

## **Special Note**

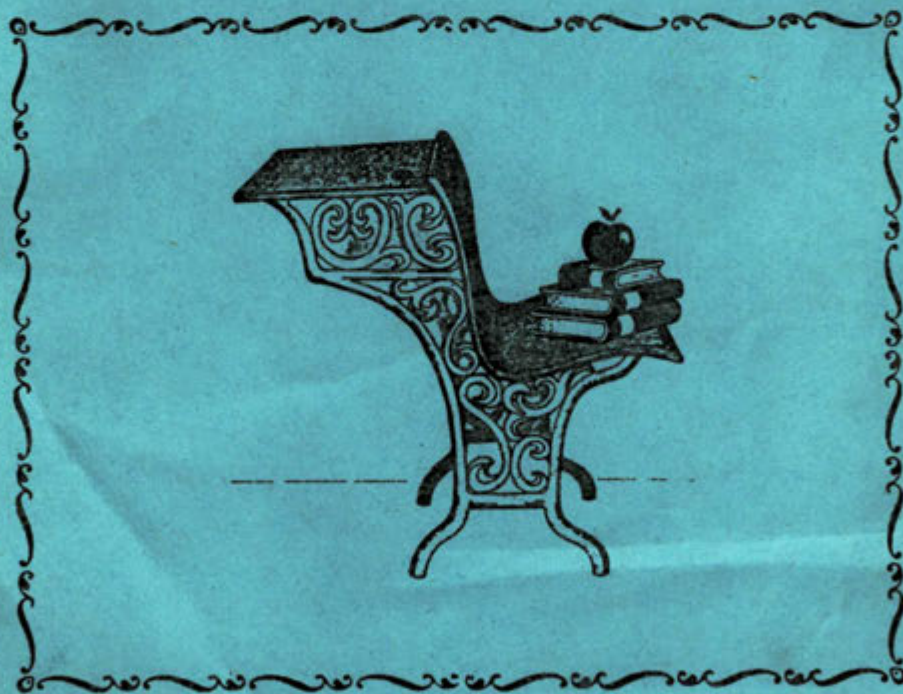
The following document was written in the summer of 1989 by School District 161 employee Bonnie J. Swatek based upon research with a large archive of historical documents related to the school district.

This remarkable document contains extensive details and provides illuminating insight into the earliest years of taxpayer-supported education in the Flossmoor area. As seen on the title page, the document covers only the years 1860—1928. This digital copy of Swatek's work is being provided without revision or updating from her 1989 original.

*David Martin  
Head of Adult Services  
Flossmoor Public Library  
February 2024*

THE HISTORY OF SCHOOL DISTRICT 161  
1860-1928

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## INTRODUCTION

The present School District 161 is the result of the consolidation of School District 161 and School District 166 in 1928. The original schools were two one-room buildings; the facilities of Bloom Township District 3, later School District 166, and Rich Township District 1, later School District 161. Both of these schools began in the middle 1800's in a farming area south of Chicago. The two rural districts consolidated in 1928, joining the east and west sides of an area that would include the town of Flossmoor and portions of Chicago Heights, Homewood, Olympia Fields, and Hazel Crest.

In 1988, the superintendent of School District 161, Dr. L. Thomas Moore, found a treasure in the store room of Parker Junior High. Gathering dust in some old file drawers were several record books and teachers' attendance books dating back to 1860. The books detailed the workings of the first two one-room schools of the Flossmoor area up until 1928 when they combined to become Consolidated School District 161.

Until this time, there has been no concise, written history of the school district. The purpose of this presentation is to coordinate information gleaned from the newly-found archival material, the district records, with other information in order to trace the history of School District 161 from the two root school districts to the beginning of the current School District 161 in 1928.

Most of the material for this presentation came from those newly-found early school district records. Other information was found in file material from the Chicago Heights Historical Society at the Chicago Heights Public Library, the South Holland Geneological and

Historical Society Library, and the publications noted in the bibliography.

The appendices include maps and platt information from as early as 1838. There are also sample pages from the early school record books housed at Parker Junior High. The text is an overview of this material including the history of the buildings, early teachers in the district, the school terms, and a typical day for a student in the school district before 1928.



## BUILDINGS

The area incorporating what is now known as School District 161 first was settled in the early 1800's by farmers who moved there from New England, but were originally from Scotland. Many of the other early settlers had come from Germany searching for good farm land. Appendix A shows the placement of the original homesteads in the northern Bloom Township area. These early settlers gave their names to the roads, creeks and lands of their new-found homes. The Vollmer, Riegel, Butterfield, and Cohrs families sent their children to the two original one-room schoolhouses in the area now included in what was to become Consolidated School District 161. Appendix B is a map of the south part of Cook County printed in 1876 showing the placement of the schoolhouse.

One of the earliest settlers on record to affect the history of the school district was Benjamin Butterfield, who claimed an area in the northwest corner of Bloom Township in 1834 where the Idlewild Country Club now stands. In 1850 he set aside a section of his claim for the use of a schoolhouse which became Bloom District 3. Appendix C is a copy of Butterfield's original grant to the school district as found in the school district record books. According to early maps, the school was placed along Vincennes Road, or what later became Dixie Highway in the area across from what is now Nelson's Gift Shop. The school house was originally known as Butterfield School, or West School of the Bloom District. Later it was called Stelter School because Henry Stelter's farm was just across the road. Appendices D, E, and F show other early maps of the Bloom area.

The western section of the district fell within Rich Township. The schoolhouse was on what would be Kedzie Avenue near where Homewood-Flossmoor High School is situated now. Appendix G is a 1935 map of Rich Township showing the placement of the school. These two schools served children of the area from the middle 1800's until 1928, when they combined to form Consolidated School District 161.

No archives tell what the very first schools were like. Most of the early schools in Illinois were built of logs, however, so these buildings were probably of similar construction.

### Bloom District 3

School records begin in 1860 for the Bloom District 3 school. According to the records, in 1860 the school board decided to put in window "lights," or window glass, and build a fence around the school. The orders were for ... "A good substantial fence, four boards high with boards twelve feet in length and good oak posts." The fence was to be twenty three rods--all for \$18.75. Richard Caldwell was hired to build the fence, furnish all materials and... "be paid \$18.75 when the fence was finished and if there wasn't enough money in the treasury to wait until the taxes is (sic) gathered next winter for the remainder."

Most of the earliest schools lacked window glass, so those early records of improvements included lots of window "lights," putty, and window sash. Also in 1861, the school directors ordered ten desks and seats, presumably to replace the backless boards that were the usual furnishings of the earliest schools. The directors ordered wood and some joints of stove pipe for the stove. Also on record was a pail



and tin dipper, the usual form of water fountain for the one-room schools. Each year a new broom was purchased. The only school supplies bought were some chalk and maps that the teacher was reimbursed for buying.

As the years progressed, other purchases included many more window "lights," lots of stove pipe and again some chalk. In 1865 the stove started burning coal and the directors bought a lock for the schoolhouse door. Not until 1870 is there any record of painting the school. That year they also bought some new seats, built a new chimney, and bought an insurance policy for the school. After adding to the fenced school lot, which William Tatge was to do for \$58.00, getting a new door, fixing the chimney again, and putting in more windows, the board records of 1875 state that the directors voted to..."keep our district agoing (sic) as we have been running it."

1880 was a big year for the district. The board of directors unanimously decided to build a new schoolhouse. The cost for the frame building was \$400.00, quite a lot of money to a small school district to pay out, especially since the total amount in the school treasury was \$619.00.

The first mention of a clock (\$4.25) appeared in the 1880's records. Besides the usual orders for coal and stove pipe, slate and a table were purchased. During the 80's, the board started paying to have the school cleaned. It is unclear who had been doing the cleaning; presumably, if it was done, it was on a voluntary basis or was the responsibility of the teacher. In 1889 a map book was purchased, the only record of school teaching supplies since 1861.

The 1890's detailed lots of painting and repair of the building.



One notable addition to the purchase list was soap. Finally, in 1899, the board bought the school a set of encyclopedias for \$30.00.

### Kedzie Avenue School

Existing board records for the Kedzie Avenue school begin in 1893 when it was decided to build a new schoolhouse and coal shed, at a cost of \$550.00. In order to enlarge the school yard, they bought twenty-nine square rods of land from Mr. H. Horstmann for \$25.00; in payment they gave him the old schoolhouse and \$5.00.

A good idea of the furnishings in the new school comes from the list of purchases made during that year. A fence was built, lots of stove pipe was ordered along with a coal pail, two brooms, and a dust pan. A teacher's desk and chair, four school desks, six shelf holders, and one dozen clothes hooks were added to whatever was left from the old school. A school bell was bought and a roller for holding a towel. They paid \$2.00 to have the "water closet," or "privy," painted. There is no record of purchasing any books or school supplies besides chalk and erasers.

In 1895, the school bought a flag and flag pole, the first mention of these in all of the early records of either school. That year also brings a report of buying glass for the windows for the first time in the Kedzie Avenue School. By 1899, they needed some more school desks and they whitewashed the school.

### Superintendent's Report 1910

Neither of the schools received a very good report in 1910 when the county Superintendent inspected them. By this time the Kedzie



Avenue School was called Rich District 161, and the Stelter School was called Bloom District 166. The Superintendent reported in full:

#### District 161 Kedzie Ave. School

"A frame building, seventeen years old. Windows are not very good. Two of them have shades. There is no ante-room for wraps. No dictionary, no supplementary reading. A stove, without a jacket. It takes until eleven o'clock to heat the room in cold weather. Soft coal is burned. There is but one out-house for both sexes, a disgrace. Room has not been calcimined for six years. All is dirty and dingy. Nothing good to be said. The yard is about 40 x 100 feet. No trees, no sidewalks. There have been eight pupils enrolled, with an average attendance of fifty per cent. One pupil only present on the day the school was visited. Assessed valuation, \$121,461; rate, 18 cents; amount raised, \$200."

#### District 166 Stelter School

"A poor little frame building of the ordinary poor kind, and of uncertain age. The location is quite ideal. It is in the timber above a creek and has some fine forest trees in the yard. There are old double desks for the pupils, a table and one chair for the teacher. There is a little blackboard, and at the windows some shades in a fair state of repair. There is one little ante-room for wraps. No equipment worth mentioning. The outhouses are under one roof. Barbed wire is used in the fence. No sidewalks. There were ten pupils enrolled, but four only present on the day visited. Directors never visit. Salary of teacher, \$40.00 a month for seven months. Graduate of St. James' High School. Six years' experience, first in this school. Assessed valuation, \$71,743.00. Rate, .53 cents. Amount raised, \$375.00.

