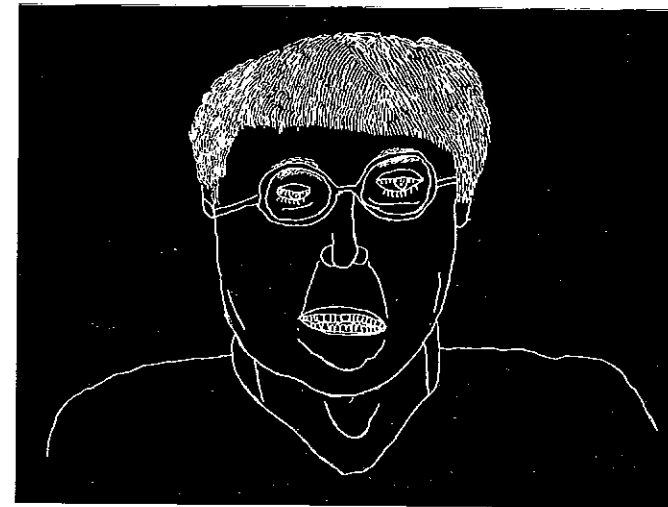
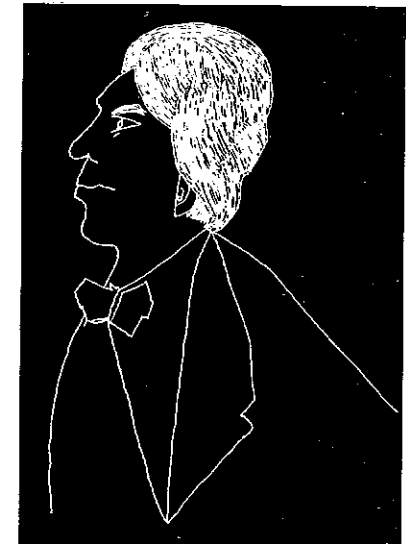
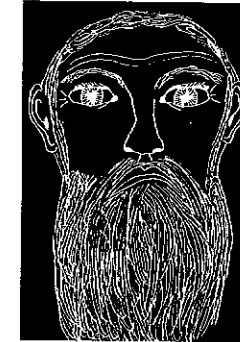
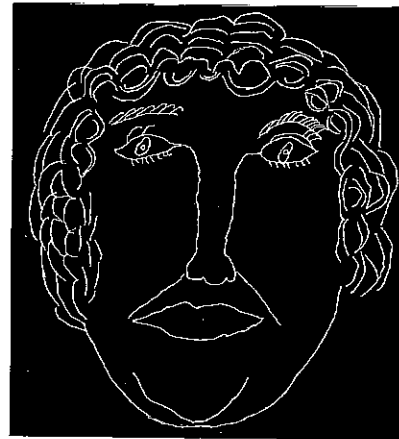


CHILDREN AND HISTORICAL RESEARCH

A Children's Book of Biographies of Women and Minority People
in Champaign County

*By the third and fourth grade children of Leal School
1991-1992 combined classroom*



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Until the minorities study I felt like minorities and women needed some recognition. I did not know how to do it. It was like a pebble was in my shoe. The study is taking the pebble out. Many of the people I had not even heard of, so I learned a lot. I do think the people were a bit harder than the buildings but without the study I'd still have that pebble in my shoe.

— Raif

COI

- Forewo
- George
- William
- Joseph
- Mary E
- Isabel E
- Carlos
- Albert
- Louise
- Sol B. C
- Taylor
- Natalia
- Erma B
- Thurm
- Vashti
- Sonya
- Gladys
- Anne R
- Melody
- Helen S
- Joan Se
- Claire

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Daniel Nelson, Janna Grandone , Rebecca Tabb, and Ariel Zodiates chart minority study statistics on a Macintosh computer on loan from the University of Illinois National Center for Supercomputing Applications.

FOREWORD

*Colleen Brodie and Nancy Coombs
Teachers, Leal School*



Daniel Nelson, Janna Grandone, Rebecca Tabb, and Ariel Zodiates chart minority study statistics on a Macintosh computer on loan from the University of Illinois National Center for Supercomputing Applications.

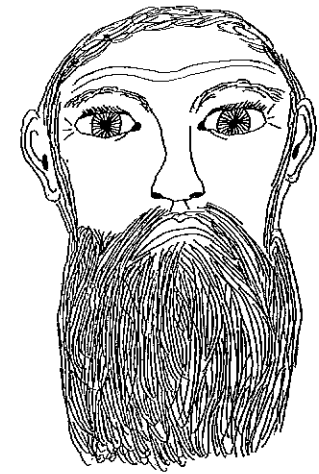
During the 1989-90 school year, our third and fourth grade students at Leal School researched the built environment and wrote about Urbana architecture. In 1990-91, the study continued with research and writing about the architecture of the University of Illinois. Historic preservation was a special emphasis both years. Our investigations of those studies revealed scattered references to women and minority people who have contributed to the development of Champaign County. Thus research and writing about local minority people became a focus for the 1991-92 academic year.

As in the previous studies, this one involved all of the children in our combined classes. This collection of biographies is the result. However, as the study progressed, we found still more individuals who merit recognition. It is our hope that other students and teachers will continue the study.

This project was supported by a grant from the Champaign-Urbana Community Schools Foundation for Educational Excellence, with generous assistance from the University of Illinois Office of Publications and the Office of Printing Services. In addition, we would like to acknowledge the speakers who came to our classroom: Erma Bridgewater, Thurman Hornbuckle, Vashti McCollum, Sonya Michel, Claire Noparstak, Gladys Pope, Anne Robin, Melodye and Giraldo Rosales, Helen Satterthwaite, Joan Severns, Brenda Kay Smith, Robert Sutton, Maurice Sykes, Mrs. Taylor Thomas, and Kelly Woodward. Others who were helpful include Archivists at the Urbana Free Library and the University of Illinois, Geoff Bant, Natalia Belting, Dick Bodine, Debra Bolgla, Penny Hanna and her high school students, Sherry McClellan, Carol Menaker, Melissa Mitchell, National Center for Supercomputing Applications, Bruce Nesbitt, Mary Ellen O'Shaughnessey, Mary Alyce and David Pearson, Dan Perrino, Frederick A. Schlipf, Charles Tapscott, Lois Webb, and Donald F. Wendel. On behalf of the children, we wish to thank everyone for making this project a reality.

GEORGE W. SMITH

1836-1911



Erin M. Martin

Renee Eiskamp, Jeremy Hobson, Brynn Saunders, Tony Odom, Erin Martin

George W. Smith was a slave who escaped from Tennessee in 1862 and joined the Union army because he was told a group of white men was going to lynch him. His mother was Amy Smith and his father was thought to be a white slaveowner. George got educated by watching the slaveowner's white children being taught. One time when the white school children could not answer a question, the teacher was trying to make the children feel dumb when he said, "I bet even George could answer that question." Nobody expected George to be able to answer correctly and they were all surprised when he did. Later, the slaveowner and others found out that the teacher was letting George listen, learn, and answer questions and they stopped George from going to school because blacks weren't supposed to be educated at that time. The school teacher was still interested in George so he sneaked him a book and George kept on reading and writing anyway.

During the Civil War, George served as a guide for several generals. After the war, he went to Springfield, Illinois with General John A. McClernand where he met and married Mary E. Oglesby Gaines; their children were Fred, Charles, John, William, Anna, and Salona. Mary had a son from her previous marriage named Albert A. Gaines. One son, William W. Smith, studied Civil Engineering at the University of Illinois and another son, John M. Smith, was a well-known horseman in Illinois who won 35 trophies and many ribbons.

On April 2, 1992, Brenda Kay Smith, George W. Smith's great-granddaughter, came to our classroom to talk about herself and her family. Her grandparents were John M. Smith, the famous horseman, and Frances Smith. Brenda said her grandmother, Frances, was well-known for her delicious fried chicken. She told us that the Smith family has always thought that working hard and learning were very important in their lives. Brenda Smith continues this tradition. In addition to her work at Prairie Center as a counselor for people with alcohol and drug problems, she takes night classes at Parkland Community College to become a Registered Nurse.

SMITH

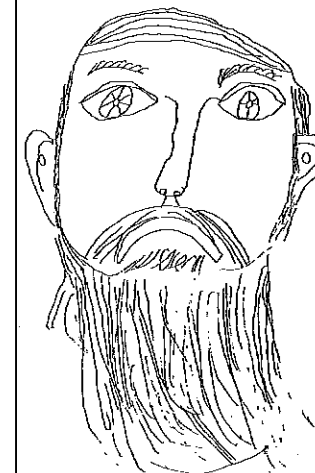
Ann Saunders, Tony Odom, Erin Martin



Erin M. Martin

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bons. Day Smith, George W. Smith's great-granddaughter, came to our classroom to share. Her grandparents were John M. Smith, the famous horseman, and Frances. Her mother, Frances, was well-known for her delicious fried chicken. She told us that working hard and learning were very important in their lives. Day Smith. In addition to her work at Prairie Center as a counselor for people with disabilities, she teaches night classes at Parkland Community College to become a Registered



Renee Eiskamp

George W. Smith's family has owned farmland in Broadlands, Illinois since 1876. George started by buying 80 acres and increased his farm area to 437 acres before he died. In 1876, it was unusual for African Americans to be involved in farming because there were 462 black people in Champaign County and most of them were employed as household help at that time. George W. Smith was the only black farmer in Champaign County for a number of years and he was one of the first in the state. His neighbors respected him because he was an intelligent farmer, being the first to drain the water from his farmland. This was important because the land was marshy and the plants would drown.

In 1983, the Smith family got a Centennial Farm Award because the land had been owned by the same family for over 100 years. If you visited the farm now, you wouldn't see the home, you would just see two outbuildings. One hundred sixty acres of farmland is still owned by the family, but a friend does the farming. The property is in a trust for Brenda, her brother, and her two cousins, who will inherit the land. Brenda said, "We will never sell the land."

George W. Smith was born in 1836 and died in 1911. His funeral was one of the largest ever held in Broadlands, Illinois.



Brynn E. Saunders

WILLIAM WALTER SMITH

?- circa 1940

Renee Eiskamp, Jeremy Hobson, Brynn Saunders

William Walter Smith was the first black graduate at the University of Illinois when he received his Bachelor of Arts degree in Literature and Arts. After finishing high school in Homer, Illinois, he started college, graduating from the UI in 1900. Later on, in 1907, he earned his Bachelor of Science degree in Civil Engineering.

As a college student, William was editor for the 1899-1900 student newspaper, *The Illini*. The newspaper was published three times a week for a cost of \$1.25 per year. William also participated in the Republican Club, the class football team, the rifle team, the Philomathean Literary Society, and he was a Hatchet orator.

Starting in 1918, William worked for several years in South America in Buenos Aires, Argentina, building grain elevators. After that, he sold structural steel products in Chile. We found out that he died in the United States around 1940 in Philadelphia.

William Walter Smith was born to Mary E. Oglesby Gaines Smith and George W. Smith. George W. Smith was a former slave who farmed in Broadlands, Illinois. In 1983, the Smith family got a Centennial Farm Award for owning the land for over 100 years.

ER SMITH



Bayron E. Saunders

nn Saunders

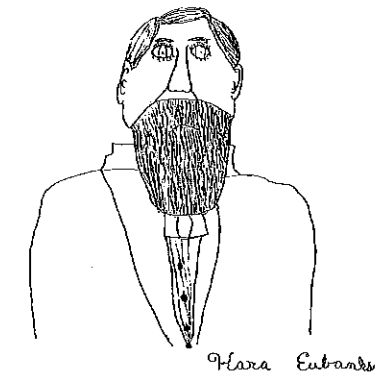
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Tony Odom



JOSEPH KUHN

1837-1915

*Brendan Kibbee, Tom Korder, Ariel Zodiates, Peter Rauchfuss
Kara Eubanks, Natasha Veidenbaum*

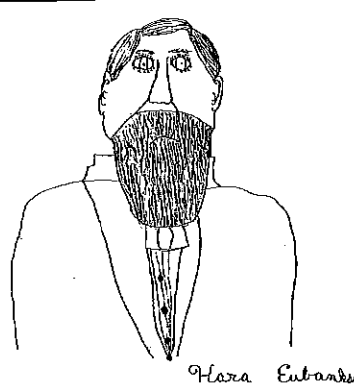
Joseph Kuhn opened one of the first department stores in the area in 1865 and there has been a Kuhn's clothing store in downtown Champaign ever since. Most of the Jewish immigrants who settled in the United States around 1848 came from Germany, including Joseph Kuhn. One of the reasons Joseph moved from Frankenthal, Germany to the United States was because he did not like the way military recruits were treated. Joseph arrived in America on April 6, 1852, with a bag, a featherbed, and \$2.00. He lived in New York for two years before moving to Mississippi to live with his brother-in-law and sister. During the Civil War, he served in the Confederate Army for two years before he deserted and gave his word of honor to the Union.

