INDIANA, The Early Years
Daily Life

BROADSIDES
Traveling entertainment quickly followed settlers to the West. In spite of poor roads and traveling conditions, showmen with trained dogs or horses entertained settlers and their families wherever there were enough people to meet expenses. Menageries grew in size and kind as roads and population improved. The first elephant set foot in the United States at New York City in 1796. Like most exotic animals in the country at that time, the elephant was a business speculation of an entrepreneurial sea captain. [Wright, *Hawkers and Walkers*, 192-193]

The illustration is from the book *Hawkers and Walkers in Early America* by Richardson Wright. Author Wright credited "Old Sources" for his illustrations, meaning perhaps old magazines, newspapers, or books.
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When one usually thinks about daily life in Indiana during the pioneer period, images of log cabins, spinning wheels, and large families with happy barefoot children come to mind. Naturally, this cozy picture does not tell the complete story, for it was also possible to find in Indiana brick houses, silver candlesticks, and well-dressed children. To understand the daily activities of Hoosier families from 1820 to 1850, two important points must be considered.

First, the family itself was changing. Patriarchal traditions were slowly giving way to enlarged and more important family roles for women and children not only in the East but also in the new lands of the Northwest. Second, Indiana was also a changing environment. Each wave of new settlers pushed civilization farther northward gradually transforming the Indian wilderness into farmland and market towns.

The modern American family began emerging after the Revolutionary War bringing with it several new characteristics. Marriage was increasingly based on mutual love and affection rather than economic considerations. The primary role of the wife was to care for the children and to maintain the home rather than to add economic support. The family became more involved with the actual rearing of the child. And the new modern family was significantly smaller than its predecessors. [Degler, At Odds, 8]

Many historians agree that the dramatic decrease in the size of American families in the nineteenth century was the single most important factor affecting the history of women and children. What is not so clearly understood is why it came about. One explanation is that growing industrialization and urbanization brought about higher food and housing costs and fewer opportunities to use child labor. Another theory suggests that the decreasing availability of cheap farmland caused farmers to plan family size around future prospects for land. [Hareven and Vinovskis, Family, 5, 6] It has also been suggested that changing values rather than changing economies brought about the smaller size of American families. As childrearing became an increasingly important part of the American reform movement of the 1830s, the value of smaller families became apparent. [Wells, Revolutions, 94]

The idea that childhood was an important developmental stage was authored in the eighteenth century by Enlightenment philosophers Locke and Rousseau. The popularity of this “modern” idea is substantiated by the amazing number of advice books and magazines that became available after 1825. These books echoed the concerns of the general reform movement sweeping the country in their emphasis on teaching republican virtues and evangelical Protestantism; and they provided much sought advice on raising obedient children. While obedience had long been the mark of a good child, the methods of achieving this virtue began to change. Harsh discipline gradually gave way to more gentle indoctrination. Environment, persuasion, example, precept, and carefully formed habits were all methods used to subdue the child’s will.

In this process, the mother assumed a new and more important role within the family, providing both the nurture and the example to produce a child who would do justice to the American ideal of individualism while avoiding the prevalent corruption of the times—intemperance, immorality, and impiety. In short, parents in the early nineteenth century were increasingly and insistently encouraged to raise children who were model Americans, Christian citizens capable of defending the new country from both political corruption and moral perversion. [Wishy, The Child, 17]

This gradual transformation of the family was occurring at the same time as large numbers of families began to migrate to the West. Such families were not only in the process of self-transformation but were vital to the transformation of Indiana from a wilderness to farmland and communities.

Settling the Frontier

Families that moved to Indiana and first settled in the wilderness were concerned with two things: providing food, clothing, and shelter; and securing financial security. The process of acquiring the essentials in the “good old days” was much more complex than legend would have us believe.

The location of the family farm was the first important decision. Availability of water and timber and the quality of the land were important considerations. Once land was chosen, shelter was needed. Half-faced camps were quickly supplanted by primitive log cabins. As soon as possible enough land was cleared to plant a crop of corn and some garden vegetables. While the new crops were maturing, the family lived on whatever provisions remained from the journey. Wild turkey, deer, and fish supplemented the diet of dried vegetables, cornmeal, and milk—if a cow had been brought along. Salt was also an important provision for flavoring and preservation. Families that did not live near salt licks had to obtain salt from the nearest village.

As soon as the pioneer family had secured their immediate necessities, they set about becoming farmers. Clearing land for corn planting was the most laborious task—seldom could a man working alone clear more than five to ten acres in a year. Livestock was allowed to roam—hogs to the woods to forage on nuts, roots, and snakes, cattle to the clearings to feast on wild grasses and weeds.

As the first harvests came due, family tasks changed from cultivating to preserving. Cold weather signalled the time for butchering hogs to be either smoked or salted for the winter. Corn was
harvested and taken to the closest mill or ground at home. Beans and fruits were dried; turnips, potatoes, pumpkins, and squash were buried in the ground in straw or ashes to keep them from rotting. Survival throughout the long, cold winter depended upon ample harvests and careful preservation.

Providing the family’s clothing was extremely labor intensive, requiring planning at least a year in advance. Linen and wool provided the yarns for clothing, but, even after the flax was cut and rotted and the sheep sheared, the biggest part of the work was still to be done. Both fibers had to be prepared for spinning. Once spun, the yarn was woven into cloth, then cut and sewn into garments.

In this early pioneer environment, every member of the family who was old enough and healthy, worked. Father was farmer, butcher, carpenter, hunter, and woodsman. Mother was gardener, cook, seamstress, laundress, and nurse. Boys took cows to pasture, ground corn, fished nearby streams, hauled water, chopped wood, and helped in the garden. Girls cleaned and carded wool, knit stockings and mittens, helped with the cooking, and took care of smaller children.

Health

Hard work did not always insure success on the frontier. Weather and health were two important variables which challenged a family’s chance for material success. Bad weather could destroy in a few minutes, a year’s worth of work and food. Disease was even more devastating to the pioneer family, and the realization of death was ever-present. Sickness was a year-round danger, but the hot months of late summer and early fall were especially dreaded. Settlers commonly battled the fever and chills of the ague (malaria) as well as smallpox, cholera, typhoid, and consumption (tuberculosis).

The earliest settlers had no doctors to turn to when illness struck. Home remedies and prayers were their only choices. Even after doctors became more common, their lack of knowledge and training did little to ameliorate the settlers’ health problems. Disease was attributed, even by the most erudite physicians, to night air, overexertion, comets, or animaliculae— insects too small to be seen. Treatments were equally illogical. Doctors administered mercury (a poison), mustard, rhubarb, and opium to patients both large and small. Leeches and lancets were freely used to remove up to 24 ounces of a patient’s blood.

Young children were especially susceptible to pneumonia, influenza, whooping cough, and accidents. Sarah Fletcher of Indianapolis on December 8, 1824, wrote eastern relatives of her fears for the health and safety of her two sons:

We have another son about [ ] months old. It was very unhealthy at first and I had but little hopes of raising it but it has grown of late and appears to be very healthy. We gave it no name till a short time ago.... James is the very picture of health.... He has been the cause of great uneasiness to me this fall as two of our nearest neighbors lately whilst playing round the fire have had children about his age burnt so they died. They both had on cotton dresses. [Fletcher Diary, I: 132]
Village Life

As Indiana’s population grew, so did the number and size of its towns and villages. Until the middle of the nineteenth century, life in these agricultural centers differed little from life in the country. Most town dwellers had gardens and fields close by, kept pigs and chickens, and grazed cows in open lots. [Buley, The Old Northwest, I:235] While general stores offered merchandise from all over the world, it was generally expensive and for the few. Most town residents worked just as hard as their rural counterparts to satisfy family needs.

Sarah Fletcher’s diary offers a sampling of work in the newly established capital city of Indianapolis in 1821 and 1822:

I have been washing all day . . . . I began to make soap . . . . I commenced making garden at Mr. B[lake’s] house . . . . Mr. F. and I gathered our Beets carrots and Potatoes. In the Eve butchered a pig . . . . We butchered our hogs and I was in gaged in preserving my lard and sausage’s and worst every day till Fri. That day I dipped candle’s. [Fletcher Diary, I:43, 55, 59, 69, 70]

Unlike many, however, Sarah was able in this same time to read a life of George Washington [page 40], studied arithmetic [page 42], read Goldsmith’s Vicar of Wakefield [page 43], and went to singing school [page 52], in addition to her own writing.

There were, in fact, certain features of home life that did not vary, city to country or rich to poor. At least until the late 1830s almost everyone cooked over an open fire. Heat, even in the grandest houses, came from a fireplace. Sanitation facilities were similar—and primitive—in all environments. Hordes of huge, black flies plagued everyone, for there were no screens to keep them out; indeed, no one was aware of the disease they carried, so the flies settled on both food and family.

Culture and Leisure

As pioneer families became more settled in Indiana, they became less fearful for their survival. Churches and schools were established; newspapers and subscription libraries were started; holidays such as the Fourth of July and Thanksgiving (after 1837) were celebrated. The growing population brought closer neighbors and more socializing if only to work together in building cabins, clearing trees, husking corn, or sewing quilts.

Children also enjoyed new neighbors and leisure time. They played ball games called town ball (a forerunner of baseball), cat, and roll-a-hole which used leather-bound balls. [Jameson Memoirs, I:9] A cleaned and dried pig’s bladder was inflated and used as a foot ball. [Buley, The Old Northwest, I:214] All enjoyed foot races, tug of war, crack-the-whip, and leap frog. Hoops were rolled; marbles traded; and corn husk dolls dressed. [Kovener, Sports] Singing and dancing, with or without musical instruments, were important social activities for all ages. Traveling song masters taught primarily religious songs to students eager to challenge rival schools.

Reform movements that began in the East reached the West via printed materials and people; overindulgence was attacked, and corruption was assaulted. Along with this process, some western mothers became increasingly concerned with the proper rearing of their children. Mary Hovey of Fountain County wrote east on May 11, 1833, requesting a one dollar subscription to Mother’s Magazine, a monthly publication filled with advice for teaching morals
to children. On December 13, 1837, Mrs. Hovey reported that she and several other ladies had formed themselves into a Maternal Association to better instruct themselves in nurturing their young. [Hovey Collection, Indiana State Library]

Observation of children's birthdates was an occasion for celebration. In Indianapolis, Calvin Fletcher often noted his children's birthdays in his diary. On August 21, 1838, "Elijah had 2 large water melons for his birthday." On June 23, 1844, he wrote, "This day Miles & Ingram had a birthday dinner when they could both be present from the farm—Lamb & peas the pride of their repast. Uncle Timothy & 18 other Fletchers present." [Fletcher Diary, II:27, III:149] Mary Hovey was visiting relatives in the East on her son Horace's birthday. She wrote, "About sunset, I returned and prepared a fine entertainment in my room as a celebration of the second anniversary of Master Horace's birth. All the children & women in the house attended. After the supper & other refreshments were finished, the young gentleman was seated on an elevation and received his 'birth-day presents' and the evening was closed by playing and jumping." [Hovey Collection, Indiana State Library]

In 1820, the census recorded 1,420 black settlers in Indiana; by 1850, this figure had grown to 11,242. The 1850 census showed that the largest numbers of blacks had migrated from North Carolina; Virginia was second and Kentucky third. The blacks moving into Indiana fell into three categories—free blacks, emancipated slaves, and fugitive slaves. Migrating black families generally followed the same settlement patterns as their white counterparts though significant numbers of families purposefully located near Quaker settlements, forming their own distinct communities.

