

*Simmons School
Teachers' Manual
and
Resource Guide*



Shortened, Revised Edition 2009

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The research and writing was completed by:

Candace Taff Carr, Parkside Elementary
Barbara Johnson, Hope Elementary
Beth Newman, Hope Elementary
Laura Voorhies, Hope Elementary
Lisa Webster, L.C. Schmitt Elementary

A special thanks is given to:

Frances Kenney, research consultant
Reverend Ross Wallace, educational consultant
Susanna Jones, historian/editor
Rosa Nelle Scott, teacher/copy editor
Debbie Smith, teacher/editor

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INTRODUCTION

The Simmons One Room Schoolhouse began as a dream in the mind of Glen Keller, Superintendent of Flat Rock-Hawcreek School Corporation. Keller's enthusiasm sparked the interest of others and in August of 1988 the One Room Schoolhouse Committee was formed. The purpose of the committee was to:

1. research the feasibility of moving a brick structure.
2. raise funds to relocate and restore the selected building.
3. refurnish the schoolhouse.
4. develop a program for its use.

Seeing the deterioration and loss of the one room school structures, the committee strove to preserve a school for current and future generations to learn about the importance of education in the lives of Hoosier ancestors.

Barbara Johnson, a Hope native and 3rd grade teacher at Hope Elementary, chaired the committee and was later bestowed the honor of "Sagamore of the Wabash" for her efforts in the venture. The local history clubs also became involved from the start. Hauser Historians made site visits and helped to decide which building would be moved. They, along with the Hope Little Hoosiers and the Cross Cliff Little Hoosiers, were the first to raise funds to get the project off the ground. In only ten days, the students at the three schools raised \$2500 for the move. After this show of student involvement and dedication, the community raised \$40,000 over the next six months to fund the move. Law enforcement officers and public utility officials donated time and effort to make the move a reality.

It was an exciting day on September 19, 1989, as Simmons School made its slow trek down State Road 9 to its new site. People lined the street to watch the proud, old school inch its way into the future. The students at Hope Elementary met the building with a balloon lift-off to welcome it to its new home.

Three years were then spent restoring the building to its present condition. Now the building is ready to begin its role as a meeting place for groups and organizations, a living history museum, and a unique classroom for the students of Flat Rock-Hawcreek School Corporation and those surrounding it.

This manual was designed as a tool for teachers to select activities for re-creating a school day from the time period of 1879-1906. Teachers are encouraged to bring their students to the site in costume. It is the hope of the One Room Schoolhouse Committee that students and adults alike have a rewarding experience at the Simmons School.

EDUCATIONAL GOALS AND OBJECTIVES

The main educational goal is for students to experience through role-playing and participation the academic, social, and historical setting of school and community in an earlier era. The student objectives can be selected from the following list.

Students will be able to:

- identify significant events that have shaped our county, state, and nation.
- recognize that individuals have responsibility to the school and community.
- list ways environment and technology have changed community and family life-styles.
- understand how current events relate to the past.
- state ways education, family, and community life have changed over a period of time.
- demonstrate an understanding of Indiana culture as it relates to the nation.
- draw conclusions about the past and present life in Indiana.
- demonstrate the influence of geographical and cultural factors upon the economic system of the people.
- evaluate the effect of historical events and decisions upon the present.
- respond to questions, discussion, and recitation.
- engage in role-playing.
- practice polite speech, proper enunciation, stance and intonation.
- paraphrase and synthesize information for a role-playing experience.

Source: Bartholomew Consolidated School Corporation Curriculum Guide.

SIMMONS SCHOOL HISTORY

The documented history of the Simmons School building is sketchy, but a great deal is known about the social history of the one room school era in Bartholomew County and Hawcreek Township. From county records it was determined that the original site of Simmons School, located 4 miles northwest of Hope, was deeded to the county as a school section in 1837 by John and Nancy Drake. The first structure built on this section was a log school. It was replaced by a brick structure. An architectural survey of Bartholomew County done in 1979 related that the Simmons School building was built around 1879. This structure was remodeled later by adding an entrance room and bell tower. The school was used until 1906 when all students of the township were sent to Hawcreek Central School. After its closing, the building served many other purposes.

About forty-five students typically attended Simmons School. Most walked less than two miles. One young lady had to walk through the woods to get to school. Stories have it that her father walked her to school the first day blazing a trail so that she would be able to find her way home.

A one room school teacher was more often a lady than a man. Besides teaching all eight grades in the school, the teacher was responsible for cleaning and repairing the school. Part of this job included arriving at school early enough to get the fires going to warm the school before the students arrived. Teachers were expected to instruct each child at his own level, even if there were no others at his level. Often instruction for a grade level was only five minutes. All students were taught reading, arithmetic, writing, geography, history, orthography (spelling), physiology (health), earth and life science, and usually, domestic science (home economics).

The teachers were licensed for a particular length of time according to a score received on a teachers' proficiency test. Many of the teachers at Simmons School received their training at the Hope Normal School, which was located in the Old Seminary Building in Hope. Others were trained at the Hartsville College. Very often the teachers were moved from school to school each year. One teacher, Susie Shore Bowman, taught at the Simmons School for five consecutive years. Another unusual thing about her position was that she was allowed to teach even after she was married. Typically, female teachers were not permitted to marry while teaching school.

Structurally, Simmons School was much like other schools in the area. The school had blackboards on three of the walls. The floor was made of 1 x 6 ash boards. Stoves were situated at each end of the building. This was not the most common set-up. Previous to the double stoves, the school had only one stove in the center. The center chimney went from ground to roof. Foundation stones for the center

chimney were found when the building was moved. The interior chimney was removed, as was the exterior chimney which was found in several of the old pictures. Coats and lunch pails were placed in the entry area. Hooks and shelves probably accommodated those things. The small entry-cloak room also served as the punishment area as disobedient students were taken there for switchings.

The building is not on its original site. Simmons School first stood about 1.5 miles northeast of Old Saint Louis. There are facts to prove that Edward Eggleston based part of his book, The Hoosier Schoolmaster, on events that took place in Old Saint Louis while he was a child. Eggleston's mother had remarried and the stepfather was a circuit rider who served the Old St. Louis area. Eggleston wrote about a robbery basing it on one that occurred in the town. Some older citizens spoke of the school mentioned in the book as being the Simmons School, but there is no proof of that fact.

In doing oral histories, many interesting differences in the school system of the past and the system used today were found. The difference mentioned most often by older citizens was the fact that the attitude of students was quite different in the days of the Simmons School. Students took the responsibility of learning all that they could. Success was the learner's responsibility. Attendance was not very good. This was mainly due to the fact that there was no statewide mandatory attendance of the school until 1889, and often older children had to miss school to help on the farms, especially during harvest.

Curriculum during the one room schoolhouse era was similar to that of today. By the turn of the century, the subjects taught were nearly the same, but the emphasis was clearly on language arts and math. Science and social studies would have been very simple and short. Most of the content was fact-oriented and would have been memorized. One significant similarity was the yearly testing of all students to see if they could go on to the next level. These would be like standardized tests today. The tests were published at the state level and were furnished and administered by the township trustee. Each student had to receive a certain score to pass to the next level. There were not many students who failed, but the tests were dreaded by students and teachers alike. Low test scores might indicate a poor teacher. Students had very little homework because of all the time they had to study while the teacher worked with another class.

Around the turn of the century, the students sat at double or single desks. Each child had his own books which were purchased from the teacher or received from an older sibling or friend. Much work was copy work which was done in a big Golden Rod tablet which was purchased from the store for five cents. All students learned penmanship and neatness. Writing with a flair was stressed. Students had to learn to use a pen and ink. The blackboards were used

for many of the assignments. Since there were few visual aids in the one room schools, teachers used the maps and globes they had to the fullest. There was much nature study as the class would study trees, plants, and animals by actually venturing into the woods for special field trips. One teacher spoke of all that could be learned by using a calendar. She not only taught about the dates, days, and months, she used all the extras on the calendar like signs of the zodiac, planting and harvesting signs, moon phases, measurements, and household hints.

Each school day was started with prayer, recitation of the original version of the pledge to the flag, and sometimes songs. The schoolroom was usually decorated with pictures of George Washington and Abe Lincoln, and a clock. Sometimes the corner held a dunce's stool and cap.

The plumbing for the school was nonexistent. Toilet facilities were two outhouses behind the building. For drinking water, there was normally a pump outside with a tin cup or dipper chained to it. All the students would share the cup. Sometimes a bucket of water was brought into the school for use by all students.

Students remember the pot-bellied stoves that warmed their schools. These either burned wood or coal. Students remember often being cold in school, so they had to wear many layers of clothing. Usually the teacher would allow the students to move near the stove on cold days to help keep them warm. Rosella Essex remembers that the stove provided more than warmth. She told us about her teacher cooking beans on the stove for all the class. This was often done just after butchering time. Students would bring in fat back or bacon to season the beans. The teacher would start the beans early in the morning. By the time lunch rolled around, each student would have a bowl of hot beans with the rest of his lunch from home.

Some of the fondest memories among those who attended one room schools were their recesses and games. They remembered playing games like Tag, Andy Over, and Cat, which was a form of baseball. Many of the people talked of the playground being divided into a girls' area and a boys' area, though this was not always the case.

The one room schoolhouse system was most effective for its time. In some remote rural areas today, it is still used. Many educators and citizens long to return to the system which valued education and the authority of teachers. Many believe the Christian morals and values of community taught in the one room schools are sorely needed today.

However, at the turn of the century the trend in educational progress was consolidation. Hawcreek Township was one of the first in the county to consolidate and send students to Hawcreek Central School. By that time students were picked up in horse-drawn hacks and driven to school many miles. Often the ride was more than an hour long one way.

In a one room school, students of all ages and abilities worked together as a family. Older students helped younger students and more able youngsters tutored those struggling along. Programs and socials involved the total community, and teachers were highly regarded by family members. While great strides have been made in education in the areas of technology, psychology, and certainly methodology and content knowledge, there is much from the past that can still be learned and utilized by exposing students to the by-gone era of one room schools.

Sources: County records, Bartholomew County Courthouse.
Harrod, Mildred Dixon. Hope and Hawcreek Township.
Its History and People. 1987.

History of Bartholomew County, 1888.

Interviews by the Hauser Junior Historians with:

Irene Dodd, October 10, 1989.

Rosella Essex, February 27, 1990.

Perry Ross, March 15, 1990.

Etta Shireman, March 15, 1990.

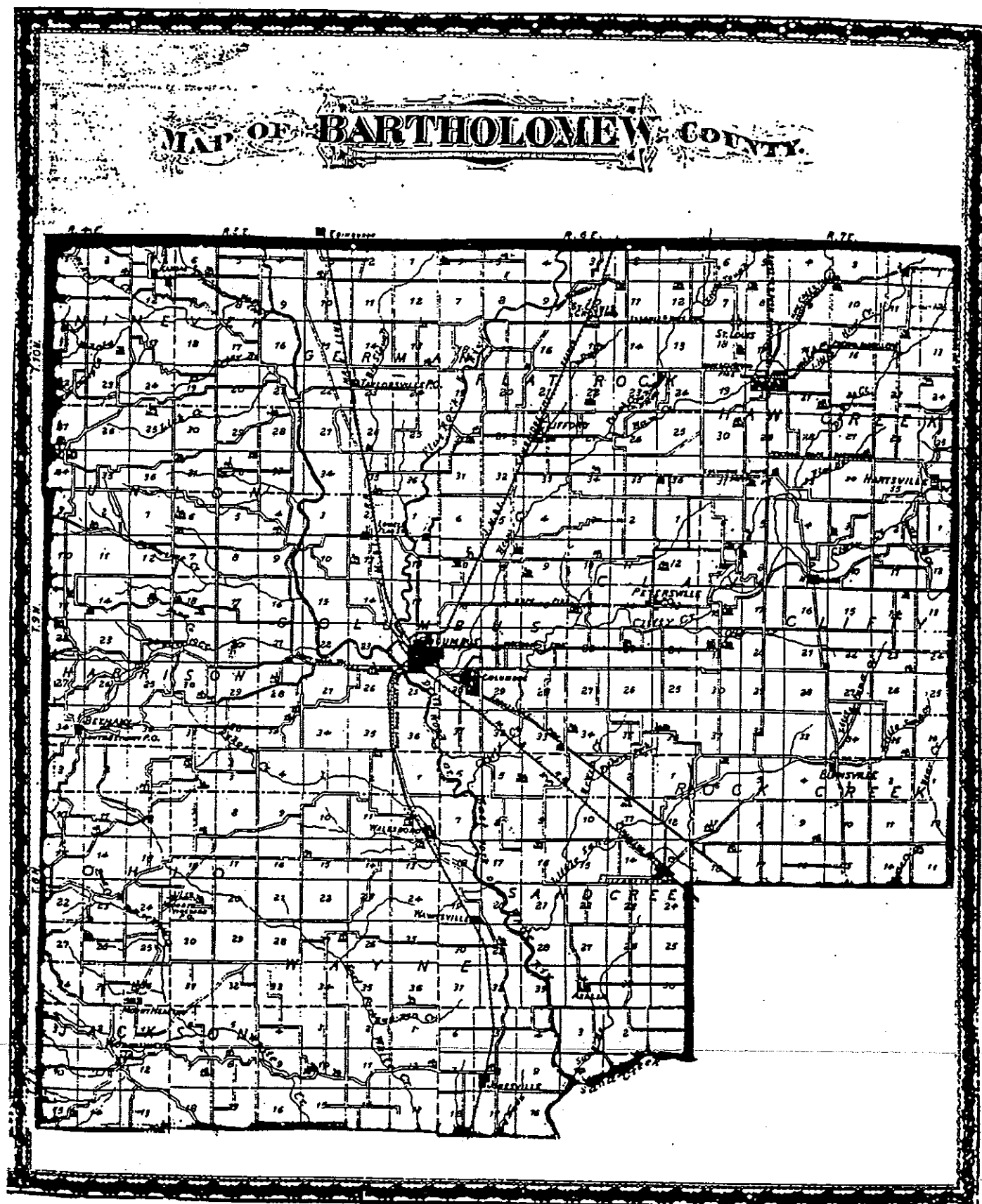
Notes and collected documents of Bessie Boyd,
Bartholomew County Historical Society.

John Shore Family History.

Simmons, Fred. Simmons School File, Teacher
Record Book, and interviews from 1988-1990.

Reports from Superintendent of Public Instruction,
1888-1916, Indiana State Library.

George Utterback audiotape, "Hope Schools," made by
Hope Elementary Little Hoosiers, 1980.

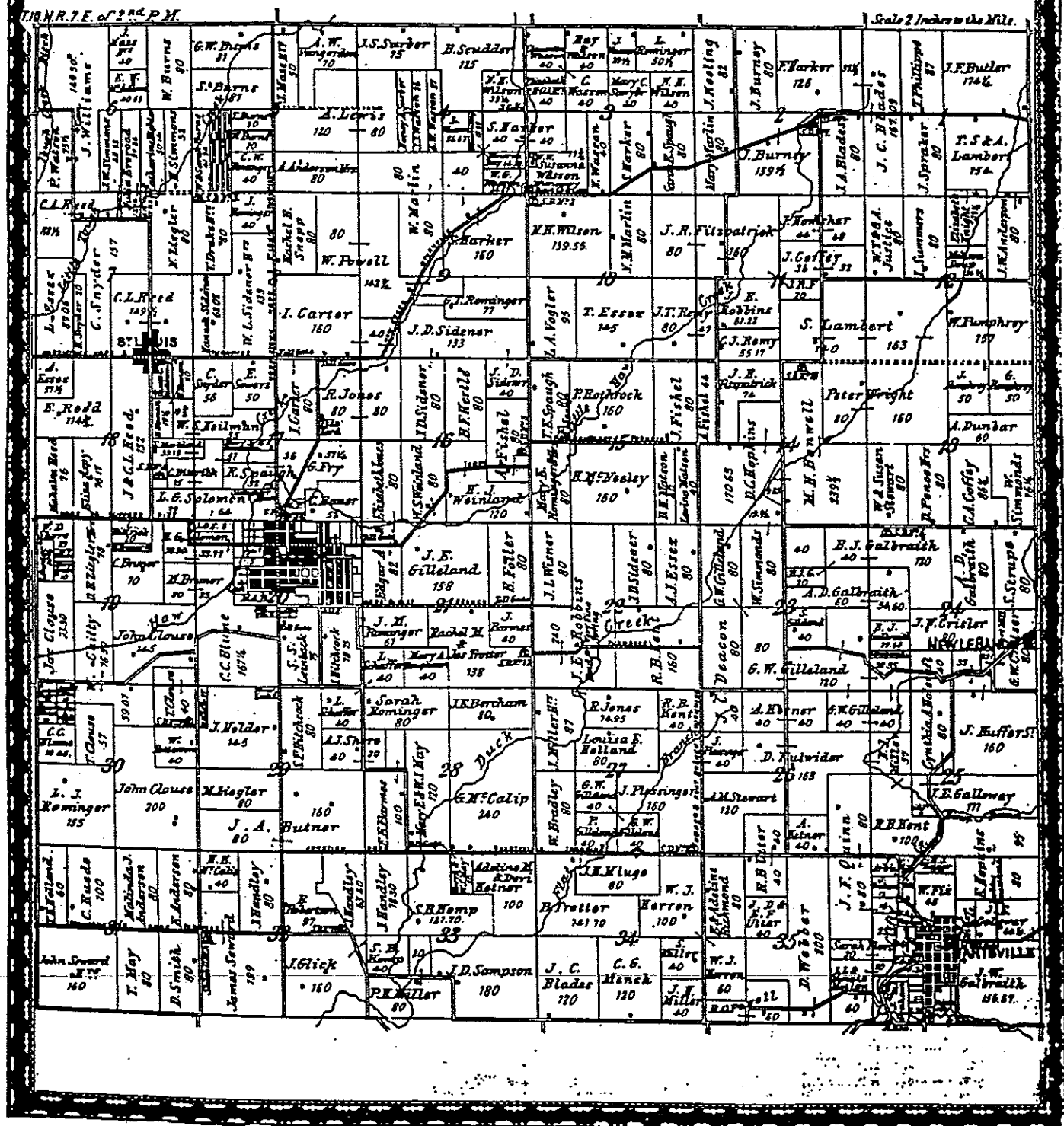


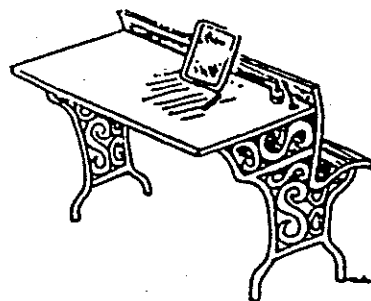
from the Bartholomew County Atlas, 1879, page 25

MAP OF HAW-CREEK TOWNSHIP

T12N R.7E S.22E P.M.

Scale 2 inches to the Mile.





Background Information

GENERAL HISTORY OF 1870-1906

The Simmons School building that has been restored and is located behind the Hope Elementary School was used from 1879-1906, according to available records. Therefore, teachers re-creating a school day for their own classes are encouraged to choose a date during that time period to be historically "authentic." This section is designed to give today's teachers a "feel" for the social atmosphere at the time the school was in use.

Industrialization and reform were the hallmarks of U.S. history from 1870-1906. It was a time of change and invention after which things would never be the same. Some of the significant events leading up to the turn of the century were:

1869- National Women's Suffrage Association was formed.

(A few states allowed women to vote in local elections.)

1876- Telephone was invented.

1884- The world's first skyscraper was built in Chicago.

1885- The gasoline automobile was invented, but does not become a common family purchase until 1900-1916.

1886- American Federation of Labor was organized.

1890- American frontier officially ended.

1898- Americans defeated the Spanish in the Spanish-American War.

At the turn of the century, the United States was becoming a world power. This was assured during the presidency of Teddy Roosevelt, 1901-1909. Roosevelt was the youngest man ever to become President. As McKinley's Vice-President, Roosevelt became President on September 14, 1901 when McKinley was assassinated. Roosevelt was elected to his first full term in 1905 on the Republican ticket. Hoosier Charles Fairbanks was his Vice-President. Roosevelt had been a New York politician who had served in his state's assembly, was assistant secretary to the U.S. Navy, and became a national hero during the Spanish-American War by leading the First Volunteer Cavalry Regiment (Rough Riders) in Cuba. Prior to becoming McKinley's Vice-President, Roosevelt was Governor of New York.

While Roosevelt was President, the U.S. flag gained its 46th star (Oklahoma) on July 4, 1908. Arizona, New Mexico, Alaska, and Hawaii were all territories. Roosevelt emphasized conservation and established the U.S. Forest Service in 1905. His foreign policy upheld the Monroe Doctrine of keeping European powers out of the Western Hemisphere. He believed the U.S. government should use threat of force (carry a big stick) to enforce its foreign policy. Roosevelt began negotiations with Columbia in 1902 for the right to build a canal across Panama. He then supported a Panamanian revolution, recognized Panama as an independent country, and negotiated a treaty to build the canal. It was completed in 1914.

At the turn of the century, millions of Americans rode bicycles, including women. In 1905 the Russian Revolution began, and Albert Einstein revolutionized scientific thought with his theory of relativity. America was entering a new century, and things would never be the same.

Source: World Book Encyclopedia. 1993. "United States. History of." and "Theodore Roosevelt."

RULES FOR TEACHERS 1872

There were strict rules about what duties a teacher had to fulfill. A teacher was expected to behave properly at all times. Here are some rules that teachers had to obey in the year 1872.

1. Teachers will fill the lamps and clean their chimneys each day.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual tastes of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teacher may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in improper conduct will be dismissed.
7. Every teacher should lay aside from each day's pay a goodly sum of his earnings. He should use his savings during his retirement years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, visits pool halls or public halls, or gets shaved in a barber shop, will give good reason for people to suspect his worth, intentions, and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay.

Source: Kalman, Bobbie. Early Schools. New York: Crabtree Publishing Co., 1982.

RULES FOR SCHOOL CHILDREN IN THE 1800'S

From a 1909 Hope paper- "At a reunion of the old members of District No. 3, at Stewart's Grove Wednesday a great deal of interest was manifested in the old "rules" which seemed to be a part of the school life that none of them have ever forgotten. These rules were originally drafted by Lewis Essex, and seem to have been so well adapted to the need of the times that they were kept in force by his successors, and Lewis Vogler, who read them Wednesday had used them when he had presided over these same boys and girls in the old school house 50 years ago. Miss Elsie Essex copied the rules from the original."

