

Pittsboro One Room School

Teachers' Handbook

In memory of all the original scholars who attended
School #3
Pittsboro, Indiana



Special thanks to Frank and Dorothy McClung,
donors of the school building
and
Leslie Hassfurder, whose vision and love of children and heritage
saw this project to completion.

Revised Teachers' Handbook

Nancy Hughes, Doris Martin, and Judy Pingel Pittsboro One Room School Handbook Committee.

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Introduction:

The information in this new and revised booklet will help you and your class prepare for your trip, and offers additional information to help with lesson plans as you anticipate your visit in a typical Hoosier 1892 one room school.

Registration:

Go to www.pittsborooneroomschool.org for additional information about your visit. Forms to register should be downloaded and mailed to the address listed.

All groups must be registered and approved at least 2 weeks prior to a visit. Due to the heavy demand for long school programs in the fall and spring, it is recommended that school groups of multiple classes make reservations well in advance of their visit. The school is both heated and cooled to accommodate various weather conditions. Attention will be made to the season of the visit in the learning activities.

The school is only open by advanced reservation. Programs about the school can be arranged in other locations; however, the actual re-enactment program will only be done at the Pittsboro One Room School. **The cost of the full day school group is \$85. The cost of the short civic program and short program is \$25**, paid in advance or at the time of the program. Checks should be made to the Pittsboro One Room School.

Location, unloading, and parking:

The Pittsboro One Room School is located in the town of Pittsboro, Indiana, in Hendricks County, approximately 20 miles directly west of Indianapolis. The One Room School is behind the Pittsboro Elementary School at 310 OSBORNE STREET, and is only accessible by bus or car from Osborne Street. From HIGHWAY 136, turn north on Meridian Street, which is one block west of the stop light; go one block and turn left/west on Osborne Street. The One Room School is two blocks on the right.

Route for groups coming on I-74: Take the Pittsboro Exit, go south to the (T), and turn left/east on Wall Street. Go one block and turn right/south on Meridian Street. Continue south past the elementary school and turn right/west on Osborne Street. After turning on to Osborne Street, the One Room School is two blocks on the right.

Buses may pull into the parking lot and unload on the north side of the One Room School, or unload on Osborne Street. **BUSES MAY PARK ON THE CORNER OF MERIDIAN AND OSBORNE STREETS**, (a school parking lot). Adults driving separately, or civic groups attending for the day, should park along the street south of the school.

Indiana Academic Social Studies Standards

Revised 2009

The following standards are generally covered in a typical visit to the Pittsboro One Room School. The program is recommended for students in third and fourth grade with modification made for groups having multiple ages. It is not appropriate for pre-school children. Please notify the school coordinator if you have specific topics related to these guidelines that would be good to have emphasized with your specific class. This list is not inclusive; however, most standards will be covered briefly during the course of the visit. An emphasis is placed on the life in rural Hendricks County from 1883-1919.

Third grade

History

Historical Knowledge 3.1.1, 3.1.2, 3.1.3, 3.1.4

Chronological thinking, Historical Comprehension 3.1.7

Roles of Citizens 3.2.5, 3.2.7

The World in Spatial Terms 3.3.2

Places and Regions 3.3.4

Human Systems 3.3.8, 3.3.9

Environment and Society 3.3.10, 3.3.11

Geography

The World in Spatial Terms 3.3.1

Human Systems 3.3.9

Environment and Society 3.3.10

Economics 3.4.2, 3.4.2, 3.4.3, 3.4.4, 3.4.6, 3.4.8

Fourth grade

History

Historical Knowledge American Indians 4.1.1, 4.1.2

Statehood: 1816-1851 4.1.6, 4.1.8, 4.1.9

Chronological Thinking, Historical Comprehension, Analysis and Interpretation 4.1.16, 4.1.17, 4.1.18

Roles of Citizens 4.2.7, 4.3.8

Geography

The World in Spatial Terms 4.3.2

Physical Systems 4.3.7

Human Systems 4.3.9, 4.3.10

Economics 4.4.1, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.9, 4.4.10

LEARNING ABOUT THE TIME PERIOD

The experience of visiting the Pittsboro One Room School is a chance to experience living history in a unique form. Your students will actually become school children from the past. The time period being depicted is 1892. Knowing more about this period in history will make your visit to the One Room School more exciting and insightful. **The more you can help students understand the time period, the more rewarding their visit to the One Room School will be.**

In a one-room school, children of all ages learned in the same room with the same teacher. Children as young as five were in the same class as teenagers as old as nineteen. Some of the students might even be older than the teacher! Even when their ages were different, children read together from the same reader. The teacher often worked with one or two students while the rest of the children were expected to work alone at their desks or help each other.

