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A Concise History of Education in Illinois with Special Reference to Coles County and Charleston Community Unit School District #1

William James Hill Jr.
Eastern Illinois University

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A CONCISE HISTORY OF EDUCATION IN ILLINOIS WITH SPECIAL REFERENCE
TO COLES COUNTY AND CHARLESTON COMMUNITY UNIT SCHOOL DISTRICT # 1

(TITLE)

BY

WILLIAM JAMES HILL, JR.

FIELD STUDY

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1977

YEAR

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A CONCISE HISTORY OF EDUCATION IN ILLINOIS
WITH SPECIAL REFERENCE TO COLES COUNTY AND
CHARLESTON COMMUNITY UNIT SCHOOL DISTRICT #1

BY

WILLIAM JAMES HILL, JR.

B. S. in Ed., Eastern Illinois University, 1962
M. S. in Library Science, University of Illinois, 1968

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1977

2.

This study is a concise history of education in Illinois with special reference to Coles county, and in particular, Charleston Community Unit School District #1.

First to be studied is the history of education in Illinois from 1783 - 1860. The Northwest Ordinance, passed by Congress in 1787, provided for one section of land in each township to be reserved for education.

The intellectual climate of Illinois during this pioneer period, the first teachers, and the early schools, are discussed in some detail. Next, the study shows the development of subscription or private schools and their influence on later public schools.

The history of the position of State Superintendent of Public Instruction is developed as well as the influence of this office on public education.

The next aspect to be considered is the importance of the Education Act of 1855, which provided for a complete system of tax supported public schools in Illinois.

3.

The use of women teachers in early pioneer schools and their effect on the community is shown. The development of church related colleges and private high schools is traced in the state.

The early settlement of Coles county is examined in detail. The development of schools in the county is recounted as it relates to the social and economic trends of the times. The growth of public schools after 1855 was very rapid and the reasons for this are discussed. The position of County Superintendent of Schools is traced from its early history down to the present time.

The history of the Charleston schools is shown in some depth. In 1867 the Charleston Union School District was created. The start of the Charleston Unit School District #1 is explained and placed in its proper perspective. The growth of the new unit school district and it's building program are considered next.

The history of the Charleston Unit School District is brought up to date by showing the current financial problems faced by the schools and the failure of recent tax rate referendums. The social and economic forces in the community and their relationship to the schools are the last subject to be studied.

PREFACE

I wish to thank Mr. Terry W. Weir, the Assistant Superintendent for Business Affairs, Charleston Community Unit District #1, for assistance in obtaining financial data on this school district.

Dr. Gerhard C. Matzner deserves special recognition not only for his support and suggestions in the writing of this paper, but also for his stimulation of classroom interest in the financial problems of Illinois school districts.

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CHAPTER I

THE EARLY HISTORY OF EDUCATION IN ILLINOIS

Education had slow beginnings in the frontier country of Illinois. The United States Congress has stressed education in the Ordinance of 1787 by including it among the responsibilities of the new territory. The Ordinance of 1787 declared: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."¹ These twenty-four words were to the Northwest at once the charter and the endowment of that novel and wide spread system of public education, beginning at the primary school and extending through the university and professional schools, which speedily created in the New West a body of educational institutions to take the place of the endowed academies and colleges of the East.²

¹ B. A. Hinsdale, The Old Northwest (New York: Silver, Burdett and Company, 1899), p. 391.

² Charles Moore, The Northwest Under Three Flags (New York: Harper and Brothers Publishers, 1900), p. 328.

For more than a century that phrase has been both the incentive of the friend of learning in urging and the justification of the penurious legislator in granting those appropriations from the public treasury by means of which the Northwest has provided herself with a well educated body of citizens. Taking the ordinance in its entirety, it would seem as if the nation, wearied by its own struggles to obtain freedom from the laws and customs of the past, had determined that its children should step forth into the world free from their very birth.

THE LAND ORDINANCE OF 1785

The Land Ordinance of 1785 had already provided that, wherever it operated, there should be reserved from sale the lot number 16 of every township for the maintenance, within the township, of common schools.³ The powers to the Board of Treasury, 1787, under which the sales of land to the Ohio Company and to Symmes were made, confirmed the dedication of two years before, and set apart two townships of land for a university within the contemplated new state.⁴ When Ohio came into the Union, in 1803, lands equal to one thirty-sixth part of the surface of the whole state were set apart for common schools, and a third township was given for a second university. The same liberality was shown in

³ Hindsdale, p. 391.

⁴ Ibid., p. 392.

dealing with the other four states, except that two townships of land was the ordinary dedication for a state university.⁵ Later grants have been made by Congress expressly for education, while lands granted to states without any special object being designated have, in some cases, been devoted to this use.

INTELLECTUAL CLIMATE

Education fell to a low level in these Illinois settlements in spite of the terms of the Northwest Ordinance. The economic conditions naturally helped to retard the growth of schools, and it was not until these were improved that education had a chance for growth. An improvement of economic conditions, however, does not always carry with it an assurance of social and intellectual advance. There is such a thing as a "lag" with which we are even today so well acquainted.⁶ The Western frontiersmen carried with them to their new homes the same motives as those that prevailed throughout the Western world, namely, the thirst for economic gain and private acquisition. Therefore it is to be expected that the things of the spirit were retarded.

⁵ Hindsdale, p. 391.

⁶ Earl W. Hayter, "Sources of Early Illinois Culture", Illinois State Historical Society Transactions, XXXIII (May, 1936), 92.

FIRST TEACHERS AND SCHOOLS

Education was given its greatest impetus in Illinois by the infiltration of a few leaders who had the advantages of a better life. These leaders came from different parts of the world and from many walks of life.

A few were professional teachers while others were ministers, editors, army officers, politicians and doctors. They met here on the prairies opposition to public education which had been in vogue in some form in a few of the older states. Most of the settlers had been trained in the school of experience and anything beyond the triad - reading, writing, arithmetic was looked upon as an unnecessary luxury. To break down this opposition, these early leaders organized seminaries, academies, and even some night schools.

There were advertisements in local papers by teachers who taught the whole gamut of subjects - from Hebrew to embroidery work. A Frenchman advertised in 1814 that he had opened a French and English school for adults in St. Louis, and one was started in Belleville

⁷
Moore, p. 329.

which afforded instruction in the practical arts such as mathematics, surveying, and the like.⁸ Timothy Flint began instructing students in the higher branches as early as 1816, and John Mason Peck laid the foundations for higher education when he organized the Rock Spring Seminary in 1827.⁹ The Lebanon Seminary followed the next year, and the Yale Band of preachers built the Illinois College in Jacksonville a year later.¹⁰

NEWSPAPERS

Newspapers and other printed materials that circulated among the settlements aided much in molding their institutions. By 1826 there were five small local papers in the southern section of the state. The contents of these four-sheet strips show very clearly how dependent they were on Eastern papers and magazines. Long articles on agricultural subjects were often taken from them; excerpts were occasionally reprinted on the front page narrating some event in Europe, and it was not unusual to find literary and poetical reprints from the works of Thomas Paine, Doctor Franklin and others of like caliber.¹¹

⁸ Hayter, p. 93.

⁹ Ibid., p. 92.

¹⁰ Ibid., p. 93.

¹¹ Hinsdale, p. 393.

INFLUENCE OF EDUCATION ON THE STATE

The educational influence and results of opening the territory northwest of the Ohio River to civilization may be treated in a narrower and in a broader way. The narrower treatment would embrace school laws, school lands, and school systems, with all that these imply. The broader treatment would deal with the general forces and conditions that have wrought out the peculiar character of the Northwest people, and, through them, have acted upon the national life. There is no better example of the broadening and liberalizing influence of the Northwest that can be given than that furnished by the history of education in the specific sense. Here, as elsewhere, it has much crudeness and shallowness to answer for. The "fresh-water college" and the American university have had a rank growth. Perhaps, too, the Northwest has not always looked with sufficient reverence upon the old educational rubrics. But if she had not been free from an undue conservatism, either directly at home or by reaction upon the East, she would have made little progress in the field of education.

12
Hinsdale, p. 393.

13
Ibid., p. 394.

7.

The best contributions of the five states to educational systems and progress are these:

The flexibility of their educational systems, the extent to which they have carried the public-school superintendency; the prominence that they have accorded the state university; the range and scope that they have given to the principle of election in higher education; the measurable adjustment of the high school to the college; the readiness with which the coeducation of the sexes has been taken up and developed; and the faith, energy and enthusiasm of teachers. 14

When the Illinois Territory in 1818 asked admission to statehood, instead of granting five percent of the net proceeds arising from the sale of public lands for building roads, as had been done in other states carved from the Northwest Territory, the act set apart two percent for that purpose, and gave three percent to be appropriated by the legislature of the state for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university. 15 This action was taken as a result of a motion of Nathaniel Pope. Through the efforts of Nathaniel Pope Illinois has schools and a school system comparing favorably with those of any state in the Union. It seems that Pope was

14

Hinsdale, p. 394.

15

"Pioneer Congregational Ministers in Illinois"
Illinois State Historical Society Journal, III (April, 1910),
18.

wise; hundreds of thousands have benefited by our schools. Intellectual development is of more value to a state than the pleasure of gliding over smooth roads.

