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USE OF EYESTONE SCHOOL

The one-room Eyestone School, located at the northeast corner of Adelaide Street and College Avenue in Normal, is one of McLean County's original school buildings. Students are able to sit at wooden desks, practice penmanship, and study a curriculum of 1900 while at the school.

Teachers of elementary school classes may reserve the Eyestone School classroom for a day and conduct their lessons there. This curriculum guide suggests lessons. Teachers should plan to spend the morning, 9:30 a.m. to 1:00 p.m. and/or afternoon 1:00 p.m. to 3:00 p.m. at the school with their class.

The Eyestone School's 1900s classroom is available for reservations on regular school days. A minimum of two weeks advanced booking is required. Full information about scheduling the Eyestone School classroom may be obtained by phoning or writing to:

**The Dean's Office
College of Education
Illinois State University
Campus Box 5300
Normal, IL 61790-5300
309/438-5415**

Further Instructions for Use of the Eyestone School

- ☎ To open the facility, visitors are asked to call the university police, 309/438-8631, before leaving their school to come to Eyestone. The building will then be opened for them before they arrive.
- Buses and cars may unload students in front of the school on Adelaide Street; however, vehicles must park 100 feet north of the school on Adelaide Street.
- What to bring:
 - Penmanship paper for each student; and
 - Pencils for each student.
- Thirty slate boards are available in the classroom.
- McGuffey's Readers are available for use in the schoolroom bookcase. The set contains 30 books. Please reshelve books.
- Groups may bring sack lunches.
- As teachers and pupils did then, the class today must do all clean-up work required to leave the classroom in perfect condition for the next day's class. A broom and dust pan are provided and a waste receptacle is located in the classroom closet.
- ☎ When visitors are ready to leave, visitors are asked to again call the university police and let them know that they are leaving Eyestone. The telephone is located on the platform behind the chart-holder. Dial the last five digits, 8-8631 when calling from the school. The university police will close the building after the group has left.

***TENTATIVE SCHEDULE FOR A HALF-DAY SESSION
AT EYESTONE SCHOOL***

Morning	Activities	Afternoon
9:00- 9:30 a.m.	Travel to Eyestone School	12:30-1:00 p.m.
9:30-10:30 a.m.	25-Minute Arithmetic (using slate boards) 1) Multiplication 2) Addition 3) Subtraction 20-Minute Illinois History 15-Minute Penmanship	1:00-1:45 p.m.
10:30-11:00 a.m.	Restroom Break and Physical Training in the Classroom by Teacher	1:45-2:15 p.m.
11:00 a.m.-noon	30-Minute Reading (McGuffey's) 20-Minute Spelling Bee (divide class in half) 10-Minute Geography Exercise	2:15-3:00 p.m.
12:00-1:00 p.m.	Lunch at Eyestone School and Physical Games in the School Yard	2:15-3:00 p.m.
1:00-1:30 p.m.	Travel Back to Home School	3:00-3:30 p.m.

HISTORY OF EYESTONE SCHOOL

Eyestone School was originally Rose Hill School #143, and was located west of Normal, Illinois, on Hovey Road at the southeast corner of Section 30. The frame structure was built in 1899 after a windstorm destroyed the former brick building located at the Hovey Road site. The original school site had separate boys' and girls' playgrounds and two outhouses.

Students attending the Rose Hill School lived on the west side of Normal and north edge of Bloomington. Grades one through eight were taught at the school.

Rose Hill School was affiliated with Illinois State University as a training school for rural teachers from 1927 to 1930. The district joined the Normal Unit District in 1948.

This typical one-room school of 1900 was donated by Dr. and Mrs. G. J. Kruger. The building was renovated and moved to its present Adelaide Street and College Avenue location. The project was sponsored by the Illinois State University Alumni Association to commemorate the role played by one-room schools in the education of our nation.

In May, 1965, the school was dedicated in honor of Miss Lura Eyestone, who began her teaching career in a one-room school in McLean County and went on to become an outstanding teacher in the Laboratory School at Illinois State University.

THE CURRICULUM - COURSE OF STUDY

Since basic education was significant to the quality of living in 1850, the curriculum of the elementary school could actually be the three R's and meet the social needs as they were seen. All young citizens needed to know was how to read, write, and figure; possessing these tools, they had a rich source of functional education all about them, theirs for the taking.

To meet the increasing demands for a functional type of elementary education as environmental opportunities diminished, the curriculum was greatly expanded in the last half of the nineteenth century. In most schools of the nation, these subjects were added: Nature study and science, drawing, physical training, music, sewing, cooking, manual training, and history. Geography and spelling had been added earlier (Cole, 1964).

The following subjects were taught in grades one through eight in McLean County, 1900-1905, as required by Illinois law: Reading, penmanship, arithmetic (including bookkeeping), spelling, English grammar, geography, U.S. history, physiology, and hygiene.

Early laws in Illinois provided that each school district select the textbooks to be used in the district. This practice of local selection continued into the early 1900s (Textbooks, 1903).

In May, 1903, the McLean County Board of Education selected the Cyr's Readers for the schools of McLean County. The study of technical grammar was confined to the 7th grade. The primary focus of English teaching was

"to emphasize the thought side of the subject . . . to see that the pupil has some thought to put into language forms before requiring him to give too much attention to the form. This makes language not an end in itself, but a medium of expression . . ."(Reading . . . , 1905:91).

Lists of supplementary literature and poetry readings were provided by the Board of Education.

Handwriting

Good penmanship for all students was a concern of the County Board of Education; and, in 1903, the Barne's Natural Slant Penmanship series of eight books was selected.

Arithmetic

Systematic arithmetic, together with formal English grammar, monopolized the elementary school program through the latter half of the 1800s. Discipline of the mental faculties, rather than practical utility, was the chief motive in arithmetic. The study of elementary arithmetic was begun at age six and completed about age thirteen. Textbooks illustrated the practice to proceed from abstract to the concrete. The method was deductive--from the rule to the problem (Cole, 1964).

The prevailing emphasis placed upon the value of arithmetic was "in this work to give the accurate knowledge and to develop the power necessary to make a pupil independent and self-

directive in all the computations and mathematical reasoning required in ordinary social relations (Course of Study, 1905:128).

Arithmetic textbooks used for the 1900-1905 period included: The Werner Arithmetic, a two-book series which was replaced by Hall's Arithmetic Primer, Hall's Elementary Arithmetic, and Hall's Complete Arithmetic. The bookkeeping text was Method of Learning by Doing.

History and Civics

History and civics provided a continuous line of historical study from grades five through eight. Texts included Eggleston's First Book in History, Gordy's American Heroes and Statesmen, Montgomery's Leading Facts of American History (begun, continued, and completed), and Brown's Stories of Our English Grandfathers. Civics (of the state and the nation) was taught in grade eight, and Hoffman's Our State and the Nation was the text.

Spelling

A spelling textbook used in the McLean County Schools was Reed's Word Lessons.

Geography

The National Geographies replaced Barne's geography book by 1905. Much additional interest in geography was aroused by the use of the National Geographies, and no regular textbook was used.

The proper use of globes was promoted to give students spatial perspective. Map modeling projects were encouraged as well as weather watches. Basic astronomy topics were introduced (Course of Study, 1905:121).

Drawing

Horace Mann, educator, was an early advocate of drawing in the public schools, but economic and industrial purposes were most effective in introducing drawing instruction into the common schools.

For artistic, economic, and educational reasons, drawing was introduced into American schools about 1850. Cleveland, Ohio, and Syracuse, New York, schools were pioneers in this subject area. In 1870, Massachusetts introduced drawing into common schools. The national expositions in Philadelphia in 1876 and Chicago in 1892-1893 gave evidence of national progress in drawing, design, and all graphic and plastic arts. Success in elementary school drawing was important in teaching nature study, geography, and other subjects (Cole, 1964).

Drawing was under the charge of a special supervisor in the McLean County Schools from 1900-1905. This person outlined all work done in this area. Art lessons were three thirty-minute periods a week for first to third graders and two forty-minute periods a week for fifth to eighth graders (Course of Study, 1905:151).

Music

About 1885, normal schools began training grade school teachers to conduct classes in public school music, and soon the subject was taught in the city and in better rural schools. Public school music meant singing, a required subject in which children were taught to read notes. This was advocated as a serious subject, useful in oratory and capable of influencing the child's conduct (Cole, 1964).

Classroom music lessons in McLean County taught rhythm and melody through note singing. The original composition of short songs by the students was encouraged. Sight reading and the writing of simple exercises as well as work in the First Music Reader were included in the elementary curriculum (Course of Study, 1905:152).

Science and Nature Study

Like other such movements, nature study did not have a noticeable beginning as a subject. It is known that William T. Harris, in his annual report for 1871, published a Syllabus in Nature for the schools of St. Louis. It is likely that even in the common schools there were teachers who brought nature into the schoolroom or took children on field trips. The majority did none of those things, but there was an increase in the number of helpful books and materials for those who wished to introduce the study of nature (Cole, 1964).