Before coming to school in the morning, children had to do chores at home. Frequently, the children were needed at home to help out with work and so missed school. When that happened, the students fell behind in their studies, and many times it took more than one year to complete a grade level. Often the oldest child in the family did not get to attend school at all, or only attended for a few days each year. These older boys and girls were needed more at home to help with farm work or taking care of younger children.

Your students need to know that people in the 1800's had different ideas about what was important to learn in schools. Penmanship was one of the most important subjects. Children were also urged to read aloud. They were encouraged to commit poems or large passages of literature to memory, and to be able to recite with gestures and expression. The most exciting part of the week was the weekly spelling bee. The entire community held the best speller in the school in high regard. Often spelling bees were held for members of the community as well as the school students. These spelling bees were great social events. The best speller from one school district might compete with champion spellers in surrounding communities--- much like athletic contests. Being able to "cipher", or do mathematical problems, was also of great importance. Help your students understand why these 3 practical skills were so valued. Explain that the "3R's of "reading, 'riting, and 'rithmetic" were the basis of education.

Your students will be reading from "The McGuffey Readers" when they attend the One Room School. This set of 6 readers begins with a primer, which has the alphabet, numbers, spelling words, and simple poems. Each subsequent volume increases in difficulty. **The content of the McGuffey readers is often more difficult than current textbooks for that grade level.** Children in a one-room school advanced through the readers at their own pace. Not only did the McGuffey Readers, which were first published in 1836 and were sold into the 1920's, teach children to read, they also taught values such as honesty, courage, charity, and good manners. Over 122 million copies of the McGuffey readers were sold. Reprints of these books are available in local bookstores.

Children attending school during this period went outside to play most recess times. The children usually grouped themselves by age and by sex. Most children had homemade toys, such as jump-ropes, dolls, and balls, with them. Among the toys purchased in stores were marbles. Marbles was a game of skill much favored by boys of all ages, and they played very competitive games, often "for keeps" (the winner got to keep the marbles he won). Tops and jacks were also popular "store bought" toys. But the most popular games usually were "Hide and Seek", "Tag", "Crack the Whip", "Hopscotch", and others that did not require any special equipment.

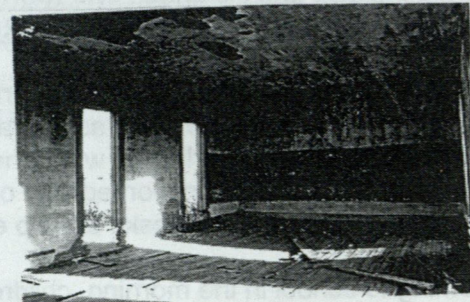
There are many activities that will help your students to get a feel for what was going on in the world at that time, and a number of great books you can read and discuss. Preparation for a visit to the One Room School can cover all areas of study, depending upon individual preferences. The visit can also serve as a reference for many lessons after your trip.

History of the 1883 One Room School's Restoration

This small brick building, built in 1883, stood abandoned for three-quarters of a century. During the 75 plus years it stood vigil at the edge of farm fields, it was temporarily used for many things---hay storage, shelter for farm animals, and as a corn crib.



Exterior of One Room School before restoration



Interior of school after 75 years of deterioration

By the late 1990's, its condition had deteriorated to a critical stage. Part of the roof was gone, windows had been broken out decades before, the door was missing, and the walls were beginning to crumble due to missing mortar and the removal of some of the bricks. The building had become a liability to its present owners, Frank and Dorothy McClung. They, however, recognized that the small structure was one of the last of its kind: a one-room school. For several years the McClungs had looked for an alternative use for the building that stood at the corner of their farm. They first offered it to the town of Pittsboro to use as a library. This use, however, involved moving the building to a location in town--- a project the town board did not wish to undertake.

Then one day, Mr. McClung, a bus driver for the North West Hendricks School Corporation, mentioned his one-room school to Pittsboro Elementary Principal, Leslie Hassfurder. By coincidence, Mrs. Hassfurder had recently visited a restored one-room school in Hope, Indiana. By an even stranger coincidence, the daughter-in-law of the chairman of the Hope Restoration Committee was president of the Pittsboro PTA. Mrs. Hassfurder and Dana Dillman knew what could be accomplished by dedicated volunteers, and a concerted community effort. This was the start of the Pittsboro One Room School Project.