In 1865, Joseph met and married Lena Loeb from Louisville, Kentucky. After a short stay in Lafayette, Indiana, Joseph and Lena moved to Champaign where their seven children, Isaac, Arthur, Sarah, Lida, Rudolph, Rosetta, and Leopold were born.

For a short time, Joseph Kuhn's first store was advertised as the Clothing Emporium of Kuhn & Jakobs; a little later Jakobs no longer was printed as part of the store name. Joseph and Lena Loeb Kuhn lived above the store where their son, Isaac, was born in 1866. The next store Joseph owned at 45-47 Main Street was one of the largest at that time. In an old City Directory, we found out that the store was called Star Clothing Store. In 1872, the store was partly destroyed by fire and the rest of the building was dynamited to stop the fire from spreading. The third store, Jos. Kuhn & Co., was built at 33 Main Street by Isaac Kuhn in 1908 and still stands today. The store's motto which you can read on the back of the building says, "Unmatched in 118 -1/2 Miles."

In 1888, Joseph's son, Isaac, went into partnership with his father and then took over the business when Joseph retired. Joseph was still interested, though, and spent time at the store. On the evening of December 27, 1915, Joseph died at the age of 78 after spending a full day at the store. His funeral was at Sinai Temple where a plaque on the wall says that Isaac Kuhn served on the Board of Trustees.

Joseph and Isaac were both involved in many civic activities. Isaac was often called "The man who made Main Street" because he helped the development of downtown by encouraging businesses to build stores and pave sidewalks. Isaac was active in his support of the YMCA, the USO, the Hillel Foundation, and other organizations. Isaac also published a book made up of articles about Abraham Lincoln he had collected

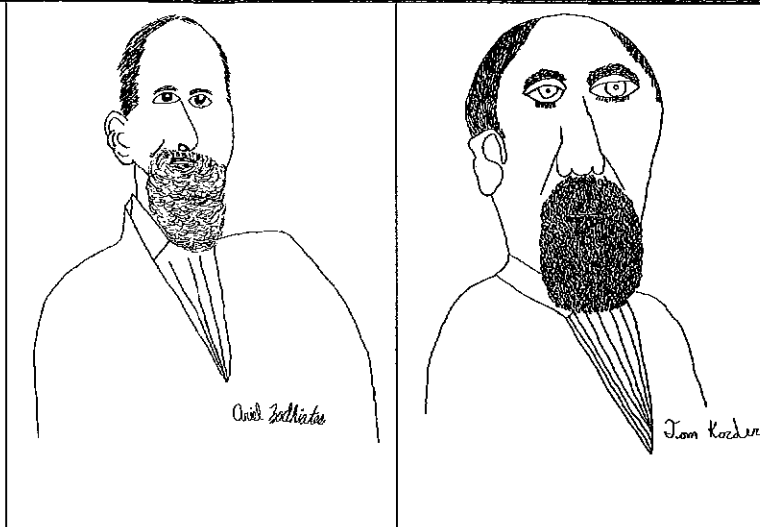


Zodhiates, Peter Rauchfuss

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over the years. The book was titled *Abraham Lincoln, A Vast Future*. We found this out from some information from The Lincoln Room in the UI Main Library. The Lincoln Building across Main Street from Jos. Kuhn & Co. built by Joseph and Isaac Kuhn in 1915 reflects the family interest in Lincoln.

On April 1, 1992, our group took a tour of Jos. Kuhn & Co., now owned by Dr. William Youngerman, Joseph Kuhn's great-grandson. Charles Tapscott, who has worked at the store since 1938, showed us some antiques that they used to use in the store, like an old typewriter and an old sewing machine. Right next to the antiques, there is a wall of pictures showing people, old stores, and newspaper clippings. When Mr. Tapscott showed us some old ledgers and photos, he gave each of us a Centennial bill they had given to customers when the store celebrated their 100th anniversary in 1965.

One of our favorite things in the building was the air tubes they recently stopped using for sending money and receipts to a cashier on the third floor, who would send back change. Now only the first floor is open to the public as a clothing store, the rest is used for storage of furniture and clothing.

On Sunday, May 24, in the Champaign-Urbana News-Gazette, we saw an article and a picture of Dr. William Youngerman. The article told about the renovation of the Illinois Central Railroad (ICRR) Station in Champaign. Opening up Main Street under the ICRR tracks was always a dream for Dr. Youngerman's grandfather, Isaac Kuhn. Now Dr. Youngerman is fulfilling Isaac's dream by renovating Main Street. Dr. Youngerman and Architect Neil Strack hope that the renovation will help attract more business to downtown Champaign.



MARY ELIZABETH BOWEN BUSEY

1854-1930

*Laura Kate Schrepfer, Beatrice Burton, Laura Stewart, Michael Bullard
A. J. Konyha, Benjy Smarr*

Mary Elizabeth Bowen Busey was a strong believer in women's rights from the beginning of her life in 1854 till the very end of her life when she was 76 years old. A good example of her confidence in women was when her husband, General Samuel T. Busey, drowned in 1909 and she managed the family businesses for the last twenty years of her life. Another example of her independent thinking was her work for women's suffrage and her membership in the League of Women Voters.

The Buseys were very active in the community, which is why these places are named after them: Busey Residence Hall, Busey Bank, Busey Street, and Busey Woods. Mary's husband, Samuel T. Busey; his brother, Simeon; and their friend, Dr. Earhart, opened Busey Bros. & Co. Bank in 1868. None of them had ever worked in a bank before. They just threw in \$5,000 each to start the bank and it was successful. The Urbana Free Library was built in 1917 as a memorial to Samuel with a donation from Mary of \$35,000.

In 1905, Mary Busey was elected to the University of Illinois Board of Trustees and served for twenty-five years, longer than anyone but Laura B. Evans. From 1897-1900, and once again in 1903-1906, Mary E. Busey served on the Urbana School Board. In looking through old records of school board meetings, we found that two years before Mary served on the board, Nathan C. Ricker, an architect at the UI, was president of the School Board. We learned about Nathan C. Ricker in our previous studies when we published a section about him in our guide of campus architecture. Mary also served on the school board during the same period as Thomas R. Leal, for whom our school was named. We found out this information when we went to the Central Office of the Urbana School District #116.

In 1930, Mary E. Busey died in Cincinnati while visiting her daughter, Marietta. The date Mary died was the same evening that the Urbana Association of Commerce was planning a banquet to honor her for her excellent citizenship. Marietta was the only child who lived to inherit Samuel and Mary's properties. Now thanks to a gift from Marietta's daughters, Elizabeth Tawney and Catherine Jane Tawney Klassen, you can take a walk through Urbana's beautiful Busey Woods.

ETH BOWEN BUSEY



on, Laura Stewart, Michael Bullard

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ISABEL BEVIER

1860-1942

*Rebecca Tabb, Kendra Turner, Raif Melhado,
Diane Plewa, Drake Wilson, David Bellmore*

Isabel Bevier was born in November 1860, and grew up on a 200-acre farm near Plymouth, Ohio during the Civil War. Her mother, Cornelia Brinkerhoff, was of Dutch heritage and her father, Caleb Bevier, had a French background. She was the youngest of nine children and she was raised in a culture where both men and women were taught to work hard.

In the research that we have, we couldn't find much about Isabel's childhood and early schooling but we do know she graduated from the University of Wooster in Ohio with a bachelor of philosophy degree in 1885. Later she got a master's degree in Latin and German. While she was a high school instructor at Mount Vernon, Ohio her fiancé Elmer Strain, who had just finished Harvard Medical School, drowned. After that she decided to make her career in the field of science. She taught at Pennsylvania College for Women in Pittsburgh for nine years.

In 1900, Andrew Sloan Draper, the fourth President of the UI, called her and asked her to start a new department for household science at the UI. She noticed Illinois was flat and muddy with hardly any trees but one reason she decided to accept the job was because both men and women studied here. She believed that women and men should be treated equally and that women should know sciences and architecture so they could lead a better life.

Isabel Bevier started the household science department at the UI in 1900. She taught her first courses on the top floor of the Natural History Building without any laboratories or kitchens. The department wasn't judged on cooking but on teaching and laboratory work. In 1903, the first three women graduated from household science. In 1905 her department moved to the newly built Woman's Building now called the



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English Building. She was professor and head of the department 21 years. In 1907, Isabel Bevier was the first
person in this country to have the idea of using thermometers in cooking meat. She studied other foods and
she wrote bulletins and many books. During her time more than 5,000 women graduated from her depart-
ment, which became the best in the country.

In a speech Isabel Bevier gave in 1920, she said both women and men should be educated in both the
sciences and the arts. She retired from teaching home economics on September 1, 1930. Isabel Bevier died on
March 17, 1942, at age 81. After Miss Bevier's death a building was built for home economics and it was
named Bevier Hall because of her outstanding work. We found out in an article from the archives that she
was the first woman member of the UI faculty to become a professor, and also the first woman to receive the
rank of professor emerita from the UI.

CARLOS MONTEZUMA

1866 (?) - 1923

*Katherine Grueneberg, Kamiel Marion, Tesa Slater, Amelia Whitmarsh,
Andy Williamson*



Carlos Montezuma was the first Native American graduate of the Illinois Industrial University (now the University of Illinois) in 1884. After graduating with high honors in chemistry he went to Chicago Medical School, then he worked as a doctor for the Bureau of Indian Affairs on different reservations and at Carlisle Indian School in Pennsylvania. At Carlisle he and R. H. Pratt, the Superintendent, helped Indians work for equal rights and citizenship.

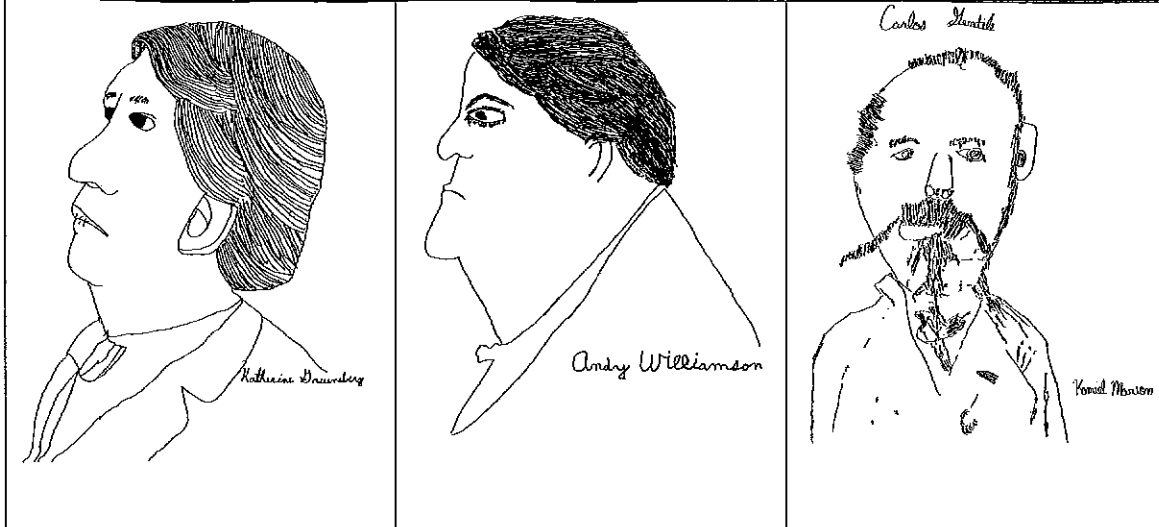
In our research we found that Carlos Montezuma, whose Yavapai-Apache Indian name was Wassaja, was born between 1866 and 1869 in the Superstition Mountains in Arizona. He never knew his exact birthdate because he was captured by the Pima tribe when he was a young boy. The Pima tried to trade Wassaja for horses and whiskey, but nobody wanted an Indian boy until an Italian photographer named Carlos Gentile paid 30 silver dollars to buy Wassaja.