Nature study as such did not have an allotted period of time in the 1900-1905 curriculum in McLean County schools. However, teachers were encouraged to "have continually before the eyes of the children and allied to their own personal interests, some form of animal or plant life. The inanimate forms studied will be associated with animate forms as habitat or necessary living environment, or be correlated with geography, reading, and other studies" (Course of Study, 1905:133). Astronomy was a popular subject of classroom discussion.

Physiology and hygiene classes were required by Illinois law. Oral lessons by teachers were presented to the first three grades. The Union Health Series Books and the three books on applied physiology by Frank Overton were used by the other grades.

Manual Training

The manual training idea in the United States began with the Philadelphia Exposition of 1876, when shop work from Moscow was displayed. The prevailing idea was that the training of the hand was a counterpart of intellectual training, that manual training contributed to the all-around cultural development of the boy. It owed much to Froebel's theory of motor expression, or learning by doing. Parker reports that by 1890, 38 cities were teaching manual training in the grammar grades and 16 cities in the primary grades (Cole, 1964).

Manual training encouraged in the McLean County curriculum involved the use of paper work, clay work, textile work, sewing, basketry, and woodwork. The projects increased in complexity with the higher grade levels.

Domestic science courses for girls began with one hour of sewing lessons for grades 5, 6, 7b and cooking for 1-1/2 hours per week for grades 7a and 8.

Woodwork for boys included one hour a week of knife-work in grades 5 and 6 and one half a day a week of shop work for grades 7 and 8.

Physical Education

An investigation of the status of physical education in 1892 in 272 important cities of the United States was summarized by Noble. The results showed 83 cities employed special physical education directors; 81 cities had no directors, but required teachers to give exercise; 108 cities permitted teachers to use their own judgment as to practicing of exercises. Formal exercises were usually given in the classroom by the regular teacher. They were generally regarded as work and offered the children little in the way of recreation.

During this period, playgrounds first gained recognition as being necessary to elementary school. Previous to this, little ground was provided beyond what was actually needed for the school house. In Boston in the 1880s, the first sand bins were placed in a Boston mission. In 1888, seven Boston school yards were equipped with bean bags, skipping ropes, balls, tops, and sand bins. In 1900, Chicago appropriated \$10,000 for equipment of playgrounds (Cole, 1964).

The McLean County Public Schools had an active physical education program by 1900. Special supervisor Fred Lorenz (1902a, 1902b) wrote several guides on physical training in the school room and school yard. Recesses were at the discretion of the School Superintendent, provided that there was at least one recess each school session.

Circulating Libraries

The McLean County School Board established a circulating library by 1905. The board purchased more than 200 sets of supplementary readers, 20-25 books in a set, as a nucleus for a circulating library. The sets were circulated through the schools under the direction of the school superintendent's secretary. The importance of reading and supplementary reading in the schools was recognized (Reading. . . , 1905:90).

Little thought was given to libraries in the elementary schools. Outside of a few dictionaries, there is no record of books being purchased for use in school libraries.

The School Term and School Day

The school term in McLean County Schools by 1900-1905 consisted of 36 weeks divided into two semesters. Schools were in session five days in each week. The morning session commenced at 9:00 a.m. and closed at noon. The afternoon session commenced at 1:30 p.m. and closed at 4:00 p.m.

PLANNING A DAY AT EYESTONE SCHOOL

It is hoped that the following information will help the teacher, drawing upon his own experience and creativity, to plan and provide the best possible experience for the class to "live and feel" a day from McLean County's past. It is expected that the teacher and the class together will do some research before coming to the Eyestone School turn-of-the-century classroom so that they may learn about the subjects that were offered, how they were taught and studied, what games were played at recess, the food included in a typical lunch bucket, the styles of dress worn, chores which were the responsibility of pupils and of the teacher, "drill work," penmanship classes, "memorizing," and spell downs.

The class, too, will enjoy and profit from researching the daily life of children who attended school at the turn of the century. Students can gain an understanding of the typical 1900 home and its furnishings, lighting, heating, and "plumbing" systems and the chores, duties, games, and amusements of a child in McLean County in the early 1900s.

The students should also understand that in 1900, writing paper was scarce and much class work was written on slates with slate pencils. These slates are breakable. In using them, the children need to use care. Since slate pencils are unavailable, chalk will be provided.

Dress in those days was simple. Calico and cotton dresses were unusually full, with long, full sleeves. Bonnets or straw hats were worn in summer. Both boys and girls wore stocking caps in winter. Girls frequently wore aprons over their dresses and ribbons in their hair. Their hair was often worn in long braids. Pinafores with high-necked, full-sleeved blouses were often worn by the girls. Boys wore suspenders and knickers or sometimes long trousers. Boys' shirts, too, had long, full sleeves and often had round collars. Your class may want to provide themselves with simple costumes of the day.

Upon entering the building, the pupils hung their wraps in the cloakroom on hooks before taking their seats. The teacher would ring the "tardy bell" and all would rise for the opening exercises. This usually involved the children joining the teacher in saluting the flag as they recited *The Pledge of Allegiance*, as it was introduced in 1892. In earlier years, the opening exercise often began with reading a chapter from the Bible, students reading a verse or two in turn. This might have been followed by all repeating *The Lord's Prayer* in unison.

During study time, students were busy studying, memorizing, putting lessons in their "copy books," and preparing for recitation.

Classroom Discipline

Discipline was strict in the turn-of-the-century classroom. Titles of respect (Miss, Mrs., Mr., Ma'am, Sir) were always used in addressing the teacher. Pupils spoke when called upon by the teacher or requested permission before speaking. They were usually required to stand when speaking to the teacher or to the class.

Punishment took numerous forms, and corporal punishment was common. Lesser punishments, more common at that time than now, included such things as a rap on the hand or knuckles with a hickory ruler; standing in a corner with face to the wall; wearing a dunce cap while sitting on a

high stool; standing for long periods with arms held straight out in front; standing with an arm outstretched, palm up, while holding a heavy book on that hand for a long period.

School Management in McLean County in 1900

(Excerpted from McLean County Public Schools, Vol. VI (9), May, 1982)

At 9:00 in the morning tap on your desk with the end of your pencil and say:

1. "To your seats, children."

At this, every pupil takes his seat, folds his arms and gives his whole attention to the teacher from whom he expects further instruction a moment later. The teacher sees that every pupil in the room is furnished with a book, slate, pencil, and has everything in good condition. She then says:

2. "Write your reading lesson on your slates. Commence with the fourth paragraph on page eighty-four."

See that every pupil commences writing at once. Catch the delinquent who fails to be prompt in obeying your order. When all are at work, proceed to look after your things generally about your school. About this time, trouble will begin. Some boy wants to tell you something. Another asks for something. A third complains about somebody. Put a stop to all of this at once, and forever if you want peace, quietness, and good attention. Say to the pupils, or what is better, write it upon the blackboard:

3. "Do not speak to the teacher. Do not tell her anything. Do not ask for anything under any circumstances."

Enforce this rule to the very letter, even if you are compelled to send half your pupils home every day while training your school in discipline. To avoid all necessity of speaking on the part of the pupils, see that their wants are thoroughly supplied in the morning; and once every 20, 25, or 30 minutes, between recitations, say to the whole school:

4. "Does anybody want anything? All those who want anything, stand."

When they are all standing, hear their petitions and complaints, one at a time, and use your judgment in granting favors and supplying demands. Then, "silence" your room for another period of 20 or 30 minutes, and go on with your school uninterrupted by the questions of the pupils.

The teacher who fails in school is the teacher who has not self-discipline enough to enforce the rule of "silence" for 30 minutes at a time and permits her pupils to drive her out of school by continually telling her things and asking favors.

The secret of success in school discipline is in keeping the pupils busy at all times. For the first few days or weeks, keep them busy with copying, reading, geography, or spelling lessons, or doing some other slate-work all the time while in their seats. You can then see that they are at work and not idle. Their hands are on the desk in sight, not under the desk in mischief. Make it a crime for a pupil to sit idle watching the teacher. Keep all at work--all writing.

Study all your lessons faithfully the day before. Have all your lessons so well prepared that you can conduct any and all recitations without looking into a book while your class is on the floor at recitation. Have every problem in arithmetic solved on paper on your desk. This careful preparation will enable you to devote all your time to securing and holding the attention of your class (School . . ., 1902:7).

Penmanship Exercise

Regular drill work in handwriting was carried on in all grades. Both circular and upright strokes were practiced to develop good form, skill in keeping them uniform and within the lines. Examples of well-formed letters and numerals were displayed for children to copy.