Following these reports, both of the schools "calcimined," or whitewashed their buildings and instituted general repairs.

#### "Modernization" of Early Schools

Between 1915 and 1922, both schools updated their buildings to keep pace with the times. The District 161 school had an organ which in 1920 had to be repaired. In the booklet Flossmoor Then...Now, a student at the school, Joe Brumley, reported that when the organ was



played, rats and mice would emerge from it, running all around the room and scaring the girls.

In 1916, the Stelter school ordered a fountain from Sears Roebuck, so it no longer needed the pail and dipper for drinking water. In 1917 they bought a globe and maps, and in 1920 they bought a piano. 1921 listed for the first time desk copies of books. The Kedzie Avenue school built a new toilet in 1916.

Around 1917 the mothers organized to support the District 166 school. Proceeds from an apron and bakery sale earned \$9.75, which was spent on a Victrola, some records, three chairs, one picture and a chart outfit. In 1918 their box social earned \$6.86, which was used to buy a flag, another record, and a clock. After Leavitt Avenue school was built, the District 161 Mothers' Club donated the basketball court in back of the building.

In 1922, the Kedzie Avenue School, Dist. 161, voted to build a new school on Leavitt Avenue just north of Illinois Street (Flossmoor Rd). The brick school had two rooms and a basement, so two teachers were needed. The original Leavitt Avenue School cost \$4,964.00 and included plumbing for a washroom, a furnace for heating, and electricity. For the first time a janitor was hired for upkeep at \$60.00 per month. The building was also used by a Sunday School for the children of the growing community of Flossmoor.

In 1923 the Stelter School followed suit and voted to build a new school, also of brick. This building included running water and a furnace, but the directors rejected adding electricity at that time because it was too expensive. A year later they added it. For the dedication of the new school, the board had the Bloom High School band

play and donated \$25.00 to them. They also hired a janitor, Herbert Stelter, and paid him \$15.00 per month. The next year they hired Emil Stelter as janitor and paid him \$25.00 per month.

Both of these schools had brand new furniture ordered from Sears Roebuck, sets of books, and even a pencil sharpener and curtains. By 1927 the Stelter School had installed indoor plumbing, bought library books, and a fire extinguisher.

1926 found both schools facing overcrowded conditions. The Stelter School board considered building again, but decided the best answer was to consolidate with District 161. Leavitt Avenue School was also facing the same question of expansion, but they had the two-room school and the added advantage of the Community House in Flossmoor Park. In 1928 the residents of the two districts voted to consolidate, and the two schools merged into what is now Flossmoor School District 161.



## TEACHERS

The teachers for the earliest one-room rural schools were often men who took up school teaching just to be working at something. After the Civil War, more professional teachers were attracted to the field of education. Women gradually entered the profession and, by the late 1800's, replaced many of the schoolmasters. The pay was very low, but it was one of the few ways unmarried women could support themselves. Until well into the 1900's, teachers often had little more schooling than their own more advanced students. Turn-over of teachers was often quite high because most of them quit as soon as they married. If the teacher was not already a member of the community, she often had to "board around," or stay in the homes of the residents.

### First Teachers

The earliest record of a teacher in the 161 area is found in the board minutes of the Bloom District 3 in what was called the Butterfield School, later Stelter School, Bloom District 166. In 1860, Ann Lucas was hired to teach from April 2 until July 20. She was paid \$60 for that time. That fall the district hired Robert Doyle to teach from October 22, 1860, to March 30, 1861, paying him \$30 per month. He also taught a summer session from April 22 to August 2, 1861, for \$16 per month. Possibly the summer session was held for only half a day, or maybe few children attended; the records do not explain the discrepancy in pay.

The school board record book used in 1860 included a hand-written page of rules to be followed by the teachers and students of the school.

## Rules of School.

- I The school shall be opened at 8 O'clock A. M. and continue until 12 M. allowing a recess of fifteen minutes. The afternoon session shall commence at 1 O'clock P. M. and continue until 4 O'clock P. M. allowing fifteen minutes for recess.
- II The teacher shall be in the room fifteen minutes before the commencement of each session, and on failing to be in his or her room at the required time shall forfeit twenty-five cents for each time unless he or she can give a reasonable excuse.
- III There shall be no swearing allowed in the school, and the teacher shall see that this rule is faithfully observed.
- IV All persons who break out any window lights, or otherwise injure the school building, shall be required to repair the same at his own expense.
- V Pupils are not allowed to eat or otherwise mar the desks, or any part of the building. The teacher will see that this is observed.



The earliest record of a teacher in Rich District 1, the Kedzie Avenue School, later District 161, appears in the school records for 1868. Willard A. Chapman was hired to teach from December 16, 1868 for sixteen weeks. For this he was paid \$40 per month. The next teacher was Magret Young in 1870. There is a gap of time before the board records the next teacher in 1876. It is unclear whether the school was suspended during those years or the board records are merely incomplete. However, in 1876, W.G. Hill received \$40 per month to teach from October 23 for a period of five months. Appendix H shows a teacher's contract, one of several which were actually included in the board record book for the Rich District.

The board minutes of Rich District 1 do not give specific rules for the teacher, but the printers of the board record book used in 1868 lists a series of general rules to be followed. See Appendix I for a copy of these rules.

In the early one-room schools of the 161 and 166 districts, the tenure of the teachers seldom lasted for more than two years. Occasionally, the jobs would pass from one family member to another. In 1870 Janet Fleming taught in the Stelter School to be replaced the next year by Sarah Fleming. In the middle of the year 1882-1883, Lotte Sloan took over from Mary Sloan after only a month and a half. In one case Joseph Scott Lintnman taught for half the year, and his wife, Jennie Lintnman, finished the term. In another situation it appeared that one of the men of the area, Fred Seikmann, was required to start the school year for one month before the regular teacher was hired.

### Pay and Responsibilities of the Teacher

The pay for the 1860's was \$35 per month in the Bloom District school, while the teachers in the Rich District school earned \$40 per month. By the 1890's both districts were paying \$40 per month for five to seven months of school, usually beginning in October and concluding at the end of March. The teachers' salaries were held at \$40 per month until 1911 when both school districts paid \$50. By 1915, the going rate was \$55, and in 1920 the pay was \$99, raised to \$100 after the first two months of work. 1927 found the teacher earning the grand sum of \$140 per month. This also may have aided some in the stability of the teacher, because Myrtle Savage remained in the position for five years--a record tenure in the history of the school district up to then.

The general rights and responsibilities of teachers were set down by Illinois law, as found in one of the teacher attendance books in use during 1895. The major legal duty to the state and school board was to keep an accurate record of attendance, and at the end of each month the teacher was required to hand in an official form to her school directors. The laws required that the school directors pay their teachers monthly. They also listed days on which the teacher could not be required to teach. These days included Saturdays, Sundays, and the legal holidays of New Year's, Fourth of July, Christmas, and Thanksgiving. Furthermore, the board could not require the teacher to make up days that were lost to these legal holidays.

The 1895 attendance book also included suggestions for school management and a brief list of the theories and principles of teaching.



### SCHOOL MANAGEMENT AND GOVERNMENT.

"As the teacher is so is the school," is a trite saying, the truth of which none will question. Always call and dismiss your classes in order; count or tap the bell as signals.

Do not allow communication, leaving seats, going out, or getting water during school hours, without permission.

System, self-possession, energy and kindness on the part of the teacher are the disciplinary agents.

Profitable and constant occupation is the true preventive of disorderly conduct.

Have as few classes as will be consistent with the wants of the school. A teacher cannot teach a successful school and hear thirty or thirty-five recitations daily.

See that the room is properly ventilated—about 65 deg. or 70 deg. Fahr. is the proper degree of temperature.

Don't forget to have the general exercises for the whole school each day. Use the oral and general exercises provided for each grade, for the whole as far as practicable.

"Order is Heaven's first law," and without order no school can succeed. The first step in governing a school is to govern yourself.

Every teacher should be a regular reader of at least one educational journal.

Begin school promptly at nine o'clock, and close at four.

Visit some of the best schools you can hear of each year, and don't fail to attend the normal institute.

Make a full report at the close of your school to the district secretary.

### THEORY AND PRINCIPLES OF TEACHING.

Teach but one new thing at a time, and always in connection with what the child already knows, that each fact learned may be an additional link in his chain of information.

Avoid reciting for a pupil or class; it will do a pupil no more good than to eat his dinner for him.

Teach your pupil how to study and to think systematically and connectedly.

The true teacher in any branch of study or with any class will observe the following statements

1. See that the lessons are properly assigned.

2. See that pupils, in reciting or discussing a subject, use proper language.

3. See that the recitations are as nearly perfect as possible under existing circumstances.

4. Teaching pupils to draw their own conclusions properly stands above almost any other consideration.

5. Be thoroughly in earnest, and your energy and spirit will cause interest and enthusiasm in the class.

6. Grade your school, for by it you will be able to reduce the number of recitations, give more time to each recitation, favor more thorough work, systemize the operations of school, and improve the discipline.

7. Classify according to scholarship, natural ability and age. Make reading and arithmetic the basis of your classification.

8. Use school records to furnish a history of the school and of each individual, to indicate to the teacher when he should put forth greater effort, to furnish information to parents, and to furnish educational statistics.

The curriculum of the schools was very basic. Presumably from a lack of standard preparation requirements to become a teacher, the state record books in 1882 included a list of subjects to be taught and even suggestions for teaching methods. Appendices J, K, L, and M are copies of these pages.

The school day for the teacher was packed full. A sample schedule printed in the state record book used in 1895 shows no free time available to her, especially considering that she was expected to be on duty during the noon hour recess to supervise the games of the children.