Carlos dressed Wassaja as a white boy and changed his Indian name to Carlos after himself. It is thought that he was named Montezuma after two famous Aztec emperors and Montezuma's Castle in Arizona. As Gentile and Montezuma traveled around taking photographs it became obvious that the boy was very intelligent and needed a good education. Montezuma was quick and observant at setting up camera equipment and answering questions. They went to Chicago where it is said Gentile helped start the Art Institute and the Chicago Press Club and Carlos Montezuma went to school. Later they moved to New York where Gentile had an art studio. When the New York studio burned down, Gentile returned to Chicago and sent Montezuma to Urbana to live with a minister and to study with private tutors. In some of our research, it said that Carlos Gentile committed suicide later on in his life.

In 1896, Montezuma practiced medicine in Chicago. He also taught classes and gave lectures about stomach and intestinal sicknesses. He was a popular doctor who had a number of wealthy patients but when poor patients came to him, he did not charge them. In 1916 Carlos Montezuma began publishing a magazine called *Wassaja*, which was issued monthly for five years. In the magazine, he wrote about Indian rights and abolishing the Indian Bureau. A slogan he used in the magazine was, "Let my people go." Paying to publish the magazine cost a lot of money and many of his patients did not pay him enough money, so he became poor.

TEZUMA

ion, Tesa Slater, Amelia Whitmarsh,



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monthly for five years. In the magazine, he wrote about Indian rights and
slogan he used in the magazine was, "Let my people go." Paying to publish
and many of his patients did not pay him enough money, so he became poor.

When he realized he was suffering from diabetes and tuberculosis, Carlos Montezuma stopped publishing his magazine. He chose to die the Indian way by building a wickiup at his home reservation near Fort McDowell, Arizona. He died in the desert in January of 1923 with his wife, Marie Keller, at his side. A year after his death, citizenship was granted to Native American Indians.

For most of his life, Carlos Montezuma fought for Indian rights. He believed all Indians should be treated equally and have the same education as white people. In 1917, he was arrested when he told other Indians not to sign up for the draft because they were not given citizenship. President Woodrow Wilson ordered that Montezuma be freed from jail after one day.

As an Indian leader, Carlos Montezuma believed that everybody could accomplish what they wanted, regardless of race or color. If you are driving in Arizona along the Bee-Line Highway (Route 87) near the Fort McDowell Indian Reservation, look for a marker about Carlos Montezuma that says, "the greatest of the educated Apaches, champion of Indian rights."



ALBERT R. LEE

1874-1948

*Margaret Olson, Samantha Singer, Maya Fineberg,
Eardis Williams, Daniel Stephens, Breeda Wool*

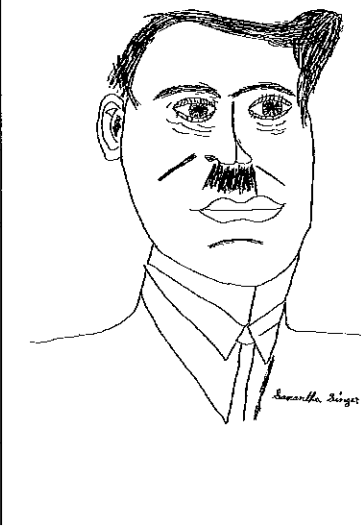
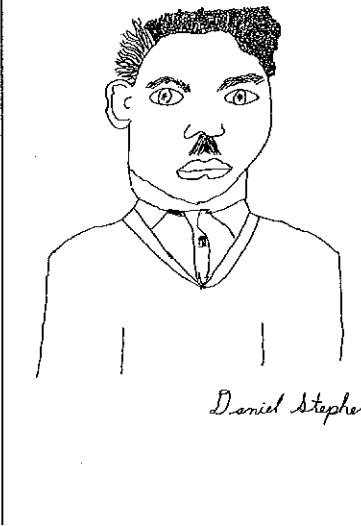
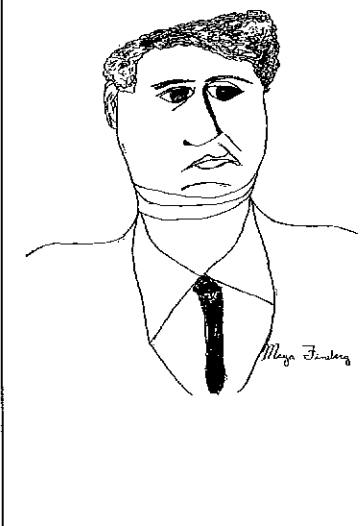
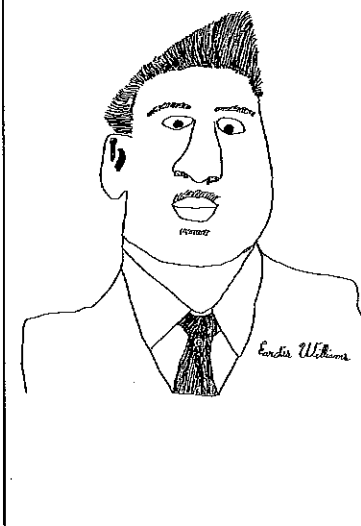
On June 26, 1874, Albert R. Lee was born on a farm near Champaign, Illinois. He went to local schools including Champaign High School and he graduated in 1893. Albert Lee attended the University of Illinois in 1897-1898. He also studied privately for four years.

When Albert Lee reached the age of 20 in 1894, he became a messenger boy at the UI working for President Draper, the fourth UI President. At that time there were only 800 students at the UI. In 1895, there were 74 graduates. Some of the buildings that were on campus in 1894 were the Natural History Building (1893), an 1870 model farmhouse now called Mumford House, and the Military Drill Hall (1890) now called the Kenney Gym Annex. By the time he was promoted to assistant clerk under President Edmund J. James in 1907, these buildings had been added to the campus: Altgeld Hall (1897), the three round barns (early 1900s), Davenport Hall (1899), and the Auditorium (1907). The Woodshop (1901) was there but while we were writing this book it was demolished. In 1909, Albert Lee became clerk. He still worked for President James until 1920 when President David Kinley took office, and Albert Lee became chief clerk. He worked for four more presidents. When Albert Lee retired in 1947, he had worked at the UI 53 years, which was longer than anyone else at that time. By then, the UI had grown to 18,000 students.

In Albert Lee's manuscript, *UI Presidents I Have Known*, this is what he wrote about how the different presidents described him: "...It also must be considered that I served each at a different age of my life, with varying degrees of experience, so that some regarded me as a mere boy; others as a young man, the later ones as a man of experience and maturity." President David Kinley, the sixth president, was the first to call him Mr. Lee. The year was 1920. In addition to Mr. Lee's other duties at the UI, he was the unofficial "dean of the colored students" meaning it wasn't an official job for pay, but he did it by choice. He was the only black



Maya Fineberg,
Brenda Wool



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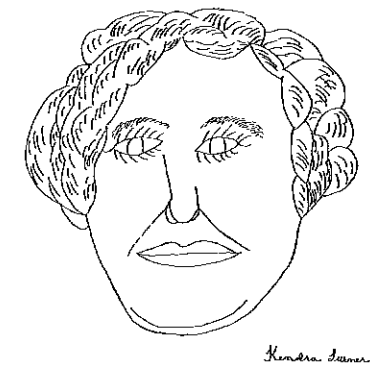
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students." It wasn't an official job for pay, but he did it by choice. He was the only black

person there that black students could go to for advice and guidance. In the reading we found out that Albert
Lee made a list of black students, estimating that about 683 had attended the UI up to 1934. We called the
university and found out black students could not sleep on campus until 1965 but they could eat on campus a
little earlier.

Albert Lee also worked in other places that needed help such as the Bethel A.M.E. Church, the local
National Association for the Advancement of Colored People (NAACP), and the Champaign township Repub-
lican committee. In 1940 he was listed in *Who's Who in Colored America*. For many years he was secretary of an
interracial commission. He felt that students should work together "to try to solve the admittedly knotty race
problem." The point of this is that a person of a different race is not lower than you are, but equal.

On August 24, 1948, Albert R. Lee died at age 74 at his home in Champaign, Illinois.



LOUISE FREER

1884-1966

Renee Eiskamp, Tom Korder, Kendra Turner

Louise Freer accepted a position as Director of Physical Education (PE) for Women at the UI in 1915. She taught at the UI for the next 34 years until she retired in 1949. When she first arrived at the UI, Louise Freer helped to plan a large gymnasium and a swimming pool to be added to the Woman's Building, now called the English Building. She had to wait 15 more years before the UI would build a separate building for women's physical education. The Women's Gymnasium on Goodwin Avenue was renamed Louise Freer Hall in 1968.

Louise Freer was born March 31, 1884, at Mt. Vernon, Iowa where her father, Hamline H. Freer, was a professor and dean at Cornell College. She received her Bachelor of Arts degree in English and Romance Languages in 1907 at Cornell College, then a Bachelor of Science and a master's in physical education from Teachers College, Columbia University.

Louise Freer believed in equal physical education opportunities for women and men and she started new courses and organized activities for women. Some examples were courses in modern dance, the Terrapin swim club, and the Orchesis dance club. For the teacher-training program she started, Professor Freer also introduced courses in PE history.

In the 1940's, Louise Freer came to Leal School to teach physical education and dance to the students. We learned about Louise Freer Hall last year when we included the building in our 1990-91 guide of UI architecture. We found out that when Professor Freer wanted to add a lounge to the building, the UI wouldn't give the money. Some UI students raised \$2,000 and donated it for a lounge for students and faculty.

Professor Freer was well-liked by students and people she worked with because she was fair and she had a good sense of humor. When friends needed someone to listen to problems or they needed encouragement, she would try to help them. Some hobbies she enjoyed were traveling, painting, and walking.

Louise Freer received many awards, including one from the American Association of Health and Physical Education and Recreation. After retiring from the UI, she stayed in Urbana until 1960 when she moved to Minneapolis. Professor Freer died in 1966 at the age of 82.



Renee Eiskamp

Turner

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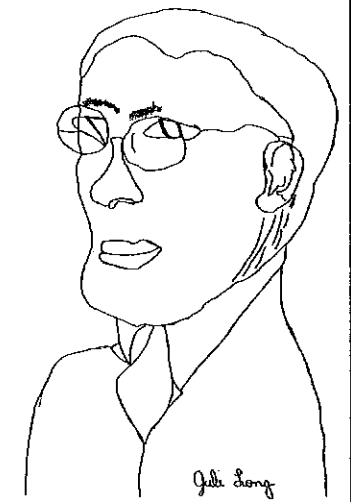


Renee Eiskamp

SOL B. COHEN

1891-1988

*Janna Grandone, Juli Long,
Roger Coyne, Idan Dershowitz, Dillon McDade*



Solomon Bernstein Cohen was born January 11, 1891, in Urbana, IL. Sol was named after his grandfather, Solomon Bernstein. He lived at 511 West Elm Street in Urbana. Sol first began violin lessons with Charles Foster in Urbana when he was about nine years old. When Sol was 12 he went to Chicago to study with the French violinist, Emile Sauret. In 1908, Sol went to Prague, Czechoslovakia where he spent eight hours daily practicing violin, but Sol was not satisfied with the lessons so he left for Budapest, Hungary to study with Jenö Hubay. He returned to the US, and in 1912 he got a job in the first violin section of the Cincinnati Symphony Orchestra. He earned thirty-five dollars a week. In 1914, Sol taught at Peoria Musical College.

In 1917, the United States entered World War I on the allied side with France, Russia, and Britain. Sol tried to enter the military service but they wouldn't let him because his eyesight was bad. A few months later they let him join the army to help take care of the horses. Later he became a spy and worked for US Army Intelligence. He knew many languages which was very useful for his work on the front lines in France. Sol wrote many letters home and one said he hoped this would be the last war. But it wasn't.

During the next years, Sol studied and traveled in Europe and he was a violinist, a composer, and an accompanist. He was also part of the Los Angeles Philharmonic Orchestra. Sol spent many summers at the MacDowell Colony in New Hampshire and over the years he met poets, writers, and other musicians like Aaron Copland and Lukas Foss. Sol was the first conductor of the Champaign-Urbana Community Arts Symphony Orchestra and he was a violinist for the Champaign-Urbana Symphony until 1974. Sol played the piano for silent movies in local theaters for a long time and he taught violin and piano to young musicians in this area. While we were doing our research on Sol Cohen, a woman and her daughter came to observe in our



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our research on Sol Cohen, a woman and her daughter came to observe in our

classroom. The woman went to Leal School as a child and she told our group that she used to take piano
lessons from Sol Cohen. She told us when she played a wrong note he would tap his forehead with his hand
and say, "Oh, no!" She said he was very funny and he used to tell jokes. In the early 1980s, an award was
started to honor Sol B. Cohen. The award gives scholarship money to young people studying music in
Champaign County.