Geography Exercise

The following maps may be helpful in planning a geography exercise:

Major Rivers
in Illinois

Counties of Illinois

Major Settlements
in Illinois in 1818

Illinois Railroads in 1855

McLean County
in 1900

French Forts and Settlements
in Illinois

Important Dates in Illinois History

6000 BC	First evidence of Indians in Illinois.	1787	Congress made Illinois part of the Northwest Territory.
1000 AD	Hopewell Indians.	1800	Illinois became part of the Indiana Territory.
1200-1700	Mississippi Indians.	1803	Fort Dearborn established.
1673	Louis Joliet of Canada and Jacques Marquette of France were probably the first White men in Illinois.	1809	Congress made Illinois a territory.
1675	Marquette returns to teach Illini Indians.	1813	Peoria was founded.
1680	La Salle comes to Illinois country.	1814	First Illinois newspaper published.
1696	Father Pierre Pinet's mission established at what is now Chicago.	1818	Illinois became the 21st state on December 3. First capital established at Kaskaskia.
1699	French priests founded a mission in Cahokia, the oldest town in Illinois.	1820	Capital moved from Kaskaskia to Vandalia.
1703	Jesuits establish Kaskaskia.	1822	First settlers arrived in McLean County.
1717	Illinois became part of the French colony of Louisiana.	1828	First steamboat reaches Peoria.
1763	French included Illinois in territory it ceded to Great Britain after the French and Indian War.	1830	Abraham Lincoln comes to Illinois.
1769	Chief Pontiac murdered by Illini.	1831	Bloomington Founded (James Allen's Land).
1778	George Rogers Clark's forces captured Cahokia and Kaskaskia during the Revolutionary War. The Illinois region became a county of Virginia.	1832	Black Hawk War.

1783

The Illinois region became part of the United States under the treaty ending the Revolutionary War.

1837

General Assembly passes bill making Springfield the state capital, John Deere designs effective steel plow.

Important Dates in Illinois History

1838	First railroad operates in Illinois.	1865	President Lincoln killed. Body laid to rest in Oak Ridge Cemetery in Springfield.
1839	Nauvoo was founded by Joseph Smith.	1867	Phillip Armour opened meat-packing plant in Chicago.
1844	Joseph and Hyrum Smith murdered.	1871	The Chicago Fire destroyed much of the city.
1846	Lincoln elected to Congress.	1874	<u>Chicago Daily News</u> was started by Melville E. Stone. Barbed wire was patented by Joseph Glidden (DeKalb).
1847	First McCormick reaper plant built at Chicago.	1878	State Board of Health organized.
1848	The Illinois and Michigan Canal was completed.	1880	Chicago surpassed St. Louis as the greatest interior city in America.
1858	Abraham Lincoln and Stephen A. Douglas debated throughout Illinois in their senatorial campaigns.	1882	Art Institute of Chicago opened.
1859	The first University of Chicago opened, but was forced to close seven years later due to lack of funds. First Pullman "sleeping" car was manufactured in Bloomington.	1883	First Illinois School Attendance Law enacted.
1860	The Republican National Convention in Chicago nominated Abraham Lincoln for president. Lincoln elected president.	1884	Chicago Conservatory of Music established. Social unrest rose over labor conditions throughout state. Trade unions formed. First modern skyscraper, the Home Insurance Building, designed by William L. Jenny, began to be constructed.
1861	Over the next few years, Illinois would supply 256,297 soldiers for the Union Army in the Civil War (14,596 more than its quota). Over 34,000 men from the state lost their lives in the war.	1886	Sears, Roebuck and Company established in Chicago. Chicago Symphony Orchestra organized. Discontent among laborers led to the Haymarket Riot in Chicago.
1864	Lincoln re-elected president.	1888	New state capitol building constructed.

Important Dates in Illinois History

1889	Jane Addams founded Hull House in Chicago, a prototype of other social settlement houses for immigrants in the U.S.	1895	Sears, Roebuck and Company revolutionized farm purchasing when they introduced a mail order department.
1890	Population of Illinois was 4,821,550.	1896	At the Democratic National Convention in Chicago, former Illinois resident William Jennings Bryan was nominated for the first of three unsuccessful tries at president.
1893	The World Columbian Exposition was held in Chicago. On last day of the fair, Chicago Mayor Carter H. Harrison was assassinated (October 26). Chicago Natural History Museum founded. Illinois Factory Act passed, providing the state with first child labor laws.	1898	Illinois sent 12,000 men to fight in Spanish-American War.
1894	Workers called strike against Pullman Car Company. President Cleveland sent in federal troops to end strike.	1900	The Chicago Sanitary and Ship Canal was completed, making the Chicago River flow backward.

Illinois History Facts

(Excerpted from Illinois History, Government, and Geography, 1962)

- Did you know . . . On the west side of the Mississippi, close against the Missouri shore, is an island that is part of Illinois--although to reach it, you must cross over at Chester into Missouri. On this island is the present tiny village of Kaskaskia, Illinois.
- Did you know . . . Illinois is a French spelling of an Indian word. As is generally true of French words, it is pronounced with the final consonant silent.
- Did you know . . . Illinois has its own flag, with the symbols in which we take pride. The flag was adapted from the design of the state's Great Seal.
- Did you know . . . Illinois had a permanent settlement (1699) before the first settlement was made in Georgia (1733), the last of the thirteen original colonies.
- Did you know . . . Vincennes, in Indiana, was once our capital. This was when Illinois was part of Indiana Territory, from 1800 to 1809. In Vincennes today, you can visit a replica of the capitol.
- Did you know . . . The present capitol at Springfield was authorized in 1867, and required twenty-one years to complete.
- Did you know . . . McLean County, greatest in area, and Cook County, largest in population among our counties, were both named in honor of early Congressmen from Illinois. John B. McLean, a businessman from the promising city of Shawneetown, was a tall, sturdily built, commanding man. Cook, on the other hand, was small-boned and frail, but he was handsome and had a fine oratorical style. At one time, both men ran for the same seat in Congress.
- Did you know . . . More than a fourth of the counties in Illinois are named for men who were connected, in one way or another, with the American Revolutionary War and the founding of our nation. This seems strange considering the Revolutionary War had been over for forty years before most of our counties were named.
- Did you know . . . The first automobile race in Illinois took place on Thanksgiving Day in 1895. It was won by Frank Duryea, the inventor, who covered the distance from Jackson Park in Chicago to Evanston and back (54 miles) at an average speed of about five miles per hour.

McLean County Facts

(Excerpted from 71 Interesting, Amusing, Fascinating Facts About McLean County, 1982)

- FACT Bloomington's name is derived from the name of the county's first settlement, "Blooming Grove." The county's earliest settlers are buried in Blooming Grove Cemetery, just southeast of Bloomington.
- FACT In area, McLean County is the largest county in Illinois. It contains 1,173 square miles. It is only slightly smaller than the entire state of Rhode Island.

- FACT It has been said that the nation's first successful brick street was constructed in Bloomington in the late 1870s. The location (Center Street on the west side of Bloomington's Courthouse Square) is now paved over with another surface; but a marker made from some of the first bricks commemorates the spot on the southwest corner of the courthouse lawn.
- FACT Jesse Fell, a close friend of Abraham Lincoln and the founder of the Town of Normal, also founded or helped establish the Illinois communities of Clinton, Pontiac, Towanda, Lexington, LeRoy, El Paso, Dwight, and Joliet.
- FACT Illinois State University (formerly Illinois State Normal University) was Illinois' first state-sponsored university. Abraham Lincoln drew up much of its original legal work. It was founded in 1857.
- FACT David Davis, appointed to the U.S. Supreme Court by Abraham Lincoln, lived in Bloomington. A man of considerable dimensions, his mansion (at the corner of Linden and Monroe Streets in Bloomington) reflects his size.
- FACT The first Pullman "sleeper" railcar was made in Bloomington, in 1858-1859. Some of the original Chicago and Alton Railroad shops still stand on the city's west side.
- FACT The Kickapoo Indians had their main village near the present town of Ellsworth for about 50 years, beginning in 1760.
- FACT In 1901, the Eureka Company introduced a revolutionary appliance, the electric vacuum cleaner. Today "Eurekas" are still produced at the firm's Bloomington factory, one of the area's major industrial employers.

The Year 1900

(Excerpted from Encyclopedia of American Facts and Dates, 1979)

- 1900 Illiteracy in America reached a new low of 10.7% of the population.
- 1900 On January 2, the first autostage appeared on Fifth Avenue, New York City. It was an electric bus seating eight persons inside, four outside. Fare was five cents.
- 1900 The population of the U.S. was 75,994, 575.
- 1900 On January 25, in the last case involving polygamous marriage in Congress, the House of Representatives voted 268 to unseat Congressman-elect Brigham H. Roberts of Utah. He had three wives and an undetermined number of children.
- 1900 Mrs. Carry Nation initiated her anti-liquor crusade when she led a group of women through Kansas. Many liquor-selling establishments were either damaged or destroyed by them.
- 1900 On June 27-28, the National Convention of the Prohibitionist Party met in Chicago and nominated John G. Woolley for the presidency and Henry B. Metcalf for the vice-presidency.
- 1900 A survey indicated fewer than 8,000 automobiles in the U.S. and less than ten miles of concrete pavement.