BRIEF RULES TO WHICH I DEMAND STRICT ATTENTION OF MY SCHOLARS

1. There shall be no laughing, talking, whispering nor unnecessary moving about from place to place in time of school.
2. I forbid the boys and girls of playing together, or sitting together in time of school.
3. No scholar shall go out of the bounds of the school house during play time or leave without first asking the consent of the teacher.
4. There shall be no profane language used nor disputing when at play.
5. No fighting, wrestling, scuffling nor climbing of trees.
6. I forbid the scholars making fun of each other's clothing or victuals, or calling each other nicknames, but to treat each other with proper respect.
7. Any person coming into the school house not a scholar, the scholars shall all rise to their feet and make their obeisance in a becoming manner; the boys shall make a bow and the girls a decent curtsy.
8. In passing to and from school if you meet any persons make obeisance in a becoming manner and ask no questions.
9. The larger scholars shall have no jurisdiction over the smaller ones.
10. Every scholar shall take good care of his books and shall keep his hands washed clean and his nails trimmed.
11. The scholars when going to and from school shall not halloo nor play on the road nor be tagging each other when parting.
12. Every scholar shall use manners, such as, Sir, Madam, Mister, etc.
13. I forbid the scholars of telling tales out of school and especially more than the truth.
14. All scholars coming to this school shall obey all orders of the teacher.
15. I will take all possible pains in instructing all scholars who do comply with the foregoing rules, and all those who do not comply shall either leave the school or be whipped until they do comply.

Source: Harrod, Mildred Dixon. Hope & Hawcreek Township, Its History and People. Bartholomew County: Indiana. 1987.

LUNCH IN A ONE ROOM SCHOOL

Everyone brought his lunch to school. Prepare students prior to their visit so that they can bring an appropriate lunch. Often lunches were carried in a tin syrup pail, pan or basket. Children from the same family would often share a container for their lunch. Food was wrapped in waxed paper or a towel. Paper bags were used many times rather than being discarded after one use. Children drank water with their meal. This was obtained from a pump outside the school. Tin cups were used. If desired, water is available at Hope Elementary but will need to be carried to the school. Also, students will need their own cups. (Sharing one common tin cup or dipper is not recommended.) Students should be encouraged not to bring lunch boxes, plastic products, aluminum foil, and thermoses as those were not in use during this period. The following are some typical items found in lunch pails in 1906:

- corn bread
- slices of roast or ham
- hard boiled eggs
- biscuits
- buttered homemade bread
- homemade apple butter
- peanut butter & Jelly sandwich
- cheese
- homemade cookies
- slice of cake
- seasonal fruits (apples, peaches, pears, apricots, or berries)
- dried fruits.
- baked potatoes (might bring a raw potato to put on stove to bake during day)
- seasonal vegetables (tomatoes, carrots, turnips, beans)
- nuts
- pickles
- an orange or banana occasionally as a special treat

Sources: Eggleston, Edward. The Hoosier Schoolmaster.
Bloomington, Indiana: Indiana University Press. 1984.
Falk, Bonnie Hughes. Country School Memories.
White Bear Lake, Minnesota: BHF Memories, Unlimited, 1986.
Fuller, Wayne E. The Old Country School. Chicago:
University of Chicago Press, 1982.
Good Old Days Magazine. September 1992.

VICTORIAN ERA DRESS

Clothing in 1906 was very different from today. Most of the clothes were still handmade. Most of the body was covered regardless of the outside temperature. Participants are encouraged to dress in appropriate costumes for the time period selected. The following are suggestions for both teacher and student.

Female Teacher:

- long dark skirt
- white long sleeve blouse
- watch pin
- cameo brooch
- lace handkerchief tucked in sleeve
- straw or felt hat for outside

Male Teacher:

- 3 piece suit
- long sleeve shirt with celluloid collar
- suspenders
- pocket watch with chain
- dark plain tie
- dark leather shoes
- straw hat or cap

Female Student:

- dress (midway between knee and ankle)
- pinafore
- long white socks (city schools)
- long black socks (country schools)
- large hair bow

Male Student:

- dark, knee length pants
- suspenders
- white long sleeve shirt (or dark solid color)
- short jacket
- cap

Sources: Old Country School.
Country School Memories.
Good Old Days Magazine.
Hoosier Schoolmaster.

See previous page for complete bibliographic data.

HISTORICAL TIMELINE

This timeline is provided as a resource for teachers to help them decide what historical period they desire to re-create for their students' experience at the Simmons School. **BOLD TYPE CAPITAL LETTERS** indicate Bartholomew County events and normal type letters indicate national and state events.

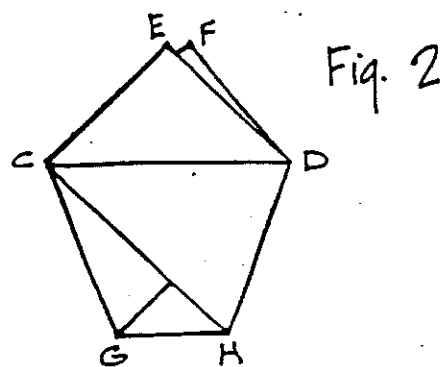
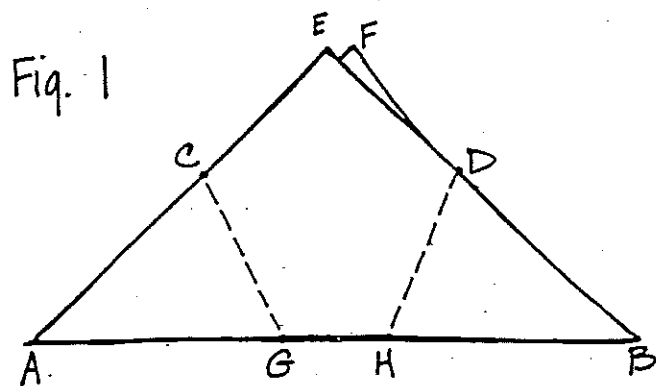
- 1787 Northwest Ordinance provides government for the land north of the Ohio River and east of the Mississippi and dictates one section from each township be set aside for schools
- 1789 George Washington is President (1789-1797)
- 1794 Indians defeated in the Battle of Fallen Timbers, breaking up the Indian confederacy
- 1797 John Adams is President (1797-1801)
- 1800 Indiana declared a territory
- 1801 William Henry Harrison becomes Governor of the Indiana Territory
Thomas Jefferson serves as President (1801-1809)
- 1809 James Madison is President (1809-1817)
- 1811 William Henry Harrison defeats the Indians in the Battle of Tippecanoe
TIPTON AND BARTHOLOMEW FIGHT IN THE BATTLE OF TIPPECANOE
- 1812 Twenty-four pioneers are killed in the Pigeon Roost Massacre
War of 1812 starts
- 1813 Tecumseh dies in the Battle of Thames
JOHN TIPTON WINS SKIRMISH WITH INDIANS AT TIPTON'S ISLAND IN JACKSON COUNTY
Capital is moved from Vincennes to Corydon
- 1814 British burn the White House
Harmonie is founded
- 1815 War of 1812 ends
Johnny Appleseed plants trees in Indiana
- 1816 Indiana becomes the 19th state
The Lincolns move to Indiana from Kentucky, Abe is 7
WILLIAM CONNER COMES THROUGH WHAT WILL ONE DAY BE BARTHOLOMEW COUNTY

- 1817 James Monroe is President (1817-1825)
- 1818 TREATY OF ST. MARY'S IS SIGNED- LAND THAT IS NOW
BARTHOLOMEW COUNTY GOES TO U.S. GOVERNMENT
Nancy Lincoln dies
- 1819 JOSEPH COX AND FAMILY MOVE INTO THE HAWPATCH
- 1820 TIPTON BUYS LAND AT THE CONFLUENCE OF THE FLAT ROCK
AND DRIFTWOOD RIVERS
Indiana University is founded
- 1821 BARTHOLOMEW COUNTY IS FOUNDED
TIPTONA IS RENAMED COLUMBUS AS THE COUNTY SEAT
- 1824 State capital moves to Indianapolis
WHAT IS NOW AZALIA SERVES AS STATE CAPITAL FOR ONE
NIGHT DURING MOVE
Four settlers are tried and hanged for killing Indians
along Fall Creek in Indiana
- 1825 New Harmony is founded
John Quincy Adams is President (1825-1829)
- 1829 National Road is complete to Indianapolis
MARTIN HAUSER MOVES TO HAW CREEK FROM NORTH CAROLINA
FIRST SCHOOL IN COLUMBUS, THE LIBERTY SCHOOL, IS
BUILT
Andrew Jackson is President (1829-1837)
- 1830 Nullification controversy intensifies (state vs.
federal power)
MORAVIAN CHURCH FOUNDED IN GOSHEN (HOPE
- 1831 FIRST NEWSPAPER PRINTED IN COLUMBUS
AZALIA IS PLATTED
Underground Railroad begins
John Tipton serves in U.S. Senate (1831-1839)
HOMES OF JOHN HALL AND JOHN THOMAS IN SANDCREEK
TOWNSHIP SERVE AS STOPS ON UNDERGROUND RAILROAD
- 1832 HARTSVILLE IS FOUNDED
NEWBERN IS PLATTED
- 1836 William Holmes McGuffey publishes his readers
-
- ~~1837 Martin VanBuren is President (1837-1841)~~
Maconaquah (Frances Slocum) is reunited with her
brother in Peru
COLUMBUS IS INCORPORATED AS A TOWN
MOONEY TANNERY OPENS IN NINEVEH TOWNSHIP

- 1838 Tipton begins the removal of the Potawatomi Indians in Indiana known as the Trail of Death
ZUROEVESTE AND OTHER GERMAN LUTHERANS SETTLE WHITE CREEK
- 1839 John Tipton dies
- 1841 William Henry Harrison serves as President, dies in office
John Tyler serves as President (1841-1845)
- 1842 Notre Dame is founded
- 1844 MADISON & INDIANAPOLIS RAILROAD COMES THROUGH COLUMBUS
- 1845 ELIZABETHTOWN IS LAID OUT
BURNSVILLE IS PLATTED
James K. Polk is President (1845-1849)
- 1846 The Mexican War is fought (1846-1847)
- 1849 BARTHOLOMEW COUNTY CHOLERA EPIDEMIC STRIKES
TAYLORSVILLE AND BETHANY ARE PLATTED
Zachary Taylor is President (1849-1850)
- 1850 HARTSVILLE ACADEMY/UNIVERSITY EXISTS (1850-1898)
Millard Fillmore serves as President (1850-1853)
- 1851 Jenny Lind comes to Madison
JONESVILLE AND WALESBORO ARE PLATTED
WAYNESVILLE AND MT. HEALTHY ARE LAID OUT
Public school system in Indiana begins
- 1852 Formation of Indiana State Board of Education
JEFFERSONVILLE AND INDIANAPOLIS RAILROAD COMES TO COLUMBUS
FIRST AGRICULTURAL FAIR IN BARTHOLOMEW COUNTY
Uncle Tom's Cabin is published
- 1853 CLIFFORD IS LAID OUT
KENTUCKY STOCK BANK IS ESTABLISHED IN COLUMBUS
Franklin Pierce is President (1853-1857)
- 1857 James Buchanan is President (1857-1861)
- 1859 COLUMBUS PUBLIC SCHOOL IS BUILT ON CENTRAL SITE
- 1861 Abraham Lincoln serves as President (1861-1865)
Civil War is fought
- 1863 Morgan's Raid comes into Indiana, as far north as Vernon
FIRST NATIONAL BANK OPENS IN COLUMBUS

- 1864 COLUMBUS IS INCORPORATED AS A CITY
SMITH JONES IS ELECTED FIRST MAYOR
ST. LOUIS CROSSING IS PLATTED
- 1865 Andrew Johnson serves as President upon Lincoln's
assassination (1865-1869)
- 1866 Reno Brothers of Seymour invent the train robbery
- 1868 HOPE MORAVIAN FEMALE SEMINARY IS OPEN (1868-1881)
- 1869 Purdue University is founded
COLUMBUS INSTALLS GAS STREET LIGHTS
Ulysses S. Grant serves as President (1869-1877)
- 1871 MCEWEN AND SONS BANK FAILS IN COLUMBUS
- 1872 THE REEVES BROTHERS (HOOSIER BOY CORN PLOW CO.) COME
TO COLUMBUS AND OPEN REEVES & COMPANY
IRWIN'S BANK OPENS
- 1873 COLUMBUS FIRE DEPARTMENT IS FOUNDED
- 1874 PRESENT BARTHOLOMEW COUNTY COURTHOUSE IS DEDICATED
PETERSVILLE IS PLATTED
- 1875 AZALIA MEETING IS FOUNDED
- 1877 FIRST DAILY NEWSPAPER IS PUBLISHED IN COLUMBUS
Rutherford B. Hayes is President (1877-1881)
- 1879 Edison invents the electric light bulb
CURRENT SIMMONS SCHOOL BUILDING IS BUILT
- 1880 AMERICAN STARCH WORKS OPENS IN COLUMBUS
- 1881 James Garfield is President
Chester A. Arthur serves as President (1881-1885)
- 1882 State Board of Education sets requirements for
completion of 8th grade in township schools
- 1883 James Whitcomb Riley publishes his first poetry book
- 1884 CEREALINE MARKETS THE NEW BREAKFAST CEREAL
-
- 1885 Grover Cleveland serves as President (1885-1889)
- 1886 Statue of Liberty is erected

- 1887 COLUMBUS STREET LIGHTS ARE CONVERTED TO ELECTRIC
- 1889 CRUMP THEATRE IN COLUMBUS IS OPENED
Benjamin Harrison serves as President (1889-1893)
- 1890 Interurbans are in use (1890-1930)
- 1891 Basketball is invented
- 1893 STREET RAILWAY BEGINS IN COLUMBUS
Grover Cleveland is President again (1893-1897)
- 1894 Elwood Haynes drives his new "automobile" down
Pumpkinville Pike in Kokomo
- 1895 Wireless telegraph is invented
- 1896 COLUMBUS CITY HALL IS BUILT AT FIFTH AND FRANKLIN
RURAL-FREE DELIVERY OF MAIL BEGINS IN HOPE
REEVES PULLEY COMPANY PRODUCES FOURTH OR FIFTH
AUTOMOBILE IN U.S. (FIRST WITH VARIABLE SPEED
TRANSMISSION)
- 1897 School attendance becomes mandatory
William McKinley is President (1897-1901)
- 1898 Spanish American War is fought
- 1899 INTERURBAN BETWEEN INDIANAPOLIS AND LOUISVILLE IS
OWNED AND DEVELOPED BY JOSEPH I. IRWIN AND SON,
W.G. IRWIN
- 1900 "Golden Decade" of literature in Indiana
flourishes (1900-1910)
- 1901 Teddy Roosevelt serves as President (1901-1909)
- 1903 Wright Brothers fly at Kitty Hawk
First World Series game is played
- 1906 LAST YEAR SIMMONS SCHOOL IS IN USE BEFORE
CONSOLIDATION
- 1911 The first Indianapolis 500 mile race is run
- 1913 Ford invents the Model T car
-
- 1919 CUMMINS IS FOUNDED BY CLESSIE CUMMINS AND W.G. IRWIN
- 1989 SIMMONS SCHOOL BUILDING IS MOVED TO CURRENT SITE
- 1992 SIMMONS SCHOOL IS DEDICATED FOR USE



A Paper Drinking Cup

Before schools were equipped with water fountains, everyone drank from a bucket of water drawn from a nearby stream or well. Using the same dipper over and over again was not very sanitary, so teachers encouraged their pupils to bring their own cups from home. But what happened if a student forgot to bring one?

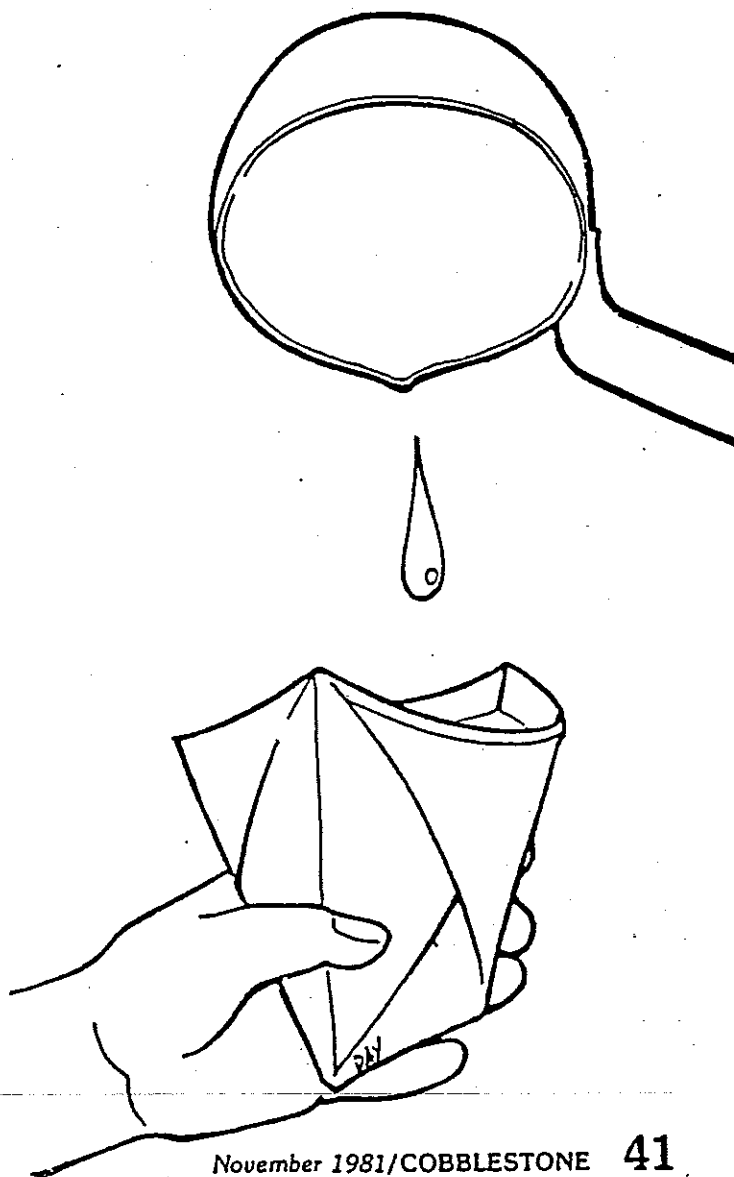
In *The Thread That Runs So True*, Jesse Stuart taught his pupils how to make their own cups from a sheet of paper. Here's how they did it.

To make the cup, fold a square of paper along one of its diagonals, A-B. (See figure 1.)

Fold point A over to point D along the dotted line C-G. Then fold point B over to point C along the dotted line D-H.

Your cup should now look like figure 2. Fold down point E, tucking it into the pocket at the line C-D. Turn the cup over and fold point F just as you did for point E, without tucking it in. Your cup is finished and will be water-tight until the paper is soaked through.

Illustrated by Vivian Day



November 1981/COBBLESTONE

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Using Simmons School

USING SIMMONS SCHOOL

The Flat Rock-Hawcreek School Corporation is happy for you to visit the Simmons School. While using the facility, please remember you are a guest, and you are responsible for any damage to the building or materials. Keep in mind that Hope Intermediate is in session, so be courteous and respectful of the staff and students. It is our hope you will bring your class to experience an authentic "one room school day," and it is for that purpose that this manual and these forms and rules were written. However, if you have a different need for using this facility, please call Barbara Johnson at (812) 546-4877.

PLANNING A ONE ROOM SCHOOL DAY

FIRST- Go to the website, www.simmonsschool.com, to check the availability of the date you wish to visit by clicking on *school calendar*. Then follow the directions given on the page *planning a field trip*. Your reservations may be e-mailed through that site or you may call (812) 546-4877 to schedule a visit.

Please have the following information ready at the time you make your reservation:

Name of group and contact person/phone number

Age or grade level of students attending

Number of students and adults (The building can not have more than 50 people at one time.)

Approximate time of arrival and departure

Do you prefer a schoolmarm be hired for your day or will you do the day yourself?

Do you need a copy of this manual and a video?

Cost for the day is:

\$45 if you decide to serve as your own schoolmarm (Maximum 50 people in the building).

\$95 if you wish our schoolmarm to conduct the day (Maximum 30 students for the day or one class if larger than 30).

Teachers should be aware that they will be expected to assist the schoolmarm throughout the day with various activities and discipline.

ADDITIONAL INFORMATION TO CONSIDER BEFORE YOUR VISIT

The One Room Schoolhouse Committee realizes that having over 2,000 students in Simmons School each year is going to result in some accidental breakage and wearing out of materials, toys, and supplies; however, we reserve the right to bill you for any intentional damage or breakage your students might create while visiting our schoolhouse. To this date, we have not had to enforce this issue any time in the past 15 years of use, but wish to make you aware that misuse of materials or vandalism will not be tolerated.

Payment of fees should be done ahead of the visit if at all possible. We prefer payment at least two weeks in advance. We know that some school corporations will not allow this to happen. In that case checks should be handed to the schoolmarm when the group arrives. If several groups are visiting from the same school, one check for the entire amount is appreciated. A receipt will be sent or mailed back to the school or PTO or other organization or individual that pays the fees. Checks should be sent to the following address, which is not the address of the schoolhouse since no mail is delivered there:

*One Room Schoolhouse Committee
c/o Barb Johnson
18373 E. 600 N.
Hope, IN 47246*

Location:

Simmons School sits right behind Hope Intermediate School. That school is located on State Road 9, in Hope, Indiana, just a few blocks south of the town square. If you need to make a computer generated map to find your way here, please have the map direct you to Hope Intermediate (sometimes still listed as Hope Elementary) at 9575 N. State Road 9, Hope, IN 47246. You are requested to park in the lot north of the elementary school from which you will be able to see the brick schoolhouse. Please use sidewalks located behind the elementary school to get to the building. Remember that the "outhouse" is actually the restrooms in Hope Intermediate, located just inside the back door to the left. It is a good idea to ask your students to stop there before going to the schoolhouse to save you so many trips back and forth.

BEFORE YOUR VISIT

Your students will surely anticipate your visit to Simmons School as a "fun" day, but the educational opportunities are limitless. Through your planning, students will get a history lesson brought to life. Please try to make your day at Simmons School as authentic as possible. Avoid references to present things. The students will portray pupils a century ago while you take the part of a schoolmarm or schoolmaster.

The ideal situation is just one class and one teacher, with some extra adults to help. Two small classes might be combined and the teachers can team teach. REMEMBER, there is a legal limit of 50 persons that can occupy the Simmons School at any one time. Therefore, if you plan to bring a large group, you will need to plan outside activities for part of the group. There is no shelter outside in case of inclement weather.