For more than 100 years the Cohen family was active in the musical life of Urbana-Champaign. The
building Sol's father owned is still here in Urbana on the corner of Race and Main Streets, and it still has the
name Nat H. Cohen on it. The Cohen family was one of the founders of Sinai Temple, located in Champaign.
Sol died September 29, 1988 at the Champaign County Nursing Home in Urbana. Sol was 97 years old.



TAYLOR LEE THOMAS

1911-1988

Icesha Fugh, Nadja Michel-Herf,

Daniel Nelson, Julia Ortony-Gallo, Nathaniel Holloway

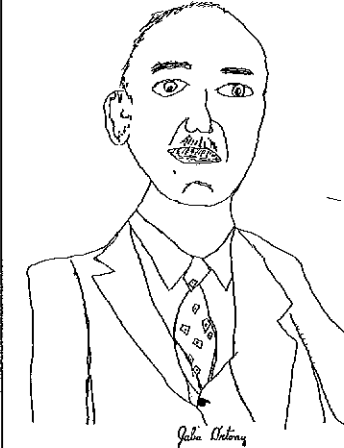
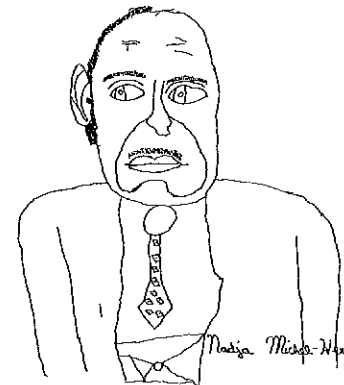
Taylor Lee Thomas was born October 5, 1911, in the former Burnham City Hospital in Champaign, Illinois. He was the only child of Woodward and Alice T. Thomas. When he was young his mother and he saw some Ku Klux Klan members march down Neil Street. During his grade school years he attended Columbia School, where he was the only black student, and Gregory School. His mother always insisted that he go to school to get a good education. Later in the years he went to Champaign High School. We found out by listening to an oral history tape of Taylor Thomas loaned to us by the Urbana Free Library Archives, that Taylor wanted to try out for the drums in the high school band. He brought his drums to school early so he could get a place in the band. He said the band instructor looked at him like he was dirt and said there were no places left for drums. In his senior year he had his first milk shake in Louisville, KY because black people couldn't have them in Champaign-Urbana.

After he graduated from high school in 1929, he studied for his bachelor's degree at Tennessee State University, an all black school, where he earned his degree in English and history in 1935. He sent out about 75 letters to find a teaching job. Only a few letters came back to him but no jobs were offered so he started waiting tables and he found other odd jobs. He saw white males who did not have as much education as he had, but they had better jobs. He got tired of the situation so he decided to move to Indianapolis where he found a government job as a night watchman. He had so many jobs, extension courses, and singing lessons that five years later he got a deadly sickness called tuberculosis. He had to stay in bed four years. When he got over his sickness he married Mary Grace Jordan.

In the fall of 1945, he became the first director of the Douglass Center, a recreation center named for Frederick Douglass. At the Douglass Center, he started a kindergarten and he coached athletic teams that were so good he was offered a teaching job at Jackson, an all black school in Danville. He was educated to be a teacher and it took 12 years to be one. In Danville, in addition to being a teacher, he was the coach of all the sports. His football team won all their games for six years. He was the education association vice-president

THOMAS

Nathaniel Holloway



born October 5, 1911, in the former Burnham City Hospital in Champaign, Illinois, a child of Woodward and Alice T. Thomas. When he was young his mother and other family members march down Neil Street. During his grade school years he attended Urbana High School, the only black student, and Gregory School. His mother always insisted that he receive a good education. Later in the years he went to Champaign High School. We found out from the collection of Taylor Thomas loaned to us by the Urbana Free Library Archives, that he played drums in the high school band. He brought his drums to school early so he could practice. He said the band instructor looked at him like he was dirt and said there were no drums in the band. In his senior year he had his first milk shake in Louisville, KY because black people were not allowed in Urbana.

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but he was stopped from becoming president of the association because of his skin color. While he was doing all of this he earned a master's degree in education in 1951, and an advanced certificate in educational administration in 1955, both from the UI.

In 1948, one hundred twenty community people were appointed to special advisory committees for community planning in Champaign. Of those members, there were only two women and one black male, Taylor Thomas.

Taylor Thomas was the first black teacher in the Urbana #116 District when he was hired there in 1956. He introduced sociology to Urbana High School, and collected sports tickets at games for many years. Nathaniel's mother now teaches Taylor's sociology class. In the late 1950s, Mr. Thomas was invited to the Conference on Children and Youth at the White House in Washington, D.C. In 1961, the *Rosemary* yearbook from the Urbana High School was dedicated to Taylor Thomas.

Mr. Thomas became the first black administrator in Urbana when he was hired in 1968 as Assistant Principal of the high school. In 1972 he became the first black Assistant Superintendent for Student Services in Urbana, a job that lasted until 1977 when he retired.

In Taylor's life he was exposed to a lot of discrimination. For instance, Taylor and his wife had to wait 12 years to get a suitable house. It took so long because they were black. When Mr. and Mrs. Thomas met with a real estate agent about a house they wanted to buy, the agent said that if the Thomases had told him on the telephone who they were it would have saved a lot of time. Taylor Thomas said it is important to have a goal to strive for. He wanted blacks to have the same equal rights as whites, and to be in positions of authority over anyone regardless of race.

In 1988 Taylor L. Thomas died.

On April 13, 1992, Mrs. Taylor Thomas came in to talk with our group about her husband's life. We had some questions ready for her, which she answered. Julia asked what Mrs. Thomas thought were the most important things her husband did and she replied, first his work as a teacher and administrator and then his activities for the community. Then Nadja asked what job Taylor enjoyed most and Mrs. Thomas told us that it was probably teaching because he liked people and he loved and respected the students he taught. Mrs. Thomas told our group that they both wanted to be the best people they knew how to be, they both wanted to get the best education they could, and they both wanted to be able to buy their dream home. Nathaniel asked if Mr. Thomas was proud of his work. She said he was proud of what he tried to do to convince people that discrimination in any form is wrong. Mrs. Thomas told us that only the people who discriminate can stop discrimination.



Mrs. Taylor Thomas met with the Taylor Thomas writers; top, left to right: Icesha Fugh, Nathaniel Hanna-Holloway, Julia Ortony; bottom, left to right: Nadja Michel-Herf, Daniel Nelson



NATALIA BELTING

Laura Stewart, Brynn Saunders, Natasha Veidenbaum



Mrs. Taylor Thomas met with the Taylor Thomas writers; top, left to right: Icesha Fugh, Nathaniel Hanna-Holloway, Julia Ortony; bottom, left to right: Nadja Michel-Herf, Daniel Nelson

Associate Professor Emerita Natalia Belting taught history for 43 years at the University of Illinois until her retirement in 1985. Professor Theodore Pease offered Natalia Belting a job as a secretary in the history department in 1942 with the understanding that she would get to teach American history when there was an opening on the faculty. During the three years that she was department secretary, Dr. Belting was a substitute teacher in all history classes except ancient history. The reason she never taught ancient history was because the teacher was always there.

When you teach at college, first you are an instructor, then assistant professor, associate professor, and finally a full professor. When Natalia became an instructor, there were three women history teachers at the UI one of whom had taught there since 1918. The women were all good teachers but none of them, including Dr. Belting, ever reached full professor. Dr. Belting was the first woman in the history department who was promoted to Associate Professor. There were charges of prejudice against women but the reason given by the history department for not promoting them was that the men did more research and publishing. Professor Sutton, a colleague of Natalia Belting, said that the women probably were not encouraged as much as the men were. In fact, Professor Belting told us that even official written university records said that women had no place teaching in a university. If women were hired, they were not promoted.

Natalia Belting was born in Oskaloosa, Iowa, where her father, Paul Everette, was a high school principal. She moved to Urbana, Illinois in 1920 where she attended Leal School for grades one through three, and her father worked as an assistant professor of education at the UI. Her mother was Anna Maree Hanselman. Natalia graduated from high school in Cedar Rapids, Iowa and attended Coe College for one year. Then she moved to Urbana in 1933 and received her bachelor's degree in journalism in 1936. She completed her master's degree in 1937 and her PhD in history in 1940 at the UI.

Professor Robert Sutton, a friend of Natalia Belting for over 50 years, came to our classroom to talk with our committee. He came to the UI history department in 1948 when there were about 18,000 students. Professor Sutton told us that Dr. Belting really had four careers: she was a history professor, a writer, a lay minister, and an environmentalist.

Her first career was as a teaching scholar. As an historian, she was especially interested in the early French settlements in North America. She got an architectural historian to help her design her home like early French houses. They had to get their ideas for the house from bills of sale, contracts, and other documents kept by the French because all the other houses of that style had been torn down. She also was interested in the prehistoric Indians who lived in Illinois circa 1,000 A.D. The Indians had lived in this vicinity for 2,000 or more years. Professor Sutton said that Natalia Belting probably knows more about them than anyone he knows.

As a writer, she published *Kaskaskia Under the French Regime*, then she wrote two children's books from that. She has published 24 children's books about history and mythology. Two titles are *Pierre of Kaskaskia* and *Calendar Moon*. Her newest book, *Moon Was Tired of Walking on Air*, was published in September, 1992. Professor Belting wrote articles on Illinois history for *The News-Gazette* from 1978 for several years.

Her third career was as a lay minister in the Presbyterian Church. She would substitute for ministers who were at meetings or on vacation. She was a volunteer staff member at the McKinley Presbyterian Student Foundation for more than ten years.

Her last career is as an environmentalist. From the road you can hardly see her house near Brownfield Woods because the bushes and trees she planted have all grown up around it. This gives her privacy and provides homes for birds and small animals. Dr. Belting loves animals and she has two cats and six dogs that live with her. She also has a large garden on her six acres of land. After finding many arrowheads and pieces of quartz on her land, she thinks that Indians may have camped there at one time.

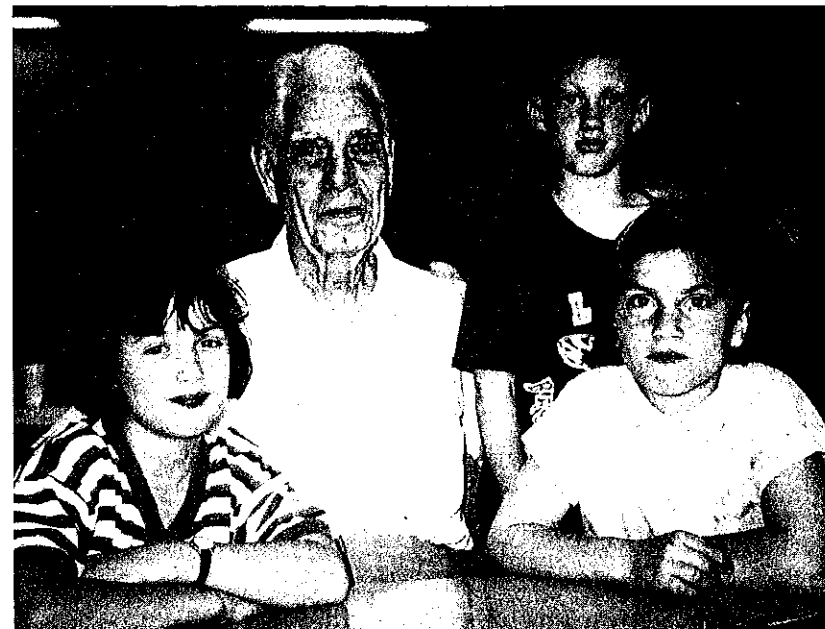
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Interview meeting with Professor Robert Sutton regarding Professor Natalia Belting. Left to right: Laura Stewart, Professor Robert Sutton, Brynn Saunders, Natasha Veidenbaum.

During World War II, Natalia's father lived with her in a house on North Coler Street. They bought a cow and she learned to churn butter. She said it was difficult to learn how to churn rich, sweet butter, but she finally learned how. Butter was rationed at the time because of the war, and it was hard to get. Everybody who tasted her butter liked it so much that they wanted some. She gave her friends some of the butter, but it was kept secret because of the rationing.