- 1900 On July 5, the Democratic National Convention met in Kansas City, Missouri, and nominated William Jennings Bryan of Nebraska for the presidency and Adlai E. Stevenson of Illinois for the vice-presidency. The platform denounced the "colonial policy" of the Republican administration.
- 1900 International Ladies' Garment Workers Union was established. At the time, the average working week in the trade was 70 hours.
- 1900 On September 18, the first direct primary in the U.S. was tried in Minneapolis, Minnesota, and aroused considerable interest throughout the country (Carruth, 1979: 306-386).

GREATEST INVENTIONS

Some of the greatest inventions for the past hundred or two hundred years:

- 1793 The cotton gin, Eli Whitney
- 1807 The steamboat, Robert Fulton
- 1809 The electric light, Sir Humphrey Davy (Also, see 1880)
- 1829 The typewriter, William Austin Burt
- 1832 The telegraph, Samuel F.B. Morse
- 1834 The reaper, Cyrus McCormick
- 1835 The first electric railway was built by Thomas Davenport at Brandon, Vermont
- 1838 The electric motor, Jacobi (A native of Westphalia who came to the U.S. in 1853)
- 1841 The sewing machine, Elias Howe
- 1843 Vulcanized rubber, Charles Goodyear
- 1857 Instruments for reproducing light, sound, and form--The first phonograph, Leon Scott (Also, see 1877)
- 1865 The perfecting press, William Bullock
- 1866 The linotype typesetting machine, Otto Margenthaler
- 1875 The telephone, Alexander G. Bell
- 1877 The modern phonograph, Thomas A. Edison
- 1880 Incandescent light and modern electric light, Thomas A. Edison
- 1891 The power threshing machine (traction engine and thresher combines), Ephraim, Alfred, and Charles Howland
- 1891 The process of making liquid air, Charles E. Tripler



United States Presidents, 1789-1901

1	1789-1797	George Washington	14	1853-1857	Franklin Pierce
2	1797-1801	John Adams	15	1857-1861	James Buchanan
3	1801-1809	Thomas Jefferson	16	1861-1865	Abraham Lincoln
4	1809-1817	James Madison	17	1865-1869	Andrew Johnson
5	1817-1825	James Monroe	18	1869-1877	Ulysses S. Grant
6	1825-1829	John Quincy Adams	19	1877-1881	Rutherford B. Hayes
7	1829-1837	Andrew Jackson	20	1881-1881	James A. Garfield
8	1837-1841	Martin Van Buren	21	1881-1885	Chester A. Arthur
9	1841-1841	William Henry Harrison	22	1885-1889	Grover Cleveland
10	1841-1845	John Tyler	23	1889-1893	Benjamin Harrison
11	1845-1849	James K. Polk	24	1893-1897	Grover Cleveland
12	1849-1850	Zachary Taylor	25	1897-1901	William McKinley
13	1850-1853	Millard Fillmore			

Children's Games

(Excerpted from McLean County Public Schools, "Physical Training in the School Year," Vol. VII (1), October, 1902)

Typical games played by children included some of the following:

Simon Says	Tug-O-War
Hide and Seek	Tag
Hop Scotch	Mother May I
London Bridge	Cat and Mouse
Last Couple Out	Circle Tag

Rules for Games

Simon Says. One person is chosen as the leader. The rest stand in lines three feet apart, and face the leader. The leader starts by saying: **Simon says hands out in front of you**. Each person must then stretch out his hands. The leader then says: **Simon says drop hands**. Each person then drops his hands. As the leader calls out orders, the people must follow the order, but only if the leader first says: **Simon says**. If the leader just says: **Walk backwards**, then everyone is supposed to stand still, because the leader did not say **Simon says walk backwards**. Only obey the leader's orders that come directly after "Simon says."

If a person obeys an order he is not supposed to follow, then he drops out of the game. Or, if a person does not obey an order which he is supposed to, then he drops out, too. The last one left in the game is the winner. In this game, the leader can obey the directions himself, but he doesn't have to. He may even do something entirely different to fool the players. For instance, he may say, **Simon says put your hands on your hips!** and he himself puts his hands on his shoulders. If you watch the leader, then you are likely to make a mistake. Also the leader may give orders like this: **Simon says take one step forward, now one step to your right**. In this case, you must only take the one step forward and not the step to the right. A good leader will call out the commands in quick succession and should be perfectly fair in judging whether the people followed correctly.

Hide and Seek. One player is IT. The person who is IT stands at a spot that is chosen as goal and closes his eyes. He counts to 100. While he is counting, everyone runs to hide. As soon as IT reaches 100, he calls out: **Bushel of wheat, bushel of clover, all not hidden, can't hide over. All eyes open! Here I come**. Then IT goes out to hunt for the players. As soon as IT sees a player, IT calls out the name of the player and both start running to the goal. If IT gets there first, he taps the goal three times, and calls out, **One, two, three for (person's name)**. But if the player gets to the goal first, the player tags the goal and calls out, **Home free, one, two, three!**

The game goes on until all the players have been brought back to the goal. The first player who was caught is IT when the game is played again.

Human Tug-O-War. Usually a tug-o-war is played with a rope. This one is played without a rope, but with children. It can be played outdoors or in a gym, with from 10 to 20 players. Divide the players into two equal teams and draw a line across the center of the field or floor. The teams then each line up in single file, one child behind the other. The teams face each other, each team on its own side of the center line. Then, each player takes hold of the waist of the player in front of him.

The head player on each team, facing each other across the center line, also grasp each other around the waist. At the starting signal, each team tries to pull the opposing team over the goal line. The team that first pulls the entire opposing team (including the end player) over the center line wins.

London Bridge. Two players are chosen to be the bridge. They face each other and join hands. They hold their hands high up so that their arms form an arch under which the other players can pass. The rest of the players form a single file, circle, and walk under the bridge. They all sing, and as soon as they come to the words, **My fair lady**, the bridge comes down over a player and holds him/her prisoner. Here are the words to *London Bridge*:

London Bridge is falling down,
falling down, falling down.
London Bridge is falling down,
my fair lady!
(Arms come down.)

Build it up with iron bars,
iron bars, iron bars.
Build it up with iron bars,
my fair lady!
(Arms come down.)

Iron bars will bend and break,
bend and break, bend and break.
Iron bars will bend and break,
my fair lady!
(Arms come down.)

Build it up with pins and needles,
pins and needles, pins and needles.
Build it up with pins and needles,
my fair lady!
(Arms come down.)

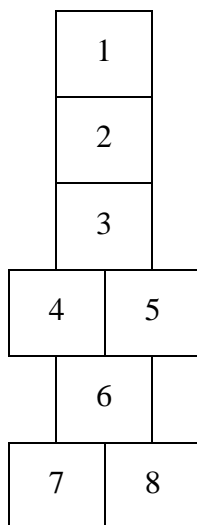
Pins and needles rust and bend
rust and bend, rust and bend.
Pins and needles rust and bend,
my fair lady!
(Arms come down.)

Etc.

The bridge persons ask the prisoner secretly, Which do you choose, gold or silver? One bridge person has decided to be gold and the other silver, and the players do not know which is which. When the prisoner whispers his preference as gold or silver, he then stands behind the bridge person he chooses.

After each of the players has been made a prisoner and taken a choice, all the players are standing behind the bridge persons in a long line facing toward the middle. Each person grasps the waist of the person in front, with the two bridge persons still holding hands, and there is a tug-o-war. Each side pulls. If the silver pulls the gold side over a mark under the bridge, then silver wins. Or if gold pulls silver, then gold wins.

Hop Scotch. *Hop Scotch* is a sidewalk game. All you need is pavement, a piece of chalk, and an object to toss. The object may be a small flat stone. First you draw your diagram like the one pictured below.



Make each box about two feet square.

Here is how you play:

Stand behind the starting line.

Toss the small stone you have in your hand. Some people call it a lagger.

Now toss the lagger so it lands in the box with the number 1 in it.

If it touches the line or doesn't get in the box, you are out until your next turn.

If it lands squarely in the box, then you must jump over Box 1, land in box 2 on

one foot, hop into box 3 on the same foot, then jump into box 4 and box 5 with a foot in each. Next, you hop on one foot into box 6, then jump into box 7 and box 8 with a foot in each. While you are playing, you must be careful not to step on the lines, for if you do, you are out.

Now you jump-and-turn in box 7 and box 8 so that you face the opposite direction, and you go back through the rest of the boxes in the same way until you get to box 1. Before you can put your foot in box 1, you have to bend down and pick up the lager. You do this while standing on one foot in box 2. Then you can step in box 1 and out of the *Hop Scotch*.

