

# **A Wichita Cottage**

Victorian Etiquette

Teacher Resource Guide

**Wichita-Sedgwick County Historical Museum**

204 S. Main  
Wichita, KS 67202  
(316) 265-9314

## Teacher Instructions

For the Optional **Pre-Study** and **Post-Tour** Student Questionnaire

**Before presenting any material in this Teacher Resource Guide,** give the Pre-Study Student Questionnaire on the next page in the manner most appropriate for your students. Score and save the questionnaires.

**As soon as possible after your tour,** give the same Student Questionnaire again. Score these questionnaires. Match each student's Pre-Study and Post-Tour Student Questionnaires. Compare pre-study and post-tour results.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Student Questionnaire

**1. If you lived in Wichita in 1890, what games would you have played in your house?**

**2. Give two rules of polite behavior for eating at the family table today.**

**3. Mark the special rules that gentlemen were expected to follow in 1890:**

- \_\_\_ a. Always carry an umbrella.
- \_\_\_ b. Stand when a lady enters the room.
- \_\_\_ c. Always wear a suit.
- \_\_\_ d. Help a lady to be seated at the table.
- \_\_\_ e. Do not smoke when a lady is present.
- \_\_\_ f. Remove your hat indoors.

**4. How was a calling card used in 1890?**

**5. Mark the invention(s) of Thomas Edison:**

- \_\_\_ a. electricity    \_\_\_ b. radio    \_\_\_ c. phonograph
- \_\_\_ d. telephone    \_\_\_ e. light bulb

**6. Explain the proper use of a napkin and napkin ring at the table in 1890.**

**7. If you were helping in the kitchen in 1890, what would you use to peel apples?**

**8. How often did most people take a bath in Wichita in 1890?**

**9. Describe how a gentleman would shave his face in 1890.**

**10. On the back of this paper draw a picture of a typical room of a Wichita house of 1890.**

## Tour Information

A 60-minute tour for a single class of no more than 30 students includes:

- a brief introduction illustrated with slides
- a tour of the Wichita Cottage exhibit, a recreation of an 1890s Wichita Victorian home with entry hall, reception room, parlor, dining room, bedroom, bathroom, kitchen, and back porch
- hands-on activities: using a hand-cranked apple peeler, crimping iron, and coffee grinder.

The class should be divided into two equal groups, both including boys and girls, prior to your arrival. Please use the Main Street (west) entrance to the Museum unless instructed otherwise. Students are expected to gather quietly in the entry hall, under the supervision of the accompanying adults, to await the start of the tour. After being welcomed by the docents at the west entry, both groups will follow the docents to the 3rd floor for a brief slide introduction. The two groups will then separate, each following a docent to a different part of the exhibit. Halfway through the exhibit tour time, the groups will exchange places so that all students see the entire exhibit.

**Name tags are required** to facilitate the tour. Please use large print first names so they can be read from a distance and color code the tags by group. Chest-high necklace style tags stay on better than pins or tape.

**Should your group be late** in arriving and unable to stay for a full hour, please notify the docents in charge before they begin the tour.

- ✓ **Note:** Due to time and space limitations and the fact that most merchandise is not intended for children, the Museum Shop is not included in the class visit.

## Information for Drivers

Thank you for agreeing to drive a group of students to the Wichita-Sedgwick County Historical Museum, 204 S. Main (265-9314).

### Directions

A map is included on the next page to help you find the Museum and parking. Parking can be congested, so allow time for this. The tour is scheduled to take one hour.

### Parking

Parking is usually available in the municipal lot south of the Public Library, especially in the southwest corner, and these 10-hour meters take dimes and quarters. **If finding a parking place will make your students late, please deliver them to the Main Street (west) entrance and then park your car and rejoin them.**

### Unloading

Please use the Main Street (west) entrance to the Museum unless instructed otherwise. Students are expected to gather quietly in the entry hall, under the supervision of the accompanying adults, to meet their docents and await the start of the tour.

When letting students out at the Museum, make sure that they get out of the car onto the curb, not into the street. Pull to the curb on the east side (right lane) of Main Street at the Museum's west entrance. Students may wait inside with the docents until everyone has arrived. If the group has already begun the tour when you return after parking, you will find them on the third floor, to the right of the stairway.