Professor Belting visits local schools to talk with fourth grade students about Illinois history. In 4th grade, state law says that the students have to learn their state history. She has had a long career as a teacher and writer and she is still interested in doing research and writing. Many people remember Natalia Belting as a great expert on the history of the early French settlers and the Indians who lived in Illinois.

ERMA BRIDGEWATER



Laura Kate Schrepfer, Jeremy Hobson

Erma Bridgewater is one of Champaign-Urbana's most loved citizens. What makes her SO special is that she is never discouraged because of her race or sex. Born in 1913 on the north side of Champaign, Erma moved to a primarily white neighborhood on the south side of town. Most of her friends were white. That didn't bother her. What did bother her was the fact that in elementary school, hardly anyone wanted to hold her hand during games or in line. Erma and her brother Ramon were the only black children in that school.

On February 24, 1992, Erma came to our room to talk about growing up as a black female in Champaign-Urbana. Her parents, Raymond and Sarah Scott, stressed that education was very important for everyone. Erma said that her grandmother was an in-house slave, and her great-grandmother was Native American. We asked, "Did you ever wish you were someone else because people were prejudiced against you?" She answered, "I have always been proud of being black." Another thing we learned from her talk was horrifying. Erma stated that when she was a child, a black woman was moving into her neighborhood. The rumor was the Ku Klux Klan had threatened to burn a cross in that woman's front yard. Fortunately, it never happened.

There were problems in high school for Erma. At Edison Senior High School black females were not allowed in swimming classes. Her parents insisted on swimming lessons for black children so Erma and her friends were finally enrolled in a night swimming class. In high school, counselors did not encourage her to take college preparatory courses. She found this same problem when her own children were in high school. Erma graduated from the UI in 1937 with a degree in sociology.

As a student at the UI, Erma had many struggles. In an English literature class the instructor was seating students in alphabetical order. However, Erma and her black friend were left standing in the back of the room while the rest of the class sat down. Erma's father was concerned about discrimination so he went to Mr. Albert Lee in the UI president's office and they settled the situation. At that time on campus there were

WATER



Laura Kate Schrepfer

of Champaign-Urbana's most loved citizens. What makes her SO special is aged because of her race or sex. Born in 1913 on the north side of Champaign, e neighborhood on the south side of town. Most of her friends were white. l bother her was the fact that in elementary school, hardly anyone wanted to n line. Erma and her brother Ramon were the only black children in that

na came to our room to talk about growing up as a black female in s, Raymond and Sarah Scott, stressed that education was very important for andmother was an in-house slave, and her great-grandmother was Native ever wish you were someone else because people were prejudiced against ways been proud of being black." Another thing we learned from her talk was n she was a child, a black woman was moving into her neighborhood. The l threatened to burn a cross in that woman's front yard. Fortunately, it never

gh school for Erma. At Edison Senior High School black females were not er parents insisted on swimming lessons for black children so Erma and her ight swimming class. In high school, counselors did not encourage her to She found this same problem when her own children were in high school. 937 with a degree in sociology.

na had many struggles. In an English literature class the instructor was rder. However, Erma and her black friend were left standing in the back of ss sat down. Erma's father was concerned about discrimination so he went ent's office and they settled the situation. At that time on campus there were

no places for black people to eat. Erma's lunch was only a large *Mr. Goodbar* candy bar and an apple. There were no places on campus for black students to live either, so they lived with black families in the North End of town.

Erma Bridgewater worked with the Champaign Recreation Department from 1939 to 1945. In 1955, she was appointed Assistant Director of the Douglass Park Community Center, now called the Douglass Center, which her father Raymond Scott helped found. Five years later, she became director of the Douglass Center where she managed programs for women and girls. She resigned in 1970 when she discovered that she was being paid less for doing the same work as a male hired as co-director. Erma told us that she felt her work at the Douglas Center was her most important work for the community.

A recent recognition of Erma Bridgewater was in a February, 1992, feature article of *The Champaign-Urbana News-Gazette* entitled, "They Made A Difference." The article tells about black people important to the development of Champaign-Urbana. It was very exciting to have such an important person as Erma Bridgewater come into our classroom. We learned a lot from her talk, especially the importance of always being proud of yourself.



THURMAN HORNBUCKLE

*Margaret Olson, Andy Williamson, Nathaniel Hanna-Holloway
Samantha Singer, Ariel Zodhiates, Janna Grandone*

Dr. Thurman Hornbuckle, a Cherokee Indian, was born on a reservation in the town of Cherokee, North Carolina in 1952. His great-grandfather, Wolf, was driven on the Trail of Tears by the U. S. Army under the direction of President Andrew Jackson, who forced the Cherokee to relocate in Oklahoma. On the trail, his wife and six children died, but Wolf escaped and returned to North Carolina where he changed his name to Comeback Wolf. When Comeback Wolf died, someone planted an oak tree on his grave because he wanted the tree there to prevent people from taking him away again.

Dr. Hornbuckle was born into the Wolf clan because his mother, Luvenia Bradley and his grandmother, Lydia Wolf, were part of the Wolf clan. Starting at the age of five, Dr. Hornbuckle met regularly with the tribal elder, Sim Jessan, who taught him about Indian medicine, love, respect, and sharing during his elementary school years. Because of this training, Dr. Hornbuckle became a part of the medicine clan.

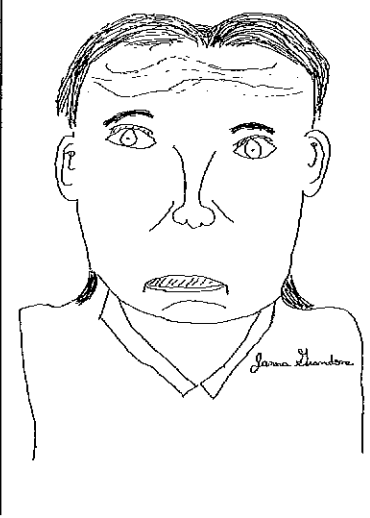
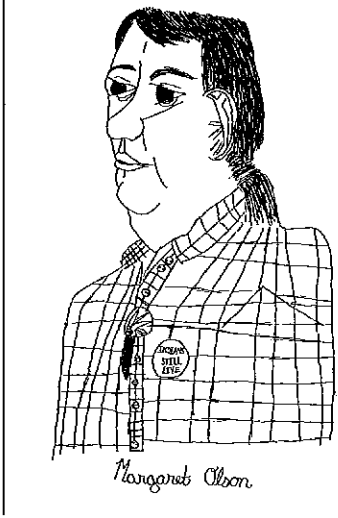
For centuries Indians knew about plant medicines like aspirin (salicylic acid) which they got from willow bark, and digitalis from the foxglove plant which helped to treat heart problems. The Indians used these medicines in teas to help people. The white man later discovered these medicines.

When Dr. Hornbuckle started elementary school, he went to the BIA (Bureau of Indian Affairs) school which was on the reservation. He said that none of the Indian students did well in this school because they were used to learning from nature in a way called earth wisdom, not from reading books about Dick and Jane and a dog named Fluffy. The Indian children knew a lot about plants and animals, but not about the things they were taught in school. When he was a senior in high school, he and five other students went to Atlanta, Georgia, where they learned more about math and chemistry. When he asked for advice about college, Sim Jessan said that it would be a good idea to go, he would be like a scout and tell other Indians what he found there.

At first it was hard for him to get into college but Dr. Hornbuckle earned his BS and MS degrees in environmental health sciences from East Tennessee State University. After this, he worked with the Indian Health Service before getting his Veterinary Medicine Degree from the University of Pennsylvania. He was

HORNBUCKLE

Nathaniel Hanna-Holloway
Anna Grandone



, a Cherokee Indian, was born on a reservation in the town of Cherokee, North Carolina. His great-grandfather, Wolf, was driven on the Trail of Tears by the U. S. President Andrew Jackson, who forced the Cherokee to relocate in Oklahoma. Wolf's children died, but Wolf escaped and returned to North Carolina where he lived for the rest of his life. When Comeback Wolf died, someone planted an oak tree on his grave to prevent people from taking him away again. Dr. Hornbuckle joined the Wolf clan because his mother, Luvenia Bradley and his grandmother, were of the Wolf clan. Starting at the age of five, Dr. Hornbuckle met regularly with the elders of the clan, learning about Indian medicine, love, respect, and sharing during his elementary school training. Dr. Hornbuckle became a part of the medicine clan. He learned about plant medicines like aspirin (salicylic acid) which they got from the foxglove plant which helped to treat heart problems. The Indians used these medicines. The white man later discovered these medicines. When he started elementary school, he went to the BIA (Bureau of Indian Affairs) school. The principal said that none of the Indian students did well in this school because they were not smart. He said that the Indians were in a way called earth wisdom, not from reading books about Dick and Jane. Indian children knew a lot about plants and animals, but not about the things that were in the books. When he was a senior in high school, he and five other students went to Atlanta, Georgia to study about math and chemistry. When he asked for advice about college, Simons said that if he had a good idea to go, he would be like a scout and tell other Indians what he found. He wanted to get into college but Dr. Hornbuckle earned his BS and MS degrees in Veterinary Medicine from East Tennessee State University. After this, he worked with the Indian Veterinary Medicine Degree from the University of Pennsylvania. He was

the first Native American to graduate from the University of Pennsylvania and the first member of the Eastern Band of Cherokee Indians, to become a veterinarian.

Some examples of discrimination against Indians experienced by Dr. Hornbuckle were when he was in North Carolina and was going to board a bus, he and his family had to sit in the back of the bus behind a black line even if the seats in front of the black line were empty. If there was not enough room in the back of the bus, they would get off and wait for the next bus. Another example was when Dr. Hornbuckle was traveling in Tennessee in 1969-1970 and wanted to use the washroom at the bus station. He was confused when he saw doors marked Colored People Only and doors that said Whites Only. When he asked a nice black gentleman about which door to use, the man advised him to use the doors for Colored People. As recently as 1978, he saw signs above restaurants that said, "No Indians Allowed" and he said there are still some restaurants like that today in Michigan and Minnesota.

Dr. Thurman Hornbuckle is an assistant professor of veterinary clinical medicine at the University of Illinois. When he takes his students to farms and other naturelike areas, he examines the animals and talks to the students about what the animals eat and how their surroundings affect them. Then he helps the animals by trying to make the environment better for them and uses medication if needed.

On Saturday, April 4, 1992, Dr. Hornbuckle and other Indians went to Dickson Mounds. They wanted to close the display of Indian remains and stop the digging up of Indian ancestors. For years the bodies at Dickson Mounds have been on display. Their sacred burial grounds were made into a business for tourists. According to Dr. Hronbuckle, the display denied respect for Indian people. The display is now closed to the public. Indians believe the bodies require respectful reinterment.

In his spare time, Dr. Hornbuckle likes to carve wooden figures, make beaded necklaces, and furniture. Like most Indians, he teaches from nature. He believes everyone should be treated equally and with respect. He works for peace and equality in our world.



VASHTI McCOLLUM

This material was drawn from the journals of Ariel Zodhiates, Amy Whitmarsh, Janna Grandone, Rebecca Tabb, Renee Eiskamp, Brynn Saunders, Andy Williamson, Tom Korder, Margaret Olson, Julia Ortony, Icesha Fugh

In consultation with Vashti and Dannel McCollum

On April 16, 1992, Vashti McCollum came to talk to some people in our class about *McCollum v Board of Education*, the first case to proceed to the United States Supreme Court challenging sectarian religious instruction in public schools. It all started in 1940 when the Board of Education decided to have an hour of religious education a week in Champaign Schools. The McCollum family knew there was teaching of religion in Champaign Schools before their oldest son James Terry was introduced to the subject. They didn't do anything about it at that time because they were not affected by the programs. Religious instruction had started in junior high school and moved down grade by grade until it got to fourth grade when their son entered the fourth grade.

On the first day of class at South Side School, James brought home a card on which his parents were supposed to circle the religion they wanted him to study. The choices were Catholic, Jewish, or Protestant. On the slip there wasn't a place for other, or no religion. Mrs. McCollum did not mark the card, so Jim took a blank card back to school.