If you go through the *Hop Scotch* for ones without being out, you are ready for box 2 or twos. You toss the lager into box 2 and then you must jump from box 1 to box 3 and then go on up to box 8 and back again. After you have finished eights, which means that you have tossed your lager into all eight boxes, you can write your name in any box which does not already have a name in it. Then that is your box, no one else can step in it except you, but you may even rest both feet in it, if you want to.

When the other players come to the box with your name in it, they must jump over it, and if the lager happens to be in the box just before or after a box with anyone's name in it, they must jump over two boxes. The player who has his name in the most boxes is the winner.

May I? This game can be played inside or out. At one end, mark the starting line and at the other end, the goal line. A leader is chosen. He stands at or near the goal line facing the players. The players line up along the starting line. Beginning with the one on the far left and going in order to the right, one child at a time asks the leader, **May I take some steps?** The leader then answers, telling the player if he may take any steps and what kind they should be.

The leader may answer, **Yes, you may take five giant steps;** or he can say, **Yes, you may take three baby steps;** or he may say, **No, you may not.** While this goes on, the other players try to move without being seen by the leader. They are not supposed to move without permission from the leader, so they inch forward very slowly and carefully.

If the leader sees anyone move who hasn't received permission, that player is sent back to the starting line. The first player to reach the goal wins. He becomes leader next time the game is played (Frankel, 1956).

Cat and Mouse. The players form a circle grasping each other's hands and standing an arm's length distance apart. One of the players inside the circle is the mouse. One of the players on the outside of the circle, called the cat, cries out, **Mousy, mousy, do come out!--Then I will break into your house and I'll catch you, Mrs. Mouse!** and with this makes for the mouse. During the chase, the players do all in their power to keep the mouse by blocking the cat's way, while on the other hand, they facilitate the escaping of the mouse. Two other players take their places.



Cat and Mouse Variation

In a large circle, have two cats and one mouse. The cat must follow the exact route of the mouse. Note: Don't let anyone trip the runners.

Last Couple Out. An uneven number of players pair off, and the couples form a column, one couple standing behind the other. The player who was left when the couples formed is IT and takes his stand in front of the first couple. He claps hands three times, whereupon the last couple runs forward, one on each side of the column, and endeavors to grasp hands before the player, who is IT, succeeds in tagging one of them.

If the couples are made up of boys and girls, the player at the head of the column, if a boy, must tag a girl, if a girl, vice-versa, and the partner of the boy or girl tagged must be IT. If the couple succeeds in evading the player in front of the column and grasps hands before he tags them, they take their place at the head of the column, and the game continues. The player in front must not turn around to see who is coming. If successful in catching one of them, the player who is IT exchanges places with the partner of the player caught, who will take the place at the head of the column. He will now give the signal for the last couple to run out.

Circle Tag. The players stand in a circle, facing inward. One player goes around on the outside of the circle and tags a playmate. The one tagged will chase the first until the empty place is reached by one of the two players. If the first player should overrun this place, the tagger may take it and the first player will become the tagger. If the one tagged is able to tag the first player before this one reaches the empty place, both turn about and the first player becomes tagger again (Lorenz, 1902b:10).

Physical Training in the School Room

(Excerpted from McLean County Public Schools, "Physical Training in the School Room," Vol. VII (1), September, 1902)

Grades 1, 2, 3, 4

Sit erect, one! Lean back, two! Rise in three counts.

Raise arms forward, one! Lower arms, two!
Hands on hips, place! Raise heels, one! Lower heels, two!

Raise arms sideward, one! Lower arms, two!
Hands on hips, place!

Bend knees, one! Straighten knees, two!

Bend trunk forward, one! Straighten trunk, two!
Bend trunk backward, one! Straighten trunk, two!

Be seated in three counts: Turn to left (right), one! Be seated, two! Turn to the front, three!

Breathing exercise: Breathe in during four counts; hold breath during four counts; breathe out during four counts!

Repeat each exercise from eight to ten times.

Grades 5, 6, 7, and 8

Sit erect! Rise in three counts--one, two, three!

Raise arms forward and touchstep forward left, one! Raise arms sideward and touchstep sideward, left, two! Return to starting position, four! Same exercise right and alternating.

Raise arms upward and touchstep backward left, one! Place hands on shoulders and touchstep forward left, two! Return to first and starting position, three, four! Same exercise right and alternating!

Trunk Exercise: Hands on hips, place! Twist trunk left, one! Bend trunk forward, two! Straighten trunk, three! Twist trunk to front, four! Same exercise right and alternating!

Be seated in three counts--one, two, three!

Breathing exercise: Fold hands behind head, fold! Inhale during eight counts! Exhale during eight counts!

Repeat each exercise several times.

Physiology Story

(Excerpted from McLean County Public Schools, 1901, Vol. V (5): 3-4)

Miss Sweet's Journey Through the Human Body



On November 19, 1888, I started on a trip thro' the Human Body. I took a hansom driven by a fellow by the name of Hand. He drove me rapidly to a depot named Mouth on the D.A., or Digestive Apparatus Road. I went through an arched doorway past some fancy red curtains called Lips. There were seats around the outside of the room, and on them were seated twenty-eight as bony fellows I ever saw. They had on little enameled caps and pink gum pants. They nearly crushed me to death. An old Indian called "Long Tongue, that lay upon the floor rolled me about until I looked like jelly. Some little fellows pulled the strings of six shower baths of saliva. I was nearly drowned.

Then two little fellows belonging to the Muscle family, that were standing on the outside of the room, rushed in, caught hold of me, and threw me out past a red curtain called a Palate, into another room called Pharynx. There was a trap door open called Epiglottis, which I came near, falling down into a dark cellar called Trachea. A little muscle messenger boy quickly threw the door down, and pushed me through the door of an elevator through a door labeled Cardiac Orifice into a room called Stomach.

The room was leaky and looked like gray jelly. I was told that this was the fashionable color called chyme. I got out as soon as I could through the Pylorus into a long hall called Duodenum. Here I was taken dreadfully sick. Old Mr. Liver sent me some Bile, and Mrs. Pancreas sent over a bottle of Pancreatic Juice. I very soon recovered from the ague fit. I took off my old dress and put it in the Residuum Trunk, and sent it by express into the Country of Waste Land.

I put on my white Chyle dress and sailed down Intestine Creek. Some milk boys called Lacteals came on board and robbed me of my dress and nearly everything I had on. They carried me as a prisoner to the home of some old ladies called Mesentery Glands. They treated me very kindly and got me a passage ticket on the steamer that was going down the Thoracic Duct, into the great stream of Superior Vena Cava. This stream ran through the land owned by Mr. Heart. It first poured its waters into a lake known as the Right Auricle. There was a curious dam with a three-pointed gate called the Tri-Cuspid Valve, which opened, when I sailed out, into the Right Ventricle. I noticed that the water was a very dark color. I went out from this through a curious gate called Semi-Lunar Valve into a new stream called Pulmonary Artery. We had a delightful trip, but the land we next struck was the windiest place I every heard of.

It was called Lung Country and I was dashed about one way and another by the wind which was blowing against dugouts, called air cells. My head was so dashed about that it got red as fire. But some gentlemen named Capillaries were very kind to me, and they got me passage on the steamer which ran down the Pulmonary Vein back into Heart Land. I ran into a pond called Left Auricle. At the outlet of the pond was a queer-shaped gate with two points on the top that looked like two teeth. We passed into the Left Ventricle. There flowed out from this a large red river called Aorta. This stream divided into four tributaries.

I took the one that was going to Foot Land. We sailed down the Femoral Artery, where we met a gentleman by the name of Foot, who asked me to invest my property in corn growing. I took a trip up a tract of land called Bunion. The soil was very red, but I mixed some gypsum with the seed, and it grew very fast. The corn is now waiting to have its head cut off with a razor or knife. Hoping that you may have as delightful a trip sometime as I have had, I bid you good-bye (Miss Sweets . . ., 1901).

Final Examination Questions for McLean County Public Schools

(Excerpted from McLean County Public Schools, Vol. I (2), October, 1896)

Arithmetic, Final Examination

1. How many pounds of sugar at $8 \frac{1}{3}$ cents a pound can be obtained for 10 lbs. 8 oz. of butter at $16 \frac{2}{3}$ cents a pound?	6. How many cords of wood in a pile of wood 24 feet long, 6 feet high, and 4 feet wide?
2. A merchant sells $\frac{5}{21}$, $\frac{1}{7}$, and $.33 \frac{1}{3}$ of a piece of goods. What part of the whole piece has he yet to sell?	7. If I pay \$25 for insuring \$2,250 worth of goods, what is the rate?
3. A horse that cost \$75 was sold for \$100. What was the gain per cent?	8. What is the length of a fence which encloses a square field each side of which is 15 yards, 12 feet long?
4. An agent charged 3% for selling 360 acres of land at \$65 an acre. What was his commission?	9. What is the present worth of \$975.70, payable in one year, six months, when money is worth 6%?
5. Find the amount of \$465 for 3 years, 2 months, at 7%.	10. Eight is what percent of six? What percent of eight is 6?

