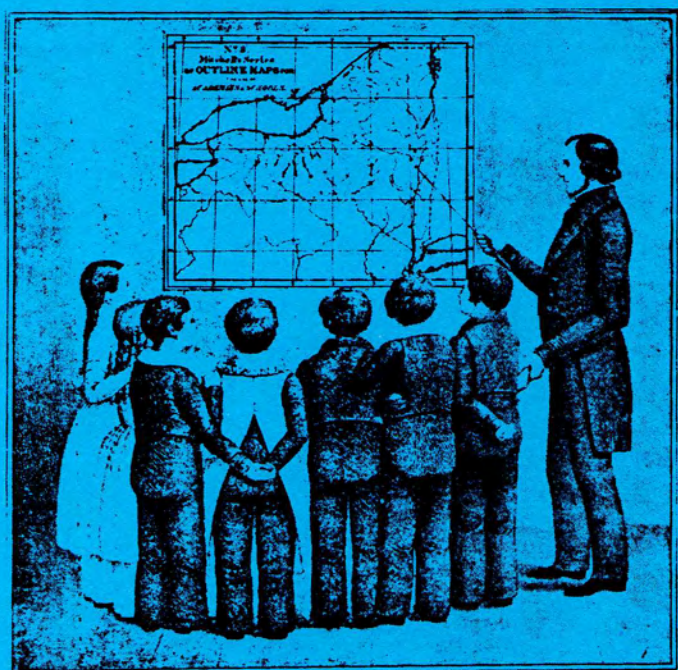


INDIANA, The Early Years

Education



From The Old Print Shop Portfolio, 25:5 (1966)

BROADSIDES

This illustration was part of an advertising broadside for "Mitchell's Series of Outline Maps for Use of Academies and Schools" published by Mather, Case, Tiffany, and Burnham in Hartford, Connecticut. The picture actually measures 12" x 11 1/2" and is printed on 24" x 19" paper. Written text recommending the map series to teachers and the general public surrounds the picture.

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Introduction

The Framework

Official promotion of education in Indiana began in 1785 with congressional passage of a land ordinance which provided for an orderly survey of the lands of the Northwest Territory. The survey mapped what is now Indiana and surrounding states into six mile square townships. The ordinance also provided that Section 16 of every township be reserved for the funding of schools within the township. The Northwest Ordinance of 1787 confirmed the need for education as organized government moved west: "Religion, Morality and knowledge being necessary to good government and the happiness of mankind, Schools and the means of education shall forever be encouraged." [Hawkins, *Road to Statehood*, 22]

The importance of education in maintaining a republican form of government was accepted in Indiana's first Constitution in 1816, Article IX, Section 1: "Knowledge and learning generally diffused, through a community, being essential to the preservation of a free Government, and spreading the opportunities, and advantages of education through the various parts of the Country, being highly conducive to this end, it shall be the duty of the General Assembly to provide, by law, for the improvement of such lands as are, or hereafter may be granted, by the united States to this state, for the use of schools, and to apply any funds which may be raised from such lands, or from any other quarters to the accomplishment of the grand object for which they are or may be intended." Hawkins, *Road to Statehood*, 86-87] Land could not be sold, however, before 1820.

The 1816 Constitution

The Northwest Ordinance set the precedent for government involvement with education. The framers of the Indiana Constitution of 1816 went a step further in Section 2 of Article IX: "It shall be the duty of the General assembly, as soon as circumstances will permit, to provide, by law, for a general system of education, ascending in a regular gradation, from township schools to a state university, wherein tuition shall be gratis, and equally open to all." [Hawkins, *Road to Statehood*, 87] Indiana was the first state to call for such a system. However, Indiana's pledge remained unfulfilled for thirty-six years. More pressing problems, such as food, shelter, and the Indian population, obviously were considered priorities sufficient to delay the "circumstances" that would enable the General Assembly to fulfill its constitutional duties regarding education.

Indiana's population exploded and her cities grew, but the promised free system of education failed to materialize. The General Assembly made several attempts during the years from 1816 to 1850 to implement a system. The first General Assembly passed an act which established the congressional township as the basis for school administration, voters had the responsibility for establishing schools at their convenience. Lack of funding for these schools was the major hindrance to success. Each township had authority to lease its school section to raise funds, but little money could be gained from leases when cheap land was readily available for sale.

Township Schools, 1824

By 1824 the General Assembly decided to concentrate on the establishment of free common (elementary) schools. The School Law of 1824 provided for the election of township trustees who had responsibility for school lands and the division of the township into school districts. The trustees also examined prospective teachers as to their qualifications in reading, writing, and arithmetic. Because of the continuing scarcity of public funds from the school lands, many schoolhouses were built by the voters. Each man over twenty-one years of age was required to give one day of labor a week until the school was finished or to pay 37 1/2 cents for each day missed. Payment of teachers for a three month school term was often a combination of public monies and farm produce from the voters. If voters did not agree to tax themselves to pay for a teacher, the already short term ended as soon as available public funds ran out.

District Schools, 1833

In 1833 a revision in the school law moved the administration of schools from the township to the individual districts within each township. The entire management of schools was in the hands of the voters. If a majority chose not to have a school, there was no school funded by public monies. Democracy was not conducive to the promotion of free common school education since many districts were not interested in taxing themselves for such purposes. In this same year the General Assembly recognized schools established by the Society of Friends as district schools if no other public school existed, these schools were, therefore, entitled to whatever public funds were available.

1835 and 1837 Revisions

Recognizing that the will of the majority prevailed in many districts leaving children without benefit of education, the General Assembly in 1835 voted to make the family the basic unit in school affairs. If the district failed to provide a school and teacher, a householder could employ a teacher and was entitled to his share of township funds. This act is also noteworthy for its recognition of women as eligible teachers.

The General Assembly revised the school laws again in 1837. The laws addressed the details of district administration, but they again failed to deal with the most severe problem—lack of money. The citizens of Indiana were still not ready to accept mandatory taxes for education to establish a statewide system. The system, or lack of one, was considered adequate for the current needs of settlers.

1840s Reforms

By the early 1840s, a spark of reform began to ignite some public interest in the common school system. A teachers' convention in Indianapolis in 1843 issued demands for reforms in school fund administration, licensing of teachers, and other changes to enhance the teaching profession. Newspapers such as the *Common School Advocate* spread the teachers' demands for real and lasting educational reform. Regular papers began to pick up the cry. In 1847 a Convention of the Friends of Education met in Indianapolis to appoint a committee to draft a bill to the legislature concerning common school reforms. This bill also recommended a special

election for voters to decide upon the question of free schools or no. Subsequently an election was held, and the vote was in favor of free schools. In 1848 the General Assembly called for a new referendum which was held in August, 1849. A majority of the voters agreed to be taxed for the support of free common schools as a result of this balloting.

The next major step for free common schools was accomplished with the new state Constitution passed in 1851. It gave the General Assembly some control of school affairs, established a permanent fund for the support of common schools, and provided for a state superintendent of the system (Article 8). The School Law of 1852 actually provided the framework to establish the free common school system which had been called for in 1816. The most important section of the bill provided for a state tax to fund township schools. The state of Indiana could finally provide the monetary aid necessary for free elementary schools.

The 1851 Constitution

County Seminaries

Early after statehood the General Assembly did make provision for some education. The County Seminary Law of 1818 provided for the appointment of a county seminary trustee to administer funds generated from fines for exemptions from militia duty and breaches of the peace. In 1824 another law provided that when county seminary funds reached \$400.00, a seminary building could be erected. Because of the wide range of amounts of public money available, building lots were often donated by citizens or towns, and building funds were augmented by subscriptions of labor or money.

There were probably no "free" seminaries anywhere in the state, and the General Assembly began to encourage individuals to organize private schools and educational societies for the promotion of seminaries. With no encouragement from voters for county seminaries, the Constitution in 1851 included a provision for closing county seminaries, funds derived from such sales were to be turned over to the Common School Fund. According to Richard Boone, the seminary

was emphatically a mixed school, of all grades, from the infant classes (frequently including children five, and even four years old) through the higher elementary and secondary forms, fitting for professional schools or classical studies in the State University. Pupils ranged from four to thirty years of age. In those sections of the State where the township schools flourished the seminary was a high-grade classical and fitting school, and the younger pupils were excluded. For most counties, however, the seminary provided both elementary and secondary instruction. [Boone, *History of Education*, 48-49]

State Seminary at Bloomington

In 1816 an Act of Congress granted one whole township of land to the state for use as a State Seminary. This grant was in addition to one made to Indiana Territory in 1806 for a seminary in Gibson County. President James Madison chose Monroe County as the site for the new State Seminary. In 1820 the General Assembly established the seminary at Bloomington and authorized a Board of Directors to sell a section of the land for funds to erect the necessary buildings.

In 1823 the Reverend Baynard Rush Hall, a graduate of Princeton University, became the first principal and only teacher, receiving an

annual salary of \$250.00. Greek and Latin were the only subjects taught, a mathematics instructor was added in 1827. The next year the General Assembly raised the seminary to a college. In 1829 a preparatory department for young scholars was added, and in 1838 Indiana College became Indiana University. The first Bachelor of Science degree was offered in 1841.

Education for Native Americans

Indiana schools during the first half of the nineteenth century were certainly not free, nor as it turns out, were they uniformly open to all. Concern for the education of Native Americans still living in the new State of Indiana was haphazard at best; most often it was left to church related organizations. Attempts were made by Baltimore Quakers prior to 1816 to teach husbandry and farming to the Delaware and Miami tribes living in the vicinity of Fort Wayne. The efforts of the Quakers were only minimally successful due in part to interference from the territorial and United States governments which were more concerned with securing land cessions from the Indians.

Baptist minister Isaac McCoy is one missionary who established schools for the Indians in Indiana after 1816. McCoy had originally established a mission in 1818 on Raccoon Creek in western Indiana. Lacking adequate funds, McCoy moved to Fort Wayne in May, 1820, when free use of public buildings was offered by the Indian Agent there. McCoy maintained a school at Fort Wayne until late 1822 when he moved his mission to present day Niles, Michigan. McCoy received some funds for his school from the United States government via land cession treaties.

Thomas Scattergood Teas described McCoy's school in a journal he kept of a trip from Philadelphia to Indiana in 1821:

There is a school for the Indian children in the fort, under the auspices of the Baptist Society. . . . There are about forty scholars. It is pleasing to see the order in which the school is kept, and the delight that the scholars seem to take in their studies. There were two boys of the Pottowattomie tribe, who had only been 2 weeks at school, who were spelling in words of four letters. As soon as they begin to learn their letters, they are furnished with a slate, and form letters on it in imitation of printed type. About half the scholars were writing, and many of them write a very good hand. Their improvement is such as to remove all doubts as to their capacity. [Lindley, *Indiana As Seen By Early Travelers*, 250]

Education for Blacks

Blacks moving into the new state actually fared better in securing education for their children early after statehood. From 1816 to 1831 blacks could attend public schools without discrimination. Private schools run by Quakers for their own children were also often open to blacks. Other sectarian groups, such as the Methodists and Baptists, established schools which included black children.

In 1834, however, a resolution passed the General Assembly which suggested that school districts tax blacks \$2.00 for the School Fund; whites paid only 50 cents. An 1837 law excluded blacks from voting on district school matters. Finally in 1843 the General Assembly enacted a law prohibiting black children from attending district schools.

In spite of the legislation denying blacks access to public schools, black children were occasionally admitted. In 1846 the voters of a

Wayne County school district unanimously decided to admit black children. The children paid special tuition to attend throughout the sessions of 1846, 1847, and 1848. When a white householder objected to black attendance, a Wayne County court overruled his objection. The householder appealed to the state Supreme Court. The Supreme Court in its 1850 decision displayed the prejudices of the time in upholding the complaint and the law. The court's decision maintained that blacks were excluded from district schools not "because they did not need education, nor because their wealth was such as to render aid undesirable, but because black children were deemed unfit associates of white, as school companions." [Thornbrough, *The Negro in Indiana*, 165] The courts recommended separate private schools for blacks.

It was not until 1869, in a special session of the General Assembly, that an act was passed which required school trustees to organize separate schools for black children if there were a large enough number in the school districts. Smaller numbers of black children were grudgingly admitted to the white schools. In this same special session, the Fifteenth Amendment to the United States Constitution was ratified.

Other Educational Factors

Sunday Schools

The Sunday School was imported to the United States from Great Britain shortly after the Revolutionary War. The Sunday School was originally intended to teach the basics of reading and writing to children who worked during the week or were too poor to attend regular schools. In the United States after about 1830, the Sunday School reached a much broader audience, not necessarily composed of poor working class children. In fact, in many of the new communities of the West, the Sunday School preceded common schools. In 1827, the Indiana Sabbath School Union stated, "Let Sunday schools be established wherever it is practicable. They will answer the double need of paving the way for common schools and of serving as a substitute till they are generally formed." [Cremin, *American Education*, 66]

The Sunday schools of the nineteenth century were not seen as adjuncts to the religious work of the churches. The schools were begun by laymen, they received little or no aid from clergy, and classes seldom met in churches. The teachers were volunteers. The educational emphasis of these schools was on the rudiments of reading, writing, and arithmetic, and morals and nonsectarian religion. The Bible was often the main text, and memorization was a key device for studying.

Newspapers

Newspapers also played a large part in spreading knowledge to the people. Innovations in printing technology and improved communication networks made it possible for a remarkable growth of newspapers in the years from 1800 to 1860. Printers quickly followed the migration to the Old Northwest and established papers in the largest new communities. The first paper in Indiana was established by Elihu Stout who came to Vincennes in 1804. Stout's editorial policy gave a good indication of the content of early papers: "His object shall be to collect and publish such information as will give a correct account of the productions and natural advantages of the Territory, to give the latest foreign and domestic intelligence—

Original Essays, Political, Moral, Literary, Agricultural, and on Domestic Economics—to select such fugitive literary productions as will tend to raise ‘The genius or to mend the heart.’ ” [Thornbrough and Riker, *Readings*, 397]

Later editors also published commercial market information, humor, poetry and formal instruction in history, geography, and the sciences. Many editors felt a real responsibility for educating the public and often asserted their special roles, thus helping to preserve and encourage the proper growth of the Republic.

Books and Libraries

Historians have long argued about the quality of cultural life on the frontier. Book ownership is one way of determining the progress of frontier culture. A study by Michael H. Harris analyzed probate records from 1800 to 1850 in sixteen southern Indiana counties. Of over 2,000 probate inventories (wills) examined, 22 percent mentioned books. Of this 22 percent, 70 percent recorded collections of only one to five books, 15 percent recorded collections of six to ten titles; 14 percent listed eleven to fifty-five titles.

The typical small library contained a Bible and a hymnbook. Additional common books were theological dictionaries, dictionaries, biographies, children’s books, and textbooks. As the personal worth of book owners grew so did their libraries both in quantity and diversity. The larger personal libraries were less narrowly focused on religious topics and contained more fiction. [“Books on the Frontier,” 416]

In addition to private libraries, many communities supported subscription libraries. The Vincennes Library Company, for example, was established in 1806; 100 shares were sold at five dollars each, payable in money or books. A share entitled the holder to the free use of one book at a time for a period of one to two weeks. Fines were assessed for late returns. An 1813 inventory shows the library owning over 400 books. [Constantine, “The Vincennes Library Company,” 305]

In Bloomington, Monroe County, in the winter of 1840-1841, thirty-three women formed a literary society whose purpose was to “procure a library of select books as soon as circumstances will permit.” [Wheeler, “The Minutes of the Edgeworthalean Society,” 182]

Other literary interests were encouraged by the wide circulation of almanacs. Bibles and religious books were sold by circuit riders and representatives of various tract societies. In some larger towns, booksellers ran rental libraries. The presence of bookstores indicates a market for such items. Book prices ranged from 75 cents for a pocket testament to \$7.50 for a multivolume history. [Miller, “Early English Shoppers,” 293, Murray, “Early Literary Development,” 327]

Such information indicates that there was easy access to a wide variety of books either through purchase or loan. However, as Harris summarizes, we do not yet know how many people actually read the available books. Subscription library records, which might indicate who read what, seem to be scarce.

