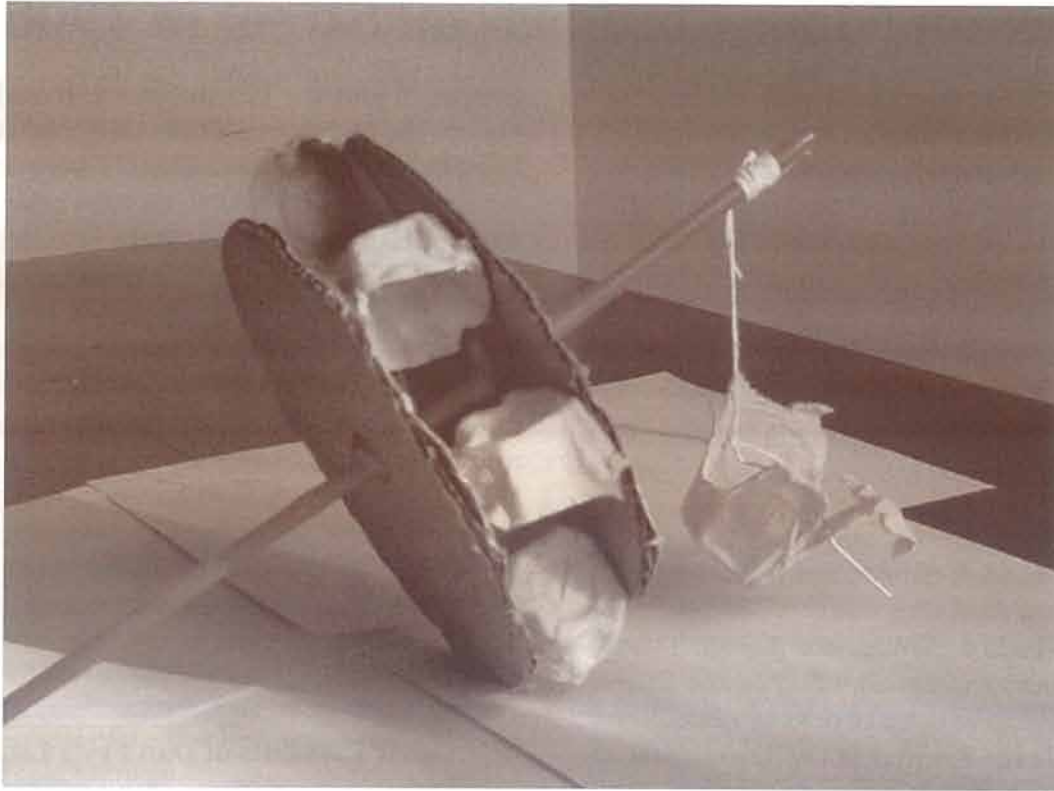
**Grade 5:** Put the straw through the center of the small plates. Cut the outside rim off of the plates. Cut out individual cups from the egg carton and glue them in between the two small plates, forming a small waterwheel (See illustration on page 25). Attach string to the straw. Attach a small item at the other end of the string to serve as an anchor. Place waterwheel under a stream of water and watch the water power the small item up to the straw. Discuss the importance of water as a resource. Discuss the forces that cause the wheel to spin, and in turn cause the item to be lifted up.

**Grade 8:** Put students in small groups and give them the materials listed above, as well as additional materials that might be used to create a waterwheel. Have them design their own waterwheel. Each group will give a presentation on how and why they constructed their waterwheel the way they did. Discuss the forces that drive the wheel, and how power can be generated by water. Discuss how water is an important resource.

**Grade 10:** Discuss waterpower with the students, including the use of dams, the head, and the importance of water flow. Have each student construct a model to demonstrate how water can be used to create power. Have the students address environmental issues of water use.

**Bonus Lessons:** Water is a perfect subject to use as an interdisciplinary topic with science, art, literature, engineering, and math. For example, students can research and discuss how water is used as a metaphor, or create a "river of words." Compare and contrast the approaches taken by people using waterwheels and the poet Samuel L. Simpson and his "Beautiful Willamette."





