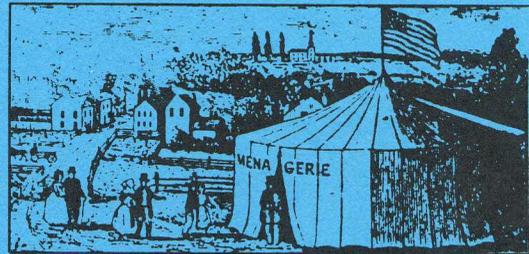
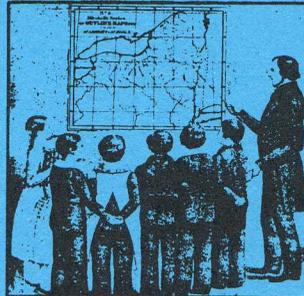
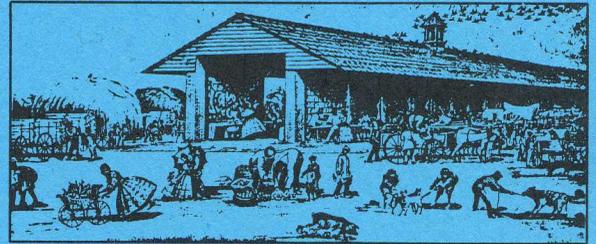
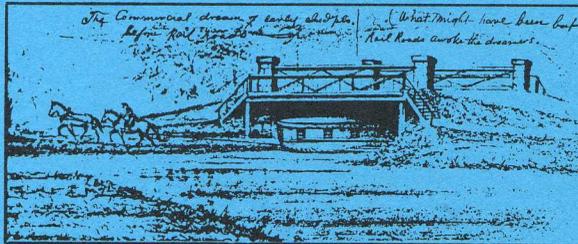
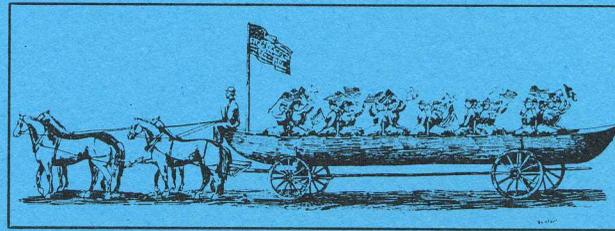


# INDIANA, The Early Years

## Supplemental Information

Supplemental Information



# BROADSIDES

## BROADSIDES

Indiana, The Early Years  
Supplemental Information

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**Some Events for Context, 1787-1850**

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- 1787 Delegates to the Constitutional Convention in Philadelphia draft and sign the Constitution of the United States.
- 1794 The use of powder on men's hair goes out of style but hair is still worn in a braid, tied with a black ribbon.
- 1800 Washington D.C. becomes the nation's capital city.
- 1805 The first important shipment of ice from New England is made to Martinique in the West Indies.
- 1808 Congress prohibits the importation of African slaves.
- 1811 A massive earthquake rocks the Ohio-Mississippi Valley.
- 1815 The Treaty of Ghent is signed, ending the War of 1812.
- 1818 English author Mary Wollstonecraft writes *Frankenstein*.
- 1820 Congress passes the Missouri Compromise whereby slavery is prohibited in the Louisiana Territory north of latitude 36° 30".
- 1822 Clement Moore writes "Twas the Night Before Christmas" for his children.
- 1823 President James Monroe announces his Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.
- 1825 The first significant strike for a 10 hour day is called in Boston by 600 carpenters.
- 1834 The first printed rules for a game resembling baseball are published.
- 1836 A Massachusetts child labor law requires children to attend school for at least 3 months a year until the age of 15.

**Some Events for Context, 1787-1850, continued**

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- 1842 Crawford Long, a Georgia physician, performs the first successful surgery on a patient anesthetized with ether.
- 1843 Settlers begin a great migration westward over the Oregon Trail to Oregon Territory.
- 1844 Samuel F. B. Morse sends the first telegraph message from Washington D. C. to Baltimore.
- 1845 Congress puts presidential election day in the first week of November after harvest but while roads are still passable.
- 1847 Irish immigration reaches 105,000 because of the potato famine in Ireland.
- 1848 Peace negotiations with Mexico result in a treaty which cedes much of the present day Southwest to the United States.  
John B. Curtis of Bangor, Maine manufactures the first commercial chewing gum.  
A Women's Rights Convention is held at Seneca Falls, N.Y.— the beginning of the modern feminist movement.
- 1850 Congress bitterly debates the rights of states to permit or prohibit slavery. The Compromise of 1850 passes.  
A cholera epidemic sweeps through the Middle West.
- Reference: Laurence Urdang, ed., *The Timetables of American History*, (Simon and Schuster, 1981).

**Transportation Timeline, 1794-1847**

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- 1794 The Lancaster Turnpike completed between Philadelphia and Lancaster, Pa. was one of the first tollroads whose financial success stimulated other turnpike projects in the mid-Atlantic and southern New England states.
- winter of 1811-1812 The steamboat "New Orleans" was the first to travel successfully from Pittsburgh to New Orleans.
- 1815 The chief federal roadbuilding project was the Cumberland Road from Cumberland, Maryland, to Wheeling, Virginia (now West Virginia).
- July 4, 1817 Construction of the Erie Canal, the longest in the world, was begun.
- Jan. 1818 Three-masted sailing ships began regularly scheduled service between New York and Liverpool, England. The average time of crossing was 39 days.
- 1820 The Indiana General Assembly passed an act designating certain state rivers and streams as public highways.
- 1821 The Indiana General Assembly passed an act calling for a network of roads linking the southern part of the state with the new state capital at Indianapolis.
- 1823 The first steamboat to navigate Indiana's inland rivers, the "Florence," reached Vincennes and Terre Haute.
- 1825 The Stockton and Darlington Railroad, the world's first for general transportation purposes, began operation in England.
- 1829 The U.S. Congress made the first appropriation for surveying the National Road through Indiana.
- May 1830 The first general transportation railroad in the United States, the Baltimore and Ohio, had 13 miles of completed track.

**Transportation Timeline, 1794-1847, continued**

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- 1832 Construction of the Wabash and Erie Canal began in Indiana. Completed in 1849 from Toledo, Ohio to Terre Haute, it was the longest in the United States— 450 miles.
- Jan. 1836 The Indiana General Assembly passed the Mammoth Internal Improvements Bill appropriating money for better roads, new canals and railroads.
- 1836 The Michigan Road, which linked the Ohio River at Madison with Lake Michigan via South Bend, was completed.
- Jan. 1, 1838 Cunard began regular steamship service between New York and Liverpool, England.
- 1838 The Indiana General Assembly passed a law providing for the safety of stage coach passengers. Regulations included restrictions against racing horses, driving at night without lamps, and drunk drivers.
- 1844 Plank roads, introduced from Russia, appeared in New York and quickly spread to the rest of the country.
- 1845 The first canal boat reached Cambridge City via the White-water Canal.
- 1847 The first railroad in Indiana, the Madison and Indianapolis, was completed from the Ohio River to the state capital.