You will need to prepare your students in advance for their visit to Simmons School. There are many activities you can do in your own class to get them ready. Make sure to at least cover the following areas:

1. Choose a date/year for the period you wish to study during your visit. This manual is intended for the period 1879-1906. Discuss everyday life during the Victorian Era. Talk about living without electricity, running water, indoor plumbing, cars, or television. Have students brainstorm, write and draw about walking everywhere, riding horses or bicycles. Farming was the major occupation and a visit to "the city" was a rare occurrence. Read the historical background section and historical timeline in this manual. Discuss children's chores at home, social events of the era, and inventions of the period.
2. Plan to dress the part. Discuss appropriate clothing and share photographs and drawings of Victorian dress. Read the page on dress in this manual. You may copy that page to send home with students in case parents want to make costumes.
3. Lunches will be something students will enjoy preparing before their visit. Discuss possible menu items and how it should be packed. Use this manual for a reference and feel free to send the "Lunch In A One Room School" page home with the students. Students may want to bring blankets or rugs for eating lunches outdoors, if weather permits. The drink for the day will be water from the water bucket.
4. Prepare lesson plans for your Simmons School day. See the sample schedule in this section. Make sure you adapt the lessons for your group, and plan for at least three ability groups. Your groups should be chosen arbitrarily or perhaps by size rather than by a student's actual abilities. Students would have been in grades one through eight, aged 5 to 20 years old. Often it took several years to complete a "level." Students worked at their own pace. Older students might have tutored

younger students in reading or math. You might want to explain the groupings to your students before going to Simmons School.

5. Teach and practice the songs, games, and play parties you will use, if you are doing your own day. If you have a schoolmarm, just prepare them with the change in the pledge and warn them there will be songs and play parties that will be new.

Below is a list of materials available for your use in the schoolhouse. You may use any other materials you find there that are not included in this list.

17 double desks
1 teacher's desk
1 front chalkboard
34 slates, slate pens, and rags for cleaning
14 inkwells and pens
2 flags
1 dunce seat and cap
12 benches
2 non-working stoves
1 library table
1 antique clock that does not always work correctly
1 antique globe for teacher use only
1 map case (not period appropriate)
1 wash basin and lye soap that is safe to use
4 buckets with water (2 for drinking and 2 for washing)
1 drinking dipper
Reproductions of McGuffey readers (primers, second and fourth readers)
School bell in belfry (teacher uses rope to ring bell)
Handbell on teacher's desk
Marbles, jacks, jump ropes, burlap bags, stick and ball, handheld games, etc.
30 tin cups for drinking water

WHAT TO BRING TO SIMMONS SCHOOL

A class list	Extra paper for writing or cups
Blankets if you wish to eat outside	Paper cups for drinking
Lunches	Materials for crafts you have planned

SAMPLE SCHEDULE FOR SIMMONS SCHOOL

- 9:00 Arrival- Assign seats, find artifacts needed, review rules
- 9:10 Opening Exercises- Pledge, proverb, date, song
- 9:20 Roll Call (See manual for suggestions.)
- 9:30 Reading Instruction- Divide class into three groups. Give slate practice or reading assignment to two of the groups. Invite third group up front to the recitation benches for oral reading or reciting. (See manual for suggestions.) Spend about 10 minutes with each group.
- 10:05 Math- Cliphering at board or on slates (See manual for suggestions.)
- 10:30 Recess (See manual for suggestions.)
- 11:00 Spelling Bee or Elocution Contest- Try short poems, tongue twisters or proverbs. (See manual for words, poems, riddles, and proverbs.) Emphasize proper articulation, pronunciation, pitch, volume.
- 11:30 Lunch and Recess- Wash hands with lye soap. Dip cups of water. Take lunches outside in grass or on blankets to eat. Recess can be free time with game supplies; do not use the Hope Elementary playground equipment.
- 12:30 Mental math, story read by teacher, or "science" lesson
- 12:45 Physiology- Whole group instruction (See manual for suggestions.)
- 1:00 Penmanship- Slates or paper and pencil. If you have several adults, you may wish to try using the ink wells and wood nib pens.
- 1:30 History Lesson (See manual for suggestions.)
-
- 1:40 Music- Sing songs or teach play parties (See manual for suggestions.)
- 2:00 Wrap Up- Take final restroom break, clean up, count and inventory materials

ARRIVING AT SIMMONS SCHOOL

Simmons School sits behind Hope Intermediate School, which is the farthest north section of the new school complex on the east side of State Road 9 just about six blocks south of the town square in Hope, Indiana. It is our suggestion that you park in the lot north of Hope Intermediate, going as far to the east side as possible. From your bus or other vehicle, you will take the sidewalk that runs behind Hope Intermediate, past the playground, to the back entrance. There we suggest you visit the restrooms which are to the left, just inside the back door before you go to the schoolhouse. If you have a schoolmarm for the day, she will notify the staff at Hope Intermediate to make sure you are able to enter the back door of Hope Intermediate when you arrive. If you are a homeschool group, please plan to meet at the back entrance to the elementary school, and after everyone has had an opportunity to use the restrooms, come to the schoolhouse in one group. If you are serving as your own schoolmarm, you should be able to enter that back door without any problems since the janitorial staff of Hope Intermediate will be expecting you at that time. However, if you find the back door locked for some unusual reason, you will find a key to that back door hanging on the door frame as you enter Simmons School. Please feel free to use that key to gain entrance.

IF YOU HAVE A SCHOOLMARM

She will take care of all the following items.

IF YOU DO YOUR OWN DAY

The schoolhouse will be unlocked, the thermostat set, water buckets filled, wash basin and soap available, and you will find paper for writing and square paper for making cups as directed in this manual on page 11 (one piece each per student, please). Cream will be available to shake into butter which can be served on the crackers that are available.

During your recess break, you may use the Simmons School jump ropes, marbles, stick and ball, jacks, and sacks. You may organize some of the games included in this manual. You may use the yard around the school for recess, or if you need more space, use the grassy area between the schoolhouse and the gravel parking lot to the east. Please avoid the Hope Elementary playground, the baseball diamonds and track.

For lunch you may eat inside the school or outside on the school grounds. If you eat outside, you might bring blankets to put on the grass. If the students bring authentic lunches, there won't be much trash, but do clean up the lunch area. Trash containers will be provided.

IN CASE OF FIRE, the person in charge is to safely exit all students to an area away from the building. Students should regroup near the track fence across the front sidewalk. A responsible adult should immediately enter the Hope Elementary cafeteria (to the right when entering the back doors) and push the office call button on the wall left of the cafeteria door. The principal's office will immediately call the fire department. Students are to remain together by the fence until further directed by the person in charge.

IN CASE OF TORNADO, the Hope Elementary principal will send a messenger to the Simmons School when the area is under a tornado warning. The person in charge is to take the students into the Hope Elementary gym boys' locker room and remain there until released by the elementary principal or his designee. The gym is located inside the rear doors of the building to the left. The locker room is located to the left of the short gym hallway. Dismissal will be by intercom or messenger.

DEPARTING SIMMONS SCHOOL

Check to see that all books, supplies, and artifacts are returned to the proper places. Pick up all trash inside and outside. Sweep the schoolroom floor. Empty the water buckets outside. Turn off any oil lamps that were used (during the day they should not need to be used). Take all of your own belongings, including the papers done by your students. Shut the door when you leave. Please let the Flat Rock-Hawcreek School staff know how you enjoyed your visit. Please plan to come again!

OPENING EXERCISES

PLEDGE- I pledge allegiance to my flag, and to the Republic for which it stands. One nation, indivisible, with liberty and justice for all. (Since this is different from the version today's school children learn, you may want to learn it ahead of time OR write it on the chalkboard at Simmons School.)

DATE- Identify the day, month, day and year. Write on the board OR tell the students who the governor of Indiana and the U.S. president are. You may want to point out the number of states/stars on the flag.

MANNERS- Review expectations; Students should always stand to the side of their desk when called upon to recite or speak. Students should address adults as "Ma'am" or "Sir."

PROVERB- Write proverb or Bible verse on the board. Read it aloud. Have the class read it in unison. Explain and discuss the proverb. Have students recite it.

SEATING- Students should be seated by size and/or sex. Older (bigger) students should sit in the back, with younger (smaller) students near the front. You may wish to seat boys on one side and girls on the other.

ROLL CALL- Roll call can give students insight into life in the one room school era. Call each student's name, at which time he rises and responds with "present" or "yes." The teacher should then make a comment about something that pertains to the life of the child. Examples:

Teacher: Samuel Smith

Child: Present, ma'am.

Teacher: Is your ma feeling better today, Samuel? I heard at church yesterday she had the 'ague.

Child: Yes, ma'm. (If the children have been prepared, he might continue the role play...) She suffered a bit, but the mint tea Widow Barker fixed her has helped some.

Teacher: Annabelle Jones

Child: Yes, ma'am.

Teacher: Did you ride your horse to school today?

Child: Yes, ma'am.

Teacher: Did you tie him up today? I will not have that horse sticking his head in the schoolhouse window again. You may need to stay after school to wash the boards!

Child: Yes, ma'am!

You might want to plan your comments ahead of time. This is important for making every child feel a part of the role play and sets the tone for the day.

Suggestions for Roll Call

Boys:

1. Did you ride your horse to school today? I do hope you tied him. If he sticks his head in the window of my classroom again today, you might find yourself staying after school.
2. Thank you so much for bringing me the rabbit yesterday evening. You know I am not much with a gun, so I appreciate any extra game you might have. It made the most delicious stew!
3. Mr. Dailey stopped by after school yesterday to let me know that one of my students has been stopping by his pasture after school to throw rocks at his cows to make them run. Since you are the only young man who goes home that way, I feel it must be you. Mr. Dailey warned that he will be watching and if he catches that young man, he intends to warm his britches.
4. Have you been at the creek again this morning? I thought so. The bottom of your britches are wet. How many times have I told you that you can play there in your free time, but not on your way to school? I am surprised you arrived on time. By the way, do you have any frogs, snakes, or turtles in those pockets?
5. You should be glad to hear that Mr. Reed at the General Store has offered to give a stick of candy to the winner of the marble contest you will be conducting at recess tomorrow. I hope all of you boys brought your pokes of marbles with you to practice.
6. Could you please ask your father if he would be able to fix my wagon spoke by this Saturday? I have to drive to Hartsville to the monthly Teachers' Institute that day, and with the broken spoke, I am afraid I might have trouble getting there.
7. Would you please tell your father that Mr. Bruner at the hardware has offered to donate paint to our school so that your father can begin to paint all the trim whenever he has time.
8. I am really surprised that you are in school today. I thought your father would keep you home to help with the corn picking. Please thank your father for me for understanding how important your education is.
9. I understand that you would like to have part of the schoolyard to set up a new game. Let's see--I hear you would like the bare spot under the tall tree. You are planning to bring a peach basket to school and will hang it ten feet up on the trunk. Then you will take a large ball and throw it into the basket. Is that right? What will you call this game? (Basketball)
Basketball! Well you are most welcome to set up the game, but there

doesn't seem to be much to it. You know it will never catch on around here, don't you?

10. I see you are limping a bit today. I hope what I heard about you is not true. I heard that you were on the roof of your barn yesterday with some homemade wings, trying to learn to fly like a bird. Someone told me you jumped off the edge and fell to the ground and should feel lucky that you didn't break some bones. You know man is not meant to fly! If we were, we would have wings and feathers.

11. Could you stay after school today to help clean the stable? We would like to have it all clean for our evening box social on Saturday.

12. Where have you been? I thought you wanted the job of coming to school early to start our fires, clean the boards, carry water, and make sure our school is ready for the day. If you do not intend to complete your job, please allow me to select another boy who would appreciate earning the 25 cents a week more than you.

Girls:

1. My, what a lovely dress. Did your mother make that for you this week?

2. Is your mother ready for the box social on Saturday evening. I hope she remembers that she is to contact all the other parents about the event. (Let student sit down). Are all of you girls planning what you will pack in your box or basket for the social? You must use your best receipts to make a delicious meal for two to be auctioned off that evening. And have you boys saved your pennies to be able to buy the basket of the girl you would like to eat with that evening? I do hope Tom has more luck this year. Remember when he thought he was bidding on Sally's lunch and he was really bidding on old Mrs. Clouse's? To bad he had to spend the evening with Mrs.

Clouse!

3. Could you stay after school on Friday evening to sweep the floors and wash the boards so that our schoolroom will look nice for the social on Saturday?

4. And could you also stay after school Friday to clean the chimneys? We will need to make sure we get plenty of light through our lamp chimneys since this will be an evening event.

5. Could you ask your mother when and where the next quilting bee will be held? Since I missed that last time, I don't know where we will go next.

6. Please thank your mother for the receipt for the poultice. My sister had a terrible cold last week, but when we boiled those onions and mixed them

with your mother's suggestion for other herbs and wrapped them in the old cloth and placed them on her chest, that cold was gone in nothing flat!

7. I am glad to see you arrived at school on time today. I guess you have decided to arise earlier to gather those eggs before school starts. I am proud of your new habit and hope you will continue to practice it.

8. Would you thank your mother for that lovely pat of butter she left on my kitchen table yesterday. Since I do not have a cow, I have no way to make butter. I do appreciate your mother's generosity.

9. Are you and your sister still gathering persimmons? There is a tree just back of my house that is loaded with them, and I will never get them all used up. You are welcome to come and pick from that tree. Please be sure to check the seeds to see what kind of winter we will be having.

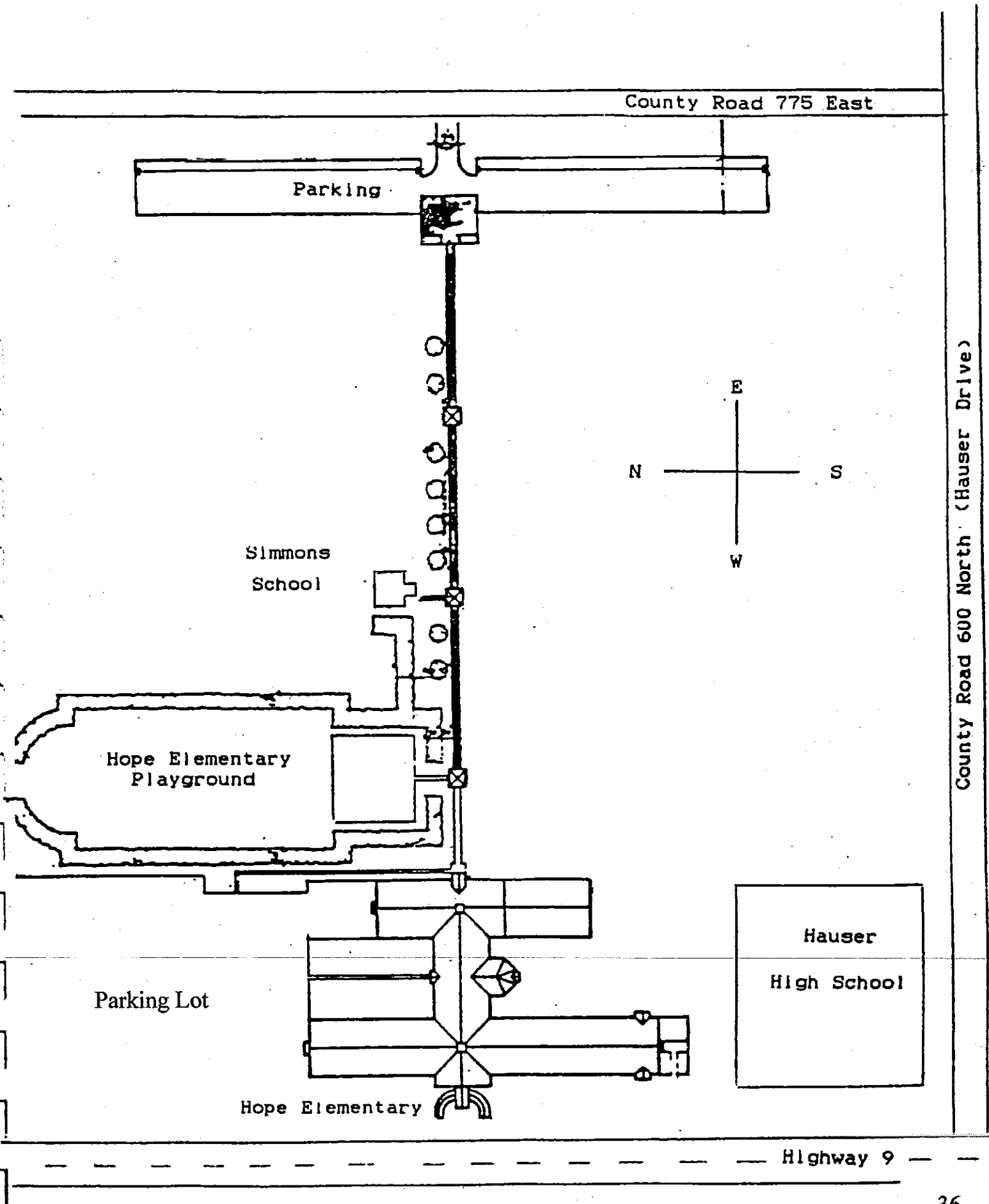
10. I guess your mother and new baby brother must be getting along well? I didn't expect you back at school for at least another week. Please thank your mother for sending you back so soon. I know how much she really needs your help at home.

11. I was so sorry to hear about your brother. Is he doing better this morning? (Allow student to sit). Did the rest of your boys and girls hear about Sally's brother's accident? It seems that he was in the garden helping her father clear away the rest of the vegetables and plow up the old weeds when something spooked the horse and it started to run with the plow still hook up. It ran over her brother and cut a deep gash in his leg. Dr. Stapp says it will be some time before he'll be back at school.

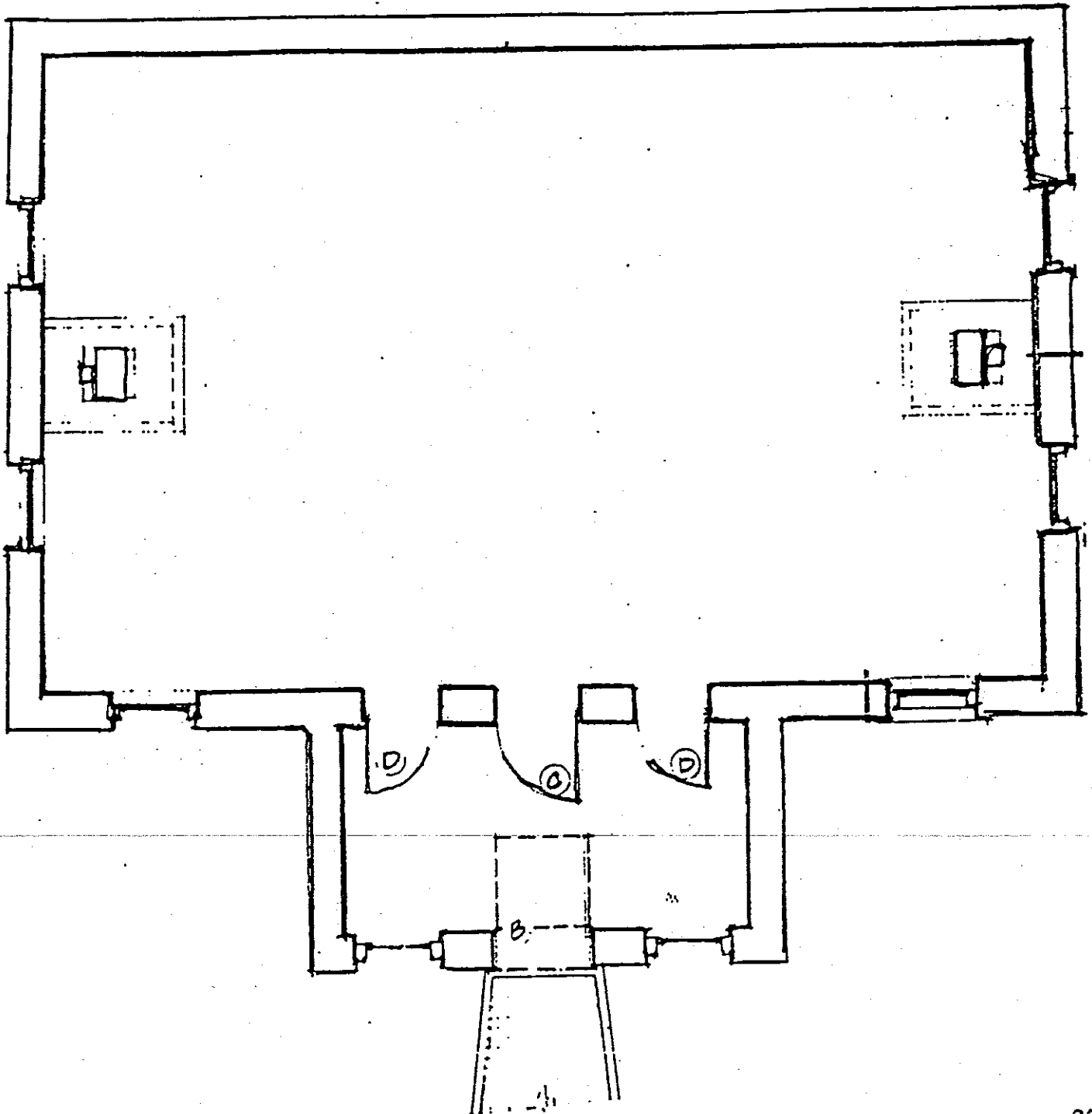
12. I hear you will be having a husking bee at your house as soon as your father gets all the corn picked. I'm sure you will have a wonderful time with all your friends as you husk the corn. Remember that if a boy finds a red ear of corn, he will get to kiss the girl of his choice!

13. Please thank your father for the rick of wood he dropped off for us here at school. That will keep our stoves going for many days when the days get cooler.