The New Harmony experiment of socialist Robert Owen failed to establish the hoped for utopian society. However, Owen and other Harmonists such as William Maclure, Joseph Neef, and Madame Fretageot left lasting impressions on both national and local education. The model infant school, kindergarten, and community school established by Maclure and friends remained in New Harmony even after Owen left.

Owen's influence reached beyond New Harmony. His ideas about education influenced American intellectual circles. Education for women and workingmen was a theme touted by Owen which became increasingly popular with labor unions and eastern reformers. Owen's ideas about education and society also fit nicely with popular ideas about the perfectability of man and the role the United States could play in achieving that end.

School Buildings and Equipment

Early schools were held wherever there was an empty room—a family dwelling, the back of a store or upstairs over a shop. As towns and cities became more populous, it became necessary for schoolhouses to be built. There were many different kinds of construction depending on available funds and materials. Sanford Cox in *Recollections of the Early Settlement of the Wabash Valley* described the typical rural schoolhouse:

The schoolhouse was generally a log cabin with puncheon floor, "cat and clay" chimney, and a part of two logs chopped away on each side of the house for windows, over which greased newspapers or foolscap was pasted to admit the light and keep out the cold. The house was generally furnished with a split bottom chair for the teacher, and rude benches made out of slabs or puncheons for the children to sit upon, so arranged as to get the benefit of the huge log fire in the wintertime, and the light from the windows. To these add a broom, a water bucket, and a tin cup or gourd, and the furniture list will be complete. [As quoted in Banta, "Early Schools," 48]

Some schools had a few feet of blackboard and possibly an old globe. Uniform textbooks were not a part of the early schools. Each student brought whatever primer or speller the family happened to own. It was not unusual for teachers to be teaching reading to a class that had four or five different reading texts.

In the late 1830s and early 1840s William H. McGuffey introduced his "Eclectic Series." The editor of the *Common School Advocate* promoted McGuffey and his *Readers* in 1837. The review demonstrates as much about current educational attitudes as it does about the content of the books:

It is believed that the *Eclectic Readers* are not equaled by any other series in the English language. Prof. McGuffey's experience in teaching, and special attention, in early life, to the department of reading and spelling—his peculiar acquaintance with the wants of the young mind—and his enthusiastic interest in the promotion of common schools, render him most admirably qualified for his undertaking. This series of *Readers* is the result of much labor. In preparing the two first books, he has taken a class of young pupils into his own house, and has taught them spelling and reading for the express purpose of being able to judge with the greatest accuracy of the best method of preparing the Reading Books. The Lessons and Stories which he has adopted in the First and Second Books, are probably the most simple, and yet the most instructive, amusing and beautiful for the young mind that can be found in our language. The Third and Fourth Books, being in regular gradation above the First and Second,

are made up of beautiful and chaste selections from prose and poetry; the whole forming a progressive series, (of excellent moral tendency) peculiarly adapted to the purposes of instruction. [May, 1837, p. 40]

The *Common School Advocate* was a monthly newspaper published in Madison, Indiana, in 1837.

Teachers

Lack of money was certainly not the only problem faced by early Indiana schools. There was also a lack of competent teachers. The shortage of teachers was exacerbated by low pay (the average wage was \$12.00 per month for men, \$6.00 for women) and the transient nature of the population. In addition, a prevailing attitude in some communities held male teachers in slight esteem because they did not work with their hands like the farmers and craftsmen. Governor Noah Noble recognized the problem in his 1833 message to the General Assembly:

The want of competent persons to instruct in our township schools is a cause of complaint in many sections of the state; and it is to be regretted; that in employing transient persons from other states combining but little of qualifications or moral character, the profession is not in that repute it should be. Teachers permanently interested in the institutions of the country, possessing a knowledge of the manners and customs of our extended population and mingling with, would be more calculated to render essential service and be better received than those who come in search of employment. [Riker and Thornbrough; *Noble Papers*, 207-208]

The shortage of male teachers, however, helped promote the cause of female educators at the common school level. Eastern reformers believed that females might be the best teachers for the very young, and teaching at that level was seen as a natural extension of domestic childrearing duties. It was also important, no doubt, that female teachers worked for half the salary of males. In the *Common School Advocate* Mrs. Sarah J. Hale, an eastern writer and editor, explained the merits of female teachers:

It is in the department of teaching, that women exert their greatest power. Important as is their influence in the nursery, the task of education is but commenced there. Females might be extensively employed in school keeping. —Why should not a department so peculiarly fitted to her talent, feeling and station, be more generally appropriated to them! In New England, it is true, this has partially been done; and to that more than to any other single cause, can be traced the general diffusion of learning among all classes of our people. Had men only been permitted to teach a common or district school, the expense would have prevented schools from being - - - in our thinly settled towns, except for a small part of each year. Then, it is a truth, which few will feel disposed to question, that the young imbibe instruction more readily from those of the other sex. [April, 1837, p. 29-30]

In fact, during the 1830s, 1840s, and 1850s eastern organizations such as the National Board for Popular Education sent more than 500 female teachers trained in eastern seminaries to the West to help alleviate problems of shortages and competency.

According to the 1840 census one seventh of the Indiana population over twenty was illiterate. In 1841 there was a possible school age population of 237, 143, but only 111,465 students were reported enrolled—only 47 percent of the possible school population. In the 1840 census Indiana was sixteenth out the twenty six states in literacy, but by 1850 Indiana had fallen to twenty-third place. One child in eight between the ages of five and fifteen was able to read. [Boone, *History of Education*, 41,87-88]

Conclusion

This brief survey is supplemented by the introductions to the documents in this chapter. The national educational context is provided in the General Introduction. Use of the sources cited and other items under Finding Aids will provide more detail and deeper insights on this topic.

INDIANA, The Early Years Education

There are many differences between modern schools and pioneer schools. In the early years of Indiana's statehood, many towns and villages did not have schools for children to attend. In towns that had schools, children could not attend unless their parents could pay tuition in some form. Most early schools were made of logs and contained only one room. Light came from open windows, and heat came from a wood stove or a fireplace. Scholars were

Document 1 is a page from Abraham Lincoln's sumbook. Lincoln practiced arithmetic problems in a sumbook made of folded paper and stitched in the middle. Historians believe that Lincoln practiced these problems in 1824. He was 15 years old and lived with his parents near present-day Lincoln City in Spencer County, Indiana.

£ — the symbol for pound, a unit of money in Great Britain and other countries
L S D — abbreviations for English money. L is pound, S is shilling, and D is pence
lb oz dr — abbreviations for Avoirdupois weight; lb is pound, oz is ounce, and dr is dram
Divers — diverse

Document 2 is a letter from an 11 year old boy named James Cooley Fletcher. James was born on April 15, 1823, in Indianapolis nearly three years after this site was chosen as the state capital. He wrote this letter to his parents on his first day at "college" in Bloomington.

class — class. 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.

parse — to break a sentence into parts of speech and describe what each one does.

copybook — a book in which pupils could practice written exercises. Students often made their own copybooks by sewing together folded sheets of paper.

BROADSIDES

of all ages, from 4 to 24. The teacher was often younger than some of the scholars. There were few books. Many different school books were used because families had to supply the books.

There is much information about early schools in each of the documents in this packet. Read each document carefully to find all the evidence you will need to compare school today with school in pioneer Indiana.

Document 3 is an 1843 advertisement for a girls school in Indianapolis. It lists the classes that were available to girls and the cost of each class. This document was folded and mailed to parents to encourage them to send their daughters to the school.

seminary — a place of education such as a school, college, or university. In the nineteenth century seminary was a common name for a private school.

engaged — busy is one meaning for this word

eminent — important and well-known, or famous

denominated — called

orthography — the subject of spelling

Davies' Arithmetic — Davies is the name of the author of the arithmetic book. Authors names are listed in front of the book titles throughout this document.

Document 4 shows two cards of merit for two pupils from Patriot, Switzerland County, Indiana. Polly and James Julius Vanhouten received these cards drawn by their teacher at the school.

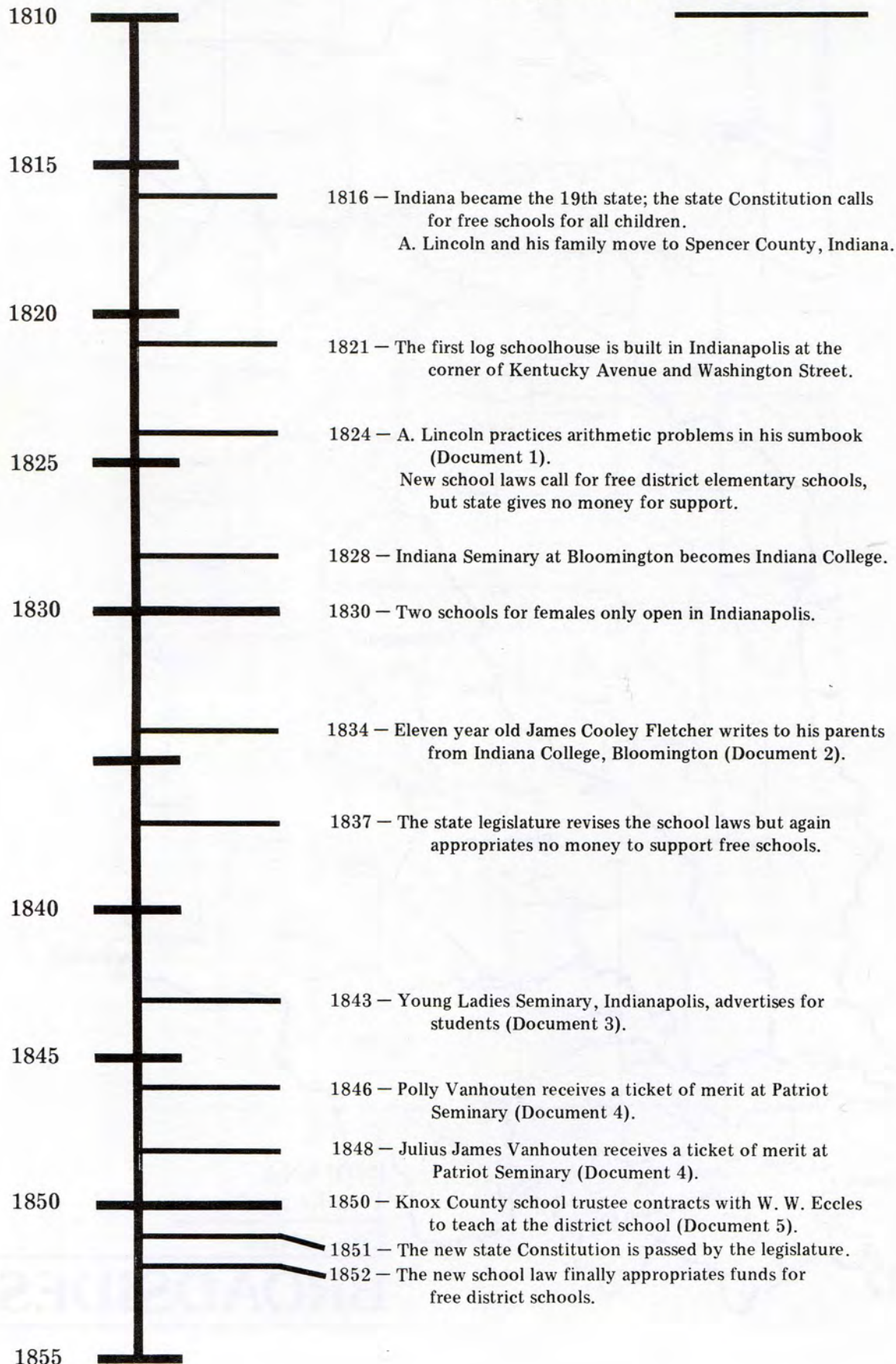
Document 5 is a teachers contract from 1850 in Vincennes, Knox County, Indiana. It was signed by a school trustee, Mr. Gardner, and the teacher, Mr. Eccles. It lists the teacher's pay provisions and the length of the school term.

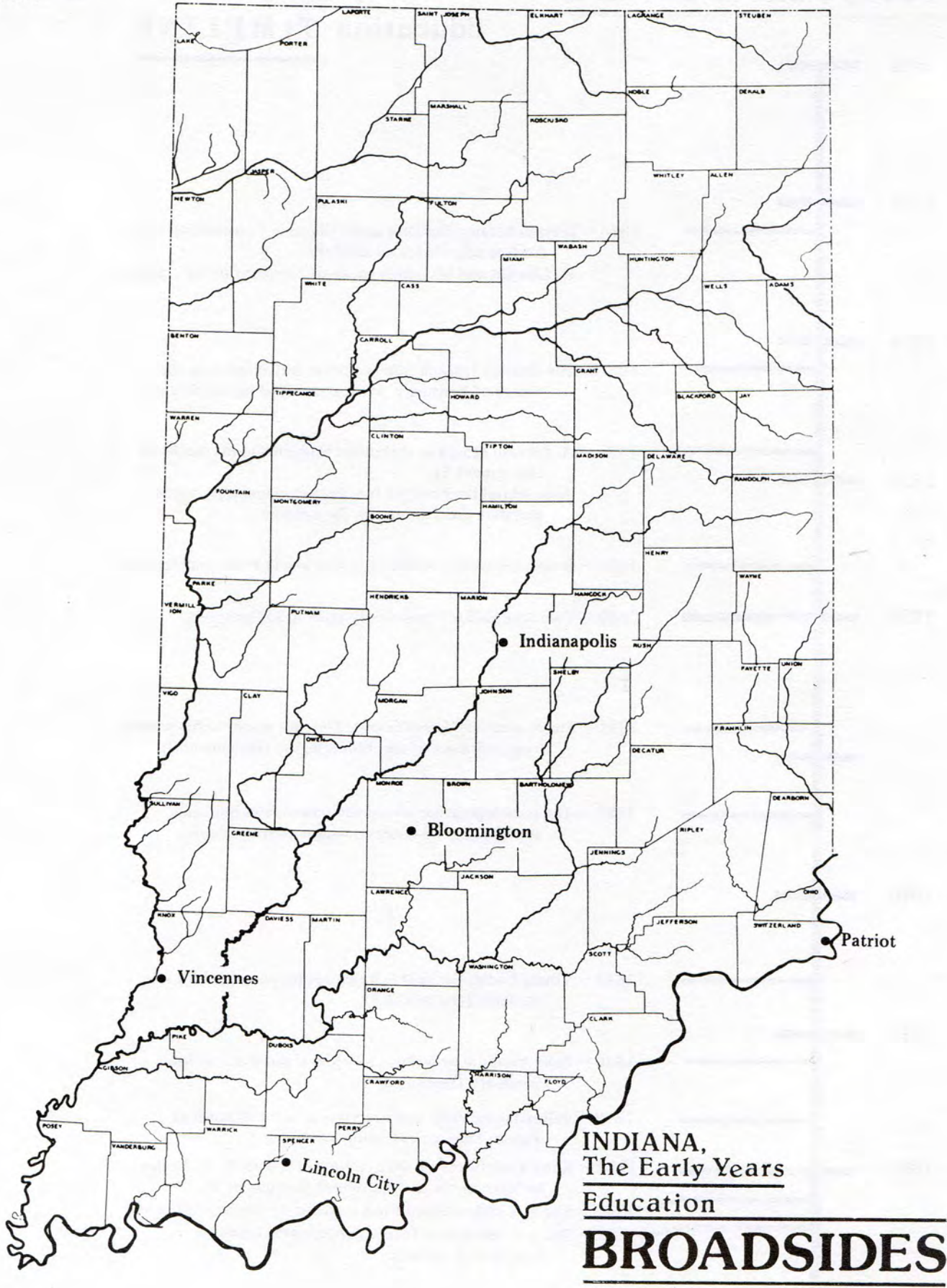
trustee — an official who manages the business of an institution or government. The school trustee managed the money for the local district school.

engages — promises is another meaning for this word

blank book — a book with blank pages used for many things, such as written records, accounts, or a scrapbook.