The black settlements, however, could not isolate their inhabitants from the harsh realities of the larger world. Indiana law prohibited slavery but did little to protect either free or fugitive blacks from being kidnapped and enslaved in the South. Rarely were such victims given the opportunity to prove their right to freedom. Blacks who left the security of their own environment were suspect. In order to transact business or travel unimpeded, blacks often carried papers written by white references. The following is an example: "I have known the bearer hereof Elijah Roberts for several years, and have frequently employed him to work; I have always thought and still think that he is an honest industrious Mulatto—I believe that he was born and raised in Washington County, North Carolina, and I know him to be a freeman—Given under my hand this 8th March 1820—H C Lockyard." [Roberts Collection, Indiana State Library]

Neither Indiana law nor national law provided blacks with basic civil rights, such as voting, giving testimony in court cases involving whites, or sending their children to public schools. Despite these obstacles, many black families acquired land to farm, found employment, and established themselves in the same way as the white pioneers in Indiana. Blacks developed many of the same cultural institutions as their neighbors. Churches and schools played increasingly important roles in black settlers' attempts to improve their civil condition. By the 1840s blacks had organized conventions to oppose the African colonization movement, and black women, too, had recognized the opportunities that maternal associations could provide. [Thornbrough, The Negro in Indiana, 149]
It is impossible here to provide a comprehensive picture of the many facets of family life in Indiana during the first half of the nineteenth century. Several published books, magazines, and pamphlets that will add dimension to this sketch are available at local libraries. Local libraries and historical societies are often repositories for original letters and diaries which might be of special interest to teachers, students, and their families.

The families and individuals whose lives are preserved in such resources were the building blocks of the new state of Indiana. Their hard work and ambition, their laughter and tears, helped to transform a vast wilderness into productive agricultural communities. Such people and others like them played a special role in the growth of the United States.

Historians have recently begun to recognize the significance of such roles, and local history has become worthy of serious investigation across a broad area and expanse of time. Such investigation, working with primary sources like those in BROADSIDES, will help to bring about a more realistic view of the daily life of ordinary people who accomplished the extraordinary task of settling the United States from border to border.
INDIANA,
The Early Years

Daily Life

The daily life of a pioneer boy or girl was very different from your life today. There were no televisions, no refrigerators, and few store-bought clothes. There were no vaccinations because doctors did not know about hypodermic needles. School usually lasted only three months out of the year. Fences were used to keep the farm animals out, not in. Almost all toys were made at home from scraps of wood, leather, or cloth.

There are some things that are similar to life today. Most children lived with a family, but some children lived with relatives or friends because their parents died or could not keep them. Children liked to play, and they also had chores to do around the house and outbuildings. They all loved to go to the circus.

Each of the documents in your packet was chosen to give information about life in pioneer Indiana. Read each document carefully to find the evidence you will need to compare life today with life in pioneer Indiana.

Document 1 is a circus broadside. It was posted in Vincennes, Indiana, in October, 1823. Early circuses featured horses and riders doing tricks and demonstrations.

carousel (carousel) — an exciting act performed on horseback
ribbons
Pyramids — pyramid
Alamande (allemande) — lively dance
Domestic — a household servant

Document 2 is part of a long letter by a woman who settled with her family in Madison County, Indiana, in the early 1830s. The letter tells many things about the difficulties of pioneer life.

compose — to calm one's thoughts
influenzy (influenza) — cold or flu
grafs — grass. Early scribes used this “long s” when copying manuscripts. It was used most commonly in words with a double “s.” Early colonists brought this writing tradition with them from England.
relations — relatives
obliged — forced
prospect — outlook
lacerated — torn

Document 3 is a list of John Norwood's possessions at the time of his death in Indianapolis in 1835. The list with values, called an inventory, was required by law at the time of a person's death. The list provides good evidence about the lifestyle of this man and his wife.

touit — that is to say
goods — possessions
chattels — property, not including land
effects — movable property
executor — the person named to carry out the wishes of someone's will
estate — the assets and debts left by a person at death is one meaning

Document 4 is called an indenture. An indenture is a contract by which a person is given over to a master for service, often to learn a trade. This indenture was signed in 1836 in Cass County, Indiana.

witnesseth — to sign a document as a witness
relying — depending on
integrety (integrity) — sincerity
procure — acquire
premises — terms of the agreement
bind — indenture a person to a master
domestick (domestic) — a household servant
respective — particular
aforesaid — as stated earlier

Document 5 shows parts of two letters concerned with the expenses of a young boy, Charles Burchenal. The boy's parents had died, and he lived near Richmond, Indiana, with a family which was being paid to care for him.

guardian — a person who is by law responsible for the care of someone else
casinet (cassinette) — a light cloth woven of cotton and wool
pantaloons — a kind of tight trousers for men
goods — articles of merchandise is one meaning for this word
1816 — Indiana becomes the 19th state; Article XI, Section 7 of the Constitution continues the prohibition of slavery in Indiana.

1822 — The first Indianapolis newspaper, the Indianapolis Gazette, begins circulation.


1830 — Calvin Fletcher, William Conner, and others organize the Indiana Historical Society to collect documents and other materials important to Indiana's past.

1831 — Indiana law gives indentured children the right to complain of bad treatment to a local county official, the justice of the peace.

1832 — Hannah Bereman from Madison County, Indiana, writes a letter about the hardships of the winter cold. Document 2.

1835 — The estate of John Norwood is inventoried for the Indianapolis court; he died leaving $54,290 worth of worldly possessions. Document 3.

1836 — Frank Hill of Cass County agrees to bind his three children to Hyacinthe Laselle as domestic servants in exchange for their care and education. Document 4.

1837 — Governor Noah Noble proclaims a new state holiday—Thanksgiving.

1843 — Frederick Douglass, a famous black leader of the antislavery movement, speaks at an abolition meeting in Richmond, Indiana.

1845 — Indiana law forces masters to teach indentured children to read, write, and learn arithmetic.


1849 — The Indianapolis black community celebrates the First of August, the emancipation of blacks in the West Indies, with parades, picnics, and speechmaking.

1851 — The Great Raymond's Menagerie visits Indianapolis bringing elephants, tigers, and panthers for all to see.
INDIANA, The Early Years
Daily Life
BROADSIDES
Activities

Cover Illustration

- Discuss the drawing and student ideas concerning what is taking place.
- Discuss leisure activities in your town or area. How do people entertain themselves today? How have our entertainment opportunities changed, and what caused the changes?
- Talk with parents, grandparents, and older friends to discover what leisure activities they enjoyed as children.

Introductory Discussion

- Discuss family structure and size and how it has changed. Talk about students’ perceptions of families in the 19th century and how they came to these conclusions via, for example, books and television. Modern families include single parent, step-parents, siblings, etc. Compare this to 19th century family structure, which often included parents, children, grandparents, or orphaned relatives.
- Survey class for family group types, for example, single parent, grandparents, etc. Make a graph charting each group represented.
- Survey the class for size of family. Again compare to 19th century family. Graph the results.
- Discuss the transient character of our modern society. Survey the class to discover different areas where students have lived as well as number of dwellings students have occupied. Make graphs. How do students feel this compares to life in the 1800s? See, for example, Packet Document 2. Have students support their conclusions with examples.

Additional Things To Do

- Using magazine photos make a collage illustrating family types found in the class.
- Read aloud stories from The Bears of Blue River or A Home in the Woods; discuss and compare to modern daily life the habits and ways of life in those stories.

Packet Document 1 - Broadside - Circus, Vincennes, October 25, 1823

Document Introduction

Discuss with class background information and special vocabulary.

- Compare the circus of 1823 to the modern circus.
- List leisure time activities of students. Discuss which would and would not be available to Indiana children 1816-1850. What has caused the changes?
- Discuss spelling variations appearing in the broadside.
- 19th century circuses and menageries kept caged animals much like modern zoos. Discuss the development of zoos and the role they play in preserving wildlife.
Additional Things To Do
- Obtain a list of endangered species from the library. Have students gather information, locate their natural habitats, and write reports concerning these animals. See also Early Years Document 18, Things To Do.
- Make wildlife conservation posters.
- Write a circus story and make a poster advertising the circus.

Diary - Ebenezer Sharpe, Indianapolis, September 4, 1851 and October 23, 1852

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss animals listed in diary entries and compare to animals in modern circuses.

Additional Things To Do
- Make diaries, using copybook instructions in Supplemental Information, and keep them for at least a month.
- Have the class locate information concerning Tom Thumb. (See Finding Aids)

Book - Cobb's Toys, Indianapolis, 1836

Document Introduction
Discuss with class background information and special vocabulary.
- Compare this book with animal information available to modern students.

Additional Things To Do
- Assemble reports on endangered species (see Packet Document 1, Things To Do) into a booklet or bulletin board. Illustrate with photos from magazines or original drawings.
- Read about animals listed on title page. Make a bulletin board display of the animals and information concerning them.
- Determine some animals common to 19th century Indiana which are now extinct.

Packet Document 2 - Letter - Hannah Bereman to Sally Bereman, Pipe Creek, Madison Co., May 13 - June 7, 1832

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss the impressions and feelings the students have after reading this excerpt. Discuss the myth of "the good old days," emphasizing the difficulties and hardships faced by early settlers.
- Discuss clothing—socks, shoes, clothing winter and summer—as mentioned by Hannah Bereman. Emphasize the lack of ready made clothing and the mother's need to provide adequate clothing for the entire family. (See Commerce, Trade, and Agriculture, Early Years Documents 7P and 8 for store accounts for types of goods available in rural stores.)
- Discuss agriculture during the settlement period, especially the effect of weather on crop production.
• Discuss migration into Indiana emphasizing the need for good transportation routes (see Transportation and Communication Introduction).