These two assembled a task force of key volunteers. They enlisted the support of Dean Illingworth of Schmidt Architects, and Larry Rambis, superintendent of the North West Hendricks School Corporation. Schmidt Architects waived the fee for a feasibility study of the structure to determine if it could be moved to a new location. Mr. Rambis convinced the members of the School Board to allow the building to be placed on the grounds of Pittsboro Elementary School. Marsh Davis, of Historic Landmarks Foundation of Indiana, examined the building and verified its historic significance. He also arranged for a grant to fund the initial study of the restoration of the school.

Moving the building nearly 5 miles into town would be a huge project. Fund raising began to allow the movers to relocate the school, and at the same time prepare the site to receive it. The slow process of raising money by pancake breakfasts and garage sales was given a boost when the heirs of the late Glen and Helen Staton, former Pittsboro teachers, allowed their bequest to be transferred into the One-Room School Restoration Fund.

White Lick Heritage Community Foundation also provided a grant to speed the move. During the spring of 1998, Interstate 74 was briefly closed to allow the building to cross. The move involved the coordinated efforts of volunteers representing several utility companies. Thanks to their work, power and phone service was never interrupted as the building moved down the road. Two years after the

One Room School Restoration Committee first met, the brick building began its journey to once again become home to elementary students. As the building neared its future home, the students from Pittsboro Elementary School lined the sidewalk to see it arrive.

Volunteers from throughout the community donated time, energy, and their talents to the restoration project. Early on, it was determined that the building would not be a static museum. It would be the site of "living history", where students could experience what education had been like in the past. School #3 had been used from 1883 until the end of World War One. The target date of 1892 was chosen as a representative time period for the living history reenactments because of its historical significance.

Judy Pingel supervised both research and the interior restoration, as authentic items ranging from school desks to maps were given to the one-room school, and fund raising efforts continued. The roof was replaced, the brick walls were repaired, windows and a new door were installed, and the building began to change from a deteriorating shell back into a usable school.

Marianne Ash, a retired elementary teacher, began the job of compiling information about education in the late nineteenth and early twentieth centuries. She would be in charge of training the volunteer schoolmams and schoolmasters who would teach in the school once it was restored.

State-wide recognition of the value of the restoration project came when White Lick Heritage Community Foundation announced that the Pittsboro One-room School had been awarded a grant from the Eli Lilly Foundation. This funding allowed the restoration to proceed at an accelerated pace. Even though every dollar was needed in a dozen places, the members of the One-Room School steering committee voted to put 10% of the grant money into a permanent fund with the Community Foundation to provide for the building's perpetual maintenance.

In August 2000, the 1883 building was rededicated to education and as a site of living history.

Photograph of students in front of School #3, circa 1910



FRONT ROW: Thomas Nolan, Henry Halfaker, Lawrence Herring, Ernest Johnson, Carl Sparks, Wilmer Pearson, Dorothy Nolan, Crystal Garner, Ethel Linton, Rachel Weddle SECOND ROW: Walter Herring, Edgar Parker, Russell Garner, Eva Hinton, Clarel Johnson, Leota Linton Groover, Vada Weddle Cook, Virgil Johnson, Grace Linton, Ova Agan, Clyde Linton, Ruth Sparks (teacher)

Lesson Supplements Following a Visit

Nutrition:

Use the lunchtime to compare modern school lunches and practices to that of 100+ years ago. Discuss the nutritional differences. Compare the impact on school cafeterias, packaging, microwave use, refrigeration, ice, and fast food options to that of 1892. What makes a difference in what and how we eat today? Which do you think is healthier? Why?

Physical Education and Games:

Compare games and recess with that of 1892. Play some of the outdoor and/or indoor games that you learned while visiting the Pittsboro One Room School. What newly invented game did the children of 1892 enjoy that is still very popular today? (basketball)

Look up Big Sam Thompson in the book, Pictorial Hendricks County. Compare his data with your favorite baseball player now. Will you be found in future Hendricks County books like Big Sam?

Some of the toys use strings to make them go. What do children of today use instead of pulling strings to run their toys? Compare toys of today with those in 1892. What is each commonly made of? How many of the games do you still play, and which ones are new games that you had never heard of before your visit?