When the waterwheel is placed under a stream of water, watch the wheel pull the shell-on-the-string up. Grist, woolen and lumber mills used water power like this in 1900 to power their machinery.



The water wheel will rotate on the straw.

## Lesson Nine: Commercial Street in 1900

Dan Fry was a nine-year-old boy in 1900. He lived in a house on Commercial Street near Marion Square in Salem. While Dan's life may be typical for some children then, it provides us a picture of an up-and-coming young boy in a more affluent family.

**Academic Objective:** Students will show through artistic elements their ability to comprehend and evaluate information about daily life in 1900 Salem.

### **Benchmarks:**

**Grade 3:** Create and present a form of art using artistic methods.

**Grade 5:** Create and present a work of art using imagination, observation, and technical skill to achieve desired effect.

**Grade 8:** Students will select and apply artistic elements.

### **Materials Needed:**

Highlights of Dan Fry's life in 1900. His memoirs were included in the 1998 issues of *Historic Marion* published by the Marion County Historical Society, and are excerpted on page 27 of this guide.

Construction paper

Glue

Markers, color crayons, or paint

Shoe boxes, if desired

### **Lesson Activity:**

**Grade 3** --Teacher will read and discuss the high points of the "Highlights of Dan Fry's Life in 1900" with the class. Teacher may want to prepare a weekly vocabulary list using some of Dan Fry's words. Students will then be asked to create a model or diorama recreating a room or rooms of Dan Fry's house. Besides using information in Dan Fry's article, students may wish to find books or other items in the media center that contain photographs of home life about 1900.

**Grades 5 and 8** – The students will read and discuss the high points of the "Highlights of Dan Fry's Life" in class. Teacher may want to prepare a weekly vocabulary list using some of Dan Fry's words. Students will then be asked to create a model or diorama recreating a room or rooms of Dan Fry's house. Besides using information in Dan Fry's article, students may find books or other items in the media center that contain photographs of rooms or objects from 1900 home life. Finally, the students will write a brief statement about the major differences between Dan Fry's home in 1900 and their own home now. What difference would it have made if Dan were a girl? If he were Latino? If he were a Native American?

### **Other Elements of Dan Fry's Life**

**Transportation:** sternwheeler, electric trolley; horse and buggy/wagon; horse-drawn cabs, trains.

**Recreation:** Take a walk on Sunday, visit relatives and friends, Chautauqua, medicine shows, school plays, chicken pie suppers, magic lantern shows, books, and magazines.

**Games children played:** hopscotch, cold drink stand, drug store, stilts, hoops, kites, flatten pennies on streetcar tracks, firecrackers on the 4th of July, skinny, marbles, hide and seek, tiddlywinks, jack straws, follow the leader, drop the handkerchief, run-sheep-run, blind man's bluff, London Bridge is falling down.

## *Highlights of Dan Fry's Life in 1900*

**LET ME BEGIN** by describing the house where I lived for the first 12 years of my life. There were two front porches, one off the parlor and the other off the dining room. The parlor was a no-no room for sister and me and our friends. Here were the family pictures, the piano and the wedding gifts and an assortment of seating accommodations. These were not the most comfortable, especially the settee with satin puff pillows. In later years I wondered if this was so company wouldn't stay so long.

The sitting room was where we lived. We children undressed here at night, on account of its being so cold upstairs. Before going up to bed we had to say our prayers by kneeling at our mother's knee, and we blessed Papa and Mama, the dog, the cat, the chickens, the cow, the horses, and the neighbors, and everything else in order to stay in front of the fireplace, rather than going up to the cold bedroom.

In the dining room was a stove to warm the room and we dressed there in the morning. One morning I backed up against the rear end of this red-hot stove, and I had a delightful upside-down brand that lasted many, many years of my life.

**THERE WERE TWO** stairways to our upstairs; one of them right back of the front door that opened into the parlor; the other was narrow and steep and also went to the bedrooms. These consisted of a front bedroom for Aunt Kitty and my sister, Jennie; the back one for Mother and Father, my brother Orris and me; and one in the partial attic, which was for the hired girl and later on, another bed was added when Jennie moved in. We were indeed cozy, as the entire area, including closets for clothing, extra bedding, etc., and the hallway connecting all three bedrooms and the stairwells was no larger, I am sure, than our present living room.