References: George Rogers Taylor, *The Transportation Revolution*, (Holt, Rinehart, and Winston, 1951).  
John Barnhart and Donald Carmony, *Indiana From Frontier to Industrial Commonwealth*, (IHB, 1979).  
R.C. Buley, *The Old Northwest*, (IU Press, 1978).

INDIANA STATISTICS

1820-1980

	1820	1850	1900	1980
1. TOTAL POPULATION	147,178	988,416	2,516,462	5,490,224
2. BLACK POPULATION	1,420	11,262	57,505	414,489
3. % BLACK TO TOTAL	.96%	1.1%	2.3%	7.5%
4. NATIVE AMERICAN POPULATION	2,441	NA	243	7,682
5. FOREIGN BORN POPULATION	NA	54,426	142,121	101,802
6. % OF FOREIGN TO TOTAL	NA	5.51%	5.6%	1.8%
7. AVERAGE HOUSEHOLD SIZE	6.0	5.8	4.6	2.77
8. MORTALITY (average age at death)	NA	25.45	34.2	73.1
9. POPULATION PER SQUARE MILE	4	27.5	70.1	152.8
10. % RURAL TO TOTAL POPULATION	100%	95.5%	65.7%	35.8%
11. NUMBER OF ACRES IN FARMS	NA	12,793,422	21,619,623	16,294,268
12. AVERAGE VALUE OF FARMS	NA	\$1453.00	\$3793.00	\$338,549.00
13. LEADING MANUFACTURES	NONE	flour/meal	meat packing	primary metals
		lumber	flour/meal	transportation
		meat packing	lumber	electronics
13. LARGEST CITIES	Vincennes*	New Albany/ Jeffersonville	Indianapolis	Indianapolis
		Indianapolis	Evansville	Ft. Wayne
		Madison	Ft. Wayne	Gary
		Lafayette	Terre Haute	Evansville
		Ft. Wayne	South Bend	South Bend

\*Census records for this early time do not show population by town, only township.

**Indiana's Road to Statehood, 1783-1816**

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- 1783 Virginia offered to cede her northwestern lands including the future state of Indiana to the United States. Virginia had pretensions to these lands under its royal charter of 1609.
- May 1, 1784 The United States Congress formally accepted Virginia's deed to her lands in the Old Northwest.
- May 20, 1785 Congress passed the Land Ordinance of 1785 which established the U.S. policy for land cession, survey, and the eventual sale to the public.
- July 13, 1787 Congress passed the Northwest Ordinance which established a territorial government for the northwestern lands which would eventually give way to state governments as population increased.
- May 7, 1800 President John Adams approved an act which divided the Northwest Territory into two separate governments: The Northwest Territory would comprise the present state of Ohio, the eastern half of Michigan and a sliver of southeastern Indiana. The remainder of the original lands, including most of Indiana, was constituted as Indiana Territory.
- Sept. 11, 1804 Elections held in Indiana Territory affirmed that the citizens wished to move to the second or representative stage of territorial government. Michigan Territory was divided from Indiana Territory in 1805.
- Feb. 3, 1809 Congress approved the division of Indiana Territory into two separate governments. Land west of the Wabash River became Illinois Territory.
- March 11, 1813 Indiana Territory's Assembly approved legislation moving the capital from Vincennes to Corydon.
- Dec. 11, 1815 Indiana's legislature submitted a petition to Congress asking for statehood. Indiana's population was 63,897.

**Indiana's Road to Statehood, 1783-1816, continued**

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- April 19, 1816      President James Madison approved an act enabling Indiana to become a state. A state constitutional convention was called to meet in Corydon on June 10.
- June 29, 1816      Constitutional delegates finished writing Indiana's first constitution.
- Dec. 11, 1816      President Madison approved the Congressional resolution formally admitting Indiana as the nineteenth state of the Union.
- Reference:          Hubert Hawkins, *Indiana's Road to Statehood* (Indiana Historical Bureau, 1969).

**Indians in Indiana, 1700-1846**

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- 1700 By this time, the specifically Indian way of life had been replaced through a growing dependency on glass, iron, and guns.
- 1700s Indiana and Ohio became a refuge for large numbers of Indian tribes—Mahican, Nanticoke, Delaware, Munsee, and Shawnee—who had been pushed west by white settlement; others—Kickapoo, Potawatomi, Miami, Piankashaw, Wea, and Huron came from the Great Lakes area.
- 1787 Congress passed the Northwest Ordinance that established the U.S. government policy of purchasing Indian lands, which were then surveyed and sold to white settlers.
- 1800 Indiana Territory was formed; Indians claimed most of the land except a small sliver of southeast Indiana, Clark's Grant, and some land around Vincennes.
- 1804-1809 Territorial Governor William H. Harrison signed treaties with the Delawares, Piankashaws, Miamis, Eel Rivers, Weas, and Potawatomis, which gave most of the land in the southern third of the state to the U.S. government.
- Nov. 7, 1811 General William H. Harrison defeated the Shawnee Prophet in the Battle of Tippecanoe near Lafayette.
- October 1818 Indiana's Governor Jennings and others met with the Wea, Miami, and Delaware tribes at St. Mary's, Ohio. The resultant treaties ceded much of central Indiana, commonly known as the New Purchase, to the United States.
- Fall of 1820 The remaining Delawares in Indiana vacated their lands in the New Purchase moving to reservations west of the Mississippi.

**Indians in Indiana, 1700-1846, continued**

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- 1821-1834      Various treaties with the Potawatomis and Miamis condensed their landholdings in Indiana to a single large Miami reservation encompassing present day Howard County and surrounding areas.
- 1829            Indiana's General Assembly petitioned Congress for the immediate removal of the Potawatomi and Miami Indians remaining in the northern third of the state.
- Sept. 4, 1838    Large numbers of Potawatomi Indians began a long trek to their reservations in Kansas. This trip became known as the "Trail of Death," because so many Indians died along the way.
- Summer 1840    Another large group of Potawatomi Indians left northern Indiana for new homes in the West.
- 1846            A large number of Miamis, the last Indians remaining in Indiana except for a few scattered individuals, left north-central Indiana for the West.
- References:     Barnhart and Riker, *Indiana to 1816* (IHB, 1971).  
Barnhart and Carmony, *Indiana from Frontier to Industrial Commonwealth*, (IHB, 1979).