Facilities for education were extremely limited in Illinois at the close of the territorial period. A system of public schools was scarcely dreamed of, and the few private schools in existence were very rudimentary in character. Although surveying and bookkeeping were taught in a school near Belleville as early as 1806 and a Mr. Struggess in 1816 advertised a school at Prairie du Roker where grammar, geography, astronomy, Greek, and Latin would be taught, instruction was generally confined to the "three R's".¹⁶

QUALITY OF EARLY SCHOOLS

John Mason Peck, the Baptist missionary, after a survey of educational conditions in Missouri reached the conclusion "that at least one-third of the schools were really a public nuisance, and did the people more harm than good; another third balanced the account, by doing about as much harm as good, and perhaps one-third were advantageous to the community in various degrees."¹⁷

¹⁶ Solon Justus Buck, Illinois in 1818 (Springfield, Illinois: The Illinois Centennial Commission, 1917), p. 164.

¹⁷ Ibid., p. 165.

Not a few drunken, profane, worthless Irishmen were perambulating the country and getting up schools; and yet they could neither speak, read, pronounce, spell or write the English language. The situation in Illinois was very similar.

SUBSCRIPTION SCHOOLS

During the early history of Illinois, schools were almost unknown in some neighborhoods, and in the most favored districts they were kept solely by subscription, and only in the winter season, each subscriber agreeing to pay for one or more scholars, or stipulating to pay for his children pro rata for the number of days they should be in attendance.¹⁹ The teacher usually drew up articles of agreement, which stipulated that the school should commence when a specified number of scholars should be subscribed, at the rate of \$2.00, \$2.50 or \$3.00 per scholar for the quarter.²⁰

In these written articles he bound himself to teach spelling, reading, writing, and arithmetic, as far as the double rule of three. Occasionally a teacher would venture to include English Grammar. In the earlier years very few teachers would attempt to give instruction in

18

Buck, p. 166.

19

Ibid., p. 167.

20

Ibid., p. 165.

grammar or geography, and such branches as history and natural philosophy, were not thought of.²¹ Many parents were unwilling to let their children study arithmetic, contending that it was quite unnecessary for farmers. What was the use of grammar to a person who could talk²² as to be understood by everybody?

The mode of conducting schools was peculiar. All the pupils studied their lessons, by spelling or reading aloud simultaneously, while the teacher usually heard each scholar recite along; however, in the opening of the school, a chapter of the bible was read by the older scholars by verses, in turn.²³ At the close of school in the evening, the whole school, except the beginners, stood up and spelled words in turn, as given out by the master.

It would naturally be expected that schools of a somewhat better sort would be found in the capitol of the territory, but such does not appear to have been the case. As late as November, 1816, the Intelligencer published a long editorial bewailing the lack of a school²⁴ in Kaskaskia. There were few books among the people of

²¹ Buck, p. 164.

²² Ibid., p. 165.

²³ Ibid., p. 166.

²⁴ Ibid., p. 167.

11.

the frontier. A dozen years before Illinois became a state, according to Reynolds, "not a man in the country, professional, or otherwise, had any collection of books, that could acquire the name of library."²⁵ There were some books scattered through the country, but they were not plentiful.

EARLIEST SCHOOLS IN ILLINOIS

Illinois owes an unpayable debt to the village schoolmaster of long ago. The pioneer school teacher deserves a place in the sun. When Illinois became a state, in 1818, one thirty-sixth part was reserved for school purposes, an interesting and inspiring fact.

The honor of the first school opened in this state goes to Bellifontaine, St. Clair county, and the date was 1783.²⁶ The same year a school appeared in Monroe county, and in 1804 another was opened in Madison county. These schools were primitive, the buildings being abandoned cabins or rudely constructed sheds. The first school house to have real glass windows was in 1824, in Edwards county. These were probably subscription, or private schools.

25

Ibid., p. 166.

26

Edgar D. Jones, "Educational Pathfinders of Illinois," Illinois State Historical Society Journal, XXIV (April, 1931), 2.

The school season was short, not more than three months, but the sessions were long enough - occasionally lasting from daylight to darkness.²⁷ Such was the humble beginning of one of the finest school systems in the country.

PIONEER SCHOOL TEACHERS OF ILLINOIS

The first Illinois school teacher of whom we have any record was a man named Seeley, who taught a school in the region now known as Monroe county, in 1783. He was succeeded by a John Doyle, who had served under George Rogers Clark. Other teachers of that early period were Francis Clark, John Bradbury, and John Messenger.²⁸ Messenger flourished in 1804, and his school was near Shiloh, St. Clair county. This man was a surveyor, with a gift for map drawing. One of the early maps of Illinois was the work of this pioneer teacher. Two other schoolmasters of this period were an Irishman named Halfpenny and a sailor, Davis by name.²⁹ These men are almost lost in the mist, but we know that they gathered together the children of the pioneers and taught them reading, writing, and arithmetic.

The typical schoolmaster of pioneer Illinois was Mentor Graham, of New Salem.³⁰ He lived in that

27

Jones, p. 2.

28

Ibid., p. 4.

29

Ibid., p. 3.

30

Ibid., p. 3.

vicinity for fifty years and is part of one of the most fascinating pictures in the life of Illinois' greatest son. Mentor Graham taught Abraham Lincoln surveying. Teachers, like poets, are born. Almost anyone can cram the youthful mind with facts and figures, but it is a different and more significant achievement to inspire and awaken noble aspirations. The early school teachers of Illinois were, for the most part, men of little learning. They lacked polish in many instances. Some of them were lax in morals. They were not always accurate, but many of them embodied the stuff of the pioneers - heroic men.

PIONEER COLLEGES OF ILLINOIS

The pioneer ministers helped to start many colleges in the early 1800's in Illinois. "With great wisdom and self-sacrifice, they planted and nourished into vigorous life Christian colleges, academies, and Female seminaries, which have been fountains of rich blessings in the past and give promise of still richer blessings in the future."³¹ Illinois, Knox and Beloit colleges, Whipple, Dover, Princeton, and other academies; Montecello, Jacksonville, Rockford and Galesburg Female Seminaries are largely the

fruit of their planning and labors.³² Illinois College was established in 1828, by a band of students from Yale Theological Seminary, coming to the state with that express end in view. Illinois College was not strictly a Congregational College, but nearly everyone of its founders, its presidents and early professors, were Congregational ministers. This college was established when the whole population of the state was³³ less than a hundred-thousand.

The germ of Knox College was first planted in 1834, by a mixed colony, which settled in Galesburg. In its establishment and support, it had from the first the hearty cooperation of the pioneer Congregational ministers who were largely represented in its Board of Trustees. In like manner, the pioneer Congregational ministers of Illinois had an important part in the establishment of Beloit College and Rockford Female Seminary, the former opening its doors to students in 1847 and the latter in³⁴ 1849. Thus were the pioneer Congregational ministers of Illinois true to the traditions of the New England fathers

32

Ibid., p. 20.

33

Ibid., p. 21

34

Ibid., p. 21

in providing for and fostering Christian higher education.

One of the most famous school teachers of Illinois was Stephen A. Douglas. Stephen A. Douglas came to Illinois in 1833, a penniless youth with brains and plenty of pluck. Shortly after his arrival in Winchester, Scott county, he organized a subscription school. He secured forty pupils, boys and girls, taught them for a term of three months at three dollars a head.³⁵ Thus some of the names, the immortal names that were not born to die, were numbered among the schoolmasters of Illinois, pathfinders in the realm of knowledge.

EARLY LEGISLATION ON EDUCATION

In the middle 1820s when Coles county was being settled, an effort was made to establish a system of free, public schools in Illinois. In 1825, at the urging of Governor Coles, the legislature passed what for that time was a very modern school law. Districts containing not less than fifteen families were to be formed by county courts on petition of a majority of voters in the proposed area. The voters of a district were authorized to levy a local school tax of one-half of one percent, with a maximum limit of ten dollars total tax for any one person.

35

Jones, p. 5.

36

A. W. Anderson, ed. A New Community Unit Studies Its Schools, A Survey of the Charleston Community Unit System (Urbana, Illinois: University of Illinois, 1949), p. 17.

This law also provided for a permanent state school fund into which was to be appropriated annually two percent of all revenues received by the state. This school fund was to be invested and five-sixths of the interest was to be distributed to the counties on the basis of the number of white children residing in each. Each county was to re-distribute the funds, on the same basis, to those districts maintaining a school for at least three months a year.

This modest plan was so much in advance of its time that it provoked widespread opposition. This law was amended in such a way, in 1827, as to nullify it completely. The state appropriation was stopped, and the stultifying provision was made that no person could be taxed for school purposes unless he gave consent in writing.³⁷

The legislature of 1836-1837 sought to put together the various pieces of educational legislation into a coherent whole, but no important changes resulted. Interest on the accruing school funds was to be distributed to the counties; townships were to elect trustees to handle school funds, lay out school districts, examine and employ teachers, and pay out funds on the basis of

38

school attendance. Again in 1840-1841 the legislature made another attempt at simplification of the law; fifteen preceding laws were repealed and a twenty-eight page new law enacted. "The township trustees were empowered to examine teachers, or to appoint a board to do so; teachers were required to have a trustees' certificate; voters of the district were authorized to elect school directors who were to fix school sites, build buildings, employ and pay teachers." Local enumerations were to be taken, and school funds were to be prorated to the townships on the basis of their school populations (all persons under twenty-one years).

There was little progress in the direction of free education for a number of years. Some money for paying the salary of teachers was gradually made available by the State Treasury from the sale of school lands. This revenue was a small amount in most townships. During the years, 1844, 1845, and 1846 there was some progress in the support of schools by general taxation, but the effective adoption of a system of free schools did not

38

R. Carlyle Buley, The Old Northwest Pioneer Period 1815-1840 (Bloomington, Indiana: Indiana University Press, 1951), II, p. 364.

39

Ibid., p. 364.

⁴⁰
 come until 1855.