The sanitary facilities consisted of a stand with wash basin and pitcher and towel on each side. Later on there was a faucet and sink for cold water only. The other necessity was in the folks' closet, which, when Jennie and I were old enough, we took turns bringing up and taking down, the latter with a great deal of care.

When I was born Mother had hours of

labor and no prenatal care. A Mrs. Merrill stayed two weeks, and had a chore, no doubt about it – the bathtub was downstairs and the toilet in the back yard, and only a tiny washbowl upstairs.

Later the toilet was on the back porch and the water was supplied properly when you sat down. The heavier the person, the stronger the flushing action.

**THE BATHROOM** had a bathtub. I'll bet half the houses in Salem didn't have a convenience like this on the day ours was installed. First we had a portable tub which was brought in and filled with hot water from the kitchen stove and cold water from the pump which was just outside the kitchen door on the back porch. Our parents probably used the same equipment, down to the soap, which was made in the back yard. And then lo! A real bathtub. True, our bathtub did not have any water pipes, hot or cold, but it did have a drain which went some place, probably to the same place in the back yard we skated on once in a while in the winter. Then we had piped-in water; then a hot water tank; then hot and cold water upstairs in the sink. Will wonders never cease!

Then what? A telephone!... You cranked the handle just once to get the central....

The woodshed, back porch, and back yard were most important. The shed was filled with several cords of wood cut in the proper 16-inch-long pieces by a horse-drawn saw. Each of these was further divided and piled separately for the kitchen stove or fireplace. Kindling was cut by a hired hand until I became old enough to assume this job. I also had to keep the woodbox filled. Both of these chores were a daily "must" and no excuses tolerated.

**THE BACK YARD** was our play ground. There were two cherry trees, excellent for eating cherries and breaking arms, one pear tree, a chicken yard, a dog kennel, a smokehouse, a high board fence on each side, a garden, and a dandy manure pile ...

The barn was a delight for my boy friends and me. Mounting to the rafters and jumping to the soft hay below! In the barn we had at first two or three horses and a cow. Later came my pony....

# Lesson Ten: Advertising

**Academic Objective:** Students will create and present a work of art, selecting and applying artistic elements and technical skills to achieve desired effect. Communicate verbally and in writing about one's own artwork.

## **Benchmarks:**

**Grade 3:** Create a simple form of art, using imagination and artistic methods.

**Grade 5:** Create and present a work of art, using imagination, observations, artistic elements and technical skills to achieve desired effect.

**Grade 8:** Create and present a work of art selecting and applying artistic elements and technical skills to achieve desired effect.

**Grade 10:** Create and present a work of art selecting, using and combining artistic elements and technical skills to achieve desired effect.

## **Materials Needed:**

Sample Ads from 1900. See pages 29 and 30.

Various art supplies

## **Lesson Activity:**

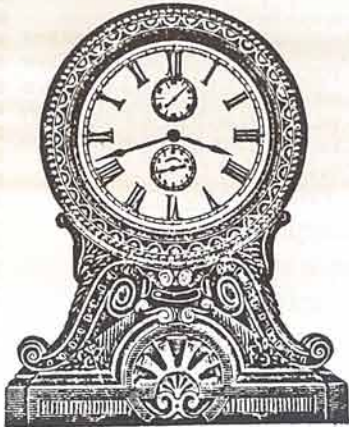
**Grade 3:** Show students samples of advertising from 1900, as well as the present. Discuss the differences and similarities. Ask the students to choose a product that might have been popular in the year 1900, and create an advertisement for that product.

**Grade 5:** Give students the samples of advertising from 1900. Each student will then be asked to choose any product and create two different ads. One advertisement should reflect the style of advertising in the year 1900, and the other should reflect today's advertising style. Lead a discussion about the

differences in advertising between 1900 and today. Because Marion County residents saw advertisements in 1900 from businesses outside Oregon, what does it say about how outside businesses viewed Oregon?