**Indiana's 1851 Constitution**

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- June 29, 1816      Indiana's state constitutional convention finished its work on Indiana's first Constitution. They did not provide any way for changing the constitution without calling a new convention.
- 1823  
1828  
1840      The first three public referenda about changing Indiana's constitution showed that voters were not in favor of changing the original document.
- Aug. 3, 1846      For the first time the constitutional referendum was in favor of calling a constitutional convention, however the General Assembly did not call for this meeting because of unanswered questions about the small vote representing the will of the majority.
- Aug. 5, 1849      Another referendum again favored calling a constitutional convention. This time the General Assembly and Governor Paris Dunning approved a bill calling for the convention.
- Aug. 6, 1850      Delegates were elected for the convention— 95 Democrats and 55 Whigs.
- Oct. 7, 1850      Indiana's second constitutional convention began in Indianapolis.
- Feb. 10, 1851      The convention adjourned after completing a new state constitution.
- Aug. 4, 1851      Indiana's new constitution was ratified by a majority of Indiana's voters.
- Nov. 1, 1851      The new constitution went into effect signalling a peaceful and in some ways radical change in Indiana's government.

**Highlights of the 1851 Constitution**

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1. Meetings of the General Assembly were changed from annual to biennial sessions.
2. The General Assembly was severely restricted from enacting local or special interest laws.
3. Article VIII provided for a system of free elementary schools throughout the state.
4. Article XIII denied blacks and mulattos the opportunity to settle in Indiana, instead encouraging their recolonization in Africa.
5. The General Assembly was required to maintain a balanced budget—incurring no debts without providing adequate means of payment via taxation.
6. The provisions for amending the new constitution required that proposed changes be approved by both houses of two successive assemblies and then be approved by the voters.

Reference: Barnhart and Carmony, *Indiana From Frontier to Industrial Commonwealth* (IHB, 1979).

### Some Examples of Early Schools

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#### The School Day

“The teacher was . . . very busy. He had to arrive early in the morning, lay the fire, and get the building ready for the day. He was his own janitor and superintendent of grounds. The goose quills had to be sharpened and repaired. The writing books had to be examined and a new line of copy written in each. As pupils began arriving . . . they helped . . . . Some carried in wood for the fireplace or the huge box stove which sat in the center of the room. Some took the water bucket . . . to . . . the nearest well or spring. The filled pail was placed on a crude bench below the gourd which hung on a nail in the wall. The children were call in . . . by the call of ‘Books, books, books.’ Bells were not used in those earlier days. Even hand bells did not come in use until much later.”

[McDaniel, p. 148]

“I have the children read first after prayers, & then hear two classes in Arithmetic before recess. After recess the little ones read again, & then the two largest classes, & then a half hour for writing closes the forenoon session.

“I have an hour & a half intermission, then the little ones read, classes in Peter Parley’s & Mitchell’s Geography recite, the older scholars spell, & we have a few minutes to devote to miscellaneous exercises, which have excited so much interest that they have been willing to shorten the recess as a means of prolonging them. This I do not do, except occasionally.

“After recess little ones again, Then Grammar, which my three largest girls study, then I give some assistance in Arithmetic, hear Tables & sing to close.”

[Kaufman, p. 172]

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#### Method of Instruction

“The instruction in the school was usually without either method or system. Textbooks were scarce. In many cases three or four children of different ages from the same family would have among them but a

**Some Examples of Early Schools, continued**

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single book. This might be a speller or it might be the New Testament. The instruction was not by classes but individually. Each pupil was called by himself and made to recite his lessons alone. The idea never seems to have occurred to these early teachers that children of the same grade of advancement might profit greatly by reciting together. In most schools the children were required to study 'out loud.' It was believed that studying in this way would develop the power of attention." [Aley, p.153]

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"There were few or no attempts at organizing classes. In some studies the whole school recited en masse, in others individually. Every teacher created his own curriculum, if you could call it that, which might vary from year to year, according to circumstances. In many schools in early days, it was given over almost entirely to spelling, reading and writing, arithmetic being optional and often neglected, because the teacher knew little about it himself. . . . The whole roomful of pupils except a few tiny ones who as yet scarcely knew . . . the alphabet . . . was in the spelling class. They just began at one side of the room and spelled all the way around. Reading required a little more gradation but was still the most haphazard thing imaginable." [Kennedy, pp.74-75]

**Curriculum**

"Spelling was taught by saying the letters and pronouncing each syllable until the whole word was spelled. The word 'Constantinople' was spelled thus: C-o-n, Con: s-t-a-n, stan: Constan; t-i, ti; Constanti; n-o, no: Constantino; p-l-e, ple; Constantinople.

The spelling class stood in a line along the wall. The teacher gave out the word to be spelled to the one at the head of the line. If he misspelled the word it was passed down the line until correctly spelled and the one who did so took his place at the head of the class." [Mitchell, p. 16]

**Some Examples of Early Schools, continued**

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“When the writing hour came, those who wrote took seats on the bench by the long table at the window and followed the copy ‘set’ by the ‘master’ on paper or in the copy-book. Quill pens were used in writing. These the teacher made with a sharp knife, from goose quills, as the long still feathers which grow on the wings of the goose are called. It was one of the requirements that a teacher should be able to make ‘quill pens.’” [Conklin, pp. 206-207]

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**Recreation**

“But school was not all study and religion. When playtime came, the school yard was the scene of as much activity as is the playground of modern times. Ball games among the boys were much in evidence. Town ball seems to have been the most popular for many speak of it in their reminiscences. It was very similar to our present-day baseball. Three old cats was played with three catchers and batters. The game of bull pen was usually accompanied by great hilarity. It was a rough contest to see who could hit the ‘bull’ in the center of the ring the hardest. The game of shinny was also a favorite.

The girls had their more quiet games of ring around a rosy, I spy, pizen, blindman’s buff, and others. Then, when Quakers progressed to the stage where they allowed both sexes to mingle on the playground, perhaps the most popular games were black man and prisoner’s base, both of which can be seen on any school ground today.

In the winter there were sleds and sliding, snowmen, and snow forts. Many a teacher has come in contact with snowballs thrown in fun or in spite and the casualties in snowball battles were as numerous then as now. Sliding was great fun and in schools situated near a large hill, a big sled was often made

**Facts**

Surveying played an important role in the settlement of Indiana. Included in the Land Ordinance of 1785 and the 1787 Northwest Ordinance were provisions for the surveying of the entire territory. These provisions included the formation of townships six miles square with each township divided into thirty-six equal squares called sections. Dividing the land in such a precise manner would allow for easy identification of property in a land sale and eliminate boundary disputes inevitably caused by the long accepted boundary identifications using rocks, streams, and even trees to mark property lines.

Pre-1855 surveying techniques are fairly similar to modern practices. Although modern instruments are far more precise, the object is the same – to determine by measurement the boundaries of a particular piece of land or the course of a transportation route.

Early surveyors' instruments were not always the same but they included four basic pieces. (1) The surveyor's compass was used to tell direction and locate a straight line between two points, and (2) a tripod was used to mount the compass. The surveyor's assistant, called a poleman, used (3) a pole about ten feet in length, which he set upright at a distant point from the surveyor and his compass. (4) A Gunter's chain was used to measure distances. The chain was made up of 100 iron or steel links. Each of these links was slightly less than eight inches in length. When uneven ground prevented accurate measurement, the surveyor then used geometry to correct his measurements.