In 1845 a great step was taken when the Illinois Secretary of State was given responsibility for the schools in the state. In 1845 requirements were established for all teachers in the state. A teacher had to show ability in reading, writing, mathematics, geog aphy, grammar and history. This was one of the first steps toward improving public instruction.⁴¹

A typical law in 1846 instructed school directors to require "a certificate of qualification and good moral character" before employing a teacher. One author described teachers in this manner, "Then, as now we find instances of drunkenness, slandor, immorality, and other frowned upon behavior."⁴² Since man is fallible and human nature being relatively constant, one is not surprised to discover that school boards were often negligent in demanding high standards of teachers.

In some instances, the teachers employed were the lazy and the incompetent turned to teaching for the lack of anything better to do. Teachers of the

⁴⁰
Laws of the State of Illinois (Springfield: State of Illinois, 1855), p. 77.

⁴¹
 Robert M. Sutton, ed., The earthland, Pages From Illinois History (Lake Forest, Illinois: Deerpath Publishing Company, 1975), p. 94.

⁴²
 William Elsbree, The American Teacher (Chicago: American Book Company, 1939), p. 17.

early 1800s were not so greatly respected as their colonial predecessors were and not so generously treated.

The number of common schools in 1841 was estimated to be 1200, and the number of scholars, 33,734. The total population of Illinois in 1840 was 476,183. By 1855 the population had increased to 1,306,576; the number of common schools was 4454 with an enrollment of 173,531 scholars taught by 2979 male and 2706 female teachers. The average male salary in 1855 was \$29.16 and the average female salary was \$16.43. The receipts from all sources for the support of the common schools in 1855 was \$825,638 and \$277,533 was expended. 43

It is interesting to note that in 1855 the average male teacher in Illinois was paid almost twice the amount the average female teacher received. It was not until 1947 that the Illinois legislature enacted legislation preventing employment discrimination as related to sex.

In February, 1854, the office of State Superintendent of Public Instruction was separated from the office of the Secretary of State. Ninian Edwards, a son of a former governor of Illinois, the brother-in-law of Abraham Lincoln's wife, was made the first Superintendent on March 15, 1854. Edwards proposed a bill providing for a complete system of tax supported public schools.

43

John Moses, Illinois: Historical and Statistical, Vol II (Chicago: Fergus Printing Company, 1892), p. 997.

44

George Propeck, The History of the Illinois Education Association (Springfield, Illinois: Illinois Education Association, 1961), p. 41.

The legislature approved his proposal, with some modifications,
⁴⁵
 in 1855.

ILLINOIS STATE EDUCATION ASSOCIATION

The Illinois State Education Association was chartered by the legislature of 1840-1841 to promote by all laudable means the diffusion of knowledge and, especially, to render the system of common schools throughout the state as perfect as possible. It would seem that this organization accomplished little. Newspapers, politicians, and ministers talked a lot about schools, but no one did much about them; it would seem that the people preferred that their children, as well as their cattle, run at large.⁴⁶

PIONEER WOMEN TEACHERS OF ILLINOIS

The women teachers of early Illinois were largely eastern emigrants. In the period after 1847, the Illinois Education Society and the National Education Society, through its agent, ex-governor Slade of Vermont, cooperated to transfer systematically to the west classes of young women as missionaries in the cause of education.⁴⁷ Illinois received a large share of these importations which were enthusiastically welcomed. Western adocates of education

⁴⁵
 Propeck, p. 42.

⁴⁶
 Buley, p. 365.

⁴⁷
 Arthur Charles Cole, "Illinois Women of the Middle Period," Illinois State Historical Society Transactions, XXVII (May, 1920), 88,

21.

often complained that they were not brought on fast enough to make up for constant desertions. The demand for wives was often greater than for teachers, so that two-thirds of them abandoned the professional field and settled down to domestic life before a period of five years had elapsed. "Instead of teaching other folks children, remarked a contemporay, they soon find⁴⁸ employment in teaching their own." Meantime provision was made for training a local supply of teachers at the new state Normal School, and young women began to be attracted to this opportunity to secure economic independence. Thus constantly did the professional horizon for the female sex widen; by 1859 there graduated from Sloan's Central Commerical college of Chicago, the first class of ladies who have received a through⁴⁹ commerical education in the West, if not in the United states.

PIONEER HIGH SCHOOLS

One of the earliest high schools in the state was started at West Salem, Illinois. As early as twelve years after the organization of the Moravian church at West Salem, an undertaking in the direction of

48

Cole, p. 88.

49

Ibid., p. 89.

higher education was launched. It is true, that three "district" schools already existed, two of these in the village and the third a mile southeast of the village.⁵⁰ These three schools at this time scarcely attempted anything beyond elementary work. The need for more advanced facilities began to be felt, even in this early stage of the community's development. The Diary contains the following interesting entry for Monday, December 8, 1856:

Today the West Salem High School commenced. Bro. Tietze began with the boys at 8 A.M. and I (Bro. Eherman) with the girls at 2 P.M. There were 7 boys and 7 girls. The branches which we teach the pupils are: arithmetic, history, geography, reading, writing, grammar, orthography, composition, bible instruction, and singing. The boys have three hours of school every morning and the girls two hours every afternoon. The school is kept five days in the week. Bro. Tietz and I intend keeping it for three months and aid it for the purpose of starting the school. 51

This school was begun in two rooms in a large brick building on the south side of the public square, and was later used as the parsonage of the English Church. The sons of members were to pay \$2.50 tuition, the daughters, \$2.00; the sons of "strangers" \$5.00, the daughters,⁵² \$4.00.

50

Albert P. Hauptert, "The Moravian Settlement in Illinois," Illinois State Historical Society Transactions, XXIX (May, 1922), 85.

51

Hauptert, p. 86.

52

Ibid., p. 86.

Although humble in its pretensions, and though
Not successful at the time, this school nevertheless
is the distinguished precursor of the present community
high school of West Salem, supported by public taxation.
In 1856, the time was not yet ripe for such an undertaking
as most of the early settlers of the forest were still
poverty stricken.

CHAPTER II

THE EARLY HISTORY OF EDUCATION IN COLES COUNTY

Prior to 1824, what is now Coles County was a wilderness waste, uninhabited by civilized man. The first settlers came from Crawford county on the Wabash River, where they had lived for many years, building and dwelling in forts, and fighting with the Indians. Many of the early settlers came from Southern states such as Kentucky, Tennessee, and Virginia.¹

Coles county was set off from Clark county in 1830. It then embraced in its territory what is now Cumberland and Douglas counties. Upon its organization in 1830, it was christened Coles, in honor of Edward Coles the second Governor of the state, and elected to that position in 1822.² Coles county in 1831 was some twenty-eight miles East and West, and about fifty miles North and South. Cumberland county was detached in 1843 and

¹ W. H. Perrin, ed. The History of Coles County, Illinois (Chicago: William Le Baron, Jr. and Company, 1879), p. 230.

² Ibid., p. 224

Douglas county in 1859, leaving Coles county in its present form. At the present time the county has an area of about 507 square miles.

EARLY MIGRATION TO COLES COUNTY

The settlement of Coles county was a phase of the Westward migration which, after 1820, populated the interior lands of the Northwest Territory. Illinois had increased from 12,282 people in 1810 to 55,211³ in 1820. Very few of these settlers, however, had entered into the interior of the state. The more settled region of Illinois at that time, was the tier of eastern counties, from the present Edgar county south.

Between 1820 and 1840 much of Illinois was settled by two streams of migration. One of these, mostly of New York and New England stock, filled up the northern counties. The other stream, moving along the Ohio River and westward from the Wabash, populated Southern Illinois. Coles county received people from both sections of the country.

By 1840 the county was no longer a complete wilderness, and the population had increased to 9,615. From 1850 to

3

Perrin, p. 217.

1860, the population had increased to 14,203, By
 1870 the population was 25,235 in Coles county, in⁴
 1890 30,093 and in 1900 had increased to 34,136.

The early migration into Coles county was largely
 of Southern stock, and they settled along the timberline,
 leaving the prairie lands for later settlers from New
 England and Germany. Since the two groups tended to
 have differing political views, the effect of their
 choice of locations to settle was to divide the state
 into Southern and Northern camps reflecting the political
 views of the sections from which the settlers had come.⁵

Coles county, on the dividing line between timber
 and prairie, reflected these general, regional political
 differences. In the earlier period Coles county presented
 a prevalingly Southern point of view, but later, by 1860,
 it became almost equally divided. This issue of sectional
 political differences was mentioned in a 1949 study of
 the Charleston Unit School district.

⁴

Anderson, p. 13

⁵

Ibid., p. 14

In the twentieth century, of course, these reflections of sectional differences have had no direct influence upon the development of the county. They are of significance in this report principally because they throw light upon the development of the county and because they illustrate the generalization made earlier, that geographic location and topography helped determine the time and character of the settlement of the county as well as the nature of important later events. Such factors have not only influenced political affairs but economic and social matters as well. The latter, in turn have had and still have, important bearing upon the development and present problems of education in this community. 6

It may be that some of the present problems in the Charleston Community Unit School District can be traced back to some of the sectional political differences that exist in Coles county.

FIRST SCHOOLS IN COLES COUNTY

The first schools in Coles county were subscription schools. The tuition rate for these early schools was from \$1.50 to \$3.00 per student for each school quarter. The earliest schools were built in the Southern part of the county which is where the principal settlements were then located. One of the earliest log schools was in the Wabash Point settlement, in the southwestern part of the county built about 1828 or 1829 along the creek in

the eastern part of Paradise township.