Education TIMELINE





Activities

Cover Illustration

Discuss the illustration with the class.

- Have students describe the drawing and speculate about the setting and activity.
- Have students try to identify the area illustrated by the map (New York State) and to identify the lands and waters bordering New York.
- Have students draw their own map of Indiana and label surrounding states and waterways.

Introductory Discussion

Discuss with class background information.

- Contact your local historical society or library to find out where the first schools in your county were located.
- Discuss 19th century education in Indiana and the United States, paying attention to school buildings, books and materials, teaching philosophy, and techniques.
- Read Johnson, *A Home in the Woods*, Chapter 7, and discuss the content.

Additional Things To Do

- Have a day long school with 19th century lessons. Wear costumes, bring lunch in a basket, pail, or poke (cloth bag), make copybooks, quill pens, and ink to use. Have a recess with 19th century children's games.

Early Years Document 31P

Packet Document 1 - Copybook - Abraham Lincoln, Spencer County, c. 1824

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss document preservation and especially encapsulation. See Activities and Exercises.
- Discuss Abraham Lincoln and his life in Indiana. Write to Lincoln Boyhood National Memorial for information.

Additional Things To Do

- Make a copybook. See Supplemental Information.
- Make up mathematics story problems and enter them in the copybook.
- Visit a Lincoln site in Indiana. See Finding Aids.

Early Years Document 32

Copybook - Ruth Sutherland, southwestern Indiana, c. 1834.

Document Introduction

Discuss with class background information and special vocabulary.

Additional Things To Do

- Continue with copybooks begun with Document 1, including addition, subtraction, multiplication, and division tables.
- Locate simple math games and copy them into copybooks.

Early Years Document 33

Book - A System of Practical Arithmetic, 1829

Document Introduction

Discuss with class background information and special vocabulary.

Additional Things To Do

- Use the addition exercise and story problems from the document in your copybooks.
- Make up story problems that might be appropriate for pioneer Indiana; carry the story problems to the present day, and to the future.

Early Years Document 34P

Packet Document 2 - Letter - James C. Fletcher to Mr. & Mrs. Calvin Fletcher, Bloomington, June 7, 1834

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss the impact of a limited number of textbooks on education and teaching and the use of parsing and copybooks as an alternative to textbooks.
- Explain the apprentice system. See also Early Years Documents 25P, 26 in Daily Life.

Additional Things To Do

- Determine the route James probably took from Indianapolis to Bloomington. Using a map of early roads (see, Maps) plot a route from your school/town to Bloomington.
- Study letter writing, etiquette, and form.
- Write a letter of an imaginary 1834 trip to school in Bloomington (see Supplemental Information).
- Make ink (see Supplemental Information).
- Make quill pens (see Supplemental Information).
- Work with the art teacher on a paper making project.
- Parse simple sentences.

Letter - James C. Fletcher to Mr. & Mrs. Calvin Fletcher, Bloomington, July 26, 1834

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss James Cooley Fletcher's education, stressing the unusual nature of such an extensive education during this time.
- Discuss how James must have felt leaving his family in order to go to school. Check to see if any students have gone away for long periods to school, camp, or visiting a parent.
- Discuss James' reference to "greatest show of wild animals." What do we have that is similar? See also Early Years Document 16P.
- Do we have entertainment/celebrations on election day? Why was such entertainment important in 1834? See also Early Years Documents 52P, 56, and 57.
- Note the date of the letter. Discuss the fact that Indiana had August elections. Investigate how and when the process changed.
- Briefly explain Lafayette's part in the American Revolution and his triumphant 1826 tour of the U. S. as America's hero. Try to discover other foreign figures who took part in America's fight for freedom.

Additional Things To Do

- Have the students write to a relative or faraway friend about their school activities during the week.
- After discussing the meaning of "eulogy" and reading a portion of Harry Lee's famous "First in War" eulogy for George Washington, have class members write eulogies for other famous Americans, for town dignitaries, or classmates even though not yet deceased.
- Have students deliver their eulogies to the class.

Letter - James C. Fletcher to Mr. & Mrs. Calvin Fletcher, Bloomington, September 3, 1834

Document Introduction

Discuss with class background information and special vocabulary.

- Compare the three letters, noting any change in James' attitude toward school
- Note that these letters were written from June through September, indicating that school was held year round. Discuss this schedule as a modern day option. Who has school year round now?
- Introduce 19th century transportation methods with a brief discussion of James Fletcher's difficulty in traveling from Bloomington to Indianapolis as the reference in the letter implies. See also the Transportation and Communication chapter.

Additional Things To Do

- Have students illustrate James Fletcher's three letters to his parents.
- Collect newspaper and magazine articles concerned with current education topics and trends.

Packet Document 3 - Advertisement - Young Ladies Seminary, Indianapolis, 1843

Document Introduction

Discuss with class background information and special vocabulary.

- Compare courses offered with those required for or available to modern students.
- Discuss how the changes in the way we live, caused by modern technology, have been reflected in our educational needs and methods.

Additional Things To Do

- Have students write a description of a school of the future, including a description of the building, classrooms, courses offered, and the students.
- Illustrate the preceding school of the future essay.
- Continue the study of the history of education in America begun in the Introductory Education Activities. Include illustrations of early schools, especially as painted by American 19th century artist Winslow Homer. Concentrate on the changes in school facilities and resources. Contact local historical societies concerning educational resources and information in their collections.
- Make your own drawings of early schools.
- Make copybooks (see Supplemental Information) and use for a group of lessons. Do this for any or all subjects.

Catalog Page - Rising Sun Seminary, Rising Sun, 1847-1848

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss course titles and try to determine their modern equivalents. For example, "Burritt's Geography of the Heavens" today would be astronomy.

Additional Things To Do

- Oral presentations (orations, etc.), competitions (spelling and math bees), and class recitations were a major part of 19th century education. Incorporate one or all into regular lesson plans for a week culminating in a Friday "Declamation Exercise."
- Bookkeeping was a necessary course required at Rising Sun. Have the students do simple bookkeeping by accounting for weekly allowance, etc.

Reminiscence - Julia Merrill, Education in Indianapolis, 1821-1840, 1903

Document Introduction

Discuss with class background information and special vocabulary.

- Compare the early schools described by Julia Merrill with the Rising Sun Seminary (Early Years Document 38) or the Young Ladies Seminary (Packet Document 3). How do they differ and why?
- Discuss the division of older boys and girls into separate schools. Discuss why this was done and what effects this might have had on attitudes concerning women.

Additional Things To Do

- Get current editions of etiquette books from the library and use them as a basis for discussion concerning modern standards of etiquette.
- Ask older relatives or friends about etiquette roles or parental expectations in their childhood. Make comparisons with today's standards.

Packet Document 4 - Scrapbook - Polly and Julius James Vanhouten Merit Cards, Patriot, March 4, 1846, and March, 1848

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss the emphasis on advanced writing skills in schools such as Rising Sun Seminary (Early Years Document 38) and the need for writing skills in a time before electronic communications.
- Discuss scrapbooks in general: what kind of things 19th century school children might have saved and what they would include in a personal scrapbook.

Additional Things To Do

- Make an orthography book and have daily writing lessons.
- Make quill pens (see Supplemental Information).
- Bring in a steel pen and ink for students to try writing as 19th century students had to.
- Have students make and decorate certificates of merit for outstanding classwork, attendance, teachers, etc. Certificates could also be made for family or community members.
- Make scrapbooks for the class or individual student and begin saving or collecting and adding items to the book.
- Have students ask parents or grandparents if they have scrapbooks to share with the class.
- Have the class begin collecting documents for a scrapbook of school history. Present this to the school library or archives to be added to in the future.

Copybook - Eliza Ketcham Copybook, Bloomington, 1837

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss the emphasis on handwriting in 19th century schools. Classes in orthography were continued throughout higher education (see Packet Document 4). Why was clear and even elaborate handwriting desirable?
- Discuss the use of precepts (rules of conduct, maxims) to teach moral conduct in 19th century schools. Are they still used today?

Additional Things To Do

- Starting with the example of "A penny saved . . ." list all the precepts the class can think of. Have the students choose one and write a paragraph explaining its meaning.
- Make copybooks and use them for a series of orthography lessons. Display the results.
- Study medieval illumination and try writing gothic script. Make an illuminated "manuscript" using a precept.

Book - John R. Numemacher, *The Mother's Primer*, New Albany, c. 1830

Additional Things To Do

- Work with the art teacher to arrange a block printing project.
- As a class write a primer using fancy script practiced in orthography lessons (Early Years Document 41) and illustrate it with block prints.
- Visit a print shop or book bindery; the local newspaper office is a natural in most locations.

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss the title of the book; ask the students for ideas about the reason for the title.
- Discuss education in the home. Why was it common in the 19th century? Is it common today? Have any students received any education at home? Be sure to include parents reading aloud, watching Sesame Street, etc.
- Study the history of printing, especially printing in the 19th century. Note 20th century advances in printing because of the advent of computers.

Packet Document 5 - Contract - Trustees of the Free School and W. W. Eccles, Knox County, December 20, 1850

Document Introduction

Discuss with class background information and special vocabulary.

- Compare this contract with a modern teacher contract.
- Determine how school laws, regulations, and contracts are made today.
- Compare the length of the school year to that of James Fletcher (Early Years Documents 34P, 35, 36). What might account for differences?
- Discuss contracts, both the definition as well as different types of contracts such as work contracts, mortgages, etc. (see also Early Years Document 25P, the Indenture).

Additional Things To Do

- Using the contract as a story problem figure how much E. G. Gardner will owe W. W. Eccles for his year's work.
- Have students write a contract for their teacher, including specific teaching requirements.
- Have students write contracts for their own class and learning responsibilities.

Early Years Document 44

Contract - Subscribers of School District No. 1 and Stephen Neal, Center Township, Boone County, October 18, 1845

Document Introduction

Discuss with class background information and special vocabulary.

- Compare this contract with Packet Document 5. How are they similar? How do they differ?
- Discuss the barter system of payment; see the Introduction to Commerce, Trade, and Agriculture. See also Early Years Documents 7P and 61P. What might Mr. Neal do with the items listed as acceptable payment?

Additional Things To Do

- Invite the school principal to speak to the class concerning the manpower, time, and money needed to maintain and operate the school.
- Draw the school described in Johnson, *A Home in the Woods*, Chapter 7. How does this school compare to yours?
- Visit a restored 19th century school (see Finding Aids).

Early Years Document 45

Certificate - James Pogue Teacher Certification, October 16, 1832

Document Introduction

Discuss with class background information and special vocabulary.

- Discuss with the class current teacher certification standards in the state, including education requirements, in-service, etc.

Additional Things To Do

- Have a member of the school board visit with the class and discuss the operation of the school district. Discuss how teachers and principals are hired, textbooks are chosen, etc.

To Exercise Multiplication

There were 40 men concerned in pay ment
a sum of money and each man paid 12 7/11
how much was paid in all —

$$\begin{array}{r} 12\frac{7}{11} \\ 40 \\ \hline 4050840 \\ 1271 \end{array}$$

off 1 foot contain 12 inches I demand ^{many} how there
are 126 feet —

$$\begin{array}{r} 126 \\ 12 \\ \hline 1512 \\ 126 \\ \hline 126 \end{array}$$

of Compound Division

What is compound Division

When several numbers of Divers Denomination
are given to be divided by common divisor this called

Compound Division —

$$\begin{array}{r} 50 \\ 2\frac{1}{2} - 12 - 6\frac{1}{2} \\ 24 - 6 - 3\frac{1}{2} \\ \hline 2 \\ 48 - 12 - 6\frac{1}{2} \end{array}$$

$$\begin{array}{r} 10000 \\ 11 - 12 - 10 \\ 9 - 5 - 4\frac{1}{2} \\ \hline 5 \\ 45 - 12 - 10 \end{array}$$

Abraham Lincoln His Book H

WESTCOTT PRINTERS RULE

To Exercise Multiplication

Where some men concerned in payment
a sum of money and each man for 12 yds
how much was for each -

400000
1200

If you contain 12 in 1000 how many
are in 1200000

1000
12
12000
120000
1200000

Compound Division

What is compound Division

When several numbers of units are contained
a given to be divided by a number which is called

Compound Division

400000
12
400000
12
400000

Description

This Lincoln sumbook page is one of only ten pages which seem to have survived. According to research, Lincoln's sumbook originally contained 100 pages, was 9" x 12" and was sewn together at one of the longer ends with a string. The ten pages were found by William Herndon and Lincoln's stepmother in 1865 or 1866. [Warren, *Lincoln Lore*, No. 596]

Each of the ten pages passed through several owners. Packet Document 1, originally owned by James Keys, was auctioned with other Lincoln memorabilia at the Lincoln Memorial Collection sale in 1894. Mr. Oliver R. Barrett, a more recent owner of Packet Document 1, also owned a large collection of Lincoln autograph letters, documents, manuscripts, portraits, and personal mementos which was sold at auction in New York City in 1952. The Indiana Historical Society Library purchased the sumbook page at that auction.

The sumbook page is in poor condition; the edges and corners are badly torn. For protection, library conservators used a procedure called encapsulation. (See Supplemental Information)

Note that a sumbook is a blank book, often homemade, which was used to copy and practice arithmetic problems. It is, in fact, a copybook with a specified purpose.

The pound, or pound Sterling, was originally a pound weight of silver and was worth 20 shillings. Because U. S. currency and coin were scarce during the first half of the 19th century, foreign money was common and the conversion of foreign monies to American was a major portion of early arithmetics. Currency is discussed in the introduction to Early Years Document 13P.

Background

Abraham Lincoln moved with his family to Spencer County in southern Indiana in late 1816. Abraham was seven years old and had attended school in Kentucky for two consecutive terms. Early school terms were usually no longer than 2 1/2 or 3 months in length. When the Lincolns settled in Indiana, the population of the area including present day Spencer, Warrick, and Vanderburgh counties was roughly 1,400 people including women and children. There were not enough children settled near the Lincolns to sustain a school.

The first school that Lincoln attended in Indiana was a subscription school held by Andrew Crawford. At a subscription school the schoolmaster solicited pledges of money from parents before he started his school. The fee for attending the school was between \$1.50 and \$2.00, and the terms were held in the winter months so that children would not be taken away from work on the family farm. The exact date that Lincoln attended this school is uncertain due to a lack of written information. Lincoln scholar Louis A. Warren suggested that the school was held during the winter of 1819-1820 because the arrival of Abraham's new step-family after his mother's death would have increased the number of children available to attend school. [Warren, *Lincoln's Youth*, 81]

The school was a "loud" or "blab" school—lessons were recited out loud. Because of the various ages of the pupils and the variety of texts used, several different lessons were usually being recited at

the same time. This first school was held in a one-room schoolhouse built by the subscribers and was located about 1 1/2 miles from the Lincoln farm. Abraham was eleven years old while attending this school.