The religious classes came at different times during the week. While the classes were being taught Jim had to sit in the principal's office doing school work. Once he had to sit in the hall. The other kids in his class thought he was being punished and they were mean to him. Jim wanted to take the religious classes but his parents wouldn't let him at first. Then in early spring his mother let him be in one of the classes but around Easter Jim brought home a picture that was very religious. That was when the McCollums decided that they would no longer let Jim take the class. The following year, James went to Dr. Howard School where there were also religious classes. Once again he met difficulties with other students because he did not take the classes. Vashti McCollum thought that if she said a few things to the teacher about not teaching religion in public school, the problems might go away. But it didn't happen that way at all.

Next Vashti went to the Superintendent of Champaign Schools but he said that he could not do anything about the classes so she went to the Circuit Court of Champaign County. But the Circuit Court agreed with the Champaign School Board. The religious education continued. Mrs. McCollum believed that church and state should be separate because of the First and Fourteenth Amendments so she took the case to the



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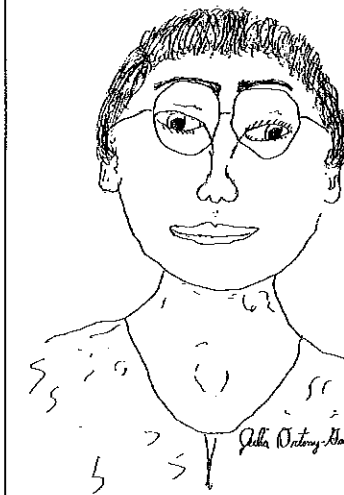
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Illinois Supreme Court. Still nothing was done about the religious program in Champaign so Mrs. McCollum
took the case all the way to the United States Supreme Court in Washington, D.C. In 1948 the U.S. Supreme
Court decided by a vote of 8 to 1 that public schools should not have sectarian religious classes. Even though
the case was won in March, 1948, it had taken three years of struggle for the Champaign School Board to be
forced to stop the religious classes. The final legal order came that fall when Mrs. McCollum and the attorneys
met with the local judge. Her lawyer asked Vashti not to say anything in court, but while there she asked the
judge if he had read the Supreme Court decision. She was surprised when the judge said that he should have,
but he had not read it yet. After he read the Supreme Court decision, the judge agreed with Mrs. McCollum
and her lawyer that no sectarian religion should be taught in the public schools.

After Vashti McCollum told us about her case, we asked her many questions. She got hate mail and
rude calls. She told us that people would call her up and write letters using bad comments. Some people did
not sign their name to the letters, but she answered all of the letters that were signed. She told us that some-
times parents told their children not to play with the McCollum children. Once Jim was hurt so badly that he
had to go to the hospital. They sent him to a private school. He returned to Urbana later to attend University
High School. In college Jim studied geology and later, law. Vashti McCollum still lives in Champaign. Every-
thing she said was *very interesting*.

SONYA MICHEL



Nadja Michel-Herf, Amelia Whitmarsh

Sonya Michel, an historian at the University of Illinois, was born in 1942 in Connecticut. Her father was in the motel business so Sonya's family lived in a house near the motel. In 1954 her mother died and her father had all the responsibility of caring for Sonya and her sister. When she was ready for high school, Sonya attended Mary Burnham boarding school in Massachusetts.

After high school, Sonya went to Barnard College, graduating with a Bachelor of Arts degree in Philosophy in 1964. She earned her Master's degree in English from San Francisco State University in 1975. Her daughter, Nadja, was born in 1982 while Sonya was working on her PhD. Before Nadja was born, Sonya had two sons named Colin and Joshua. Sonya's PhD in American Civilization was completed at Brown University in 1986.

Following completion of her PhD, Sonya taught at Harvard University where she helped to organize the Women's Studies Program until she accepted an offer in 1988 from the University of Illinois to teach American Women's History. Professor Michel told us that she was the first person hired to teach American Women's History at the UI. She lectures about women's history, she gives seminars, and she is writing another book. The title of her new book is *Children's Interests/Mothers' Rights: A History of Child Care in America*. Her first published book that she wrote with some other women is titled, *The Jewish Woman in America*. She also co-edited a book called *Behind the Lines: Gender and the Two World Wars*.

On February 13, 1992, Professor Michel came to our classroom to talk about women's history and sexism. She pulled out a newspaper article that said that boys and girls started off the same in math and science in kindergarten, but by 12th grade, boys scored better. This is because many teachers discriminate and encourage boys more than girls to work hard in math and science. She asked us if we noticed any differences between girls and boys and we made a list of stereotype words that describe boys and girls. When she asked



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After her PhD, Sonya taught at Harvard University where she helped to organize the first American Studies program. In 1988 she accepted an offer from the University of Illinois to teach American Studies. Professor Michel told us that she was the first person hired to teach American Studies. In her lectures about women's history, she gives seminars, and she is writing a book about women's history. Her book is *Children's Interests/Mothers' Rights: A History of Child Care in America*. She has also written with some other women a book titled, *The Jewish Woman in America*. She has also written a book titled, *Reading the Lines: Gender and the Two World Wars*.

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if girls would mind being called tomboys, the girls said not really, but the boys said they would not like to be called a sissy. Then she showed us a transparency of men, women, and children working. They all helped to support the family. Another transparency was of a woman in a Navy uniform. The advertisement said, "Be a man and do it. United States Navy." We talked about how advertising might make women feel that they should be happy staying home and doing housework. In World War II when men went to war, the women did good work in men's jobs, but when the men returned, the women had to give up the jobs to the men.

At the end of her talk, Sonya asked if we thought men or women were more caring or if they were the same. We took a vote and most people said that men and women were equally caring. In a lot of families men, women and children share doing different kinds of work. Sonya left us with the idea that women and men can do whatever they are good at and want to do no matter what sex they are.

GLADYS POPE



Maya Fineberg

Katherine Grueneberg, Maya Fineberg

Mrs. Gladys Pope is a first and second grade teacher at Leal School which we currently attend. When Mrs. Pope was a little girl, she told all the other children on her block that she was having a surprise birthday party for herself. She started setting the table outside when her mother came out and asked what she was doing. Gladys told her mom about the birthday party but her mom was the one who was surprised! Her mother went into the kitchen and baked a cake. When Gladys was growing up her mother, her sister, and her grandmother went with her to the St. Paul Baptist Church. She remembers a lot about how the older people in the church loved and cared for everyone.

During her life Mrs. Pope has experienced discrimination and racism. An example of that was once Gladys, her sister, and their uncle were visiting Columbus, Kentucky. The two sisters went to a record sale and got in the white line by accident to pay for their records. The clerk didn't want to sell the record to them and asked why they were in the white line. Just then their uncle came over to them and said that his nieces were from the North, and up there people didn't have segregated lines. Gladys and her family lived with other black families on the West side of Danville. The neighborhood children attended Jackson School, an all-black school but Gladys' mother wanted her daughters to go to Washington School to be exposed to white people. It was a mile away from their home. In those days children could not eat lunch at school. This meant that Gladys and her sister had to walk halfway home where they met their mother who gave them their lunch, which they ate on their way back to school. Mrs. Pope told us one of the teachers wouldn't let black children play her autoharp. Black students were not allowed to swim in the high school swimming pool. It wasn't until Gladys became a sophomore that the rules changed. When Mr. and Mrs. Pope bought a house on East Michigan Avenue in Urbana, someone came and tore up their sod and broke the front window of their new home. Fortunately a neighbor helped them solve the problem.



Maya Finck

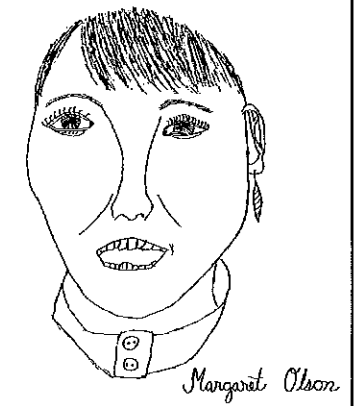
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Mrs. Pope graduated from Parkland College, then she graduated from the UI in Elementary Education
in 1978. While she was in college she and her husband raised three children, Katherine, Elizabeth, and Paul
Martin. Over the years Mrs. Pope and her husband have cared for several foster children. Mrs. Pope has
spent most of her life working with War on Poverty programs, as a neighborhood aide in Burch Village, and as
a parent coordinator for Champaign County Head Start. She is also active in the Prairie AIDS Foundation. On
Thursday, February 20, 1992 the YWCA had a celebration of black women's achievements at the University of
Illinois and awarded Mrs. Pope a Racial Justice Award.

Mrs. Pope has been teaching for 14 years. She really enjoys teaching reading and drama. She feels good
about teaching and she learns a lot too. She became a teacher because she saw a need for more black teachers
in the Urbana School District. Something we thought was very important that she told us was, "Don't ever
feel guilty or ashamed about the past, you have no control over the discrimination and racism in our past
history. Work on the future. You can make your life exciting." We asked her why she chose to teach first and
second grade. She answered that she likes to be at the beginning of children's lives.

ANNE ROBIN



Ariel Zodhiates, Margaret Olson, Icesha Fugh, Kendra Turner

On April 13, 1992, Dr. Anne Robin from the McKinley Health Service on the University of Illinois campus came to talk about herself and her work. She is the daughter of Gerald and Lois Brighton whose home was in our 1990-91 guide of UI architecture. When she was young Dr. Robin wanted to be a ballet dancer, then she decided she was not that good at dance. Later she wanted to be a teacher because she liked her women teachers and she loved school.

Dr. Robin had a great-uncle in Decatur who was a family doctor and she liked the way he talked with his patients like they were friends. He was very honest with them. Then she started thinking of being a doctor, especially since she was good in math, biology, and other sciences.

We were surprised when Dr. Robin told us that she went to Leal School for grades K-3. After that, she attended Thornburn School, then University High School. During Dr. Robin's schooling, no one ever suggested that she could become a doctor even though she had very good grades. This does not make her happy when she thinks of it now. After graduating from college with a degree in biology, she decided to be a doctor. For her training as a doctor, she spent four years at Northwestern University Medical School and then one year as an intern. Now she is a women's specialist and she teaches medical students at the UI.

When we asked if male doctors earn more money than women doctors, she said that on average men doctors earn more money than women. This is partly because more men study higher-paying specialties like heart and brain surgery while women tend to specialize as family doctors or pediatricians. Now more women are being trained as surgeons, but there are no women who are deans of medical schools yet. Dr. Robin had some good women medical teachers, the one she liked most was Dr. Elsie Field who practiced medicine until the age of 83. The most important thing about being a doctor is that you never stop learning!



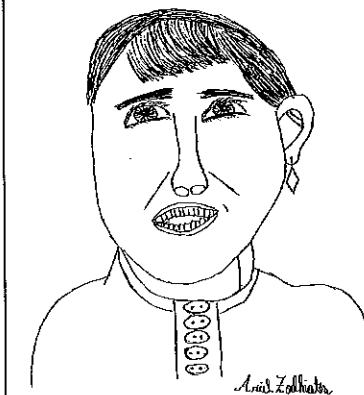
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An example of sexism she faced as a woman doctor was when she was interviewing a male patient and she asked, "Are you allergic to anything?" He replied, "Yes, I'm allergic to women." She told us that this is one of the problems she had to learn to ignore. Some things about medical school were hard for Dr. Robin, like when she had a baby she was expected to come back to classes within a month. When Dr. Robin attended medical school, there were 30 women out of 180 students. Now about 30% of all medical students are female. In order to be accepted in medical school, you need to have very good grades.

An activity of importance to Dr. Robin outside of practicing medicine is a group called PSR, Physicians for Social Responsibility. This group is against the production of nuclear weapons and the violence of nuclear wars which can wipe out entire countries. They also are working on safe ways to dispose of nuclear waste which is dangerous for 50,000 years and causes radiation sickness. PSR works to educate people: they write books and articles, they speak to groups, and they appear on television. They also have talked to members of Congress about stopping money for producing nuclear weapons and they have asked Congress to investigate nuclear power plants for safety.

In Dr. Robin's work at McKinley Health Center, there are more women nurses and secretaries than doctors, but about 50% of the doctors there are women. It turned out that being a doctor was a good career choice for Dr. Anne Robin because she really enjoys being around different kinds of people, talking to them, and helping them. She told us that it was important to think about what you do well and she encouraged us to follow our dreams to be whatever we want to be.

MELODYE ROSALES AND GIRALDO ROSALES

*Rebecca Tabb, Margaret Olson, Andy Williamson,
Kamiel Marion, Bea Burton*



On March 3, 1992 Melodye Rosales, her husband Giraldo Rosales, and their two children, Giraldo, Jr. and Harmonia, came to our classroom to talk about their lives as minority people.