Health or Physiology:

Discuss the importance of good posture and deep breathing. Does it matter how a person sits to learn lessons and do schoolwork? Why is cleanliness important to individual and group health? Discuss why drinking from the same dipper was not a good health habit and how doing so may have caused more illness at school and in the community. Doctors used to make house calls to the home of the sick. How has this changed today? Would you like your doctor to visit you at home instead of having you wait in an office crowded with sick people?

Clothing:

Were you more comfortable wearing clothing of 1892 or the clothes that you typically wear to school now? How does clothing change what you do or cannot do at recess? Should girls be required to wear long dresses to school now? Do you think that the schoolmarm or schoolmaster was comfortable in the clothing of 1892?

Character Values:

Compare school rules of 1892 and those of today. Are the rules "speak the truth, be honest, be punctual, be kind and be clean" good rules for now as well as in 1892? Write or tell ways that these rules can be a part of your class every day. Is it important to show respect to the teacher and others?

Arithmetic:

Try completing Pike's Pyramid to 10 or higher. Try more mental math such as $3+2+1-3=$ while filling time or waiting in line. Have the students make up story problems using the terms found in our glossary, then have other students try to solve the problems. Do math races at the board. Modern versions of the slate are available. Students like to use their "slates" to show the teacher answers even today.

Economics:

Compare the prices of common objects then and now. Antiques that are more than 100 years old are often very valuable. Explain why this is so. Describe an antique, or photograph an antique, that is more than 100 years old and try to find out its value now. Watch *Antiques Roadshow* on Public TV. Tell the class about an antique item that you liked on the show and its appraised value. It is not recommended bringing antiques to school, due to the value of the items, and the possibility of breakage. Photographs or magazine illustrations should be used instead of actual antique items.

Why did the merchants of 1892 get frustrated and angry when the people ordered items from the catalogues or "wish books"? Does this type of problem happen today when large stores such as Wal-Mart come to a town? What must the small town merchants experience when this happens? Try a bartering party with your parents, teachers, and school principal's permission at school. A fun way is to barter used books that you have read with someone else for their old books.

Political studies:

Check references to see if Benjamin Harrison and Ira Joy Chase were re-elected in the 1892 election. Did the controversy over the "green backs" or paper money help or harm Benjamin Harrison's chances to be reelected? Could women vote in 1892? When could they vote? How old did a person have to be to vote in 1892?

The original pledge is different than the one we say today. What has been added? ("My flag" was changed to "the flag of the United States of America" in 1923, and "under God" was added in 1954). There were 44 stars representing states in 1892. What states were added to make our 50-star flag now? In what year did people begin to place their hands on their hearts when saying the pledge?

History:

Discuss what the schoolmarm or schoolmaster did not know about during your 1892 school day. Why is it important to know about history and the way people lived long ago? How was life the same or different from modern times? Would you like to be a scholar then or a student now? Tell why.

Take time to discuss the childhood and school days of an older family member or friend who is at least 55 years old or older. Thanksgiving, Christmas, and family reunion dinners are well suited for this activity. Try videotaping or audio recording this interview to keep as a family memory. Take lots of family photos and make scrapbooks. Keep a school picture of yourself each year that you are in school. Be sure to label and date the photos. Create family traditions to make memories to tell your grandchildren.

Remember that today is tomorrow's history!

Transportation:

Use the trip to the school as a geography and arithmetic lesson. Have the students make maps (or find maps on the Internet) to the Pittsboro One Room School from your school. Discuss which direction the bus is traveling. How many miles was the trip one way and round trip? Ask the driver for miles per gallon and figure how much gas it took to make the trip. Figure the cost of the gasoline used to make a round trip. The Pittsboro Elementary School address is 206 North Meridian, Pittsboro, Indiana 46167.

Compare the methods of transportation in 1892 to today. What means of transportation were not available then? How do our faster modes of travel affect the way we live? How important were trains in 1892? (They even renamed communities to fit on the train schedules. Ira Joy Chase used the train to commute to the Indiana Capital Building each day. Goods could be shipped to and from rural communities by rail).

Significant people mentioned at the Pittsboro One Room School

Teachers should use this list as a follow up only

George Washington Carver Negro scientist who experimented with peanuts and soja beans

Ira Joy Chase Indiana governor in 1892 who was a resident of Danville

Grover Cleveland US President who ran against Benjamin Harrison in the 1892 election

Christopher Columbus known for discovering America

Thomas Edison inventor of the electric light-bulb and many other devices

Benjamin Harrison US President in 1892, resident of Indiana

Abraham Lincoln President of the US during the Civil War: spent youth in Indiana

Dr. Osborne the local medical doctor in Pittsboro in the late 1800's

Adrian Parsons Hendricks County farmer who experimented with soybeans

Big Sam Thompson Baseball Hall of Fame member from Hendricks County

Martin Van Buren ninth president of the US, traveled through Hendricks Co.