The Lincoln children did not attend school again until two years later when James Swaney taught a term in 1822. There was a break of two years again until the next school term which was taught by Azel W. Dorsey, reportedly the best educated of Lincoln's teachers. By this time Lincoln was 15 years old, excelled in spelling, and was considered by his stepmother and friends as "studious in everything." [Beveridge, *Abe Lincoln*, 39]

The schoolbooks that Lincoln used during this term were the Bible, a speller, Pike's arithmetic, and a songbook. Louis A. Warren has suggested that the sumbook, of which Packet Document 1 was a part, was begun at this time. By comparing early arithmetic texts and the problems copied in the sumbook pages, he believed that Lincoln used a combination of Pike's and Daboll's arithmetics as his guide. As a result of this study, Warren has dated Document 31P to 1824. His conclusion is based in part on the fact that compound multiplication and division are explained early in both Pike and Daboll. [Houser, *Lincoln's Education*, 75]

Lincoln's entire school attendance did not add up to a full year—not an unusual situation for a child growing up on the frontier in the early 19th century. Lincoln supplemented his lack of formal education by reading voraciously and frequently attending local court trials.

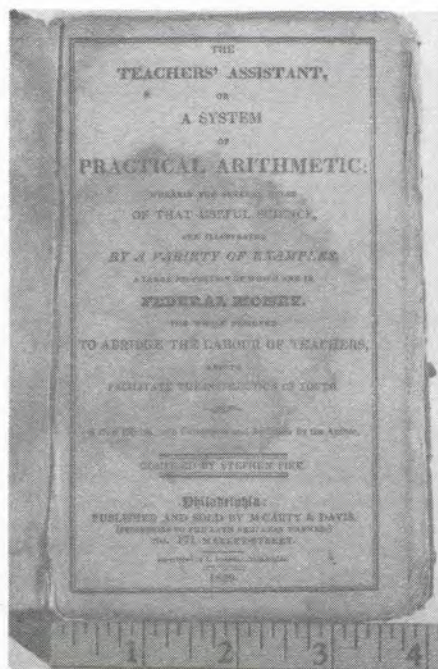
The lack of written documentation of Lincoln's early life has forced scholars to rely on later reminiscences which lack reliability. Much of the information obtained from such sources concerning Lincoln's childhood and schooling in Indiana is conflicting.

A reminiscence is a recollection or remembrance of some past fact or experience related for others, often in a literary form and printed as a book. This kind of historical information is not as reliable as diaries or letters because it is based on memory, a resource which can become increasingly less accurate as time elapses. The use of oral history interviews and taping of reminiscences is comparable in modern historical research. Although a person's memories are valuable resources, they must be combined with other sources, and perhaps the memories of many other people, to reach the most accurate account of an event. Such combination of and judgment about resources is an important part of the historian's task at any level. For example, a live television show would seem to be the best evidence, but its "truth" could be tempered by activity off-camera.

Supplemental Documents

Early Years Document 32

Early Years Document 32 (c. 1834) is a page of simple subtraction problems in a sumbook from the Ruth Sutherland Collection located in the Indiana State Library. Ruth Sutherland apparently lived in Indianapolis at the time of her death circa 1948. Her estate donated two copybooks and an almanac to the Indiana State Library.



Early Years Document 33 provides two pages from Pike's *The Teachers' Assistant* teaching simple addition. This Stephen Pike has remained elusive; no information about him has been located. Nicholas Pike was famous for his elementary arithmetic texts, but no connection has been found.

Another text, *Ray's Arithmetic: Part Third*, page 53, contains the following concise explanation of federal money:

FEDERAL MONEY.

§ 60. Federal money is the coin of the United States, it was established by the authority of Congress A. D. 1786.

TABLE.

10 mills	make 1 cent	marked c.
10 cents	" 1 dime	" d.
10 dimes	" 1 dollar	" \$
10 dollars	" 1 eagle	" E.

OTHER VALUES.

5 cents make one half dime.
 25 cents make one quarter of a dollar.
 50 cents make one half of a dollar.
 75 cents make three quarters of a dollar.
 100 cents make a dollar.

The Dollar, the Half Dollar, the Quarter of a Dollar, the Dime, and the Half Dime, (or five cent piece) are silver coins, they are real. The Eagle and Half Eagle are gold coins, they are real. The Cent and Half-Cent are copper coins, they are real. The mill is imaginary, there being no piece of money of that name.

The difference between a real and imaginary coin is this; a real coin exists, an imaginary coin is only supposed to exist.

ECLECTIC SERIES—NEWLY IMPROVED.

RAY'S ARITHMETIC: PART THIRD.

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ECLECTIC ARITHMETIC,

ON THE

INDUCTIVE AND ANALYTIC

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PROFESSOR OF MATHEMATICS IN WOODWARD COLLEGE.

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WINTHROP B. SMITH & CO., CINCINNATI.

Education Document 1

To Exercise Multiplication

There were 40 men Concerned in payment [of]
a sum of money and each man paid 1271L
how much was paid in all— — — —

$$\begin{array}{r} 1271 \\ \underline{40} \\ 40)50840 \\ \underline{1271} \end{array}$$

If 1 foot contain 12 inches I demand ((many)) how there
are in 126 feet— — — —

$$\begin{array}{r} 126 \\ \underline{12} \\ 252 \\ \underline{126} \\ 12)1512 \\ \underline{126} \end{array}$$

of Compound Division

Q What is compound Division

A When several numbers of Divers Denomination
are given to be divided by 1 common divisor this called
Compound Division— — —

$$\begin{array}{r} \text{L S D} \\ 2) 48-12-6 \frac{1}{2} \\ 24-6-3 \frac{1}{4} \\ \underline{2} \\ 48-12-6 \frac{1}{2} \end{array}$$

$$\begin{array}{r} \text{lb oz dr} \\ 5) 46-12-10 \\ 9-5-113 \\ \underline{5} \\ 46-12-10 \end{array}$$

Abraham Lincoln His Book H

98
47

49 ans

98 proof

$$\begin{array}{r} 1775 \\ 1492 \\ \hline 283 \end{array}$$

$$\begin{array}{r} 78 \\ 29 \\ \hline 107 \text{ And} \\ 18 \text{ more} \end{array}$$

$\begin{array}{r} 2200 \\ 1800 \\ \hline 4000 \end{array}$

1. Given forty millions take one
 million?

$$\begin{array}{r} 40000000 \\ - 1000000 \\ \hline 39000000 \text{ Ans} \\ 40000000 \text{ True} \end{array}$$

Education Document 1a

Simple Subtraction

5. Suppose a boy had 145 cents given him at one time, 75 at another, and 40 at another, and he gave 35 cents for a penknife, 25 for a slate, 64 for paper, and 30 for apples, how many cents has he left?

35	145	Ans. 106 cents
25	75	
<u>30</u>	<u>40</u>	
<u>64</u>	260	
154	<u>154</u>	
	106 Ans.	
	260 proof	

6. A man, having 98 dollars, paid away 49; how many had he left? Ans. 49 dollars

98	
<u>49</u>	
<u>49</u>	Ans
98	proof

7. James bought 78 marbles, and lost 29 of them, how many had he left? Ans. 49 marbles.

78	
<u>29</u>	
<u>49</u>	Ans.
78	proof

8. Gen. Washington was born in 1732, and died in 1799, how old was he? Ans. 67 years.

1799	
<u>1732</u>	
<u>67</u>	Ans.
1799	

9. If you have 2560 dollars worth of stock, and owe 1500 dollars how much worth of Stock will [you] have, after your debts are paid [?]

2560	Ans. 1060 dollars
<u>1500</u>	
<u>\$1060</u>	Ans
2560	proof

10. America was discovered by Christopher Columbus in 1492. how many years had elapsed at the time hostilities commenced in the revolutionary war 1775? Ans. 283 years.

1775	
<u>1492</u>	
<u>283</u>	Ans.
1775	proof

11. A merchant owes to the Exchange Bank 2365 dollars, to the Bank of North America 15000 dollars and his whole stock is worth no more than 42000 dols. how much will he have left after paying both Banks?

2365	42000	Ans. 24635
<u>15000</u>	<u>17365</u>	
17365	<u>24635</u>	Ans.
	42000	proof

12. From forty millions take one million?

40000000	
<u>1000000</u>	
<u>39000000</u>	Ans
40000000	proof

SIMPLE ADDITION.				11
1 2 3 4	3 2 2 0	4 0 1 2	1 4 0 0 4	
3 2 1 0	4 5 0 0	5 0 7 9	1 5 6 0 4	
1 3 6 9	3 7 2 1	9 0 2 0	3 2 0 0 9	
4 5 3 2	2 9 0 4	2 0 4 6	5 6 0 0 5	
5 0 1 1	5 8 0 0	3 0 4 3	1 3 2 0 8	
7 3 0 0				1 6 0 4 0
3 2 1 1				1 2 5 1 0 0
2 5 3 2 0				6 7 6 0 0 0
2 5 3 2 2 1				2 0 1 0 0 0 0
1 3 1 2 0 4				2 1 3 0 0 0 0
1 0 5 1 3 2				1 0 0 0 0 0 0

Add the following numbers, viz. 14, 18, 99, 45, 28, 27, 19, 38, 16, 39, 48, 29, 260, 148.

Add, six hundred and forty, seventy-nine, eighty, one hundred, two hundred and ten, four hundred and fifty.

Add, nineteen thousands, fifty thousands, one million one hundred and one, one hundred and twenty-five.

APPLICATION.

1. If John give Charles twenty nuts, and James give him fifty-six, and Joseph give him ninety-five, how many will he have?
Answer 171.

2. A person went to collect money, and received of one man ninety dollars; of another, one hundred and forty dollars; of another, one hundred and one dollar; and of another, twenty-nine dollars. How much did he collect in all?
Ans. 360 dollars.

3. Deposited in bank, fifty dollars in gold; three hundred dollars in silver, and five thousand dollars in notes. What is the whole amount deposited? Ans. 5350 dols.

4. The distance from Philadelphia to Bristol is 20 miles; from Bristol to Trenton, 10 miles; from Trenton to Princeton, 12 miles; from Princeton to Brunswick, 18 miles; from Brunswick to New-York, 30 miles. How many miles from Philadelphia to New-York? Ans. 90.

5. A merchant bought of one person 50 barrels of flour for 300 dollars; of another person, 75 barrels for 525 dollars; and of another person, 125 barrels for 1000

SIMPLE ADDITION.			
dred and thirty. One hundred and forty thousand. Seven hundred thousand five hundred and sixty-three. Seventeen millions. Eighty-four millions two thousand and forty-nine. Two hundred millions and fifteen.			
SIMPLE ADDITION.			
Addition teaches to collect several numbers into one. The number formed by adding several numbers is called the <i>amount</i> or <i>sum</i> of those numbers.			
RULE.			
Place the numbers one under another, with units under units, tens under tens, &c. then, beginning with the units, add up all the columns successively, and under each column set down its amount. But if either of the amounts (except the last) be more than 9, set down its right hand figure only, and add the number expressed by its left hand figure or figures into the next column. The whole amount of the last column must be set down.			
PROOF.			
Perform the addition downwards.			
EXAMPLES.			
4 1 3 3	4 8 3 2	5 1 3 0	
4 2 1 1	8 5 2 3	4 3 2 0	
3 0 2 2	9 7 4 3	4 0 6 0 1 0	
8 3 2 1	7 2 4 4	2 0 7 2 4 0	
Amount 1 9 6 8 7	3 0 3 4 2	6 2 2 7 0 0	
1 2	2 4	4 1	8 0
3 1 3	3 6	6 0	9 0
2 4	4 1	7 0	7 0
1 5	9 0	5 0	6 0
9 6 4	8 0 4	6 7 0	7 0 1
3 7 5	6 7 0	9 5 0	3 0 0
4 1 2	9 4 2	1 0 0	2 0 4
5 6 6	8 2 0	2 0 0	7 0 2
7 1 9	1 7 0	3 2 0	5 0 0
			2 9 0

Document Number 2. James C. Fletcher Letter, 1834.

Bloomington June 7 1834

My dear Parents

I got here the day I left you about noon. I like Bloomington very well and think it better situated than Indianapolis. It's not so flat. Mr. Park's family are very kind to me and I am pretty near as contented as at home.

I did not study any the first day I came as I was rather tired and wanted to look round a little. The next day I went to College and Mr. Maxwell. ^{did not} He put ^{me} in a class but said I had better read a spell by myself, until I learn to parse. He makes the boys parse almost every word. After while I shall be in a class. I am going to have a copy book and write every day so as to improve my writing. This is a small letter but I think it is large enough for so young a lad as I am. Give my love to Mr. Richmond, little Ansel and all the children.

Your affectionate son: James C. Fletcher

My dear Aunt
I have the day before
you are a man. I have "commenced" and
will not think it his "situation" for
relinquishes. My net is full. My book
family are very kind to me and I am
pretty near as I trusted as at home
I had not study any the first day I went as
I was rather tired and wanted to be round
a little. The next day I went to be a
little more ^{in London} and put in a week but saved
the entire sum of 1000 for me. I could I
now to see. He makes the best of it and
now and then I shall visit a day.
I am going to have a book and will every day
to do to improve my writing. I am a little
tired but I think I shall be able to write enough for
some a card as I am. Give my love to
Richmond. I am. I am and all the others.
Your affectionate son Wm. C. Pitt

A photograph of the Fletcher letter opened to full size.

Description

The Fletcher letter was written on light blue paper. Its folded size is 8" x 9 7/8" and it has been hand lined. The left half of the front page shows that the letter was addressed to Calvin Fletcher in Indianapolis and that it cost 10 cents to send. The remains of an orange wax seal are visible as well as fold marks which indicate that the letter was folded to form its own envelope.

U. S. mail in the 1830s was carried by stage or post rider. Postage could be paid by either the sender or receiver and was based on the number of pages sent and the distance to the receiver.

This letter is a part of the extensive Calvin Fletcher Collection located at the Indiana Historical Society Library. After Calvin Fletcher's death, the collection was given by relatives to the Library. The collection contains Calvin's diaries from 1817 to 1866, letters to and from family and friends, clippings, broadsides, and other items totaling some 3,000 pieces. This collection is an important record of the daily family and business life of a professional man whose life was intertwined with the growth and development of the new capital of Indianapolis. Calvin Fletcher, James C. Fletcher's father, came to Indianapolis in 1821 almost penniless; by 1865 he was the highest taxpayer in the city. Fletcher's diaries and selected letters have been published in nine volumes by the Indiana Historical Society. Calvin Fletcher, and other Fletcher relatives, were involved in the complex banking history that resulted in the American Fletcher National Bank, which finally removed the Fletcher name from Indianapolis banking in April, 1987, when its name changed to Banc One.

Background

James Cooley Fletcher was the first of eleven children born to Indianapolis attorney, banker, and land speculator Calvin Fletcher and his wife Sarah. In his diary entry for April 20, 1823, Calvin reported the birth of his son on April 15. [Fletcher Diary, I:93; more about Fletcher's land speculation is included with Early Years Document 3.]