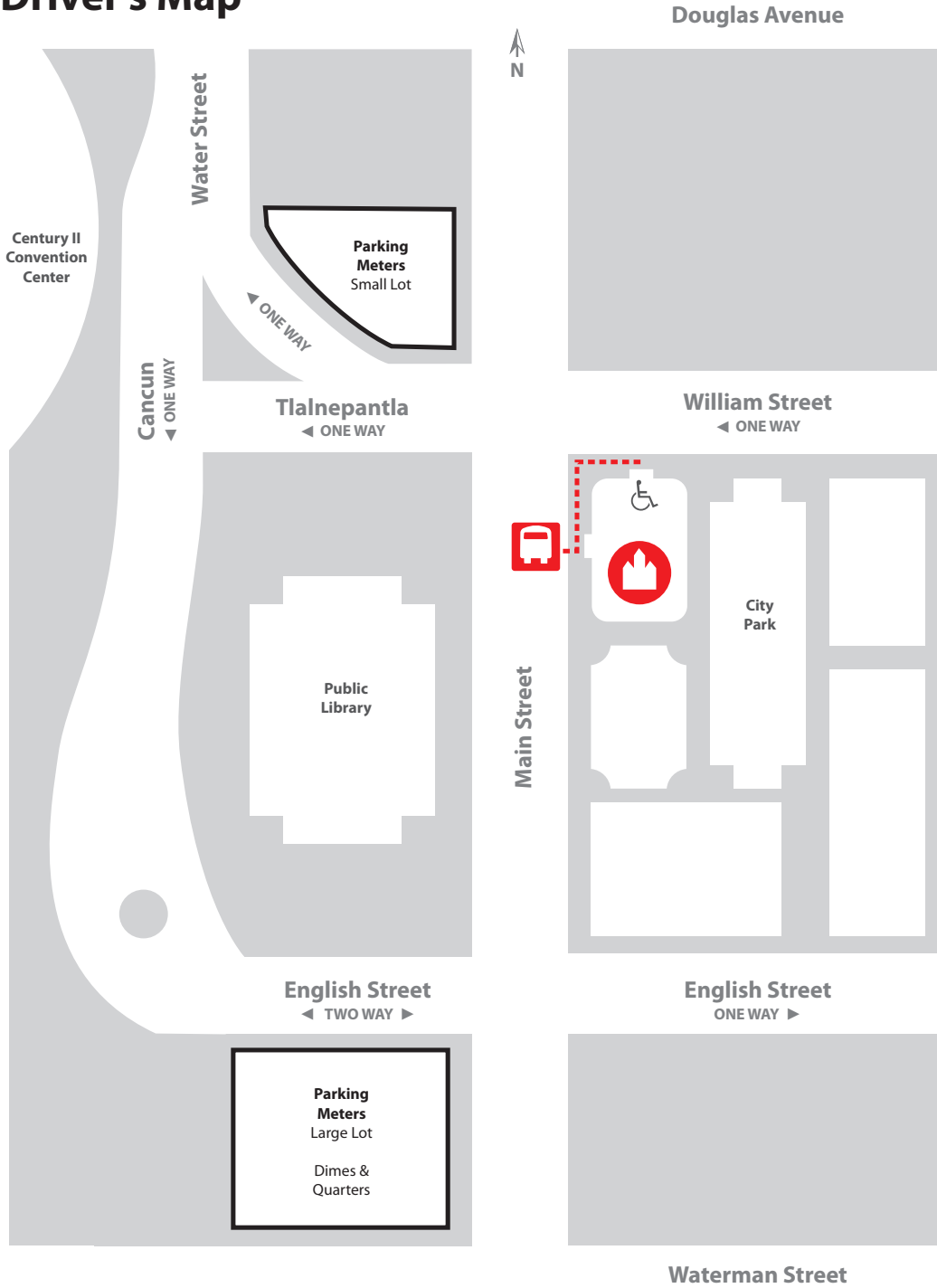
### During the Tour





Please stay with your group during the tour, as your help is appreciated in keeping the group together and lending a hand with the activities if the docent requests it. If you bring a young child with you and find that you need to leave the group to quiet or occupy the youngster to avoid distracting the students on tour, please do so, but stay near enough to be aware of the conclusion of the tour.

### Thanks!

We appreciate your help in making possible this special learning experience. Thank you, and come visit us often.

# Driver's Map



<b>MAP KEY</b>	 <b>Unloading Point</b> Pull to the right-hand side to let students off.	 <b>Handicap Entrance</b>
	 <b>Museum</b> Students enter at William Street door.	 <b>Parking Area</b>