Geography, Final Examination

1. Name the zones. In which zone do we live?	6. What are the chief products of the southern states of the United States?
2. Define river system. Name one in each Grand Division.	7. What animals are peculiar to the Arctic zones?
3. What and where are the following: Borneo, Pike's Peak, Nile, Edinburg, Titicaca?	8. Name the five largest cities of the world.
4. What waters touch Mexico?	9. Name the most important mountain system in the following countries: United States, Europe, South America, Asia, Mexico.
5. Name the capitals of the following countries: France, Venezuela, China, Egypt, Canada.	10. What are deserts? Name two.

U.S. History, Final Examination

1. How many voyages did Columbus make?	6. With what events were the following dates connected: April 13, 1861; April 9, 1865.
2. What land did he touch?	7. Name two battles of the Civil War fought to defend Washington.
3. Who discovered Florida? Pacific Ocean? Hudson River?	8. Name the Presidents who were assassinated and their successors.
4. Who were the Puritans?	9. Name three American inventions and their inventors.
5. Why did the colonists object to being taxed by England?	10. When and where was the Centennial Exposition held? Columbian Exposition?

Grammar, Final Examination

1. What properties have nouns? Verbs?	6. Parse the pronouns in Question 5.
2. Define tense; transitive verb.	7. Parse the verb in Question 5.
3. Name the classes of pronouns.	8. Define compound sentence. Write one.
4. Give the kind of adverbs.	9. Define phrase; subject.
5. Parse the noun in the following sentence: Did you have any holiday gifts?	10. Analyze: My father has a watch that keeps good time.

Rules for Pupils

(Excerpted from Rules of the Board of Education and Quinquennial Report of the Public Schools of Bloomington, Illinois, 1900-1905)

SEC. 1. All children living within the city limits, between the ages of six and twenty-one years, are entitled to attend the public schools. But children having only a temporary residence within the city shall not be received into any of the public schools without payment of tuition.

SEC. 2. New classes shall be formed in the lowest grade of the primary department only at the commencement of the school year in September and in February. Children who will be six years old before December 1 will be admitted on the first day, but such children cannot be received later than October 1. Children who are not six until after December 1, and those who fail to apply for admission before October 1, will be required to wait for a new class of beginners, which will be formed about February 1. Children who are six before April 1 will be admitted to this class if they enter before March 1.

SEC. 3. No pupil shall enter a ward school out of the one to which he belongs, without a special permit from the Teachers Committee.

SEC. 4. Whenever a pupil shall change his residence to another school ward, he shall be entitled to a certificate from the principal of his school, stating the standing at the time of leaving

the grade to which he belonged. This certificate shall entitle the pupil to a seat in the school of the ward in which he resides, and to enter a class of the same grade which he left.

SEC. 5. The bell shall be rung five minutes before the time for opening school, and all pupils not in their rooms after the expiration of the five minutes shall be accounted tardy.

SEC. 6. Any pupil having been absent or tardy shall be required on his next attendance to present a written excuse from parent or guardian. Pupils shall not be permitted to leave school or the school premises at recess or at any other time before the regular hour for closing school, without permission of the principal, except in cases of sickness, when the teacher may give permission and afterward report to the principal. Permission shall be given only in case of sickness, or some urgent necessity, or on written request of parent or guardian. Any pupil who shall leave school during school hours without permission of the principal or teacher shall be regarded as truant and shall be reported to the Truant Officer.

SEC. 7. Sickness of the pupil, severe indisposition in the family, or some pressing emergency, of which the principal shall be judge, shall be considered the only legitimate excuse for absence, but when a pupil is suspended from school according to the rules of the School Board, his name shall be stricken from the roll. Absence, when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absence occasioned by sickness.

SEC. 8. All pupils in the public schools will be required to be punctual and regular in attendance, to conform to the rules and regulations prescribed by the Board and by teachers, to be diligent in study and respectful to teachers, to refrain from the use of profane or vulgar language, to be cleanly in their person and apparel; and, always, in and about the school premises, to conduct themselves in an orderly and becoming manner.

SEC. 9. Any pupil who shall deface, injure, or destroy school property shall be charged with the full amount of the damage and it must be paid either by the pupil, parent, or guardian.

SEC. 10. Any pupil suspended from school shall not be readmitted, except by written permission of the superintendent.

SEC. 11. Pupils shall not be entitled to enter any of the public school buildings of the city while under suspension or expulsion.

SEC. 12. Any pupil affected with a contagious disease or from a family so affected, shall not be allowed to remain in school.

SEC. 13. Pupils must be furnished with the books and other articles prescribed for the grade to which they belong, and in order that there be no delay, teachers will, at the opening of each semester, or whenever pupils enter school, send to the parent or guardian a list of the articles needed.

Parents who cannot supply their children with the necessary articles within three days after the children enter school should explain to the teacher.

Indigent pupils will be furnished books.

SEC. 14. The standing of a pupil in the several branches of any grade shall be found by taking one-half the sum of the average of the teacher's daily estimates and the average of estimates upon supervisor's examinations. Pupils whose record in each branch of study for an entire semester has not at any time fallen below 75 per cent shall be promoted without final examination. Pupils may be examined in all studies in which they fall below 75 per cent.

SEC. 15. Pupils in the public schools shall not be allowed a higher grade, who have not obtained an average of 70 per cent in each branch, and a general average of 75 per cent.

SEC. 16. Pupils in the public schools shall not be allowed to discontinue any study, during the school year, except in cases of disability; such disability to be determined by the parent, principal, and superintendent. Whenever a pupil has completed the work prescribed for the ward schools, he shall receive a certificate signed by his teacher, the superintendent, and the president of the board, which will entitle him to admission to the high school.

SEC. 17. Pupils shall not congregate on or about the school premises before the hour for opening the school rooms.

SEC. 18. Pupils remaining at noon may be required to stay in their respective rooms in a quiet orderly manner, and when so remaining, shall be held responsible for the care of the rooms.

SEC. 19. Sessions of pupils belonging to the first, second, and third grades may be four hours net.

SEC. 20. Pupils on being dismissed shall immediately leave the premises.

SEC. 21. Pupils shall not loiter or stand in or about halls and stairways, and on going through them, and up and down stairs, shall pass in a quiet orderly manner.

SEC. 22. Pupils shall not be allowed to use or have in their possession, tobacco in any form, on or about the school premises.

SEC. 23. Pupils shall not be allowed to carry fire-arms, slings, or other deadly weapons. (Pupil's [Rules], 1905: 185-188)

Duties of Teachers

(Excerpted from Rules of the Board of Education and Quinquennial Report of the Public Schools of Bloomington, Illinois, 1900-1905)

SEC. 1. Teachers elected by the board may be required to teach in any part of the city, or in any department that, in the judgment of the board, the interests of the school demand, and may be changed from one school to another whenever the board shall think such change for the best interest of the schools.

SEC. 2. Whenever the records of the supervisors and principal shall show that any teacher is incompetent for the position he may occupy, such teacher may, with the approval of the ward committee-man and the Committee of School Examiners, be discharged by the superintendent.

SEC. 3. Any teacher may resign his position, provided three weeks notice of such intention be given the board. In case a teacher shall leave without giving such notice, all unpaid salary shall be withheld, except in case of sickness or some other cause satisfactory to the board.

SEC. 4. Teachers shall make themselves familiar with all the school regulations, and shall cooperate with the principal in carrying out the same, with such other special rules as may be made for the government of the school. A faithful compliance with all the rules and instructions given from time to time by the superintendent and board shall be one of the principal conditions for engagement and retention of principals and assistant teachers.

SEC. 5. Teachers who are sick shall receive half pay during the time of their absence, provided that such pay shall not be given for more than twenty days in any school year.

In case a teacher is absent on account of death in the family, or among those with whom the teacher is intimately associated, the teacher shall not forfeit pay until he has been absent two days; after two days, no pay shall be allowed. In case a teacher is absent on account of sickness in the family, no pay shall be allowed during such absence. These rules shall apply alike to all members of the teaching force, whether in the ranks, or principals or supervisors.

When a teacher finds she is unable to be in school, she must notify the secretary in the superintendent's office at least one hour before time for the opening of school.

When a teacher who has been out of school on account of sickness, or for other cause, is able to return, if she wishes to begin with the morning session, she must notify the secretary the evening before, or by eight o'clock that morning, in order that the supply teacher may be called off. If she wishes to return at the opening of the afternoon session, she must notify the secretary before the close of the forenoon session.