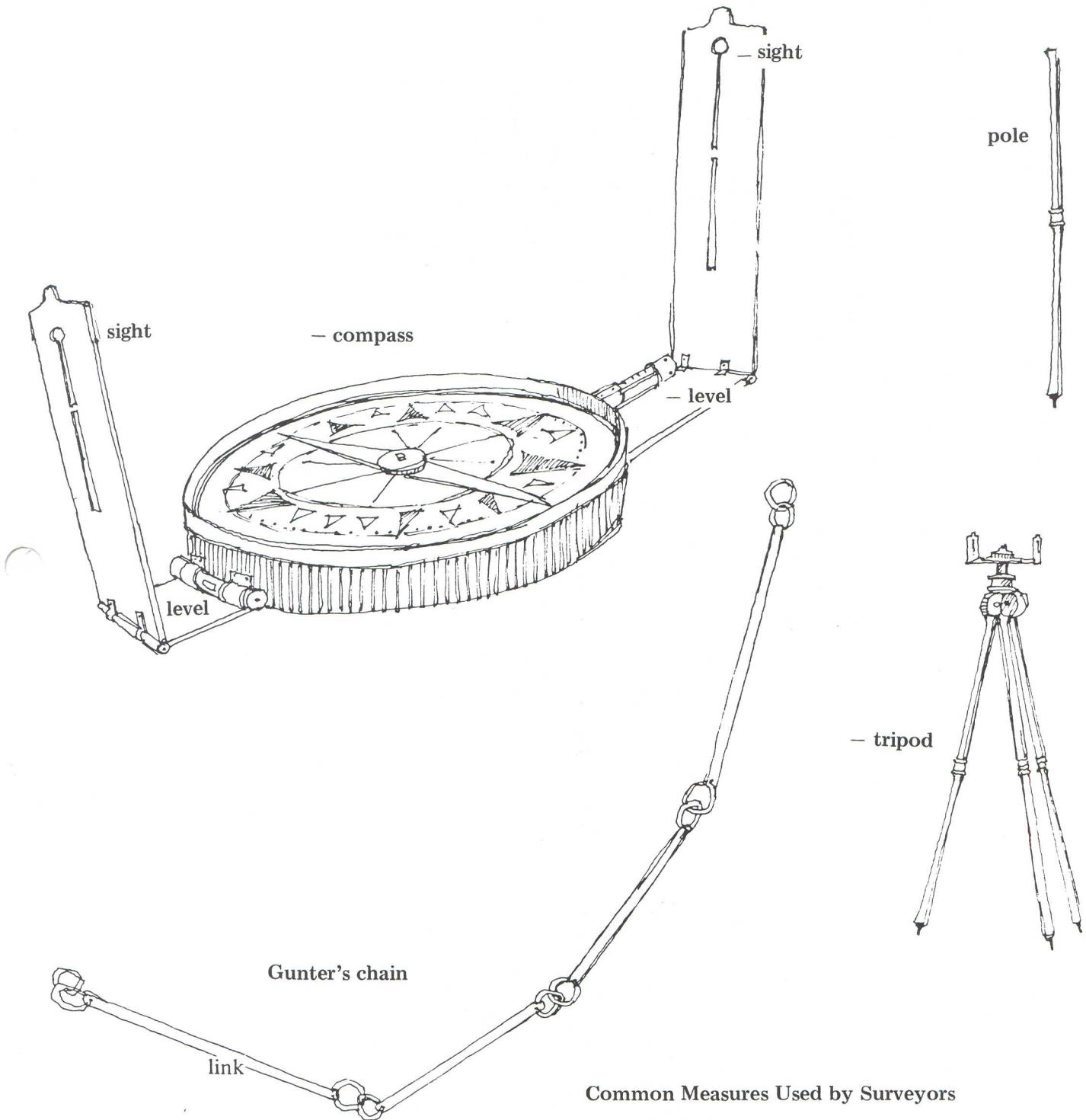
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- Using the table at the bottom of the *Surveyors' Instruments* handout make up simple math exercises comparing common measurements with the surveyor's units of measure. (Idea: If you were tired, would you rather walk 150 rods or 2,900 feet?)
  - Have the class measure the playground and convert to surveyor's measures.

**Activities**

**Surveying, continued**

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- Break the class into small groups and ask each, separately, to start from a given line and measure off, **very precisely**, 100 feet (or some lesser or greater distance). Supply yardsticks, or poles six or ten feet long. Almost surely, the groups will end up with different results.
  - Can the students determine the factors that make it very difficult to make accurate measurements—especially over a fairly long distance?
  - If the groups are left to their own initiative, they will discover the need to organize a system (rules plus tasks) to get the task finished successfully—another basis for discussion.
- Divide the class into small groups for a measuring game. Equip each group with a small compass, a dozen golf tees, a yardstick or length of tape or string marked at one foot intervals, and a starting stake. Ask each group to lay out a line, course, or enclosure with its golf tees as markers. Place the first tee at the starting stake. Place the compass on the tee and orient it. (Some instruction may be needed here.) Decide the direction and approximate distance of the next tee and have members of the group stand on the spot. Measure off the distance (under 15-18 feet), and **record length and direction**. When each group has laid out six or seven tees in this manner, ask groups to swap directions and measuring devices. Winning teams are those whose courses can be successfully retraced.
- U.S. Geological Survey maps of your county are available from the county surveyor's office. Obtain a copy for the section of your county most familiar to the students. Learn to "read" the information recorded. Discuss why maps with this detail are necessary.



**Common Measures Used by Surveyors**

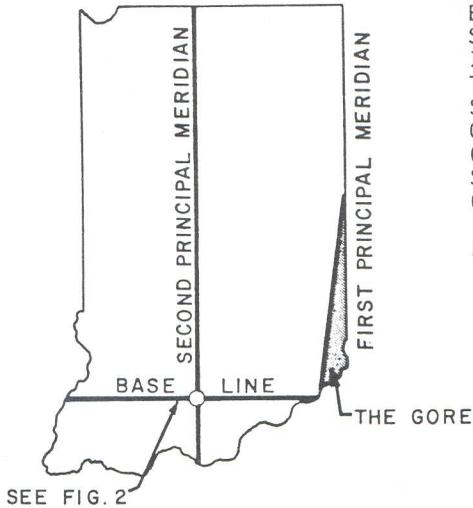
- |                      |                    |
|----------------------|--------------------|
| 1 link = 7.92 inches | 80 chains = 1 mile |
| 100 links = 1 chain  | 10 square chains   |
| 1 chain = 66 feet    | (3.15 chains on a  |
| 1 rod = 16½ feet     | side) = 1 acre     |
| (¼ of a chain)       |                    |