**SAMPLE PROGRAMME OF RECITATION AND STUDY.  
FORENOON.**

HR. MIN.	CLAS. H.	TYPE	PRIMARY.	1ST CLASS.	2D CLASS.	3D CLASS.	4TH CLASS.	5TH CLASS.
9:00	9:05	5m			Opening	Exercise.		
9:05	9:15	10	*Reading	Reading	Reading	Reading	Arithmetic	Arithmetic
9:15	9:25	10	Printing	*Reading	Reading	Reading	Arithmetic	Arithmetic
9:25	9:35	10	Printing	Numbers	*Reading	Reading	Arithmetic	Arithmetic
9:35	9:50	15	Numbers	Numbers	Numbers	*Reading	Arithmetic	Arithmetic
9:50	10:05	15	Numbers	Printing	Numbers	Arithmetic	*Arithmetic	Arithmetic
10:05	10:30	15	Drawing	Drawing	Drawing	Drawing	Drawing	*Arithmetic
10:20	10:25	5	*Gen Lesson	*Gen Lesson	Writing	Arithmetic	Geography	Drawing
10:25	10:30	5	Recess	Recess	*Gen Lesson	Arithmetic	Geography	Geography
10:30	10:45	15			REC. ESS.			
10:45	11:00	15	Printing	Printing	Writing	*Arithmetic	Geography	Geography
11:00	11:15	15	Printing	Writing	Writing	Copying	*Geography	Geography
11:15	11:30	15	Printing	Writing	Printing	Copying	Reading	*Geo. or His.
11:30	11:45	15	Numbers	Reading	Printing	Writing	*Reading	Reading
11:45	12:00	15	Drawing	Reading	Reading	Reading	Grammar	*Reading

**AFTERNOON.**

1:00	1:07	7	*Reading	Reading	Reading	Reading	Grammar	Grammar
1:07	1:15	8	Printing	*Reading	Reading	Reading	Grammar	Grammar
1:15	1:25	10	Printing	Printing	*Reading	Reading	Grammar	Grammar
1:25	1:35	10	Printing	Writing	Copying	*Reading	Grammar	Grammar
1:35	1:50	15	Numbers	Drawing	Spelling	Spelling	*Grammar	Physiology
1:50	2:05	15	Drawing	Reading	Spelling	Spelling	Drawing	*Grammar
2:05	2:25	20			WRITING.			
2:25	2:40	15	Recess	Recess	*Spelling	*Spelling	Writing	Physiology
2:40	2:55	15			REC. ESS.			
2:55	3:10	15	Printing	Reading	Reading	Writing	Spelling	*Physiology
3:10	3:18	8	*Reading	Reading	Reading	Writing	Spelling	Spelling
3:18	3:25	7	Drawing	*Reading	Reading	Drawing	Spelling	Spelling
3:25	3:35	10	Printing	Writing	*Reading	Drawing	Spelling	Spelling
3:35	3:50	15	Numbers	Printing	Copying	Copying	*Spelling	*Spelling
3:50	4:00	10			General	Exercises.		

\*The heavy type denotes the recitations, marked \*, and the *Recess letters* denote what the other classes should study.

Arrange the recitations first as in the preceding programme, and if they are suitable to the school, fix the study afterward.

This programme must be modified to suit the circumstances of each school. Have fewer classes if possible, and give more time to some of the recitations. If there are other advanced classes, they can recite every other day, alternating with the higher classes given in the above specimen programme. If you are obliged to have more recitations, alternate the more advanced classes with each other.

"A copy of your programme should be left in the teacher's register for the use of your successor."

By 1922 with the opening of Leavitt Avenue School, District 161 had two teachers. Younger students were in one room and older ones in another. The classes grew to the point where a third teacher had to be hired to deal with the overflow and the teachers were directed to assign their own schedules to deal with the classes. In 1927, a class of older children had to be housed in the Flossmoor Community House, necessitating a telephone for communication between the buildings. Mrs. Echols, the teacher of the older children, was also the principal and so had the responsibility of overseeing the other two teachers. She was directed by the board to visit the other two classrooms at



least twice a week, preferably during first or last period on Mondays or Fridays. There is no record of who was left in charge of her pupils; presumably, they were left unsupervised.

This period of growing attendance also hit the Stelter School. The teacher, Myrtle Savage, was still handling all grades in the one room. At one point in the period between 1926 and 1928, she was responsible for up to 48 pupils from ages six to sixteen. In 1928, the two districts combined to better serve the growing community.

## THE SCHOOL TERM

In the late 1800's, the children of farmers in the area attended school on a decidedly irregular basis. Their attendance depended on the availability of a teacher, their parents' interest in education, the weather, and the need for their services at home. The records of attendance for the Kedzie Avenue School have been lost, but a complete set of attendance books exists for the Bloom District 3 school starting from 1882, continuing through the years as it became School District 166, and up to 1928 when it consolidated with District 161. There are, however, partial records starting as early as 1860. Appendix N is a page from the attendance register for the school term 1883-1884.

School terms were initially decided by area residents. In the 1860's schools commonly operated a summer session. The earliest record of the district is an 1860 summer session that ran from April to the end of July. In the early 1860's the Butterfield School (Bloom District 3) had between fifteen and twenty students on its yearly rosters.

Occasionally, the directors for county superintendent would comment on how the school term had gone. In August 1861, the following statement is recorded for Bloom District 3 School.

"This school is one of the best in the township. It has pupils very well advanced in most of the common English branches. The class in Grammar is tolerably well advanced for a common school. The Practical Arithmetic class is well advanced. I can say the same of the Geography Classes. The Spelling and Reading classes also pass a



very good examination in short every class in the school does well, but I would advise Directors and Teachers to pay a little more attention to the teaching of Penmanship, as there is some deficiency in this department of the School. Directors should pay strict attention to the qualifications of Teachers and visit and examine the school at least once a month."

In 1862 the report was much shorter:

"We had a good school this turme (sic)."

It appears the first one was written by the county superintendent or other official, while the 1862 sentence appears to have been written by one of the local school directors.

#### Student Attendance

There was no mandated age for beginning or leaving schooling. Most students were between six and thirteen. Occasionally, a student might be as old as fifteen or sixteen, but these were usually girls; by that age the boys were involved in the farm work with their fathers or they found books and sitting too confining. In several of the early attendance books, children of five and even four are marked as being in attendance. In fact, in 1894 Walter Gottschalk, age three, attended school for ten days in October. He continued his schooling in 1897 at age six, so it is possible that he first came with his older sister only because no one was at home to watch him.

While a school term might run for five months in the 1800's, it was common for many students to begin the term late and leave early. In October of 1882, twelve students began the first week of the term, most of them aged six to nine. Other students trickled in through

late November, with one boy, Louis Riegel, age fourteen, beginning on January 9 and ending on March 1. He received a total of twenty-two days schooling that year. That same year a thirteen-year-old boy, Charles Doepke, attended only twenty-five days.

The names of the students in those days are familiar ones to residents of the area today. Most notable are the long line of Vollmer children (there were eleven of them) and the Riegel children. These families have given their names to two roads cutting through the area. The Stelter children faithfully attended as well, which is not surprising since they lived directly across the road from the school. Also those first years there were the Seikmanns, the Mertens, the Kohlers, the Anders, and the Tangermanns.

The public schools did have some competition from parochial schools of the area. It was not uncommon for students to attend the farther parochial schools when the weather was good and the nearer public schools in bad weather. In fact, the early Kedzie Avenue School had a problem with attendance since many students attended the German Lutheran School half the day and public school the other half.

#### Overview of Stelter School Terms

Since the schools then were in session for only about five months, their holidays were quite short. In 1882 the Stelter School closed for one day at Thanksgiving, one day at Christmas, and one day at New Year's. However, the day after Christmas only five students attended. In early February there was a two-week break with school resuming on February 12 and continuing until March 23, 1883.



Charlotte Sloan took over for Mary Sloan as the teacher, and in the transition many of the students' names were misspelled. "Lotte" didn't seem to be as careful as Mary.

The school year 1884-1885 was a hard one. Even though school started September 29, no school was held one week in October. Christmas vacation that year was an entire week, and a week was lost in February "on account of the storm." School that year lasted until April 10, but few children attended after the end of March. The farm work had evidently begun.

In 1885 the Christmas vacation lasted until January 16 because of sickness. The students had a new holiday that year--George Washington's Birthday! Even though the school term continued until May 7, few pupils came to school after April 23, Good Friday.

This attendance pattern held up through the end of the 1800's. The early 1900's saw a decrease in enrollment of the school with many of the first families' children reaching ages of thirteen and fourteen, where they no longer attended. Also, sickness took a toll on the school attendance; some children stayed out of school because of sickness of brothers or sisters; presumably the family was under quarantine. In 1906, one student, ten year old Eddie Vollmer missed six weeks of school because of sickness. While the school registers of the 1880's listed sometimes as many as twenty-five pupils, the daily roster of 1905-1913 rarely listed ten students. The Vollmers and the Riegels, families with many children, had disappeared almost entirely from the rolls.

The weather still caused problems in 1912 when school was called off January 5 and 8 because the weather was ten and fifteen degrees



below zero. Since there was no such thing as a substitute teacher then, a teacher's illness would also cause school to be dismissed. Also in 1912 for the first time in district records, the school had a holiday for Lincoln's birthday. In 1913, another new holiday, Columbus Day, was observed in October.

1914 was an interesting year in that of eleven students, seven of them had left by the end of October for "the city." Only four students remained to finish the year. Again in 1915, fifteen students started the year, but the same seven left for "the city," again by the end of October.

In 1915, the school closed for two weeks "on account of the measles." In 1918 three weeks were lost "on account of the weather." School continued that year until June 11, and the students got another holiday, Decoration Day.

In the fall of 1918 the school was closed for two weeks but no reason was given in the records. It was closed again from January 18 through February 7, again with no reason given. A world-wide flu epidemic occurred during that time period. In the book Indian Trails to Tollways, the authors report that the October 24, 1918 edition of the Chicago Heights Star stated that in this area, "churches, schools, and theatres were closed in an attempt to combat the spread of the flu."

By 1921 the enrollment was back up to twenty-one students, and there were additional days off for such things as the fair, Institute Day, Visiting Day, Armistice Day, and School Festival Day. The school year by this time ran from September until the middle of June, with most of the students remaining for the entire term.



By 1923 the enrollment had run to thirty-five students. In 1925 evidently still no substitutes were available; Stelter School was closed for an extra week at Christmas because of teacher illness. Also in that year, the students had the last Friday in May off because the school was giving a program over WLS radio in Chicago.

## TYPICAL SCHOOL DAY

### School Materials

The earliest one-room schools had few books for use by students. Often the only books available were the ones the teacher provided from his or her own personal library. Many times students brought whatever books they could find at home to help them in their reading classes.

Writing materials were also scarce. The students had double-sided slates for practice in writing and figuring. If there were notebooks, they were made at home from heavy, brown wrapping paper. The pens were made from goose quills, or feathers, and the ink was made from the bark of maple trees. Often the blackboard was actually just that: some boards nailed together and painted black. The erasers were blocks of wood covered with sheeps' wool.

Gradually, after the Civil War, or "The Great Rebellion" as it was still called then, schools became better equipped with some standard textbooks, especially for reading and arithmetic. Textbooks used in District 166 were first listed in the teacher's register book for 1899-1890. By that time the district was using textbooks for arithmetic, reading, history, grammar, and geography. The Five Cent Classics was a set of biographies of Lincoln, Washington, Whittier, Longfellow, and Louisa May Alcott.