In case a teacher fails to give this notice, she shall forfeit one dollar from her wages for that month.

SEC. 6. Teachers shall be in their respective rooms at least twenty minutes before the time for commencing the morning and fifteen minutes before commencing the afternoon sessions, for the purpose of receiving and caring for pupils, and any teacher not then present at such time shall consider himself tardy and report the amount of such tardiness to the superintendent.

SEC. 7. No teacher shall be absent from any teachers meetings called by the board or superintendent without an excuse which would justify an absence from school. Teachers not answering to roll call at the first general teachers meeting on Saturday preceding the opening of school shall forfeit two dollars and fifty cents, unless absent on account of sickness, in which case only one-half of said amount shall be deducted. The school year shall commence with said Saturday.

SEC. 8. It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of the school rooms, in accordance with the instructions given for the same; they shall endeavor to keep the temperature of the rooms at about seventy degrees Fahrenheit. The thermometers should be so located as to indicate as nearly as practicable the average temperature of the rooms.

SEC. 9. All teachers are required to enter upon the opening exercises of their respective rooms at the precise moment appointed and on no account, except severe sickness, shall they dismiss their schools earlier than the appointed time, nor for any day or part of a day, without permission from the superintendent, under authority of the board.

SEC. 10. Teachers shall commence the morning session by reading from the Sacred Scriptures, without comment, which may be followed by appropriate singing and by repeating The Lord's Prayer.

SEC. 11. Each teacher shall keep posted a plainly written program of exercises in his room, which has been either arranged or approved by the supervisor, and shall not change the same without the consent of the supervisor. The order of exercises, as set forth in the program, must be *strictly* adhered to, unless the supervisor permits a change.

SEC. 12. No teacher shall vary the prescribed course of study or use in school other than the adopted textbooks, unless as supplementary thereto, by advice of the superintendent.

SEC. 13. It shall be the duty of each teacher to furnish a monthly report of the attendance, deportment, and scholarship of each pupil to the parent or guardian of the same. This report, on being signed by the parent or guardian, shall be returned to the teacher. Make eight individual reports each year. Make the last report of the year on three weeks average.

SEC. 14. No teacher shall detain a pupil at recess without allowing him to pass out at the close of recess. All pupils shall be required to leave the schoolroom at recess, unless it would occasion an exposure of health, but they shall not be required to *remain* out.

SEC. 15. Teachers may detain a pupil for a reasonable time (not ordinarily to exceed thirty minutes) after the usual hour for dismissing school, either for purposes of discipline or to make up neglected lessons, but no pupil shall be detained at the noon recess, except in case of an emergency, which shall be immediately reported to the superintendent.

SEC. 16. It shall be the duty of all teachers to read, from time to time, to their respective departments so much of the regulations of the board as will give their pupils a just understanding of the rules by which they are governed.

SEC. 17. It shall be the duty of teachers to preserve good order in their respective rooms, watch over the morals of their pupils, and restrain all improper speech and conduct; to report all cases of gross misconduct and immorality to the principal, for counsel and directions; to endeavor to gain the influence and cooperation of parents in sustaining the government of the school, and, so far as practicable, to control pupils by the moral influence of kindness and by appeals to the nobler principles of their nature.

SEC. 18. Corporal punishment should be avoided in all cases when good discipline can be secured by milder measures. When inflicted, it must be with the consent and in the presence of the principal, and with a flexible instrument. The teacher inflicting the punishment shall make out a full and complete statement in writing of each case, specifying the name of the pupil, offense charged, kind and degree of punishment inflicted, which statement shall be deposited with the superintendent.

SEC. 19. Whenever the pupils are filing in and out, at opening and closing of the school, and at recess, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs.

SEC. 20. Teachers shall require excuses from parents or guardians, either in person or written note, in all cases of absence, tardiness, or dismissal before the close of school.

SEC. 21. Whenever a pupil is absent or tardy, without having previously presented an excuse, the teacher must, at the close of the session, send a notice to the parent or guardian of such pupil, informing him of the same.

SEC. 22. Teachers shall weekly inspect the school books used by the pupils, for the purpose of detecting any abuse or damage thereof, and shall require the pupils to keep their

books in a neat condition. They shall, as often as necessary, inspect the seats and desks of the pupils, and report to the principal any damage they may have received.

SEC. 23. Whenever any pupil shows unusual ability or application in his studies, the teacher shall report him to the supervisor for examination with a view to promotion.

SEC. 24. Teachers shall refuse to read or circulate any advertisement of any kind, and shall not permit any person to exhibit any book, map, or other articles, or to announce any entertainment, or distribute upon school premises any books, tracts, or other publications. They shall not permit the taking or soliciting of any contribution of money from pupils for any purpose whatever except by express permission of the board. Teachers shall not send pupils, during school hours, upon errands not pertaining to the business affairs of the school. Teachers should make themselves acquainted, as far as possible, with the parents of their pupils--in all cases where the pupil is troublesome.

SEC. 25. Any teacher may, upon permission of the superintendent, be allowed one-half day each semester for the purpose of visiting other schools, to observe the modes of discipline and instruction therein pursued. In all cases of visiting other schools, the full school time must be spent.

SEC. 26. Teachers shall keep a permanent record of items given at their respective teachers meetings, concerning her individual work and the general work of the building.

SEC. 27. Teachers shall make a special report to the superintendent at the end of each month, when the percent of attendance of their respective rooms falls below 95.

SEC. 28. Teachers shall leave with the principal at the end of each semester, a class abstract, giving the name of each pupil, record of attendance, for all classes who have just completed grade work; for all other classes she shall add the standing of each pupil in each subject, together with a statement of the amount of work completed. Abstracts may close with the nearest report month. Record the attendance of pupils in grade from time of entering grade.

SEC. 29. Alternating classes cannot be formed without the consent of the entire teachers committee.

SEC. 30. Teachers should limit the time of pupils allowed to pass from the room during school session. Teachers should not allow pupils to sit on the window seat or desks. Teachers must not send pupils into the hall to stand in cold weather. Teachers should not ordinarily excuse two pupils from the same room at the same time. Teachers sending pupils to the principal's room for correction should require them to take books with them for study.

SEC. 31. Teachers shall keep an annual register, in which they shall record the name, age, birthplace, residence, and date of admission of each pupil for the first time admitted into the public schools, and also the name and occupation of the parent or guardian, together with the date of suspension and readmission after the withdrawal and absence under the rules therefore.

SEC. 32. Teachers will not record pupils entering school at noon until the following morning. In all transfers, note the vaccination record.

SEC. 33. Teachers will consider pupils who leave the school building or grounds, after entering, without permission, truants, and report them as such.

SEC. 34. At the end of each school year, the teacher shall make an annual report of his school, which shall include the following items.

1. Whole number enrolled in annual register.
2. Number received by transfer.
3. Number withdrawn by transfer.
4. Number withdrawn by graduation.
5. Number withdrawn voluntarily.
6. Average number belonging in school.
7. Average daily attendance in school.
8. Percent of attendance on average belonging.
9. Number of cases of tardiness.
10. Number of cases of truancy.
11. Number of pupils not absent.
12. Number of pupils not tardy.
13. Number in school less than two months.
14. Number in school two months and less than four.
15. Number in school four months and less than six.
16. Number in school six months and less than eight.
17. Number in school eight months and less than nine.
18. Number in school nine months.
19. Number registered at the ages of 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21.
20. Number of cases of corporal punishment.
21. Number of pupils who failed to do the work of one semester.
22. Number who did the work of one semester only.
23. Number who did the work of two semesters.
24. Number who did the work of more than two semesters.
25. Number who degraded from grade to grade.
26. Number of suspensions: boys, girls.
27. Number of his own (teacher's) tardinesses.
28. Number of days he has been present as teacher.

Make $14 + 15 + 16 + 17 + 18 + 19 = 1 + 2 - 3$.

Make $22 + 23 + 24 + 25 = 1 + 2 - 3$. In filling these items, count pupils on your own annual register and those received by transfer. If pupils have been promoted, call upon your successor for items.

Make total under 20 = 1; 1 includes 3, but does not include 2 (Teachers and Their Duties . . . , 1905: 179-185).

Arbor Day at Eyestone School



Friday, April 29, 1994, a tree-planting ceremony took place at the Eyestone One-Room School.

Jeanette Wilcox, Regent of the Letitia Green Stevenson Chapter of the DAR, and member Marjory Heiken had arranged with the Illinois State University Physical Plant (Grounds) to plant two trees representing types that had been identified in the Famous and Historic Trees brochure.

A red maple from Mt. Vernon and a sweet gum from the estate of Robert E. Lee had been selected as appropriate to the Eyestone site. The trees were an Arbor Day gift from the Letitia Green Stevenson Chapter (named after the wife of Adlai Stevenson, I) of the DAR.