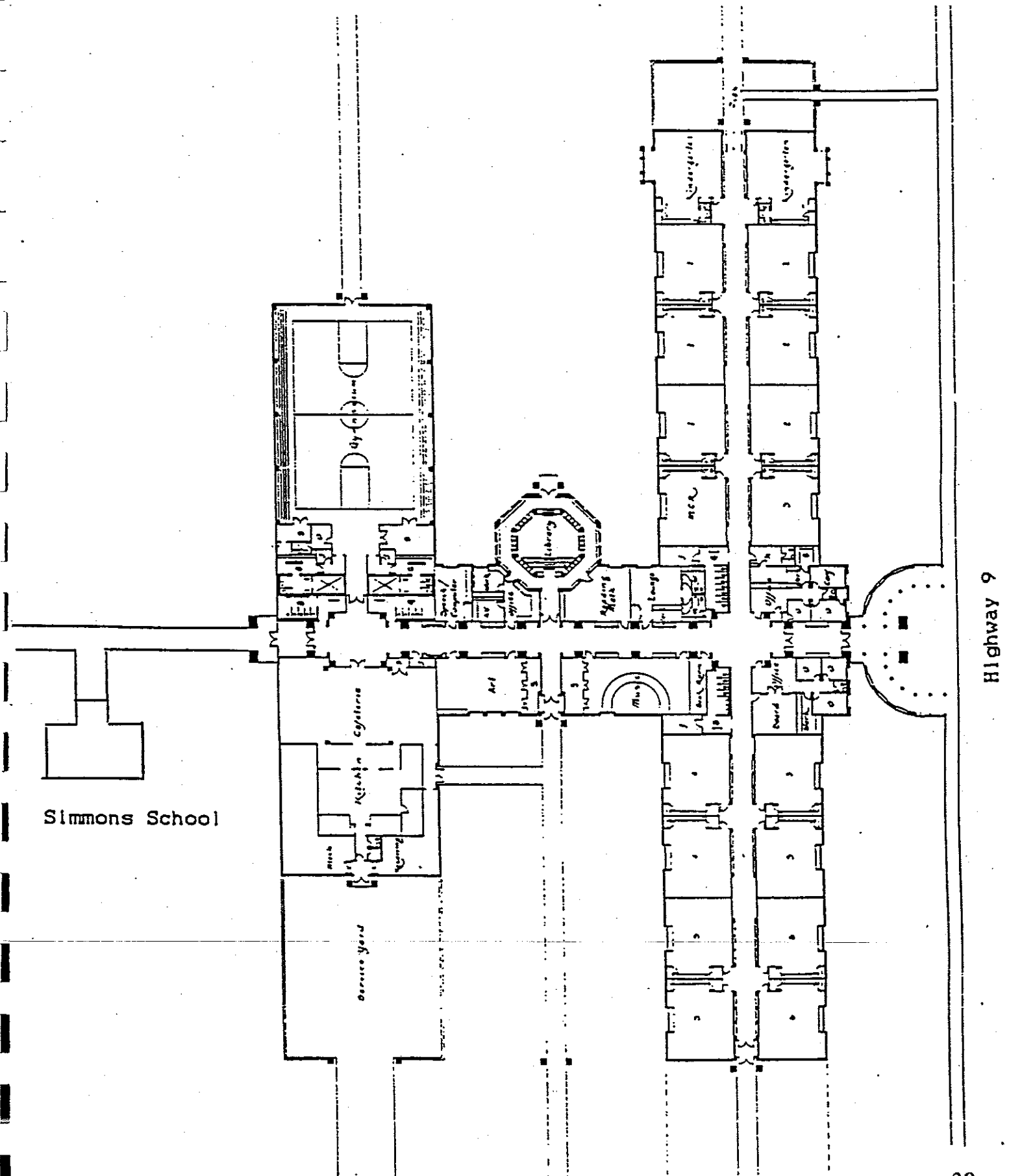
MAP OF HOPE ELEMENTARY GROUNDS



MAP OF SIMMONS SCHOOL



FLOOR PLAN OF HOPE ELEMENTARY





Lessons

SYNOPSIS OF SUBJECTS TAUGHT IN THE ONE ROOM SCHOOLS

Opening Exercises- Dally prayer; thought or proverb of the day; pledge; roll call; patriotic songs, hymns, and other songs; calisthenics; reading from the Bible or other books

Reading- McGuffey Readers or Indiana Series; students came to recitation bench to recite; stories taught morals; young students used alphabet chart; drillwork on phonics; phonics and alphabet songs/chants were used

Penmanship- Used slates or copybooks; copied poems or proverbs off chalkboard; stressed writing with a flair

Arithmetic- Used songs/chants to learn facts; lots of drill work and mental arithmetic; younger students counted with manipulatives like rocks, corn, and sticks, did number writing, simple addition & subtraction drill work, memorization of facts, and simple story problems; older students did much of the same with an emphasis on story problems plus ciphering (written math races with calculations or story problems), oral drill, and multiplication & division drill

Spelling (Orthography)- Eclectic Speller; spelling matches or bees- spelled for "head" (top speller was head; person to remain standing at head of class after outspelling row of pupils)

Grammar- Diagramming sentences; poem or storywriting; elocution (speaking clearly); proper way to introduce and address someone; letter writing; seasonal plays

Geography- Older students used songs/chants to learn states, rivers & capitals, and counties of Indiana; used globes and maps; learned the compass rose, hemispheres, landforms, soil types; lots of memory work

History- Memorizing presidents and vice presidents and their parties; major historical events; when states entered the union; local, state, national and world current events

Physiology- First aid; hygiene; home remedies; body systems; songs/chants to memorize bones

TYPICAL SCHOOL DAY SCHEDULE IN 1906

This is a schedule for a typical school day. Time constraints and the number of students at each level would have also influenced the daily schedule. At times teachers would have grouped students as primary, intermediate or upper rather than by individual grade levels.

8:00	Teacher rings school bell.
8:00- 8:30	Students enter building. Lunches and coats are placed in cloak room/foyer. Perishable foods might be placed in the window depending upon the weather.
8:30- 8:40	Roll Call/Opening Exercises
8:40- 8:55	1st Read
8:55- 9:10	2nd Read
9:10- 9:25	3rd Read
9:25- 9:40	4th Read
9:40-10:00	5th-6th Read
10:00-10:15	Recess
10:15-10:30	1st Numbers
10:30-10:40	2nd Numbers
10:40-10:50	3rd Arithmetic
10:50-11:15	4th-5th Arithmetic
11:15-11:30	6th Arithmetic
11:30-11:45	7th Arithmetic
11:45-12:00	8th Arithmetic
12:00- 1:00	Noon
1:00- 1:10	1st Read
1:10- 1:20	Spell
1:20- 1:30	3rd-4th Grammar
1:30- 1:45	5th-6th Grammar
1:45- 2:00	7th-8th Grammar
2:00- 2:15	Recess
2:15- 2:45	Penmanship
2:45- 3:15	5th-6th Geography
3:15- 3:30	7th-8th History
3:30- 4:00	Physiology

Source: Indiana Junior Historical Society. "Readin', Writin', and 'Rithmetic" The Story of Goddard School. Indianapolis: 1978.

TEXTBOOKS USED IN HAWCREEK TOWNSHIP, 1853

Elementary Spelling

McGuffey's Eclectic Series

Ray's Arithmetic

Talbot's Arithmetic

Smyth's Arithmetic

Smyth's Geography

Morse Geography

Olney's Geography

Kirkam's English Grammar

Bullion's English Grammar

Carter's Physiology

Submitted by Trustees: Francis Eberman, Clerk
S.F. Eaton
Thomas Essex
John R. Morledge

James Hobbs
County Auditor to Superintendent of Public Instruction, 1853

ORTHOGRAPHY (SPELLING)

Proper spelling was important in one room schools. Spelling would have been taught phonetically along with reading. Spelling bees were frequent, and winning was important.

Primary Words	Intermediate Words	Advanced Words
am	care	finite
ax	snare	debris
rat	wager	calliope
sat	harvest	treacherous
gad	garment	sovereign
sap	sneeze	fluctuate
lag	sequence	quarrelsome
tap	venom	Jovial
nap	merchant	diversity
rap	firstly	recommend
led	spiral	beneficial
pet	quaff	parley
hen	squander	licorice
pest	secret	poultice
pelt	memory	felicity
tent	recognize	tyranny
jest	atom	crevice
fig	wisdom	official
nip	pewter	solstice
sit	cider	embellish
gust	miser	magnify
rush	spiral	civil
lad	squirm	courteous
sod	fritter	conceit
fib	guard	friction
play	argument	frugal
spare	wart	cautious
charm	apt	tirade
raft	swamp	isothermal
stay	priest	enfranchise
bray	neither	attache
and	query	piano
you	knelt	mercantile
candy	sledge	leisure
linen	helm	heroine
person	memory	isolate
kind	wasplishly	ordinance

If you need more words use the McGuffey readers or the book Normal Course in Spelling in the Simmons Schoolhouse.

Source: McGuffey's Eclectic Spelling Book. New York: Van Nostrand Reinhold [1879].

READING

Reading was one of the most important subjects taught in the one room schools. The main goal in learning to read was to be able to read the Bible.

There were several different readers available at the turn of the century, but most schools in Hawcreek Township used either the Indiana Series or McGuffey's Eclectic Readers. The Simmons schoolhouse is equipped with McGuffey's readers (30 copies each of the primer, second reader, and fourth reader, and one copy of the complete set--primer through sixth reader.)

Even though there were six readers in McGuffey's series for elementary schools, many children only got through the fourth reader. The fifth and sixth readers were definitely for the advanced 7th and 8th year students.

Students began reading without the use of a book. Often charts were used that had pictures with one sentence stories and new words listed. The beginning readers would discuss the picture, point out things they recognized and question things they didn't. New words were identified and the sentence read several times by the group. Then new words were written on slates or written by the teacher in chalk on desktops. The students would then trace over the words or draw them with corn kernels.

As students were ready for books, the primer would be started. Each lesson would consist of letter sounds, a few words using those sounds, and a short story of two or more sentences. A student would be drilled on the sounds and words for most of the reading period, and then be asked to read and reread the passage many times until the teacher was sure that everything had been mastered. Students were only allowed to move into the next reader when one was completely mastered. Very often a student would repeat the same book several times.

Even though the schoolhouse may have had eight "grades" the teacher may have only been teaching four reading groups. It was not uncommon for the older students to be reading in the primer or first reader with the younger ones.

Material for the second reader and those that followed trained the students in parts of speech, punctuation, inflection of voice, and various other points of grammar. Definitions were stressed. Students were expected to learn to use the dictionary with great proficiency when working on reading assignments. Many definitions, quotes, examples, and lessons were copied on slates or in copybooks for seatwork.

Most of the stories in the McGuffey's Readers had morals or lessons to be learned. Many had to do with being kind to others and not being lazy.

To give students today an idea of how reading was taught in the one room schools, it is recommended that students be divided into two or three groups--primary, intermediate and upper. Each group will have about ten

minutes of reading instruction. Other students may listen, but should be asked to read something or copy an assignment.

The group receiving instruction should be asked to "rise and pass" to the recitation benches at the front of the room. Spend about five minutes drilling on sounds, words, or definitions indicated with each lesson. Then ask students to read portions of the reading lesson while standing at their place. Repeat the lesson until all have a chance. It is recommended that you use a different lesson with each group.

You may use any of the McGuffey readers at the schoolhouse. Today's kindergarten, first and second graders would probably use the primer, third and fourth graders would use the second reader, and older students would use the fourth reader. However, you might wish to use a variety of levels to suit the needs of your class.

Source: Beecher, Walter J. and Grace B. Faxon. Practical Methods, Aids, and Devices for Teachers. Volumes 1 and 2. Danville, New York: F. A. Owen Publishing Co., 1915.
McGuffey's Eclectic Primer. "Introduction."

LESSON XVI.

full load hēav'y mīd'dle hēav'i or
 slip wrong hān'dle brōth'er de gāived'



A KIND BROTHER.

1. A boy was once sent from home to take a basket of things to his grandmother.
2. The basket was so full that it was very heavy. So his little brother went with him, to help carry the load.

3. They put a pole under the handle of the basket, and each then took hold of an end of the pole. In this way they could carry the basket very nicely.

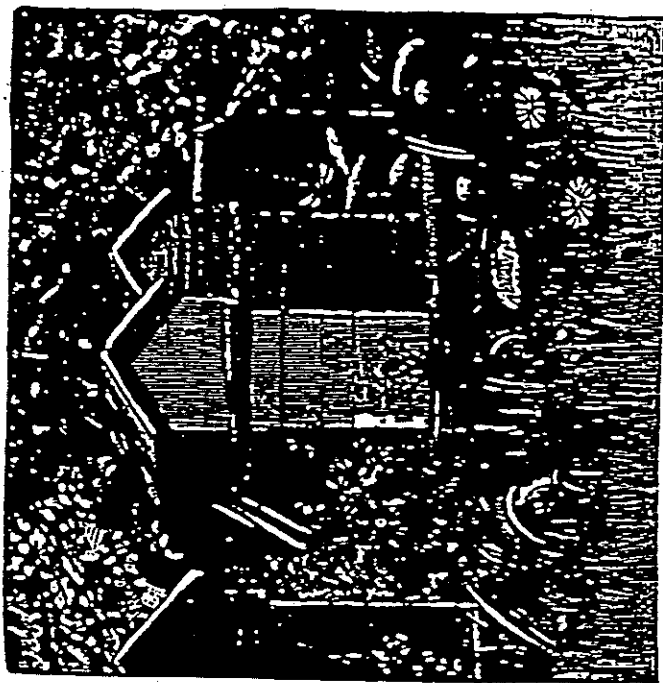
4. Now the older boy thought, "My brother Tom does not know about this pole.

5. "If I slip the basket near him, his side will be heavy, and mine light; but if the basket is in the middle of the pole, it will be as heavy for me as it is for him.

6. "Tom does not know this as I do. But I will not do it. It would be wrong, and I will not do what is wrong."

7. Then he slipped the basket quite near his own end of the pole. His load was now heavier than that of his little brother.

8. Yet he was happy; for he felt that he had done right. Had he deceived his brother, he would not have felt at all happy.



LESSON XXI.

erēn'tūres	drōnes	In'side	hivo	r'dlo
de fēnse'	driv'en	killed	çells	sizo
wōrk'ers	quēen	stings	shāpe	wāx

THE BEE.

1. Bees live in a house that is called a hive. They are of three kinds,—workers, drones, and queens.

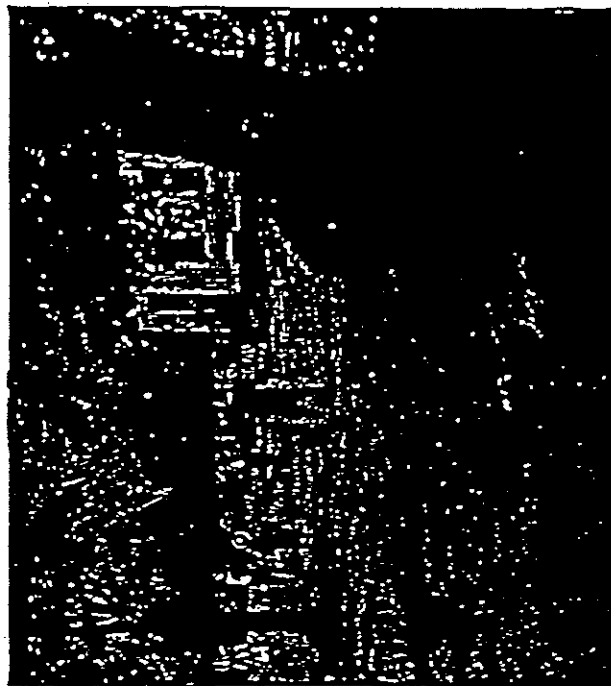
2. Only one queen can live in each hive. If she is lost or dead, the other bees will stop their work.

3. They are very wise and busy little creatures. They all join together to build cells of wax for their honey.

4. Each bee takes its proper place, and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive.

5. The cells which they build, are all of one shape and size, and no room is left between them.

4. But Davy did not notice it. He was thinking of the cruel words that had been said about his ragged clothes. The tears stole out of his eyes, and ran down his cheeks.



5. Poor Davy had no father, and his mother had to work hard to keep him at school.

6. That night, he went home by the path that led across the fields and through the woods. He still felt sad.

LESSON LXV.

rūng Dá'vy vī'ō lēt re çäss' ar rānge'
fērns mǎ'ple dāin'ty lln'gēred pret'ti est

POOR DAVY.

1. It was recess time at the village school. The bell had rung, and the children had run out into the bright sunshine, wild with laughter and fun.

2. All but poor Davy. He came out last and very slowly, but he did not laugh. He was in trouble, and the bright, golden sunlight did not make him glad.

3. He walked across the yard, and sat down on a stone behind the old maple. A little bird on the highest branch sang just to make him laugh.

7. Davy did not wish to trouble his mother; so he lingered a while among the trees, and at last threw himself on the green moss under them.



8. Just then his teacher came along. She saw who it was, and stopped, saying kindly, "What is the matter, Davy?"

9. He did not speak, but the tears began again to start.

10. "Won't you tell me? Perhaps I can help you."

11. Then he told her all his trouble. When he ended, she said, cheerily, "I have a plan, Davy, that I think will help you."

12. "Oh, what is it?" he said, sitting up with a look of hope, while a tear fell upon a blue violet.

13. "Well, how would you like to be a little flower merchant?"

14. "And earn money?" said Davy. "That would be jolly. But where shall I get my flowers?"

15. "Right in these woods, and in the fields," said his teacher. "Here are lovely blue violets, down by the brook are white ones, and among the rocks are ferns and mosses. Bring them all to my house, and I will help you arrange them."

16. So, day after day, Davy hunted the woods for the prettiest flowers, and the most dainty ferns and mosses. After his teacher had helped to arrange them, he took them to the city that was near, and sold them.

Let the pupil practice these examples until he is perfectly familiar with the rising and falling inflections.

Are you sick, or well?

Will you go, or stay?

Did he ride, or walk?

Is it black, or white?

Is he rich, or poor?

Are they old, or young?

Did you say cat, or dog?

I said cat, not dog.

Did you say ham, or beef?

I said ham, not beef.

Is the dog white, or black? The dog is black, not white. Did you say and, or hand? I said and, not hand. Is the tree large, or small? The tree is small, not large. Are the apples sweet, or sour? The apples are sour, not sweet. Is the tide high, or low? The tide is high, not low. Did you say play, or pray? I said pray, not play.

MCQUEEY'S FOURTH READER.



I. PERSEVERANCE.

1. "Will you give my kite a lift?" said my little nephew to his sister, after trying in vain to make it fly by dragging it along the ground. Lucy very kindly took it up and threw it into the air, but, her brother neglecting to run off at the same moment, the kite fell down again.

(25)

2. "Ahl now, how awkward you are!" said the little fellow. "It was your fault entirely," answered his sister. "Try again, children," said I.

3. Lucy once more took up the kite. But now John was in too great a hurry; he ran off so suddenly that he twitched the kite out of her hand, and it fell flat as before. "Well, who is to blame now?" asked Lucy. "Try again," said I.

4. They did, and with more care; but a side wind coming suddenly, as Lucy let go the kite, it was blown against some shrubs, and the tail became entangled in a moment, leaving the poor kite hanging with its head downward.

5. "There, there!" exclaimed John, "that comes of your throwing it all to one side." "As if I could make the wind blow straight," said Lucy. In the meantime, I went to the kite's assistance; and having disengaged the long tail, I rolled it up, saying, "Come, children, there are too many trees here; let us find a more open space, and then try again."

6. We presently found a nice grassplot, at one side of which I took my stand; and all things being prepared, I tossed the kite up just as little John ran off. It rose with all the dignity of a balloon, and promised a lofty flight; but John, delighted to find it pulling so hard at the string, stopped short to look upward and admire. The string slackened, the kite wavered, and, the wind not being very favorable, down came the kite to the grass. "O John, you should not have stopped," said I. "However, try again."

7. "I won't try any more," replied he, rather sul- lenly. "It is of no use, you see. The kite won't fly, and I don't want to be plagued with it any longer." "Oh, fie, my little man! would you give up the sport,

after all the pains we have taken both to make and to fly the kite? A few disappointments ought not to discourage us. Come, I have wound up your string, and now try again."

8. And he did try, and succeeded, for the kite was carried upward on the breeze as lightly as a feather; and when the string was all out, John stood in great delight, holding fast the stick and gazing on the kite, which now seemed like a little white speck in the blue sky. "Look, look, aunt, how high it flies! and it pulls like a team of horses, so that I can hardly hold it. I wish I had a mile of string: I am sure it would go to the end of it."

9. After enjoying the sight as long as he pleased, little John proceeded to roll up the string slowly; and when the kite fell, he took it up with great glee, saying that it was not at all hurt, and that it had behaved very well. "Shall we come out to-morrow, aunt, after lessons, and try again?"

10. "I have no objection, my dear, if the weather is fine. And now, as we walk home, tell me what you have learned from your morning's sport." "I have learned to fly my kite properly." "You may thank aunt for it, brother," said Lucy, "for you would have given it up long ago, if she had not persuaded you to try again."

11. "Yes, dear children, I wish to teach you the value of perseverance, even when nothing more depends upon it than the flying of a kite. Whenever you fail in your attempts to do any good thing, let your motto be,—try again."

DEFINITIONS.—In defining words, that meaning is given which is appropriate to them in the connection in which they are used.

4. En-tū'gled, twisted in, disordered. 5. As-sat'ance, help, aid. Dis-en-gaged', cleared, set free. 6. Gras'plot, a space covered with grass. Dig'ni-ty, majestic manner. 7. Dis-ap-point'ments, failures or defeats of expectation. Dis-cour'age, take away courage. 8. Glee, joy. 11. Pär-se-vér'ance, continuance in anything once begun. Mòt'to, a short sentence or a word full of meaning.

EXERCISES.—What is the subject of this lesson? Why was John discouraged in his attempts to fly his kite? What did his aunt say to him? What may we learn from this? What should be our motto if we expect to be successful?

II. TRY, TRY AGAIN.

1. 'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.
2. Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again.
3. If you find your task is hard,
Try, try again;

Time will bring you your reward,

Try, try again.

All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:

Try, try again.

DEFINITIONS.—1. *Cour'age, resolution.* (Xin'quet, gain the victory. 2. *Pre-vail', overcome.* (Dis-grace', shame. Win, gain; obtain. 3. *Re-ward', anything given in return for good or bad conduct.* 4. *Pär-se-vér'ance, constancy in labor.*

EXERCISES.—What does the mark before "Tis" mean? What is it called? What point is used after the word "case" in the second stanza? Why?

VII. LAZY NED.

1. "Tis royal fun," cried lazy Ned,

"To coast upon my fine, new sled,
And beat the other boys;

But then, I can not bear to climb
The tiresome hill, for every time
It more and more annoys."

2. So, while his schoolmates glided by,
And gladly tugged uphill, to try

Another merry race,
Too indolent to share their plays,
Ned was compelled to stand and gaze,
While shivering in his place.

3. Thus, he would never take the pains
To seek the prize that labor gains,

Until the time had passed;
For, all his life, he dreaded still
The silly laughter of uphill,
And died a dunce at last.

DEFINITIONS.—1. Roy'al, excellent, noble. Coast, to slide. Annoy', trouble. 2. In'do-lent, lazy. 3. Prize, a reward. Dug'-bear, something frightful. Dunce, a silly fellow.

EXERCISES.—What did Ned like? What did he not like?

XXXIX. CONSEQUENCES OF IDLENESS.

1. MANY young persons seem to think it of not much consequence if they do not improve their time well in youth, vainly expecting that they can make it up by diligence when they are older. They also think it is disgraceful for men and women to be idle, but that there can be no harm for persons who are young to spend their time in any manner they please.