# SURVEYING IN INDIANA

## THE OFFICE OF THE MARION COUNTY SURVEYOR

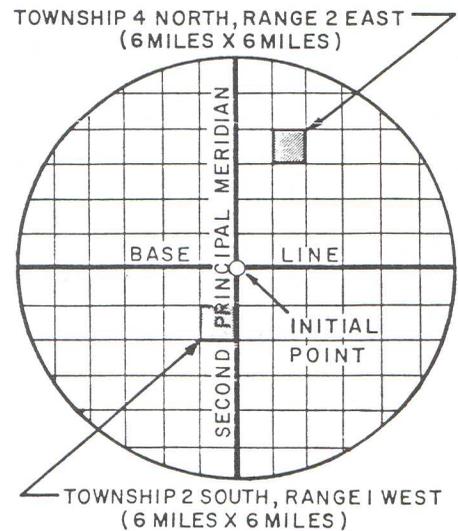
INDIANA WAS SURVEYED IN THE EARLY 1800'S ACCORDING TO THE INSTRUCTIONS ISSUED BY E. TIFFIN, SURVEYOR-GENERAL OF THE UNITED STATES FROM 1814 TO 1829.

FIG. 1



EXCEPT FOR A RELATIVELY SMALL SLIVER OF LAND IN SOUTHEAST INDIANA, CALLED "THE GORE", THE LAND IN INDIANA WAS ALL LAYED OUT FROM THE INTERSECTION OF THE SECOND PRINCIPAL MERIDIAN AND THE BASE LINE IN SOUTHERN INDIANA. THE LAND IN "THE GORE" WAS LAID OUT FROM THE FIRST PRINCIPAL MERIDIAN AND ITS CORRESPONDING BASE LINE. THE INTERSECTION OF THE SECOND PRINCIPAL MERIDIAN AND THE BASE LINE IS CALLED THE "INITIAL POINT" AND ALL OF THE LAND IN INDIANA WAS LAID OUT NORTH, SOUTH, EAST, AND WEST FROM THIS POINT. (SEE FIGURE 1)

FIG. 2



THE LAND WAS FORMED INTO "TOWNSHIPS", EACH ONE BEING ABOUT 6 MILES ON A SIDE. THESE TOWNSHIPS FORM A GRID PATTERN THROUGHOUT THE STATE AS SHOWN IN FIGURE 2. THE NORTH-SOUTH COLUMNS OF TOWNSHIPS ARE CALLED "RANGES" AND THE EAST-WEST ROWS OF TOWNSHIPS ARE CALLED "TOWNSHIPS". THE RANGES ARE NUMBERED NORTH AND SOUTH FROM THE BASE LINE AND THE TOWNSHIPS ARE NUMBERED EAST AND WEST FROM THE PRINCIPAL MERIDIAN. EACH 6 MILE SQUARE TOWNSHIP, THEREFORE, HAS A CORRESPONDING DESIGNATION BASED ON ITS POSITION IN THE GRID. FOR EXAMPLE, THE TOWNSHIP THAT IS THE 4TH ONE NORTH OF THE INITIAL POINT AND THE 2ND ONE EAST OF THE INITIAL POINT IS CALLED "TOWNSHIP 4 NORTH, RANGE 2 EAST" AND THE TOWNSHIP THAT IS THE 2ND ONE SOUTH OF THE INITIAL POINT AND THE 1ST ONE WEST IS CALLED "TOWNSHIP 2 SOUTH, RANGE 1 WEST". (SEE SHADED AREAS IN FIGURE 2)

FIG. 3

TOWNSHIP 4 NORTH, RANGE 2 EAST

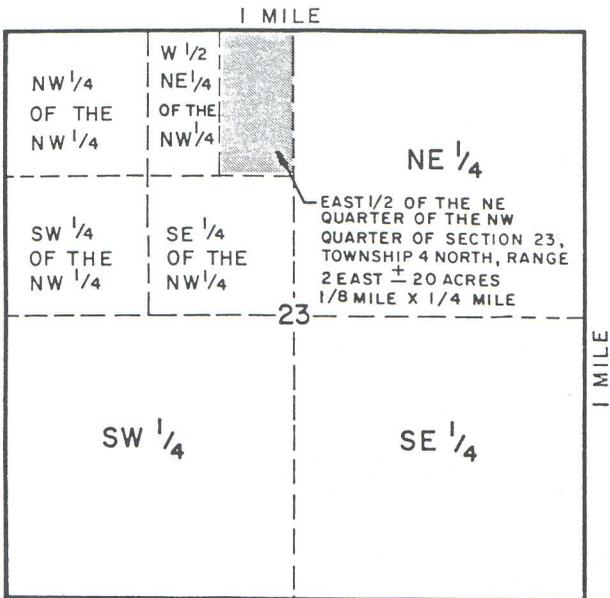
6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

EACH TOWNSHIP HAS BEEN FURTHER DIVIDED INTO 36 "SECTIONS", EACH ONE BEING ABOUT 1 MILE ON A SIDE AND CONTAINING ABOUT 640 ACRES. THE SECTIONS ARE NUMBERED STARTING WITH NUMBER 1 IN THE NORTHEAST CORNER OF THE TOWNSHIP AND GOING BACK AND FORTH TO END WITH NUMBER 36 IN THE SOUTHEAST CORNER OF THE TOWNSHIP. (SEE FIGURE 3). THE SHADED SECTION IN FIGURE 3 WOULD BE SECTION 23.

SECTION 23, TOWNSHIP 4 NORTH, RANGE 2 EAST (1 MILE X 1 MILE)

# LEGAL DESCRIPTIONS

FIG. 4



SOME SECTIONS MAY HAVE BEEN FURTHER DIVIDED AT ONE TIME OR OTHER INTO HALF-SECTIONS (320 ACRES), QUARTER-SECTIONS (160 ACRES), HALF-QUARTER SECTIONS (80 ACRES), AND QUARTER-QUARTER SECTIONS (40 ACRES) AND SO ON. (SEE FIGURE 4).

