

HISTORY OF PANA PUBLIC SCHOOLS

By

John W. Strader

A Substantial Paper

Presented to the Faculty of  
Eastern Illinois State College

In Partial Fulfilment of the  
Requirement for the Degree  
Master of Science in Education



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Approved, July 19, 1956

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## INTRODUCTION

The city of Pana is located near the center of Township 11 North, Range 1 East of Third Principal Meridian on sections 15, 16, 21 and 22. It lies in latitude  $39\frac{1}{2}$  degrees north and in altitude 200 feet above the Illinois River.

The city is located in Pana Township which was originally known as "Stone Coal Precinct" and was a part of Shelby County until the organization of Christian County in 1839, when it became a part of the new county. The old name of "Stone Coal Precinct" was taken from the fact that stone coal outcroppings were found in limited quantities along a small stream that bears the name of Coal Creek.

The history of Pana Township really centers around the city of Pana which shares honors with Taylorville, the county seat, in being one of the most important cities in Christian county. The name of Pana was taken from a tribe of Indians which many years ago lived in this area.

The site of Pana was surveyed originally by C. A. Manners for David A. Neal, who was then President of the Illinois Central Railroad which was being built through what was then known as "Stone Coal Precinct" in 1853 and 1854. The plat was recorded January 16, 1855.<sup>1/</sup> The original plat contained 22 blocks, twelve of them whole blocks and

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<sup>1/</sup> History of Christian County, 1763-1880, Philadelphia, Brink, McDonough & Company, 1881, p. 142.



ten of them half blocks. It was laid out so that the Illinois Central Railroad running north and south ran through the middle so that it lay equally on both sides of the track. To this original plat additions have been made from time to time until Pana has reached its present size. The present population of Pana is approximately 6,500 but as it is located in a very wealthy farming district it really draws trade from at least an estimated thirty thousand people and its business houses are rated accordingly.

During the process of building the railroad a small cabin was erected which was the first movement toward the establishing of a settlement on the present site of Pana. Following the erection of this cabin others followed and by the summer of 1857 Pana had grown to about five hundred people.<sup>2/</sup>

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<sup>2/</sup> Strader, John W., "History of Pana", 1953.  
Copy in the Pana Public Library.



## History of Pana Public Schools

### Part I

Pana Public Schools first began October 6, 1857. Prior to that time schools in Pana were supported by subscription and were under the direction of three trustees, Henry H. Bond, Jacob Hanson and Ignatius Butler. The school census of 1854 showed ninety-four children and school was held in what was known as the Short house.<sup>3/</sup>

In the summer of 1857 the people of Pana elected three directors; Major Little, Thomas Finley and W. C. Fleming. These men met October 6, 1857, to organize, choosing Thomas Finley as clerk. A few evenings later the directors chose W. C. Fleming as president. As there was no school house in Pana the directors adjourned for the purpose of examining rooms with a view to renting one for school purposes. Mr. Hobson, who owned a store just east of where the Walgreen Drug Store now stands on Second Street, submitted a proposition to partition his store and rent it to them for twenty dollars a month. The directors accepted his proposition. They then hired Mr. Hartshorn at a salary of forty dollars a month as Principal and Miss Grassy as grade teacher at a salary of thirty dollars a month. The school was called "Pana Academy".<sup>4/</sup>

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<sup>3/</sup> Script of Pageant of Pana, 1937.

<sup>4/</sup> Course of Study With the Regulations of the Public Schools of Pana, Illinois, Pana, Illinois, Beacon Light Print, 1898,  
p. 5.



The directors hired a carpenter to make forty walnut desks for them and purchased two wood stoves from Judge Dawdy. They passed a resolution not to pay more than three dollars per cord for wood and to employ the Principal of the school to saw the wood at not more than one dollar per cord.<sup>5/</sup> Thus Pana's school began with a store building for a school house, two teachers and sixty-one pupils.