2. George Jones thought so. When he was twelve years old, he went to an academy to prepare to enter college. His father was at great expense in obtaining books for him, clothing him, and paying his tuition. But George was idle. The preceptor of the academy would often tell him that if he did not study diligently when young he would never succeed well.

3. But George thought of nothing but present pleasure. He would often go to school without having made any preparation for his morning lesson; and, when called to recite with his class, he would stammer and make such blunders that the rest of the class could not help laughing at him. He was one of the poorest scholars in the school, because he was one of the most idle.

4. When recess came, and all the boys ran out of the academy upon the playground, idle George would come moping along. Instead of studying diligently while in school, he was indolent and half asleep. When the proper time for play came, he had no relish for it. I recollect very well, that, when "tossing up" for a game of ball, we used to choose everybody on the playground before we chose George;

and if there were enough without him we used to leave him out. Thus he was unhappy in school and out of school.

5. There is nothing which makes a person enjoy play so well as to study hard. When recess was over, and the rest of the boys returned, fresh and vigorous, to their studies, George might be seen lagging and moping along to his seat. Sometimes he would be asleep in school; sometimes he would pass his time in catching flies, and punning them up in little holes, which he cut in his seat; and sometimes, when the preceptor's back was turned, he would throw a paper ball across the room.

6. When the class was called up to recite, George would come drowsily along, looking as mean and ashamed as though he were going to be whipped. The rest of the class stepped up to the recitation with alacrity, and appeared happy and contented. When it came George's turn to recite, he would be so long in doing it, and make such blunders, that all most heartily wished him out of the class.

7. At last, George went with his class to enter college. Though he passed a very poor examination, he was admitted with the rest; for those who examined him thought it was possible that the reason why he did not answer questions better was because he was frightened. Now came hard times for poor George. In college there is not much merrcy shown to bad scholars; and George had neglected his studies so long that he could not now keep up with his class, let him try ever so hard.

8. He could, without much difficulty, get along in the academy, where there were only two or three boys of his own class to laugh at him. But now he had

to go into a large recitation room, filled with students from all parts of the country. In the presence of all these, he must rise and recite to a professor. Poor fellow! He paid dearly for his idleness.

9. You would have pitied him if you could have seen him trembling in his seat, every moment expecting to be called upon to recite. And when he was called upon, he would stand up and take what the class called a "dead set;" that is, he could not recite at all. Sometimes he would make such ludicrous blunders that the whole class would burst into a laugh. Such are the applauses an idler gets. He was wretched, of course. He had been idle so long that he hardly knew how to apply his mind to study. All the good scholars avoided him; they were ashamed to be seen in his company. He became discouraged, and gradually grew dissipated.

10. The officers of the college were soon compelled to suspend him. He returned in a few months, but did no better; and his father was then advised to take him from college. He left college, despised by everyone. A few months ago, I met him, a poor wanderer, without money and without friends. Such are the wages of idleness. I hope every reader will, from this history, take warning, and "stamp improvement on the wings of time."

DEFINITIONS. — 1. Cün'se-quen-ge, importance, influence. 2. A-cha'e-my, a school of high order. Col'lege, a seminary of learning of the highest order. Pre-çh'p'tor, a teacher. 3. P'et-p'a-r'g'li-on, a making ready. 4. Vig'or-o-us, full of activity and strength. 5. A-lac'ri-ty, cheerfulness, sprightliness. 6. Pro-fes'sor, a teacher in a college. 7. Lâ'ti-tu-de, adapted to raise laughter. Ap-plau'ses, praise. Dis-ci-pa-ted, given up to bad habits. 10. Im-prove-ment, increase of knowledge.

GRAMMAR

Grammar would have been taught along with reading, but there may have been time set aside later in the day for separate grammar lessons as well. A study of the English language may have included:

- kinds of sentences (declarative, imperative, interrogative and exclamatory)
- identifying subjects and predicates
- identifying parts of speech
- singular and plural nouns and pronouns
- gender of nouns (masculine-king, feminine-queen)
- declension of personal pronouns (first, second and third person)
- interrogative pronouns (who, which, what, etc.)
- words used as different parts of speech

Rules of syntax were important to some one room school teachers. Some examples are listed here:

- a pronoun must agree in person, number, and gender with its antecedent
- verbs like give, buy, or teach take two objects--the one direct, the other indirect.
- the subject of a declarative sentence is usually placed before the predicate, unless it is in poetry

If schools or students were fortunate enough to have grammar textbooks, the lessons would be read aloud orally from the text. The McGuffey readers usually had some grammar lessons in them. Often sentences would be written on the board for the class to recite or discuss, and students would be asked to write sentences or paragraphs concerning the lesson.

Source: Hyde, Mary R. Practical English Grammar. State Series. Boston: D.C. Heath and Co., 1896.

PENMANSHIP

Legible handwriting was an important component of the one room schoolhouse curriculum. A great deal of time was spent copying and writing. By the turn of the century pencils and paper were common place. It is fun to teach today's students to write with pen and ink, since dipping in the inkwells is an unusual task for students used to felt-tip markers and ball points. If you choose to teach writing at Simmons School, please bring your own supplies. The students handiwork will be a nice souvenir of the day. If you choose to teach pen and ink writing, please have plenty of adult supervision to avoid spills. Slates were common in the one room school. Slates are available in the Simmons schoolhouse, but you need to bring your own chalk.

Palmer and Spencerian alphabets were the standard models at the turn of the century. A copy of the Spencerian alphabet is included in this section and is on a large posterboard in the Simmons School. Students were expected to master a beautiful script.

In the "Introductory Remarks" to The Theory of Spencerian Penmanship, it says "scrawls that cannot be read must be compared to talking that cannot be understood; and writing difficult to decipher, to stammering speech." Teachers were expected to conduct penmanship lessons in an "orderly manner" with a formal opening that included passing out pens, assuming the proper seating position, opening the inkstands, and instructing in proper pen holding. Students were expected to sit correctly, "feet level on the floor with fore-arms resting lightly on the desk at right angles to each other."

According to Platt Spencer, originator of the Spencerian system, movement exercises were taught first to train the muscles, so they would be "supple and obedient" when it came time to write. There were finger movements, fore-arm movements, combined movements, and whole-arm movements to practice. An example of movement exercises are included with the alphabet in this section. Younger students would practice more movements than letters, while older students would practice groups of letters or possibly the whole alphabet. After spending an adequate amount on movements and letters, students would copy or compose sentences, poems or essays in their copybooks. Writing exercises were formally closed by wiping pens, closing inkstands, and then passing pens and books to be collected.

Source: Spencer, Lyman. The Theory of Spencerian Penmanship. Cincinnati: American Book Company, 1902.

RECITATIONS
OR
DITTIES TO COPY

These poems can be used for oral recitation exercises or for copy work in penmanship. Other examples to choose from are included on the page of proverbs and within the sample McGuffey lessons in the reading section.

The Wind

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

Christina G. Rossetti

Daisies

At evening when I go to bed
I see the stars shine overhead.
They are the little daisies white
That dot the meadow of the night.

And sometimes when I'm dreaming so,
Across the sky the moon will go.
She is a lady sweet and fair
Who's come to gather daisies there.

But in the morning when I rise
There's not a star left in the skies.
She's picked them all and dropped them down
Into the meadows of the town.

Frank Dempster Sherman

Don't Give Up

If you've tried and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

Phoebe Cary

The Melancholy Pig

There was a pig, that sat alone,
Beside a ruined Pump,
By day and night he made his moan:
It would have stirred a heart of stone
To see him wring his hoofs and groan,
Because he could not jump.

Lewis Carroll

A Dew Drop

Little drop of dew,
Like a gem you are;
I believe that you
Must have been a star.

When the day is bright,
On the grass you lie;
Tell me then at night
Are you in the sky?

Frank Dempster Sherman

A Happy Child

My house is red--a little house,
A happy child am I.
I laugh and play the livelong day,
I hardly ever cry.

I have a tree, a green, green tree,
To shade me from the sun;
And under it I often sit,
When all my work is done.

My little basket I will take
And trip into the town;
When next I'm there I'll buy some cake,
And spend my bright half-crown.

Kate Greenaway

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower.

Isaac Watts

Great, wide, wonderful, beautiful world,
With the beautiful water about you curled,
And the wonderful grass upon your breast--
World, you are beautifully dressed!

Anonymous

America, the Beautiful

(This poem was inspired by an English teacher's first view from Pike's Peak in Colorado. It was not made into a song until 1912 when it was matched to a hymn written by Samuel A. Ward in 1882.)

O beautiful for spacious skies,
For amber waves of grain.
For purple mountain majesties
Above the fruited plain.
America! America!
God shed his grace on thee.
And crown thy good with brotherhood,
From sea to shining sea.

O beautiful for pilgrim feet
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness.
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!

God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Katharine Lee Bates

Be you to others kind and true,
As you'd have others be to you.
Anonymous

The American Flag

Flag of the free heart's hope and home,
By angel hands to valor given;
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
Forever float that standard sheet!
Where breathes the foe but falls before us,
With Freedom's soil beneath our feet,
And Freedom's banner streaming o'er us.
Joseph Rodman Drake

Tis the kind word we say
And the kind act we do
That makes a happy day
For us and others too.
Anonymous

SOURCE: Dougherty, Mary L., and Frank N. Freeman. How to Teach Handwriting. Cambridge: The Riverside Press, 1923.

PROVERBS

These would have been used during the opening exercises or as penmanship practice.

1. "A stitch in time saves nine."
2. "Every cloud has a silver lining."
3. "Never look a gift horse in the mouth."
4. "A rolling stone gathers no moss."
5. "Better late than never."
6. "Never put off 'till tomorrow what can be done today."
7. "Rome wasn't built in a day."
8. "Where there's a will there's a way."
9. "The early bird catches the worm."
10. "People in glass houses shouldn't throw stones."
11. "One good turn deserves another."
12. "Two wrongs do not make a right."
13. "Handsome is as handsome does."
14. "Nothing ventured, nothing gained."
15. "Necessity is the mother of invention."
16. "Variety is the spice of life."
17. "Do unto others as you would have others do unto you."
18. "A place for everything and everything in its place."
19. "Everything comes to him who waits."
20. "A friend in need is a friend indeed."

Source: Strobell, Adah Parker. "Like It Was" Bicentennial Games and Fun Handbook. Washington, DC: Acropolis Book, LTD, 1975.

RIDDLES

1. Round as a ball
And sharp as an awl;
Lives all summer
And dies in the fall. (Answer: a chestnut burr)
2. It goes all over the field,
Through the creek;
It has a long tongue
But it never drinks. (Answer: a wagon)
3. Big at bottom,
Little at the top,
Little thing inside
Goes flippety-flop. (Answer: a churn)
4. Black up and black down,
Black and brown
Three legs up and
Six legs down. (Answer: a black man riding
a black mule with
a three legged black
wash pot on his head)
5. In marble halls as white as milk,
Lined with a skin as soft as silk,
Within a fountain crystal-clear,
A golden apple doth appear.
No doors there are to this stronghold,
Yet thieves break in and steal the gold. (Answer: an egg)
6. Thirty white horses upon a red hill,
Now they tramp, now they champ,
Now they stand still. (Answer: teeth and gums)
7. Long legs, crooked thighs,
Little head and no eyes. (Answer: tongs)
8. Old Mother Twitcheet
has but one eye,
And a long tail
which she cannot let fly;
And every time
she goes over a gap,
She leaves a bit
of her tail in the trap. (Answer: needle and thread)
9. As round as an apple,
As deep as a cup,
And all the king's horses
Can't pull it up. (Answer: a well)

Source: Evans, Pauline Rush, ed. The Family Treasury of Children's Stories. Garden City, New York: Doubleday & Company, Inc., 1956.

ARITHMETIC

Arithmetic instruction in 1906 was primarily at the discretion of the teacher. Some texts, such as: White's Graded School Series or Ray's Arithmetic Eclectic Series, had a section entitled, "Suggestions for Teachers." These suggestions were the only guide the teacher had.

It was suggested that the purpose of arithmetic is to teach students to apply the principles of numbers at first to countable objects such as, marbles, beans, kernels of corn, nails, or pebbles, then to pictures and finally to combining numbers. To master the combinations to twenty, students would first copy the tables on the blackboard or slates, during the recitation.

Students did not have books. The teacher would have oral exercises. Often, the teacher would select an older student to drill the younger students.

The written work became known as "ciphering." Ciphering for very young students was done at their desks on slates until the teacher felt the child was ready to work problems at the board. For the older students, ciphering was primarily done at the chalkboard. The teacher would have a group, perhaps grade level, come to the board, and read a problem from the text. The students would write the problem on the board, and at the teacher's signal, the "ciphering" would begin. When a student completed the problem, he would turn around and face the teacher.

The problems on the following pages have been organized by their level of difficulty. A great deal of historical information can be integrated into the arithmetic lesson. If you need more problems, you might wish to prepare them in advance so they will be historically accurate.

Sources: French's Second Book in Mental Arithmetic. New York: Harper & Brothers Publishing Co., (after 1864).

New Elementary Arithmetic, Indiana Edition. Cook and Cropsey: Silver Burdett and Company, 1893.

Ray's New Primary Arithmetic For Young Learners. Cincinnati: American Book Co., 1877.

White, E. E., M.A. White's Graded School Series Primary Arithmetic. Cincinnati: Van Antwerp, Bragg & Co., 1868.

Primary Arithmetic Problems

1. How many are five marbles and four marbles? Six marbles and four marbles?
2. Here are two rabbits, and here are four more. How many are two rabbits and four rabbits?
3. William bought 8 marbles, and Edward gave him 6. How many marbles had he then?
4. I sold a calf for 9 dollars, and a sheep for 4 dollars. How much did I get for both?
5. Francis has 4 chestnuts in his hand, and 4 in his pocket. How many has he in all?
6. A little girl bought 2 sticks of cream candy, 2 of lemon, and 2 of peppermint. How many sticks of candy did she buy?
7. Nine robins from ten robins leave how many robins?
8. Four trees from 6 trees leave how many trees? 4 trees from 8 trees? 4 trees from 10 trees?
9. A hunter saw six deer, and five of them ran away. How many deer were left?
10. In a pasture were 9 horses, but 1 of them jumped out. How many remained in the pasture?
11. A man earns 10 dollars in a week, and his son earns 3 dollars. How much more does the father earn than the son?
12. Joseph had 14 cents, and bought 2 oranges, at 5 cents each. How much money had he left?
13. James bought a calf for 8 dollars, and 3 sheep, at 4 dollars apiece. How much did he pay for all?
14. Two horses are called a span. How many horses are there in two spans?
15. How many 3-cent postage stamps can you buy for 30 cents?
16. There are 20 scholars sitting on 4 benches. How many scholars on each bench?
17. How many slates, at 5 cents each, can be bought for 40 cents?
18. If 3 pounds of meat cost 27 cents, how much will one pound cost?
19. At 9 cents a bushel, how many bushels of coal can be bought for 90 cents?
20. How many cents must Asa have, to buy 20 marbles, if he gets 2 for a cent?

The following is an example of the kind of oral exercises teachers would have used to teach the tables:

Write on board:

2 and 7? 2 from 9?

Student should recite:

2 and 7 are 9 2 from 9 leaves 7

Intermediate Arithmetic Problems

1. A boy spent 7 cents for candy, 3 cents for cakes, and 6 cents for apples. How much did he spend?
2. A farmer sold a barrel of apples for three dollars, a tub of butter for nine dollars, and a load of wood for seven dollars. How much did he receive for all?
3. Alfred bought a knife for 45 cents, and sold it so as to gain 5 cents. How much did he get for it?
4. Twenty-five children were in their seats when school opened in the morning, and three afterward came in. How many children were in school that day?
5. Herman's grandfather was 73 years old 8 years ago. How old is he now?
6. Rufus gave \$.80 for a reader, \$1.40 for an arithmetic and slate, and \$2.25 for a geography. How much did his school books cost him?
7. A drover bought 564 sheep, and sold 288 of them. How many sheep did he have left?
8. A miller made 467 barrels of flour, and sold 237 of them. How many barrels remained unsold?
9. Lillian gave a \$5 bill in payment for a pair of shoes that cost \$3.75. How much change did she receive?
10. A kite cost 24 cents, and this is 8 cents more than the cost of a top. What was the cost of the top?
11. A tinsmith made 13 pails, and sold 4 of them. How many remained unsold?
12. A dairy-man sold 9 cheeses, the total weight of which was 630 pounds. What was their average weight?
13. If a gallon of oil costs 30 cents, what is the cost of half a gallon?
14. Draw 36 melon seeds; divide them into nines. 36 equals how many nines?
15. If a family uses 4 pounds of butter in one week, how many weeks will 20 pounds last them?
16. A milliner sold 4 yards of ribbon for 80 cents. What was the price per yard?
17. How many acres of land are in 8 government lots, of 80 acres each?
18. How many double desks are required to seat 10 pupils?
19. 18 oxen are how many yoke?
20. If plums cost one cent, how many cents will 12 plums cost.
21. 5 dimes are how many cents?
22. 3 half-dimes (.05 value) are how many cents?
23. How many dollars are 6 eagles (\$10.00 value)?
24. A man was paid a 50-dollar piece for making cigars, at a cent a piece. How many cigars did he make?

Advanced Arithmetic Problems

1. If 4 men build 40 rods of wall in 5 days, how many rods will 10 men build in 6 days?
2. I paid 19 dollars 67 cents railroad fare, 7 dollars 11 cents hotel bills, and 3 dollars 60 cents for horse hire. How much did my journey cost me?
3. Subtract 2 from every tenth number from 11 to 101 inclusive.
4. If 7 sewing girls can make 56 vests in 4 days, how many vests can 16 girls make in 9 days?
5. A dairy-man who had 20 cows, made 900 pounds of cheese in 15 days. At the same rate, how many pounds of cheese can be made in 11 days, from the milk of 13 cows?
6. 30 mills (\$.007 value) are worth how many cents?
7. 87 mills are worth how many cents and mills?
8. If 3 hogsheads of sugar make one load for a dray, how many loads will 6 hogsheads make?
9. A drayman has 12 hogsheads of sugar to draw from a freight house. How many loads will they make?
10. 8 men, in 6 days, made 144 pairs of shoes. At the same rate, how many pairs will 9 men make in 7 days?
11. 10 times $\frac{1}{8}$ of 24 are how many?
12. 4 times $\frac{1}{7}$ of 35 are how many?
13. 8 times $\frac{1}{4}$ of 72 are how many?
14. How many are 4 times $\frac{1}{5}$ of 10 times 3?
15. How many are 6 times $\frac{1}{3}$ of 5 times 9?
16. How many are 8 times $\frac{1}{6}$ of 9 times 4?
17. 9 is $\frac{1}{7}$ of what number?
18. 8 is $\frac{1}{5}$ of what number?
19. 15 is $\frac{1}{8}$ of what number?
20. $\frac{1}{8}$ of 104 is $\frac{1}{7}$ of what number?
21. $\frac{1}{5}$ of 215 is $\frac{1}{6}$ of what number?
22. $\frac{1}{9}$ of 252 is $\frac{1}{4}$ of what number?
23. George owed me 19 cents. He gave me 2 oranges, at 5 cents each, and the remainder in money. How much money did I get?
24. A blacksmith shod 7 horses in one day. How many shoes did he use?
25. Kate received 10 cents for apples and 5 cents for candy, after which her father gave her six times as much as she had left. How much did her father give her?

HISTORY AND GEOGRAPHY

History and geography were mostly "remember and recite" lessons. Students were expected to know the states, capitals and the rivers on which the capitals were located. Students were expected to know the Presidents of the United States, famous Americans and important battles. The emphasis in history was definitely the Revolution, the Mexican War, the Civil War, and each U.S. President's administration. Turn of the century students would have studied the pioneer period and movement west as "history." Included on this page are some facts and ditties students might have memorized. On the following pages of this section are lists of facts that teachers can use to design their own lessons.

Geography: Frankfort, Kentucky on the Kentucky River
Columbus, Ohio on the Scioto River
Indianapolis, Indiana on the West Fork of White River
Springfield, Illinois on the Sangamon River
Lansing, Michigan on the Grand River

Directions: N, S, E, and W, plus NE, SE, SW, and NW; have students stand and face the appropriate directions

Sing the following ditty about Indiana's borders to the tune of "Picking up Paw-Paws":
East is Ohio's fertile land
And north to the tract called Michigan
West Illinois, but South the stream
Of the Ohio may be seen.

The Earth

This Earth is but a mighty ball profound,
Just five and twenty thousand miles around;
One fourth the surface of this globe is land;
Three fourths are water, as you understand.

The Continents

A Continent is a vast extent of land,
Where rivers run and boundless plains expand;
Where mountains rise-where towns and cities grow,
And nations live, and all their care bestow.
Two continents only, on this globe are seen-
Eastern and Western, are their names (I ween);
The Eastern Continent, we see, divide
In Europe, Africa, and Asia wide.
The Western Continent we next behold,
Where North and South America unfold.

Sources: Myron Johnson. Choice Pages from Early American School Books. 1960.

Site visit to Conner Prairie.