### Visitors

Occasionally, there would be visitors to the school. School directors were expected to visit once a month, but this was rarely the case with the two local one-room schools; at least they



were not recorded as being present very often in the teachers' books. From 1860 through 1862 the Bloom director, C. Morris, visited twice each year, and Mr. Caldwell came twice in 1861. The records show Dr. Doepp visiting once in the term 1869-1870. The records for 1899 show only two visitors, both from Chicago, but by 1909, seven visitors were listed. In 1919 a Mr. C.C. Walther from Harvey visited four times. He also returned in 1924. Since these are the only visitors recorded over the space of about sixty years, it can be assumed that accurate records were not kept, or they have been lost.

### Life at School

There is little written record of a student's view of the life in either the Kedzie Avenue School or the Stelter School. However, a typical picture can be pieced together from first-hand reminiscences of other people of the time. In order to get to school, the children usually had to walk whether the weather was warm or cold. There is one report that children going to Kedzie Avenue School sometimes had to walk in the ditches because the cows were on the road. They carried their books and slates along with a lunch pail. Upon arriving at school, the teacher or older boys would build a fire in the stove to heat up the room. In very cold weather it took quite a while to warm the entire room, and often the students in farther desks never did get much heat. One woman recalled that her mother sent along an old rug to put on the floor under her feet to help keep her warm. If someone's mother had sent cocoa along, the bottle was set on the stove during the morning to warm so it would be ready at lunch time.

Most schools had a well and pump outside for drinking water, but in some cases the water had to be carried in a bucket from a neighbor, as was the case with the early Kedzie Avenue School. Everyone used the same dipper. The bathroom facilities consisted of a privy, or outhouse. Sometimes there was one for girls and one for boys, but often one was shared. In the 1920's when the new schools were built in the district, it was a luxury to have indoor toilets.

The school day began at 9:00 with some singing, Bible reading, or the Lord's Prayer. Then the class work would begin. The teacher would have students come forward to recite their lessons, read, or do arithmetic problems in turn, depending upon their ages and abilities. While one group was reciting, the others would work at their seats with a book or slate. If the weather was nice, the children and the teacher would go out to play during a fifteen minute recess in the morning.

The lunch hour was usually from 12:00 until 1:00, again with the students and teacher joining together in games. This was probably not as much a hardship for the teacher as it would appear, since most of them were only a few years older than their students. The afternoon would continue in the same way with possibly the addition of drawing classes or music if the teacher was capable of that instruction. The afternoon also included a fifteen minute recess. School was dismissed at 4:00.

Just as today, the early students played many games during their recess and noon hour. There were no formal gym classes, so games provided the exercise and, in good weather, fresh air for everyone. Baseball was a favorite. Teams would be chosen with children of all



ages involved. Other popular games included red light-green light, red rover, mumbly peg, king on the hill, pom-pom pullaway, ante over, fox and geese, blind man's bluff, football, marbles, jacks, and many forms of tag.

The teacher and the older students took turns carrying in coal or wood for the stove, cleaning up the school grounds, removing snow, and taking care of the playground equipment. The younger students would clean the erasers. Children competed for some of the more prestigious jobs, such as greeting visitors or sitting at the teacher's desk when the teacher had to leave the room.

### Discipline

Of course things didn't always go well in the school room. In some places teachers who could not maintain order were actually driven from the schoolroom by bullies. Compared to today, the discipline could be quite harsh. Flogging or switching of unruly students was commonplace, especially when larger boys were involved. The instruments of discipline might include a birch rod, switch from a sapling, or a flat ruler smacked across the hands or a more substantial part of the anatomy. The girls as well as the boys often felt the sting of the switch.

The records of the Stelter School include grades in "deportment" or behavior. In 1895 Ida Stoddard's class of twenty students all received either an 85 or 90 in deportment. In 1896 everyone got 90 or 95 except for one seven year old named Walter; he got an 85. In 1897 the teacher went to the form of Good or Excellent, with one eleven-year-old boy getting a G-. One sixteen-year-old boy got an F

in deportment in 1898. By 1899, Walter's behavior had also deteriorated to an F.

In 1928 Mrs. Echols reported to the board that one boy had been teasing other children to the extent of "being very troublesome." Evidently, he had other bad habits too, because the board recommended that he be "made to replace the shrubbery that he had destroyed." This is the only early school record of any student's behavior coming to the attention of the school board.

### Conclusion

Since the school house was usually the only meeting place in the area, it was the center for most community get-togethers. Many of these directly involved the school students in such things as spelling bees, Halloween parties, and Christmas programs. Sometimes there would be box socials, debates, picnics, and if there was no church building, Sunday church services. The school was often the local polling place as well.

The area residents did their best to provide for the education of the children in the district. Often with little money and working against weather and the press of earning their own livings, they presented the students with a precious gift--the chance to learn. These hardy settlers set the precedent for a strong educational system that continues with Flossmoor School District 161.



# Earliest Settlers of N. W. Bloom Township

Sec. 6

<p>John Lewis assignee July 27, 1848 with Warrant #18986 to William Johnson. 162.46 acres @ 1.25 and above warrant.</p>	<p>Bounding Eastward July 26, 1847</p>	<p>1848 #2536 July 27, 1848 #2537 July 27, 1848 #2538 July 27, 1848 #2539 July 27, 1848 #2540 July 27, 1848 #2541 July 27, 1848 #2542 July 27, 1848 #2543 July 27, 1848 #2544 July 27, 1848 #2545 July 27, 1848 #2546 July 27, 1848 #2547 July 27, 1848 #2548 July 27, 1848 #2549 July 27, 1848 #2550 July 27, 1848</p>	<p>#4844 ✓ Thomas Rye and Julius Madenorth Nov. 29 1838 P. S. 163.31 acres 1.25</p>	<p>#4344 ✓ David Grandall Charles Trask assignee Nov. 11 1838 Presumptive - 1838 163.47 acres 1.25</p>			
<p>#2441 ✓ Joseph Christie Dec 19, 1847 1.25</p>	<p>#1607 ✓ John N. Cole Aug 24, 1844 1.25</p>	<p>#4831 ✓ Benjamin Butterfield Nov 29 1838 P. S. 1.25</p>	<p>#4845 ✓ Thomas Rye Julius Madenorth Nov. 29 1838 P. S. 1.25</p>	<p>#4846 ✓ James M. Adsit Assignee June 14, 1848 with Warrant #13369 Act of 1847 to William Johnson</p>	<p>#4847 ✓ Thomas Rye Julius Madenorth Nov. 29 1838 P. S. 1.25</p>		
<p>#25076 ✓ William Stein Nov. 19, 1847 1.25</p>	<p>#16231 ✓ Cyrus Eastwood July 31 1844 1.25</p>	<p>#4348 ✓ Benjamin Butterfield Nov. 16 1838 Presumptive 1838 1.25</p>	<p>#27027 ✓ James Henry Nov 8 1848 1.25</p>	<p>#4849 ✓ Thomas Rye Julius Madenorth Nov. 29 1838 P. S. 1.25</p>	<p>#2467 ✓ Harry M. Wood Apr. 15 1846 1.25</p>	<p>#18215 ✓ William Ler- arton Feb 17 1845 1.25</p>	<p>#16641 ✓ Benjamin I Holly Sep. 19 1844 1.25</p>
<p>#4337 ✓ Mehitable Krany to B. Johnson Assignee Nov. 14, 1838 Presumptive, 1838 1.25</p>	<p>#16405 ✓ Edwin Camp Aug 21 1844 1.25</p>	<p>#27027 ✓ James Henry Nov 8 1848 1.25</p>	<p>#4849 ✓ Thomas Rye Julius Madenorth Nov. 29 1838 P. S. 1.25</p>	<p>#2467 ✓ Harry M. Wood Apr. 15 1846 1.25</p>	<p>#18215 ✓ William Ler- arton Feb 17 1845 1.25</p>	<p>#2468 ✓ John S. Little Jan 14, 1846 with Warrant assignee 1.25</p>	<p>#23428 ✓ William Shipley July 9 1846 1.25</p>
<p>#27460 ✓ John B. Cullis Oct 16 1848 1.25</p>	<p>#4845 ✓ William B. Strom Nov. 29 1838 P. S. 1.25</p>	<p>#16404 ✓ John Peter Aug 21 1844 1.25</p>	<p>#19696 ✓ John Caldwell Aug 27, 1847 1.25</p>	<p>#19696 ✓ John Caldwell Aug 27, 1847 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>
<p>#27460 ✓ John B. Cullis Oct 16 1848 1.25</p>	<p>#4845 ✓ William B. Strom Nov. 29 1838 P. S. 1.25</p>	<p>#27085 ✓ William Tatge June 19 1848 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>	<p>#23813 ✓ James Caldwell Aug 28 1846 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>	<p>#25222 ✓ Thomas Matney May 27 1847 1.25</p>
<p>#27008 ✓ Joseph Johnson June 1 1848 1.25</p>	<p>#27008 ✓ James M. Adsit June 17 1848 1.25</p>	<p>#27008 ✓ James M. Adsit June 17 1848 1.25</p>	<p>#19698 ✓ William Ott Aug 27 1847 1.25</p>	<p>#19698 ✓ William Ott Aug 27 1847 1.25</p>	<p>#26480 ✓ John H. Foster Dec 24 1847 1.25</p>	<p>#26335 ✓ James Ott Nov. 19 1847 1.25</p>	<p>#26335 ✓ James Ott Nov. 19 1847 1.25</p>

Sec. 7

Sec. 18

Sec. 5

Sec. 8

Sec. 17



This indenture made on the twenty first day of Oct  
in the year one thousand eight hundred and fifty  
between Benjamin Butterfield of the Town of Bloom  
of the County of Cook of the State of Illinois of the first  
part and the School Directors and their successors in  
office of School Dist No Three of the same place of  
the second part. Witnesseth that the said party of the  
first part has leased, and by the presents does grant  
demise and lease unto the said party of the second part,  
all that piece and parcel of land known and described as  
follows, to wit: Sec seven North East q. and West half  
Town, thirty five, North of Range fourteen, East of the third  
Principal Meridian, bounded as follows. to wit: East  
by the County road running North and South, through  
said lot, two rods North of said School House, thence eight  
rods west from said road, thence South ten rods, thence  
East eight rods to said road to contain eighty rods with  
all the appurtenances thereunto, for the use of school so  
long as occupied for said purpose, from year to year, and  
when abandoned for said purposes, then the party of the  
second part hath full power and lawful right, by and  
with the consent of a majority of the legal voters of said  
Dist, to sell or remove said House off the said described  
lot. When said House is disposed of then said lot reverts  
back to the party of the first part.