NEARLY ALL TRACTS OF LAND IN INDIANA ARE DESCRIBED IN ONE OF 3 WAYS:

- (1) ACREAGE: THE TRACT SHADED IN FIGURE 4 WOULD HAVE A LEGAL DESCRIPTION READING "...THE EAST HALF OF THE NORTHEAST QUARTER OF THE NORTHWEST QUARTER OF SECTION 23, TOWNSHIP 4 NORTH, RANGE 2 EAST..."
- (2) METES AND BOUNDS: THE TRACT SHADED IN FIGURE 5 WOULD HAVE A LEGAL DESCRIPTION READING "...BEGINNING AT THE NORTHWEST CORNER OF SECTION 14, TOWNSHIP 4 SOUTH, RANGE 3 EAST...; THENCE EAST ALONG THE NORTH LINE OF SECTION 14 A DISTANCE OF 100 FEET; THENCE SOUTH PARALLEL TO THE WEST LINE OF SECTION 14 A DISTANCE OF 250 FEET; THENCE WEST PARALLEL TO THE NORTH LINE OF SECTION 14 A DISTANCE OF 100 FEET TO THE WEST LINE OF SECTION 14; THENCE NORTH ALONG THE WEST LINE OF SECTION 14 A DISTANCE OF 250 FEET TO THE POINT OF BEGINNING..." (SEE FIGURE 5)

FIG. 5

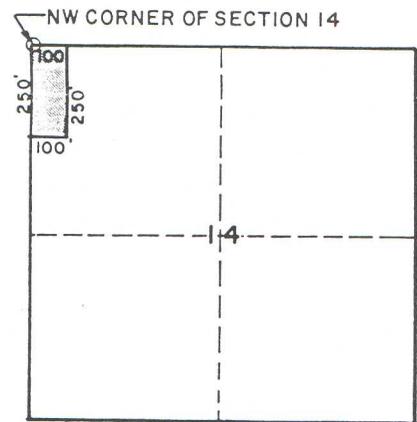
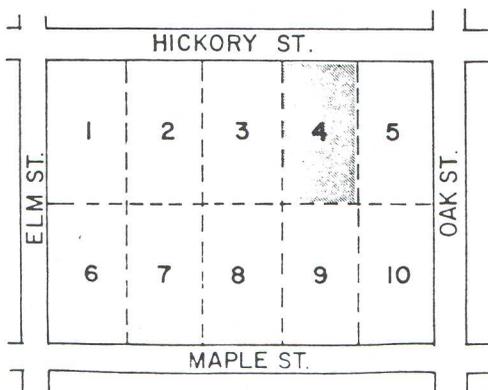


FIG. 6

GREENDALE SUBDIVISION

PLAT BOOK 10, PAGE 147



- (3) SUBDIVISION AND LOT: IF A TRACT OF LAND HAS BEEN SUBDIVIDED INTO A SUBDIVISION OF NUMBERED LOTS, THE LEGAL DESCRIPTION FOR A PARTICULAR LOT (SHADED IN FIGURE 6) WOULD READ, FOR EXAMPLE, "... LOT #4 IN GREENDALE SUBDIVISION, AN ADDITION TO THE CITY OF INDIANAPOLIS AS RECORDED IN PLAT BOOK 10, PAGE 147, OFFICE OF THE RECORDER, MARION COUNTY, INDIANA..."

## How to Make Copy Books

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### Supplies

- heavy thread
- large-eyed needle
- paper for copy book pages
- cover page

### General Supply Information

**Thread** - must be a heavy thread suitable for sewing carpets or draperies.

**Large needle** - needs to be heavy enough to sew through multiple sheets of paper. The eye of the needle must be large enough to carry the size thread chosen.

**Paper for pages** - each sheet will be folded in half making four (4) useable pages. Choose the number of sheets to be used for each book accordingly. Remember, the finished book will be one half the width of the paper (an 8 1/2 x 11 sheet will make a copy book 8 1/2 x 5 1/2).

**Cover paper** - this needs to be sturdy enough to protect the inner pages but not too rigid to allow the student to sew completely through the center of the copy book. Wallpaper glued to an equal sized sheet of brown paper is quite attractive, or use marbelized paper (See Marbelizing Paper) mounted on brown paper.

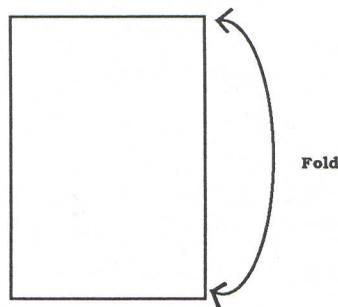
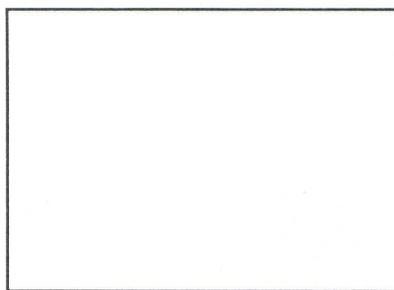
### Directions

1. Determine the size of finished book. Cut pages to required size.
2. Cut previously prepared cover paper to size of pages.
3. Lay cover paper on a flat surface. Fold evenly and crease. Repeat this process with each inner sheet.
4. Open the copy book pages and stack them on a flat surface.
5. Mark the center of the fold of the top sheet with an X.
6. Measure a half inch from the top and bottom; mark an X at these points on the fold.
7. Repeat Steps 5 and 6 on the **outer** fold of the cover paper.
8. Place the open book pages on **top** of the cover paper.
9. Thread the needle with a single thread (no knot) that measures approximately three times the length of the folded edge.

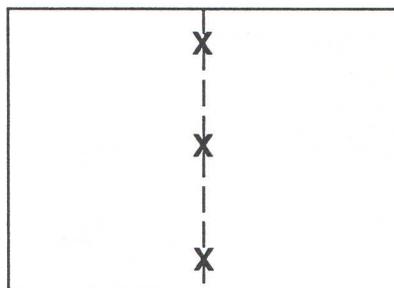
**How to Make Copy Books, continued**

10. Sew through the inside fold at the center X with the needle exiting at the center X on the outside fold of the cover. Leave a tail of thread approximately three inches long on the inside of the copy book.
11. At the outside upper X sew through the X to the inside fold.
12. Sew back through the center X and repeat Step 9 on the lower edge.
13. Remove the needle, and knot the ends together securely.
14. Trim tails of thread.
15. Decorate the cover if desired. Line pages with pencil to desired widths.

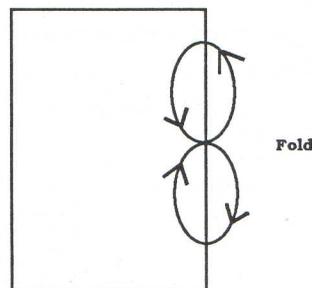
Class discussion on the availability of school supplies and books in the 19th century would be an appropriate accompaniment to this project, encouraging the students to think of 19th century substitutes or alternatives to the supplies they use regularly. Some student research into such things as ink recipes, paper availability, and even paper content might begin to trigger an understanding of the 19th century outlook on education.



Step 3



Step 5 and 6



Steps 10, 11, 12

### How to Make Marbeled Paper

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Paper decorated with ink applied in a marbled pattern has been popular since the 1700s. The simple technique for decorating paper in this manner can be easily used in the classroom.

#### Supplies

- white or off-white paper, somewhat absorbent. If in doubt, test several types of paper for the best results.
- large, shallow pan, such as a 9 x 13 cake pan
- several colors of artist's oil paint
- turpentine or paint thinner
- small paper cups
- stir sticks
- wallpaper sizing
- combs of varying tooth size or feathers
- newspapers

#### Directions

CAUTION; Exercise care with toxic materials.