Calvin Fletcher believed in the importance of education, and his diaries and letters reflected his concerns for educating his children. In June, 1827, Calvin mentioned that James had gone to school—possibly to the Indianapolis Academy presided over by Ebenezer Sharpe. James was 4 years old. Sharpe was the grandfather of Ebenezer Sharpe, whose diary is quoted in Early Years Documents 17, 29, 30.

In June, 1829, Calvin made arrangements to have James (often referred to as Cooley in the diaries) and his next brother Elijah taken to Noblesville to attend school at Mr. Mallery's. The boys were to board with the Mallery family as well. James was 5 1/2 and Elijah was 4 1/2.

Later entries indicate that James boarded with an uncle while he attended school northeast of Indianapolis. By this time James was seven years old. Calvin described James Cooley at this age in a letter to his father in Vermont on August 16, 1830:

The eldest is now able to water and feed my horses The eldest is a Fletcher in form and appearance but has an excellent good disposition—is generous &

very affectionate—still afraid of specters & ghosts after dark, & notwithstanding he associates with his next brother & sleeps with him & would of course communicate all his fears to him yet none but the eldest has these slavish fears which troubled me & you in our boyish days. [Fletcher Diary, I:173-174]

James and Elijah attended school in Indianapolis in 1833 at Mr. Gregg's school, held in a shop at the northwest corner of Delaware and Market streets.

In June, 1834, James, now 11 years old, was sent to Bloomington where Indiana College was located. He was first enrolled in the Preparatory Department which gave young students the preliminary education needed to enter college. Many colleges in the West did, however, admit students as young as 10 or 12 if they were properly prepared.

In 1835, James and his brother once again attended school in Indianapolis. An entry in Calvin Fletcher's diary for March 17, 1835, described a school exercise: "James & Elijah attended their debate before Mr. Holiday. Question who'se the greater man Bonepart or Washington. Cooley for the former & Elijah for latter." [Fletcher Diary, I:248] Keep in mind that James was 12 and Elijah was 11 years old.

For James 1835 was a big year. He received his first tailor-made suit of clothes. He and Elijah accompanied their father on a trip to Cincinnati by stagecoach. James also began working in his uncle's store in Indianapolis. To finish off a year of firsts, on December 24 "James Elijah & Calvin [Jr.] going to have their first party of males & females—there assembled 45 childrin of both sex between the ages of 10 & 13 at 5 P.M. & retired home a[t] 9. The[y] spent the eve in singing & in plays. At first they were a little awk[wa]rd as it was the first time they had thus assembled." [Fletcher Diary, I:292]

In 1837 James was bound out for three years to his uncle to work in his store and learn the business. James continued going to school all the while. Fletcher's diary mentions that in 1838 James began to learn the carpenters trade; apparently James did not complete the contract with his uncle the storekeeper. (See the discussion with Early Years Documents 25P, 26, 27 about apprenticeship methods.)

In January, 1839, Calvin recorded that "Mr. Daily the old school master left us. He wants to imploy Cooley to go out to his town (on Eel River) & keep school. He is anxious to go but I recommend him as this is the 1st bid not to go off as yet but wait till he [is] invited to a still better station." [Fletcher Diary, II:51] James Cooley was 16 years old.

By June, 1839, Calvin had gained admission for James at the prestigious eastern preparatory school Phillips Exeter Academy in Exeter, New Hampshire. He talked with James about going east: "I have consulted him on the subject & he has consented to go altho at first he objected on the ground of my inability to spare the requisite means. I have told him the advantage to the family if he can go & get a good education & then instruct his brothers." [Fletcher Diary, II:99] James attended Phillips Exeter and then entered Brown University, Providence, Rhode Island.

After Brown, James attended Princeton Theological Seminary and was ordained a minister in 1849. He spent part of his life as a missionary in South America and was U. S. Consul to Oporto, Portugal, from 1869 to 1873. By 1875 he resided in Italy where he wrote articles for American periodicals and newspapers. In 1890 James returned to the United States and settled in Los Angeles, where he died in 1901. He was the only child of Calvin Fletcher who did not settle in or around Indianapolis.

Two more letters from James to his parents are reproduced here. These letters show the progression of his interests and concerns while completing his term at college in Bloomington.

The reference in Early Years Document 35 is to the marquis de Lafayette who died at Paris on May 20, 1834. The American people paid tribute to the Revolutionary War hero from the halls of Congress to the frontier settlements.

According to an additional note on the original Early Years Document 36 tuition for one term at Indiana College cost \$9.50; 16 1/2 weeks board cost \$20.62 1/2; one handkerchief for James was 25 cents.

Transcription

Education Document 2

Bloomington June 7 1834

My dear Parents

I got here the day I left
you about noon. I like Bloomington very
well and think it better situated than
Indianapolis. Its not so flat. Mr Park's
family are very kind to me and I am
pretty near as contented as at home.
I did not study any the first day I came as
I was rather tired and wanted to look [a]round
a little. The next day I went to College and
Mr Maxwell. He ((did not)) put ((me)) in a class but said I
had better read a spell by myself until I
learn to parse. He makes the boys parse almost
every word. After while I shall be in a class.
I am going to have a copy book and write every day
so as to improve my writing. This is a small
letter but I think it is large enough for so
young a lad as I am. Give my love to Mrs
Richmond little Answel and all the children

Your affectionate son

James C Fletcher

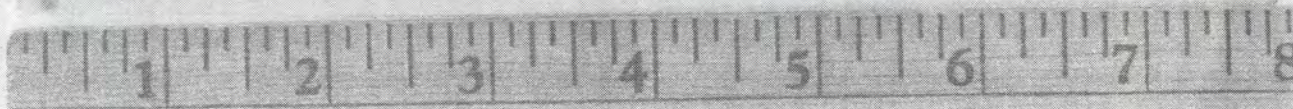
Bloomington July 26 1834

Dear Father

I received your letter by Benjamin Henderson last Sunday Morning. He ^{is} at Mr Hight's and in my class and is a very good scholar. Mr Bealy is studying the Latin Grammar. Mr Oneal comes to see me often and is very kind to me. ^{4. 26} Mr Moore is studying the L Grammar and makes very good progress at it. I like to come to College and want to make a good scholar as I know this will please you best. Mr Janey has got a Book store. about ~~two~~ ^{two} weeks ago the ^{citizens} and the ^{students} had a meeting to choose one to speak for our dead Friend, Lafayette. Dr Wylic was chosen to speak and he will deliver an eulogy on the 1 of November next.

On election day there will be the greatest show of wild animals that ever was in the United States. It consists of elephants, lions, tigers and a great many others that I can't mention.

Mr Park says if I am a good boy, and learn my lessons well he will give me money to go and see ~~them~~ ^{them}. I told him that you were willing for me to go, to animal shows, but not common shows. It is such hard work for me to write letters and I am ^{so} tired, that I can't write any more now. Mr Park made me write one



Transcription

Education Document 2a

Bloomington Julyth 26 1834

Dear Father

I receivd your letter by Benjamin Henderson last Suday Morning. He boards at Mr. Hights and is in my class and is a very good scholar. Mr. Beaty is studying the Latin Grammar. Mr Oneal comes to see me often and is very kind to me. . . . Mr More is studying the L Grammar and makes very good progress at it. I like to come to College and want to make a good scholar as I Know this will please you best. Mr Jones has got a Book store.

about two weeks ago the citizens and the students had a meeting to chose one to speak for our ded Friend, Lafayette. Dr wylie was chosen to speak and he will deliver an eulogy on the 1 of November next.

On election day there will be the greatest show of wild animals that ever was in the United states. It consists of elephants, lions, tigers and a great many others that I cant mention.

Mr Parks says if I am a good boy, and learn my lesson well he wil give me money to go and see them. I told him that you were willing for me to go, to animal shows, but not common shows. It is such hard work for me to write letters and I am so tired, that I can't write any more now. Mr Parks made me write one letter and he corrected it and I wrot it again, and now there are some mistakes in it— I have receiv'd a long letter from Mr Ingram but it was written so backhanded that I could not read it. I intend to answer it and print the letter so that it may be easy to read—

Give my love to mother Donio and all the children

your affectionate son

J C Flether

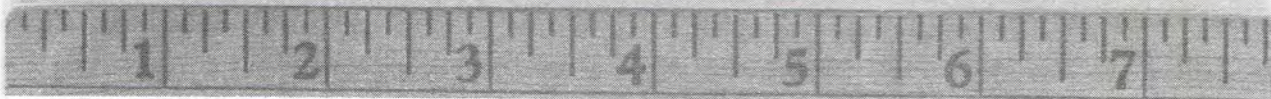
Bloomington September 13th 1834

Dear father

I was glad to receive your
last letter, but ^{was} sorry to find that you
were not coming at commencement. The
report that you heard about me was
not true. Mr. P says he will write to you all
about it when I come home, and Mr. Maxwell ^{will} write too.

I have as much as I can do in preparing for commencement. I
think I shall appear pretty well. And I intend to do as well
many of my class we review 12 chapters at a time and pass for
a great deal. I mean to ride as far as I can. I will write with
the mail boy, unless you think of some better way. The
town is improving very fast. This is a short letter
but you know I shall see you soon. Give my best
to my Mother Mrs. Richmond and all
your affectionate son

James C Fletcher



Transcription

Education Document 2b

Bloomington September 13th 1834

Dear father

I was glad to receive your last letter, but was sorry to find that you were not coming at commencement. The report that you heard about me was not true. Mr P says he will write to you all about it when I come home, and Mr Maxwell will write too—I have as much as I can do in preparing for commence'mt, I think I shall appear pretty well. And I intend to do as well as any of my class. We review 12 chapters at a time and parse a great deal. I mean to ride as far as Martinsville with the mail boy, unless you think of some better way. The town is improving very fast. This is a short letter but you know I shall see you soon, give my love to my Mother Mrs Richmond and all

your affectionate son

James C Flether

Document Number 3. Young Ladies' Seminary, 1843.

YOUNG LADIES' SEMINARY, INDIANAPOLIS, INDIANA.

This Institution is now in successful operation, and open at all times for the reception of Scholars. It is under the immediate supervision of SAMUEL L. JOHNSON, A. M., who has for several years past been engaged in teaching in one of the most eminent literary institutions of the west. Mr. JOHNSON will be assisted by a competent number of able and experienced Female Teachers, and the patrons of the School are assured that such only will be employed.

According to the usual custom in Seminaries of this kind, a regular course of instruction has been established, which will occupy three years, denominated the Junior, Middle, and Senior year. Young Ladies systematically pursuing and completing this course, will be entitled to a medal or diploma. Those, however, not desiring to pursue the above named course, will have the privilege of engaging in such studies as may be deemed best adapted to their wants.

REGULAR COURSE.

Preparatory Studies.

English Grammar, Geography, Colburn's first lessons in Arithmetic, Davies' Arithmetic.

Junior Year.

First Term.—English Grammar,
Davies' Arithmetic,
Ancient and Modern History with
Atlases,
Davies' Bourdon's Algebra.

Second Term.—Smellie's Philosophy of Natural
History,
Mrs. Lincoln's Botany,
Geometry, (Legendre.)

Middle Year.

First Term.—Geometry completed and Plane Tri-
gonometry,
Paley's Natural Theology,
Gray's Chemistry.

Second Term.—Hitchcock's Geology,
Combe's Physiology,
Olmstead's Natural Philosophy
begun,
Blair's Lectures begun, (Univer-
sity Ed.)

Senior Year.

First Term.—Olmstead's Natural Philosophy com-
pleted,
Blair's Lectures completed,
Burret's Geography of the Heavens,
Upham's Mental Philosophy.

Second Term.—Butler's Analogy,
Wayland's Moral Science,
McIlvaine's Evidences of Chris-
tianity.

Care will be taken, during the whole course, to cultivate *habits of accuracy* in Orthography, Reading, Writing, and Composition.

The study of *Latin* and *Greek* may be pursued either in connection with other studies, or separately, as may be desired.

PRICES.

PRIMARY DEPARTMENT.—First Class, per quarter, \$3 00 | FOR THE REGULAR COURSE, - - - - \$6 00
Second Class, - - - - 4 00

Instruction will be given in the *French* and *German Languages*, at a reasonable extra charge.

MUSIC.—Piano Forte, with singing, - - - \$10 00—Guitar, - - - - \$10 00	Embroidery with silk and floss, and French
Linear drawing, - - - - \$4 00	needle-work, - - - - \$4 00
Perspective drawing, - - - - 5 00	Wax flowers and fruit, - - - - 4 00
Painting, water colors, - - - - 4 00	Floss flowers, - - - - 3 00
Oil Painting, Transparencies, etc. - 5 to 6 00	

Ample arrangements will be made for the boarding of scholars in the family of the Principal. Board, however, can be had in other respectable families of the city, at prices corresponding with the times.

References.

BISHOP McILVAINE, of Ohio.	E. C. ROSS, A. M., Professor of Mathematics and Natural Philosophy, Kenyon College.	Doct. G. W. MEYER, Indianapolis.
D. B. DOUGLASS, L. L. D., President of Kenyon College, Ohio.	REV. JOHN SANDLES, Professor of Languages, do	JACOB COV, "
REV. ALFRED BLAKE, Principal of Milnor Hall, Gambier.	HON. JAMES MORRISON, Indianapolis	JEREMIAH FORTY, "
	HON. GEORGE H. DUNN, "	J. B. McCHESNEY, "

★
376
no. 2
1843

[illegible]

REGULAR COURSE.

100

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and data. This can involve research, consultation with experts, or collecting data from various sources.

3. The third step is to analyze the information and data collected. This involves identifying patterns, trends, and relationships that can help in understanding the problem.

4. The fourth step is to develop a solution or answer. This involves applying the knowledge and skills gained from the previous steps to create a response that addresses the problem.

5. The fifth step is to evaluate the solution or answer. This involves checking the results against the original problem and requirements to ensure that the solution is effective and accurate.

6. The sixth step is to communicate the solution or answer. This involves presenting the findings in a clear and concise manner that is easy for others to understand.

7. The seventh step is to reflect on the process. This involves thinking about what was learned from the experience and how it can be applied to future problems.

8. The eighth step is to document the process. This involves creating a record of the steps taken and the results achieved, which can be used for future reference.

9. The ninth step is to review the process. This involves looking back at the entire process to see if there were any areas for improvement or if the solution was truly optimal.

10. The tenth step is to implement the solution. This involves putting the solution into practice and monitoring its effectiveness over time.

$$\begin{aligned} \mathcal{F} &= \mathcal{F}_1 \cup \mathcal{F}_2 \\ \mathcal{F}_1 &= \{f \in \mathcal{F} : f \text{ is a } \mathbb{Z} \text{-linear combination of } \mathcal{F}_1\} \\ \mathcal{F}_2 &= \{f \in \mathcal{F} : f \text{ is a } \mathbb{Z} \text{-linear combination of } \mathcal{F}_2\} \\ \mathcal{F}_1 &= \{f \in \mathcal{F} : f \text{ is a } \mathbb{Z} \text{-linear combination of } \mathcal{F}_1\} \\ \mathcal{F}_2 &= \{f \in \mathcal{F} : f \text{ is a } \mathbb{Z} \text{-linear combination of } \mathcal{F}_2\} \end{aligned}$$
[illegible]

$\frac{d}{dt} \left(\frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$

[illegible][illegible]

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The *Agrobacterium* strains were cultured in the YEA medium for 24 h at 28°C. The cell concentration of the strains was adjusted to 1.0 × 10⁸ cells/ml. The cell suspension was mixed with the plant tissue and the transformation efficiency was determined. The results were expressed as the mean ± SD of three independent experiments. The asterisks indicate the significant difference between the strains at the same concentration of the cell suspension.