In 1858 a proposition was submitted to the vote of the people to build a school house thirty-seven feet by fifty-one feet and two stories high. The proposition carried by a large majority. This building was erected just south of the south-east corner of Second and Poplar streets and was used until 1866.<sup>6/</sup> Later, in the late 1890's, a second-hand furniture store was located in this building and later was occupied by an ice cream factory.

In 1866 a building was erected in the east part of town and was known as the East School. Because of the rapid growth of the school the East School could only accommodate the pupils for a short time. A building was then erected in the west part of Pana on the site where the Washington School now stands. This building was destroyed by fire on February 13, 1872, and another building was erected that same year. While this building was being built school was held in the City Hall. At this

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<sup>5/</sup> Course of Study With Regulations of the Public Schools of Pana, Illinois, Pana, Illinois, Beacon Print, 1898, p. 5.

<sup>6/</sup> Ibid. p. 5.





time there were about seventy-five students in the West School. Both the East and West Schools had grades one through twelve in each building. During this period the population of Pana increased so rapidly that an addition was made to the East School. By 1878 the population of Pana had grown to approximately 4,000.<sup>7/</sup>

Pana, being a progressive city, was doing everything possible to promote good education. In 1878 a report showed that there were only five students between the ages of 12 and 21 that were unable to read. The cause for this was given as neglect of parents.<sup>8/</sup>

In 1871 the Board of Education, wishing to provide the best education for the children of Pana, set up certain rules and regulations by which the superintendent, teachers and students were to conduct themselves. The superintendent was under the direction of the board and derived his powers from them. His duties were superintendence of school, furniture, apparatus, etc. and enforcement of the rules and regulations adopted by the board.

The superintendent was to superintend the classification of scholars, to promote to a higher grade those found qualified by examination. To call occasional meetings of the teachers for consultation in regards to wants of the school, the best method of imparting instruction and securing wholesome discipline. The superintendent should carefully observe the teaching and discipline of all the teachers and report to the board whenever he shall find any teacher deficient or incompetent in discharging his or her duties. The superintendent must report to the board the various statistics of the school at the close of the school year. At the regular meeting of the board the

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<sup>7/</sup> Annual Report to County Superintendent 1878-79, p. 7.

<sup>8/</sup> Ibid. p. 7.



superintendent shall report the number of times each teacher has been absent or tardy and absent from teacher meetings with each teacher's written excuse. The superintendent may suspend any student whose example or conduct is such to render him or her an unfit member of school.<sup>9/</sup>

According to the rules of the board of 1871 the teachers were required to be in their rooms, both morning and afternoon fifteen minutes before the time fixed for school to begin.

The teachers are expected to keep themselves posted on the best methods of teaching. They shall preserve neatness and order in the classroom, leave no books, maps, charts etc. upon desks or floor and give strict attention to proper ventilation of the classroom. The teacher must keep accurate records of attendance, tardiness, scholarship and deportment. The teachers are expected to observe and enforce all rules adopted by the board. No teacher shall read or allow to be read any advertisement or allow same to be distributed in school or upon school premises. No agent or others are to take up school time without the consent of the superintendent. Teachers shall not allow disorder, unnecessary noise or any rude conduct in their rooms at any time. Teachers are given two days a year to visit other schools, but no two days may be taken in any one quarter of the school year.<sup>10/</sup>

The teachers were required to make out a "programme" of recitation and studies of the several classes at the beginning of the year and give a copy to the superintendent. This "programme" was to be strictly followed. Teachers were to require excuses, either written or in person from the parents in cases of absences or tardiness or withdrawal from school before the close of school. No teacher was allowed to do any letter writing, miscellaneous reading or any handicraft during school hours. They were to remain in their rooms while school was in session, including recess; visiting other rooms except on business of

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<sup>9/</sup> Pana Gazette, Pana, Illinois, October 7, 1871.  
<sup>10/</sup> Ibid.



the school and all work not connected directly to the advancement of their pupils was positively forbidden. All teachers were expected to open and close school exactly on time. Teachers were expected to maintain strict order and discipline at all times. Neglect of duty was considered just cause for dismissal. They were expected, upon all proper occasions, to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, love of God, love to man, sobriety, industry and frugality. But no teacher was to exercise any sectarian influence in school. Teachers were required to give two weeks notice of resignation.