In witness whereof the parties to these  
presents, have hereunto set their hands and seals  
the day and year first above written.

Sealed and delivered  
in the presence of  
John Caldwell.

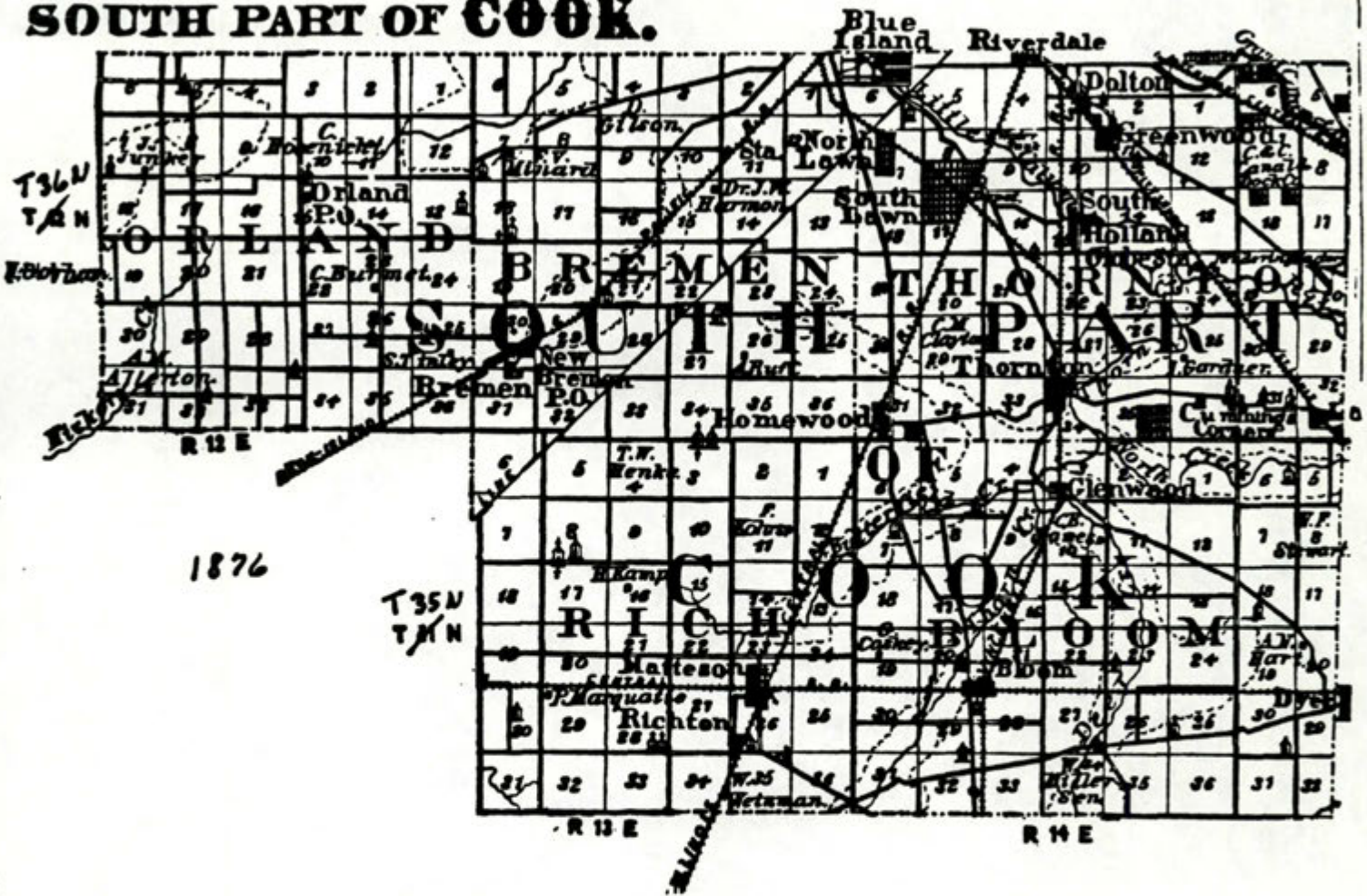
c.

Benjamin Butterfield.

*[Signature]*  
*[Signature]*

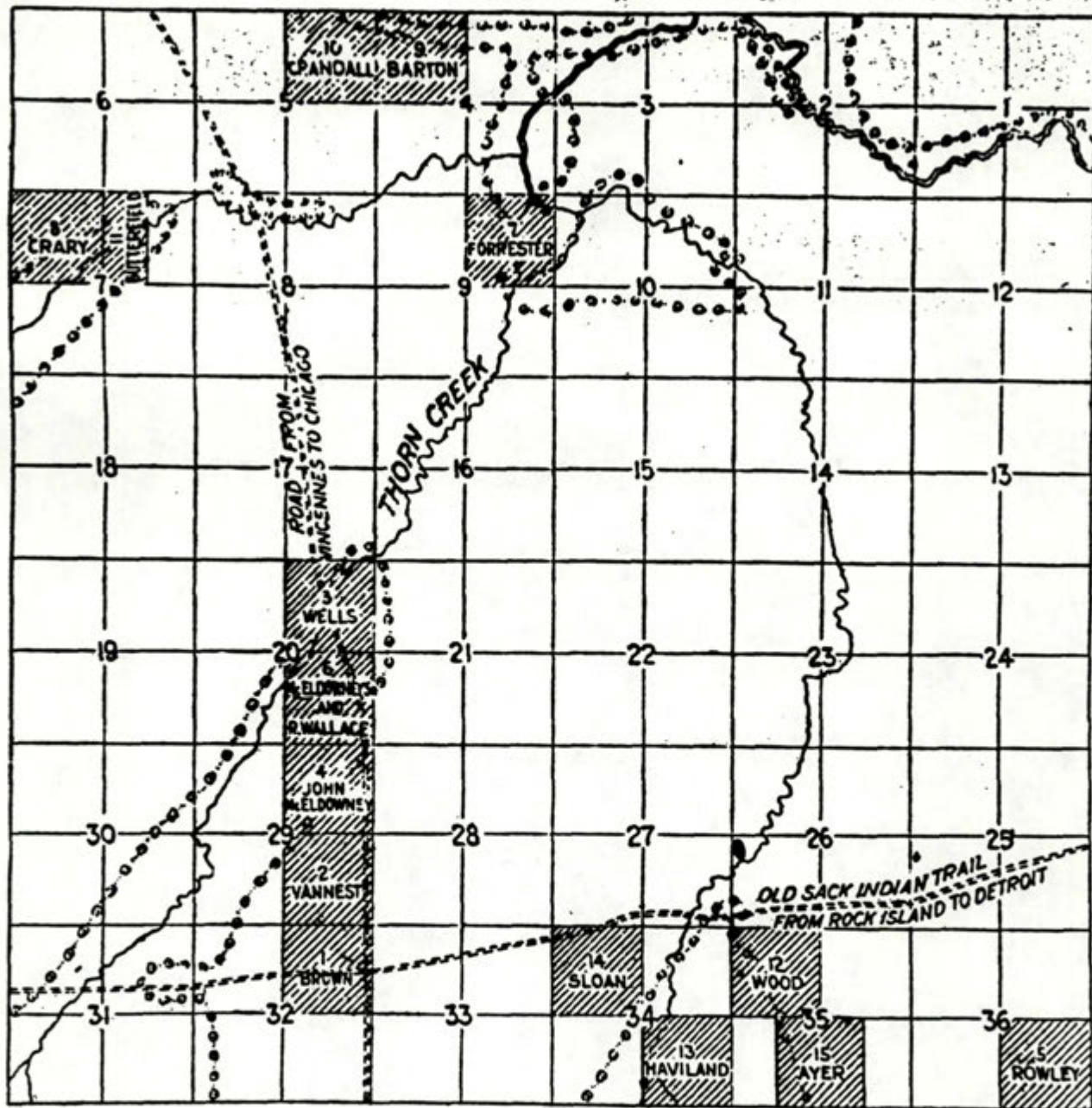


# SOUTH PART OF COOK.





## A MAP OF OLD BLOOM IN 1834



The accompanying map is a copy of that made by the original land surveyor, in 1834. It shows only two roads, or rather one road and a trail. The Vincennes Road is now Chicago Road or, for a part of the way through the Township, the Dixie Highway; and the Sauk Trail is now the Lincoln Highway from the Adam Brown corner to the east boundary of the Township. The streams and the limits of the timber in their neighborhood are shown. On this map as a base is located all of the fifteen pre-emption claims as here listed. It is interesting to see how the earliest settlers picked out locations along the two roads, along the streams, and near the timber which supplied both building material and firewood, as well as protection from storms.



1901

BLOOM

BLOOM FR.  
RANGE 15

RANGE 14						RANGE 15		LINE
173 6	5	171 4	3 Cresswood S.H. 22	2 167	1	6 S.H. 23	5 171	
166 S.H. 24	8	9	10	11	12	7	8	
16	7	10	15	14	13	18 S.H. 25	17	
19	20 S.H. 26	21	22 S.H. 27	23	24	19	20 172	STATE
30	Chicago Heights 29 S.H. 28	28	27 169	26	25 S.H. 29	30	29 173	INDIANA
31	Steger 32	33	34	35	36	31	32	
RANGE 14						RANGE 15		