.....

100 1/2 Bunch

Mr. Robert A. Brown
Aspenville
Illinois

180

Description

This advertisement for the Young Ladies' Seminary is printed on half of one side of a sheet. Its folded size measures 8" x 9 1/2". The other half of the front side has on it a handwritten address, a "free" stamp indicating no postage expense, and a postmark. The obverse side of the page has a printed letter of introduction and appeal for the support of the school. Immediately opposite is a handpenned note from the Seminary's principal, the Reverend Johnson, to a potential supporter of the Seminary. The fold marks and address indicate that it was used as a self-mailing advertisement for the Young Ladies' Seminary.

The circular belongs to the Indiana State Library. The label containing numbers in the lower left corner was added to the document by the library staff in order to locate the piece within its collection—it is the call number. The handwritten date and the stamp at the top were also added by the library for identification purposes.

Background

The Young Ladies' Seminary in Indianapolis belonged to a class of educational institutions that has been called many different names—academies, high schools, colleges, and seminaries. These schools were termed secondary but often overlapped both elementary and collegiate levels of education. [Mock, *Midwestern Academy Movement*, 1, 2]

In Indiana, at least until the 1850s, the opportunities for secondary education for girls were limited to these private seminaries located primarily in the larger cities. The rapid increase in the number of female seminaries in Indiana and the rest of the nation from the 1830s to the end of the Civil War was a direct result of a basic change in the definition of women's proper roles. The three central roles of women in the middle class home in the 19th century were to create an evening sanctuary for husbands away from the corrupt business world, to manage a frugal and healthful household, and to nurture and instruct children. These new roles were liberating in that they encouraged the education of women and opened the teaching profession to them—at least at the common school level. The strict definition of women's activities as wife and mother, however, limited the extent and content of women's education. [Kaestle, *Pillars of the Republic*, 84]

School texts such as readers and spellers taught about women's duties through stories and essays. Curriculum also reflected differing functions between men's and women's education. For example, French was taught at West Point military academy to afford students access to French military service; French was taught at female seminaries to provide girls the ability to read French literature. The same could be said for mathematics: boys studied to learn surveying or accounting, whereas girls learned methods for keeping home accounts in order. Music and decorative arts such as needlework and painting were taught in female seminaries; Greek and Latin were more often found in boys' seminaries. Even coeducational seminaries held segregated classes.

Mrs. Sarah J. Hale, a leading writer and editor of the time, in an article printed in the *Common School Advocate*, was concerned with

the delicacy of women's temperament. Her views were quite typical for the period:

Many good men who really feel solicitous for the improvement and elevation of the female sex, doubt the expediency of bestowing on young ladies a regular scientific education. They doubt this, because there is no profession in which the talents of women may be employed without injury to the female character

No person of reflection and good judgement, who wishes to promote the happiness and respectability of women, would seek to place her in the lecture room of the physician—in the forum—the desk, or the halls of legislation. The attempt to inspire our sex with ambition to appear like men, is too absurd to merit discussion. Would any lady consider herself competent to direct the management of a ship in a storm, or a fire-engine at a conflagration? The storms of the political ocean, the fires of party spirit, would as little accord with her moral delicacy of mind and feeling. Still she was not formed to be a trifler on earth. She has powers which, if not equal with those of man, are yet far too precious to be wasted in indolence, or allowed to rest in ignorance of their duties

Mrs. Hale continued her article by advocating teaching as a profession suitable for the delicate moral nature of women. In fact by 1830, female elementary teachers had become common in the East. The need for good teachers in the West was so great that by the 1840s and 1850s, under the auspices of the Board of Popular Education, single women began coming to the West to teach. Catharine Beecher was instrumental in organizing this effort to civilize the West. She was also an important and vocal advocate of the opening of seminaries in the West where the need was the keenest for female teachers. The Young Ladies' Seminary of Packet Document 3 was one result.

Supplemental Documents

Early Years Document 38

Early Years Document 38 is a page from the catalog of the Rising Sun Seminary in Ohio County for the year 1847-1848. The Rising Sun Seminary was coeducational, and eighty-eight people attended classes there in that year. The catalog belongs to the Indiana Division, Indiana State Library.

Early Years Document 39

Early Years Document 39 consists of excerpts from a 1903 reminiscence by Julia Merrill about the early schools of Indianapolis. Julia Merrill, a younger sister of Catharine Merrill, was married to Charles W. Moores, a partner in Samuel Merrill, Jr's book store and publishing concern. Charles enlisted in the Union Army in 1864 but died a few weeks later. Julia Merrill Moores' reminiscence is a typed copy. It is not known whether this is the original. See also the information at Early Years Document 69.

(6)

Rising Sun Seminary.

THIS Institution, established in 1830, is pleasantly located in Rising Sun on the north bank of the Ohio, thirty four miles from Cincinnati. The healthfulness and retirement of its situation, the beauty of its natural scenery, and the habits and morals of its society, render it a safe and desirable resort for the youthful Student.

The course of study embraces the most important branches included in an English Education, in French and in such branches as are requisite for admission to College.

It is the aim of the instructors to give their pupils, not only a thorough intellectual training, but also to instil correct moral sentiments.

TEXT BOOKS.

ENGLISH COURSE.

Ray's Arithmetic, Smith's English Grammar, Mitchell's Geography, Parker's Exercise in Composition; Newman's Rhetoric; Goodrich's History of the United States; Willard's History of England; Worcester's Ancient History; Day's & Davies' Algebra, Day's Mathematics; Playfair's Euclid; Olmstead's & Comstock's Natural Philosophy; Comstock's Chemistry; Burritt's Geography of the Heavens; Mrs. Lincoln's Botany; Lee's Physiology; Watts on the Mind; Hedge's Logic; Stewart's Intellectual Philosophy, and Wayland's Moral Science.

CLASSICAL COURSE.

LATIN:—Andrews' Latin Lessons; Andrews' & Stoddard's Latin Grammar; Andrews' Latin Reader; Cæsar's Commen-

'7)

taries; Sallust; Cooper's Virgil; Cicero's Orations; Cicero de Senectute and de Amicitia, and Folsom's Livy.

GREEK:—Sophocles' Greek Grammar; Jacob's or Colton's Greek Reader; Zenophon's Cyropædia; Memorabilia; Homer's Iliad and Greek Testament.

FRENCH:—Levizac's French Grammar; Collot's French Reader; Telemachus; Charles Twelfth, and Boyer's French Dictionary.

GENERAL EXERCISES.

There is an exercise in English Composition and Declamation on Friday of each week. Special attention is paid daily to Reading and Spelling—McGuffie's Spelling Book and Eclectic Series of Readers being used as Text books.

Examinations and Exhibitions.

A Public Examination, usually accompanied with an Exhibition, is held at the close of each academical year. On this occasion the teachers would be happy to see their own and their pupils' friends.

EXPENSES.

The price of Tuition, per Session, is—

For Orthography, Reading, Writing and Intellectual Arithmetic,	\$5.00
For Written Arithmetic, Geography and Grammar,	7.00
For Natural Philosophy, Chemistry, Book-keeping, History, &c.,	8.00
For the Higher Mathematics and the Languages,	10.00

Board can be obtained in good families for from \$1.50 to \$2.00 per week.

No scholar taken for less than half a Session.

My first remembrance of school is of a few little girls gathered into my mother's sitting room, by Miss Brooks, of Salem, Massachusetts. There was no place in town, where the experiment of beginning a girl's school could be tried and my mother gave up her room in the day time. There were the Douglass girls, the Yandes, Mary Brown, and the four Merrill sisters. My only memory is that here I learned to write, reading does not seem to have made so much impression on me. My heart was full of pride as I took my slate and walked across the room to show Miss Brooks my carefully written name "Julia Merrill." That was the beginning. Afterwards for a short time Miss Brooks and Miss Sawyer were allowed the use of the back room of the Presbyterian Church. But their time was not long. Better places were offered them.

Then came Mr. Thomas D. Gregg of Boston. When he first appeared he wore ruffled shirts and was an object of curiosity. The school house was on the corner of Market and Delaware Streets. An unpainted frame, unsightly without and within. The seats for the children were heavy clapboard benches - rough, unpainted and without backs. All the children of the town were gathered here.

.....

The school for girls, or for girls and boys miscellaneous - had been taught by Misses Brooks, Sawyer, Sergeant, Hooker, Ellick, Greeg, Dumont, Holliday, Lang and Sullivan. The most of these taught in the 'County Seminary.' Marston and McKinney occupied the old Engine House, on the Circle. Mr. A. H:

Davidson, an agreeable teacher, had a small but pleasant school in the old 1st Church. Josephus Cicero ~~W~~orrall gathered a motley crowd into the old Gregg school house on the corner of Delaware and Market Streets. What would I give could I reproduce the comic proclamation of the opening of a new term!

.....
... As I rode about my memory went back, now more than sixty years, to the arrival in the country town in the far West of Mary Jane and Harriet Axtell, to establish a "Female Institute." Indiana, then, was full of corduroy roads, mud holes, log cabins, and no scenery except the grand old trees which surrounded the small towns. The contrast with cultivated New York was great. The Miss ~~A~~xtells were daughters of a Presbyterian Clergyman. They were bred in the strictest tenets of the Law. The school was established in 1837. I have in my possession the first catalogue issued April 1839. ... There were some one hundred and forty scholars. Forty seniors, sixty-six Juniors and thirty six Primaries. The ages of the pupils ran from eight to eighteen. Our teachers could not have been more than twenty or twenty-five years old but we regarded them as antedeluvians....

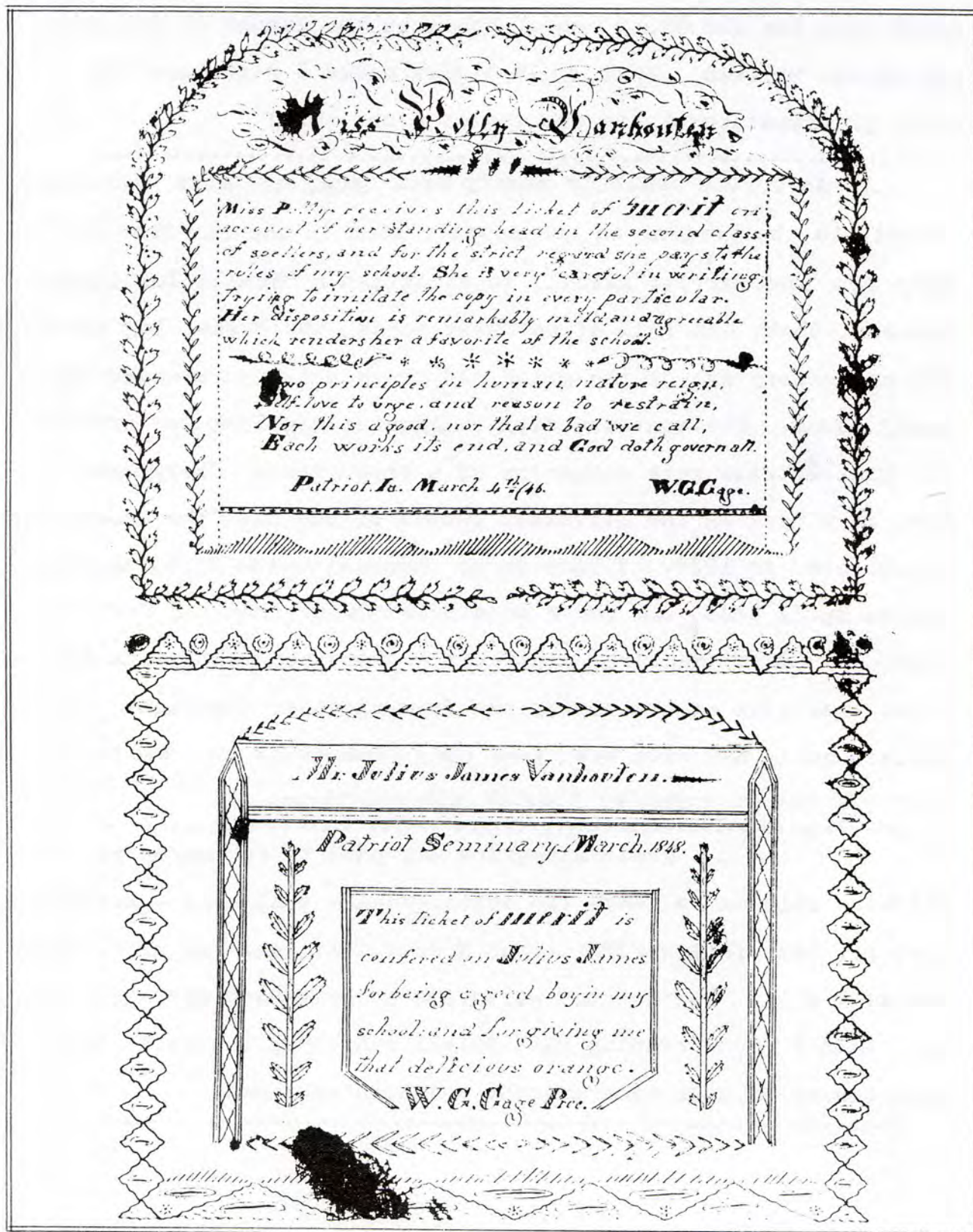
.....
... Great attention was paid to our manners. We had been allowed to leave the school-room - pell mell - helter skelter, best fellow first - but Miss Axtell required us to leave one at a time. At the door we turned and with an elaborate courtesy, said) "Good evening Miss Axtell and Young Ladies." This form caused us some embarrassment and much amusement.

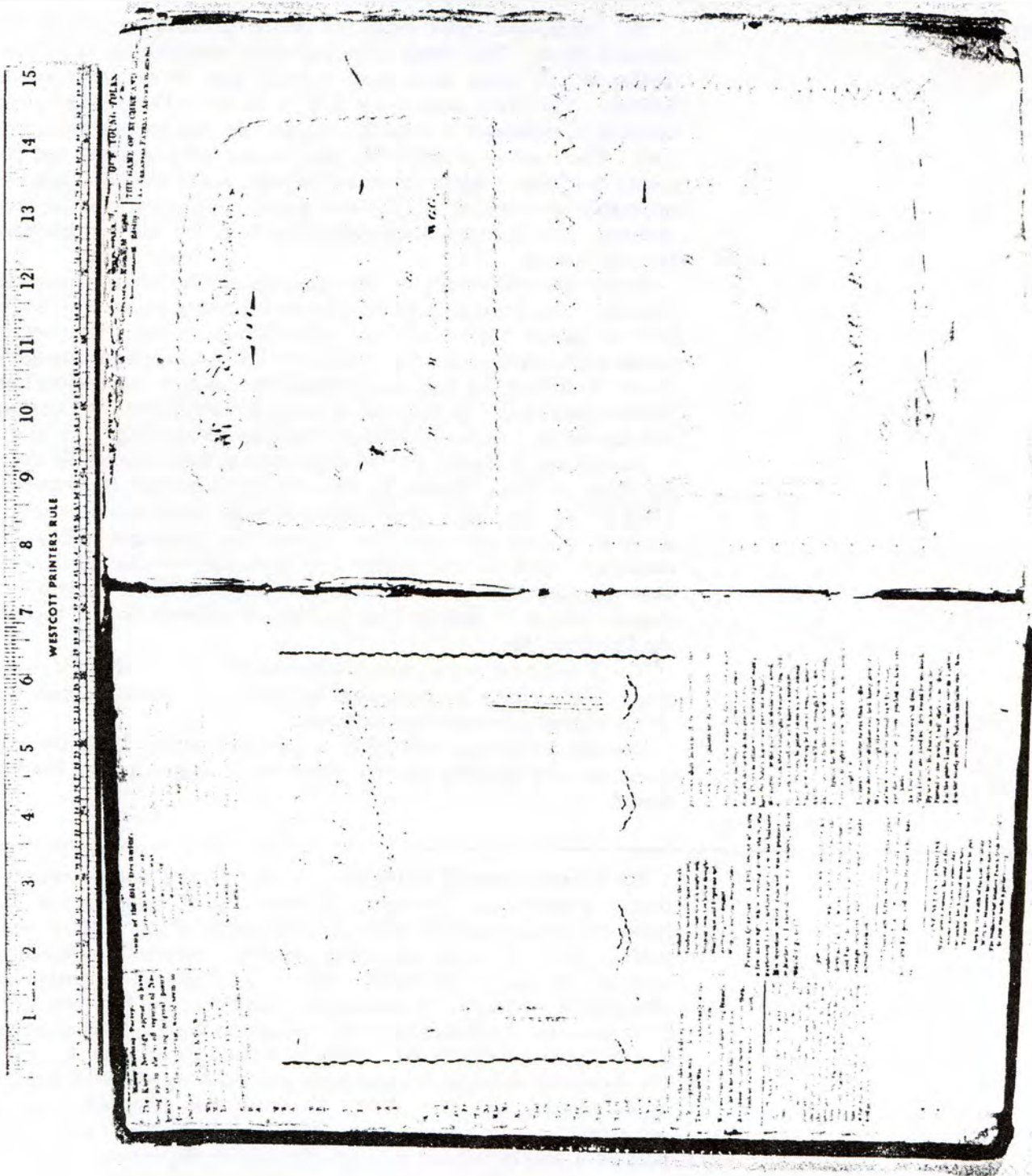
BROADSIDES

Indiana, the Early Years
Education

Early Years Document 40P

Document Number 4. Vanhouten Scrapbook, 1846, 1848.