Additional Things To Do
• This Bereman letter was written over a period of many days, like an extended diary. Write a descriptive letter about your life over a week to a friend or relative.
• Study the maple sugaring process. Write the Department of Natural Resources for places in Indiana where surging is done. Write for information, visit a sugaring site, or have someone speak to the class about sugaring.
• Read Johnson’s account of “Clearing the Lane,” in A Home in the Woods, chapter 3.
• Because agriculture is very dependent on the weather, a wealth of weather folklore has developed. Collect sayings, stories, and folk beliefs concerning agriculture. Use the library as well as oral interviews with older friends and relatives.
• Do the Planting by the Signs exercise (E 8.2) in the Folklore in the Classroom Workbook.
• Do the Weather Lore exercise (E 8.1) in the Folklore in the Classroom Workbook.
• Have students try to discover when their families came to Indiana and where they came from. Make a graph both of years of arrival and of state/country of origin.
• Have students talk to parents, grandparents, or older friends about the places they have lived and why they moved. Then have students plot the movements of the families on a map.
• Continue the discussion concerning how clothing was made by having a local spinner or weaver visit the class with materials and equipment used for making fabric.
• Arrange with the art teacher for a simple weaving project for the class.
• Arrange for a spinning, weaving, or dyeing kit/exhibit from the Children’s Museum Resource Center (see Finding Aids).

Letter - Sarah Hawley to Josiah B. Hall, Washington, Indiana, July 26, 1833

Document Introduction
Discuss with class background information and special vocabulary.
• Discuss development of modern medicine and techniques and compare with methods used by the doctors in Sarah’s letter.
• Sarah Hawley tried to care for her son before finally sending for a doctor, and in Packet Document 2 Bereman makes no mention of a doctor’s visit when discussing her “influensy.” Discuss the limitations of 19th century medicine and the use of home remedies.
• Discuss modern folklore concerning illness or cures.

Additional Things To Do
• Read aloud from Johnson, A Home in the Woods, chapter 6, “Ills and Aches.”
• Have students talk to older family members or friends to discover any home remedies remembered from their childhood. Share the results by discussion or writing.
• Do the Medical Beliefs exercise (E 8.3) in the *Folklore in the Classroom Workbook*.
• Have a public health nurse visit with the class to discuss public health concerns such as disease control, epidemic control, and emergency procedures.
• Have a doctor or nurse talk to the class about their medical training and the advancing medical technology of the present and future.
• Have students research and write about 20th century medical advances, such as the discovery of penicillin or Salk vaccine.

Letter - Marcia Lenard to Sarah Hawley, received Bloomington, June 18, 1836

**Document Introduction**

Discuss with class background information and special vocabulary.
• What clubs, magazines, or books do we have today that help adults with parenting?
• Discuss the changes through the years in women’s roles within the family and society.

**Additional Things To Do**
• Chapters 4, 5, and 6 of Johnson, *A Home in the Woods*, along with these three letters, give the student a good idea of a woman’s responsibility during the early years. Have students pretend to be time travelers and write about an early Indiana woman’s life, comparing it to that of their mothers or a woman friend.
• Write about women’s roles in the future.
• Study leaders in the women’s rights movement. Make a time line of people and events.

Packet Document 3 - Probate Inventory - John Norwood Estate, Marion Co., October 16, 1835

**Document Introduction**

Discuss with class background information and special vocabulary.
• Using the items listed in the document, help students puzzle out Mr. Norwood’s probable life as explained in the background.
• As a class discuss how to conduct an inventory using the classroom itself as an example.

**Additional Things To Do**
• Have students inventory their desks or their rooms at home.
• Have students place values on items in their inventories and determine total worth. Limit home items, perhaps to ten, to avoid economic discriminations.
• Write a story about John Norwood and his life using the information in the inventory.
• Draw John Norwood’s home as you picture it.
Probate Inventory - Thomas West Estate, Hamilton Co., September 23, 1827

Document Introduction
Discuss with class background information and special vocabulary.
- Compare this inventory with that of Norwood in Packet Document 3. What conclusions can be drawn from the West inventory concerning his education, occupation, family size, and economic standing?

Additional Things To Do
- Divide the inventory into three lists—tools/farming equipment, livestock, and household goods. Using these lists develop a math lesson to figure the value of Mr. West’s property.
- Using the household articles list developed previously, do a written vocabulary lesson to develop dictionary skills.
- Write a story about Mr. West’s life as reflected in his personal property.

Letter - Mary Hovey to Mrs. Carter and Sisters, Shawnee Creek, Fountain Co., May 12, 1832

Document Introduction
Discuss with class background information and special vocabulary.
- Read the letter aloud with the class and make a list of the articles she mentions in the description of her home. Compare the list to items in the two previous inventories; how does her home compare to the Norwood and West homes?

Additional Things To Do
- Draw a picture of Mary Carter Hovey’s cabin from her written description.
- Write a description of your school room or a room at home, then illustrate.
- List articles with values mentioned by Mrs. Hovey. Determine how much she spent furnishing her home.
- Have illustrated books of wild flowers and birds available for students to look up flowers and birds mentioned by Mary.
- Reading carefully, list all kitchen and cooking items found in these 3 documents. Compare these lists carefully and discuss how each item was used.
- Using the kitchen list above, make a list of comparable modern items used for cooking today.
- Bring in any old or unusual kitchen equipment. Contact your local historical organization for additional items. Set up an exhibit with labels and information for students in other classes and parents to view.
- Using old recipes located in the library or local historical society, cook a meal or part of a meal.
Packet Document 4 - Indenture - Alexander, Charlotte, and Elizabeth to Hyacinthe Lasselle, Cass Co., November 27, 1836

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss apprenticeship and indenture.
- Discuss contracts. Make a list of different types of contracts.
- Discuss the Lasselle family as reflected in all the Early Years documents that mention them: 9, 16P, 53, and 54.

Additional Things To Do
- Have students determine activities in which there is a written or implied contract, e.g., library card, clubs, newspaper route, etc.
- Write a contract with teachers or parents for school assignments or chores at home.
- Have an attorney visit the class to discuss modern contracts and the laws governing them.

Apprenticeship Indenture - William Ballenger to Isaac Beeson, Wayne Co., November 20, 1839

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss “ overseer of the poor.” What people, agencies, or institutions in our modern political system take the place of the “ overseer of the poor”?
- Discuss the terms of the apprenticeship; do they seem fair? What other 19th century occupations might be learned through apprenticeships? Do apprenticeships exist today?

Additional Things To Do
- Interview parents and grandparents concerning their work and how they were trained for it.
- Compile a list of jobs and training necessary as represented in previous interviews by the class.
- Collect and read the Want Ads from local papers concentrating on job descriptions, skills needed, and training offered.
- Contact a local trade union involved in apprenticeship programs and have a member speak to the class about it.

Bill of Sale - of Molly to Isaac Dunn by A. S. Piatt, October 24, 1836

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss early laws in Indiana regarding slavery and the changes concerning blacks in the 1851 Constitution. (See Supplemental Information and Finding Aids also)

Additional Things To Do
- Gather information on the abolitionist movement in the United States. As a class gather materials concerning abolitionist leaders and issues. (See Finding Aids)
- Contact local historical societies to try to discover any local abolitionist activities or any account or record of slavery existing in the area.
Packet Document 5 - Excerpts from Letters - James Cockayne to Horatio J. Cox concerning Guardianship of Charles H. Burchenal, January 4, 1845 and November 18, 1846

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss the expenditures listed stressing the absence of ready made items on the list.

Additional Things To Do
- Learn about account keeping. Set up a simple account sheet and make up some story problems using accounting methods.
- Have students make a personal account sheet and keep an accounting of expenditures for a month—include lunch or milk money, entertainment allowance, etc.

Diary - Ebenezer Sharpe, Indianapolis, December 20, 1851 and January 24, 1852

Document Introduction
Discuss with class background information and special vocabulary.
- Compare and contrast the activities of Ebenezer in Early Years Documents 17, 29, and 30 here with those of Timothy Ball in Early Years Document 10P.
- How do the 1852 prices quoted in Documents 29 and 30 compare with the prices in accounts located in Commerce, Trade and Agriculture, Early Years Documents 7P, 8, and 9? Discuss why prices might vary, such as time of year, quality of product, etc.

Additional Things To Do
- As a class or individually collect information, photos, etc., from books, magazines, and newspapers concerning the daily life of children world wide.
- Illustrate Ebenezer's or Timothy Ball's diary entries.

Diary - Ebenezer Sharpe, Indianapolis, May 11 and November 11, 1852

Document Introduction
Discuss with class background information and special vocabulary.
- Discuss what life in 1852 Indianapolis might have been like based on the activities described by young Ebenezer.
- Locate on a map the major towns of Indiana in 1850; are these still the large urban areas of the state? Why have some areas changed? (See Maps)

Additional Things To Do
- Keep a class diary of daily school activities.
- Write a diary pretending that you are a young person in the 21st century.
CIRCUS.

POSITIVELY THE LAST PERFORMANCE.
This evening, Saturday October 25th, 1823.
The performance will commence with

The Grand Carousel.

By four Turks fighting with Broad Swords and Spears, and conclude by catching elands on the point of their lances—half

Mr. Wise will perform many elegant feats, he will pick from the ground a barrel, vehicle, and a watch—his horse in full speed;

Mr. Cady will perform the comic scene of the

THE PENmanship of five persons on two horses.

The Grand Almande.

Will be performed by Mr. Cady & Miss. Payten, after which Miss. Payten will ride by herself & perform many feats of horsemanship.

Mr. Weller will perform on one horse, many surprising feats and conclude by JUMPING the STAIRS.

THE RAISING of the WIND or the GREAT VAULTING by Mr. D'AMORES.

Who will leap from the right to the left of his horse, and when the horse leaps over the boards, he will at the same time leap over the boards and horse together.

The elegant horse Comique, will perform the feat of a DIVERCITY, he will bring at command, a Blat and a Handkerchief, and conclude by taking a FLYING LEAP over three horses.

Master Bailey, the much admired youth, will perform astonishing feats for one of his age, and conclude by riding on his head.

The Clown's art of Horsemanship.

This brilliant representation will conclude with the droll horse MENTOR, surrounded with

FIRE WORK.

Door to be opened at half past 6. A performance to commence at half past 7. Tickets to be had at Mr. Lucas's—price 30 Cents.

Courtesy Indiana State Library.
CIRCUS.

POSTIVELY THE LAST PERFORMANCE.

This evening, Saturday October 25th, 1823.

The performance will commence with

The Grand Carousel.

By four Turks fighting with Broad Swords and Lances, and conclude by driving Indians on the point of their Lances, their horses to full speed.

Mr. Wise will perform many elegant feats; he will jump from the ground to handkerchief and a match—his horse in full speed.

The Pyramid of five persons on two horses.

Mr. Gay will perform the comic scene of the

The Grand Alcaxande.

On the horses.

The raising of the wind on the great vaulting on the horses.

Who will jump from the right to the left of his horse, and when the horse leaps over the horse, he will at the same time leap over the board, and horse together.

The tenacit horse, in the post of a DROUGHT, he will bring at command, a hat and a handkerchief, and conclude by taking a FLAMING LEDP over three horses.