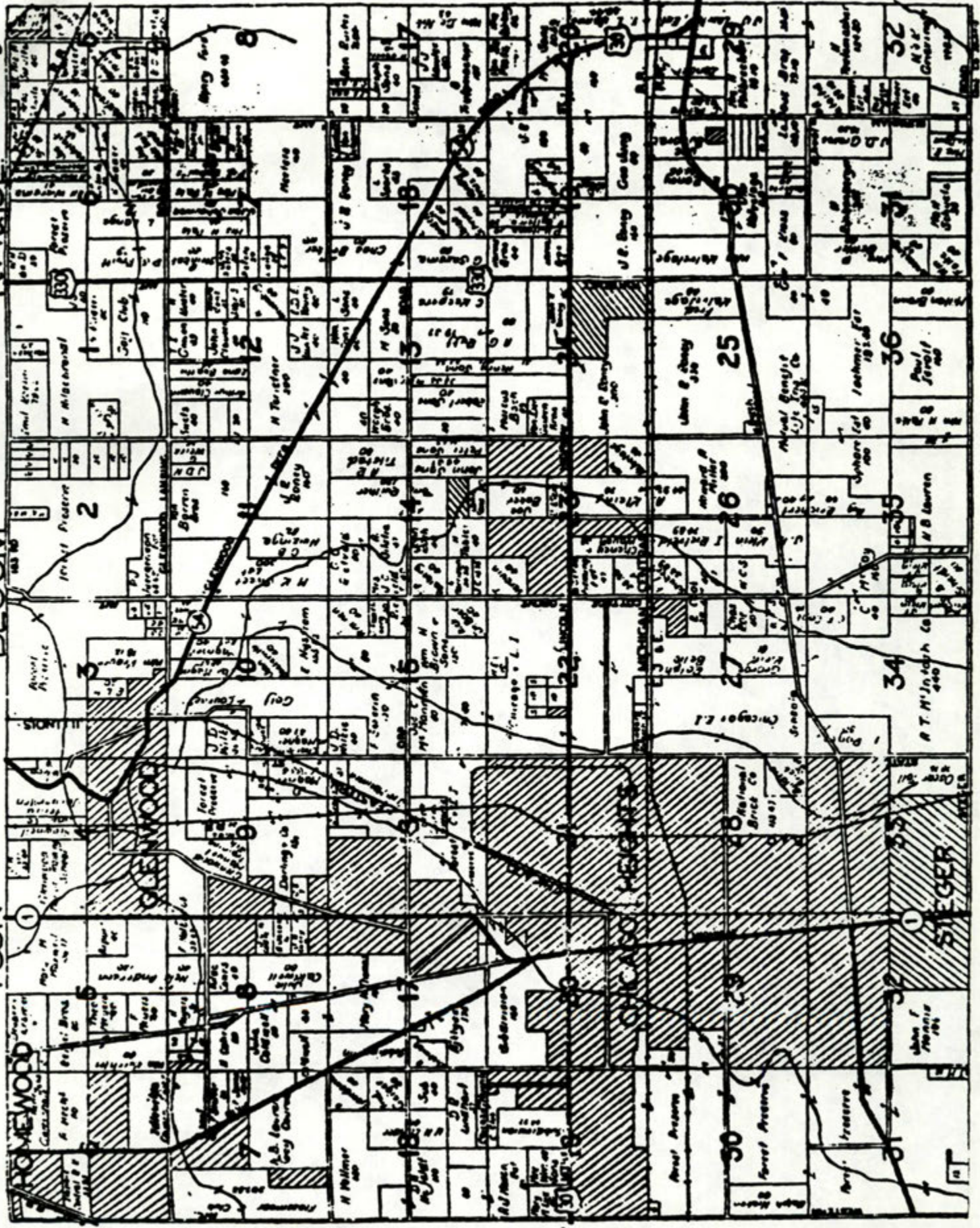


19

R14&15E

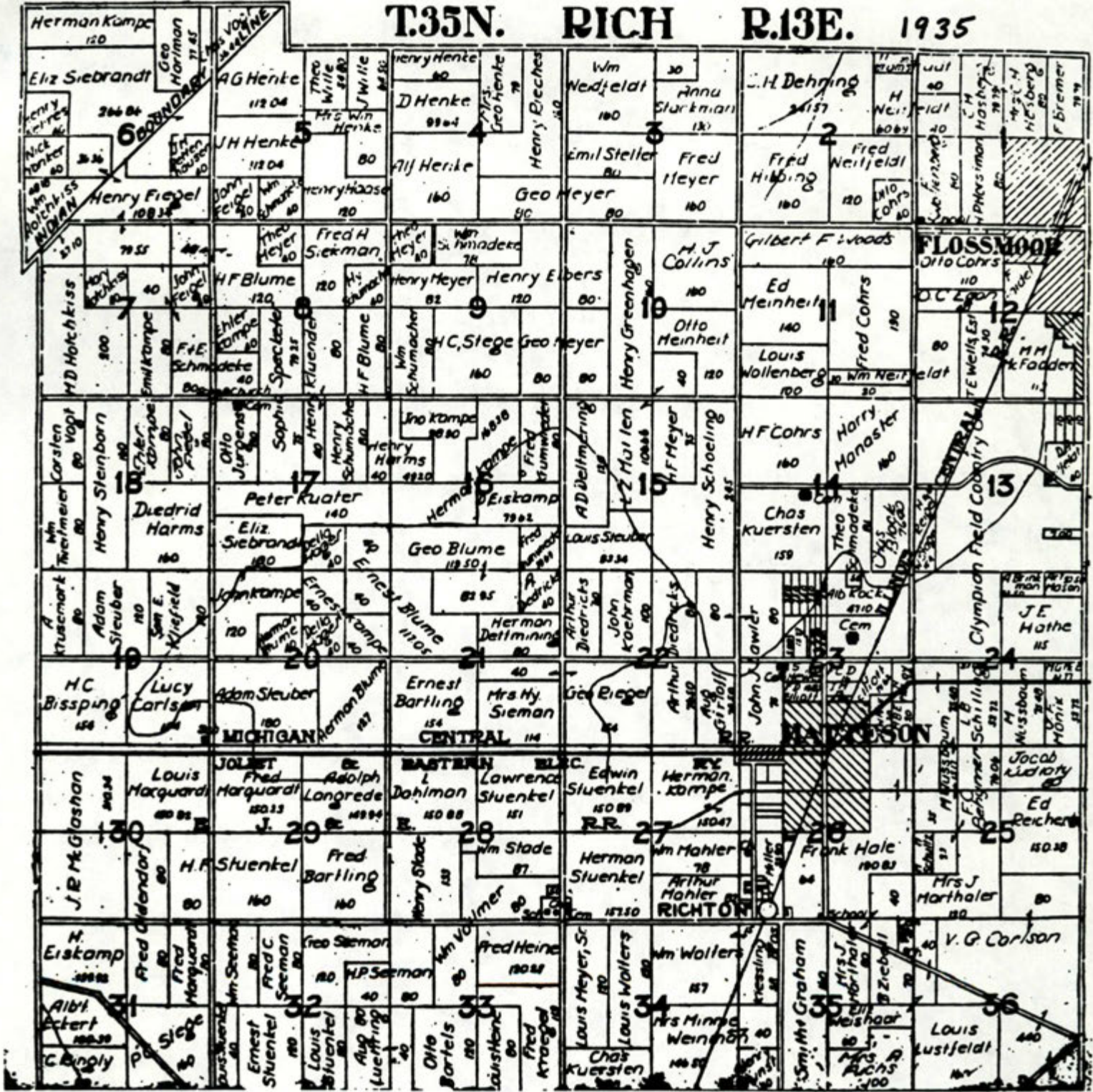
BLOOM

T35N





T.35N. RICH R.13E. 1935





# Teacher's Contract.



It is hereby Contracted and Agreed by and between Anna  
M. Verhoeven and  
the undersigned School Directors of District No. 1, Township No. Rich  
Range No. 13, County of Rock, and State of Illinois

and Anna M. Verhoeven, a legally qualified Teacher, that the  
said Anna M. Verhoeven shall teach the School in said District  
for the term of 10 days weeks, for the sum of forty \$40 Dollars,  
for months, ~~of~~ 22 school days, of 6 hours each, com-  
mencing on the fifth day of November, 1895. And the said  
Anna M. Verhoeven, agrees faithfully to teach the said School according to  
the best of her ability, and to keep a Register of the Daily Attendance of each Pupil  
belonging to the School, and make such report of the School as is or may be required by  
law, or by the State Department of Public Instruction, and to observe and enforce all  
rules and regulations established by proper authority, for the government and management  
of said School.

And it is further agreed by and between the Parties hereto That the said  
Anna M. Verhoeven, shall use her best endeavors to preserve in good con-  
dition the School House and premises connected with it, <sup>and</sup> also the apparatus and furniture  
therein belonging, and also all Books and Records provided by the School Board for the  
use of said School, and to deliver the same to the Clerk of the said Sub-District, or his  
successor for office, at the close of the said term of School, in as good condition as when  
received, natural wear and tear excepted.

And the undersigned, as Directors of said School District, hereby agree in behalf  
of said District, to keep the School House and premises connected with it in good repair,  
to provide necessary fuel for the use of said School during the said term, and that for the  
services performed as above described, then and thereupon the undersigned Directors of said  
District agree to certify to the School, as the Law directs, (Sec. 58, School Law  
of 1865,) in favor of the said Anna M. Verhoeven, that the sum of forty  
hundred \$40 Dollars is due to her, the same being the amount  
of wages agreed upon by the parties hereto.

Provided, That in case the said Anna M. Verhoeven shall be dismissed from the  
School by the said Directors for gross incompetency, or any violation of this Contract, or shall have  
been ~~dismissed~~ <sup>dismissed</sup> as provided by the County or State Department, she shall not be entitled to re-  
ceive any compensation from and after such dismissal or dismissal.

In witness whereof, we have hereunto subscribed our hands this third  
September 1895

Geo. Thies  
Fred. Lohr  
Henry Eshler } School Directors.  
Anna M. Verhoeven



# Rules and Regulations,

*For the Government of the Schools in this District.*

**RULE 1.** No person shall be employed to teach a Common School in this District unless he shall have a valid Certificate of qualification, and not until such Certificate of qualification shall be exhibited to the School Board as required by law.

**RULE 2.** All Teachers are required to be in their respective School-rooms at least fifteen minutes before the time fixed for the morning session to commence, and at least five minutes before the time for the afternoon session to commence.

**RULE 3.** Teachers shall, as far as practicable, maintain a personal supervision over their pupils during the time of recess, preventing any ill-doing, and counseling them to engage in such sports as may be healthful and innocent.

**RULE 4.** Teachers shall notify the Clerk of the District Board whenever it is necessary to procure articles for sweeping and cleaning the School-house, or to employ persons to make the necessary fires, and insure the cleanliness of the building.

**RULE 5.** It shall be the duty of each Teacher to see that the windows of his School-room are carefully closed, that the fire, if any, is in a perfectly safe condition, and that the outside door of his room is locked at the close of each day, unless the School-house is under the care of a Janitor.

**RULE 6.** Teachers shall keep a register of the School, which shall exhibit the number of the School, the Town and County in which the School is kept; the day of the week, month and year; the name, age, attendance, and punctuality of each Scholar, and shall make such a report of the School at the close of each term as the law requires.

**RULE 7.** It shall be the duty of the Teachers, at the close of each school-week, to notify, in writing, the parents or guardians of the delinquency of such of their pupils as may be tardy twice, or absent from School one or more half days, or lose one or more recitations during any one week of the school term.