A photograph of the scrapbook opened; the documents are on the right hand page.

Description

The Vanhouten merit cards are pasted in a leather bound store account book. The cards were probably executed by the schoolmaster W. G. Gage who used colored inks to do the elaborate borders. The book measures 8 1/4" x 13 1/4"; the outside leather covering is embossed around the border; the end papers are marbled. The book was originally used to record purchases and payments in a store. After use as an account book, the book was then converted to a scrapbook for newspaper clippings and other memorabilia. The account book-scrapbook is in the Indiana Historical Society Library.

Notice the difference in the spellings of the proper name Van Houten. The Indiana Historical Society Library spells Van Houten with a capital "H" while the schoolteacher used "Vanhouten." Spelling of proper names and words was not standardized throughout the U. S. during the first part of the 19th century, so personal preference prevailed. In this case the schoolmaster preferred one way and the family eventually adopted the alternate spelling.

The poetry included in this merit card is from Alexander Pope's *An Essay on Man*, Epistle II, lines 53-56, published in England in 1733-1734. Line 56 in Pope's original reads "Each works its end, to move or govern all:" and then finishes the paragraph with a final couplet— "And to their proper operation still,/Ascribe all Good; to their improper, Ill." For the merit card format and the student's age, Gage's change is fitting; and, in fact, it reflects Pope's thesis in *An Essay on Man*.

The lower card contains the abbreviation "Prec." after Mr. Gage's name. This stands for preceptor, an instructor or teacher, especially one in charge of a school or academy.

The use in the top card of Ia. as an abbreviation for Indiana was common, and nothing specific about when usage changed has been found.

Background

Merit cards were an elaborate way of reporting and commending pupils' progress and conduct. It seems quite possible that these types of commendations were the precursors of our modern report cards. Each of these examples probably required a significant amount of time to produce. However, elegant penmanship and ornamental writing were popular arts taught in the first half of the 19th century. Penmanship gained great popularity at the same time as the demand for universal public education grew. The skill before the American Revolution had been practiced by the well-educated upper classes, but the ability to write was later advocated as necessary to some degree for all. From 1800 to 1850 penmanship became a regular school subject. British writing masters and copy-books were the first examples used in teaching the new American public to write. [Nash, *American Penmanship*, 30] Later, American writing masters developed their "own" systems of teaching handwriting.

In Indiana as elsewhere, an enterprising young man often wrote a penmanship text and then traveled extensively to promote both his book and his method. W. W. Willson published in New Albany, Indiana, in 1853 *A Manual, Containing the Whole Theory and Practice of Penmanship, Exhibited in its True Relation to and Dependence upon the Principles of Physiology and Anatomy*. In this book Willson gave beginners some hints:

The writing room should be kept at a moderate temperature, as the writer is seriously incommoded by being either too warm or too cold. - Regulate the light . . . it should be abundant but not cause uneasiness to the eyes. See that the ink is neither too thick or too thin; a fresh bottle that has been kept open for a week or two, will write more satisfactorily. Never let the ink in the pen become exhausted, and that there may be no danger of blotting from having too much in the point, as often as it is dipped into the inkstand in drawing it out let the side or edge of the pen touch the mouth of the inkstand, this will cause it to part with its surplus ink, and is much more convenient and tasteful than flinging the ink out of the pen against a white wall or upon whatsoever it may chance to alight. [Willson, *A Manual*, 57]

Steel pens had been available to Americans since the 1820s, but controversy continued to rage through the 1850s concerning the merits of the new steel points versus the traditional goose quills. Willson extolled the virtues of the steel pen for both teacher and scholar: "And now the teacher freed from the everlasting drudgery of making and mending pens, may devote his whole time to watch, criticise and instruct his pupils, who saved the great expense of time and temper they suffered under the quill regime, are now able to write, good-humoredly, whole pages with the greatest uniformity and more elegantly than with the most exquisite quill pen." [Willson, *A Manual*, 175]

Ink for pens, whether quill or steel, was available in Indiana in dry or liquid form at local stores after about 1820. However, it was cheaper to make your own, and Willson concludes his writing manual with several recipes for homemade inks. (See Supplemental Information)

With quill pen and homemade ink readily at hand, all that aspiring writing students of the first half of the 19th century needed was paper. In Indiana paper was available but expensive, especially just after Indiana gained statehood. As the towns and villages grew and transportation became somewhat easier, paper became less expensive.

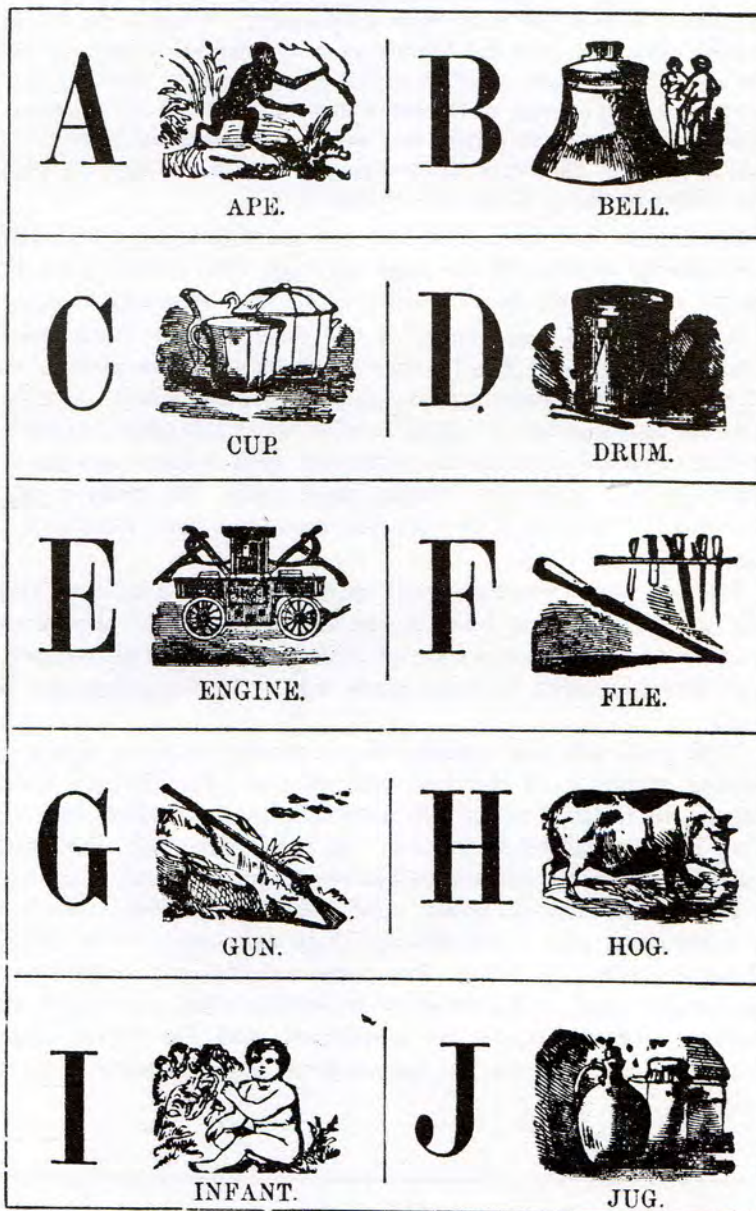
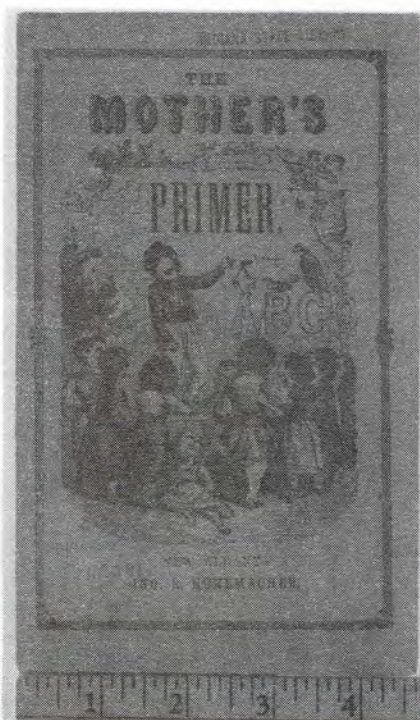
During the 1830s, 1840s, and 1850s copybooks were a standard tool for practicing handwriting. They were made from folded sheets of paper, called foolscap. The name originated because of the jester watermark used in England at an earlier time. A cover was often made of brown paper or newsprint, and the whole was simply stitched along one side by the student. (See Supplemental Information)

Supplemental Documents

Early Years Document 41 consists of an excerpt from the 1837 copybook of Eliza Ketcham from the Monroe County Female Institute, Bloomington. Her handwriting exercises provided moral training as well, with such phrases as, "Duty is imperative," "Honour and love your Parents," "Obey your Parents," and "Truth is the basis of every virtue" repeated over and over again. There is much "fancy" writing of which this alphabet page is a good sampling. The copybook is located at the Lilly Library, Indiana University, Bloomington.

Early Years Document 41

Early Years Document 42 is two pages from *Mother's Primer* published c. 1850 in New Albany, Indiana. The primer measures 4 5/8" x 7 1/2". The outside cover is yellow and is in good condition. The back cover carries an advertisement for Mr. Nunemacher's book store. Nunemacher was a wholesale dealer in school books, blank books, stationery, religious tracts, and pianos. The book contains 24 pages.



From *Mother's Primer* (c. 1850)

Education Document 4

Miss Polly Vanhouten

Miss Polly receives this ticket of merit on account of her standing head in the second class of spellers, and for the strict regard she pays to the rules of my school. She is very careful in writing, trying to imitate the copy in every particular. Her disposition is remarkably mild, and agreeable which renders her a favorite of the school.

* * * * *

Two principles in human nature reign,
Self-love to urge, and reason to restrain,
Nor this a good, nor that a bad we call,
Each works its end, and God doth govern all.

Patriot, Ia. March 4th (46. W.G. Gage.

Mr. Julius James Vanhouten.

Patriot Seminary March. 1848.

This ticket of merit is
conferred on Julius James
for being a good boy in my
school; and for giving me
that delicious orange.

W.G. Gage Prec.

A B C D E F G H I J K

L M N O P Q R S T

U V W X Y Z A B C

D E F G H I J K L M

N O P Q R S T U V



Oh! papa, look at this poor old man. He has books to sell. Won't you buy one? They are such pretty books, full of nice pictures. He says he wants to sell some of his books, so that he may have money to buy bread for his little grand-son, who is very sick and has nothing to eat. If you will buy some it will make him so glad, and we will go and see the poor little sick boy.

"Therefore all things whatsoever ye would that men should do to you, do ye even so to them."



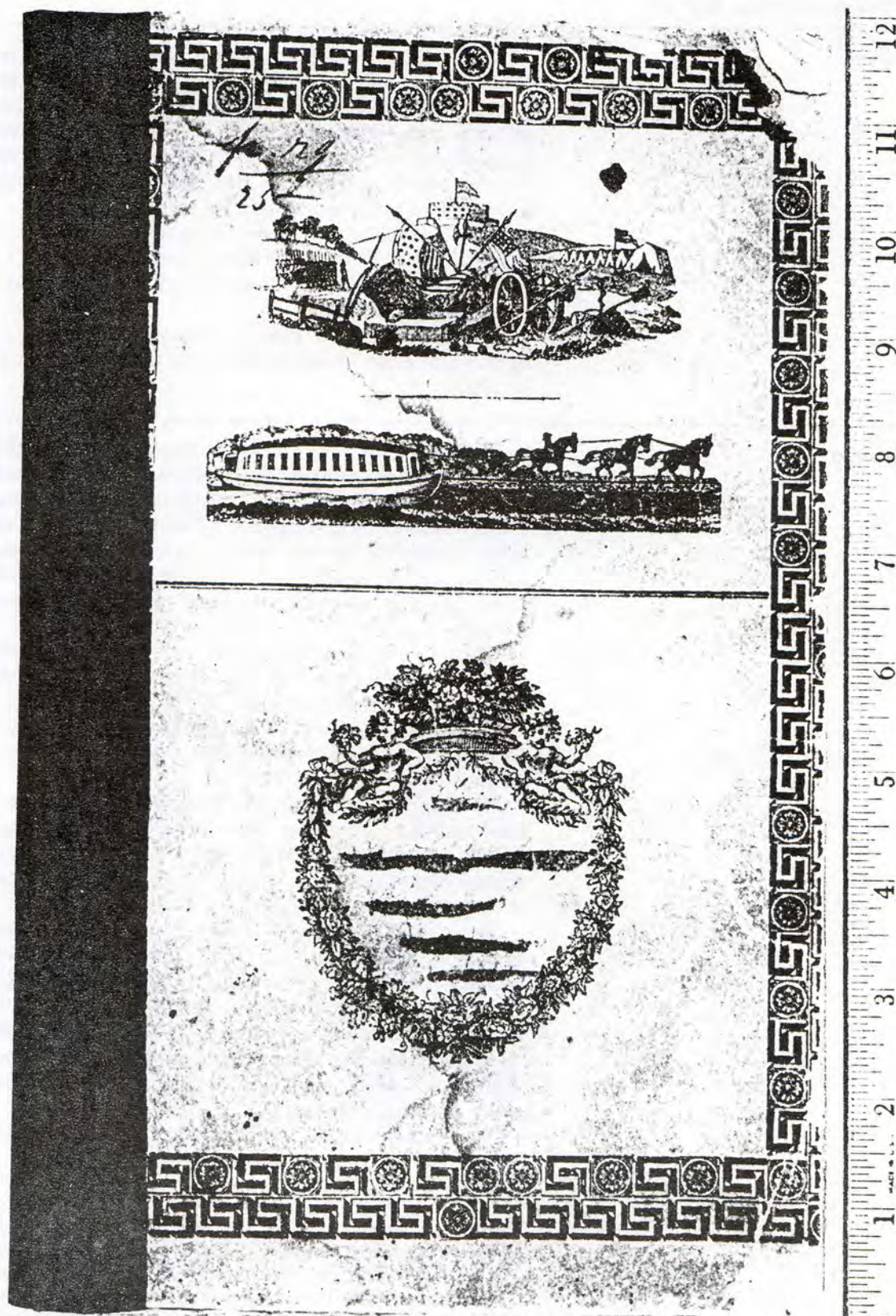
The cows will give us very nice milk, we will drive them to the barn and Kate will milk them. They will drink now, and will not hurt us. Let us tell Tom to come and help us to drive them home. Tom is gone with the cart, when he comes home we will tell him that the cows want to go home and get some hay, they will not give us milk if we do not feed them.