Master Gabriel, the much loved youth, will perform most interesting feats for his age, and conclude by riding on his head.

The Clown's art of Horsemanship.

This brilliant representation will conclude with the daring horse VENTICELLO, surrounded with

FIRE WORK.

Door to be opened at half past 4. A performance to commence at half past 1. — Tickets to be had at Mr. Broadbent’s — price 20 Cents.
<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>This circus broadside measures 29 1/4'' x 17 3/8''. It lists the date, time, and price of admission for the circus in 1823 in Vincennes. It also describes each act in the circus. The picture at the top of the broadside shows a horse and rider amid lighted fireworks. The broadside is in fair condition. It has been mended on the lower right hand side. This document is in the Broadside Collection of the Indiana Division, Indiana State Library. A man on horseback traveling with the circus usually posted these advertisements on available barns and trees a few days in advance of the show. “Jumping the garters” described the activity of a horse jumping over tapes with or without a rider.</td>
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| The first circuses traveled in the eastern part of the United States at the beginning of the nineteenth century. These shows highlighted acrobatic and equestrian acts. At the same time and in the same area, small collections of wild animals also toured with their keepers. The circus as we know it today—a combination of acrobatic, equestrian, and animal acts under one roof—did not come into existence until the middle of the nineteenth century. 

The first primitive circuses consisted of a few horses, a couple of wagons, a small troupe of acrobats, a clown, and, perhaps, a trick mule. A fiddle often supplied the music. The “big top” consisted of large canvas panels fastened to six-foot poles set in a circle. There was no roof, and all performances were held during the daylight hours. Early menageries operated in a similar fashion. Elephants, lions, and monkeys were most common, but by 1836 giraffes and other more exotic animals made their appearance. [Wright, “Circus and Theatre on Tour,” 6]

Traveling with the circus or the menagerie was, at best, a trying affair. The season began in April with each performer acting in many capacities—feeder, trainer, keeper, or driver. For the wagon shows, twenty miles was about the longest distance between stops. The earliest menageries carried their wild animals in wooden boxes that had bars on one side. The boxes were only slightly bigger than the animals themselves and were lifted out of the transport wagons onto sawhorses for viewing by the public. Wheeled cages became common in the mid-1830s making transportation a bit easier. It also allowed, for the first time, trainers to enter the cages with the animals. [Thayer, “The Keeper Will Enter,” 38]

Early performers included both men, women, and children. Whole families often worked and traveled with the shows. Many of the young children were apprentices learning to be clowns or animal trainers. The owner of the show paid room and board for his performers at each stop. The performers were paid on a monthly basis in which stars might receive as much as $100.00 or more, while clowns and musicians could earn roughly $50.00 and $28.00 respectively. [Thayer, “Papers at Somers,” 29]

Circuses and menageries found their way to Indiana just as soon as there were enough people to pay the bills and sufficient roads to travel on. The traveling shows appeared first in the southern part of
the state, gradually working their way north as people and progress paved the way.

Vincennes, in 1823, was the largest city in the seven year old state. In 1827, Dr. Samuel B. Judah visited his son in Vincennes and described it this way.

Vincennes is a melancholy-looking place. Good brick Court House—brick seminary—a few good brick houses, Genl Harrison’s the most attractive. Samuel lives in a 2 story frame. 26 ft front 20 deep, 3 rooms below, also Kitchen & Smoke house, poorly built—Indeed all the houses in the west are so. There are 1600 inhabitants—7 stores well stocked—trade for 40 miles around—profits large. $10,000 worth of goods is a full stock for the largest merchant for a year. The principal inhabitants get their groceries from New Orleans. There is a cotton factory on a small scale operated by an Ox-mill, and a good public Library of 1800 vols. Very few of the houses are painted. Town lots are $35 to $50 the acre. Soil is sandy loam. Horticulture not much attended to. Samuel has the best garden here, tho only 1 year old. He has asparagus & celery, which are not common. His lot is 2 1/2 acres, fine well—sheep; 2 horses, 2 cows, bee hives. [Quoted from McCord, Travel Accounts, 133]

Supplemental Documents

Early Years Document 17

Early Years Document 17 is an excerpt from a young boy’s diary which tells about his trip to Great Raymond’s Menagerie. This event took place in Indianapolis in 1851, the boy Ebenezer Sharpe was eleven years old. This diary belongs to the Indiana Division, Indiana State Library.

Early Years Document 18

Early Years Document 18 is an excerpt from a children’s book published in Indianapolis in 1836. The stories and pictures are about some of the animals that traveled with the menageries. This book is in the collection of the William Henry Smith Library, Indiana Historical Society.
Thursday Sept.

I got up this morning at five past nine. I went and fed the cow and took the fence before breakfast. After breakfast the great Raymond's Amazons came in hundreds of country people were in. I thought it would show them that it was almost useless to try in about an hour, but I got in there were so many they the Amazons had to get the elephant and lunch them all close together. I went into a den of tigers and panthers began to whip them to make them jump over his shoulder the panther caught him with his paw and sent all the blood out of his forehead he then went out.

Saturday Oct. 28, 1852

I got up this morning at five. I fed my horse I took my cows to pasture, then as soon as I had finished a few letters, I went to market, got some meat and a roast I came home and went to bed and as I was going to be married in the evening I went to the museum but as there was such a crowd I did not get to see anything but a few monkeys, a lion, and a black bear with another, I saw some wax statuary, two lions, a rhino, a sand bull, an alpaca, a cape of monkeys, a white bear, a panther, a banting hen, I also saw your Thumb. Thumb is 20 years of age I am 28 inches long. I have seen an Egyptian charming two ancient mummies among a large turtle, a red dog, a little found in the fire at New York some years ago. This is all I have to say for today.
Transcription

Thursday Sept 4

got up this morning five took the cow and horse
to pasture before breakfast. after breakfast the
great raymonds Monagerie came in. hundreds
of county people were in after dinner it comensd
and it was so crowded [when ?] I went that it was
almost useless to try in about an half hour I got
in there were so many the the keepper had to
get the Elephant and back them all close together
Mons Crofard went - into a den of Tigres and
panthe he began to whip them to make them jump
over his shoulder the panther caught him with his
paw and scratch the blood out of his forehead he then
went out

Saturday Oct 23, 1852

I got up this morning at five fed my
horse & took my cows to pasture, then as soon as I had copied a few
letters, I went to market, & got some meat & a roast & some sweet
potatoes, amounting to ninety cents, in the evening I went to the
Museum, but as their was such a crowd I did not get to see anything
but a few monkeys & a lion, but at night I went with mother
I saw, som wax statuary, two lions & a lioness, a sacred bull,
an alapacha, a cage of monkeys, a white bear, a panther, & a hunting
leopard, I also seen Tom Thumb perform his many tricks, he also
rode upon a small elephant. This Tom Thumb is 20 years of age
& only 28 inches high. I also saw an Egyptian Mummy & an
ancient mexican armor, a large turtle, a sea dog. & a bottle found
in the fire at New York some years ago. This is all I have to say
for to day.
Early Years Document 18
Elephant Story from Cobb's Toys, 1836.
(Indiana Historical Society)

is the largest, the most sagacious, the strongest, and most docile animal in the world.
Its figure is very ungainly, inelegant, and clumsy; its forehead is very high; its eyes are very small, lively, bright, and expressive; the ears broad and long, in proportion to the body; but it can raise them with great facility, and make use of them as a fan to cool itself, and drive away the flies, or insects; its body is covered with a hard, callous skin without any hair, and its texture is meagre and wrinkled, full of deep fissures, resembling the bark of an old tree; its sturdy and strong legs are ill-shaped, like columns of from twelve to eighteen inches in diameter, and from four to six feet high, and are seemingly not qualified for motion; its neck is short and stiff; its feet are short, rounded at the bottom, divided into five toes each, and armed with nails of a horny substance, but which are so covered with skin, that they are scarcely visible.

Two long trunks proceed from its upper jaw, sometimes weighing one hundred pounds or more each. Between these trunks is its trunk, which is so useful to that animal as our hands are to us. This it can contract or lengthen at pleasure, as need requires. With the trunk it can take up the smallest object, and by it, it conveys all its drink and food to its mouth, where it is chewed by its great grinding teeth; and, at its end, it can pick up a

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pin, unite a knot, uncork a bottle, and open and shut a gate or door; and, when it is tame, it will take an apple out of a person's hand or out of his pocket. The Elephant smells and breathes through this trunk; and, at the end of it, the nostrils are placed, through which it draws in water, for the purpose of quenching its thirst, or of washing and cooling itself, which it performs by taking in a large quantity, and then spraying it over its whole body, as it if issued from a fountain. The Elephant can kill a man instantly with a blow of its trunk.

Elephants subsist on vegetables; they, however, will eat grain and fruit; but appear to have an antipathy against animal food. They associate in numerous herds; and, when one of them happens to discover a fertile spot, it instantly gives a loud signal to the rest, by way of inviting them to come and eat with it. The common pace or walk of the Elephant is not quicker than that of a horse; but when pushed, it assumes a kind of ambling pace, which is nearly equal to a gallop; but it turns with difficulty, and not without taking a pretty large circuit.

Although the Elephant is the strongest as well as the largest of all animals, yet in its wild state, it is neither fierce nor ferocious. It is peaceable, mild, and brave, and exerts its powers only in its own defense, or in defense of those of its own kind, with which it

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is social and friendly. It seldom walks alone; but in companies, the oldest leading the herd; the next in age drives them, and forms the rear; the young and the weak are in the middle. The females carry their young, and hold them close with their trunks. They only observe this order, however, in perilous marches. When they march the forests seem to tremble under them.

When tamed, the Elephant becomes the most gentle, patient, and obedient of all animals as well as the most tractable and servicable. It is so attentive to the commands of its master, that a word or a look is sufficient to stimulate it to the most violent exertions. Its attachment to its keeper is so great, that it caresses him with its trunk; it knows his voice, comprehends several of the signs made to it, and perfectly distinguishes the tone of command from that of anger or approbation. It executes the orders given it with prudence, eagerness, yet without precipitation. All its motions are mechanical and regulated, and partake of the gravity of its bulk. It is quickly taught to kneel down, to receive its rider, suffers itself to be harnessed, and draws chariots, canons, shipping, ploughs, wagons, and carries burdens on its back, neck, or sides; and, uniting sagacity to strength, it never breaks or injures anything committed to its trust. Elephants were formerly used in war, to carry soldiers, in towers of wood on their backs. It can do the labour of several horses. It can travel fifty or sixty miles in a day with ease; and, when hard pressed, almost doubles that distance.

The Elephant is very fond of music, to the measure of which it readily learns to move. Its sense of smell is likewise very exquisit; it is fond of the odors of flowers, and will gather them, and gravity itself by inhaling their fragrance. It will drink ale, wine, and spirituous liquors. Elephants appear to know more than any other brute animal; they are kind to those who treat them well; but they hurt or kill those who abuse or inspire them.