Queen Victoria much loved former Queen of England

George Washington first president of the USA

Willie Whisler former student of the Pittsboro One Room School, who wrote books about his life in Pittsboro and Hendricks County.

For further assistance

The Pittsboro One Room School staff will gladly consult with teachers on topics and projects related to your visit. We suggest the following references and welcome others that you may wish to share with us. We strive to teach the heritage of Pittsboro and other Indiana rural communities, as well as the history of Hendricks County.

Appendix Glossary of Terms

These definitions are specific to the Pittsboro One Room experience and time period from 1882-1919 when the school was in operation.

academy a private high school or secondary school offering instruction in specialized fields of study which is compared to our high schools of today

ague having chills and fever, similar to malaria

Ante-Over (also Andy Over) a game played by tossing a cloth ball over the schoolhouse and having it caught by someone on the other side

apothecary a pharmacy or drug store

arithmetic computing numbers using addition, subtraction, division, and multiplication

barter to trade goods or services instead of using money

beau a sweetheart of a girl or woman

blab school When there are several grades in one room and several students are reciting their lessons and reading out loud at the same time.

blacksmith a person who makes horseshoes and puts them on horses. A blacksmith can make latches, hinges, and tools made of metal.

Black Swamps the swampy area in northern Hendricks County north of Brownsburg and Pittsboro

board with to pay rent or work to stay in a home

bonnet a head-covering with strings to tie, worn by a woman or child

box social a group picnic where families or individuals take food to share with others. A meal might be placed in a decorated box and sold to the highest bidder. The bidder then ate the meal with the person who prepared it.

buggy a four-wheeled carriage with one seat, able to carry two people

bungalow a style of house often referred to as a cottage. This style of house was very popular in Hendricks County. Some still remain today. Sears & Roebuck also sold these houses in their catalogs!

butcher (1) n. a person who prepares meat to be sold. (2) v. to kill and prepare the meat of an animal for eating

calico (1) a printed cotton cloth; (2) a type of multicolored house cat

canning the process of preserving food in glass jars

Centennial 100 years, a celebration or anniversary of 100 years

character (1) a personal quality of being honorable and of a good reputation; (2) representing someone.
Example: The schoolmarm was in character pretending to be someone else.

Chautauqua celebrations and performances by singers, musicians, poets, humorists, writers, and actors who traveled between communities. It brought culture to rural communities. Most were held in large tents, and lasted several days to allow people from other areas to attend.

cholera an intestinal disease which caused many deaths during an epidemic in Lizton

chores tasks or routine work done by children and farmers, such as milking the cows, collecting eggs, feeding the animals, etc.

churn (1) **n.** a container used to make butter; (2) **v.** to make butter using a butter churn

ciphering working with numbers. Scholars did ciphering in arithmetic lessons.

cistern a tank for holding rainwater

Civil War the war between the northern and southern states involving slavery and states' rights issues during Abraham Lincoln's presidency (1861-1865)

cloakroom a room at church or school where coats, boots, and hats were kept

common school a public school that includes grades 1-8

consumption tuberculosis; a lung disease

copybook a book that is written for scholars to copy from. Examples: the alphabet and numerals

copy cat a person who imitates another person, or the work of another person, instead of using his own mind and work

corduroy road road covered with timber or logs especially in low areas. It was extremely bumpy and reminded people of corduroy fabric or cloth.

corn-husking removing the shell or husk on an ear of corn

court (1) to date, to go courting was to have a date with your beau; (2) a place where a judge and jury decide law suits.

cow pie cow manure. It was often used as baseball bases or fuel when dried.

Crack the Whip a game played by children holding hands and running in a snake-like fashion. It is considered too dangerous to play at school today.

crop (1) plants grown in a garden or on a farm, such as corn and wheat; (2) to chop or cut off; (3) a small whip or stick used to encourage a mule, ox, or horse to move faster.