Examination for McLean County Teachers

(Excerpted from McLean County School Era, Vol. I (2), April, 1907)

To give teachers some idea of a set of questions used in examination and school officers some idea of the questions asked of teachers, the first set used under my administration is here published. Applicant selected 5 out of 6 or 10 out of 12.

Orthography

1. Define the following, giving words to illustrate each: Antonym, homonym, synonym, tri-syllable, polysyllable.	4. Give the meaning of the following stems or roots: <i>Cord, duct, frater, graph</i> ; and show these meanings by using them in words.
2. Analyze, define, and mark for pronunciation: Illogical, benediction, phonograph.	5. State and illustrate two rules of spelling which you consider helpful.
3. Write words illustrating five sounds of <i>a</i> , three sounds of <i>e</i> , and two sounds of <i>c</i> . Give these letters the proper marking.	6. Should pupils be taught both oral and written spelling? Why?

Twenty words were dictated for spelling and the grade obtained counted one-half in determining the average in orthography.

Reading

1. Who wrote the following: Les Miserables? Ivanhoe? The Deserted Village? Evangeline? The Scarlet Letter?	4. How would you correct reading in monotone?
2. Discuss oral reading and sight reading in their application to school teaching.	5. Few children read in a natural tone. How would you overcome this condition?
3. Name five American and five British authors.	6. Is the ability to read well necessary to the successful teaching of reading? Discuss your answer.

Penmanship

1. Write the twenty-six small letters.	4. Write a line of the word, <i>box</i> .
2. Write the capitals: <i>G, K, R, S, W, X, U, H, L, Y</i> .	5. Copy: <i>In the elder days of art, Builders wrought with greatest care. Each minute and unseen part; for the gods see everywhere.</i>
3. Write a line of direct running ovals.	

Arithmetic

1. Make a list of the primary number facts of addition. How many primary number facts of each: Addition? subtraction? multiplication? measurement? partition?	7. Into a cask holding 40 gallons was poured 20 gallons of 75% alcohol. The cask was then filled with water. What was then the percentage strength of the alcohol?
2. What is the difference between the true and bank discount at 6% on a non-interest-bearing note of \$460, due in four months?	8. Find the cost of 12 pieces of lumber 2 by 4 and 12 feet long at \$16.50 per M.
3. What single discount is equal to the compound discount of 60%, 30%, and 20%?	9. One boy can do a piece of work in $2\frac{1}{2}$ hours, a second in $3\frac{1}{3}$ hours, and a third in $3\frac{3}{4}$ hours. How long will it take all three working together to do the work?
4. Divide $\frac{5}{6}$ by $\frac{2}{9}$ in two ways and explain each method.	10. Two men receive a sum of money which they agree to divide in the ratio of $\frac{2}{3}$ and $\frac{3}{4}$; if the smaller share is \$27.28, what is the whole sum?
5. Discuss the difference between measurement and partition. Do you consider this distinction essential in the teaching of division? Why?	11. Briefly discuss, <i>How and what to teach in the first two years of numbers.</i>
6. Can you keep the decimal point in its right place? Try it. Multiply .325 by 1.6 and divide the product by .125, to three decimal places.	12. If a ball of yarn 2 inches in diameter will knit one mitten, how many mittens can be knit from a ball 4 inches in diameter?



Grammar

1. Write in columns with proper headings the principal parts of sit, set, lie, lay, write, attach, teach, ring, take.	7. Classify sentences according to use and write an example of each.
2. Why begin the study of technical grammar with the study of the sentence? Name the three basal elements of every sentence.	8. Write sentences illustrating: Phrase as subject, phrase as object, clause as subject, and clause as object.
3. Use in sentences adverbial clauses expressing: Time, place, cause, purpose.	9. Write the plurals of: radius, parenthesis, oasis, analysis, leaf, whiff, calico, cameo, ally, shelf.
4. Decline: Who, he, you, me, which.	10. What is inflection? For what purposes are nouns and pronouns inflected?
5. Write the plural of the following: s, 5, Mr., Dr., Miss Brown.	11. Are you acquainted with the seventh and eighth year's work in grammar in the state course? If so, discuss the adaptability of this work.
6. Discuss language work in any grade below the seventh year's work as to what and how.	12. Use correctly in sentences: Accept, except, lie, lay, respectively, respectfully, may, can, sit, set.

Geography

1. Name and locate the tropic circles and tell why they are so placed.	7. Discuss the importance of the iron industry in our commercial development.
2. What waters are connected by the Suez Canal? Erie Canal? Welland Canal? Panama Canal?	8. What is the cause of snow? What is frost? Explain land and sea breezes.
3. State and explain four proofs of the earth's rotation.	9. Define zone, delta, dune, fossils, erosion.
4. To what three things is the change in seasons due?	10. Define latitude, longitude. About what is the latitude and longitude of Bloomington?
5. Explain as clearly as you can why we have longer days in summer than in winter.	11. How is the study of the home neighborhood a key to the study of the world? Discuss your answer.
6. Why have not the Southern states kept pace in industrial and commercial development with the Northern states?	12. Explain how the battle of Manila could be reported in the United States on Saturday, April 30, when it was fought on Sunday, May 1.

Civics

1. What is the salary of the Governor of Illinois? What is his term? Who is the present governor?	7. If a bill is vetoed by the President of the United States, how may it become a law?
2. Give the official titles of town officers, with an important duty of each.	8. Give the official titles of the members of the President's cabinet.
3. A certain school district is described as being in township 23 north, range 2 east of the third principal meridian. Explain fully what this means.	9. What is the Interstate Commerce Commission? How is it regulated?
4. Explain how a bill may become a law in Illinois.	10. Name all the important legislation that you can, passed by the last session of Congress.
5. Give the official titles of five of the Illinois state executive officers, with one important duty of each.	11. How is a territory represented in Congress?
6. Tell all you can of the duties of township trustees.	12. State the constitutional qualifications of a United States senator and describe his manner of election.

U.S. History

1. Give the early history of Pennsylvania.	7. Review briefly the administration of Thomas Jefferson.
2. What was settled by the Webster Ashburton Treaty?	8. Name the grievances against the King of England mentioned in the Declaration of Independence.
3. Compare the Plymouth and Jamestown settlements as to: (a) Cause of settlement; (b) government; (c) religion; (d) industries; (e) influence on the whole country.	9. Who were the Huguenots? The Puritans? The Quakers? The Federalists?
4. Briefly, in what way did the following persons influence our history: Greeley? Douglas? Whittier? Sumner? Harriet B. Stowe? W.T. Sherman?	10. Give two good reasons for teaching U.S. history in our schools.
5. Discuss the place and use of biography in teaching history.	11. State well what you think the history for some grade below the seventh year should consist of.
6. Discuss the cause and settlement of the French and Indian War.	12. Name all the additions of territory to the United States since 1850.

History of Illinois

1. How many counties in Illinois? When was Illinois made a territory?	4. Name and locate ten state institutions.
2. Write what you can of the Ordinance of 1787 as affecting the history of Illinois.	5. Tell the story of "George Rogers Clark and Illinois."
3. Name the three successive capitals of Illinois. How many constitutions has the state had and when was each adopted?	6. Account for the fact that in the local government of northern Illinois, the township is made prominent, while in that of the southern part of the county has been emphasized.

Physiology and Hygiene

1. How can it be shown that bones contain animal matter? Mineral matter?	7. Discuss "School-room Physiology and the Teacher."
2. Make three suggestions respecting the care of eyes.	8. Give a brief description of the lymphatic system.
3. What is the difference between the right and left sides of the heart? Give reasons for the difference.	9. Describe the structure of the lungs and the process of respiration.
4. What is a gland? An organ? Name and locate one of each and give its function.	10. Give your views on the advisability of teaching physiology and hygiene to all grades from the first year to the second year of the high school inclusive, as required by state law.
5. Define patella, diaphragm, tendon, epiglottis, enamel.	11. What are the two great divisions of the nervous system? Name and describe two kinds of nervous tissue.
6. Describe the portal circulation.	12. In what ways is air contaminated and made unfit for breathing?

Theory and Practice

1. What mental faculties should be especially cultivated in primary grades?	4. How would you answer the boy who asks what good it would do him to study grammar?
2. Should a teacher keep himself informed as to educational progress? How can he do this?	5. What is apperception? Explain and illustrate.
3. How would you try to cure some of the following evils: Tardiness, irregularity of attendance, whispering, rebellion?	6. Compare the oral and written recitations and show the necessity of both.

7. What in your opinion constitutes an orderly school?	10. Distinguish between fault-finding and criticism.
8. Discuss the benefits to be derived and the dangers to be avoided in concert recitation.	11. What result should a teacher aim to accomplish in addition to imparting instruction?
9. What two things must a teacher know before she can intelligently assign a lesson?	12. Is it well to have a program of recitation and follow it closely? Why?

(Moore, 1907: 3-6)

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