An Elephant, passing along the street, put its trunk into a tailor's shop; the tailor picked it with his needle: the Elephant passed on without any apparent signs of resentment; but coming to a pulle of dirty water, filled its trunk, returned to the tailor's shop, and spirted it over him and all his goods.

Elephants have been known to live, in a state of confinement, a hundred and thirty years.
A few months since we got the letter that
father sent by Heman in which, and we got yours. I
think it in February just before sugar making came on.
I thought to have written to you long ago, but we
had so much trouble and difficulties to undergo
that I feel like I cannot compose any thoughts long
enough to write anything that would be worth reading.
I still keep promising myself that I would write in a short
while to myself, have both had a very severe time with a bad
cold one within an influenza, & never had so much trouble
before. John has not got over his spell yet. He felt well
as usual now, and the children were all well. But
we have not been able yet to get a horse. Our grain
for corn is grown up with weeds & grass; hence high corn
we cannot yet at ploughing time, because we have not money
to pay for it. Our good relations withheld the money
that they were to, and we suffer sorely for the want.
John went to sell as it was too wet to carry all
over town (even our children had to go town for salt wood
now), and I myself was not much better for we did not get
paid for our goods. We have not made any pair of shoes or stockings to wear. John got his horse
so, much that he could hardly walk for several weeks,
but he was obliged to get one. I had to go through it for a
little while that I could not walk, and we suffered
from this circumstance. We cannot be at ease.

Before we knew that the winter was coming, should we have
to see it, for I don’t much whether we get any
corn planted, and we are nearly out of clothing
I could fill my paper with telling you our woes and
sufferings, but I will not add sorrow to your all
ready lamentable feelings.
Packet Document 2 is actually an excerpt from a long letter written by Hannah Bereman of Madison County in 1832. The letter is written to a relative of Mrs. Bereman living in Ohio. The postage for sending the letter was 18 1/4 cents. The letter, which measures 12 1/2" by 7 1/2" folded has been written upon on all four sides and then folded to form its own self-closing envelope. No wax mark from a seal appears on the paper.

This letter is a good example of the letter writing style of the time. Almost every inch of the paper has been written upon. Only a small space for the address has been left untouched. The expense of paper and ink and the inconvenient locations of post offices prohibited frequent letters, so much was said in the few letters that did get sent.

A transcription of the document is provided on one sheet, the remainder of the letter is also provided in transcription for further use. This letter is from the Bereman Collection, Indiana Division, Indiana State Library.

This excerpt, written by Hannah Bereman in 1832, gives a poignant account of a difficult winter in Indiana. The excerpt itself relates a great deal of information about life in Indiana in the winter of 1832 for a rural family. However, it is possible to add much more information about the Bereman family by doing a bit more investigation.

In 1830, the John N. Bereman family consisted of father John, aged 40 to 50, mother Hannah, aged 33, one son William, aged 5 to 10, another son aged 1 to 5, two daughters, Caroline and Lucy Marie between the ages of 5 and 10, and a small daughter, Almira, aged 1 to 5. [1830 Indiana Manuscript Census Records, Madison County, 338]

John and his family moved to Madison County from Highland County, Ohio. [1820 Ohio Census Index] In 1828, he purchased 320 acres of land in what is now Jackson Township in Madison County from his father Jesse and another relative named Samuel. The purchase cost $400.00. [Seulean, Abstract of Deeds] The Bereman farm was located along Pipe Creek, a branch of the White River named for an Indian chief called Captain Pipe. In 1834, Bereman sold 160 acres and then turned around and purchased 80 more. [Brown, Madison County Indiana and Eldon and Freeman, Madison County]

John Bereman's movements and land purchases were typical of many of the settlers in the West. His father was located in Mercer County, Kentucky. When Kentucky became more populated, John moved to the less crowded lands of Ohio. Finally, as Ohio grew and prospered, the less settled lands of Indiana appealed to him. Many settlers followed this same procedure, buying land cheaply before the area was settled, selling land as more people moved in, and then moving on to the next unsettled area.

The information that follows comes from John's letters in the Bereman Collection, Indiana Division, Indiana State Library. Most of these men moved with their families and John Bereman was no
exception. The hardships of the winter of 1832 were only the first indication of troubles for the Bereman family. In 1833, Hannah died from an unnamed illness or accident, leaving John to care for 5 children, the oldest, Caroline, about 13 years old. In 1835, after a brief illness, Caroline died leaving the next daughter, Lucy Marie, to care for the others. John's father Jesse in Kentucky also died in 1835.

In the same year, John proposed marriage to a widow aged 54 who turned him down saying that she was too old to take on a large family. Later the same year John married "an old maid of 32" to help him care for his family. In 1837 the new wife presented John with a new daughter named Clara.

The depression that gripped the whole United States in 1837 also left its mark on the Bereman family. Poor prospects for the year's harvest forced John to consider teaching school that winter in a cabin not far from home despite the rheumatism which caused him great pain in cold weather. The last letter from John Bereman in the collection ended on this pessimistic note.

By 1840 John Bereman apparently no longer lived in Indiana since his name is not in the 1840 census. There are several possibilities for the ending of this story. Perhaps John continued to follow his previous pattern and moved to a less populous state. It is also possible that John died leaving his young wife and family to fend for themselves. Further research could provide an answer or leave us with more questions.

The supplemental documents were chosen to add further dimensions to family life in the first half of the nineteenth century. Both of the documents are from the Ransom E. Hawley Collection, Indiana Division, Indiana State Library.

Early Years Document 20 is the transcription of a letter written in 1833 from Bloomington by a young mother, Sarah Hawley, describing the illness and death of her first born son, Josiah. Josiah was born August 26, 1831, and died July 25, 1833.

"Phthisick," more properly spelled phthisic, is pulmonary consumption, a severe cough, or asthma, since the word was loosely applied to various lung or throat affictions.

Early Years Document 21 is the transcription of a portion of a letter written by an eastern woman to Sarah Hawley in 1836. It describes the meeting of a Mother's Association. These groups were encouraged all across the country to aid mothers in the care and upbringing of their children.

Neither of these documents reproduced well enough to print. Early Years Document 20 measures 7 1/2" x 12 3/4", Early Years Document 21 measures 7 7/8" x 12 1/2".
A few ((weeks)) ago ((some time in April)) we got the letter that
Father sent by Hiram McQuitty, and we got yours I
think in February just before sugar makeing come on
I thought to have written to you long ago, but we
have so much trouble and difficulties to undergo
that I feel like I cannot compose my thoughts long
enough to write anything that would be worth reading
and I still keep promising myself that I would write in a day or so
John & myself have both had a very severe time with a bad
cold or rather an influetsy I never had as much pain in my
breast and as bad a cough as I had for about four weeks in
April. John has not got over his spell yet, I feel well
as usual now, and the children are all well.— But
we have not been able yet to get a horse, our ground
for corn is grown up with weeds & grass knee high and
we cannot get it ploughed because we have not money
to pay for it. Our good relations withold the money
that they owe us, and we suffer daily for the want
of it, last winter cold as it was we had to carry all
our fire wood - our children had to go barefoot all winter
and John & myself was not much better for we had not a good
pair of socks or stockings to ware John got his heels
so frose that he could hardly walk for severel weeks
but he was obliged to get wood I had to go dressed in cotton
for the first winter that I ever did indeed we suffered,
with the cold more than I can tell, and a worse prospect
before us now for the winter to come, should we live
to see it, for I doubt much whether we get any
corn planted, and we are nearly out of cloathing
I could fill my paper with telling you our wants &
sufferings but I will not add sorrow to your all
ready lacerated feelings.
Pipe Creek, Madison County, Indiana, 

May 13th 1832

My Dear Sister 

last evening your letter of April 25 came to hand, which gave an account of James being very sick, you say I must not let it make me feel melancholy, Dear sister how can I help but be sorry to hear of the sickness of a brother that I so sincerely esteem & so dearly love, to think that perhaps before this day he may be numbered with the dead. It is a heart rending thought and I cannot suppress the rising tear. for "Should I attempt the Stoick's part, and check the rising sigh. This throbbing, aching, wretched heart. Would burst, and I should die"— — James has been a kind and affectionate brother to me, and like you, I love him better than any other brother I have. I feel a great desire that his life may be spared a while longer and that his health may be restored to him and that he may live to be a comfort to his friends and a guardian, guide and protector to his wife and his dear little babes, But if it is the will of his Maker to take him from us, to take him from this world of trouble distress, and anxiety, we ought not to repine but to say O Lord thy will be done, It is a hard thing to part with a well beloved friend and know that we will never see them more on this earth, Never see them till the sun hath ceased to shine, and the moon to give her light, Never untill months & years and time itself is no more, But one thing we know that if they go not from us, we must go from them, we cannot always be together, Husband & wife Parents and children brothers and sisters, all have to part all our love cannot keep them when the summons comes to take them— — My Dear Sister it distresses me much to think that I am so far from you that I can not join to assist you in nursing the sick and afflicted your have your trouble your trials and cares and I have mine

[The following copy was written in the left margin of page 1.] If ever I get a loom I wish that you would come and learn me to weave, for I know very little about it, for if you never marry you will have to help them that needs help [end of page 1] I feel sorry for Mother that in her old age she should have so much trouble in her family but I hope she will try to bear it with christian fortitude and remember that she has had blessings and mercies bestowed upon her [Document 2 was excerpted from this location. See transcription with Document 2. Beginning of page 3.] My little girl we call Almyra, she has just come to me and says "take up. nim (glove) I titty" and begs so hard that I will
have to quit writing, she is a pretty black-eyed little girl and can talk smartly. I have not weaned her yet when she wants to suck she will tell the children, nim booke, then she will bring it to me to read, to get me to take her while she sucks

May 27 Dear Sister I again take my pen in hand, we are well at this time This day I suppose I am 35 years old Great uneasiness and anxiety in this country at the present prospect of making bread sufficient for another season, corn that was raised last season, will not grow for seed corn, people from this neighborhood has to go 70 & 80 miles for seed corn, our corn looks sound and good as ever I saw, but it will not grow good, but we have no money to buy so we will have to use it, we have at last got our ground ploughed and would have had it planted but the rain prevented grain is very scarce now Bread
corn sells at 50 cts a bushel, the wheat last season was very poor and about harvest there came so much rain that much of it was lost but little meat in the country. Some of the people are about trying to start a Sabbath school on Pipe creek this day it begins John is gone and the three oldest children I hope it may succeed for the children about here are almost as uncultivated as the Indians we have no sort of religious society here except the Methodist and they of the lowest rate - Last winter was so cold that it killed all our peach trees and a good many of the apple killed to the root we have current bushes two years old full of fruit the cut worms are cutting all our flax, we have not yet been able to get any sheep, and they do not do well here it is supposed that they eat wild parsnip that kills them Cattle die here very bad with the murrain we lost one good old cow last summer and a beautiful & promising heifer in the winter both with calf. both fat and hearty 24 hours before they died for what we knew, we have but two cows and one heifer left two bulls and two steers, Samuel Bereman Jessy Bereman and their wives and wives parents all moved to this State last fall, also Ben Armstrong and some of his relations and a number of people from the country where come from-- --