The first school in Muddy Point settlement, east of Wabash Point, was held in 1829 or 1830 in a pole cabin located south of the Folger Cumberland Church. In Hutton township a log school was built in 1833 or 1834. In Ashmore township, a school was built about 1832 or 1833 on Pole Cat Creek and another was built in the 1830s near St. Omer. In 1839 in the timber along the Embarrass river a log school was built, probably near Greasy Point settlement in Morgan township.⁷

In Lafayette township there was a school at the Kickapoo Point settlement about 1829. Another log school house was built in 1838 just south of Loxa. In Charleston township, the first school was built in 1828 at Decker Springs, one mile north of the present city of Charleston. In the northern part of the county school houses were not built until after 1840. The first log school house in North Okaw township was built in 1848. The first school in Humboldt township was built in 1861,⁸ and the first in Seven Hickory township in 1855 or 1856.

7

Perrin, p. 461.

8

Ibid., p. 467.

It is clear from this listing of the early schools that, during the first twenty years of the county's history, educational opportunities were scarce, but they did exist. They were available, of course, only to those children whose parents were willing, and able, to pay for them. Distance also was a barrier for the younger children since they might have to walk four or five miles to reach a school. The length of the school terms were short, and the teaching was probably not of the highest quality.

EDUCATIONAL STANDARDS

Educational standards in the early days were not very high. If teachers could read, write and cipher, they were considered academically qualified, but the question of their morality was considered very important in schools. Religious dogma became less important, and the practical effects of religion upon personal conduct became a major concern to teachers, since many parents were concerned over the lack of stress upon practical morality. Secularization of the schools was removing from their children the religious control that had been

looked to as a guarantee of morality.¹⁰ Reports indicate that a close scrutiny of the moral qualifications of teachers was the practice during this period. Certification always included qualities of character as well as ability to teach the necessary subject, and character was more carefully investigated than ability.

In 1882, Arlie Turner opened a private school in Ashmore which was called the Ashmore Seminary. It was a secondary school which enrolled about 35 to 40 students of high school age each term. T. J. Lee, a West Point graduate, opened an academy in Loxa in 1871. This academy was intended to be a college preparatory institution, and its enrollment reached a high of 111¹¹ students in 1891. This academy seems to have made a specialty of training teachers. It had a program designed for training teachers, and a considerable number of its graduates did enter teaching, several of them becoming county superintendents of schools. Each summer, this academy conducted a summer normal school for teachers. Summer normal schools were quite common throughout the country and provided a means of improving

10

Propeck, p. 25.

11

Anderson, p. 30.

the teaching profession at a time when teacher training institutions had not developed in sufficient numbers to meet existing demand.

GROWTH OF PUBLIC SCHOOLS

The growth of public schools in Coles county reflects the slow development of state educational legislation. In order to give some idea of the general line of development, a tabulation was made of the dates of opening of the schools throughout the county which were in existence at the end of the nineteenth century. Of the school districts for which data were available, 27 percent opened school prior to 1859, 44 percent during the period 1860-1864, 20 percent 1870-1879, 6 percent 1880-1889, and 3 percent 1890-1899.¹²

Ninety percent of the school districts were in operation by 1879, when there were 121 schools in Coles county. They were reaching most children of school age. In 1878 there were 9,099 persons between the ages of 6 and 21 and 7,937 or about 87 percent, were enrolled in school.¹³ Only 20 persons between the ages of 12 and 21

¹²

Anderson, p. 30.

¹³

Ibid., p. 32.

were unable to write. In other areas, progress was not so outstanding. The school term had increased somewhat over the three month term of the subscription school but not by much. The school term had increased to about five months in length by 1878.

Teacher salaries were very low. The average monthly salary for men teachers was \$40.88 and for women teachers \$30.60. By 1905 the average monthly wage for men was \$60.28 and for women, \$45.94.¹⁴

During the twentieth century there have been rapid changes in all phases of education.

COUNTY SUPERINTENDENT OF SCHOOLS

The County School Commissioner was an important educational official in Coles county for many years. In 1836, Charles Morton of Charleston, was elected as the first School Commissioner of the county. He held the office until 1841.¹⁵ The title was changed to County Superintendent of Schools in 1869 and the Reverend S. J. Bovell was elected County Superintendent in that year.

After 1869, and until the consolidation of school

14

Anderson, p. 32.

15

Perrin, p. 248.

districts in 1946-1950, the County Superintendent of schools was the central figure in public school education in Illinois.¹⁶ He was the chief administrator for the county, and in many small counties this official was the only person with any administrative background.

The number of school districts in Coles county during this period varied from 120 to 135. Most of the school districts had only one teacher and a three member board, called school directors who were elected by the citizens of that school district. The County Superintendent was responsible for assisting the district with the school budget, preparation and filing of a tax levy, and advising on financial and legal matters.

The County Superintendent's role in education was slowly under-going change in the late 1940s. The Illinois legislature encouraged the consolidation of school districts in the period 1944-1950, and this had the effect of decreasing the role of the County superintendent of schools.¹⁷

The forming of unit districts and the overall

16

Propeck, p. 102.

17

Ibid.

consolidation of schools brought about larger school districts with their own superintendent and principals.

Many of the duties and functions of the County Superintendent became the responsibility of the local district superintendent and his administrative personnel.

CHAPTER III

CHARLESTON COMMUNITY UNIT SCHOOL DISTRICT NO. 1.

There were several private schools in the county during the latter part of the nineteenth century. One of the earliest of these was conducted by Miss Marcia Kelly, about 1855-1858, in the town of Charleston. In the summer of 1879 Mrs. Nellie Bain taught students in her private school. In the fall of 1879 Miss Catherine Wittemore opened a private school near Fourth and Van Buren streets. A little later in the same year, Miss Mary Ann Guthrie taught a private school at Sixth and Van Buren Streets.

CHARLESTON UNION SCHOOL DISTRICT

The Charleston Union School District was created by a special charter granted by the Illinois legislature in 1867. This district included six sections of land, the city of Charleston and land to the north and east of the city. The first high school in the district was organized in 1871. By 1881, three schools had been

¹ Anderson, p. 30.

built, the Eastern, Western, and Central Schools. The school buildings of the Charleston Union School District seemed to be of high quality.

The public-school buildings of Charleston are all elegant brick edifices, of modern architecture, and present a very fine and imposing appearance, particularly that in the Central District. It was built in 1870-71. The Corner-stone was laid in the Spring of 1870, by the Masonic fraternity, and the buildings was completed in time for the session of 1871. It cost about \$50,000; is well arranged for school purposes, and supplied with all modern improvements in the way of school furniture. 2

The Eastern School was supplied with a new building in 1889 and the Western School received a new building in 1891. The Central building burned in 1898 and was replaced with a larger building. All three buildings were elementary schools with the Central building also housing the high school.³ It is believed that these three schools were later renamed Washington, Lincoln, and Franklin. Of these three schools, only Lincoln still exists. It is located at the corner of Madison and Division streets. This building again burned down in 1927 and was replaced a year or two later.

2

Ferrin, p. 322.

3

Ibid.

CHARLESTON COMMUNITY UNIT CREATED

The Charleston Community Unit School District was formed on July 1, 1948 from the old Charleston School District Number 50, and all or parts of sixty-three small districts in Coles and Cumberland counties. Coles county voters had approved the new school district in a special school election held on April 8, 1948. The voters had approved the new unit district by voting 1221⁴ yes to 327 no, a margin of almost 4 to 1. It is interesting to note that the new unit school district was approved in Hutton township by a margin of only 19 votes, 89 yes to 70 no votes. Many people in Hutton township apparently wanted to join the Westfield school district which is due east of this township. The Charleston vote was 642 for the district and 70 against it.

The old districts had maintained three year high schools at Ashmore and Rardin,⁵ both of which had fewer than twenty students in 1948. Charleston had a four year high school with about 385 students, and Lerna had a high school with only fifty-seven students.

⁴

Charleston Daily Courier, April 9, 1948, p. 1.

⁵

Anderson, p. 32.

The new consolidated unit school district had an area of about 237 square miles and an assessed valuation of slightly over \$37,500,000.⁶ The School district length is about 19 miles and has an average width of some 16 miles. The size of the school district is nearly the same today as it was in 1948. The current assessed valuation of the school district is \$101,490,921.

In 1948 the district maintained twenty-three attendance centers with a total student enrollment of 1980. The rural schools were Ashmore, Berkley, Davis, Doty, Fairgrange, Farmington, Hanley, Lerna, Hutton, Little Brick, Mount Zion, North Loxa, Rardin, Rennels, Salisbury, South Center, and South Loxa. The town schools were Franklin, Jefferson, Lincoln and Washington. All of the rural schools have been closed with the exception of Ashmore and Lerna elementary schools

BONDS ISSUED FOR BUILDING PROGRAM

During the period 1953-1976, the voters of the Charleston School District approved six building bond issues totaling \$9,825,000. A new four year senior

6.

Anderson, p. 33.

high school was built in 1955 with a student capacity of 700 students. An addition was added to the high school in 1972 which increased the student capacity of the building to 1400 students.

Mark Twain elementary school was built in 1962, west of the high school with a student capacity of about 250 students.

In 1968 the School Board built three new buildings, Carl Sandburg elementary school with a capacity of 200 students, and a new junior high school with a capacity of 700 students. The Carl Sandburg school is located at the corner of Reynolds Drive and McComb Street in the southwestern section of Charleston. The new junior high school is located north of the high school on the same site. Many people had doubts about building the junior high school on the same site as the senior high school because of potential traffic problems and space limitations for the Physical Education programs. It was suggested by some education experts that the new junior high school be built across the street from the high school in a vacant field. This

7

Interview with Terry W. Weir, Assistant Superintendent for Business Affairs, Charleston Community Unit School District #1, May 2, 1977.

site east of the senior high school would have been an ideal location for the new junior high school.