December 20th 1850

This agreement entered into between E. G. Gardner, Free School Trustee, of District No. 2, Township No. 3, R. Range 10 West, and W. W. Eccles, Teacher, witnesses: —

That the said W. W. Eccles on his part engages to teach the school in said District for twelve months, in all the branches required by the school laws, and to abide by the decisions of said laws in every respect, and in consideration of said service, E. G. Gardner on his part engages on behalf of said District, to pay W. W. Eccles, at the rate of Two Dollars Fifty cents per quarter, of thirteen weeks, for each and every scholar, engaging to pay in full for forty scholars, for each of the four quarters; and to furnish a school house, and fuel for the winter season: and if more than forty scholars be sent to the school, to pay the same amount of Two Dollars & fifty cents, per quarter, per scholar, according to the previous terms: also that he will pay or cause to be paid to the said Teacher, the sum of thirty three and a third dollars monthly, so long as there shall be funds in the hands of the Treasurer, and any balance that may be unpaid, as soon after it is due, as may be conveniently. The said School to commence on the 15th January, 1851, and to close at the expiration of twelve full months.

Witness our hands and seals this 20th Dec. 1850
 W. W. Eccles Teacher
 E. G. Gardner
 Vincennes, Indiana



A photograph of the front of the blank book which contains the teacher's contract.

Description

Packet Document 5 is bound in a blank book. The book measures 7 1/2" x 11 7/8". The covers of the book are printed front and back. The front (which is pictured here) has a border on all sides and has two scenes in the center, one a canal boat and the other, garlands and a cherub. The back has various mathematical and conversion tables. The book has been rebound recently with black binding tape, and the corners are worn from use.

The interior of the book contains the minutes of township and district school meetings in Knox County from 1842 to 1851. At the back of the book and upside down is a list of scholars and their parents or guardians.

The Indiana State Library, Indiana Division, has this document in its collection. It was given to the library by a citizen of Vincennes in 1955.

Background

In Indiana the district school was legalized by the School Law of 1824. The township school trustees were authorized to divide their townships into districts and appoint sub-trustees with authority over the schools in their districts. The sub-trustees were authorized to build a schoolhouse and employ a teacher for at least three months of the year depending upon the support of their district voters. The township trustees were in charge of examining and certifying the teachers.

Because funding for district schools was administered at the township level and was dependent upon lease or sale of school lands, the sums of money available to each district varied greatly. The poorest townships with the greatest need for money generally had the lowest land values and, consequently, the smallest school funds.

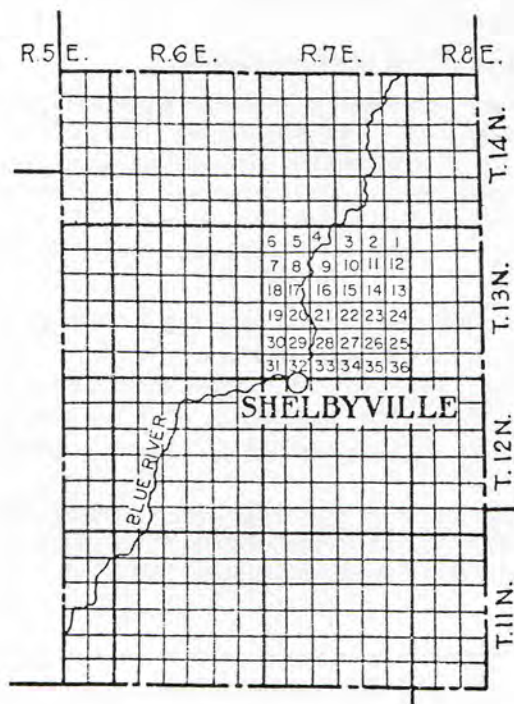
On the next page are excerpts from the minutes of two Shelby County school districts from 1852 to 1854. Complete with misspelled words and poor grammar, they plainly show the voters' responsibility not only for establishing a school but also for providing the necessary labor and produce to maintain it.

The course of study in district schools didn't change from earlier private or subscription schools. The English school, common since colonial times, stressed reading, spelling, writing, and arithmetic, with geography and history generally included. Quotations from several different sources have been gathered together in Supplemental Information to provide a sampling of information about the school day and instruction so that the information can be more easily used with students.

As to the quality of the teachers, there is a difference of opinion. According to one modern author, incompetent teachers were a major problem:

The average teacher of the Great Lakes Frontier was an adventurer from the East or from England, Scotland or Ireland who sought temporary employment during winter while he waited an opening in business. The pioneers held him in slight esteem, not because he was a teacher, but because he did not labor with his hands. He was often a homeless fellow who did much hunting while he roamed from place to place in search of work. Whenever he heard of a good

Some Highlights of the District School System



SHELBY COUNTY, INDIANA, 1821

[REPORT OF SCHOOL DISTRICT No. 1]

At a meeting of the householders and free holders³ of School district No. 1, agreeably to previous notice given, on the 27 January 1832⁴ there being a Majority of Said inhabitants present. And after the Law on the Subject of Schools being made know by the sub-trustees of Said School district, they proceeded to take the Ays & Noes, in writing on the question Whether they would, or Would not Support a publick School for any Number of Months not less than three in Each Year, On the plan laid down in the Laws, And after the question being put, Those who Voted in the affirmative were Benjamin Hodges, Benjamin Kaster, Peter Laycock, Jacob Fox, Balsor Fox, John Whited, James Whited, John Greer Senr, John Greer Junr, Elit McComb, Jacob Summey, John Foreman, John Rhodes, Robert P. Sleeth Wm H. Sleeth. Being a unanimous Vote

Balsor Fox	
Peter Laycock	Sub. trustees
Jacob Fox	S.D. No. 1

TAX REPORT, DISTRICT No 1.

At a meeting of the Voters of School district No. 1. Met at the Franklin School house in Said district to take the Sense of the meeting, whether they will Suffer any prortion of the Tax, if any Tax be necessary for the suport of a School in Said district, it is agreed upon to pay Such Tax in produce at the market price to be delivered at Said School house in a reasonable time at the direction of the Sub-trustees December 17th. 1832.

Balsor Fox	
Jacob Fox	Sub, trustees
Peter Laycock	

Recorded the 17th December 1832
Wm H Sleeth Clik

REPORT OF SCHOOL DESTRICT No 4.

At a Meeting of the Householders & Free holders of School district No. 4. Met at the house of F. E. Walkers in Said District on the 28th day of January 1832, for the purpose of determning whether they will or will not Support a publick School any number of Months not less than three in Each Year, and after the question being put Those who voted in the affirmative were 13 it being a unanimous Vote,

Jno. Sleeth	
Peter Hinds	Sub trustees
Robert Benefiel	S.D. No. 4.

FOURTH DESTRICT DECISSION OF &C

January the 18th. 1834

William Smith James Baits Mathew B Gouldon being appointed by J R OCull and after being sworn according to law formed themselves into a board and appointed M B Goulding as Clerk Then entering on there duties called a meeting of the Inhabitance of Dest No. 2 at the center of said District in congressional Township 13 N of Range 7 E at which meeting of freeholders and house holders they agree suport a publick school Three months in each year also to build a school house at the center of said District on a piece of land donated by Beten Rhoads for that purpose, the House to be 18 by 22 feet good floore, cabin, Roof with sufficient lights¹⁰ And suittable for a school And That all agreed to work and pay An Eaqual share in work And Materials to complet said House; And agreed to Name the House Jackson School House that we the Inhabitance of District No. 4 that we be & they are hereby constatuted a boddy polatick and corperate in District No. 4 in Town 13 Rang 7 and the Inhabitance agree to pay tax according to what scholars they sent if wanted

June the 20th. The Inhabitance of Sa[i]d District direct the Trustees to Employ a teacher for the term of six months where upon we the under signed Trustees has Employed John Sharp for the term of six months for the term of sixteen Dollars and two thirds per month

Mathew B Goulden	
James Bates	[District Trustees]
William Smith	

¹⁰ Apparently windows.

Donald F. Carmony, "Public Schools in Congressional Township 13, Range 7 East, Shelby Co. Indiana, 1829-1852," *Indiana Magazine of History*, 58 (1959): 291, 292, 310.

teaching prospect, he would write an article of agreement in which he promised to teach for a quarter of a school year at so much per scholar. Thus many incompetent men taught school. The ability to teach reading, writing and arithmetic was all that was required of them. The teacher who could "cipher" all the sums in the most popular text of the time, Pike's Arithmetic, up to and including the rule of three, was considered a mathematician of no mean ability. [Caruso, *Great Lakes Frontier*, 335]

A more sympathetic Indiana author has been kinder:

The school teachers of that early period deserve more than a passing notice. Many who write about the pioneer schools and their teachers, indulge in unwarranted criticism, asserting they were unqualified and cruel monsters. No doubt, there were exceptional cases, but as a class, these old teachers were a blessing to that generation, and they did the best they could with the very limited advantages it was possible for them to have. [Cockrum, *Pioneer History of Indiana*, 461]

It is not surprising that it took very little knowledge to become a teacher. The township officers who examined teachers rarely had much education and "in many cases the license might be had for the asking." [Boone, *History of Education in Indiana*, 25] According to most sources, discipline was expected to be rigid, and corporal punishment was a normal event.

Although the level of learning was generally low, certainly the quality and ability of teachers varied tremendously from place to place—as it still does. (See also Early Years Document 39)

Supplemental Documents

Two more documents have been reproduced to give further insight into the district school system.

Early Years Document 44

Early Years Document 44 is another teacher's contract which indicates that parents continued to pledge subscriptions even after the district system came into being.

Early Years Document 45

Early Years Document 45 is a teacher's certification from his seminary. It quickly shows the lack of vigorous training for both student and teacher.

Education Document 5

December 20th 1850

This agreement entered into between E.G. Gardner, Free School Trustee, of District No. 2. Township No 3, N. Range 10 West, and W.W. Eccles, Teacher, witnesses:

That the said W.W. Eccles on his part engages to teach the school in said District for twelve months, in all the branches required by the school laws, and to abide by the decisions of said laws in every respect, and in consideration of said service. E.G. Gardner on his part engages on behalf of said District, to pay W.W. Eccles, at the rate of Two Dollars Fifty Cents per quarter, of thirteen weeks, for each and every scholar, engaging to pay in full for forty scholars. for each of the four quarters; and to furnish a school house, and fuel for the winter season: and if more than forty scholars be sent to the school, to pay the same amount of Two Dollars & fifty cents, per quarter, per scholar, according to the previous terms: also that he will pay or cause to be paid to the said Teacher, the sum of thirty three and a third Dollars monthly so long as there shall be funds in the hands of the Treasurer, and any balance that may be unpaid, as soon after it is due, as may be conveniently. The said School to commence on the 13th January 1851 and to close at the expiration of twelve full months.

Witness our hands and
Seals this 20th decr. 1850
Vincennes, Indiana

William W. Eccles Teacher
E.G. Gardner

BROADSIDES
Indiana, the Early Years
Education

{ Boone Co. Ind.

An article of agreement between Stephen West
and subscribers; We the subscribers bind ourselves
to pay said West thirty six dollars for
teaching a three months school in school
district no. 1 in Center Township, the school
to be kept open five days a week, to commence
and close at usual school hours each day,
as near as practicable, said West is to have
what public money may be coming to the
district, the balance we agree to pay him
in produce, such as wheat, corn, pork,
beef, lard, tallow, feathers, husk wax, &c.
We agree to furnish a school house & wood
for the school, each subscriber to furnish
wood in proportion to what he sends to
school; the school to be commenced on the
Monday in Nov. next. Oct. 15 1825.

Subscribers names & no of scholars

H. M. Frankland

J. Hamble

John D. B. J.

T. J. J. J.

Hugh McHenry

Isaac Hopkins

Valentine J. J.

Joseph J. J.

Thomas Blackstone

1

2

3

4

5

6

7

8

9

10

11

12

Subscribers names &c.

Education Document 5a

Boone Co. Ia.

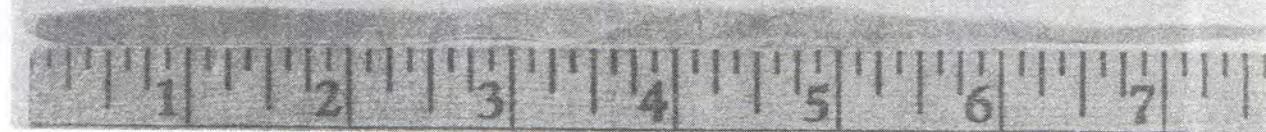
An article of agreement between Stephen Neal and subscribers; we the subscribers bind ourselves to pay said Neal thirty six dollars for teaching a three months school in school district no. 1 in Center Township, the school to be kept open five days a week, to commence and close at usual school hours each day, as near as practicable, said Neal is to have what public money may be coming to the district, the ballance we agree to pay him in produce, such as wheat, corn, pork, beef, lard, tallow, feathers, bees' wax, & c.a we agree to furnish a school house & wood for the school, each subscriber to furnish wood in proportion to what he sends to school, the school to be commenced on the monday in Nov. next. Oct. 18 1845

Subscribers names & no of scholars Stephen Neal

K.M. Shankland	1	Subscribers names & c.
J [Kanodle ?]	4	
John Pauley	3 [?]	
S. Neal	1	
Hugh Mchenry	3	
Isaac Hopkins	3	
Valantine Sto[ne ?]	2	
Joseph Staton	1	
Hiram Blackstone	2	

This is to certify that James
B Pague is well prepared
to teach the English grammar and
Arithmetic & the higher rudiments of
an english Education & any school
would do well to employ him for
a teacher he is also a man of
good moral character.

Jas L Wood
Teacher Greenwood Sem
Oct 16 1837



Education Document 5b

This is to certify that James
B Pogue is well prepared
to teach the English grammar Ari
thmetic & the lesser rudiments of
an english Education & any school
would do well to employ him for
a teacher he is also a man of
good moral charater

[Jas ?] A Woods
teacher Greenwood Sem
Oct 16 1832

THE
TEACHERS' ASSISTANT,
OR
A SYSTEM
OF
PRACTICAL ARITHMETIC;
WHEREIN THE SEVERAL RULES
OF THAT USEFUL SCIENCE,
ARE ILLUSTRATED
BY A VARIETY OF EXAMPLES,
A LARGE PROPORTION OF WHICH ARE IN
FEDERAL MONEY.
THE WHOLE DESIGNED
TO ABRIDGE THE LABOUR OF TEACHERS,
AND TO
FACILITATE THE INSTRUCTION OF YOUTH.



A New Edition, with Corrections and Additions by the Author.

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