U.S. PRESIDENTS 1789-1909

	<u>Name</u>	<u>Party/Birth State</u>	<u>Term</u>
1.	George Washington	Federalist/Virginia	1789-1797
2.	John Adams	Federalist/Massachusetts	1797-1801
3.	Thomas Jefferson	Dem.-Rep./Virginia	1801-1809
4.	James Madison	Dem.-Rep./Virginia	1809-1817
5.	James Monroe	Dem.-Rep./Virginia	1817-1825
6.	John Quincy Adams	Dem.-Rep./Massachusetts	1825-1829
7.	Andrew Jackson	Democrat/South Carolina	1829-1837
8.	Martin VanBuren	Democrat/New York	1837-1841
9.	William Henry Harrison	Whig/New York	1841
10.	John Tyler	Whig/Virginia	1841-1845
11.	James K. Polk	Democrat/North Carolina	1845-1849
12.	Zachary Taylor	Whig/Virginia	1849-1850
13.	Millard Fillmore	Whig/New York	1850-1853
14.	Franklin Pierce	Democrat/New Hampshire	1853-1857
15.	James Buchanan	Democrat/Pennsylvania	1857-1861
16.	Abraham Lincoln	Republican/Kentucky	1861-1865
17.	Andrew Johnson	Democrat/North Carolina	1865-1869
18.	Ulysses Simpson Grant	Republican/Ohio	1869-1877
19.	Rutherford Hayes	Republican/Ohio	1877-1881
20.	James Garfield	Republican/Ohio	1881
21.	Chester Arthur	Republican/Vermont	1881-1885
22.	Grover Cleveland	Democrat/New Jersey	1885-1889
23.	Benjamin Harrison	Republican/Ohio	1889-1893
24.	Grover Cleveland	Democrat/New Jersey	1893-1897
25.	William McKinley	Republican/Ohio	1897-1901
26.	Theodore Roosevelt	Republican/New York	1901-1909

ORDER OF STATES ENTERING THE UNION

1.	Delaware	12-07-1787
2.	Pennsylvania	12-12-1787
3.	New Jersey	12-18-1787
4.	Georgia	1-02-1788
5.	Connecticut	1-09-1788
6.	Massachusetts	2-06-1788
7.	Maryland	4-28-1788
8.	South Carolina	5-23-1788
9.	New Hampshire	6-21-1788
10.	Virginia	6-25-1788
11.	New York	7-26-1788
12.	North Carolina	11-21-1789
13.	Rhode Island	5-29-1790
14.	Vermont	3-04-1791
15.	Kentucky	6-01-1792
16.	Tennessee	6-01-1796
17.	Ohio	3-01-1803
18.	Louisiana	4-30-1812
19.	Indiana	12-11-1816
20.	Mississippi	12-10-1817
21.	Illinois	12-03-1818
22.	Alabama	12-14-1819
23.	Maine	3-15-1820
24.	Missouri	8-10-1821
25.	Arkansas	6-15-1836
26.	Michigan	1-26-1837
27.	Florida	3-03-1845
28.	Texas	12-29-1845
29.	Iowa	12-28-1846
30.	Wisconsin	5-29-1848
31.	California	9-09-1850
32.	Minnesota	5-11-1858
33.	Oregon	2-14-1859
34.	Kansas	1-29-1861
35.	West Virginia	6-20-1863
36.	Nevada	10-31-1864
37.	Nebraska	4-01-1867
38.	Colorado	8-01-1876
39.	North Dakota	11-02-1889
40.	South Dakota	11-02-1889
41.	Montana	11-08-1889
42.	Washington	11-11-1889
43.	Idaho	7-03-1890
44.	Wyoming	7-10-1890
45.	Utah	1-04-1896

INDIANA GOVERNORS

Governors were as important to Indiana history as Presidents were to United States history. A brief history is given for the territorial and state governors through 1909.

TERRITORIAL GOVERNORS:

1. William Henry Harrison

Governor May 13, 1800-December 28, 1812

Born in Virginia in 1773. His father was Benjamin Harrison, one of the men who signed the Declaration of Independence. A politician and military man, he was elected President of the United States in 1840. He served 12 years as governor of Indiana Territory. Died in 1841. His grandson was Benjamin Harrison, the 23rd U.S. President.

2. John Gibson

Governor July 4, 1800-January 10, 1801 & June 1812-May 1813

Born in Pennsylvania in 1740. Spent his military career living with the Indians in Virginia learning their customs. During his political career he was active in Indiana negotiations. He was acting governor twice during Harrison's administration. After the formation of state government in 1816, he returned to Pennsylvania where he died in 1822.

3. Thomas Posey

Governor March 3, 1813-November 7, 1816

Born in Virginia in 1750. Appointed as Governor of Indiana Territory in 1813, following Harrison's resignation. He had a long military and political career, and died in 1818.

STATE GOVERNORS

1. Jonathan Jennings

Governor November 7, 1816-September 12, 1822

Born in New Jersey in 1784. A politician and lawyer, he was Indiana's first state governor. He served in Congress six years and helped frame Indiana's constitution. He died in 1834.

2. Ratliff Boon

Governor September 12, 1822-December 5, 1822

Born in 1781. He had a long political career which included 12 years served in Congress. A democrat, he was Lt. Governor under Jennings and Hendricks. Served out Jennings's unexpired term as Governor. He died in 1844.

3. William Hendricks

Governor December 5, 1822-February 12, 1825

Born in Pennsylvania in 1782. Lawyer and politician, he established The Eagle, Indiana's second newspaper, in 1812. During his term the capital was moved from Corydon to Indianapolis. A Democratic-Republican, he resigned as governor in 1825 to serve in U.S. Senate serving in the Senate until 1837. He was also the uncle of Thomas A. Hendricks, who was elected Governor of Indiana in 1873. He died in 1850.

4. James Brown Ray

Governor February 12, 1825-December 7, 1831

Born in Kentucky in 1794. A lawyer and politician, he filled out the unexpired term of Hendricks before being elected to his own two terms. During his administration construction on Michigan Road and the Wabash and Erie Canals was undertaken. Died in 1848.

5. Noah Noble

Governor December 7, 1831-December 6, 1837

Born in Virginia in 1794. Businessman, military man and politician, he was a member of the Whig Party. He served two terms as governor. Died in 1844.

6. David Wallace

Governor December 6, 1837-December 9, 1840

Born in Pennsylvania in 1799. A lawyer, military man and politician. A member of the Whig Party, he served as Lt. Governor under Noble. Died in 1859. He was also the father of Lew Wallace, author of Ben Hur.

7. Samuel Blodger

Governor December 9, 1840-December 6, 1843

Born in Ohio in 1802. A lawyer and a politician, he was a member of the Whig Party. He was defeated in his bid for reelection in 1843. Died in 1846.

8. James Whitcomb

Governor December 6, 1843-December 26, 1848.

Born in Vermont in 1795. A lawyer and a politician, he was a Democrat. During his administration, he established the Indiana Hospital for Insane, Indiana Asylum for Education of Deaf and Dumb, and the Indiana Institute for the Blind. He resigned as governor in 1848 to serve in U.S. Senate until his death in 1852.

9. Paris Chipman Dunning

Governor December 26, 1848-December 5, 1849.

Born in North Carolina in 1806. Also a lawyer and politician, he served as Lt. Governor under Whitcomb. Dunning filled out Whitcomb's unexpired term as Governor when Whitcomb went to the Senate. He died in 1884. A Democrat.

10. Joseph Albert Wright

Governor December 5, 1849-January 12, 1857

Born in Pennsylvania in 1810. A lawyer and politician, he was a Democrat. Wright served one two-year term and one four-year term under the new constitution. During his administration, the State Board of Education and State Board of Agriculture were formed. He served in the U.S. Senate from 1862 thru 1863. He died in 1867.

11. Ashbel Parsons Willard

Governor January 12, 1857-October 4, 1860

Born in New York in 1820. A lawyer and a politician, he was also a member of the Democrat Party. He served as Lt. Governor under Wright. Willard was the first governor to die in office when he died in 1860.

12. Abram Adams Hammond

Governor October 4, 1860-January 14, 1861

Born in Vermont in 1814. Lawyer and politician. Formerly a Whig, he was elected Lt. Governor under Willard on a Democratic ticket. Served out Willard's term after his death. Died in 1874.

13. Henry Smith Lane

Governor January 14, 1861-January 16, 1861

Born in Kentucky in 1811. A lawyer, he helped form the Republican Party. Only two days after taking office, he resigned to become U.S. Senator, where he served until 1867. He was replaced as Governor by Oliver Perry Morton. Died in 1881.

14. Oliver Perry Morton

Governor January 16, 1861-January 23, 1867

Born in Salisbury, Indiana in 1823. He was the first native son to become Governor. Originally a lawyer, he helped form the Republican Party. Lt. Governor under Henry S. Lane, he became Governor when Lane resigned. He was re-elected as Governor in 1864 to serve during the Civil War years. He served in the U.S. Senate until his death in 1877.

15. Conrad Baker

Governor January 23, 1867-January 13, 1873

Born in Pennsylvania in 1817. A lawyer and a military man; he was a Republican. He was Lt. Governor during Morton's second term and took over as Governor when Morton resigned for the U.S. Senate in 1867. He was elected as governor on his own in 1868 and served until 1873. Died in 1885.

16. Thomas Andrews Hendricks

Governor January 13, 1873-January 1877

Born in Ohio in 1819. A lawyer and member of Democrat Party, he was elected U.S. Vice President in 1884. He died in that office in 1885.

17. James Douglas Williams

Governor January 8, 1877-November 20, 1880

Born in Ohio in 1808. A farmer and a Democrat, he was nicknamed "Blue Jeans" because he always wore suits made of denim. He served 31 years in the legislature. He also served briefly in Congress before being elected Governor in 1876. Died in office in 1880.

18. Isaac Pusey Gray

Governor November 20, 1880-January 10, 1881 & January 12, 1885-January 14, 1889

Born in Pennsylvania in 1828. A merchant, he served in the Union Army. First as Republican he was elected Lt. Governor under Williams on Democrat ticket. He served out Williams term of Governor upon his death in 1880. Elected to his own term in 1884. In 1893 he became minister to Mexico. Died in 1895.

19. Albert Gallatin Porter

Governor January 10, 1881-January 12, 1885

Born in Lawrenceburg, Indiana in 1824. A lawyer, he switched from Democrat to Republican. He served four years in Congress and four years as the Comptroller of the U.S. Treasury, prior to being elected Governor. He served as minister to Italy from 1889 to 1892. Died in 1897.

20. Alvin Peterson Hovey

Governor January 14, 1889-November 23, 1891

Born in Indiana in 1821. A lawyer with a distinguished career, he was also a military man. A Republican he held various positions in state and national government before being elected Governor in 1888. Died in office in 1891.

21. Ira Joy Chase

Governor 1891

A school teacher, businessman, minister and military man. Governor of New York 1894. Lt. Governor under Hovey, he served out Hovey's unexpired term. Died in 1893.

22. Claude Matthews

Governor January 9, 1893-January 11, 1897

Born in Kentucky in 1845. A farmer and cattleman, the Democrat married former Governor Whitcomb's orphaned daughter. He served in various offices of state government before he was elected Governor. Later ran as a favorite son candidate for President. Died 1898.

23. James Atwell Mount

Governor January 11, 1897-January 14, 1901

Born in Indiana in 1843. Military man and farmer. He served in the State Senate before being elected as Governor. Died in 1901.

24. Winfield Taylor Durbin

Governor January 14, 1901-January 9, 1905

Born in Lawrenceburg, Indiana in 1847. Businessman, banker, and military man. A Republican, he served in the Spanish-American War before being elected Governor. Died in 1928.

25. James Frank Hanly

Governor January 9, 1905-January 11, 1909

Born in Illinois in 1863. School teacher, laborer and lawyer. A Republican, he served in State Senate and Congress before being elected Governor. He joined the Prohibition Party in 1916 and ran for President. Died in auto accident in 1920.

Source: Indiana State House.

PHYSIOLOGY

Physiology is defined as the study of cleanliness of the body, clothing, nails, and mind. With the Legislature of 1865, all public schools were required to add to their curriculum the branches of physiology and history. By 1892, there was a renewed stress in the study of physiology as teachers were required to instruct their students in the evils of alcohol and tobacco in accordance with the temperance movement of the time. Quickly branching from courses in physiology were studies in anatomy, health care, nutrition, and some domestic science classes in cooking and planning meals. Below is a list of some health precepts that were to be taught in all schools.

1. Sit and stand erect.
2. Walking is the best of all exercises.
3. Muscles grow by use.
4. Take some exercise each day.
5. Keep your teeth clean and white.
6. Children do not need tea or coffee.
7. We need pure water to drink.
8. We need good food to keep our bodies in repair.
9. Tobacco does no good but much harm to our bodies.
10. Eat slowly.
11. Pure air and wholesome food make good blood.
12. Exercise makes the blood flow faster.
13. Blood flows in hard bone and even in the teeth.
14. Take many full breaths each day.
15. Always breathe through the nose.
16. Impure air makes us ill.
17. The skin covers and protects the body.
18. Bathing keeps the skin clean and healthy.
19. Keep your head clean and comb your hair every morning.
20. Be sure your nails are trimmed and neat.
21. Bed-clothes should be aired daily and exposed to the sunlight.
22. The sense of smell may warn us of unfit air.
23. The sick-room should be the lightest and pleasantest room in the house.
24. A cold bath just after getting out of bed in the morning is the best of tonics.
25. Heat, as of a baking oven or boiling water, kills germs.

Sources: Beecher, Walter J., and Grace B. Faxon. Practical Methods, Aids, and Devices for Teachers. Volumes 1 and 2. Danville, New York: F.A. Owen Publishing Co., 1915.
Boone, Richard G., A.M., Ph.D. A History of Education in Indiana. New York: D. Appleton and Company, 1892. Reprinted by the Indiana Historical Bureau Indianapolis, 1941.

PHYSIOLOGY- CARE OF THE EYES

This serves as an example of a lesson in hygiene to be presented to students in a one room school. Notice that it could be understood by all students and would have been presented to the whole class at once.

As soon as the eyes begin to burn, smart, or we are inclined to rub them, it is time for us to stop using them. This is always a sure sign that we have been using the eyes too long upon that particular kind of work. Shut them for a few moments-even for a few seconds-then change work. This brings into play a different set of muscles and rests those which have been under a long and continued strain. If we have been doing close work, like reading, drawing, sewing, we can rest the eyes; then look at distant objects and change our work for a little time-we can run, jump, do errands, hoe, or weed our gardens, dust the rooms, pick flowers or do many little duties;- then after the tired eyes have ceased to smart, burn, or feel strained, we can again take up the work that we left. Only a few minutes' rest will often make the tired eyes feel as strong and well as if they had not been strained.

We should not use our eyes in close work, or read, between sundown and dark. These wonderful eyes adjust themselves always to all conditions and varying distances, and different degrees of light. If we try to read at twilight, we compel the eye-our best and most faithful servant- to work too hard...

...We should not read while walking or riding, for this too strains the eyes, as they are constantly making the attempt to adjust themselves to the changing and varying focus. We should not read when the sun shines upon the printed page. This is very dangerous. It weakens the eyes; the little nerves, veins, and capillaries become strained...

The use of tobacco is always harmful to all the nerves of the body, and the delicate nerves of the eye suffer from the continual use of tobacco. It often causes these little delicate nerves to become inflamed; sometimes the power of vision is not only lessened but seriously impaired.

Rest exercised for the eyes should be indulged in frequently both at home and at school. After a class has been steadily copying work from the blackboard, it is a good exercise to take the tips of the fingers and rub them gently across the eyeballs, and then close the eyes for two or three minutes. A closing of the eyes should be a frequent exercise for children in schools. If pupils have been long at work among their books at their seats, it is well to call their attention to some object which is far away. This brings into action the muscles used in far-away vision.

There are many test exercises which teachers can employ with excellent results. Get from some firm dealing in optical supplies a set of cards for testing the eyesight. If it is not possible to obtain these, write upon the

blackboard sentences in varying sizes of penmanship, from the very large and coarse to the small and fine. Note the children who can read these sentences and those who cannot read them. If teachers discover defects, the parents should be notified.

PHYSIOLOGY- THE NEED OF SLEEP

Did your canary bird ever tease you to sit up late at night? Did your kitty ever tease you to sit up and have "Just one more game?" No, we never knew a kitty or bird or any animal to tease to sit up late. All are ready to go to sleep when the time comes--all except some little boys and girls, who perhaps are not quite wise enough to know the great importance of hours that are made for sleep. Even some of the flowers go to sleep at night and always at the same time. During the day we run and play, walk, talk, and laugh; and every motion, every movement of a muscle, every action of the brain, causes some little particle to wear out. It is when we sleep that a little army of repairers comes and mends up all the worn-out, weak places and makes them strong and well. Of course we all want to grow, we hope to be strong, and we would feel badly if we were not able to run about, walk, jump, and play. Yet, in order to be strong and do all these things, it is necessary that we sleep. If we do not sleep we become weak and feeble; if we do not sleep we are tired and we cannot think well. We cannot seem to learn about the wonderful things in this world if we do not sleep; for we cannot study easily, nor can we well remember what we read. The little sleep-repairers always put the brain and muscles in good order for us...

How long should we sleep? An active little boy or girl about six or seven years old should sleep twelve hours every night. That is half a day, you may say. So it is. How many of the boys and girls in this room get up at about seven o'clock? How many go to bed about seven o'clock? Suppose we organize, right in this school, a Seven O'Clock Club. How many will join?

How much sleep to you think we should take in a lifetime of 75 years? Let us suppose we sleep an average of eight hours a day during our lifetime. There are 365 days a year, times 8 will make 2920 hours in one year. Now in 75 years we will sleep 219,000 hours.

SCIENCE

The subject we know as "science" was not a subject taught in the one room schools at the turn of the century. Nature study and agriculture were encouraged but not as separate subjects. Instead, it was suggested that teachers provide experiences with live specimens such as plants and animals that could be used in discussions for language development, for writing assignments, for use in arithmetic lessons, to enrich geography lessons, etc. It was suggested that no more than ten minutes be devoted to any discovery activity in class or class discussions. "Field trips" were encouraged, and of course, these would take a big part of a day. If you choose to teach a short science lesson while at Simmons School, we recommend the fourth field trip listed below.

Possible field trips at the turn of the century:

-Visit a nearby stream. Look for plant and animal life. Collect specimens to take to class. Catch tadpoles and watch them grow. Study erosion. Look for effects of high water. Look for silt. Check for dumping of garbage or refuse. Notice water flow, currents, rapids, and changes in water flow. Discuss the effect this stream has on community. Could it be used for transportation or commerce?

-Go into woods. Look for various plants and animals. Study food sources of animals. Look for homes and shelters. Make lists of various animals you see. Look for footprints. Talk about the effects of sunlight in areas of the woods. Study trees and identify. If fall- look at leaves. Discuss why leaves change colors. What happens to plants and animals in different seasons?

-Go to a neighboring farm. Watch farm animals closely. Talk about their needs and how they are different from those of animals in woods or meadows. Look for food sources. See what each animal gives the farmer. How long does it take to grow to maturity? Look at plants grown. Discuss growing seasons. What must be done to make plants grow? What uses are there for the plants grown on the farm?

-Go into schoolyard. Look closely for plant growth. Watch for various kinds of birds or insects. Study their habits. Find their food sources. Which are here in winter? How do they survive? Where are their homes or shelters? Find bird nests. How are they made? What materials are used?

Other activities for nature study:

-Set up nature corner. Supply some books for reading by older students. Have students bring in plants for

examination. Make lists of their characteristics. Study rocks and different types of soil.

-Bird watch. Make students responsible for bringing food for the birds. Start watching in January when there are few birds around. Make a Christmas tree for the birds by hanging suet, and small baskets of seeds on a tree in the schoolyard. Students can closely watch their activity.

-Collect tadpoles in a glass jar and watch the life cycle.

-Catch some caterpillars and watch them spin cocoons and learn about the life cycle of butterflies and moths.

-Observe a small animal near the school like a rabbit, mouse, squirrel, or raccoon. Learn about its habits, food, shelter, etc.

-Plant bulbs in the fall and watch them grow.

-Plan and plant a small garden in the spring. Allow all students to help. Incorporate a math lesson in measurement and planning how much to plant. Talk about what plants need. Watch growth. Identify insects and weeds that can harm gardens. Discuss what to do with what is grown.

-Have some live plants in room for children to care for and watch.

-Learn about weather. On rainy days discuss the clouds. Where does rain come from? Learn to read a thermometer. How does rain change the temperature? Notice wind direction. If there is a weathervane, keep records of wind direction. Notice changes and what happens when wind changes direction. In winter- develop an interest in the weather. Teach children to like all seasons. Watch snowflakes. Use snow to trail small animals. Notice the location of the sun at various times of day and various seasons. Discuss the length of day and night and seasons.

Source: See physiology sources.

GAMES

Children rarely stayed inside to play games. When they were forced to spend their play period indoors, a few of their games were a less vigorous form of outdoor play. A few of the games brought inside were hopscotch, marbles, and jacks. Pickup sticks was another form of play for both indoors and out.

Singing was a highly favored activity of these children. There were several games which were played to favorite songs. Some examples of these were: "Farmer in the Well" (same as "Farmer in the Dell"), "Here We Go Round the Mulberry Bush," "Itiskit" ("A Tiskit A Taskit"), and "London Bridge." These games can be found in The Play-Party in Indiana by Leah Jackson Wolford.

Children attending school during this period went outside to play most recess times. The recess was usually fifteen minutes, so short play activities took place. The children usually grouped themselves by age and by sex. Most children had some homemade toys with them. These included: jumpropes, dolls, and balls. One common homemade ball was made from leather of a worn-out boot and an unraveled stocking. (Directions for making a ball can be found in The Hoosier School-Boy, chapter 7, by Edward Eggleston.)

Children had a few toys that had been purchased in stores. Among these were: marbles, jacks, and tops. Hoops were usually gotten from the town barrelmaker.

Younger boys and girls played some games together, such as "Tag," "Drop the Handkerchief," and "London Bridge." Young boys had their own games of marbles. Young girls played their own games of "Jumprope" and "Hopscotch." A popular game with boys of all ages was "Hat Ball," especially if the play period was short.

The older boys most often were involved in highly competitive games of ball. The games were played with homemade bats and balls. The bats were either slats (flat pieces of wood) or relatively straight tree branches. Some of the games played were: "Cat," "Town Ball," "Bull Pen," "Stick Ball," and "Andy-Over." The boys, also, had very competitive games of marbles. These games usually were played "for keeps" in a designated dirt area of the schoolyard.

The older girls most frequently played games of either "Hopscotch," "Jacks," or "Jumprope." These girls often had rhymes to accompany their games of "Jumprope."

The children sometimes played games together. Some of the most frequently played games were: "Hide-and-Seek," "Tag," and "Crack-the-Whip." When there was a heavy snow, one of the favorite games was "Fox and Geese."

Sources: Ferretti, Fred. The Great American Marble Book. New York: Workman Publishing Company, 1973.

Skolnik, Peter L. Jump Rope. New York: Workman Publishing Co., 1974.

Hat Ball

Equipment Needed: ball and hat of each player

Number of Players: any, usually played by younger students

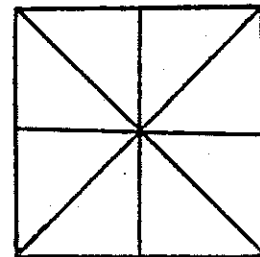
Area of Play: grassy area on schoolyard

Conditions of Play: hats are placed in a row on the grass

"The one with the ball stood over the row of hats, and swung his hand to and fro above them, while the boys stood by him, prepared to run as soon as the ball should drop into a hat. The boy who held the ball, after one or two false motions-now toward this hat, and now toward that one-would drop the ball into Somebody's hat. Somebody would rush to his hat, seize the ball, and throw it at one of the other boys who were fleeing in all directions. If he hit Somebody-Else, Somebody-Else might throw from where the ball lay, or from the hats, at the rest, and so on until someone missed. The one who missed took up his hat and left the play, and the boy who picked up the ball proceeded to drop it into a hat, and the game went on until all but one were put out."