A new elementary school was built in Rardin in 1969. The Rardin school was closed at the end of the 1974-1975 school year because of declining enrollment and because of the financial crisis in the Charleston Community Unit School District. The Rardin elementary school was sold in April, 1977 for the sum of \$25,000. A new elementary school was built at Ashmore in 1972.⁸

At the present time there are six elementary schools in the Charleston School District; Jefferson, Carl Sandburg, Mark Twain, Lincoln, Lerna and Ashmore.

The district has one junior high school, which takes only seventh and eight grade students, and one senior high school with students in grades nine through twelve.

FINANCIAL PROBLEMS OF THE DISTRICT

The Charleston School District Board discovered in 1972, that the district had a serious financial problem. The school district had been able to operate

8

Interview with Terry W. Weir, May 2, 1977.

because it was paying bills for one school year from taxes collected for the following school year, a practice called, early use of taxes.⁹ In the 1971-1972 school year, the school district did not receive any taxes for the next school year. In other words, the schools did not receive any early tax money during the 1971-1972 school year.¹⁰

Therefore, the actual fund deficit was the same as the ending fund balance; in this case both funds showed a deficit of some \$732,392. This was the first time in many years that the ending fund balance displayed the true financial picture of the school district because no early tax money had been received to distort or inflate the true financial condition of the school district. A close study of the school district's financial records indicated that the Charleston Schools had been running a deficit at least back to the 1961-1962 school year and perhaps prior to this.¹¹

The school district's total debt increased each year after 1972, until it stood at \$1,517,102 at the

9

Community Unit School District No. 1, Coles-Cumberland Counties, Charleston, Illinois, Report of Audit, June 30, 1976, p. 37.

10

Ibid.

11

Community Unit School District No. 1, Coles-Cumberland Counties, Charleston, Illinois, Report of Audit, June 30, 1962, pp. 5-6.

close of the 1974-1975 school year. The obvious question is why did the Charleston School Board and the school administration permit the school district to operate so long at a deficit each year? The question is simple, but the answer to this question may be very difficult to determine.

The Charleston Community Unit School District consists of the city of Charleston and the surrounding rural area. The local economy is based on farming, a state university (Eastern Illinois University) and several small manufacturing concerns, which make for a diverse community. One writer describes the people of Coles county in the following manner.

Nativism, Protestantism, and provincialism, then, were among the accredited beliefs in the county. Life was more uniform, but also more serene, and most seemed to like it that way. A further standard ideology in Coles centered around orthodox economics. Conservative capitalism and hard work had stood the test of time, and they remained desirable doctrine. 13

The writer was describing the people of Coles county in the 1930s, but little seems to have changed in the last

12

Community Unit District No. 1, Report of Audit, June 30, 1976, p. 37.

13

David E. Carpenter, "The Great Depression in Coles County, Illinois, 1929-1939" (Unpublished Master's dissertation, Department of History, Eastern Illinois University, 1975), p. 9.

forty years.

The Charleston Unit School District may be in financial trouble, because the district has never had a tax rate above the minimum in the three basic operating funds, which are education, building and maintenance, and transportation.¹⁴ In fact, in 1966, 1967, and in 1969 the School Board did not even levy all the taxes it could have in the education, building and maintenance, and transportation funds. This was at the time the school budget was operating at over a \$100,000 deficit per year. The education and building maintenance tax rates have not been increased by the School Board since 1968, a period of almost ten years.¹⁵

Until 1973, the majority of the members of the School Board lived outside of the city of Charleston and Charleston township. In 1973 the Illinois legislature amended Chapter 122, article 11-8 of The School Code of Illinois to require school districts to elect four school board members from one township, if that one township had 75 percent of the population of the school district.¹⁶ The pertinent section of Chapter

¹⁴

See Appendix IV for a study of the school district's tax rates from 1948 to 1976.

¹⁵

See Appendix IV.

¹⁶

Joseph M. Cronin (ed.), The School Code of Illinois (St. Paul, Minnesota: West Publishing Company, 1976), p. 97.

122, article 11-8, of the Illinois School Code is quoted below.

However, for districts formed before January 1, 1975, if the territory of such district is greater than two congressional townships or 72 square miles, then not more than 3 board members may be selected from any congressional township, but townships of less than 100 inhabitants shall not be considered for the purpose of mandatory board representation, and in any such community unit school district where at least 75% but not more than 90% of the population is in one townships 4 board members shall be selected therefrom and 3 board members shall be selected from the rest of the district but in any such community unit school district where more than 90% of the population is in one township all board members may be selected from one or more townships. 17

At this time the School Board was under the control of the rural conservative farmers, who lived outside of Charleston and Charleston township. The main objective of the School Board during this period appears to have been to keep the school tax rates as low as possible. Many people believe this is the only logical conclusion that can be reached after a careful study of the financial history of the Charleston Community Unit School District.

It appears that the Charleston School Board did

nothing about the budget deficit, discovered in 1972, until three years later. By the end of the 1974-1975 school year the school district had an outstanding debt of \$1,517,102.¹⁸

During 1975 the School Board attempted to pass three different tax increases by public referendum. One referendum was held on March 8, 1975 and the other was held on November 15, 1975 to increase the school operating tax rates. Both of these tax rate increases were defeated by the citizens of the school district. Another referendum was held on July 19, 1975 to approve the sale of Funding Bonds, but this proposal also failed.¹⁹

In 1976 two tax rate increases were defeated by referendum on April 3, 1976 and on November 30, 1976.²⁰ The November tax rate increase for the education fund lost by only 174 votes or by 3.8 percent of the total vote. The building and maintenance fund tax increase lost by 371 votes, while the transportation fund lost by 484 votes.²¹

¹⁸
Community Unit School District No. 1, Report of Audit, June 30, 1976, p. 37.

¹⁹
Charleston Times-Courier, July 21, 1975, p. 1.

²⁰
Charleston Times-Courier, April 5, 1976, p. 1 and December 1, 1976, p. 1.

²¹
Charleston Times-Courier, October 20, 1976, p. 1.

On October 19, 1976 the citizens of the school district approved the sale of Funding Bonds in the amount of about \$750,000 to pay off Teacher Orders. This was the first referendum approved by the voters, except for building purposes, in the history of the present community unit school district.²²

In an attempt to balance the school budget, the School Board has cut about \$725,779 from the current operating budgets during the period 1975-1977.²³ This has lowered the educational standards of the district by eliminating most support services of the schools and increasing the class size at every grade level, kindergarten through high school. Therefore, all students are now receiving less individual attention and assistance. The students in the school district are receiving an limited education, because their parents and other adults in the community, will not provide enough tax money to properly fund the educational programs of the schools.

Why have the tax payers of this school district consistently voted down all tax rate increases for

22

Ibid.

23

See Appendix I.

current operating funds? One obvious answer is that the tax payers of the district do not want to pay any additional taxes to support their schools. At the present time money is in short supply; there is a high unemployment rate, and there is a high rate of inflation in the economy. The economists would probably say that we are in a recession.

The last referendum to raise school taxes, was held on November 30, 1976. At this time the education tax rate increase was defeated by a total of 174 votes, the vote was 2199 yes votes to 2373 no votes.²⁴ It is interesting to note, that the education tax rate increase was approved in the city of Charleston by 1944 yes votes to 1591 no votes. The referendum was defeated in the Jefferson precinct by 576 no votes to 314 yes votes. On the other hand, the four rural precincts, Hutton, Lerna, Fairgrange, and Ashmore defeated the education tax rate increase by 255 yes votes to 782 not votes, a vote of over three to one against the tax rate increase.²⁵

There is no doubt that tax rate increases in the

24

Charleston Times-Courier, December 1, 1976, p. 1.

25

Ibid.

Charleston School District have been defeated by the conservative rural farmers and their provincial allies who live outside of the city of Charleston. Many of the rural citizens of the district apparently feel isolated and alienated from Charleston and the rest of the school district.

Another group that has been a factor in the defeat of tax rate increases for the schools, has been the voters of the Jefferson precinct. These citizens, who live on the North side of Charleston, seem to be alienated and separated from the rest of Charleston by the railroad tracks that divide the city. This section of Charleston has the lowest family income level within the city.

The Charleston School community consists of at least four basic diverse groups. The first group is the working class people, who live on the north side of Charleston. The second group is the college group that either teaches or works at Eastern Illinois University, and tends to live in an area south of Lincoln Avenue, close to the university. The third

group is the business community which is represented by the Chamber of Commerce. The fourth and final group is the conservative rural farmers and their allies in the small towns such as Ashmore and Lerna.

It is obvious that two of these groups, the working class people on the north side of Charleston, and the rural farmers now strongly oppose any increase in school taxes. It would seem that their defeat of the tax rate increase is based primarily on financial considerations. The older, retired people also oppose any tax increase because many of them are on fixed incomes and inflation is making their life very difficult.

It is also clear that most of the college community and a majority of the business community now favor a modest tax increase for the schools. The School Board must convince a majority of the voters of the School District that a tax rate increase is needed. However, as of now, they have failed to do so..