1. Cut sheets of paper to fit easily inside the pan.
2. Fill the pan with 2" of lukewarm water.
3. Mix 1 tablespoon of the wallpaper sizing into the water in the pan.
4. Put a small amount of artist's oil paint into a paper cup and thin it with turpentine or paint thinner to the consistency of writing ink. Repeat with each color to be used.
5. Sprinkle the surface of the water in the pan with drops of the thinned color. Use at least three colors. Gently drag a feather or comb across the top of the water, trying not to penetrate the surface. Create an interesting design. Note: if the oil paint sinks to the bottom, it is too heavy and should be thinner.
6. Holding the ends of a sheet of paper over the pan gently rest first the center, then the edges on the surface of the water.
7. Remove by lifting first a corner of the paper.
8. Dry the paper flat, face-up on newspapers.
9. Repeat steps 5-8 for each sheet of paper.

Adapted from "Paper, Pen and Printing" Activity Packet (Old Sturbridge Village, 1980).

After learning to write using a slate, the young 19th century student would next learn to control a quill pen. Steel pen points were not commonly used by young students even into the 1830s. Expensive and valued steel points were used by the advanced scholars and adults. Students learned to make pens from turkey and goose feathers, and older students were generally the proud owners of pen knives used in fashioning and sharpening quill points.

### Supplies

- a turkey or goose wing feather
- a small, sharp knife (an x-acto knife would work well)
- a wooden board to be used for the cutting surface

### Directions

CAUTION: Exercise care with sharp tools.

1. Lay the feather on the cutting surface with the underside of the quill (curved side) up.
2. Make an angled cut from 1 inch above the end, downward to the tip of the quill (see Figure 1).
3. About 1/2 inch from the end make another steeper angled cut (see Figure 2). This completes the basic quill point (nib) shape.
4. Scrape any fibers from the inside of the nib area.
5. Lay the quill nib flat on the cutting surface and cut the tip off square (see Figure 3).
6. Make a short slit in the middle of the nib (see Figure 4).
7. Gently pry the slit open by pressing a pencil upwards against the underside of the quill (see Figure 5) in order to provide a channel for an ink reserve.

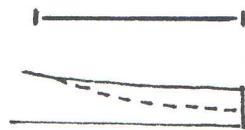


Fig. 1

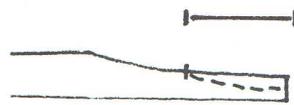


Fig. 2



Fig. 3



Fig. 4



Fig. 5

Adapted from "Paper, Pen and Printing" Activity Packet (Old Sturbridge Village, 1980).

**Hints for Writing With Quill Pens**

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Before students attempt a lesson with a quill pen, they should do some practice writing.

1. Dip the pen in the ink only to a depth of one half the ink channel.
2. Tap the quill end gently on the ink well edge to dislodge any excess ink.
3. Do not apply undue pressure on the quill point since it is far more fragile than modern writing tools.
4. Keep good quality absorbent paper towels close at hand for spills or blots of ink that will be a problem as students are learning to control their pens.

Young scholars in the first half of the 19th century usually made their ink for writing from wild berries. Because this type of ink lacks the chemical fixatives of commercially made ink, it slowly fades with age and exposure to light.

### **Supplies**

- 1/2 cup of ripe berries such as blueberries, raspberries, blackberries, or elderberries
- 1/2 teaspoon vinegar
- 1/2 teaspoon salt
- bowl
- strainer that will rest inside bowl
- wooden spoon
- a small jar with a tight fitting lid

### **Directions**

1. Put the strainer in the bowl and fill with berries.
2. Using the back of the wooden spoon, crush the berries.
3. When all the juice is extracted from the berries, discard the pulp.
4. Add salt and vinegar to the juice and mix well.
5. Store in a jar with the lid tightly closed.

Adapted from *The One-Room Schools of Greenfield Village* (The Edison Institute, 1983).

### How to Write and Fold Single Sheet Letters

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Single sheet letters sealed with wax were common until the mid-19th century. Incorporating letter and envelope in a single sheet of paper forced the writer to be economical with space and words. This letter writing technique can be easily reproduced in the classroom.

#### Supplies

- Single sheet of unlined paper folded in half (light weight typing paper works well).
- Pen and ink or pencil.
- Candle stub and matches.

#### Directions

1. Place the folded sheet of paper on a writing surface with the fold to the writer's left.
2. Number the pages in the upper right corner as follows: top page 1, inside left page 2, inside right page 3, and back page 4.
3. Lay paper flat with page 1 up. Fold page 1 over so that the upper edge is about two thirds down the sheet, and crease the fold.
4. Fold the bottom edge over top section so the top and bottom overlap at least 2 inches. Crease the fold.
5. At the center of the overlap mark lightly using an X.
6. Open the paper so page 1 is facing up.
7. Write a letter using pages 1 through 3.
8. On page 4 write only on the upper and lower sections of the paper avoiding the area marked with an X. Remember that the center section should be blank.
9. Fold the letter on the creases of Step 4.
10. Seal with drops of candle wax at the X.
11. Write the address in the blank space.

**Collecting and Stabilizing Documents**

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As students discover family documents and artifacts, they may wish to store the items with the idea of preserving them for future generations. *Folklore in the Classroom*, Appendix 3, contains an excellent essay, "So, You Want to Preserve History?" by Christine Young (see Teacher Resources for full entry). This, and the step-by-step conservation instructions that follow, are a clear guideline for the novice collector.

There are some general rules that should be followed when collecting valuable family documents.

Always avoid using:

1. Tape of any kind on the document.
2. Any paper or cardboard with wood pulp content such as posterboard or newsprint.
3. Vinyl and acetate plastic sleeves, sheets, or storage boxes.
4. Commercial photo albums with pressure sensitive adhesives.
5. Commercial photo albums with transparent sleeves or pockets.
6. Marking pen or ball point on or near the document.

Always try to use:

1. Good quality paper, low in or without wood content, for mounting, e.g., cotton or rag paper.
2. Only graphite for labeling documents.
3. Only paste or gum adhesives.
4. Storage boxes of acrylic such as plexiglass, lucite, or lexan.
5. Plastic sleeves or pockets made of polyester such as Mylar, polypropylene, or polyethylene.
6. Acid free tissue, mats, or paper for storage or framing.

Some documents have been stored improperly for periods of times and have suffered damage from folding or rolling. *Folklore in the Classroom*, Appendix 3, contains clear, simple directions for flattening these items with as little damage as possible.

### Encapsulation

After items have been flattened the collector may wish to encapsulate paper artifacts to insure further protection. Again, *Folklore in the Classroom*, Appendix 3, contains a list of materials needed and clear directions.

**Collecting and Stabilizing Documents, continued**

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Cleaning Documents

As students uncover family documents from attics and basements they may be tempted to clean soiled or damaged paper artifacts. Again *Folklore in the Classroom*, Appendix 3, contains instructions for dry cleaning paper artifacts.