((but we have seen none of them since we left Kentucky nearly 4 years ago)) I wish that it was so fated that I might see all of you again. If you can ever get a chance do come and see us, for if James goes from us, you will be the only one left that cares anything about us except Father & Mother
[end of page 3] I feel very sorry for sister Betsy I wish it was in my power to alleviate her troubles, Give my respects and love to father & mother, I am really ashamed that I have put off writing so long Tell Polly that I am sorry she is so much afraid of being laughed about. and Lewis too
poor fellow, he has forgot the sister that has nursed and loved
him a thousand times, when he was unable to take care of himself
I have not forget him nor his promis that he would come to see
me in forty weeks, John has at last ventured to go in debt
for an old mare. 40 dollars is the price she is 13 years old a
large gray and I hope a good brute — we have not heard from
Kentucky since last November. My love to you and all the rest
so I remain your sister    Hannah M. Bereman

Sallyann Bereman

Stevensburgh Ind        18 1/4
June 7th, 1832

Miss Sallyann Bereman
New Market
Ohio

We have at last got our corn painted and it comes up well, but the
pigeons, crows, moles and cut worms are trying to destroy it all.— —Many of the
people in these parts are wonderfully alarmed at the
news of the Indians having killed some whites on the Mississippi 3 or
4 hundred miles west of us. There is not the least danger here. Some are
terrified at the story of the Comet. Others believe a prediction circulating
here that on the 15 day of the present June the sun will set a 2 oclock— —
Much anxiety and fears felt by the old and the young, some say the wicked are
all to be cut off from the    earth during the present year.

The Villige Dialogues are Safe and sound and hold themselves in
readiness to be returned the first good chance If I had thought I could
have sent them by Thomas but it is well I did not for I doubt much
if I had whether ever they would have seen that place
June 3rd  Again I take this letter to write a few more
words and close it I would like to know what Hannah Harris
husbands name is and if he is a wheel maker & whether he is
a good one &c &c— Our girls are big enough to know how to spin but
I have but one wheel and no wheelmaker near so I dare not trust them to
learn on mine and they know no more about spinning than a cow
I have not anything for to spin now but I hope it will not always be so
John and the four eldest children are gone to the Sunday school
it is about two miles. I am not well neither is the child.
Dear Father and Mother

hand, and aching heart I take my pen to give you an account of the mournful distressing scene, through which we have past this week. Yes dear parents we buried our sweet our lovely child on yesterday, last Saturday the same day I wrote you, he began to cough in the morning but was not hoarse. I thought it nothing more than a common cold. When I awoke sometime Saturday night, he wheesed and I thought he had a little of the Phthisick, but did not rise with him. On Sabbath he still coughed, but ate as usual Sabbath night I bathed his feet (he) did not wheeze, but grew hot and on monday morning he [ ? ] up and dressed before sunrise very playfull and in a fine humour, his breathing was bad, short and quick, coughed-hard but still loose. Before I closed my letter he became uneasy but I easily diverted him until I closed it, he then went to sleep. I left him alone and took my letter to the Office—found him asleep when I returned, he was still about though more unwell than the day before, after eating his breakfast which (he did) as well as he has done many times he ate no more I think until noon he asked for honey I gave him the second piece (of bread and butter and honey) which he ate nearly up He slept in the afternoon again, after he awoke I was alarmed at his appearance, and watched the Doctor who passes near the house often. I had expected Mr H home soon after noon but as he did not (come) I called a neighbour - an experienced nurse She advised me to call in the Doctor who was then just within call He came he said he must be attended to immediately, his face he said was swoolen which I had not observed. As he left the house to get the [end of page 1]

medicine, - Mr H rode up. An emetic was administered immediately which operated well, and he breathed easier from this time until he died two physicians attended on him very often (the third came a few hours before he died)

and gave him Callomel, - bled and blistered him.

and gave him other medicine. Neighbours and friend were kind and attentive, but all was too late too late OI was not aware of danger until too late. On Wednesday after noon he became unable to speak was sinking fast, I sent for the Doctor in haste, He came and ordered a warm bath after this he revived so as to say *pease Pa., asking for his drink, or rather when asked if he wanted drink, and when he had drank he said *nice., as was common for him, - but as the phlegm loosened he swallowed with more and more difficulty until he could swallow no more
He choaehd with it and died about eleven. It causes me
the deepest anguish that I sent not for a physician sooner. O! had
he been taken hoarse, I should have been alarmed at once. I
thought it a common cold until too late. (He was subject to a hard
cough when he took a cold) I have no fault
to find with any but myself. - God has done perfectly right
He gave us an interesting son to nurse for him. I loved him. - I
received and possessed him under interesting circumstances—
and many times thought no sacrifice could I make too great
for his preservation and comfort. But now it appears that
through my neglect the one I loved so tenderly has suffered and
died. It was not a willful neglect but carelessness. I can now
think of many ways in which perhaps he was exposed to take
cold. The weather was hot and dry he broke out with the heat
of course his dress must be thin. On wednesday before-as I was rins-
ing cloaths he came to the tub and wet his cloathes but I changed
((them)) before hanging out my cloaths. I was home with him all
the week after monday He went to meeting with me monday
forenoon. If I could see you I should delight to relate to you
the improvements he was making. Before he was 12 months old
one sabbath as I was reading he grew uneasy-to divert him I said
[end of page 2]
where is O, find O. I pointed to O, and the third time I opened
the book and asked him He put his finger down and drew it
along to O saying "dah tis.. He never forgot it. He sat in his chair
at the table and since sometime last winter would seldom touch any thing
until the blessing was asked, he would lean his head on his hands
and remain silent. - 3 weeks ago as his father was sewing his Buffalo
skin before he set out for Dubois Co. he wanted a needle to help him
I gave him one he was very busy when all at once he turned about
and come up to me saying "where is Pa., meaning where is he going.
I told him he was going away to preach at which he cried.
He would go to cellar door and say "Peas Pa une., (honey)
He could say Ma but called me ba. He was very industrious
never so happy as when he could help me or his father
In a word he was active affectionate generous would give to
any one his cake or apples. He was remarkably fond of
hearing verses repeated would listen with serious attention
and when I stopped would say "More more.. untill I
repeated them again and again. He was an obedient child
an instance of selfdenial ((in one but 23 months old.)) I will relate one
circumstance
respecting him, He was remarkably fond of apples— I did not
allow him to eat them.- He would ask me for them and I would
tell him (he) must not eat them. I would then ask him what
he would do with them He says "rolly.. and would roll them
and get a knife and cut them to pieces. Cherries and blackberr-((lies))
he would not eat, he called them marbles, as he had 1 or 2
marbles, and roll them on the floor. But I must close soon
There are several children sick in town 2 very low but Josiah
is the only one who has yet died this season. There has been no
case of Cholera here that has proved fatal perhaps none
at all 3 or 4 have been sick—had symptoms. Vincennes remains
healthy Mr H. is writing to his Mother Do write and
pray much for us. This from your afflicted Daughter
SM Hawley

[end of page 3]

PS.

The physician whom I called is a young man
from Boston last fall. He finds but little society here
that he can enjoy, though not pious—untill now he
has had but little practice, and he has been very
unhappy—has called at our house frequeuntly. He
was very fond of playing with little Josiah His
name is Brooks. - his Partner is from Kentucky - this last
spring. Dr Barton from N York state has been here 14 years
Hard drink has nearly ruined him

Washington Ia 25
July 26th Mr Josiah B Hall
Norwalk
Fairfield Co.
Conn

Recd Augt 5
afternoon
My dear Christian Sisters. The deep solicitude I feel for the advancement of your personal happiness; and the salvation of your dear children, makes me more urgent in my desires to have you form yourselves into a maternal association, than some of you may think proper in a stranger.

Every objection and difficulty arising in your minds in such an undertaking has been matter of experience with me before I became a member of an association. But after much conversation with ladies who attended these meetings and know their value, I was prevailed upon to become one of their members - and I trust my heavenly father will make it a blessing to me and mine. Certain I am that the salvation of our dear children never occupied more of my mind and caused me to be more frequent at the Throne of Grace than since I became a member of the Mothers meeting.

O could we realize the responsibility which rests upon us as Mothers who have the training of immortal beings entrusted to our care, on whom hangs the prosperity of our country and the preservation of our Church - could we know the value of the soul, which caused the dear Redeemer to leave the bosom of his father that he by his death, might open up a way of escape from the wrath and curse of God due to us and ours for sin - how differently should we feel and act.

As the ladies which compose the female prayer meeting of Mr Hawley's church, have not had an opportunity of informing themselves as to the manner in which maternal associations are conducted, I will give a little out line of one, from which you may gather enough to frame your rules and plans and put them in the form of a constitution, by which you will be governed in your meetings.

We meet once a month, have a lady appointed to direct in the meeting - it is opened with reading a chapt. and prayer - She then reads or causes to be read some interesting article, which has been selected suitable for the occasion. If you will together procure one or two copies of the Mothers Magazine (the subscription is one dollar, the publication monthly) these will afford the best reading of the most profitable kind.

Experienced Mothers tell the manner in which they govern the different dispositions of their children - make confessions where they feel they have erred in precept or example, and especially endeavour to make their remarks instruc-
tive, to the younger Mothers present.

Should a member of our association be removed by death, we feel bound to see that her children are brought with our own (those under twelve years of age) once a quarter into the meeting, at which time we have an address from our Pastor suited to the capacity of children. we close with prayer and singing.

We think it advisable to keep the birth-day of each child, either as a day of fasting and prayer or of thanks-giving as the case may call for. we obligate our selves to pray with our children at home, particularly the small ones.

What then must a child have of a parents piety, if they never pray with them, or hear then pray?

[end of page 2]

These are the principle rules which we have adopted to regulate us in our meetings, they are few and simple, but sufficient to guide us. And now dear sisters if you will form yourselves into an association, and seek the blessing of God daily upon your efforts to enlighten the understandings of your dear children: if you will bring them in the arms of faith and love and lay them at the feet of our blessed Saviour believing the promises of God, if you will search the scriptures with a prayerful frame of mind to learn what duty is - I think you will find the path to be made plain and you will feel an increased desire to be more frequent at the Throne of Grace. Your wills will submit more readily to the divine will, you will feel less selfishness in your own hearts - You will be more watchful and guarded in your walk and conversation before your families - and a growing interest in the advancement of our dear Redeemers Kingdom; and thus secure to your selves a peace of mind, which careless Mothers do not enjoy.