## Tour Instructions

### Classroom Preparation

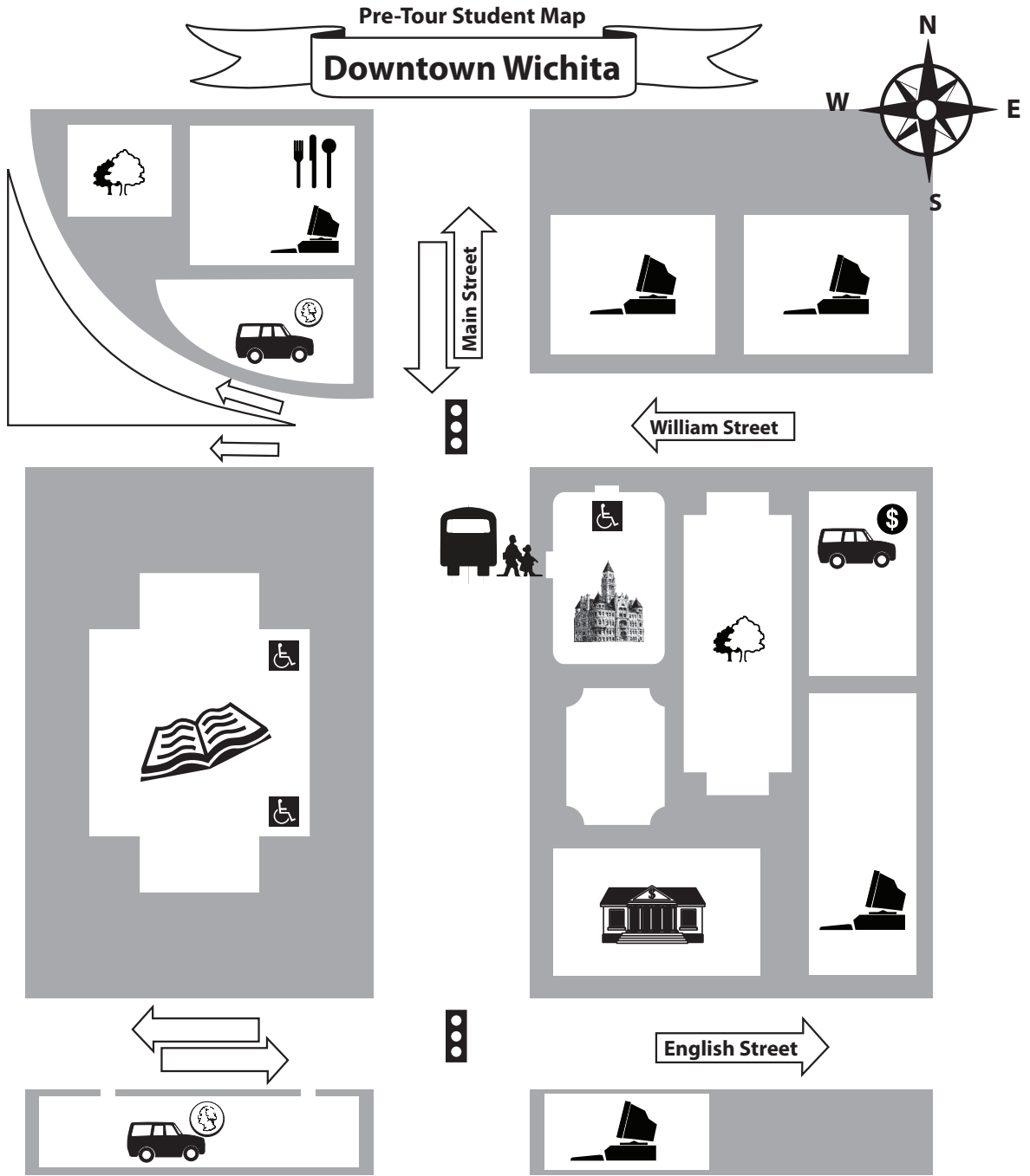
1. Give the optional Pre-Study Student Questionnaire and score the responses.
2. Call 973-2078 or -9 to borrow VTC 4257, a student-produced videotape to help prepare for your tour.
3. Review the Pre-Tour sheets in this packet with the students to familiarize them with the theme of the tour.
4. Present the Pre-Tour Vocabulary so that these words will be meaningful during the tour.
5. Utilize the Pre-Tour Word Search to reinforce these key words.
6. Plan which Post-Tour suggestions and activity sheets will be used, so that students can be alert for specific information relevant to these during the tour.
7. Consider borrowing Museum Kit #10, "Wichita 1880-1910," from the Library Resource Center, phone # 973-5150, fax 973-5179, e-mail: LRC@usd259.net.

### Tour Arrangements

1. Notify the Museum (265-9314) of any special needs of your students or time constraints for your tour.
2. Copy the Information for Drivers and site map for your driver(s). Request that adults remain with the class to assist with the tour.
3. Divide the class into two equal groups, both including boys and girls.
4. Prepare different colored **name tags** for each group. Print large first names. Chest-high necklace tags stay on better than tape or pins.
5. Notify the Museum as soon as possible if you will be late or unable to come. This is especially important in bad weather, as our volunteer docents make every effort to get to the Museum to meet your class, and we need to notify them as early as possible if you won't be coming.