**RULE 8.** It shall be the duty of Teachers to send Special Reports to parents or guardians, notifying them of the absence or tardiness of their pupils at School, the number of recitations lost in consequence of such absence or tardiness, endeavoring thereby to secure regular and punctual attendance at School.

**RULE 9.** Teachers shall not appropriate to themselves, in the School, or within the hours thereto belonging, any portion of time for their own reading, writing, or business; nor shall they engage in any other business, which, in the judgment of the School Board, will interfere with or be inconsistent with, the performance of their duties.

**RULE 10.** No Teacher shall absent himself from School during School hours, except on account of sickness, or other unavoidable necessity.

**RULE 11.** No Teacher shall allow any advertisement to be distributed or posted in the School House or on its premises; nor shall any person be permitted to enter the School for the purpose of exhibiting any Book or Apparatus, or other article, for sale to the Teachers or Pupils.

**RULE 12.** The usual order of exercises in School shall not be varied by the Teachers on account of the presence of visitors in the School.

**RULE 13.** No pupil shall be received or continued in the Common School, known to be affected with a contagious or infectious disease, or to come from a family where such disease prevails.

**RULE 14.** Any pupil coming to School with offensive uncleanness of person or clothes shall be sent home to be properly prepared for School.

**RULE 15.** The Teacher, immediately after the close of his term of School, shall deliver to the Clerk of the Board his Daily Register, Class Book, and School Ledger, and such other books as belong to the District.

*Adopted by the District Board, at a regular meeting of said Board, held this ..... day of ..... 18.....*

*..... District Clerk.*



# OUTLINE OF STUDY FOR THE UNGRADED SCHOOLS OF ILLINOIS.

## Department of Public Instruction.

SPRINGFIELD, ILLINOIS, Sept. 1., 1880.

The subject of a course of study for the ungraded schools of this state, was discussed at the meeting of the County Superintendents' Association of Illinois, held at Bloomington, December, 1879. After the discussion, a committee was appointed to prepare an outline of such a Course of Study, and the State Superintendent was requested to have it printed, when prepared, and to send a copy of it, through the county superintendents, to the teacher and board of school directors of each ungraded school in the state.

The committee have prepared the following outline of study, and in compliance with the request of the Association, it is issued and sent to the county superintendents for distribution. This outline of study is earnestly commended to county superintendents, school directors and teachers, in the belief that it will contribute to the usefulness and efficiency of the ungraded schools of the state.

JAMES P. SLADE,

*Superintendent of Public Instruction.*

### STUDIES FOR FIRST READER PUPILS.

**READING.**—Words in print and script from charts, word-cards, blackboards and First Reader.

**SPELLING.**—Repeat all words of the reading lessons.

**WRITING.**—On slates ruled into three spaces by a scratcher. Use long pencils. Write words from charts and blackboard. When the First Reader is used, children should copy a part of each reading lesson upon the slate, to be criticized by the teacher at the recitation.

**NUMBERS.**—Read and write numbers to 100. Addition and subtraction by 1's, 2's, 3's and 5's, to 25. Add columns of units, no result to exceed 25. Practical, original examples should be given with each exercise by teacher and pupil.

### STUDIES FOR SECOND READER PUPILS.

**READING.**—Second Reader.

**SPELLING.**—Oral and written of all words used in the reading lessons.

**NUMBERS.**—Addition and subtracting tables to 12's, and by 3's, 4's, etc., to 5's, as far as 50. Adding numbers in columns. Subtracting numbers in which each figure

of the minuend is always greater than the corresponding figure of the subtrahend. Multiplication and division tables to 5's. Combinations in addition, subtraction, multiplication and division. Reading and writing numbers to 10,000. Analysis of simple problems. Roman numbers to 100.

**WRITING.**—From copies on the blackboard. Copy a part of each reading lesson, making a proper use of capitals and punctuation marks. Pupils should be taught how to hold the pencil, the proper position, and the formation of small letters. Use slates properly ruled into spaces.

### STUDIES FOR THIRD READER PUPILS.

**READING.**—Third Reader.

**SPELLING.**—Spelling Book. Oral, written and phonic spelling of all words used, giving selected words in the reader as a special exercise. Definitions. Abbreviations.

**NUMBERS.**—Mental Arithmetic to fractions, using text-book. Rapid combinations, using the tables of 12's. Reading and writing numbers of two periods. Add and subtract numbers. Multiply and divide numbers of two periods, multiplier or



divisor not to exceed 12. Analysis of problems. Tables United States Money, of avoirdupois weight, of dry, liquid and long measure, and of time. Written Arithmetic through fundamental principles, using a text-book during last six months.

**GEOGRAPHY**—Pupils in this grade should be taught from the globe and outline maps. They should be taught at first to draw maps of the school grounds, town, county and state. They should learn to describe the natural divisions of land and water, and name and locate the grand divisions and the political divisions of North America. Use a primary geography during the last six months of the grade.

**WRITING**—Write with pen and ink in copy book. Use books in which the proper formation of the small letters (singly and combined in words) can be taught. Give special attention to the position of the pupils and manner of holding the pen.

### STUDIES FOR FOURTH READER PUPILS.

**READING**—Fourth Reader.

**SPELLING**—First half of speller, from reader and other text-books. Use the writing speller. Definitions, each pupil having a dictionary. Spell words by sounds. Abbreviations and punctuation.

**WRITING**—Copy Books, special instructions should be given on proper formation of capitals, slant and shading of letters.

**GEOGRAPHY**—Geography to Europe, with map-drawing.

**GRAMMAR**—Oral Grammar first year. Text-book second year. In the oral work, first name all object words, distinguishing those that begin with a capital; then action words; form simple sentences combining these. Quality words combine with object words, etc. Let each part of speech be taken up in this way, until pupils can point out the parts of a sentence and tell the name and relation of each word. Analyze simple sentences from reader.

**NUMBERS**—Written Arithmetic; common and decimal fractions and compound numbers. Mental Arithmetic; each subject preceding the same work in written arithmetic.

### STUDIES FOR FIFTH READER PUPILS.

**READING**—Fifth Reader, United States History, and from newspapers and magazines.

**SPELLING**—Speller completed. Oral, written and phonic spelling of any words used in the various text-books. Test words. Definitions, with constant use of dictionary.

**WRITING**—Copy Books.

**GEOGRAPHY**—Common School Geography completed. Map-drawing.

**GRAMMAR AND LANGUAGE LESSONS**—Text-book in grammar. Analysis and parsing from reader. Written exercises on historical and other subjects, a knowledge of which has been developed by conversation. Practical exercises in the use of the various punctuation marks. Letter writing.

**NUMBERS**—Written Arithmetic completed and reviewed, with frequent exercises in mental arithmetic.

**HISTORY OF THE UNITED STATES**—Text-book. Brief outline of discoveries and settlements. Revolution. Administrations. Great Rebellion.

Declamations, Dialogues, compositions and written abstracts.

**NOTE**—Inasmuch as the above outline does not include vocal music and drawing, the two optional studies named in the school law, nor the elements of the natural sciences, a statement explaining why the committee attempted to cover only what is ordinarily taught in our country schools, may not be out of place.

Since not more than one teacher in five in the state has given any evidence of having qualified to teach these branches (those holding second-grade certificates not being required to pass an examination in any of them), and since the committee believe that the time spent in teaching these branches by those who have not given any special attention to them, can be employed with better results in teaching the branches which they are prepared to teach, it has been thought best not to include the additional branches in this outline, which is intended to indicate the minimum of what, under the present law, should be taught in every country school in the state.

While there are the chief considerations which influenced the committee in their decision, they do not wish to be understood as belittling, or even intimating, that no attempt should be made in country schools to teach the elements of these additional branches. On the other hand, they believe that teachers qualified to do so, may, in a systematic and progressive course of oral lessons, give instruction in some or all of them (of course, not in all at the same time), with much interest and great benefit to their pupils, and that, too, without arguing to teach thoroughly what is marked out in this outline. In fact, the committee are of the opinion that all teachers should labor to qualify themselves to do some work in this direction; but they do not deem it wise to urge teachers to attempt to give such lessons before they are prepared to do so with a fair degree of success. To be thus prepared they must know definitely just what points they will teach, and in what order, and in what way.

### GENERAL DIRECTIONS AND SUGGESTIONS.

#### FIRST READER GRADE.

**READING**—It is very important that children should take the first step in all their school work correctly. They should be taught, in familiar conversations, to observe objects and tell their names. By easy questions, lead them to express their simple ideas about things which they can see and handle. Bring objects to the school room for them to examine and talk about. Use pictures. Seek to reestablish freedom and familiarity between yourself and young children. First upon the blackboard the names of the most familiar objects, which do not contain more than three or four letters, and teach the child to recognize the word and pronounce it as soon as pointed out. After pupils have learned to pronounce a few words at sight, teach the letters composing them, write and print them upon the blackboard, and teach children how to write them upon their slates. Keep a list of words learned upon the blackboard, and add new words as fast as they are learned. Reading is the comprehension or expression of thought indicated in printed or written characters. The pronunciation of words, is not reading, but should precede reading as a preparatory exercise; therefore, test the ability of the children to pronounce the words of a reading lesson, and to comprehend their meaning, before they attempt to read it. Indistinctness of utterance, hesitancy, and clipping of words or sounds, should be



corrected with the utmost care. Teach the child to express the thought naturally by a series of easy questions upon the lesson.

**LANGUAGE LESSONS**—Are thus introduced at a time when it is very important that children should be taught to answer all questions in complete sentences. In all the exercises with children, develop the power to express thought properly. Correct all mistakes in the use of language. In every written exercise, whether upon the blackboard or slate, require the use of the necessary punctuation marks. Always examine with care all the written exercises required, to see how well they are prepared, and to correct all errors. Whatever else you do, or fail to do, be sure you do not neglect the "little ones," who need direction and encouragement at every step.

**SPELLING**—After children have become familiar with a few words, teach them to spell, always requiring them to pronounce the word distinctly. Dictate words, learned in their reading lessons, to be written upon their slates.

**NUMBERS**—While children are learning the names of objects, develop a knowledge of numbers, by letting them count one, two, three, etc., as they pick up the objects, always giving the name of the object. Write the figures representing the number of objects on the blackboard. Use beans, spoons, stones, picture-cards, blocks, letters, toys, etc. Use objects that will interest the child. Construct simple examples with objects in addition and subtraction by 1's, 2's and 3's, and from such exercises lead the pupil to construct for themselves addition and subtraction tables. Take the first steps slowly and surely.