The regulations set up for the pupils were in some ways much like our policies today. All children between the ages of six and twenty-one could attend school. Students were to furnish their own books, slates and other articles required by the school. Pupils were to conform strictly to rules, obey promptly, not only during school hours but in going and coming to school. Students were not allowed to assemble about school property before school or remain after dismissal. All damage to school property was to be reported to the parents and payment in full was expected. Students were not allowed to chew gum, tobacco or smoke tobacco on school premises. Pupils carrying deadly weapons or firearms were to be suspended. Pupils coming to school without proper attention to cleanliness or whose clothing needed repairing were to be sent home to be properly fitted for school. The janitors were to open the buildings fifteen minutes before time for school to begin.



The janitor must keep all property clean and in good repair and to remain at school during the noon hour and maintain discipline.<sup>11/</sup>

The standing of the school at this time was shown in the public examination held March 30 and 31, 1871. The degree of correctness was indicated by a scale of numbers from one to ten. Number ten was a perfect recitation, nine was very good, eight was good and below eight was failing. The majority of the students had scores of nine and ten. There were no scores below eight. The teachers were Mrs. Devault and Mr. J. H. Woodul, who also served as principal. "It is quite evident that the school is being well managed. The best order was preserved during the examination. This was done by no harsh means, but by an appeal to the highest principles of honor which the pupils have been taught."<sup>12/</sup>

Having two school buildings, the enrollment of the Pana schools had grown to a considerable number. An attendance report for the month of March 1871 showed an enrollment of 505 pupils. The average attendance for March was 94.3%, a pretty good average for that period. The number tardy was sixty-seven and the amount of time lost by tardiness was eight hours and twenty minutes for the month. There were sixteen cases of corporal punishment, showing that the teachers still believed in the old adage of spare the rod and spoil the child

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<sup>11/</sup> Pana Gazette, Pana, Illinois, October 7, 1871.

<sup>12/</sup> Pana Gazette, Pana, Illinois, April 7, 1871.





The East School had an enrollment of 325 pupils and the West School an enrollment of 180 pupils.

The city of Pana continued to increase in population due to the starting of the mining industry in Pana. This increase in population brought with it an increase in the school enrollment also. In 1892 Pana School, District No. 2, levied \$7,000 in taxes for school purposes. In 1893 the amount of taxes levied was almost doubled due to the increased enrollment of the schools.<sup>13/</sup> In 1893, because of the crowded conditions of the schools, the people of Pana voted to issue bonds for the purpose of building two new school buildings. On April 15, 1893 an election was held and the people voted by a majority of 331 votes to issue bonds for the new schools and as a result the North and South schools, now known as Longfellow and Lowell schools, were built.<sup>14/</sup>

The building of these two new schools eased the situation for a while, but in 1897 because of a further increase in population and crowded conditions in the East and West schools the Board of Education rented rooms in the Y.M.C.A. Building, which was located at the corner of Second and Poplar, and the high school classes were removed from the east and west buildings and held in these rooms until 1909 when they were moved into the new Township High School building.

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<sup>13/</sup> Tax Levy File, County Clerk's Office, 1893.

<sup>14/</sup> Pana Gazette, Pana, Illinois, April 17, 1893.