### Classroom Follow-up

1. Discuss what students recall from the tour, including the slide introduction and the kitchen activities.
2. Utilize the post-tour activity sheets of your choice.
3. Give the optional Post-Tour Student Questionnaire. Score and compare to Pre-Study Questionnaires.
4. Complete and return the evaluation form. We appreciate your comments and suggestions.



**Legend**

Museum	Enter Museum	City Park	Parking Garage	Traffic Light	Bank	Handicap Access
			Parking Meters	Traffic Direction	Restaurant	Office Building

## Pre-Tour Victorian Parlor Games

In the Victorian period there were no TV, radio, or audio or video recordings - only games in which everyone had a share.

A game, in contrast to playing cowboys and Indians, dolls, hospital, or with toys, has definite rules and procedures, and the action of the game leads to a victory for one side or person. Many of the games of this period had been played for hundreds of years, either on the village greens or in the village inns. Later they were played in the drawing rooms of the wealthy and then adapted to the smaller homes and parlors of the working class families.

**FORFEITS:** It was the custom while playing parlor games that if a player committed an error or fault, he must pay a forfeit or penalty. These forfeits took many forms as you will see below.

- 1. Three Questions.** The victim must leave the room while three questions are made up to which he must answer either "yes" or "no" without knowing what they are until after he has answered them.
- 2. Show the Spirit of Contrary.** Whatever the player is told to do, he must do the opposite.
- 3. Make your will.** The victim goes from player to player telling each one what he will receive as a legacy. To a person with straight hair he might leave his curly hair, to another his girl or boy friend, to another a candy bar, etc.
- 4. Boredom.** The player must yawn until he makes someone else yawn.
- 5. Nose and Ears.** The wrongdoer is required to grasp his left ear with his right hand and his nose with his left hand. He then must uncross his hands, slap his knees and reverse his original position. This must be done rapidly many times in succession.
- 6. Put Four Chairs in a Row, Take off your Shoes, and Jump Over Them.** (Even young ladies can perform this feat, for it is the shoes over which they jump.)
- 7. Put Yourself Through the Keyhole.** The word "yourself" should be written on a piece of paper and put through the keyhole.
- 8. Put One Hand Where the Other Hand Can't Touch It.** On the elbow.
- 9. Kneel to the Wittiest, Bow to the Prettiest, and Kiss the One You Love.** They must not be one and the same, and this makes the task fraught with perils.

### Victorian Parlor Games for School

- 1. Musical Chairs.** A number of chairs (one fewer than the number of players) is placed in a row, facing alternately in opposite directions. The players march around the chairs in time to music, and when the music stops, every player endeavors to find a seat. The unlucky player without a chair drops out of the game, one more chair is removed, and the game is restarted. Players are not allowed to touch any chair during the march-around. The player who captures the very last chair is the winner.

- 2. Numbers.** A number of chairs equal to the number of players is placed in a row. The players seat themselves and are numbered off from left to right. The seats retain these numbers throughout the game. The player seated at the head of the row, that is, number one, calls out another number, say "five." Five must immediately respond by calling out another number, and so on.

When a person does not immediately respond to his number, he must go to the foot of the row; all the other players with numbers higher than his (closer to the foot of the row) move up one chair to make room for him and in so doing change their numbers. Thus seven becomes six, and so forth down the line. The length of the game is governed either by a time limit or by limiting the number of calls. The player at the head of the row when the game ends is the winner.

- 3. Hot Boiled Beans.** One player is sent out of the room, and a small article is hidden. When this has been done, the absent player is told, "Hot boiled beans and bacon for supper; hurry up before it gets cold." On hearing this, the player returns to the room and searches for the missing article while the rest of the company inform him that his supper is getting "very cold," or is "burning," according to how far or near he is from the article to be found.
- 4. Hunt the Ring.** A ring or a small key is threaded onto a long piece of string, which is then fastened to form a circle. The company then stand in a circle, all holding the string, and pass the ring from hand to hand while the hunter, standing in the middle, tries to guess in whose hand the ring is. It is, of course, only passed when the hunter's back is turned. Whoever is caught with the ring takes his place in the middle of the circle.
- 5. Traveler's Alphabet.** The first player says, "I am going to Amsterdam" (or any other place beginning with "A"). The player on his left then asks, "What will you do there?" and he must be answered with a sentence in which the verb, adverb, adjective, and/or noun begin with the letter "A." (The teacher may wish to simplify the rule to require only those parts of speech with which students are familiar.)

The second player now announces his departure for Belgium or any place beginning with a "B" and is likewise questioned. The game goes like this:

Player 1: I am going to Amsterdam.  
Player 2: What will you do there?  
Player 1: I shall artfully avoid anchovies.  
Player 2: I am going to Belgium.  
Player 3: What will you do there?  
Player 2: I shall bury bullock's bones.