APPENDIX A

REVIEW OF PREVIOUS BUDGET CUTS - 1975 THROUGH 1977

51.
APPENDIX A

REVIEW OF PREVIOUS BUDGET CUTS - 1975 THROUGH 1977

ADMINISTRATIVE STAFF

Eliminate A.V. Director	\$13,300
Reduce Asst. Principal at Jefferson to 1/2 time	6,540
Place elementary principals on 10 month contract	3,326
Eliminate Assistant Superintendent for Personnel and Instruction	21,000
Reduction of Senior High Principal to Administrative Intern	8,000
Reduce Junior High Asst. Principal-1/2 time teaching	4,675
Eliminate Administrative Intern (High School)	8,550
Reduce all Guidance Counselors to 9 months	3,855
Eliminate Strings	10,000
Eliminate Band Directors	30,000
Eliminate Speech Therapist (Jr. & Sr. High)	<u>9,150</u>
TOTAL ADMINISTRATIVE STAFF	\$118,396

HIGH SCHOOL STAFF

Eliminate Department Heads	\$ 5,395
Eliminate 1/2 time Home Economics	4,375
Eliminate Theme Readers - English	2,250
Eliminate Part-time Art	3,350
Eliminate 1/2 time Industrial Arts	(7,583)
Eliminate 2/5 time Business Education	()
Reduce Home Economics Cooperative Assignment	629
Eliminate Vocational Agriculture	16,361
Reduce Building Trades position to 9 1/2 months	700
Eliminate Music	(5,070)
Eliminate Speech	()
Eliminate PE	9,150
Eliminate Part-time Home Economics	2,510
Eliminate 2 full time Teachers (Industrial Arts and Foreign Language)	<u>20,000</u>
TOTAL HIGH SCHOOL STAFF	\$ 77,373

JUNIOR HIGH STAFF

Reduce Counselor to 1/2 time	\$ 4,000
Eliminate 1 1/2 time Home Economics	4,375
Eliminate 1/2 time Counselor	8,000
Eliminate Swimming	<u>8,000</u>
TOTAL JUNIOR HIGH STAFF	\$ 24,375

REVIEW OF PREVIOUS BUDGET CUTS - 1975 THROUGH 1977

2

ELEMENTARY STAFF

Eliminate 3 1/2 Classroom Teachers	\$ 29,476
Eliminate all Elementary Art	25,850
Eliminate Elementary Band Director	8,150
Eliminate all Elementary PE--including Grad Assistants	24,995
Eliminate all Librarians	35,000
Eliminate all Guidance Counselors	14,000
Eliminate all Vocal Music	<u>45,000</u>
TOTAL ELEMENTARY STAFF	\$182,471

INSTRUCTIONAL

Eliminate all field trips	\$ 4,000
Reduce Educational TV	<u>900</u>
TOTAL INSTRUCTIONAL	\$ 4,900

OTHER BUDGET CUTS

Reduction in Capital Outlay - not purchase any additional equipment	\$ 27,000
Reduce all travel	15,000
Reduce participation with Recreation Department	8,000 est.
Close Rardin Elementary School - including teaching and support staff	80,000 est.
Cut transportation in hazardous areas (bus 1 1/2 mile and over only)	7,500 est.
Eliminate all lunch room supervisors	15,700
Eliminate Guidance Secretary	4,600
Reduction of custodial staff by 2	14,600
Reduction in Junior High Equipment and Teacher Supplies	7,500
Eliminate High School workroom secretary	4,300

REDUCTIONS SECOND SEMESTER (1/2 Year)

Eliminate Hot Lunch Program	\$ 25,316 est.
Eliminate Microfilming Program	2,280 est.
Require Students to Furnish School Supplies	2,500 est.
Closing School Facilities to non-school Groups	3,530 est.
Reducing Costs for Non-certified Staff	18,839 est.
Utility Savings	25,000 est.
Eliminate Weekend Security Checks at Jr. High, Ashmore, Carl Sandburg, and Lerna	<u>1,104 est.</u>
TOTAL OTHER BUDGET CUTS	\$262,769

REVIEW OF PREVIOUS BUDGET CUTS - 1975 THROUGH 1977

3

Cut 5th & 6th Grade Basketball	\$ 3,000+
Modify 7th & 8th Grade Basketball Program	900
12 game schedule	
Participate in Class A & C tournaments only	
No girls basketball	
Modify High School Basketball Program	900
cut J-V Coach	
combine Frosh-Soph schedule	
cut all "B" games	
Cut High School J-V Football schedule	50
Cut One High School Assistant Track Coach	320
combine 7th & 8th grade	
high school - varsity only	
Eliminate School Newspapers	675
Eliminate High School Dramatics, Debate	3,000
Eliminate Team Travel & Scouting	2,000
Eliminate All Extra-Curricular Activities	<u>45,000</u>
TOTAL EXTRA-CURRICULAR ACTIVITIES CUTS	\$55,495

TOTAL BUDGET CUTS - 1975 THROUGH 1977

\$725,779

APPENDIX B

BUDGET CUTS 1975-76

BUDGET CUTS
1975-76

52.

March 19th:

Discontinue A-V Director position	\$13,300
Discontinue two ½-time Home Ec. Positions	8,750
Discontinue Theme Readers - H.S. Eng. Dept.	2,250
Eliminate Part-Time Art - CHS	3,350
Reduce number of elem. classroom teachers by 2½	20,376
Reduce number of Department Heads	2,155
Reduce part-time elem. art from ½ to 2/5-time	815
Discontinue employment of ½-time Ind. Arts & 2/5-time Bus. Ed. teachers - h.s.	7,583
Limit all field trips to in-district	1,000
Extra-curricular activities:	
*cut 5th & 6th grade basketball	3,000+
*modify 7th & 8th grade basketball program	900
- 12 game schedule	
- participate in Class A & C tournaments only	
- no girls basketball	
*modify high school basketball program	550
- cut j-v coach	
- combine frosh-soph schedule	
- cut all "B" games	
*cut high school j-v football schedule	50
*cut one h.s. asst. track coach	320
*Track	220
- combine 7th & 8th grade	
- high school - varsity only	
*eliminate school newspapers	675
*eliminate high school dramatics, debate	3,000
*eliminate team travel & scouting	2,000
Reduce Home Ec. Coop. Assignment at h.s. from 10 to 9½ mo	629
Capital Outlay - not purchase any additional equipment	25,000
Reduce all travel by \$10,000 - limit to only those holding st. and natl. offices	10,000

Eliminate Vocational Agriculture position	16,361
Reduce all guidance counselors to 9 mo.	3,855
Reduce 1 jr. hi. counselor to ½-time	4,000
Reduce Asst. Princ. at Jefferson to ½-time	6,540
Reduce Bld. Trades position to 9½ mo.	700
Eliminate Elementary Art	25,035
Eliminate Elementary Band Director	8,150
Eliminate Elementary P.E. - including grad assts.	24,995
Reduce Asst. Princ. at Jr. Hi. to ½-time	7,222
Eliminate remaining department heads	3,240
Place all elem. principals on ten month contracts	3,326
	<hr/> \$209,347
<u>July 29th:</u> (for 1975-76 school year)	
Eliminate all field trips	3,000+
Reduce by ½ participation with Rec. Dept. (retain swg.)	8,000 est.
Close Rardin Elementary School	80,000 est.
Cut transportation in hazardous areas (bus 1½ mile and over only)	7,500 est.
Reduce by ½ number of lunch room supervisors	7,850
Eliminate 1 Elementary Librarian	10,000
	<hr/> \$116,350
	710
	<hr/> 320,
<u>July 29th:</u> (for 1976-77 if referendum fails)	
All extra-curricular activities (SEE PAGE 3)	45,000+
Vocal Music (K-8)	45,000
Senior High Music, Speech	5,070
Strings - district-wide	10,000
Band Directors	30,000 est.
Eliminate Asst. Supt. for Personnel & Inst.	21,000
Eliminate Elem. Guidance Counselor	14,000 est.
Eliminate Jr. Hi. Swimming Program	8,000 est.

July 29th (cont.) (for 1976-77 if referendum fails):

Eliminate all lunch room supervisors	7,850
Eliminate all elem. librarians	<u>25,000</u>
	<u>\$210,920</u>

ADDITIONAL CUTS FOR 1976-77

A. Guidance Secretary	\$ 4,600
B. Custodial (Junior High, Senior High & Jefferson)	14,600
C. Secretary - faculty workroom (h.s.)	4,300
D. Educational T.V.	900
E. P.E. (High School)	9,150
F. Part-time Home Ec. (High School)	2,510
G. Capital Outlay (Jefferson)	2,000
H. Jr. Hi. Equipment & Teacher Supplies	7,500
I. 2 Full-time Instructors (High School)	20,000
J. ½-Time Counselor (Junior High)	8,000
K. Jr. High Asst. Principal - ½-time Teaching	4,675
L. Special Ed. Payments -Re-Estimate of Budget	8,000
M. Speech Therapist (Jr. & Sr. High)	9,150
N. Travel	5,000
O. One 6th grade teacher	9,100
P. Administrative Intern (Hi. School)	8,550
	<u>\$118,035</u>

118
-10

APPENDIX C

TASK FORCE RECOMMENDATIONS TO THE BOARD OF EDUCATION

- Howard S. Kruicker



TASK FORCE RECOMMENDATIONS TO THE BOARD OF EDUCATION

Members of the Task Force have outlined the following recommendations for Board consideration of school programs for the 1977-78 school year. The pro forma budget that the Task Force put together with the Superintendent and Business Manager indicates that the Education Fund will be \$203,553 short of a balanced budget, based upon projected revenues and expenses of current programs. To accomplish this necessary cut of \$203,553 the following recommendations have been made:

yes - May
84-2

I. Education Fund

A. Reduce materials, supplies, contracts and other

1. Eliminate curriculum study	\$ 2,000.00
2. Eliminate test scoring	2,000.00
3. Reduce purchase of library and audiovisual catalog materials (66%)	10,000.00
4. Eliminate purchase of supplementary textbooks (books other than library and other normal textbooks)	9,460.00
5. Reduce general supplies by 50%	15,000.00
6. Reduce teaching supplies by 40%	25,000.00
7. Reduce supplies for principal's office 20%	1,100.00
8. Eliminate educational TV membership	2,000.00
9. Eliminate purchase of professional books used by staff	<u>400.00</u>
Total Savings--Materials, Supplies, Contracts, and Other	<u>\$ 66,960.00</u>

II. Freeze all wages and benefits of all personnel, including teaching staff, non-certified staff, and administrative staff.