Delaware Indians native Americans who once lived and hunted in Hendricks County

dipper a utensil used to dip, especially water

Drop the Handkerchief a game of tag played in a circle, with one child dropping a handkerchief and being chased by the person who had the handkerchief dropped on the ground behind him or her.

dry goods items which were not food, sold at a store. Examples: fabric, buttons, thread, hats, socks, etc.

dunce cap a tall pointed cone-shaped cap put on a scholar who misbehaved

dunce stool the tall seat used to punish a scholar who misbehaved

elm a type of tree; the Van Buren Elm was in Plainfield

elocution the study of proper speaking

fetch to carry or bring back from a starting point

Fox and Geese a circle tag game played in fallen snow

geography (1) study of the physical surface of the earth; (2) the study of townships, counties, states, countries, and continents, also including weather, natural resources, and populations of the inhabitants of earth.

geometry (1) the study of points, lines, and shapes; (2) triangles, squares, rectangles, squares, and ovals are geometric shapes.

gingham plain-weave cotton fabric, usually striped or checked; popular fabric for shirts and dresses

Golden Rule "Do unto others as you would have others do unto you," is a quote used as a school rule, teaching respect for other people.

Good Book the Bible

Grand Army of the Republic Union or Northern veterans of the Civil War

grippe the flu or having the flu

grocer a person who sells food and other supplies for housekeeping

grub (1) slang for food; (2) a larvae or worm that eats crops and grass underground. It is not popular with gardeners and farmers because it is destructive of plant life. (3) digging in the dirt.

gunny sack a heavy sack or bag made from jute, commonly used for carrying heavy items, such as potatoes. Scholars used them in three-legged sack races.

hack (1) a horse-drawn carriage used to carry passengers. A school hack took children to school much like a school bus today, a depot hack carried people from the train station. (2) a loud cough

handkerchief a cloth square, used as tissues are used today, for blowing the nose. A schoolmarm might have put perfume on her handkerchief to sniff if the air in the classroom became unpleasant.

hickory switch a stick of wood that was used to punish a scholar who misbehaved

high top shoes shoes or boots that lace up from the toe to the ankle

homemaker a woman who works only at home, usually doing work to provide for her family; a housewife

hooky "playing hooky" is to be absent from school without permission

Hoosier a person born or living in Indiana

huckster a street peddler who sells or barter for small items--- spools of thread, knives, fruits, and vegetables. A huckster might also sell patent medicine. Rural families depended on the huckster wagon between trips into town.

hymn sing a gathering of people who sing religious songs

ice house a building for storing ice, which had been taken from a frozen stream or river. It was also used to store meats and other foods, before electrical refrigeration was invented.

I-Home a style of home highly popular in states beginning with the letter I: Indiana, Illinois, and Iowa

inkwell a glass container for holding ink, placed in a hole in a scholar's desk

interurban an electric train operating between towns. It was characterized by many stops and frequent departures. Started in Hendricks County around 1905. (inter=between and urban= city)

knickers loose-fitting short pants, gathered in at the knees and worn by boy scholars

lamp chimney a glass tube, surrounding the flame of a lamp, which keeps the flame steady

lard the boiled-down fat of hogs, used to cook with and make soap

long johns men's one-piece underwear, usually made from wool, and worn in the winter for warmth

lye soap soap made from boiled animal fat, lard, lye, and potash

manuscript a handwritten document

mercantile a store that sells dry good items, or items that are not food

mosquito (1) insect that can carry diseases. It commonly breeds near standing water, such as the Black Swamps in Hendricks County. (2) a circle tag game, played much like Drop the Handkerchief

Negro a "person of color", or term referring to persons of African descent with black skin; a commonly-used and respectful term in the Victorian Era used to describe what we now refer to as the African-American or Black race of people.

orthography spelling

outhouse a small building separate from the house or school, used as a restroom. Some schools had two, one for the boys and one for the girls.

paw-paw (1) a tree that often grows wild in the woods (2) the fruit of the paw-paw tree. It is nicknamed the "Indiana Banana," since it tastes much like a banana

penmanship the art, style, and skill of handwriting

phonograph a device used to play music; record players. CD players are the modern version of this invention

pinafore a sleeveless, apron-like garment worn by girls and women over their dresses and blouses

polecats a nickname for a skunk

proverb (1) wise advice; (2) also, a verse from the Book of Proverbs in the Bible

pump (1) **n.** a metal device used to get water from a well; (2) **v.** the action used to operate a well, air pump or similar machine

pump organ a musical instrument much like a piano and pumped by the feet of the person playing it, to force air and operate the organ

punctual on time and not tardy

Quaker a common religion practiced in Hendricks County. The first pioneers in the county were Quaker people. They were opposed to slavery, often assisting in the Underground Railroad. Also called Friends. Note: The Plainfield Quakers sport teams get their mascot name from the many Quakers who were pioneers in the area.