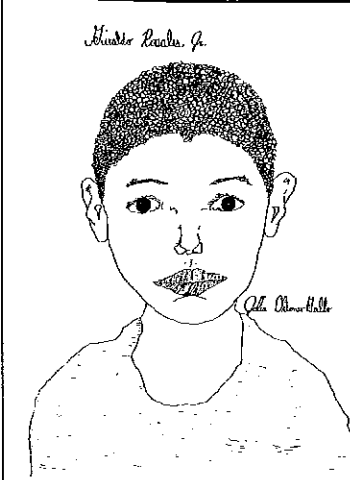
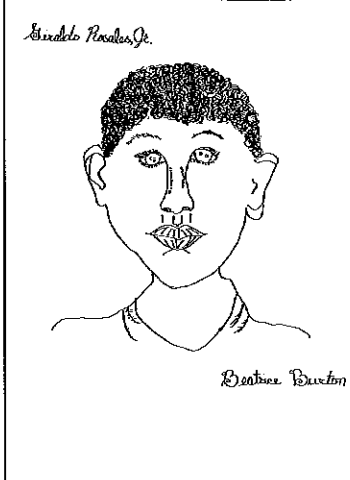
Melodye, a commercial illustrator, talked about herself first. She was born to an Italian Jewish father and an African American mother. When Melodye was very young her parents divorced and she lived with her mother. She was a latchkey child before it became common. Melodye drew dancers and princesses on the back side of the paper her mother brought home from the office. Melodye used her drawings as a way of having company because she was lonely. During school she would daydream. In college, Melodye studied art, filming, and animation at the UI, Chicago Art Institute, and at Columbia College.

Melodye Rosales talked about how she illustrates children's books. Her agent tries to find a book for her to illustrate. She reads the book and gets ideas of the character in her head. Next she tries to find a child that looks like what she imagines. Melodye takes pictures of the child or children. From the photographs she makes drawings in pencil, called *roughs* or *preliminary sketches*. In the book *Kwanzaa*, Melodye used Giraldo and Giraldo Jr. as models for part of the family. In another book, *Double Dutch and the Voodoo Shoes*, she used motion marks to make it look like the characters were really moving. Melodye has illustrated several books for children, including *Cory's Dad Drinks Too Much*, *Girl Talk*, *Beans on the Roof*, *38 Weeks Till Summer Vacation*, and *The Mystery of the Hard Luck Rodeo*.

Giraldo Rosales spoke next. He moved from Cuba to Chicago when he was seven years old because of the Cuban Revolution. In this country Giraldo had to start school in Kindergarten which was unusual because he was seven and he should have been in second grade. He was held back because his native language is Spanish and there were no bilingual teachers at that time. Giraldo spent ten years learning English. In high school, Giraldo took Spanish classes so he could keep up with his native language.

SALES AND SALES

Williamson,



Melodye Rosales, her husband Giraldo Rosales, and their two children, Giraldo, Jr. and Harmonia, came to our classroom to talk about their lives as minority people. Giraldo, Jr., the oldest son, talked about himself first. She was born to an Italian Jewish father and mother. When Melodye was very young her parents divorced and she lived with her mother. Her father lived before it became common. Melodye drew dancers and princesses on the walls of her home brought home from the office. Melodye used her drawings as a way of coping with her loneliness. During school she would daydream. In college, Melodye studied at the University of Illinois at Chicago, Chicago Art Institute, and at Columbia College. She talks about how she illustrates children's books. Her agent tries to find a book for her to illustrate and she gets ideas of the character in her head. Next she tries to find a child to illustrate. Melodye takes pictures of the child or children. From the photographs she makes roughs or preliminary sketches. In the book *Kwanzaa*, Melodye used Giraldo and Harmonia as part of the family. In another book, *Double Dutch and the Voodoo Shoes*, she used Giraldo and Harmonia as the characters were really moving. Melodye has illustrated several books including *Drinks Too Much*, *Girl Talk*, *Beans on the Roof*, *38 Weeks Till Summer Vacation*, and *Rodeo*.

Giraldo. He moved from Cuba to Chicago when he was seven years old because of the Cuban Revolution. Giraldo had to start school in Kindergarten which was unusual because he had already been in second grade. He was held back because his native language is Spanish and he had equal teachers at that time. Giraldo spent ten years learning English. In high school he took Spanish classes so he could keep up with his native language.

After high school, Giraldo attended the UI and got a bachelor's degree in Spanish literature. Right after college he moved to Chicago where he taught for the next 11 years in an elementary school in Humboldt Park, an overpopulated urban area where there were gang wars. He also taught evening courses on English to Latino inmates at Cook County Correctional Center in Chicago. He did this because he thought back to when he was a child and he remembered the trouble he had learning English. He came back to the UI to take graduate classes in Education Policy Studies. He is currently the director of La Casa Cultura Latina, a cultural center for Latino and Latina students at the UI.

Melodye and Giraldo Rosales now live in Champaign with their two children Giraldo, Jr. and Harmonia.



HELEN SATTERTHWAITE

Rebecca Tabb, Brendan Kibbee

On April 10, 1992, Illinois State Representatives Helen Satterthwaite came to talk about being a legislator. Elections for state representatives are held every two years. Representative Satterthwaite first ran for election in 1972, but she was not elected. She ran for state representative nine times after that and she was elected all of those times. One of the reasons she decided to run for state representative was that her friends encouraged her, and another reason was because Helen and her friends wanted more women in public office.

We looked through the *Handbook of Illinois Government 1991-1992*, and we found out that there are 31 women out of 177 General Assembly members, 20 women in the House and 11 in the Senate. We also counted 13 African Americans in the House, and 7 African Americans in the Senate. Illinois is divided into 59 legislative districts, each has one senator and two representatives. The political boundaries for election to the General Assembly change every 10 years based on the census so that each district has about the same population.

State laws are made in the General Assembly. A bill goes through many formal steps before it becomes a law. You have to be a member of the General Assembly to introduce, or to vote on, a law. To get a law passed, you need a minimum of 60 votes for the House, and at least 30 votes for the Senate, as well as the Governor's approval. But the Governor can veto the bill. The first law that Representative Satterthwaite passed lowered the voting age from 21 years to 18 years. Now she is working on a law that would change the testing schedule for public schools. It is important to keep in touch with the people in your district when you vote in the General Assembly, that is, if you want to get re-elected.

A person in our classroom asked if women do different things from men in the House of Representatives and Senate. Helen said they don't, except some women formed a group in 1975-1976 called Conference of Women Legislators. The group takes care of issues concerning women, children, and families. Some example issues are child support payments, domestic violence, and women in prison. She told us there is a prison that is only for women in Dwight, IL, a small town about 30 miles west of Kankakee. The women legislators have made it possible for mothers in prison to receive visits from their children for longer periods.

SATTERTHWAITE



State Representatives Helen Satterthwaite came to talk about being a state representative. State representatives are held every two years. Representative Satterthwaite was not elected. She ran for state representative nine times after that and was not elected. One of the reasons she decided to run for state representative was that her friends wanted more women in public office. Another reason was because Helen and her friends wanted more women in public

office. We found out that there are 31 women in the House and 11 in the Senate. We also counted 7 African Americans in the Senate. Illinois is divided into 59 legislative districts and two representatives. The political boundaries for election to the General Assembly are based on the census so that each district has about the same population. A bill goes through many formal steps before it becomes law. To get a law passed, it needs 60 votes for the House, and at least 30 votes for the Senate, as well as the Governor's signature. The first law that Representative Satterthwaite sponsored was to change the voting age from 21 years to 18 years. Now she is working on a law that would change the voting age to 16 years. It is important to keep in touch with the people in your district when you are a representative, if you want to get re-elected.

Representative Satterthwaite asked if women do different things from men in the House of Representatives. She said they don't, except some women formed a group in 1975-1976 called Conference of Women. This group takes care of issues concerning women, children, and families. Some examples are child support payments, domestic violence, and women in prison. She told us there is a town called Dwight, IL, a small town about 30 miles west of Kankakee. The women in this town are fighting for mothers in prison to receive visits from their children for longer periods.

Currently Representative Satterthwaite serves on committees for higher education, educational finance, rules, mental health, and appropriations. She said it is important to have committees that include males, females, and people from rural and city areas. Helen is also a member of League of Women Voters, Champaign County Association for the Mentally Retarded, and Women's International League for Peace and Freedom.

In 1972, Helen Satterthwaite said that you shouldn't vote for someone just because of their sex, but "there aren't many women in the legislature and more female points of view would be valuable." We feel what she said 20 years ago is still true today about women and minority people.



JOAN SEVERNS

Bea Burton, Icesha Fugh, Laura Kate Schrepfer, Rebecca Tabb, Amy Whitmarsh

Joan Severns, the first and only female mayor of Champaign, was born on the south side of Chicago. When Joan was 13, she wanted to get a job so she lied about her age and said she was 18 so she could work at Marshall Field's selling buttons for \$18 a week.

Joan went to DePauw University in Greencastle, Indiana. After two years she came to the University of Illinois and received her bachelor's degree in Political Science. She was accepted to law school, but decided not to go when she learned that she would not be able to practice law, but would only be able to do research or to be in charge of the legal stenographic pool. Later she learned that Sandra Day O'Connor had graduated at the top of her law school class and then had a hard time finding a job as an attorney because she was female. Sandra Day O'Connor is the first female U.S. Supreme Court Justice.* Realizing that there was this kind of discrimination, Joan decided to work as a legal secretary in Chicago instead of going to law school.

After Joan got married, she and her husband John moved to Champaign. As a Champaign citizen, she joined many organizations such as the League of Women Voters, the Preservation And Conservation Association (PACA), and the Champaign County Design and Conservation Foundation. Joan ran for the Champaign City Council because she wanted to make decisions and have people lobby her. In 1973 she was elected as the second woman member. In 1962, Gladys Snyder, a 50-year member of the League of Women Voters, was the first woman on the Champaign City Council. By the time Joan was on the Council, Gladys Snyder was no longer a member. In 1973, when Mary Pollock also joined the City Council, she and Joan decided the name of City Councilman had to be changed to City Council Member. Councilman Bob Snyder (Gladys's husband), asked Mary and Joan why the title should be changed. They replied, "How would you like it if all the other council members were females and you were one of two males, would you like being called Councilwoman?" Then Bob understood.



S
e Schrepfer, Rebecca Tabb, Amy Whitmarsh

only female mayor of Champaign, was born on the south side of Chicago. She wanted to get a job so she lied about her age and said she was 18 so she could work as a typist for \$18 a week. She attended the University of Illinois at Urbana-Champaign in Greencastle, Indiana. After two years she came to the University of Illinois at Champaign-Urbana to earn her degree in Political Science. She was accepted to law school, but decided she would not be able to practice law, but would only be able to do research or work in a graphic pool. Later she learned that Sandra Day O'Connor had graduated at the same time and then had a hard time finding a job as an attorney because she was female. She was inspired by the female U.S. Supreme Court Justice.* Realizing that there was this kind of discrimination, she worked as a legal secretary in Chicago instead of going to law school. She and her husband John moved to Champaign. As a Champaign citizen, she was active in the League of Women Voters, the Preservation And Conservation Foundation, and the Champaign County Design and Conservation Foundation. Joan ran for the office of City Council member because she wanted to make decisions and have people lobby her. In 1973 she was elected to the City Council. In 1962, Gladys Snyder, a 50-year member of the League of Women Voters, was elected to the Champaign City Council. By the time Joan was on the Council, Gladys Snyder was the only woman on the Council. In 1973, when Mary Pollock also joined the City Council, she and Joan decided that the title of Councilwoman had to be changed to City Council Member. Councilman Bob Snyder was asked by Joan why the title should be changed. They replied, "How would you like it if the members were females and you were one of two males, would you like being called Councilman?" Bob understood.



When Joan had been on the City Council for six years she decided to run for mayor. One reason she wanted to be mayor was that she had experience in city government, also she wanted to do something no other woman had done at that time. In 1979 when Joan ran for mayor against Willis (Bud) Baker, she was elected by a 61% majority. Joan was not surprised that she won by a landslide because Mr. Baker had never been a member of the City Council.

As mayor, Joan had many duties such as attending meetings, serving as liquor commissioner, and giving out keys to the city to important visitors like Maureen Reagan. She worked usually about 60 hours a week and was paid only \$9,600.