Husband has just come in and bids me say, he will be happy to put you in the way of procuring the Magazine - the expense will be trifling if borne by all the ladies interested.

I shall be much gratified to hear from your association.

Yours in Christian love

Marcia Lenard

Bloomington 18 of June 1836
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
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<tr>
<td>Meat Beef</td>
<td>75 lb</td>
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<tr>
<td>Pork Beef</td>
<td>65 lb</td>
<td>$6.75</td>
</tr>
<tr>
<td>Pork Bread &amp; Potatoes</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Tea &amp; Sugar</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Bread &amp; Cake</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Coffee &amp; Egg</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Flour</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Salt</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Obst (Apples)</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Currants</td>
<td>25 lb</td>
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</tr>
<tr>
<td>Lard</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Bread</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Sack &amp; Linen</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Tinned Goods</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Candles</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Great Coat</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Pate &amp; Pepperoni</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Oats &amp; Rice</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Sugar</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Molasses</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Tallow &amp; Tar</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Tobacco</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
<tr>
<td>Coffee &amp; Tea</td>
<td>25 lb</td>
<td>$2.50</td>
</tr>
</tbody>
</table>

Total: $112.50
The inventory of John Norwood’s estate is an excerpt from a longer document recorded in a Marion County Probate Court Record Book from the 1830s. Each page measures 17 1/2" x 11 3/8", the book is one of three such record books deposited in the Indiana State Archives by Marion County. The county retained the information from these records on microfilm which is available at the City County Building.

Probate records are important tools for social historians. Wills provide public records of the distribution of a deceased person's property and can indicate economic status, personal tastes, and lifestyle. [Kvig and Marty, Nearby History, 106] Probate inventories of personal property can help reconstruct the interior of a home, uncover the number and kinds of tools a craftsman might own, and indicate personal wealth. [Metcalf and Downey, Using Local History in the Classroom]

An inventory, such as the one in this document, was often required by law at the time of a person’s death in the early nineteenth century. Appraisers fixed the value of the personal property of the deceased and then an auction or sale was held. The proceeds of the sale were used to satisfy any outstanding debts with the balance going to the heirs. Fortunately these kinds of records are public documents, and county offices have saved them and permitted public use of them.

Close examination of this inventory will permit much conjecture about Mr. John Norwood and his lifestyle. For instance, the appraised value of his personal property, $54.29, immediately suggests that he was very poor. Certainly compared to today’s values that is true, but the inventory gives other clues about his relatively low economic status even for the nineteenth century.

Norwood owned a saddle, bridle, and saddle cloth but did not or perhaps could no longer afford to own a horse. Norwood apparently planted flax, potatoes, and cabbage but not corn; this major market crop brought the best returns but required some expense for seed, land, and hired help. Finally, Norwood owned only one cow and a calf. He owned no hogs, which were the other major market product of rural Indiana. These facts suggest that Norwood, at the time of his death, was a subsistence farmer—he grew only that which he needed to live. His lack of participation in the major money making markets could have been the result of old age, illness, poverty, disinterest or all of the above. [Buley, The Old Northwest, 1:529]

With some imagination it is possible to picture the interior of what must have surely been a small one-room cabin belonging to Mr. Norwood. The only furniture was a table and a bed. Two coverlets and two quilts may have lain across the bed because there was no bureau or dresser in which to store personal articles. Perhaps the
book, which in all likelihood was a Bible, lay on the table. [Harris, “Books on the Frontier,” 419] The flax wheel surely sat by the fireplace so the user—called a spinster—could see and keep warm. No mention of an iron cookstove suggests that the fireplace also served as stove and oven. Cookware such as the spider, bake pan, and stew kettle reinforce this supposition.

Mr. Norwood probably did not have a beard. He and/or his family drank coffee (which was expensive), baked bread, made pickles, and milked the cow. In late winter they made maple sugar to take the place of more expensive refined white sugar and possibly to sell for small change. The size of Mr. Norwood’s family at the time of his death can be guessed by noting the number of beds, spoons and plates. Someone in Mr. Norwood’s family washed and ironed clothes—perhaps for extra money. The table was probably used as an ironing board since none is listed.

The existence of a widow is noted in the probate records; the transcription of the complete record is included for reference. John Norwood is not listed in any Indiana census indices.

It is important to remember that much in the previous paragraphs is conjecture based simply upon some knowledge of the time period and the listing of Mr. Norwood’s personal property. This kind of educated guessing is helpful in establishing a more detailed picture of the past on a more personal level.

Historians, using probate records, make similar observations but only after statistically sampling hundreds of documents in a given population. Their conjectures are based on averages, percentages, and statistical significance.

Supplemental Documents

The supplemental documents were chosen to encourage comparisons with the Norwood inventory.

Early Years Document 23

Early Years Document 23 is the transcription of another personal property inventory taken in 1827. The original record is in the Hamilton County Court House in Noblesville. The transcription here comes from Conner Prairie’s Research Department.

Early Years Document 24

Early Years Document 24 is the transcription of a letter written by Mary Hovey in 1832. Mrs. Hovey and her husband had recently moved to Fountain County from Vermont. This letter provides the reader with a rare description of the inside of a one-room cabin. The original letter is in the Hovey Collection, Wabash College Library, Crawfordsville. The transcription is available in the Indiana Division, Indiana State Library.
towit an inventory of the goods, chattels and effects of John Norwood late of Marion County and State of Indiana deceased, taken by John Cook executor of the estate of said deceased with the assistance of Jesse Reagan and Revel Reagan appraisers called and duly affirmed for that purpose

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Saddle, Bridle &amp; Saddle Cloth</td>
<td>2.50</td>
</tr>
<tr>
<td>Meal Tub</td>
<td>.75</td>
</tr>
<tr>
<td>Washing</td>
<td>.87 1/2</td>
</tr>
<tr>
<td>Well Bucket</td>
<td>.6 1/4</td>
</tr>
<tr>
<td>Wash Bowl &amp; Board</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>Two Baskets</td>
<td>.25</td>
</tr>
<tr>
<td>Timber for one loom</td>
<td>2.50</td>
</tr>
<tr>
<td>One lot of Flax in the Sheaf</td>
<td>3.00</td>
</tr>
<tr>
<td>Irish Potatoes</td>
<td>.25</td>
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<tr>
<td>Chopping Axe</td>
<td>1.25</td>
</tr>
<tr>
<td>Lot of Cabbage</td>
<td>.50</td>
</tr>
<tr>
<td>Cow</td>
<td>8.00</td>
</tr>
<tr>
<td>Calf</td>
<td>1.50</td>
</tr>
<tr>
<td>Book</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>Table</td>
<td>.12 1/2</td>
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<tr>
<td>Great Coat</td>
<td>4.00</td>
</tr>
<tr>
<td>Bed &amp; Bedding</td>
<td>12.00</td>
</tr>
<tr>
<td>2 Coverlets &amp; 2 Quilts</td>
<td>5.00</td>
</tr>
<tr>
<td>1 Flax Wheel</td>
<td>3.00</td>
</tr>
<tr>
<td>Four milk Pots</td>
<td>0.00</td>
</tr>
<tr>
<td>3 Spoons &amp; Peper Box</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>1 Dish, Pan &amp; Cup</td>
<td>.25</td>
</tr>
<tr>
<td>1 Bread Tray</td>
<td>.25</td>
</tr>
<tr>
<td>1 Smoothing Iron</td>
<td>.37 1/2</td>
</tr>
<tr>
<td>1 Coffee Pot &amp; Bake Pan</td>
<td>.31 1/4</td>
</tr>
<tr>
<td>1 Bottle</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>1 Razor &amp; Brush</td>
<td>.31 1/4</td>
</tr>
<tr>
<td>1/2 Peck Measure</td>
<td>.18 3/4</td>
</tr>
<tr>
<td>1 Steam Kettle led [lid?] and Bale</td>
<td>.75</td>
</tr>
<tr>
<td>1 Spider &amp; Led [lid?]</td>
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<tr>
<td>1 Small Pot</td>
<td>.016 1/4</td>
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<tr>
<td>1 Sugar Kettle and Bale</td>
<td>.25</td>
</tr>
<tr>
<td>1 Earthen Jar of Pickles</td>
<td>.62 1/2</td>
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<tr>
<td>1 Meal Bag</td>
<td>.37 1/2</td>
</tr>
<tr>
<td>1 Half Doz delf Plates</td>
<td>.25</td>
</tr>
<tr>
<td>1 Set of Knives &amp; Forks</td>
<td>.62 1/2</td>
</tr>
<tr>
<td>1/2 &quot; Tea cup &amp; saucers</td>
<td>.12 1/2</td>
</tr>
</tbody>
</table>

Given under our hands and seals this 16th day of October 1835. Jesse Reagan seal

R | ? | Reagan seal appr
August Term 1836.

Settlements before the Honorable John C. Hume, sole judge of the Probate Court of the County of Marion and State of Indiana of the Term of August in the year of our Lord one thousand, eight hundred & thirty-six, towit In the matters of the Estate of John Norwood, Deceased.

Be it remembered that on the seventh day of October in the year eighteen hundred and thirty-five, the last will and testament of George Norwood late of the County of Marion, and State of Indiana, deceased, was duly proved by the oaths of Joseph Allen and Joseph Furnas two of the subscribing witnesses to the same before the Clerk of the Probate Court of said County, and John Cook the executor therein named having on said seventh day of October giving bond and security, and being duly qualified, letters testamentary were issued to him on the estate of said testator—And afterwards, towit at the term of the said Marion Probate Court begun and held at the Court House in Indianapolis on Monday the ninth day of November in the year last above named and continued from day to day until Thursday the twelfth day of said month and fourth day of said term. The Court having examined the Bond and security given by John Cook as executor of the last will and testament of John Norwood deceased the same with the proof of said last will and testament are approved and the grant of letters confirmed, and the inventory of said estate amounting to _____ filed in vacation on October 17th 1835, and the sale bill thereof amounting to fifty-nine dollars and twelve and three-fourths cents (59.12 3/4) being also examined the same are ordered to be recorded which is done in these words and figures.

[Document 3 excerpted from this location. See transcript with Document 3.]
A Bill of the sale of the personal property of the estate of John Norwood deceased.