Tit-Tat-Toe

Equipment Needed: three grains of red corn
three grains of white corn
board (see diagram)



Number of Players: two

"One player has three red grains of corn, and the other an equal number of white ones. The player who won the last game has the "go" -that is, he first puts down a grain of corn at any place where the lines intersect, but usually in the middle, as that is the best point.

Then the other player puts down one, and so on until all are down. After this, the players move alternately along any of the lines, in any direction, to the next intersection, provided it is not already occupied. The one who first succeeds in getting his three grains in a row wins the point, and the board is cleared for a new start. As there are always three vacant points, and as the rows may be formed in any direction along any of the lines, the game gives a chance for more variety of combinations than one would expect from its appearance."

Source: Eggleston, Edward. The Hoosier School-Boy. Charles Scribner's Sons. (Evansville, Indiana: Unigraphic, Inc., repr..) 1910.

Andy Over (Anthony Over, Handy-Over)

Equipment Needed: schoolhouse and ball

Area of Play: both sides of schoolhouse

"The party that had the ball would shout, 'Anthony!' The others responded, 'Over!' To this, answer was made from the first party, 'Over she comes!' and the ball was immediately thrown over the schoolhouse. If any of the second party caught it, they rushed, pell-mell, around both ends of the schoolhouse to the other side, and that one of them who held the ball essayed to hit some one of the opposite party before they could exchange sides. If a boy was hit by the ball thus thrown he was counted as captured to the opposite party, and he gave all his efforts to beat his old allies. So the game went on, until all the players of one side were captured by the others."

Bull-Pen

Equipment: ball

Area of Play: play area marked with 4 corners

Conditions of Play: space inside corners called "the pen"
party winning the last game always has
the corners
choose sides for two groups

"The ball is tossed from one corner to another, and when it has gone around once any player on a corner may, immediately after catching the ball thrown to him from any of the four corners, throw it at any one in the pen. He must throw while "the ball is hot"-that is, instantly on catching it. If he fails to hit anybody on the other side, he goes out. If he hits, his side leaves the corners and run as they please, for the boy who has been hit may throw from where the ball fell, or from any corner, at any one of the side holding the corners. If one of them is hit, he has the same privilege; but now the men in the pen are allowed to scatter also. Whoever misses is "out," and the play is resumed from the corners until all of one side is out. When but two are left on the corners the ball is smuggled-that is, one hides the ball in his bosom, and the other pretends that he has it also. The boys in the ring do not know which has it, and the two "run the corners," throwing from any corner. If but one is left on the corners, he is allowed also to run from corner to corner."

Source: Eggleston, Edward. The Hoosier School-Boy.

Cat

Equipment Needed: balls and stick bats

Play Area: schoolyard

Set Up For Play: players decide the number of corners to be played, each corner has two players (batter and catcher)

Number of Players: 4, 6, or 8 (must be equal)
2, 3, or 4 (cornered cat)

"Cat was the ball game played at the morning and afternoon recess periods. We played two, three and four cornered cat. A game of four cornered cat took eight players. There were four bases, a base at each corner of a rectangle, the size of the rectangle being in proportion to the age and strength of the players. There were four batters for four cornered cat, one at each base, and behind each batter was a catcher who was also the pitcher to the batter at the next base. If the base at the northeast corner of the rectangle be designated as the first base then the base to the west was the second, and the one which lay south from the second was the third, and so on around.

If at the commencement of the game the ball was in the hand of the pitcher at what I have designated as the first base, he pitched it west to the batter at the second; if the batter missed, and the ball was caught by the catcher at that base, on the fly or first bounce, the batter who missed gave his bat to the pitcher who "caught him out," and he pitched the ball to the batter at the next base. If a batter hit the ball, he had to run to the next base ahead of him. In other words, all four batters advanced one base each when the ball was hit by one of them. If as they advanced, the ball from the hand of any one of the four catcher-pitchers was thrown against or in front of an advancing batter, such batter was out, and exchanged places with the one who threw the ball.

It was a good game for exercise, for there was activity for each player nearly every minute of the time."

Source: Collection of writings by Charles F. Remy.

Tappy On The Icebox

One child is chosen to be the icebox. This child stands in front of the classroom facing the wall. Three children are chosen to come forward and stand facing the icebox.

The class chants:

Tappy on the icebox, tappy on the spot,
I'll draw the circle (Here the teacher draws a large circle on icebox's back)
But who will punch the dot? (Teacher chooses one of them to gently punch the dot in the center of the icebox's back using his or her index finger.)

Now the icebox must choose who punched the dot. If the icebox chooses the correct child, that child says "I did it!" and then must perform a penalty. If the child did not do it, the child says, "It wasn't me, go do it yourself!"

The teacher then reads a penalty from a stack of previously written cards. Here are some ideas for you to use:

Crow like a rooster while flapping your arms.

Recite the alphabet while holding your nose.

Sing Mary Had A Little Lamb

Pat your head with one hand and rub your belly with the other for ten seconds.

Bark like a dog and wag your tail.

Skip around the room while singing "Row Row Row Your Boat"

The child who pays the penalty becomes the icebox and the three other children each chose another child from the classroom the come forward. After the children become familiar with the game, a child may take the place of the teacher.

Over and Under

Children choose teams. Teams then line up side by side. At the signal, each team begins to pass a large rubber ball (kickball works well) to the back of their line. The ball must go over the head of the first person and under through the legs of the next person (over and under, over and under) until the ball reaches the last person in line. The last person in line then runs to the front of the line and the over and under passing begins again. A team is finished when the person who started first in line returns to the front with the ball. First team to finish wins the game.

Drop The Hanky

This old game takes only a group of children and a handkerchief.

Children form a circle. One child is outside the circle with the hanky. That child walks around the circle in a clockwise direction. He drops the handkerchief behind one of the other children and then runs as fast as he can in the same direction to the spot where that child was standing. The child chosen must pick up the hanky and run in a counter-clockwise direction to try to get back to the empty spot first. The game continues as the losing child starts clockwise around the circle to drop the hanky behind someone else.

Let The Potato Pick

This is an easy way to pick teams for a team game.

Children who want to play form a circle. Someone starts a potato around the circle while the group chants, "One potato, two potato, three potato, four, five potato, six potato, seven potato more." The children who receive the potato on the word "more" drop out of the circle and become members a team. Keep the potato going until half the group have caught the potato. You now have two teams for a team game, and the picking was done by the potato.

Dot

You will need a paper with several dots in rows and columns. (A dot page is included.) This is a game for two players. Player #1 begins by connecting two dots. Player #2 does the same until one player draws a line that completes a box. The player that completes a box puts his initials in the box and gets to take the next turn. If a player is lucky he may get to complete several boxes at one time. When all the boxes on the page are filled with initials, the game is over. The boxes are then counted, and the player with the most boxes wins.

Drop The Clothespin In The Milk Bottle

You need an old fashioned milk bottle and some clothespins. The object of this game is to drop as many clothespins in the milk bottle as possible. Children can play alone or in teams. Each child gets three or four clothespins. A line should be drawn about four inches from the milk bottle. Children must put their toes up to the line and hold each clothespin up to their nose before dropping it. The child or team with the most clothespins in the bottle is the winner.

The Indian Corn Game

This game is played with 15 kernels of corn, but you may also use buttons or pennies. Place the corn in 5 rows. In the first row you will have 1, the second row 2, the third row 3, the fourth row 4, and the fifth row 5. They will form a large triangle. Two children play, taking turns to remove the corn. At each turn, a child may take away one or more kernels, but they must all be in the same row. The child who removes the last kernel is the winner of the game.

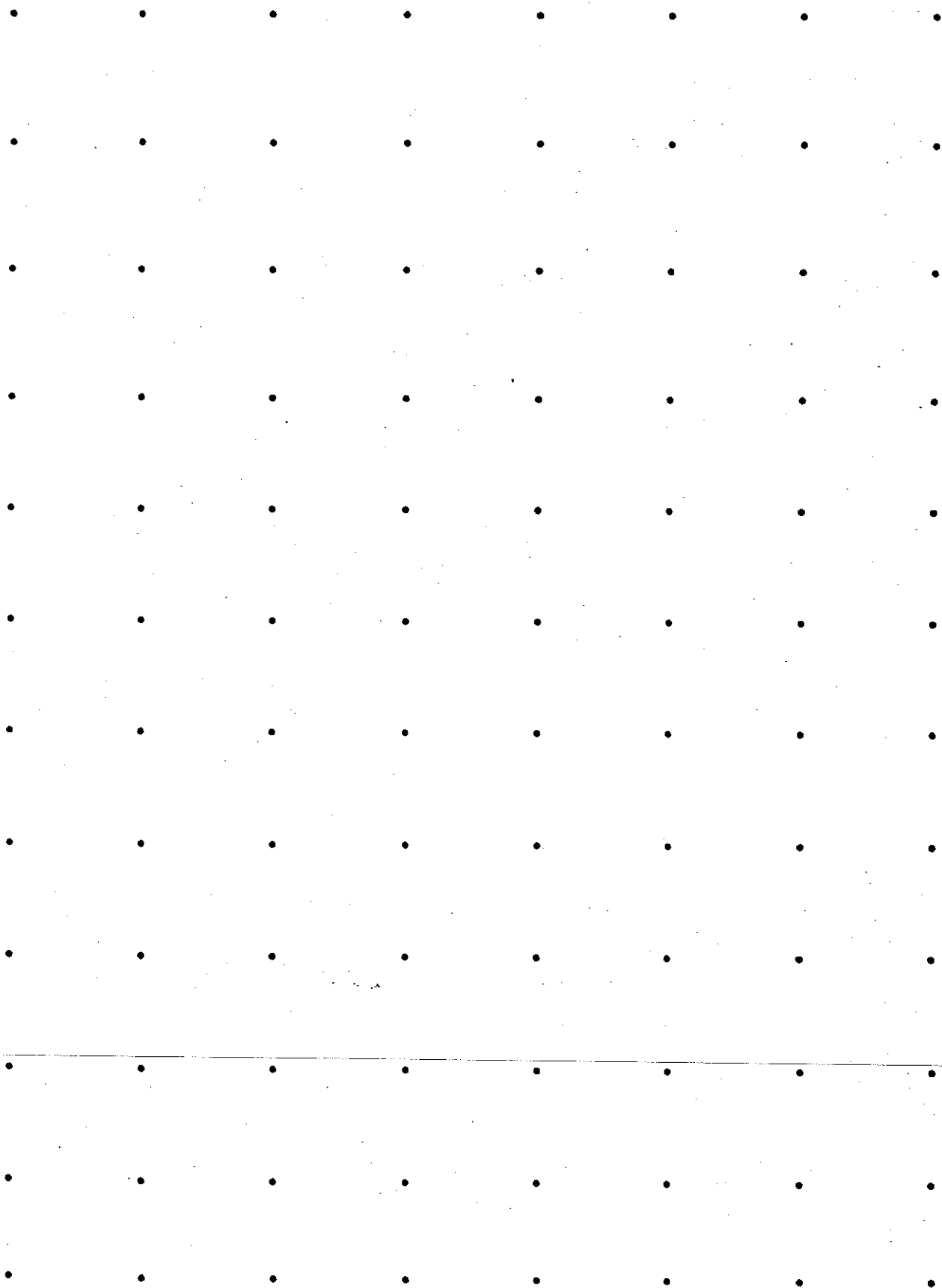
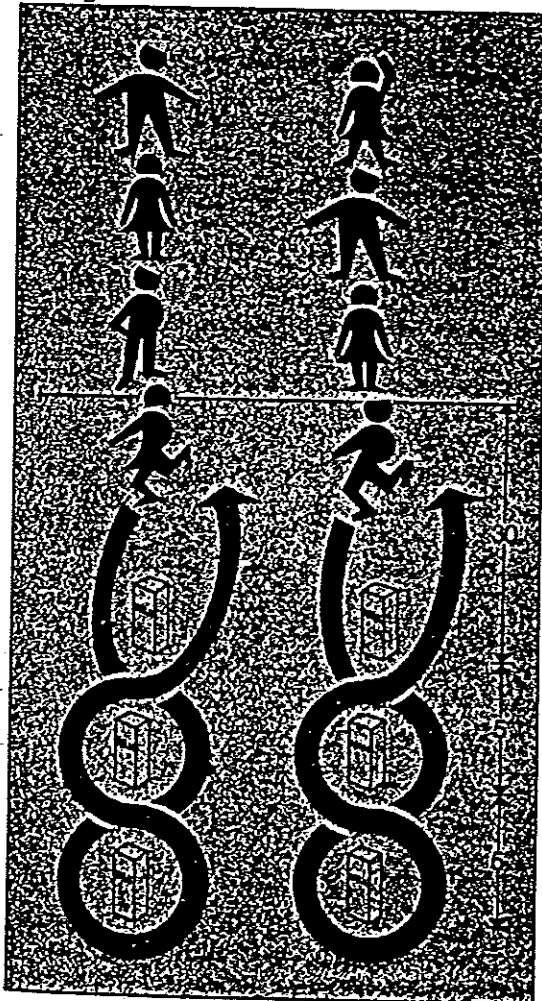


Figure-Eight Relay

- 8 to 30 • Eight to twelve
- Indian clubs or cardboard milk cartons

FORMATION: Columns form on a starting line. About 30 feet from the line, and in front of each team, groups of three Indian clubs (or milk cartons) are placed on the ground in single-file formation. Each club is about five feet behind the preceding club.

ACTION: On signal, the lead player in each line runs to the clubs and passes to the right of the first club, the left of the second, and the right of the third. Then he weaves back through them in the same manner as if forming a figure eight with an extra loop. The first team in which all members have completed the pattern wins. If a club falls, the player stops and sets it up in place before continuing his sprint back to the starting line.



Circle Relay

- 12 to 36 • Six to eight
- Playground balls

FORMATION: Players divide into two or more teams of equal number. Each team forms a circle. One player on each team has a ball.

ACTION: On signal, the player with the ball runs to the right around the outside of his circle and back to his starting place. He gives the ball to the player on his right. This player repeats the action. The game continues until all the children have run. The first team to complete the action wins.

VARIATION: Older children may prefer *Dribble Circle Relay*, in which they dribble the ball, basketball-style, around the circle.

Dizzy Izzy Relay

- 8 to 30 • Eight to twelve
- Baseball bats or broom handles

FORMATION: Players line up in equal teams behind a starting line; there is a turning line about 30 feet away. Each lead player has a baseball bat or broom handle which is about three feet long.

ACTION: On signal, each lead player runs forward to the turning line. There, he places one end of the stick on the ground and, holding

Circle Dodge Ball

- 8 to 15 • Eight to twelve
- Playground ball

FORMATION: All players but the dodger stand on or outside the rim of a circle about 25 feet in diameter. The dodger stands in the center.

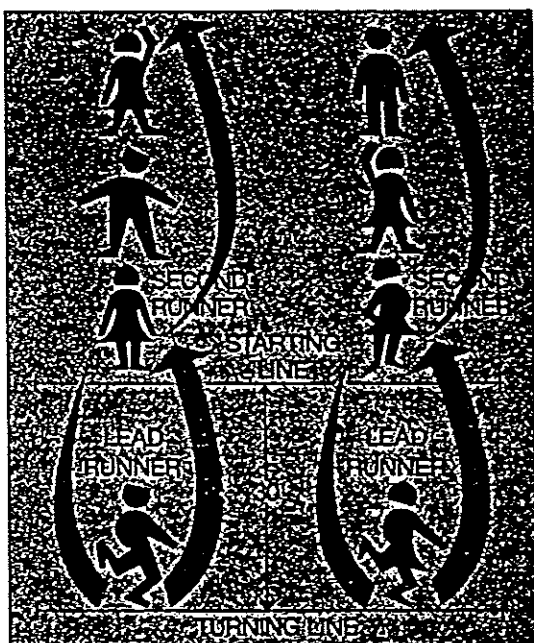
ACTION: The players on the rim try to hit the dodger with the ball. They may not move within the circle itself when they throw, and a fair hit is below the waist. The player who hits the dodger exchanges roles with him. In this game, the leader's job is to make sure that the ball is not monopolized by a few players. After each throw, he passes the ball on to the next player.

Simple Relay

• 8 to 30 • Five to seven

FORMATION: Players divide into teams of between four and eight contestants. Each team lines up in single file behind a goal line (the starting line), the columns side by side. About 30 feet down field, directly opposite the goal line, is the turning line.

ACTION: On signal, the first player in each file runs down field to the turning line, touches it with his foot, and then runs back to his goal line and tags the number-two runner, who is now at the front of the column. The number-two runner repeats the action, touching the third runner as he returns. Each player moves to the back of his column after completing his run. The game can be scored in two ways: each race can be considered separately, with a team scoring a point for each win; or the team that is the first to complete a full round of races—the lead runner being once more in the lead position—wins the contest.



Bunny Hop Relay

• 8 to 30 • Six to eight

FORMATION: Teams line up in single files, four or five to a team. The turning and starting lines are about 15 feet apart.

ACTION: Each player races in turn to the turning line and back. He must do it by taking the "bunny hop" position: squatting, holding his arms around his knees, and jumping along.

Crawling Relay

• 8 to 30 • Eight to twelve

FORMATION: Contestants divide into two or more teams, each team standing in single file behind a starting line. A turning line is marked off at a distance of about 30 feet. This line may be painted on the flooring with washable poster paint if the relay is being held indoors. If held outdoors, the line may be chalked on the grass, or a cord may be stretched close to the ground and fastened between two stakes.

ACTION: On signal, the lead player on each team gets down on his hands and knees and begins to crawl toward the turning line. On reaching that line, he crawls back to the starting line and touches off the next player on his team, who repeats the action. The first team to have had all of its members perform the action wins.

VARIATION: In the *Crawling-Running Relay* the action is the same, except that after crawling

Crab Relay

• 8 to 30 • Eight to twelve

FORMATION: Teams line up in columns behind the starting line. Because crab relays are difficult to perform, the turning line should be only about 15 feet from the starting line. The first player in each line stands with his back to the starting line, squats, and reaches backward so that his hands are on the ground.

ACTION: On signal, the lead players race backward, traveling on heels and palms, to the turning line. They cross it and return in the same way. Each player in the lines repeats the action, traveling in this crab-like fashion. The first team in which all players have raced wins.

Couple Hobble Relay

• 12 to 40 • Seven to eleven

FORMATION: Teams line up in pairs behind the starting line. A turning line is marked 30 feet away. The lead players stand side by side. Each places an arm around the partner's waist and lifts the knee of his outside leg as close as possible to the chest, gripping the knee with the free hand.

ACTION: On signal, each lead pair hops toward the turning line and back. The lead pair is immediately followed by the second pair—and so on until the cycle is finished. The column that completes the action first wins the *Couple Hobble Relay*.

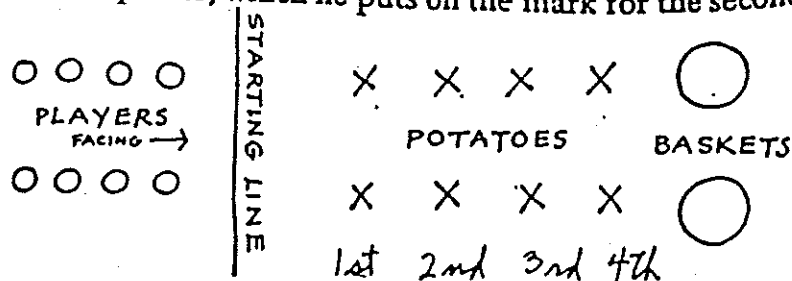
SUPER-DUPER POTATO RACE

This potato race can be played in a gym or outdoors. Before you start you will have to get two waste baskets or bushel baskets and eight medium-sized potatoes. Each basket should be at least large enough to hold four potatoes. (Boxes can be used instead of baskets.)

From 6 to 20 boys can play this game. Divide the group into two teams, and line up with one boy behind the other. Mark off a starting line in front of the first boys. Then 50 feet straight ahead place the baskets or boxes, one for each team. On the ground or floor, mark the spots where you will put the potatoes. (See diagram.) The first potato should be 10 feet from the starting line, the second potato 10 feet behind the first one, and so on.

Then at a starting signal, the first boy on each team must race to the nearest potato, pick it up, pass by the other potatoes, run to his team's basket and drop it in. Then he must run back to the second potato, pick it up, run to the basket, and drop it in. Then back for the third, and so on. After the fourth and furthest potato has been dropped into the basket, he races back to his team and the second boy in line runs.

But it is different for the second boy. He must first race to the basket where all the potatoes are, and pick one up. Then he must race all the way back to the spot marked for the first potato, and place the potato on the ground there. Then he dashes back to the basket for another potato, which he puts on the mark for the second



potato. After he has taken out the third and fourth potatoes and placed them on their marks, he races back and touches the third player.

The third player must do what the first player did. He must take the potatoes *one at a time* and place them in the basket. The fourth player does what the second player did, that is, he takes the potatoes out of the can *one at a time* and puts them back on their marks. The game goes on until one team finishes. And that team wins.

Back-to-Back Relay

• 12 to 40 • Seven to eleven

FORMATION: Teams line up in pairs behind the starting line. The turning line is marked about 20 feet away.

ACTION: The first pair in each team stands back-to-back, hooking both elbows firmly. At the starting signal, each lead pair races toward the turning line. They travel with one player moving forward and the other backward. After crossing the turning line and returning to the starting line in the same manner, they are followed by the next pair. The first team to complete the cycle is the winner.

Wheelbarrow Relay

• 12 to 40 • Eight to twelve

FORMATION: Players form columns behind the starting line. A turning line is marked about 20 feet away. Each team divides its members into pairs.

ACTION: The first pair in each team takes the wheelbarrow position. One player places hands on the ground and stretches legs straight out. The partner stands between the outstretched legs, holding them firmly at the ankle and lifting them to waist height. On signal, each lead pair races forward to the turning line, the front player traveling on his hands, and the other guiding him like a wheelbarrow. At the turning line, they reverse positions and race back to the starting line, to touch off the next pair, which has been waiting in wheelbarrow position.

Sack Race

• 8 to 50 • Eight to twelve • Large sacks

FORMATION: Players line up in columns by a starting line, about 30 feet from a turning line. Each lead player has a large sack, such as a potato or grain sack.

ACTION: At the signal, each lead player climbs into his sack, and holding its open end up around his waist, jumps to the turning line and back to touch the next player and give him the sack. The first team to have all players complete the action wins.

Three-Legged Race

- 12 to 40 • Eight to twelve
- Lengths of rope

FORMATION: Players form columns and stand behind the starting line in pairs. Each pair of players has their inside legs tied together at the ankle, with a belt or piece of rope or a handkerchief will do.

ACTION: On signal, each lead pair races forward toward the turning line, about 30 feet away, and back. They touch off the second pair, and each pair in turn must complete the action. The first team to have all its players complete the *Three-Legged Race* is the winner.