Permit wage increases only for educational degree increments for certified staff and for changes in job classification for non certified staff.

yes
1/11/11
1

III. Reduction in Class Sections

A. Elementary - Recommend Alternative 7 - Close No Schools as outlined in the Task Force Report to the Board

1. Bring 5th and 6th graders from Ashmore and Lerna to Jefferson (eliminate 4 full time teaching personnel)
2. Eliminate one section each of 3rd and 4th grades (eliminate 2 full time personnel)
3. Total Elementary Class Reductions - Eliminate 6 full time teaching personnel


Passed.

Total cost savings

~~\$60,000.00~~

B. Junior High

Recommended Staff Reduction

2 Language Arts - Social Studies	\$20,685.00	
1 Physical Education	10,270.00	
1 Science - Math	10,270.00	
1 Clerical Aid	4,920.00	
1 Nurse (1/2 time)	4,617.50	
	<u>4,617.50</u>	

\$50,762.50

C. Senior High

Recommended Staff Reductions

1/2 time Math	\$ 5,912.50
1/2 time Foreign Language	5,225.00
1/2 time Nurse	4,617.50
1 full time English	12,850.00
1 full time Social Studies	9,150.00
1 full time Counselor	15,000.00
4 part time study hall supervisors (study halls will be covered by physical education staff)	<u>8,640.00</u>

\$61,395.00

IV. Length of School Day

Leave school day as present length.

V. Lunch Program

A. Maintain no hot lunch program, but continue to sell milk

B. Continue investigation of

1. Working with IOE to make application for increased lunch prices per meal that will insure the district no financial loss.
2. Cost of having lunch program catered through individual contractor, which would guarantee the district no financial loss.

NOTE: If investigation of Items 1 and 2 above indicate that a hot lunch program should be reinstated, this would be done during the course of the summer.

VI. Financing of Project House

Consideration should be given to mortgaging the project house until it is sold.

VII. Utilities

Implement a firm written policy to insure efficient use of the district's utility services

VIII. Use of Buildings By Outside Groups

1. Make facilities available without charge only to school related activities, including PTA groups & their activities,
2. Determine actual cost incurred by the school district to determine rental charges of school facilities which can be made available to outside groups without financial loss to the district, rental to be on an individual basis

IX. Extra Curricular Activities

1. Fund the elementary librarian through the Education Fund
Cost to the Taxpayer \$15,425 .00

2. Fund the Music Band Director through Education Fund

Cost to the Taxpayer \$14,825.00

Approved

3. Approval of a funding drive for self-supporting extra curricular activities through ticket sales, gate receipts, and advertising with the following stipulations:

- a. A minimum amount be set, which must be raised prior to June 1, 1977
- b. The money must be raised in the minimum amount for all programs or no program will be operated. Board will determine programs.
- c. Any money collected during the current year will be spent on programs during current year. There is no provision for carry-over of funds.

d. That a committee consisting of two board members, the Business Manager, and a representative of a citizens group be formed to coordinate the sale of tickets

e. Tickets will be sold in the following manner:

Family - all members, all sports	\$100.00
Individual - all sports	30.00
Student - all sports	10.00
Fall Sports - football, volleyball	10.00
Winter Sports - basketball, boys' and girls'	15.00

f. All money must be received in check form and will be held until June 1, 1977. Checks will be destroyed if goal has not been attained.

g. Business Manager will determine forms and proper reporting concerning the program.

h. Programs must operate within the budgeted amount.

X. Building and Maintenance Fund Cost Reductions

1. Re-utilization of space in the Central Office by moving auxiliary offices to other facilities and rent available space to others

XI. Recap of Education Fund

Total Savings - Materials, Supplies, Contracts, and Other	\$ 66,960.00
Elimination of 6 Full Time Elementary Personnel	60,000.00
Junior High Staff Reductions	50,762.50
Senior High Staff Reductions	<u>61,395.00</u>
Sub-total	\$239,117.50
Reinstatement of Elementary Librarian and Band Director	<u>(30,250.00)</u>
Total Cost Savings	\$208,867.50
XII. Budget Estimate - Education Fund	
Required Budget Reduction	\$203,553.00
Cost Reductions Recommended	<u>208,867.00</u>
Budget Surplus--Education Fund	<u>\$ 5,314.00</u>

TASK FORCE COMMITTEE
March 16, 1977

APPENDIX D

CHARLESTON COMMUNITY UNIT # 1 TAX RATES 1948-1976

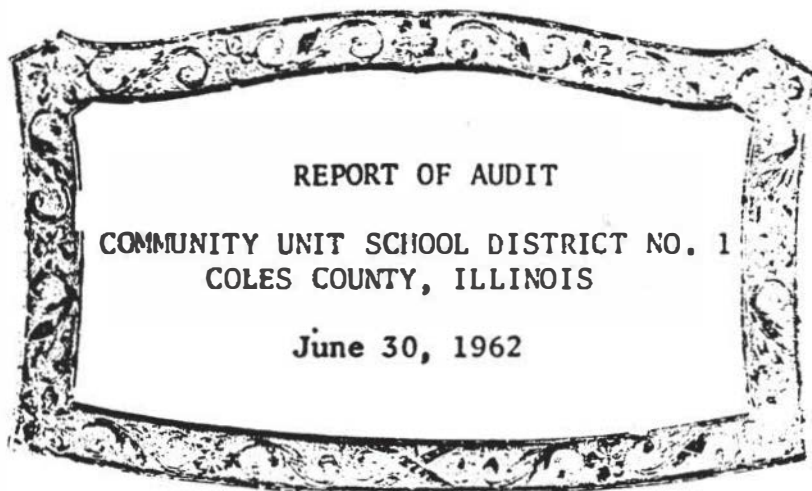
APPENDIX DCHARLESTON COMMUNITY UNIT # 1 TAX RATES

<u>YEAR</u>	<u>EDUCATION FUND</u>	<u>BUILDING & MAINTENANCE</u>	<u>TRANSPORTATION</u>	<u>TOTAL</u>
1948	.75	.20	.00	.95
1949	.807	.152	.00	.974
1950	.9400	.198	.00	1.153
1951	.9664	.2032	.00	1.1846
1952	1.000	.25	.00	1.2500
1953	1.000	.1600	.00	1.4425
1954	1.000	.1600	.00	1.4128
1955	1.000	.1600	.00	1.4052
1956	.9300	.1400	.00	1.2825
1957	.9320	.1490	.0187	1.2929
1958	1.0836	.1600	.0200	1.4675
1959	1.1283	.2295	.0200	1.5853
1960	1.1271	.2200	.0197	1.5686
1961	1.1892	.2169	.0200	1.7230
1962	1.2283	.2106	.0194	1.7528
1963	1.2500	.2132	.0200	1.7635
1964	1.2500	.2208	.0200	1.7648
1965	1.2500	.2500	.0800	1.8948
1966	1.2332	.2474	.0800	2.1421
1967	1.5542	.3582	.0800	2.4983
1968	1.6000	.3750	.0800	2.5735
1969	1.5922	.4086	.1195	2.5683
1970	1.6000	.3750	.1200	2.6581
1971	1.6026	.3750	.1200	2.6164
1972	1.6027	.4250	.1200	2.9286
1973	1.6050	.4250	.1200	2.8519
1974	1.6098	.4250	.1200	2.7997
1975	1.6173	.3750	.1200	2.8444
1976	1.6207	.3750	.1200	2.9387

APPENDIX E

REPORT OF AUDIT, COMMUNITY UNIT SCHOOL DISTRICT
NO. 1, COLES COUNTY, ILLINOIS, JUNE 30, 1962

APPENDIX E



HOUSTON AND ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS
PARIS - CHARLESTON - OLNEY
ILLINOIS

and Loan Association, Charleston, Illinois, which is in the name of Community Unit School District No. 1 "Special Building Fund". This is account No. 970 for 41 shares of paid-up stock, cost \$4,100.00. Dividends were paid at the rate of 4% per annum on September 30, 1961 and March 31, 1962. Checks issued by the Association for these dividends were misplaced during the fiscal year and were located by the Treasurer during the course of the audit. The items were subsequently deposited to the account of the School Treasurer to the credit of the Building Fund.

TAX LEVIES:

Included in this report as Statement 9 is a summary of assessed property values, levies, rates, and extensions for the past five years.

A condensed summary for the past three years is as follows:

	<u>1959</u>	<u>1960</u>	<u>1961</u>
Assessed value	\$53,863,308	\$54,568,626	\$55,335,597
Taxes levied - all funds	827,831	850,553	943,629
Total tax rate - all funds	1.5853	1.5686	1.7230
Taxes extended - all funds	853,901.47	855,963.23	953,432.39
Total collections	808,517.98	800,180.95	
Collection ratio	94.7%	93.5%	

Tax collections paid over to the District Treasurer are required to be apportioned by the Treasurer and placed to the credit of the various funds in the ratio of taxes extended for each fund to the total of all extensions for the District. This procedure applies to each partial distribution as received.

The following tabulations show the amounts which should have been credited to the various funds compared to the actual amounts.