Some simple advice to students should be given: **never** try to clean photographs, chalk or pastel items, pencil or charcoal drawings; permanent damage could easily result. If the collector feels items such as these should be cleaned, then advise a visit to a professional conservator. Cleaning weak, badly torn, or deteriorated paper should also be avoided. Again, if items are particularly rare or valuable the collector should consult a professional rather than attempt the cleaning by himself or herself.

**Making and Using Scrapbooks**

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Most commercially produced scrapbooks are of poor quality and will eventually damage the very items the collector is attempting to preserve. It is therefore advisable to prepare a scrapbook to receive the items for preservation.

A simple scrapbook can be made following the basic assembly instructions used for making the student copy books (See Making Copy Books) remembering to use paper free of wood pulp for pages and cover.

After the scrapbook is assembled, the following mounting rules should be carefully followed to insure maximum protection for the documents.

1. Label pages only with India ink.
2. Label artifacts only if absolutely necessary and then only with graphite.
3. Mount artifacts to pages with as little adhesive as possible.
4. Use only **paste** and **gum** adhesives.
5. Corner photo mounts of polyester, or acid free hinges are good for mounting artifacts to scrapbook pages.
6. Use only polyester, polypropylene, or polyethylene for page sleeves.
7. Artifacts should never come in contact with other items. Therefore use only one side of a page for mounting and never overlap items.

A complete explanation of mounting techniques can be found in *Folklore in the Classroom*, Appendix 3.

## Linoleum Block Printing

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### Supplies

- Linoleum block
- Carving tools - gouges and chisels of different sizes
- Newspapers
- Printing ink
- Rubber brayer (roller)
- Piece of glass, plexiglass, or cookie sheet
- Paper for printing – rice paper is best

### Directions

CAUTION: Exercise care with sharp tools.

1. On a piece of working paper mark an area equal to the size of the linoleum block.
2. Plan your design for the linoleum block, remembering that areas cut away will not print. Any letters or numbers must be reversed.
3. Transfer the design to the linoleum block.
4. Lay newspapers on work area.
5. Cut the design onto the linoleum block. Always cut away from the body; keep your free hand **behind** the cutting hand. Using slow, shallow strokes cut away areas that will not be printed.
6. To print the completed design, put a small amount of ink on the glass or tray.
7. Roll the brayer over the ink until the ink is evenly spread on the tray or glass. Work the ink with the brayer until a crackling sound is heard.
8. Roll the brayer on the linoleum block until the raised design surface is evenly coated with ink.
9. Place the inked design carefully onto a sheet of paper. Apply equal pressure to the back of the block. Remove the block carefully, trying not to smear the design.
10. If the print is too light, increase ink; if too dark, then decrease ink. Repeat the procedure inking after each printing.
11. Lay prints face up on newspaper to dry.

Adapted from "Paper, Pen and Printing" Activity Packet (Old Sturbridge Village, 1980).

Mon. Oct. 7, 1985

Dear Parents,

Do you have an old report card from your gradeschool days? Does Grandma have a scrapbook from her earlier years? Have you saved an aged valentine card or theater ticket stub? All these things are traces of history. Our class has begun a special project of studying history by looking at papers, and other old documents, from the past. You can help us begin this study. Please dig into your closets and drawers to search for traces of your own history. An old letter, diary, school report, photograph, poster, ledger book, ticket stub, etc. will help us learn about the past. Anything you are willing to share with us would be appreciated. Everything will be protected and returned.

When children share in the past experiences of other generations, they understand that history comes from real people, not from dusty textbooks.

Mrs. Claudia Hoone

Room #207  
Mrs. Hoone

Grade 4  
School #58

Our grandparents are important and valuable to us in many ways. One way grandparents help us is to teach us about our own personal heritage - our family history. The children of room 207 would like to invite our grandparents to visit our classroom to share with us their childhood memories. If any of our students' grandparents would be willing to visit the class and talk with us, please send me a note. I'll schedule a time convenient for you.

For many reasons, grandparents might not be able to visit the classroom. Grandchildren may interview their grandparents and tape or write down what their grandparents say. Grandchildren may also write to their grandparents. Letters from grandparents may be brought into the classroom and shared with the class.

Mrs. Claudia Hoone

## Grandparents

Tell me some stories of when you  
were young,

Of games that you played, and  
songs that you sung.

What made you happy, and  
what made you sad?

When were you good, and when  
were you bad?

I am your grandchild, and  
I need to know,

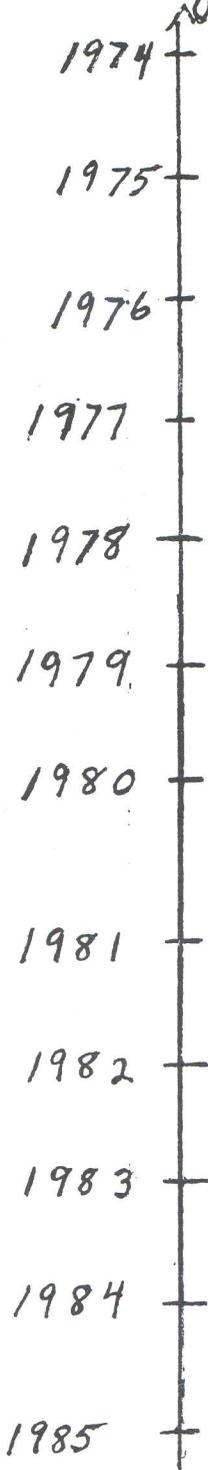
What helped you learn, and  
what helped you grow?

C. Hoone

C. Hoone

A Personal Time Line:

Write one or more things <sup>name</sup> that happened to you each year of your life.



A Personal Time Line: Marcus Hoone  
NAME  
Write one or more things that happened  
to you each year of your life.

1974  
1975  
1976  
1977 - born May 31, 1977  
1978 - planted apple tree on 1st birthday  
- fell down stairs and had 6 stitches in head  
1979 - was ring bearer in a wedding  
- only grandfather died  
1980  
1981 - Spent Christmas in Pennsylvania visiting  
with grandmother  
had a baby sister, Susanna, on June 21, 1981  
1982  
1983 - tonsils removed June, 82  
started Kindergarten Sept. 82  
started little league, spring, 1983  
1984  
had a part in the school Christmas play Dec, 84  
1985

Example

Use documents to discover your own  
History.

Places to look:

Family Bible

Old Letters

Diaries

Scrapbooks

Newspaper clippings

Obituaries

Wedding notices

Birth announcements

Special accomplishments

Photograph albums

Baby books

School records

Funeral booklets

Family traditions

Birth records

Marriage records

Death records

Wills

Naturalization  
records

Military records

Beeds

Ask older people to help you collect these documents. When you collect and study documents about your family, you will learn your own history.