At the time of the removal of the high school from the East School and the West School the East School or Lincoln School, as it is now called, had ten teachers in grades one through eight. West or Washington School had six teachers, Lowell School had four teachers in grades one through four, and Longfellow School had three teachers in grades one through three. The superintendent at this time was William Miner.<sup>15/</sup>

The school board, in order to be more business-like and to take better care of the business of operating the schools, divided themselves into standing committees. These committees were the Committee on Finance, the Committee on School House and Grounds and the Committee on Supplies and Printing. The board also set up a definite order of business to be followed at all meetings. The order was as follows:

- A. Roll call
- B. Reading of minutes of previous meeting
- C. Report and suggestions of the Superintendent
- D. Communications to the board
- E. Reports of standing committees
- F. Report of special committees
- G. Presentation and disposal of bills
- H. Unfinished business
- I. New business
- J. Adjournment

Besides setting up an order of business they also estab-

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<sup>15/</sup> Board of Education Course of Study, Pana, Illinois, Beacon Print, p. 3.



lished a set of rules for the conducting of their meetings.

A majority of the board constituted a quorum.

Every member was to vote on all questions unless excused by the board.

No member was to speak more than twice on the same question nor for more than five minutes at a time, except by consent of the president of the board.

"Wishing to keep the level of teaching at the highest level the board agreed to hire no teacher who does not hold a first grade certificate."<sup>16/</sup>

The policy of the board affecting the powers and duties of the superintendent was much the same, at this time, as those set up by the board in 1871. The superintendent was to execute the board policies and have general supervision of the school system in such manner as he deemed best.

The teachers in 1898 were expected to adhere strictly to their program, have good discipline and to avoid corporal punishment in all cases when good discipline could be secured by milder measures. This shows a change in the idea of punishment <sup>from</sup> what it had been twenty-seven years before. "Teachers may commence the morning sessions by reading from the Sacred Scriptures, without comment, which may be followed by appropriate singing and by repeating the Lord's Prayer".<sup>17/</sup>

The pupils were expected to refrain from making noise, to

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<sup>16/</sup> Rules and Regulations of the Board of Education, Pana, Ill., Beacon Print, 1898, p. 9.

<sup>17/</sup> Ibid. p. 14.



respect the school property and not mar or deface it, to bring written excuses in case of absences, and they were forbidden to use tobacco or to carry deadly weapons on the school ground.

The school board felt that the success of the school lay, in part, in the attitude of the parents. The Board of Education wanted parents to realize the loss suffered by even one half day's absence from school and asked that the parents not permit their children to remain away from school except for reasons of illness or some other very urgent reason.

The parents should not criticize the teacher, the methods, the school system, and the Board of Education in the presence of their children. The children's high or low estimate of the school will be in proportion to the estimation put upon it by parents. 18/

The Board of Education authorized the teachers to invite the parents of their pupils to visit their schools on the third Thursday of each quarter. After the parents had seen the working of the school and the pupils had been dismissed, parents and teachers could hold a conference to discuss their problems and how the parents could help in solving them. The schools believed that if the parents thoughtlessly allowed themselves to indulge in unjust criticism of the schools and school regulations and upheld their children in resisting the regulations this could damage greatly the effectiveness of the school. The schools, on the other hand, invited "discriminating and well digested" criticism. Even over fifty years ago, as now, the





home and home government played an important part in education.

The teacher sees his own image in a glass, morally and intellectually reflected by his school, but the glass may sometimes be blurred by a cloudy atmosphere at home, and the image rendered imperfect.<sup>19/</sup>

In the teaching of subjects in the elementary school, stress was placed on certain things. In the teaching of reading, the use of the word, sentence and phonic method combined were used in the first grade. The object should be presented before the word which represents its name is taught. After the first grade special care was given to expression, articulation and pronunciation. Drill in oral reading was important. In the intermediate grades the use of the dictionary was taught. In the upper grades, or seventh and eighth grades, Raub's Studies in English and American Literature was used for reading. The study of these writings and the biographies of the authors were stressed.

In spelling in the lower grades the words were taken from the reading. Later, in the intermediate and upper grades, regular spelling lists were given and both oral and written spelling were stressed. In these grades also the dividing of words into syllables, and spelling and pronouncing each separately were stressed. The teachers used Webster's Phonetic Chart and drilled on spelling by sound.