1960 Taxes Distributed 1961-62 Fiscal Year

	<u>Extensions</u>	<u>Percent</u>	<u>Correct Dis-tribution</u>	<u>Actual Dis-tribution</u>	<u>Over or (Under)</u>
Education	\$615,043.02	71.8539	\$495,921.93	\$464,988.99	(\$ 30,932.94)
Retirement	14,078.71	1.6448	11,352.10	13,162.76	1,810.66
Transportation	10,750.11	1.2559	8,667.98	10,016.18	1,348.20
Bonds and Interest	96,040.82	11.2202	77,439.68	89,787.42	12,347.74
Building	<u>120,050.57</u>	<u>14.0252</u>	<u>96,799.26</u>	<u>112,225.60</u>	<u>15,426.34</u>
Total	<u>\$855,963.23</u>	<u>100.0000</u>	<u>\$690,180.95</u>	<u>\$690,180.95</u>	<u>\$.00</u>

Partial distributions totalling \$110,000 were received prior to June 30, 1961 on the 1960 tax levy. All of such amounts were credited to the Educational Fund. Allocation to the various funds should have been in the percent shown above.

1961 Taxes Distributed 1961-62 Fiscal Year

	<u>Extensions</u>	<u>Percent</u>	<u>Correct Dis-tribution</u>	<u>Actual Dis-tribution</u>	<u>Over or (Under)</u>
Education	\$658,050.98	69.0192	\$110,430.72	\$129,019.20	\$ 18,588.48
Retirement	15,161.95	1.5902	2,544.32	1,590.20	(954.12)
Transportation	11,067.12	1.1608	1,857.28	1,160.80	(696.48)
Bonds and Interest	149,129.43	15.6413	25,026.08	15,641.20	(9,384.88)
Building	<u>120,022.91</u>	<u>12.5885</u>	<u>20,141.60</u>	<u>12,588.60</u>	<u>(7,553.00)</u>
Total	<u>\$953,432.39</u>	<u>100.0000</u>	<u>\$160,000.00</u>	<u>\$160,000.00</u>	<u>\$.00</u>

Two partial distributions were received prior to June 30, 1962 on the 1961 tax levy. All of the first distribution was credited to the Educational Fund and amounted to \$60,000. The second distribution of \$100,000 was properly credited to the several funds.

It should be pointed out that, although the amount of each distribution of 1960 taxes collected in 1961 was not credited to the various funds in the proper ratio of extensions, adjustments were made on later distributions to equalize and correct for this. Taken as a whole, the distribution of 1960 taxes was correctly made.

COMMUNITY UNIT SCHOOL DISTRICT NO. 1, COLES COUNTY, ILLINOIS
 STATEMENT 1, SUMMARY OF RECEIPTS, DISBURSEMENTS, AND CASH BALANCES, ALL FUNDS,
 JULY 1, 1961 TO JUNE 30, 1962

Acct. No.	Receipts	Totals	Education	Municipal Retirement
401	Property taxes	\$ 850,180.95	\$ 594,008.19	\$ 14,752.96
402	From governmental divisions	300,209.98	274,607.92	
403	Student and community services	49,695.04	49,105.46	
404	Fines, forfeitures, etc.	218.24	218.24	
405	Interest on investments	4,497.34		
406	Premium on bonds sold	11.45		
407	Accrued interest on bonds sold	3,509.10		
409	Other	1,226.65	416.44	
	Total Revenue Receipts	1,209,548.75	918,355.35	14,752.96
451	Return of imprest funds	1,000.00	1,000.00	
452	Sale of bonds	795,000.00		
454	Sale of school property	237.55	237.55	
455	Sale of investments	138,812.13		
457	Payroll deductions	171,089.63	163,038.11	
458	Other	4,743.38	4,743.38	
458.1	Deficit transfer to transportation	55,251.99		
	Total Non-Revenue Receipts	1,166,134.68	169,019.04	
	Total Receipts	\$2,375,683.43	\$1,087,374.39	\$ 14,752.96
Disbursements				
501	Administration	\$ 28,851.06	\$ 21,991.06	\$
502	Instruction	674,487.54	674,487.54	
504	Health	5,692.10	5,692.10	
505	Transportation operations	92,749.66		
506	Operation of plant	101,200.42	58,050.31	
507	Maintenance	19,678.50	4,147.76	
508	Fixed charges	48,890.42	4,790.57	11,683.0
509	Lunch program	40,545.45	40,545.15	
510	Student and community services	29,609.92	29,609.92	
	Total Operating Items	1,041,705.07	839,314.71	11,683.0
601	Capital outlay	164,230.88	30,142.16	
602	Retirement of debt principal	65,000.00		
603	Deficit transfer to transportation	55,251.99	55,251.99	
605	Creation of imprest funds	1,000.00	1,000.00	
606	Purchase of investments	798,816.61		
607	Payroll deductions remitted	171,089.63	163,038.11	
	Total Non-Operating Items	1,255,389.11	249,432.26	
	Total Operating Plus Non-Operating	2,297,094.18	1,088,746.97	11,683.0
	Receipts in Excess of (Under) Disbursements	78,589.25	(1,372.58)	3,069.
	Cash in bank 7-1-61	15,750.53	12,581.60	
	Cash In Bank 6-30-62	\$ 94,339.78	\$ 11,209.02	\$ 3,069.

APPENDIX F

REPORT OF AUDIT, COMMUNITY UNIT SCHOOL DISTRICT

NO. 1, COLES COUNTY, ILLINOIS, JUNE 30, 1976

APPENDIX F

COMMUNITY UNIT SCHOOL DISTRICT NO. 1
COLES-CUMBERLAND COUNTIES
Charleston, Illinois

REPORT OF AUDIT
June 30, 1976

According to the Illinois Revised Statutes, Chapter 122, Article 17-9, the County Clerk shall extend a tax sufficient to pay all principal and interest on any bonds of the district. At present, the County Clerk is extending only the amount of taxes as required by the certified copies of the bond resolutions filed in his office. No provision has been made for losses in collection. During the year ended June 30, 1976, the district received \$6,316.48 less than the amount required for principal and interest. In addition, there was a total of \$396.22 in fees paid to paying agents. It is recommended that steps be taken to obtain the required tax receipts so that adequate funds will be available to make the bond principal and interest payments.

The Illinois Municipal Retirement Fund was in an overdraft position for several months during the year. Anticipation warrants were sold during the year 1976 resulting in a positive year end balance. Since there is no legal tax rate limitation for this fund, it is suggested that the tax levy be increased to provide for current requirements as well as to repay the existing tax anticipation warrants.

Surplus funds have been invested in bank certificates of deposit. Inspection of the minutes of board meetings reveal no resolution authorizing purchases of such securities. It is recommended that each investment be a matter of record in the minutes. It is also suggested that greater emphasis be placed upon the investment of excess funds, if for only a one month period. Instances were noted where certificates of deposit were not cashed for periods of up to 40 days after maturity date. Closer attention to the investment of surplus funds could possibly provide substantial additional income.

The Educational Fund has a negative cash balance at June 30, 1976. It is recommended that when a fund does not have sufficient cash to meet required expenditures, that the Board issue tax anticipation warrants or authorize an interfund loan.

There appears to be yet, some weaknesses in the handling of receipts from various student and community services. These areas have been commented on in previous reports because these types of activity are generally more difficult to control. It is recommended that a general review be made annually to seek more effective procedures to assure adherence to established policies.

There are numerous instances of actual expenditures exceeding budgeted amounts. It is recommended that greater emphasis be given to preparation of the budget and that expenditures be carefully compared to budgeted amounts throughout the year.

While not directed to internal control, the following schedule is presented for the information of the Board. A comparison of cash and investment balances, and tax advances and borrowing for the Educational, Operations, Building and Maintenance, Transportation, Municipal Retirement and Working cash funds is presented below to indicate, at the close of each year, the amount of taxes received in advance or borrowing used to finance the current year's expenses:

	<u>Cash</u>	<u>Investments</u>	<u>Total Cash,</u>	<u>Tax</u>	<u>Teachers'</u>	<u>Borrowing</u>
<u>and</u>	<u>Balance</u>	<u>And</u>	<u>Investments</u>	<u>Advances</u>	<u>Orders and</u>	<u>and/or</u>
		<u>Receivables</u>	<u>and</u>	<u>Prior to</u>	<u>Antici-</u>	<u>Advances</u>
			<u>Receivables</u>	<u>June 30</u>	<u>pation</u>	<u>Used to</u>
					<u>Warrants</u>	<u>Finance</u>
						<u>Current Year</u>
8	\$ 460,293	\$ 133,999	\$ 594,292	\$ 731,424	\$ 0	\$ 137,132
9	457,767	46,000	503,767	786,241	0	282,474
0	540,480	6,164	546,644	825,817	0	279,173
1	391,913	0	391,913	815,424	0	423,511
2	2,158	0	2,158	0	734,550	732,392
3	39,544	0	39,544	0	916,500	876,956
4	64,221	0	64,221	0	1,202,705	1,138,484
5	297,146	0	297,146	166,639	1,647,609	1,517,102
6	29,060	355,000	384,060	0	1,949,851	1,565,791

These suggestions should not be considered all inclusive since the scope of our engagement did not include a detailed analysis of all the systems and procedures employed by the District. We do, however, believe that they are worthy of your consideration, and they are presented with the intent of assisting the Board and its authorized representatives in efficiently and effectively managing the affairs of the District.

If you should have any questions regarding the implementation of any of the recommendations or if we can be of any further assistance to you, please contact us.

Respectfully submitted,

CERTIFIED PUBLIC ACCOUNTANTS

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