And so on, until all have played. Forfeits are called for failures or mistakes. (If the class is studying Kansas, the rule may require the use of only Kansas place names, or other adaptations as the teacher sees fit.)

- 6. What Am I Doing?** This game is a sort of solo charade. One player stands in front of the rest of the party and goes through the motions of doing something – the more ludicrous, the better. He may imitate the formidable task of washing down an elephant or trying to catch a flea. The other players must try to guess his action.

## Children's Manners in the Home

The following rules of etiquette were compiled from *Twentieth Century Culture and Deportment* by Maud C. Cook and *The Light of the Home* by Harvey Greene.

Children should learn first that the will of the parent is supreme. The deportment of children measures the parents' competence in the home.

### General Etiquette for Children

1. Discourage all talebearing and lying.
2. Discourage complaints.
3. Discourage recitals of injuries received from other playmates.
4. Children should be respectful of their elders, the weak, the sick, and their peers.
5. Obedience should be demanded, with murmuring and questioning repressed.
6. Rudeness and abruptness must not be tolerated.
7. "Please" and "thank you" should be impressed upon children's minds.
8. Children should never interrupt conversations.
9. Insist upon children having cleanliness in dress, with their hair combed and fingernails clean.
10. Do not use a shrill voice, but speak quietly.

The dining room, like the parlor, is a place in which a family demonstrates, through manners and decoration, its taste and station in society.

### Table Etiquette for Children

1. Children should be taught the proper use of knife, fork, spoon, and napkin.
2. Children should sit still while waiting to be served and should not play with articles on the table.
3. Children should take their seats quietly.
4. Children should not initiate conversation, but when spoken to, should answer promptly with no stammering.
5. Children should not make remarks about the food.
6. Teach children to acquire a liking for as many different varieties of food as possible.
7. Children should always say "excuse me, please," to the mother or hostess before leaving the table.
8. Once the children have left the table, they should not return.

## General Table Etiquette for Adults and Children

1. Sit upright, and do not bend over to take each mouthful of food.
2. If a gentleman is accompanied by a lady, he should draw her chair out from the table, and, when she is seated, assist her in putting it back in position.
3. The old custom of waiting until everyone is served before beginning to eat is no longer countenanced, since "soup is nothing, if not hot," and by waiting it is decidedly cooled.
4. Unless requested to do so, do not pass on to a neighbor a plate of food that has been handed to you. When serving dishes are passed, help yourself as quickly as possible and never insist upon someone else having it first.
5. At the table, one may talk to one's neighbor on either side or to those directly opposite, but do not lean across an individual to converse with someone on the other side.
6. Never attempt to converse with food in the mouth.
7. Never overfill the mouth with food.
8. Never cool any drink or soup with the breath.
9. Salts and peppers are to be shaken with one hand.
10. Drink all liquids without the slightest sound.
11. Food should be chewed quietly.
12. In using a napkin, do not spread it over the entire lap nor fasten it under the chin bib-fashion, nor in the buttonhole, nor in the vest pocket. Simply unfold it and lay it carelessly in the lap on one knee; use it to wipe the lips or the finger tips lightly when necessary.
13. At the close of the meal, the napkin is to be left lying loosely at the side of the plate, not refolded, unless you are a house guest or family member returning for another meal, in which case the napkin is to be folded and placed in the napkin ring.
14. The fork should be held with the handle resting in the palm of the hand when cutting or separating food, but in conveying food to the mouth, the handle of the fork should not be kept against the palm. Never strive to load the fork with meat and vegetables at the same time. Never push the food from the fork with the knife. Use the fork to break up a potato on your plate; do not touch it with the knife.
15. Use the teaspoon to gently stir up and dissolve the sugar in the cup, then lay it in the saucer and lift the cup to the lips by the handle.
16. In partaking of soup, the spoon should be swept through the liquid away from the person, lifted to the mouth, and the soup taken noiselessly from the side of the spoon.
17. The knife should never, no never, be introduced into the mouth upon any occasion.

**General Table Etiquette for Adults and Children** *(cont.)*

- 18.** There are a number of foods that it is considered proper to eat from the fingers at the supper table: olives, asparagus, lettuce, celery, strawberries held by the stem, bread, toast, tarts, small cakes, fruit of all kinds, except melons, cheese, the leg of a small bird or even other small pieces of fowl, unbroken biscuit, water cress. Lump sugar may be taken by hand.
- 19.** Never pour tea or coffee into the saucer to cool it, as was done in a former day, and never drink from the saucer.
- 20.** Never pick your teeth at the table.
- 21.** Never eat too fast.
- 22.** Turn the head and cover the mouth when coughing or sneezing.
- 23.** Never rest the elbows on the table.