Potato Race

- 8 to 30 • Eight to twelve
- Potatoes, spoons

FORMATION: Players form columns behind a starting line, 15 feet distant from a turning line. Potatoes, in groups of three, are placed on the turning line, each group of potatoes in front of one of the teams. The lead player on each team has a large spoon.

ACTION: The first player on each team runs forward and scoops up one potato with the spoon—without touching the potato with a hand or foot. The player runs back with the potato on the spoon and places the potato on the ground at the starting line and returns for the second potato and then for the third. When all potatoes are at the starting line, the lead player passes the spoon to the second contestant, who returns the potatoes, one by one, to their original position on the turning line. The relay continues until every player has had a chance to move the potatoes back or forth, and the first team to complete the action wins. If this relay is played by six- and seven-year-olds, the rules can be bent to allow the children to pick up the potatoes with their hands and place them on their spoons.

Bucket Ball

- 6 to 10 • Six to nine • Playground ball

FORMATION: Children form a circle about 20 feet in diameter. In the center of each circle is a waste basket or plastic pail—the “bucket.” One player has the ball.

ACTION: Each player takes his turn trying to throw the ball into the bucket from his place in the circle. He may try to throw it in on the fly or on a bounce. If he hits the bucket, he gets one point; if he gets the ball in, he gets two. After each player has had five chances, the one with the highest score is the winner.

VARIATION: In *Team Bucket Ball*, played with larger groups, players form into two, three, or four circles, with a bucket and a ball for each. The action is the same, but the teams compete for the highest score within a set period of time—eight to ten minutes.

Sky-High Ball

- 4 to 20 • Seven to ten • Playground ball

FORMATION: Players divide into two equal teams and scatter around a playing area that is about 30 feet square.

ACTION: A player on Team 1 throws the ball at least ten feet in the air and within the playing area. If a member of Team 2 catches it, he scores one point for his side. If not, the throwing team scores. Then a member of the second team throws it, and this continues until all the players have had a turn. The team with the greater number of points after 15 minutes of play wins.

MUSIC

"Good Morning"

Good morning to you,
Good morning to you,
We're all in our places
With sunshiny faces,
For this is the way
To start a new day.

Whatever the weather,
We'll make it together;
In work and in play,
A beautiful day,
For this is the way
To start a new day.

"America"

Samuel Francis Smith, 1832

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died,
Land of the Pilgrim's pride,
From every mountainside, let freedom ring!

2. My native country, thee,
Land of the noble free,
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

3. Our fathers' God, to Thee,
Author of liberty,
To Thee we sing,
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our king!

"Yankee Doodle"

Richard Shuckburgh, 1755

Yankee Doodle keep it up, Yankee Doodle dandy.
Mind the music and the step, and with the girls be handy.

O Yankee Doodle went to town a riding on a pony,
He stuck a feather in his hat and called it macaroni.

Chorus

Father and I went down to camp, along with Captain Goodin,
And there we saw the men and boys as thick as hasty puddin'.

Chorus

And there we saw a thousand men, as rich as Squire David.
And what they wasted every day, I wish it could be saved.

Chorus

Yankee, Doodly, doodle, doo, Yankee Doodle Dandy,
All the lads and lassies are as sweet as sugar candy.

Chorus

"I've Been Working On The Railroad"

I've been working on the railroad,
All the live-long day;
I've been working on the railraod,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting:
"Dinah, blow your horn!"
Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?
Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?

Someone's in the kitchen with Dinah,
Someone's in the kitchen, I know,
Someone's in the kitchen with Dinah,
Strummin' on the old banjo.
Fee, Fie, Fiddle-ee I O, Fee, Fie, Fiddle-ee I O,
Fee, Fie, Fiddle-ee I O, Strummin' on the old banjo.

"Back Home Again In Indiana"

Back home again in Indiana
and it seems that I can see,
the gleaming candlelight,
still shining bright,
through the Sycamores for me.
The new mown hay sends all its fragrance
from the fields I use to roam.
When I dream about the moonlight on the Wabash,
then I long for my Indiana home.

"Sweet Betsy From Pike"

Did you ever hear of Sweet Betsy from Pike,
Who crossed the wide prairies with her husband Ike,
With two yoke of cattle and one spotted hog,
A tall shang-hai rooster, and an old yaller dog?

Chorus: Sing too ra li oo ra li oo ra li ay,
Sing too ra li oo ra li oo ra li ay.

The alkali desert was burning and bare,
And Ike cried in fear, "We are lost, I declare!
My dear old Pike County, I'll go back to you."
Said Betsy, "You'll go by yourself if you do."

Chorus

They swam the wide rivers and crossed the tall peaks,
They camped on the prairie for weeks upon weeks;
They fought with the Indians with musket and ball;
They reached California in spite of it all.

Chorus

PLAY PARTIES

"The Noble Duke of York"

1. O, the noble Duke of York,
he had ten thousand men;
he led them up to the top of the hill
and he led them down again.
2. Now, when they were up they were up
and when they were down they were down,
but when they were only half-way up
they were neither up nor down.
3. O, a-hunting we will go,
a-hunting we will go!
We'll catch a fox and put 'im in a box
and then we'll let him go.

Longways set for five to nine couples. Six couples is just right. 1. The head couple walks down the center between the two lines, with inside hands joined. They swap hands on the word "men," turning in toward each other, and walk back to place at the head.

Walk, or gallop sideways, for verse 1. Skip for verses 2 and 3.

Verse 1. The head couple walks down the center between the two lines, with inside hands joined. They swap hands on the word "men," turning in toward each other, and walk back to place at the head. Or, the head couple may gallop (sashay) sideways down the center holding hands straight across, hesitate on the word "men" and gallop back landing in place at the head on the last word of verse 1.

Verse 2. Head couple, with hands joined straight across, swings down the center to the bottom place. In swinging, pull back from each other at the shoulders. Use the whole verse for swinging, 16 beats. When you come to the last line raise an arch at the foot of the set.

Verse 3. All the other couples, who are turned now to face the head, join inside hands ready to skip around on the men's side of the set: the leading couple turns short to the left, skips straight down the room, and just below the arch turns left again, while all follow, come under the arch, and skip back up the center to places. Stand back in two lines again so the next round can start.

"Bear Went Over The Mountain"

1. A. The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain (Hold note here)
To see what he could see!
B. To see what he could see,
To see what he could see.
2. A. The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see!
B. Was all that he could see,
Was all that he could see,
3. A. Oh, we won't go home until morning
We won't go home until morning
We won't go home until morning
And maybe not at all.
B. And maybe not at all
And maybe not at all.

Longways for any number of couples. To find numbers at the start, all take right hands across, beginning with top two couples; couples on the top side of each two-couple set are first couples, the others are second couples.

Verse 1. A. Right hands across (8 counts) and left hands back (8 counts), by all first and second couples. That is, first boy takes second girl by right hand, while second boy does same with first girl. Then this wheel moves 8 counts clockwise, all change to left hands and wheel moves back counter-clockwise 8 counts to places. The step used in this figure should be an easy spring. Do not lift the knees. Keep the feet under the body and bounce quietly forward from step to step. B. All face partners in line and clap hands three times and three times again on words underlined above.

Verse 2. A. All first couples join right hands and walk 8 counts down the middle between second couples who stand still. On counts 7 and 8, first boys turn their partners under their right arm (girls turn out, to the left); then first couples join crossed hands and immediately, on the next count of 1, skip 8 counts back up the middle, continuing around their own second couples and ending in the second couples' place; all second couples moving up to first couples' place on last four counts.
B. All clap as before.

Verse 3. A. All turn partners, both hands straight across. Arms should not be bent nor kept rigid, but partners should lean back from each other enough to get a good balance for swinging. Use a quiet skipping step. B. Each first couple takes right hands across with the next second couple below. All shake hands then on the same counts as for the clapping; and then- Repeat from the beginning as many times as desired.

"Skip To My Lou"

The cat's in the buttermilk, skip-to-my-Lou: (3 times)
Skip-to-my-Lou, my darling.

I'll get another one, skip-to-my-Lou: (3 times)
Skip-to-my-Lou, my darling.

Little red wagon painted blue: (3 times)
Skip-to-my-Lou, my darling.

Mules in the cellar, kicking up through: (3 times)
Skip-to-my-Lou, my darling.

Chickens in the hay-stack, shoo, shoo, shoo: (3 times)
Skip-to-my-Lou, my darling.

If I can't get her back another one'll do: (3 times)
Skip-to-my-Lou, my darling.

Hurry up slow poke, do oh do: (3 times)
Skip-to-my-Lou, my darling.

My wife wears number eleven shoes: (3 times)
Skip-to-my-Lou, my darling.

Eggs in the cream jar, shoo, shoo, shoo: (3 times)
Skip-to-my-Lou, my darling.

I'll get her back, in spite of you: (3 times)
Skip-to-my-Lou, my darling.

When I go courting, I take two: (3 times)
Skip-to-my-Lou, my darling.

Gone again, what shall I do?: (3 times)
Skip-to-my-Lou, my darling.

I'll get another one sweeter than you: (3 times)
Skip-to-my-Lou, my darling.

Rabbit's in the bean patch, two by two: (3 times)
Skip-to-my-Lou, my darling.

Dance: At 1, all form a single circle, with each boy in front of his partner. Each player has his left hand on the right shoulder of the person in front of him. Circle left. At 2, each boy makes a half turn to the right and swings his partner. At 3, each girl steps in front of her partner and all form a single circle again in position as 1. At 4, each boy runs and swings the girl behind him in the circle. Then begin dance until everyone has had a different partner.

"The Pawpaw Patch"

1. Where, O where is sweet little Mary*?
Where, O where is sweet little Mary?
Where, O where is sweet little Mary?
'Way down yonder in the pawpaw patch.
2. Come on, boys, let's go find her!
Come on, boys, let's go find her!
Come on, boys, let's go find her!
'Way down yonder in the pawpaw patch.
3. Pickin' up pawpaws, puttin' 'em in her pocket!
Pickin' up pawpaws, puttin' 'em in her pocket!
Pickin' up pawpaws, puttin' 'em in her pocket!
'Way down yonder in the pawpaw patch.

*Use actual name of each person casting off.

1. The head girl turns out to her right (casts off), and skips clockwise around the outside of the whole set. 8 beats down the room and 8 beats back, and then, without stopping...
2. ...head girls picks up the head man (her right hand takes his left) and she leads the men's line (all the men holding hands in a line) around the set, 8 beats down and 8 beats back, and without stopping...
3. ...head girl turns (a 3/4 turn clockwise) into her own place. All are now facing the head of the set and have joined hands with their partners (crossed hands, or the easy way with near hands joined), and at once, with no stopping after verse 2, all promenade ON THE GIRLS' SIDE OF THE SET, 8 beats down and 8 beats back to places. But, on the fourth line (4.) of verse 3, the head couple turn out away from each other, the man to his left and the girl to her right, and cast off down the outside of the set and both land at the foot on the word "patch." Repeat, without stopping between rounds, for each girl.

Sources: Chase, Richard, ed. Old Songs & Singing Games. New York: Dover Publications, Inc., 1972.

Chase, Richard. Singing Games & Playparty Games. New York: Dover Publications, Inc., 1967.

Wolford, Leah Jackson. The Play-Party In Indiana. Edited and Revised by W. Edson Richmond and William Tillson. Indianapolis: Indianapolis Historical Society, 1959.

Skip to My Lou

Traditional

F C7

Skip, skip, skip to my Lou. Skip, skip, skip to my Lou.

F C7 F

Skip, skip, skip to my Lou. Skip to my Lou my dar - lin'.

Verse 2: Lost my partner, what'll I do? (3 times)
Skip to my Lou, my darlin'.

Verse 3: I'll find another one, and it's you! ...
Skip to my Lou, my darlin'.

Verse 4: Fly's in the cream jar, shoo fly, shoo! ...

Verse 5: Cat's in the buttermilk, what'll I do? ...

Verse 6: Cow's in the mill pond, moo cow, moo! ...

Verse 7: Rooster's on the rooftop, cock-a-doodle-doo! ...

Children form a circle. One child — X — stands in the center.

Verse 1: The children begin singing, as X chooses a partner, Y. The two join hands and skip around the inside of the circle.

Verse 2: X skips to a place in the circle, while Y continues around alone.

Verse 3: Y continues skipping, and on the words, "and it's you!" chooses a partner, Z. They join hands and skip around inside the circle until the end of the verse.

To continue the game, repeat *Verses 1-3*, with Z choosing a new partner and so forth, until everyone has a turn in the center.

Children may want to sing the additional verses at the end of the game.

Monkey See, Monkey Do

Traditional



Children form a circle. Everyone sings the first verse and claps hands on the word "clap." For succeeding verses, children take turns being the leader. The leader sings the first phrase of his verse and does appropriate motions. Everyone else imitates.

Sing these verses or make up new ones:

- If you tap, tap, tap your head...
- If you stamp, stamp, stamp your feet...
- If you bend, bend, bend your knees...
- If you turn, turn, turn around...
- If you hop, hop, hop in place...
- If you sing this very loud... (*sing loudly*)
- If you sing this very soft... (*sing softly*)
- If you sing this very short... (*sing staccato*)
- If you sing this very slow... (*sing slowly*)
- If you sing this very fast... (*sing fast*)

In and Out the Window

Traditional

The musical score is written on two staves in 4/4 time, with a key signature of one sharp (F#). The first staff begins with a G major chord, followed by a D7 chord, and ends with a G major chord. The lyrics are: "Go round and round the vil - lage. Go round and round the vil - lage." The second staff begins with a D7 chord and ends with a G major chord. The lyrics are: "Go round and round the vil - lage as we have done be - fore."

Verse 2: Go in and out the window (3 times)
As we have done before.

Verse 3: Now go and pick a partner ...
As we have done before.

Verse 4: Now circle with your partner ...
As we have done before.

Children form a circle.

Verse 1: Children join hands and skip to the right.

Verse 2: Everyone but one child—X—stands in place with joined hands raised high. X goes "in and out the windows," ducking in and out of the circle between the raised hands.

Verse 3: Children keep hands joined and skip to the right, while X skips to the left around the outside of the circle. When the verse ends, the child in the circle nearest to X becomes his partner, Y.

Verse 4: Children stand still and clap hands. X and Y go inside the circle, join both hands, and skip around in a small circle.

To continue the game:

Repeat *Verse 2* with X leading Y "in and out the windows."

Repeat *Verse 3* with both X and Y choosing partners.

Repeat *Verse 4* with all four children joining hands and skipping around in a small circle.

Repeat *Verses 2-4* until only two children are left to form the "window."

Then all children join hands and end the game by repeating *Verse 1*.

If You're Happy and You Know It

Traditional

The musical score consists of four staves of music in G major (one sharp) and 4/4 time. The first staff has a G chord above the first measure and a D7 chord above the eighth measure. The second staff has a G7 chord above the eighth measure. The third staff has a C chord above the first measure and a G chord above the eighth measure. The fourth staff has an A chord above the first measure, a D7 chord above the fourth measure, and a G chord above the eighth measure. Each staff ends with three measures of clapping, indicated by 'x' marks on the staff lines. The lyrics are written below each staff.

If you're hap - py and you know it clap your hands. (clap clap clap)

If you're hap - py and you know it clap your hands. (clap clap clap)

If you're hap - py and you know it, then you real - ly ought to show it!

If you're hap - py and you know it clap your hands. (clap clap clap)

Everyone sings the first verse and claps hands as indicated. Each child in turn chooses words for succeeding verses and leads the group in singing and doing appropriate motions.

Other verses might be:

If you're happy and you know it touch your nose ...
show a smile ...
tap your knees ...
stamp your feet ...
turn around ...
sing real loud ...
sing real soft ...

Under the Spreading Chestnut Tree

Traditional

C G7 C G D7 G

① ② ③ ④ ⑤ ⑥

Un - der the spread - ing chest - nut tree, When I knelt down up - on my knee.

C Em F C G7 C

⑦ ⑧ ① ② ③ ④

We were as hap - py as can be, Un - der the spread - ing chest - nut tree.

Spread arms



Hands on chest



Hands on head



Arms over head



Kneel



Slap knee



Point to smile



Pretend to write the letter B

These motions correspond to the numbered words in the music.

Sing the song ten times. Do all the motions every time. Begin with arms folded over head.

The first time, sing all the words and do all the motions.

The second time, do not sing *spreading* when doing motion ①.

The third time, do not sing *spreading* or *chest* when doing motions ① and ②.


The fourth to ninth times, continue as above, leaving out words but doing the motions.

The tenth time, think all the words (do not sing them) and do all

She'll Be Comin' Round the Mountain


Traditional

G (spoken)



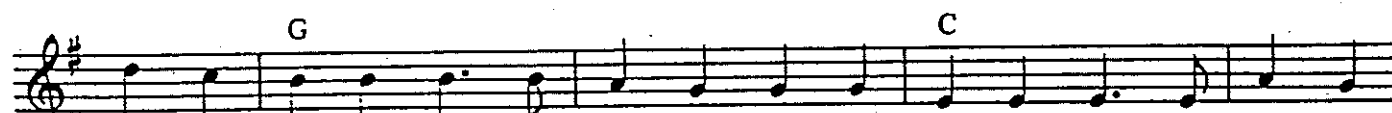
Verse 1: She'll be com - in' round the moun - tain when she comes. Toot! Toot!
 Verse 2: She'll be driv - in' six white hor - ses when she comes. Whoa back!
 Verse 3: Oh, we'll all go out to greet her when she comes. Hi there!

D7 (spoken)



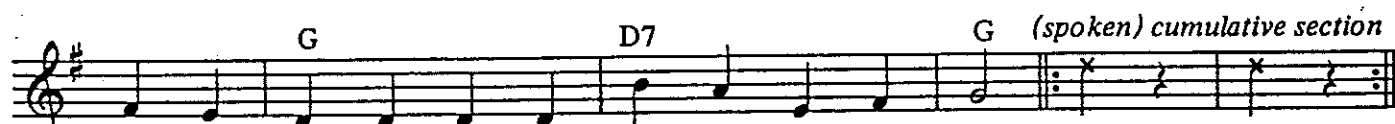
She'll be com - in' round the moun - tain when she comes. Toot! Toot!
 She'll be driv - in' six white hor - ses when she comes. Whoa back!
 Oh, we'll all go out to greet her when she comes. Hi there!

G C



She'll be com - in' round the moun - tain, she'll be com - in' round the moun - tain,
 She'll be driv - in' six white hor - ses, she'll be driv - in' six white hor - ses,
 Oh, we'll all go out to greet her, Oh, we'll all go out to greet her,

G D7 G (spoken) cumulative section



She'll be com - in' round the moun - tain when she comes. Toot! Toot!
 She'll be driv - in' six white hor - ses when she comes. Whoa back!
 Oh, we'll all go out to greet her when she comes. Toot! Toot!
 Hi there! Whoa back! Toot! Toot!

Verse 4: Then we'll kill the old red rooster when she comes ...
 Cockadoodle-doo! ...

Verse 5: And we'll all have chicken and dumplin's when she comes ...
 Yum! Yum! ...

Verse 6: Oh, she'll have to sleep with grandma when she comes ...
 Snore! Snore! ...

Verse 7: And she'll wear those red pajamas when she comes ...
 Whistle Whistle ...

Sound effects

Verse 1: Toot! Toot!
 Verse 2: Whoa back!
 Verse 3: Hi there!
 Verse 4: Cockadoodle-doo!
 Verse 5: Yum! Yum!
 Verse 6: Snore! Snore!
 Verse 7: Whistle! Whistle!

Motions

Pull imaginary train whistle cord on each toot.
 Clench fists and pull back on imaginary reins.
 Wave hand in greeting.
 Flap arms like wings.
 Rub stomach.
 Make snoring sound twice.
 Whistle twice.

New sound effects and motions are introduced in each verse of this song. At the end of each verse, the sound effects and motions from preceding verses are repeated cumulatively.

K-I-T-T-Y

Words and music by R. A. D.

I have a cat. She's ver - y shy. But she comes when I call, K - I - T - T - Y!

K - I - T - T - Y! K - I - T - T - Y! She comes when I call, K - I - T - T - Y!

In this song, hand-clapping is substituted for the letters K-I-T-T-Y. Sing the song six times.

The first time, sing all the words and letters.

The second time, do not sing the letter K, but clap hands instead.

The third time, clap instead of singing the letters K and I.

The fourth time, clap instead of singing K-I-T.

The fifth time, clap instead of singing K-I-T-T.

The sixth time, clap instead of singing K-I-T-T-Y.

A Tisket, A Tasket

Traditional

A tis - ket, a tas - ket, a green and yel - low bas - ket!

I wrote a let - ter to my love, and on the way I dropped it!

I dropped it, I dropped it, and on the way I dropped it!

A lit - tle girl (boy) picked it up and put it in her pock - et. (his)

Children form a circle. One child—X—skips around the outside of the circle, carrying a handkerchief. The other children clap hands and sing. On the words, "I dropped it," X drops the handkerchief behind Y—the child who is nearest to him at that moment.

Everyone in the circle continues to sing and clap, while X runs around the circle and Y runs around it in the opposite direction. The child who reaches Y's vacant place in the circle first, wins the game. The other child takes the handkerchief and a new game begins.

CHILDREN'S HISTORICAL FICTION

The following books would be good to read to students to give them a general background of historic Indiana. Some books are out of print but can be obtained at the public library or through interlibrary loan.

Aldis, Dorothy

Lucky Year. 1951.

Clifford, Eth (Rosenberg)

The Year of the Three-legged Deer. 1972

Eggleston, Edward

Hoosier School-Boy. 1882.

Hoosier School Master. 1871.

Gruelle, Johnny

Orphant Annie Story Book. 1921.

Judson, Clara Ingram

Bruce Carries the Flag. 1957.

Major, Charles

The Bears of Blue River. 1901.

Uncle Tom Andy Bill. 1941.

Nevin, Evelyn

Captive of the Delawares. 1952

Riley, James Whitcomb

Child-Rhymes. 1890.

Farm-Rhymes. 1905.

The Best of James Whitcomb Riley. 1982.

Sperry, Portia Howe

Abigail. 1938.

Stratton-Porter, Gene

Freckles. 1904.

The Girl of the Limberlost. 1909.

Laddie. 1913.

Swayne, Sam and Zoa

Great Grandfather and the Honey Tree. 1976.

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Kaulman, Bobbie, Early Schools. New York: Crabtree Publishing Co., 1982.

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Westerhoff, John H. McGuffey and his Readers; Plety, Morality and Education in Nineteenth Century America. Nashville: Abingdon, 1978.

The World Almanac and Book of Facts. Pharos Books, 1990.

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