10th month 24th 1835.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>One Box</td>
<td></td>
<td>Spicy Norwood</td>
<td>.12</td>
</tr>
<tr>
<td>&quot; Bed &amp; Bedding</td>
<td></td>
<td></td>
<td>1 1/2</td>
</tr>
<tr>
<td>&quot; Flax Wheel</td>
<td></td>
<td>William</td>
<td>12.00</td>
</tr>
<tr>
<td>1st Lot of Bed Covers</td>
<td></td>
<td>Anna Cook</td>
<td>3.25</td>
</tr>
<tr>
<td>2 &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td></td>
<td></td>
<td>2.87</td>
</tr>
<tr>
<td>7 Delf Plates</td>
<td></td>
<td>Robert Tomlinson</td>
<td>3.00</td>
</tr>
<tr>
<td>[end of page 1]</td>
<td></td>
<td></td>
<td>.50</td>
</tr>
<tr>
<td>1 Lot of Knives &amp; Forks</td>
<td></td>
<td>Anna Cook</td>
<td>1.00</td>
</tr>
<tr>
<td>1 half set of Cups &amp; Saucers</td>
<td></td>
<td>Robert Tomlinson</td>
<td>.18</td>
</tr>
<tr>
<td>1 Crock</td>
<td></td>
<td>Noah Reagan</td>
<td>.12</td>
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BROADSIDES
Indiana, the Early Years
Daily Life

106
<table>
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<tr>
<th>Item Description</th>
<th>Purchaser</th>
<th>Price</th>
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<tr>
<td>1 &quot;</td>
<td>Anna Cook</td>
<td>.06 1/2</td>
</tr>
<tr>
<td>2 &quot;</td>
<td>Frederick Mann</td>
<td>.13</td>
</tr>
<tr>
<td>3 Tablespoons &amp; 1 Peper Box</td>
<td>Anna Cook</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>1 Dish, 1 Tin Pan &amp; 1 Tin Cup</td>
<td>Hugh Boyd</td>
<td>.25</td>
</tr>
<tr>
<td>1 Bread Tray</td>
<td>Jacob Hitchcock</td>
<td>.25</td>
</tr>
<tr>
<td>1 Smoothing Iron</td>
<td>Barclay Burris</td>
<td>.51</td>
</tr>
<tr>
<td>1 Coffee Pot &amp; 1 Pan</td>
<td></td>
<td>.25</td>
</tr>
<tr>
<td>1 Bottle</td>
<td>Alexander Brady</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>1 Razor &amp; Box</td>
<td>Jesse Reagan</td>
<td>.18 3/4</td>
</tr>
<tr>
<td>1 Kelor [?]</td>
<td>Anna Cook</td>
<td>.19</td>
</tr>
<tr>
<td>1 Table, 1 Stew Kettle &amp; Lid</td>
<td>Catharine Mann</td>
<td>1.00</td>
</tr>
<tr>
<td>1 Spider &amp; Lid</td>
<td></td>
<td>.90</td>
</tr>
<tr>
<td>1 Small Pot</td>
<td>Anna Cook</td>
<td>.12 1/2</td>
</tr>
<tr>
<td>1 Sugar Kettle</td>
<td>Nathaniel Norwood</td>
<td>3.00</td>
</tr>
<tr>
<td>1 Jar and Pickles</td>
<td>Frederick Mann</td>
<td>.59</td>
</tr>
<tr>
<td>1 Great Coat</td>
<td>Nathaniel Norwood</td>
<td>4.00</td>
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<tr>
<td>1 Book</td>
<td>William</td>
<td>.19</td>
</tr>
<tr>
<td>1 Man's Saddle, Bridle &amp; Cloth</td>
<td>Charles Allen</td>
<td>2.12 1/2</td>
</tr>
<tr>
<td>1 Large Tub</td>
<td>Samuel Millhouse</td>
<td>1.27</td>
</tr>
<tr>
<td>1 Washing Tub</td>
<td>Rebecca Cook</td>
<td>.20</td>
</tr>
<tr>
<td>1 Well Bucket</td>
<td>George</td>
<td>.06 1/4</td>
</tr>
<tr>
<td>1 Wash Bowl &amp; Board</td>
<td>Elizabeth</td>
<td>.3</td>
</tr>
<tr>
<td>2 Baskets</td>
<td>Joel Jessup</td>
<td>.47</td>
</tr>
<tr>
<td>Loom &amp; Timber</td>
<td>Samuel Millhouse</td>
<td>1.06 1/4</td>
</tr>
<tr>
<td>1st Lot of Flax</td>
<td>Frederick Mann</td>
<td>1.41</td>
</tr>
<tr>
<td>2nd &quot; &quot; &quot;</td>
<td>Joshua Edwards</td>
<td>1.38</td>
</tr>
<tr>
<td>3rd &quot; &quot; &quot;</td>
<td>Jesse Reagan</td>
<td>1.06 1/4</td>
</tr>
<tr>
<td>1 Potatoes</td>
<td>John Stinson</td>
<td>.24</td>
</tr>
<tr>
<td>1 Axe</td>
<td>Samuel Millhouse</td>
<td>1.51</td>
</tr>
<tr>
<td>1 Lot of Cabbage</td>
<td>Real Reagan</td>
<td>.25</td>
</tr>
<tr>
<td>1 Cow</td>
<td>John Stinson</td>
<td>10.62 1/2</td>
</tr>
<tr>
<td>1 Calf</td>
<td></td>
<td>2.06 1/4</td>
</tr>
<tr>
<td>1 Meal Bag</td>
<td>Nicholas Fox</td>
<td>0.40</td>
</tr>
</tbody>
</table>

And thereupon the further settlement of this estate is continued, and afterwards, toward, at the term of said Court begun and held at the Court House in Indianapolis on Monday the eighth day of August in the year eighteen hundred and thirty-six before the Hon. the judge above named and continued from day to day until saturday the thirteenth day of said month and sixth day of said Term Comes John Cook executor of said estate and he is thereupon charged with the amount of the sale bill of said estate fifty-nine dollars and twelve and three fourths cents (59.12 3/4) and he now files voucher and accounts for money paid by him in discharge of debts of the estate and for Court expenses and his services in the settlement of the estate amounting to $90.10 3/4 and he here now pays into Court for Madison Thompson $3.06 1/4 making in all $93.17 cents from which deduct the above charge shews a deficit in said estate to pay the debts against the same of $34.04 1/2 cents which the administrator advanced and for which the Widow sole legatee of the decedents estate is to account to him and thereupon this estate is finally adjusted and settled.
Thomas West's Estate

Inventory of the Personal Property of the late Thomas West taken and appraised the 23rd of November 1827 by George Medsker and Daniel Heaton & William Conner (Towit)

1 Bay Horse 11 years old appraised to $40.
1 Grey Mare 4 Do 55.
1 Black Horse 2 Do 50.
1 Sorrel Horse 3 Do 45.
1 Iron Grey mare 4 Do 35.
1 Colt 7.
28 Head of Hogs assorted 20.43 3/4
1 small Waggon 37.
1 Jack screw 3.
16 Head of sheep 20.
1 Black Bull 10.
2 Cows 16.
2 Calves 5.
1 Heifer 5.
5 fattening Hogs 14.
1 pair of strechers & Clevis 2.
1 2 In auger & 2..3/4 and 1 half Inch Auger 1.62 1/2
1 Broken soss [cross?] cut saw and Divers of Irons 2.
1 Cotter Iron wedge and drawing knife 1.25
1 frow Hand saw and square 1.25
4 sickles 1.
2 pair of Hind & two Bridles 16.
2 Do of fore geers and two Bridles 16.
2 pair of Hind geers and 3 Bridles 6.
2 forks 1.
1 pair of four geers 1.50
8 small pigs 1.
4 Halter chains & Collars 4.75
1 Harrow 6.
1 shovel Plough 2.
2 weeding hoes and 1 grubbing Hoe 2.

[end of page 1]

Thomas West's Estate Contd
1 Kerey Plow 3.25
1 Scythe & hangings 2.
1 Do 1.
1 Cross Cut saw 6.
1 pair of strechers & Chains 4.50
1 Mans Saddlle 4.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do</td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>1 Side Saddle</td>
<td></td>
<td>7.00</td>
</tr>
<tr>
<td>2 Hackles</td>
<td></td>
<td>2.75</td>
</tr>
<tr>
<td>2 smoothing Irons</td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td>1 Clock &amp; Case</td>
<td></td>
<td>32.00</td>
</tr>
<tr>
<td>1 Falling leaf Table</td>
<td></td>
<td>4.50</td>
</tr>
<tr>
<td>1 six drawer Beauro</td>
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<td>15.00</td>
</tr>
<tr>
<td>1 Cupboard</td>
<td></td>
<td>8.00</td>
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<tr>
<td>1 Large Fall leaf table</td>
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<td>2.50</td>
</tr>
<tr>
<td>1 Spinning Wheel</td>
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<td>1.00</td>
</tr>
<tr>
<td>8 frame chairs</td>
<td></td>
<td>3.20</td>
</tr>
<tr>
<td>1 Bed &amp; Bedding</td>
<td></td>
<td>20.00</td>
</tr>
<tr>
<td>1 Do</td>
<td></td>
<td>20.00</td>
</tr>
<tr>
<td>1 Do</td>
<td></td>
<td>18.00</td>
</tr>
<tr>
<td>Walkers Dictionary</td>
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<tr>
<td>1 Large Bible</td>
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<td>3.00</td>
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<tr>
<td>Debates on Baptism &amp; Wesley</td>
<td></td>
<td>1.50</td>
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<tr>
<td>on original sin</td>
<td></td>
<td>50.00</td>
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<tr>
<td>Murrays Dictionary</td>
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<td>50.00</td>
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<tr>
<td>1 Bible &amp; hymn book and others</td>
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<td>75.00</td>
</tr>
<tr>
<td>1 pair Saddle Bags</td>
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<tr>
<td>2 Do Steelyards</td>
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<td>50.00</td>
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<tr>
<td>1 * Sheep Sheers</td>
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<td>50.00</td>
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<tr>
<td>2 good axes at $1.50 &amp; 1 at .50</td>
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<td>3.50</td>
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<tr>
<td>1 ten Gallon Kettle</td>
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<tr>
<td>1 Spider</td>
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<tr>
<td>1 Tea Kettle</td>
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<td>87.50</td>
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<tr>
<td>1 Brass Kettle</td>
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<td>87.50</td>
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[end of page 2]

**Thomas West Estate Contd.**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Skillet</td>
<td></td>
<td>$1.00</td>
</tr>
<tr>
<td>1 oven &amp; lid and Hooks &amp; flesh fork</td>
<td></td>
<td>0.62</td>
</tr>
<tr>
<td>1 fifth chain</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>1 pair of Dog Irons</td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td>1 Rifle &amp; moles [molds ?]</td>
<td></td>
<td>8.00</td>
</tr>
<tr>
<td>1 Big wheel patent Head</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>1 Churn</td>
<td></td>
<td>50.00</td>
</tr>
<tr>
<td>1 bag</td>
<td></td>
<td>50.00</td>
</tr>
<tr>
<td>1 Washingtub</td>
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<td>37.50</td>
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<tr>
<td>1 spade</td>
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<td>75.00</td>
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<tr>
<td>1 fat tub</td>
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<td>62.50</td>
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<tr>
<td>2 buckets</td>
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<td>50.00</td>
</tr>
<tr>
<td>1 Large pot</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>five Large shoats</td>
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<td>2.50</td>
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