Some rules of etiquette have changed, but good manners are still important for all of us today.

## Pre-Tour Vocabulary

**antique** - an item made in an earlier time, technically at least 100 years ago.

**crumber** - a two-piece item of tableware used to sweep or scrape up crumbs from the table.

**cruet set** - an assortment of small glass bottles for oil, vinegar, etc. at the table.

**Edison phonograph** - an instrument that reproduces sound from cylinder-shaped records, invented by Thomas A. Edison.

**etiquette** - the accepted manners of polite behavior.

**forfeit** - an amusing penalty paid by the loser in a game.

**legacy** - anything handed down from one person to someone else by a will.

**museum** - an organization that saves and exhibits important objects.

**parlor** - a formal sitting room used mainly for entertaining guests in a Victorian home.

**pickle caster** - a decorative container with tongs used for serving pickles at the table.

**spooner** - a container for setting spoons on a table.

**stereoscope** - an instrument for viewing pictures with a 3-dimensional effect.

**Victorian** - characteristic of the time Victoria was Queen of England, 1837-1901.

## Pre-Tour Word Search

Find the hidden words using the Word List below. Look for some backwards words!  
Can you find the upside-down words?

l n w e s c r u m b e r s j  
c a n m y q r o m v t u t o  
g p j v p s c r u e t s e t  
s k u h r p u o s w e f r s  
k i s o r f v i e j u w e l  
c n r a n t i q u e q t o m  
t r w r q x c v m d i p s w  
h i g e o h t j q i t t c u  
e n k r e n o o p s e i o t  
a g o d m o r e t o o e p r  
b a m i t v i g k n u f e e  
s m r e t t a l p a o r n b  
l e g a c y n s r m s o l m  
t s w b o t d f g u b f p n

### Word List

antique      spooner  
museum      napkin ring  
victorian    stereoscope  
etiquette    crumber  
forfeitgames  
legacy      soup  
cruet set    platter  
edison

## Pre-Tour Calling Cards & Formal Visits

Paying visits to friends was the most important leisure activity for the middle class in 1870-1910. The only time adults were exempt from the calling system was in the case of mourning (usually one year), illness, and childbirth. If a person were elderly or had other duties, he or she often sent a calling card rather than making a personal call. Calling involved a strict set of rules by which Victorians governed their social relationships. Women were primarily the callers and receivers, however, men did accompany their wives on Sunday calls. Children were left at home.

### Reasons for the Visit

1. To maintain a friendship.
2. To welcome a new neighbor.
3. To welcome an old friend back from a trip.
4. To offer good wishes on an impending trip.
5. Courting.
6. To offer condolences.
7. To offer congratulations.
8. To promote business (usually not a social call, but a calling card was presented).

Sometimes reception cards were sent out by the hostess indicating what days and at what time she would be receiving guests. On these occasions, perhaps a light refreshment would be served and the caller might stay a little longer than the usual 15-30 minutes. But generally the lady of the house would be available, if not out visiting herself, between the hours of 3:00 and 5:00 p.m. on any day.

### Calling Card Etiquette for the Visitor

1. The caller would leave his or her card on the card receiver usually found in the hallway or directly upon entering the house, thus avoiding any personal contact with the hostess without her approval.
2. A lady left a card for a lady only; a gentleman left a card for the host and one for the hostess.
3. By folding the upper right corner, the caller indicated she had come in person rather than sending the card by a second party.
4. Folding the upper left corner meant congratulations.
5. Folding the lower right corner meant have a good trip.
6. Folding the lower left corner meant condolences.
7. Folding the entire left end of the card meant that the caller intended to visit all the ladies in the family, not just her peer.
8. Men did not turn down the corners of their cards.

### **Calling Card Etiquette for the Receiver**

1. It was proper to return the visit or the card in the same manner in which it was received. For example, a personal call was returned by a personal call; a call made by a servant leaving her employer's card was returned in like manner, etc.
2. By not returning the visitor's card or visit, a lady expressed her disapproval of the visitor.
3. If the lady or gentleman of the house were not at home or were occupied and unable to receive the caller, the domestic would inform the caller that the employer was "not at home" or "engaged." The caller would then leave a card.
4. Children were not allowed to "visit" other children solely upon the request of the children. The invitation should have come from the parents. Children did not accompany parents on formal visits.