**Grade 8:** Students will be asked to choose a product that would not have existed in 1900 (such as a television, computer, cell phone, freeze-dried food, Styrofoam cup, c. d. player, etc.). They will then be asked to create an advertisement for a local 1900 paper. Students should take into consideration the language they use, as well as the graphics that would have been available. Lead a discussion about the differences in advertising content and methods between 1900 and today. Because Marion County residents saw advertisements in 1900 from businesses outside Oregon, what does it say about how outside businesses viewed Oregon? Is it different today?

**Grade 10:** Students will invent a new product that might have been useful in the year 1900. They will then create three different ads for the product: one to appeal to people in 1900, and one that would appeal to people in the present, and one for the future. Lead a discussion about what qualities people were looking for in products in 1900 and how that might differ from today and the future. Would you make an advertisement different if you were making it for Marion County residents or for the whole country? What does this tell us about consumerism?



No. 5R7518

**BEAUTIFUL OXIDIZED ALARM CLOCK FOR**

**\$2.50**

No. 5R7518 The New Long Alarm Clock rings from 20 to 30 minutes, but can be switched off any minute desired. This clock will not tip over; no battery necessary; absolutely no trouble. The case is finished in superlative oxidized copper, hand engraved and hand chased, in fact, making an ornament that would grace any parlor mantelpiece. Height, 10 inches; dial, 5 inches; movement manufactured by the celebrated Seth Thomas Clock Company, and is

**GUARANTEED TO GIVE : :  
ABSOLUTE SATISFACTION  
IN EVERY RESPECT : : :**

Runs 36 hours with one winding. The steel parts are fish oil hardened, brass parts highly wrought by hand, full conical pivots, patent pinions, agate drawn hairspring, agate drawn main spring, thoroughly timed and adjusted by two expert mechanics, one at the factory and one at our establishment, assuring our customers it being received in perfect condition. It is a clock longed for by thousands. It fills a long felt want. If not exactly as described in every particular return it and we will refund the amount deposited or remitted.

No. 5R7518 Price.....\$2.50  
Shipping weight, 2 pounds.



**Popular  
Short  
Back  
Sailor.**

**\$2.35**

No. 39R105 This is a very stylish dress hat, short back sailor, a very pretty new style fancy straw braid, trimmed very wide all round crown with a

full drapery of cream taffeta silk and point de Paris lace of butter color. Directly in front is a large cluster of pretty carnations with foliage partly hidden between the folds of drapery. The under brim is covered with small folds of silk mull. This is a very pretty, jaunty and stylish hat. Can be ordered in black, white, pearl, castor or maize. Price, each.....\$2.35

**Hearing Horns.**



These horns are exactly the same as those advertised by many dealers at prices ranging from \$3.00 to \$15.00 each.

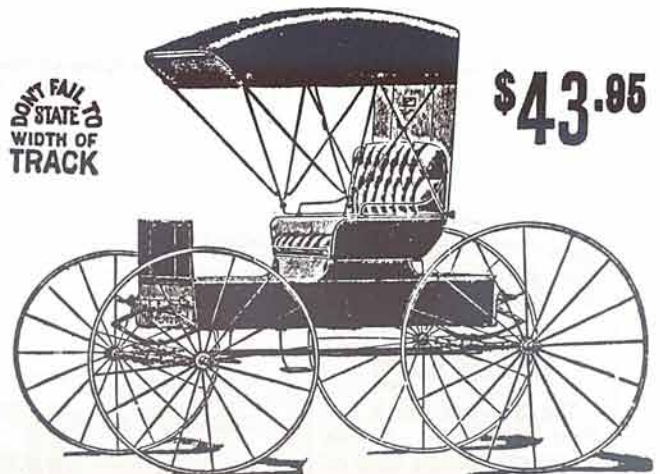
These London Hearing Horns are constructed of light metal upon an entirely new principle. They may be carried in the pocket and when in use are easily concealed in the hand. They are designed for the use of those who are

only moderately deaf and enable one to hear not only an ordinary conversation but sounds at a distance as well, making them suitable for use anywhere—at home, in church, or public entertainments.

Made in two sizes, with Black Oxidized Finish.  
No. 20R420 London Hearing Horn, medium size, 3 1/4 inches in length. Price, each.....\$1.29  
If by mail, postage extra, 5 cents.