quilt a blanket made of small pieces of cloth sewn together; ladies would have quilting bees to make new quilts as a group

receipt (1) a piece of paper with the directions for cooking or making something; a recipe; (2) a piece of paper use to describe items purchased; a paid bill

Roman numeral letters representing numbers: I=1, V=5, X=10, L=50, C=100 and M=1,000 or any combination of these letters to represent numbers; the clock and the McGuffey readers use Roman numerals.

root cellar a large hole dug in the ground, with a door, where crops and canning were stored, to preserve the food for winter, away from heat and harsh cold weather; also used as a shelter from wind storms

scholar another word for student or pupil

schoolmarm or schoolmaster a teacher, educator, or instructor, also called a pedagogue, often very strict

script cursive form of handwriting

seamstress a person who sews clothing as a profession

shirtwaist a woman's loose-fitting blouse

sho-a-mack a term meaning slippery fish in the Delaware Indian language; Eel River was derived from this term. It was also sometimes called "shakamak"

slate a small piece of rock slate, framed in wood, used by scholars to write on

slopping the hogs to feed the pigs or hogs garbage or "slop"

snitch to tattle tale or tell about the mistakes of a person to someone else

soapstone soft stone used to mark on metal or slates; also easily carved into decorative items

soja beans term used for soybeans prior to 1900

span (1) a team of two horses or mules; (2) the distance between the index finger and the thumb when stretched to the maximum, often used in measuring when a standard ruler was unavailable.

spectacles eyeglasses

spelldown a spelling bee; a spelling contest

spin (1) to make yarn using a spinning wheel; a spinner was a person who made yarn. (2) to tell a fanciful story, or tale, was also called "to spin a yarn".

stave a long thin wooden board used to make barrels and buckets. Pittsboro had a stave factory.

stylus (1) a sharp pointed writing device; (2) a sharp point used to pick up sound in the grooves of a recording, which is one part of a phonograph

suitor a beau or boyfriend of a lady

summer kitchen a separate building used for cooking and laundry, which was used to keep the heat away from the main house in hot weather

sundries store store where small items were sold, later referred to as a dime store, since a dime was the common price for many items. Compared to the dollar stores of today.

Three Deep a circle tag game played by two circles of scholars

Underground Railroad routes taken by escaping slaves from their southern masters to freedom in the north and in Canada

Victorian characteristic of the time when Queen Victoria ruled England (1837-1901); a style of furniture and architecture, common to this time, with flowery design and heavy ornamentation. Black dresses for women became popular in imitation of Queen Victoria, who always wore black as a sign of mourning after the death of her beloved husband, Prince Albert.

vittles a slang word for food or a meal

wapekeway the Delaware Indian word for "white salt", White Lick Creek in Hendricks County was derived from this term.

"Wish Book" a catalogue; Sears and Roebuck and Montgomery Ward had large catalogues which were quite popular in rural areas, where it was difficult to get to stores regularly. Sears and Roebuck even sold house kits in their catalogue.

woodshed a small building where chopped wood was kept out of the weather. Wood was used as fuel to heat and cook with. "A woodshed experience" meant a place where punishment was handed out in the form of a spanking or whipping. It was a good place to hide in the game, Hide and Seek.

zipper a device to fasten clothing, introduced in the 1890's

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Quakers in Indiana

www.statelib.in.us
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www.nationalgeographic.com/features/99/railroad
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Tells about the Columbia Exposition of 1893

www.enjoyindiana/about_indiana
Amazing facts about Indiana

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Indiana history and facts from Information Please Almanac

www.backwoodshome.com/articles/shober30.html
pioneer recipes for kids (recommended for teachers only)

Pittsboro One Room School

Mailing

206 N Meridian Street
Pittsboro Indiana 46167

Site Location

310 Osborne Street
Pittsboro Indiana 46167

The One Room School is handicap accessible.

The school can accommodate a total of 30 students.

We request that no more than 1 teacher and 2 additional adult chaperones attend with each class, and that they participate in the program as older students.

A teaching day is usually Monday through Friday, 9AM to 1:30PM, but the time can be adjusted. Please note any desired changes on the request form.

Tours or presentations for small groups may be available at other times.

For information call or email

317-892-4107

bentleym@tds.net

The school is open by reservation only.