### **Visiting Do's and Don'ts**

1. The hostess received guests in the parlor, the social area of the house. She would step forward to shake hands and would remain standing till all were seated.
2. The hostess made the conversation general and paid attention to all guests equally.
3. A gentleman would rise when a lady left the room as well as when a lady entered the room.
4. If the visitor wore an outer coat, he or she would leave it in the reception room.
5. The hostess indicated where each guest should sit. A gentleman would never seat himself next to the hostess, but rather would wait for her to indicate a seat for him. Women were seated first, the elderly in comfortable chairs.
6. A gentleman would remain standing as long as there were any ladies standing in the room.
7. The visitor did not call out across the length of the room, but would get up and walk to speak to the individual.
8. Whispering, relating scandal, telling involved stories, and attacking religious beliefs were all poor manners.
9. Tilting the chair, leaning against the wall, slamming the door, or teasing household pets were forbidden.
10. Children of the house were expected to rise to offer their chairs to an elder.

### **Breaches of Etiquette**

1. Removing the gloves when making a formal call.
2. Staring around the room.
3. While awaiting the entrance of the hostess, opening the piano or touching it if it is open.
4. Looking at a watch when calling.

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5. Walking around the room while waiting for the hostess.
6. Opening or shutting a door, window, or curtain when making a call.
7. Turning your chair so as to bring your back to someone near you.
8. To seem to be aware of anything but the company present while making a call.
9. To remain when you find the host or hostess dressed to go out.
10. To draw near the fire to warm your hands or feet unless invited to do so.
11. To make remarks upon a caller who has just left the room, either by the hostess or other visitors.
12. As the hostess, leaving the room when visitors are present.
13. To assume any ungraceful or uncouth position such as standing with the arms akimbo, sitting astride a chair, smoking in the presence of ladies, standing with legs crossed or with one foot on a chair, leaning forward in the chair with elbows on the knees, wearing your hat (if a gentleman).

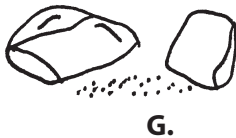
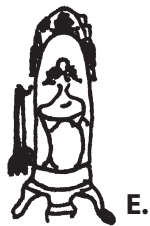
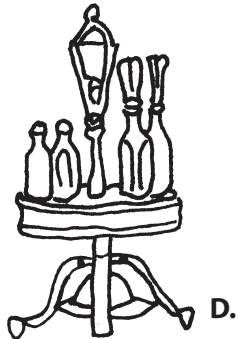
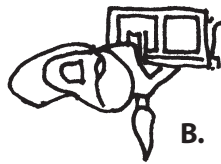
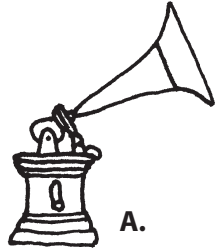
**Length of Stay**

1. 15-30 minutes was considered proper.
2. When it was time to go, visitors were to rise, bid a proper farewell, and go without lingering.
3. A hostess was not to detain the visitors by protesting.
4. If at home, the man of the house would escort ladies to their carriages.

As many as 10 calls were made by the visitor from 3:00 to 5:00 p.m. The advice was: in making calls, do your best to lighten the infliction to your hostess, do not stay long, and do not enter upon a subject of conversation which may terrify her with the apprehension that you intend to remain until you have exhausted it.

## Post-Tour Identification Game

Draw a line from each picture to its correct name.



Apple Peeler

Cruet Set

Edison Phonograph

Pickle Caster

Crumber

Steroscope

Napkin Ring

Spooner

## Post-Tour Suggestions

### Creative Writing

1. Pretend that you and your family are living in the 1880s. You are going to have guests in your home during an afternoon. From what you learned at the Museum, describe what you would do to entertain your friends.
2. Table manners and etiquette for children in the 1880s may be different from what is expected of you in your own home. Compare the differences and tell which way you prefer and why. (The teacher may want to have the class orally give several comparisons which can be listed on the board and then have students write about their choice.)
3. Remembering the parlor games that were popular in the 1880s, tell which one was your favorite and why. Describe how you would entertain your friends today in your home.