No. 20R421 London Hearing Horn, large size, 4 inches in length. Price, each.....\$1.35  
If by mail, postage extra, 5 cents.

**DON'T FAIL TO  
STATE TO  
WIDTH OF  
TRACK**



**\$43.95**

No. 11R239

**GENERAL DESCRIPTION.**

**BODY**—22 inches wide by 54 inches long. Full concave seat risers, full convex seat panels, heavy oval edge iron, full rounded corners to seat and body; heavily braced in corners, made extra strong throughout.

**GEAR**—1500-mile axle with dust proof collar. The axles are 1 1/4-inch, special weight for livery trade, made from the finest refined axle steel, fat-tailed; wood caps are extra weight. Heavy reaches ironed full length with extra heavy wrought iron, full braced and full bolted, quick shaft coupler.

**WHEELS**—Sarven's patent, special selected heavy stock, bolted throughout. Front wheels are 38 or 40 inches high, rear wheels, 42 or 44 inches high. They are 1-inch tread and fitted with 1/4-inch, crimped edge steel tires.

**TOP**—Large heavy leather quarter top. Top has patent curtain fasteners, extra heavy No. 1 metal bow sockets, extra heavy wrought iron joints, rails and stays, three or four-bow as ordered.

**UPHOLSTERING**—This heavy livery buggy is upholstered in standard body cloth. No. 1 extra heavy deep buffed leather cushion and back, \$1.50 extra.

**PAINTING**—Body is painted black; gear, dark Brewster green, with appropriate striping. Can furnish carmine gear if desired.

No. 11R239 Price, fitted with best steel tires.....\$43.95

Price, fitted with 3/4-inch best Goodyear rubber tires.....\$7.40

Price, fitted with 1-inch best Goodyear rubber tires.....\$9.45

**EXTRAS.**

Pole complete in place of shafts..... 1.25

Both pole and shafts..... 3.00

Deep buffed leather upholstery in place of cloth..... 1.50

Shipped from our Ohio or Michigan factory. Weight, about 525 pounds.

## Fine Weather



For Cycling. You need good Bicycle Boots. We have them 50c cheaper than anywhere else. Any size or width, black or tan.

## Salem Shoe Store

R. H. LEABO, Manager.

### A PLAIN TALK

We are as honest in what we say, as in what we sell. We do not misrepresent in statements—we do not substitute in prescriptions. We believe that genuine "honesty is the best policy" and that no permanent success in business can be attained without confidence, hence in all our dealings with physician and patient, and general public, it has been our first aim to merit confidence. Therefore, when we tell you an article is "good," we believe it to be so, and our quarter century experience with drugs ought to qualify us to judge intelligently along this line. If you wish the best medicines put in your prescriptions, bring them to us—if you like substitution take them elsewhere.

### For the Baby

The fifty-cent size is just right for the baby. A little of it in the bottle three or four times a day will supply precisely the fat all thin babies need. If your baby does not gain in weight as fast as you would like, try

### Scott's Emulsion

The result will please you. If the baby nurses, the mother should take the emulsion. It makes the baby's food richer and more abundant; only buy the dollar size—it's more economical.

Both mother and child will feel at once its strengthening, upbuilding and fat-producing properties.

At all drugists, 50c. and \$1.00.  
SCOTT & BOWNE, Chemists, New York.

### Are Your Teeth Worth Half a Dollar

Then why neglect them? Come here--- We'll sell you the best tooth brushes that it's possible to make for 25c. We'll sell you a bottle of our own tooth powder for 25c. These with a little of your help will keep your teeth in good condition. We know the brush is all right--know it enough to say--another one if we're mistaken. We know the Tooth Powder is all right--- 'cause we make it.

### D. J. Fry

Ever try to take Pictures? It's lots of fun. We've Cameras and all the other things.

### ANNUAL SHOE SALE 10 PER CENT DISCOUNT

One year ago we inaugurated our annual shoe sale. Our customers will remember the wonderful success of our monster shoe sale. This month we will have the greatest shoe sale ever heard of. 10 per cent discount on all shoes. All goods marked in plain figures.