FEES: Full Day Class \$85

One to Two hour visit (small groups only) \$25

Please make check payable to: Pittsboro One Room School

Send deposit and registration to:

Doris Martin

Phone: 317-892-4107

4783 Brookridge

Fax: 317-892-4524

Pittsboro, Indiana 46167

FACILITY REQUEST FORM

School Group or Organization _____

Contact Person _____

Phone Number _____ Fax Number _____

Address _____

Requested Day _____

Arrival time _____ Departure time _____

Grade Level _____ Total number of students _____ boys _____ girls _____

Number of Adults Attending _____ Number of students with special needs _____

Please explain those needs: _____

I, _____, as a representative of _____, agree to indemnify and hold harmless the One Room School Committee and the North West Hendricks School Corporation for any damage or injury which I or anyone in this group activity may sustain, in any manner, while using the requested facility. It is further understood that liability insurance will not be required of this group or individuals granted permission to use said facility, and the One Room School and/or North West Hendricks School Corporation's liability coverage does not cover any group's or individual's liability.

Signature of Official of Group

You will receive confirmation of your scheduled visit to the Pittsboro One Room School.

Please retain a copy of the Facility Request Form for your records

PITTSBORO ONE ROOM SCHOOL TEACHER/ADULT EVALUATION

(Circle One)

School Name: _____

Grade Level: _____ Number of Students: _____

One-Room School Teacher: _____

Date Visited One-Room School: _____

Did you have any problems? Please describe.

What did you like best about your visit?

Would you recommend a visit to the One Room School to others? Why?

Do you have any further suggestions or comments?

PITTSBORO ONE ROOM SCHOOL STUDENT EVALUATION

School Name: _____

Teacher: _____

One-Room School Teacher: _____

Date Visited One-Room School: _____

Please tell what you liked about your day at the One-Room School

What did you like best about your visit to the One-Room School?
Please write on this page.

FACILITY REQUEST FORM

School Group or Organization: _____

Contact Person: _____

Phone Number: _____ Fax Number: _____

Address: _____

Requested Day: _____

Would you recommend a visit to the One Room School to others? Why? _____

Grade Level: _____

Number of Adults: _____

Please explain any special requests: _____

Suggestions and comments: _____

By signing this form, you agree to indemnify and hold the One Room School Corporation and the North West Hendricks School Corporation harmless from any liability, in any manner, which may be incurred by the group or individuals named herein, arising out of or from the use of the facility, and the One Room School and the North West Hendricks School Corporation's liability coverage does not cover any individual's liability.

Signature of Official of Group: _____

You will receive a complimentary guided tour of the Pittsboro One Room School.

Student Visit to the Pittsboro One Room School

Lunch

Scholars always brought their lunches to school, except for special days when everyone brought garden produce to school to make a hot stew. Students are encouraged to prepare a lunch as was done in 1892. Lunches may be brought in a small pail, a pan, a basket, brown paper bag, or wrapped in cloth. Food may be wrapped in waxed paper, parchment paper, or cloth napkin. Students should be discouraged from bringing plastic products, aluminum foil, and plastic thermoses, which were not in use in 1892.

Some suggested food items that were typical in 1892 are:

- Slices of ham, roast beef, or beef jerky
- Fried chicken
- Meatloaf
- Peanut butter and jelly
- Cheese
- Corn bread
- Homemade bread, jelly or jam
- Biscuits
- Apple butter
- Hard boiled eggs
- Nuts
- Pickles
- Fresh fruit in season, such as apples and grapes
- Raisins and other dried fruit
- Slice of cake
- Cookies such as sugar, Snickerdoodles, or molasses
- Fruit turnovers
- Hoe cakes

Water is provided, and all scholars will make a paper cup. Please avoid bringing pop in cans or plastic containers such as water bottles.

Dress: Shorts, sandals, and bare feet are not acceptable.

Boys should try to wear dark pants, jeans, bib overalls with white or plaid shirts. Suspenders are a nice touch. Some shirts are available for optional use at the school during the visit. Hats are fine, but not to be worn inside the school. Baseball type caps are NOT appropriate.

Girls should try to wear long dresses. Aprons or pinafores are nice. There are pinafores available at the school for girls to wear. Bonnets and hats are fine, but not necessary. Girls often wore their hair in braids and pigtails.

Optional: Pinafores and shirts are available for use during your visit.

Adults are encouraged to come dressed for the times, since it helps make our living history experience more realistic.

Teachers may copy this form to distribute to the students.



Pittsboro One Room School



Pittsboro One Room School