### Discussion Questions

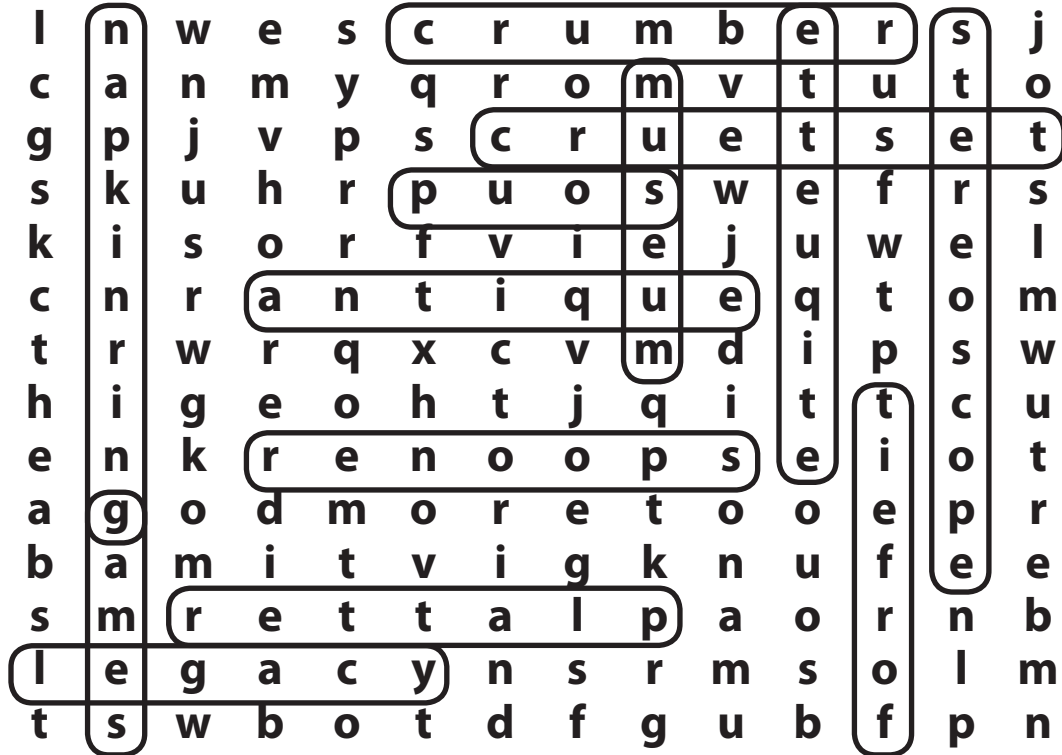
1. Do you think it would have been fun to live in Wichita during the 1880s? Why or why not?
2. Would preparing a meal for your family in the 1880s have been an easy task? Why or why not?
3. How has entertainment, both in the home and outside, changed since the 1880s?

### Creative Drawing

On a plain piece of paper, draw as many of the pieces in the table setting as you can recall from the museum dining room table, putting each in its proper place. Can you give the correct name of each piece you draw?

## Answer Page

### Pre-Tour Word Search



### Post-Tour Identification Game

- A. Edison phonograph
- B. stereoscope
- C. spooner
- D. cruet set
- E. pickle caster
- F. napkin ring
- G. crumber
- H. apple peeler

# Tour Evaluation

Teacher \_\_\_\_\_ E-mail \_\_\_\_\_

School \_\_\_\_\_

Tour Date \_\_\_\_\_ Time \_\_\_\_\_ No. of Students/Adults \_\_\_\_\_

## 1. Pre-Tour Material

- a. Did you use the **Pre-Tour** material?       Yes    No
- b. Was it helpful?                                       Yes    No
- c. How could the **Pre-Tour** material be improved?

\_\_\_\_\_

## 2. Tour Presentation

- a. Was the tour presented effectively?       Yes    No
- b. How could the tour presentation be improved?

\_\_\_\_\_

## 3. Your Visit

- a. Was your visit...     too long     too short     just right
- b. What did your students enjoy most?

\_\_\_\_\_

- c. What did your students dislike?

\_\_\_\_\_

## 4. Post-Tour Material

- a. Did you use the Post-Tour Material?       Yes    No
- b. Was it helpful?                                       Yes    No
- c. How could it be improved?

\_\_\_\_\_

## 5. Comments

Please list any other comments or suggestions below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Evaluation Form continues on the following page.*

**Evaluation Form** *(continued)*

**6. Class Response**

Basing your evaluation on the effectiveness of each activity sheet in promoting learning behavior among your students, circle the number on the scale that best describes the class response to the following tour elements:

	<b>Excellent</b>			<b>Poor</b>	
<b>Pre-Tour Student Map</b> (Page 11)	1	2	3	4	5
<b>Pre-Tour Parlor Games</b> (Pages 12-13)	1	2	3	4	5
<b>Pre-Tour Vocabulary</b> (Page 17)	1	2	3	4	5
<b>Pre-Tour Word Search</b> (Page 18)	1	2	3	4	5
<b>Post-Tour Identification Game</b> (Page 22)	1	2	3	4	5
<b>Post-Tour Creative Writing</b> (Page 23)	1	2	3	4	5
<b>Post-Tour Discussion Questions</b> (Page 23)	1	2	3	4	5
<b>Post-Tour Creative Drawing</b> (Page 23)	1	2	3	4	5

**Comments**

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Please return this form via U.S. mail to:

**Education Director**  
Wichita Historical Museum  
204 S. Main  
Wichita, KS 67202

or, you may complete this form online at: [www.wichitahistory.org/forms/cet-eval.html](http://www.wichitahistory.org/forms/cet-eval.html)