As a woman mayor, Joan Severns noticed discrimination from different people. Sometimes letters were addressed to Mayor John Severns or to Mr. Mayor. Once when Joan was campaigning, she saw a man washing his windows and she said, "I am Joan Severns campaigning for mayor." He had his back to her and did not hear the "I am" and he said, "I wouldn't vote for her if she were the last thing on earth." When he turned around and saw her, Joan said, "Oh, thanks, here's a brochure." Once at a meeting of mayors, she was one of two females attending and one of the male mayors said to her, "There sure are a lot of you now." Looking around the room, Joan said, "I wonder where the rest of us are. I only see one more like me."

Some accomplishments as mayor that Joan is proud of are the city tree planting program, establishing a good sign ordinance, and passing regulations that made older buildings safe. Joan feels proud every time she sees the beautiful trees planted all over the city.

When Joan was mayor she attended a meeting where Rudy Frasca announced that Joan would be invited to give the opening remarks at an air benefit show. Joan was surprised because she had not heard about this before. When she talked to Rudy, he said, "I will call you," but he did not call until the day of the air show when he said, "Be at Willard Airport at 1:30."

At the airport, Joan had to put her feet in cup-like attachments on the wing and wear a belt around her waist that strapped her to the wing of the biplane. Joan was told to keep her hands at her sides and stay still during takeoff and landing because if she moved a lot she might throw off the weight of the plane. That would cause a crash, and most pilots like to live. She had planned to wave and show off in front of everyone who was watching but the air pressure was so great that all she could manage was a slight little wave or she would feel like her arm would fly off her body.

Joan decided not to run for mayor again when her four-year term ended in 1983. She had served in civic offices for a total of 10 years and she was tired. Also, a friend of hers was going to run for mayor and Joan did not want to compete with him.

Joan stressed the fact that it is always important to do what you want to do regardless of race or sex. She is proud that she received her master's degree after she had a family, but she regrets that she never attended law school. She has stayed involved in different civic organizations, but she has not run for public office again. When Joan ran for the City Council, she won by 18 votes. In talking about the recent election of Carol Moseley Braun, Joan pointed out that every vote counts and that all people should vote.

**A story related to the one about Sandra Day O'Connor was told by a classmate about her grandmother, Jeanne Tabb, who graduated with honors in the top 10% of her law school class at Michigan in 1948. Even though she passed the bar exam, she was told that no one would hire her as a female attorney. Her husband graduated at the same time and he was able to find a position as an attorney. Discrimination against female attorneys lasted a long time. The speaker at the 1992 law school graduation was Dave Downey, a member of the University of Illinois Board of Trustees and a graduate of the UI College of Law. He said that in his 1966 graduating class, there were only three women and no other minorities.*

CLAIRE NOPARSTAK AND MAURICE SYKES

Janna Grandone, Diane Plewa

“Our speakers today are Claire Noparstak and Maurice Sykes,” Natasha was saying. It is Wednesday, May 20, 1992, and everybody in Rooms 107-108 is sitting on the big blue carpet. Both Claire and Maurice are first year law students at the UI campus. Claire is Jewish along with being a woman. That makes her two different minorities. After Maurice and Claire had introduced themselves, they told us a little about their lives.

Claire was born in Chicago, but spent most of her childhood in Evanston, Illinois. When Claire was young, she wanted to be a veterinarian because she loves animals. When she was in high school, Claire got a job as a veterinary assistant. But, she soon stopped that job because she did not like the animals to die or to be sick.

Claire had a bachelor's degree in theater when she finished college at Indiana University. She had planned to be a Shakespearean actress, but she changed her mind. She got a job in Chicago as a businessperson. She was involved in the New York Stock Exchange as well as different stock companies in Chicago and in Urbana-Champaign. At the New York Stock Exchange, the man who was in charge of hiring people didn't think a woman could do the job so Claire said that she would work for a week for free and if he didn't like the way she worked, he didn't have to hire her. After a week, Claire got the job. Right now, Claire is working with the state government. She has a few more years of studying before reaching her goal of working with the U. S. government.

Maurice is a black male. As a child, Maurice wanted to be a police officer like his father not a teacher like his mother. One reason he decided to be something different is because police officers began getting shot at. When Maurice finished college with a bachelors degree in finance, he worked in insurance for three years. Before he became a law school student, Maurice joined the military reserves. The money he gets for being in the military reserves helps to pay for his schooling.

Claire and Maurice told us that sometimes people discriminated against them because they were different. Claire said that when you meet discrimination, you should do something to show others the good parts about your differences, like she might invite friends to join her family for Jewish celebrations. They told us that it was important to talk to people who treat you differently rather than to argue or fight. Maurice and Claire said that if you believe in yourself and you keep working hard, then you can usually achieve your goals.

STUDENT EXCHANGE: URBANA HIGH SCHOOL AND LEAL SCHOOL

Raif Melhado, Ariel Zodhiates, Daniel Stephens, Mike Bullard

On April 14, 1992, Penny Hanna's 11th and 12th grade students from Urbana High School came in to rooms 107-108 at Leal School so we could learn from each other. The high school students are making a magazine on race and culture called **Visions**, and we have been making a book on women and minority people this year.

When the high school students got here, we split up into eight different groups: research groups 1, 2, and 3 for our minority study, the campus guide, poetry, music, rap, and creative writing. When we met in the groups with the high school students, we told each other our names and we talked about the minority people we have been researching. We showed them our notebooks and we asked each other questions. Some of the questions that we asked them were: What is it like in high school? What courses do you take? Why did you pick us to help you with your magazine? How can we get a copy? Are you making a series of magazines? Is this your first magazine? Have you ever been in a class that published anything before? They asked us questions like what do you do besides the minority study. We told them about our other studies such as book conference, trees, Audubon Adventures, math, journal, microscope, brine shrimp, geography and literature groups.

When another group of students came we talked about similar things and asked similar questions. All too soon, it was time for the high school students to leave.



Exchange with Penny Hanna's high school students in Leal School classroom.

CHANGE: URBANA HIGH SCHOOL

Stephens, Mike Bullard



Exchange with Penny Hanna's high school students in Leal School classroom.

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GLOSSARY

Rebecca Tabb, Raif Melhado, Laura Stewart
Diane Plewa, Andy Williamson, Brynn Saunders

abolishing: to get rid of or to end

accompanist: a person playing an instrument while another musician performs

affirmative action: giving special attention to hiring women and minority people

Appropriations Committee: a group of people who decide who should have what money

archives: a place where public records and historical documents are kept

army intelligence worker: someone who tries to find out what the enemy is going to do

bachelor's degree: a college or university degree earned usually after four years of college

bar exam: the test you take before you can officially practice law

bilingual: to speak two languages

bill: a draft of a law

Board of Trustees: a group of people who make decisions about a school or university

botany: the study of plants

campaigning: trying to convince people to vote for a certain person

census: to count the number of people in an area every ten years

centennial: every 100 years

circa: about or around, used with dates when people are not sure

civic: having to do with the city or the duties of citizens

civil engineering: the design and construction of public structures

civil rights: the rights of each individual, not excluding any gender, race, or religion

clerk: a person who helps the manager at the store

compromise: an agreement to everyone's liking

Confederate Army: the army of the southern states in the U. S. Civil War, 1861-1865

counselor: a person who talks with others about their problems

culture: your traditions and ways of living

dean: someone in charge of students, studies, or sections at a university or a high school

diabetes: when the body has a hard time digesting sugar or starch

digitalis: medicine made from the leaf of the foxglove plant used to treat heart problems

discrimination: to treat others unfairly because they are different

diverse: being different or unlike one another

diversity: variety, like blacks, Hispanics, Native Americans, whites, females, and males

domestic violence: when someone gets hurt by another person at home

draft: when a person is called to serve in the military

emerita: a retired woman professor who is still honored by her title

emporium: a store with a large variety of merchandise

equality: having the same rights and being treated fairly

extension courses: studies usually out of regular school hours

faculty: people who teach in a school, university, or college

finance: having to do with money and other resources

First Amendment: guarantees separation of church and state

foster child: a child raised by people who are not the child's biological parents

Fourteenth Amendment: applies First Amendment to the States

Frederick Douglass: a former slave who fought for equal rights, 1817-1895

front lines: where most of the fighting takes place in a war

gender: whether you are male or female

geology: the study of rocks

heritage: something that passes down through generations

Hillel Foundation: a center for Jewish activities on the U of I campus

Home Economics: the science and art of running a home; also called Household Science

housing projects: a group of houses supported by public funds

Illinois General Assembly: the legislative branch of state government that makes laws; it has two parts, the House of Representatives and the Senate

immigrants: a group of people who permanently settle in a new country

inherit: to have something in your possession that was passed on to you from a relative

inmates: a person in prison or jail who has no freedom

intern: a recent medical school graduate who is serving an apprenticeship

interracial commission: a group that meets to try to solve problems among racial groups

Ku Klux Klan: a group of white people who believe in white supremacy

laboratories: a place where people do experiments and tests

latchkey child: a child whose parents aren't home when she/he comes home from school so they let themselves in

League of Women Voters: women strongly for women's suffrage and other rights

ledgers: books used to keep track of expenses and sales at stores

lobby: campaigning to try to convince others

lynch: to hang a person without the benefit of a trial

majority: the larger group of people

master's degree: a degree for at least one more year of study after a bachelor's degree

memoirs: something you write down to remind you of the past

memorial: a dedication to someone to remember them by

messenger: a person that carries messages or performs errands

military reserves: people in the armed forces not a part of the regular military

minority: a smaller group of people not having as many rights as a larger group.

motivation: an influence or drive to finish something

night watchman: a person who guards something at night; we think this word should be night watchperson to avoid sexist language

nutrition: a healthy way of eating, getting all the vitamins you need

oral history: a tape recorded interview with a person talking about his or her life

ordinance: a rule or law

pediatrician: a doctor who works with children

Ph.D.: Doctor of Philosophy

Philharmonic: a symphony orchestra or its sponsor; philharmonic means to love harmony

Philomathean Literary Society: a group of people who love to read

philosophy: the study of knowledge

physician: a medical doctor

physics: the science of heat, light, electricity, and sound; of facts about matter and motion

pilgrimage: a long journey

power: when somebody takes control over others

prejudice: to prejudge a person or group without taking the time to get to know them

protest: to voice your opinion strongly enough so that it might make a difference

race: a group of people with common origins

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protest: to voice your opinion strongly enough so that it might make a difference

race: a group of people with common origins

racism: when someone is prejudiced against one or more races
racist: thinking that a certain race, especially your own, is better than other races

radiation sickness: a deadly sickness caused by being around nuclear waste

rationing: food and other items that were hard to get because they were needed for the war

recruit: a new person in the military force

reinterment: burying again

remains: what is left of someone after death

Republican: one of two major political parties in the United States

reservation: a place Indians were forced to live when the government took their land

Romance languages: Latin-based languages like French, Italian, and Spanish

sabbatical: a paid leave of absence from a teaching job for research or teaching

sectarian: teaching about specific religious beliefs

segregation: separating people from others because of sex or race

sexist: not liking someone because they are a different sex

slave: a person who is owned by another person

slogan: a few words used to represent ideas or feelings like, "Let my people go."

sophomore: the second year in high school or college

stenographic: typing or writing in shorthand

stereotype: an oversimplified belief about others without getting to know the individual

stock exchange: a place where stocks and bonds are sold

suffrage: the right and the privilege to vote

symphony orchestra: a large group of people who play string, wind, or percussion instruments

technology: a scientific way of doing something; the use of science to help solve problems

tolerance: when a person respects the way other people think, live, and worship

township: unit of local government in some states

tradition: a custom or belief

tuberculosis: a deadly sickness that usually infects tissues in your lungs

Union Army: the army of the northern states in the U. S. Civil War, 1861-1865

urban: lots of people living in a certain area, opposite to rural where few people live

USO: an organization that plans social activities for people in the military

veterinarian: a person trained to help animals when they are sick

veto: to oppose a law

vicinity: close by, near

wickiup: an Indian shelter made from cloth, sticks, or mud

willow bark: bark from a willow tree that is used for medicine, it helps headaches

World War I: a war in Europe, 1914-1918, many people were killed

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LEAL SCHOOL 3/4 TEAM TAUGHT MULTI-AGE CLASS

1991-1992

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The children with Maurice Sykes and Claire Noparstak, first year law students at the UI.

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