**WRITING**—Prepare the slates by ruling one side of them permanently, by scratching, as copy books are ruled, with four equal-distant lines and three spaces, or with two lines to indicate the height of the small letters, and a line above and one below to indicate the length of loop-letters. Great care should be taken at first to teach the children how to form the letters. Always write the word or words to be written on the blackboard, using lines, so the children may observe how each letter is formed. Guide the hand in the first efforts. Teach them to draw straight lines; vertical and slanting, equal spaces distant, and one, two or three spaces high on the ruled slate; keeping in mind the fact that this exercise will aid in teaching space and slant in writing. Require pupils to bring to the reading class each day, as assigned, part of the lesson neatly written on the slate.

### SECOND READER GRADE.

**READING**—Test the ability of the pupils to pronounce every word in the lesson, and require them to give, before reading, the substance of the lesson in their own language, or let them substitute other words for certain selected words in the sentences. Seek constantly to obtain distinct articulation and natural tones. Teach them to read as they would talk. Don't let pupils of this grade point to the words when reading. Train the eye and the voice. Give variety by using picture books and children's papers for reading exercises at least once a week.

**LANGUAGE LESSONS**—Besides the questions asked and answered in every recitation, occasionally write sentences with prominent words omitted, to be supplied by the pupils. Give a list of familiar objects with which sentences are to be constructed.

Bring curiosities, pictures, etc., and request children to describe them. Require correct ideas as well as correct construction of sentences. Let children select the object words (nouns) in the reading lesson, define and explain them.

**SPELLING**—Spell words from the reader, and words used in other exercises. Spell monosyllables by sound. Require the phonic system of spelling sufficiently to obtain correct and distinct enunciation. Let a part of the spelling be written. Drill on difficult words found in the lessons, and those pronounced alike but spelled differently. Spell with every exercise.

**NUMBERS**—Combine written work with the mental in this grade. Give practical examples embracing the number work of this grade. Require children to construct examples, using the prices of familiar objects, as sugar, candy, states, thread, hats, etc., thereby teaching children habits of inquiry and observation. Give exercises to obtain rapid work. Vary the number work so as to awaken an interest in every exercise.

**WRITING**—Continue slate work, giving the pupils instructions at the same time it is given to those who write in copy books. Before leaving the Second Reader, let children write with a lead pencil on paper, teaching them how to hold the pencil. Close attention should be given to the formation of letters, slanting, spacing, capitals, etc. Make frequent use of the blackboard in illustrations.

### THIRD READER GRADE.

**READING**—Follow directions given in preceding grade. Require each pupil to obtain a dictionary and find the definitions of common words. Make this a class exercise at their seats at first, to teach pupils how to use a dictionary; teach the marks that indicate the sounds of letters and the accent, so they can determine the pronunciation of words. Cultivate tones and expressions with great care. Let the class memorize short selections containing gems of thought, to repeat singly or in concert as a drill exercise. Do not let pupils attempt to read selections beyond their comprehension. Let children bring story books from home and read aloud in the class.

**LANGUAGE LESSONS**—Teach the use of the interrogation point, comma, period, and capital letters. Never permit written exercises to be prepared carelessly, or without a proper use of capitals and punctuation marks. Teach pupils to separate simple sentences into the complete subject and predicates; and to find the subject word and predicate verb (include the auxiliaries) by a series of questions developing the thought of the sentences. Let the teacher use a language lesson book as a guide in the exercises given.

**SPELLING**—Guard carefully the pronunciation of words in oral spelling, securing distinctness and purity of tone. Require pupils to construct sentences, using the word spelled. Combine definitions with the spelling exercise. Let half of the spelling be written work. In the written work require neatness and good penmanship.

**GEOGRAPHY**—The work in geography should be largely conversational. If books are used in this grade, have the pupils occasionally read portions of the text; also have them read selections from any books to be had containing descriptions of the



country, cities or localities studied. The oral work should embrace a knowledge of the nature; divisions of land and water, ability to point them out on a map, the study of the local geography of the town and county in which the pupil resides, and then the state. Teach the children how to draw rivers, coast line, etc., with chalk. Require them to draw a map of the state.

**NUMBERS**—Require all work which pupils place upon their slates or black-board to be arranged neatly and systematically, and when concrete numbers are used the denomination or name should be written. Give special attention to the principles and analysis, giving the reasons in operations.

**WRITING**—Use copy books with pen and ink. Great care should be taken to teach the children how to hold the pen properly, and to write lightly. Teach the elements of small letters and capitals. Study and follow the instructions given in the copy books.

#### FOURTH READER GRADE.

**READING**—In every reading exercise seek to develop thought and an intelligent comprehension of the selection. Learn something of the prominent authors. Give vocal exercises at least once a week, to develop compass of voice, pitch, etc. Teach the system of voice training found in the first part of the readers.

**SPELLING**—Drill in spelling. Require written exercises every day. Give review exercises once a week on words previously studied, spelling orally; combine with other grades in this exercise. Study the derivation and construction of words, giving the root, prefixes and suffixes, the meaning of each part, and of the whole word. Teach a few prominent rules of spelling. Assign a part of each spelling lesson for definitions. Each pupil should have a small dictionary.

**ARITHMETIC**—Arrange so that each subject in mental arithmetic shall proceed in the same in written arithmetic. In taking up any subject develop principles first, teach pupils to construct their own rules, and give the reasons for each step in an operation. Have pupils furnish original examples for each rule and principle. Require system and neatness in the arrangement of all the work put upon the black-board or slate, so that each step of the process will be indicated. Orderly, methodical habits are valuable in any business. Give miscellaneous examples covering principles learned, to be performed rapidly on blackboard and slate. In rapid work pupils should learn to perform mentally as much of the examples as possible.

**GRAMMAR**—Written statements of arithmetical operations, descriptions of events in the history or of the geography of a country will furnish many written exercises, which should be carefully examined and criticized as to construction of sentences, use of capitals and punctuation marks. Let some of the written exercises be criticized in the class by pupils. Require letter writing and essay composition. Diagram sentences. Diagrams present to the eye the essential parts of a sentence and the relation of the words to each other.

**GEOGRAPHY**—Use maps when learning the location of cities, rivers, countries, etc. If there are no maps in school, draw them on the blackboard or wall, or let the teacher purchase a set for her own use. Let much of the descriptive part of geography be read and discussed. Teach pupils how to make mountains, coast line, rivers, etc., and then require them to draw maps on paper and blackboards.

#### FIFTH READER GRADE.

Many of the suggestions given in the preceding grades are applicable to this grade. Use the United States History as a reading book part of the time, and let pupils talk about the subject read. Let pupils make selections from the readers, to be read from the platform. Cultivate self-possession, and an easy and natural manner in reading. Continue voice training. Study the thought; require definitions. Learn the biographies of prominent authors which are given in many readers. Continue spelling in every exercise, review constantly difficult words. In the study of history combine the geography of the country.

Require the written exercises of this grade to be prepared for preservation and exhibiting at the end of the term. Bind them. Explain principles in arithmetic, give full analysis, and give frequent exercises for rapid work and results. Teach the business forms of notes, receipts, etc. Teach pupils to write with a free hand on paper; drill and practice will make pupils easy writers.

In grammar, analyze selections from the readers, for the purpose of critically analyzing the thought of the author. Require compositions on assigned subjects, especially historical and scientific, directing the pupil to hooks from which information can be obtained.

In geography, teach map drawing of all the grand divisions, using lines of latitude and longitude; study the physical features of countries, and compare those of the same latitude; when modifications of production and climate occur, study the reasons for the change. Make constant use of outline maps. Study tides, trade winds, ocean currents, etc. Induce pupils of this grade to read useful books; assist in selecting them. *Calistote habits of thought in children of every grade.*

**RECREATION**—Every week let a few pupils from each grade be permitted to memorize and repeat from the platform short selections of either prose or poetry, care being taken to lead them to choose what is within their comprehension and worth remembering.

**MUSIC**—When the teacher can sing, or when the pupils can sing, let the whole school sing notes exercises and songs, which may be found in any good singing book prepared for school use. Make music an entertaining exercise.

**WRITTEN EXAMINATIONS**—All pupils able to write should have an occasional examination upon what they have studied, to test their knowledge and impress what they have learned, and then written exercises of the lower, as well as those of the higher grades should be preserved for exhibition at the end of the term.

Three "General Directions and Suggestions" are printed in the belief that teachers will find them helpful; and the committee respectfully ask that all, whether they follow the suggestions or not, will endeavor to teach the subject matter indicated in each grade, especially in the First, Second and Third Reader grades, before promoting pupils to higher Readers.

The committee suggest that all teachers receiving a copy of this circular fasten it in their school register for preservation and reference.

JAMES P. SLADE,  
ALBERT G. LANE,  
MARY L. CARPENTER, } Committee.



# Teacher's Attendance Book 1883-1884

Report of the Attendance of Pupils in a Common School for the School Year 1883-1884 Book No. 14 Teacher S. P. H. S. School Name, Date of Month, Name of Teacher, M.D. and initials of Inspector

Number of Pupils	Months											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. Amy Martin	9	6	6	6	6	6	6	6	6	6	6	6
2. August Martin	8	8	8	8	8	8	8	8	8	8	8	8
3. Eliza Collins	8	8	8	8	8	8	8	8	8	8	8	8
4. James Collins	8	8	8	8	8	8	8	8	8	8	8	8
5. James Kelly	6	6	6	6	6	6	6	6	6	6	6	6
6. Frederick Johnson	8	8	8	8	8	8	8	8	8	8	8	8
7. Thomas Collins	7	7	7	7	7	7	7	7	7	7	7	7
8. Julia Collins	7	7	7	7	7	7	7	7	7	7	7	7
9. Henry Collins	10	10	10	10	10	10	10	10	10	10	10	10
10. Emily Collins	8	8	8	8	8	8	8	8	8	8	8	8
11. Henry Collins	11	11	11	11	11	11	11	11	11	11	11	11
12. Fred Collins	9	9	9	9	9	9	9	9	9	9	9	9
13. Eliza Collins	6	6	6	6	6	6	6	6	6	6	6	6
14. Henry Thompson	6	6	6	6	6	6	6	6	6	6	6	6
15. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
16. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
17. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
18. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
19. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
20. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
21. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
22. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
23. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
24. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
25. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
26. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
27. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
28. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
29. James Collins	11	11	11	11	11	11	11	11	11	11	11	11
30. James Collins	11	11	11	11	11	11	11	11	11	11	11	11



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