Lacy's Shoe store  
04 State St.

## Remnant Sale

~ THIS WEEK ~

~ Over 7000 yards of calico remnants in new patterns and splendid colors, to go at ~

5 and 8c at

## = Holverson's =

The Big Bargain House of Salem.

## *Product prices in 1900*

The following prices are from the Reuben P. Boise, Jr., daily diary for 1900. Mr. Boise was a Salem businessman.

### Grocery Items

Two pounds butter	55 cents
Ten pounds rolled oats	50 cents
One dozen eggs	15 to 20 cents
Meat for one day	10 to 15 cents
One dozen oranges	10 to 20 cents
One dozen dates	10 cents
One pkg. Grapenuts	20 cents
Two bunches asparagus	10 cents
One box apples	75 cents
One gallon peas	10 cents
One bushel potatoes	40 cents
One pound ham	11 cents
One pound bacon	14 cents
One bushel onions	80 cents
Four bananas	10 cents

### Clothing items

Man's suit	\$25.00
Three collars	50 cents
Dress shirt	\$1.50
Neck tie	50 cents
Suit of underclothes	\$1.50
Cotton fleece long underwear	\$1.00
Socks	20 cents
Woman's suit	\$11.55
One pair woman's shoes	\$3.50
Baby sweater	50 cents
Baby shoes	75 cents
Baby cap	\$2.50
One pair shoes half soled	50 to 75 cents



### Other Expenses

Shave	15 cents
Haircut	25 cents
Watch crystal	25 cents
Toilet paper	15 cents
Tooth powder	19 cents
Tooth brush	35 cents
Linen umbrella cover	\$1.10
Umbrella rib	15 cents
Hammer	50 cents
One dozen jelly glasses with lids	40 cents
One dozen baby pictures	\$2.50
Bicycle	\$35.00
Fishing pole	75 cents
Fish basket and strap	\$2.00
Two dozen fly hooks	\$1.00
Fishing line	60 cents
Three leaders	50 cents
Buggy reach	\$1.50
Labor for calcimining two rooms	\$3.50
Street car fare	10 cents
Merry-go-round	10 cents
Salem Rose Show	80 cents
Illihee Club monthly dues	\$1.50
Expenses of trip to Tillamook	\$20.60

## Other information sources about 1900

1. Additional information and stories about the year 1900 in Marion County ([www.marionhistory.org](http://www.marionhistory.org))

    “Beautiful Willamette” by Samuel L. Simpson

    Census and Population Statistics selected from the 1900, 1970, 1990 and 2000 census

    Math questions from a 1900 textbook  
    History questions from a 1900 textbook

    Two-minute stories about events during the year

    Farming statistics in Marion County Assessors Valuation Report for Marion County

    Manufacturing statistics for Marion County

    County School Superintendent’s Report

    Personal news from a newspaper  
    Election results from Salem on equal suffrage amendment

    Sunday School census in Salem

2. Information and a teachers guide about the year 1900 elsewhere in the United States ([www.pbs.org/wgbh/amex/1900](http://www.pbs.org/wgbh/amex/1900))

3. Documents and photographs from the late 1800s and early 1900s from throughout the United States are located at the Library of Congress’ American Memory site ([memory.loc.gov](http://memory.loc.gov))

4. Numerous other legal documents were made in Marion County during 1900. These include probated estates, marriage licenses, land records, school district records, naturalization records, military and draft records, and other documents. They are listed in “Marion County Records Inventory” that was completed in 1995 by the Oregon Historical Records Project of the Oregon State Archives. Copies of the inventory are available for review at the Marion County Historical Society, 260 12th St. SE, Salem, and the Oregon State Archives, 800 Summer St. NE, Salem.

5. The Knight Library at the University of Oregon in Eugene ([libweb.uoregon.edu/govdocs/micro/news.htm](http://libweb.uoregon.edu/govdocs/micro/news.htm)) has most local Oregon newspapers available on microfilm. You can use the microfilm there or inquire about borrowing it through the Interlibrary Loan System.

This guide has been developed by the Marion County Historical Society with support from its members, friends and Trust Management Services.