Penmanship was important. Starting in the first grade the students were taught to write by copying the words the

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<sup>19/</sup> Rules and Regulations of the Board of Education, Para, Ill.,  
Beacon Print, 1898, p. 19.



teacher put on the blackboard. "Sometimes it may be necessary for the teacher to take hold of the pupil's hand and trace the letters, making the word for him or her."<sup>20/</sup> Throughout the elementary grades the teacher stressed the proper movement, holding of the pen, proper position of hand, body, head and feet. "The teacher's will power must hold the pens, hands, feet, body, head and paper of the pupils in the right position until the proper position is acquired by them."<sup>21/</sup>

In arithmetic students were taught to count and write the numbers. They were taught to count by twos, threes, fours and fives in the first grade. Later in the primary grades pupils were taught various combinations. In the fourth, fifth, and sixth grades speed and accuracy were stressed. In grades seven and eight some attention was given to the metric system, practice for rapid addition and work to train students to think and reason logically.

In the first and second grades the stress in language was learning to speak properly. "The teacher must be able to tell stories from memory so well that the pupils will catch the inspiration and talk enthusiastically about the story."<sup>22/</sup> The correct use of a, an, is, are, were, has and have were to be taught in the first two grades. In the third grade the work

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<sup>20/</sup> Rules and Regulations of the Board of Education, Pana, Ill., Beacon Print, 1898, p. 24.

<sup>21/</sup> Ibid., p. 28.

<sup>22/</sup> Ibid., p. 25.



in language was based on the oral presentation of Hiawatha from memory by the teacher and the oral reproduction by the students. The stress was on teaching the pupils to think and tell the truth orally or in writing. In the intermediate grades the teachers began teaching composition writing giving special attention to spelling, paragraphing, punctuation, margin, use of words and capital letters. This study of composition was also carried on through the seventh and eighth grades using one composition written monthly emphasizing neatness, spelling, penmanship, punctuation, the use of capitals, paragraphing and a correct use of words.

The teaching of geography was started in the fourth grade. The study of the earth as a whole, its surface, shape and natural divisions were the aims of this study. In the fifth grade map study was an important part of geography. The pupils began to sketch maps aiming toward accuracy in outlining maps. Geography also included the study of temperature, climate, relief and products. In the sixth, seventh and eighth grades began an intensive study of the various continents and countries of the world, paying particular attention to North America and the United States.

Physical exercise was emphasized throughout all grades. Students were to be taught to stand, rise, walk and breathe properly. It was permissible at any time when the pupils seemed drowsy or became restless to open the windows and drill in physical exercise.

The teaching of physiology was started in the sixth grade,



using the physiology as a supplemental reader and having the pupils learn the spelling, meaning and pronunciation of the words. The teacher might read from a larger physiology to interest the pupils and also to extend this study.

The teaching of history began in the sixth grade also. The students were required to read the lesson in class to the teacher. Much sketching, locating of battle fields, cities and colonies was done in the study of history. In the upper grades the pupils studied the history of the United States and they were required to master the geography connected with the country's history. Here we find the first correlation of subject matter.

General information of nature, biography, literature, patriotism, morals and manners was taught in connection with some of the other subjects. Music was used only at opening of school in the morning and afternoon.

In high school the common subjects of Latin, English, composition, botany, algebra, zoology, general history, American history, physics, chemistry, advanced arithmetic and bookkeeping were taught. The aim of these courses in high school was to prepare the student for college, to broaden his general knowledge, to develop accuracy and to think logically. The teachers in high school and also in the elementary schools were to emphasize morals and good manners, and at every opportunity were to guide the students in their choice of reading material.





## Pana Public Schools From 1900-1930

In order to relieve the crowded conditions of the Pana schools the Board of Education, on September 22, 1897, met with the Board of Directors of the Pana Y.M.C.A. The result of this meeting was the renting of the Y.M.C.A. rooms at \$50 per month for the purpose of holding high school classes in these rooms.

It was not very long until the people of Pana realized that this was not the best situation for education. A movement was started to organize a Township High School. The proposition was brought to a vote of the people in the spring of 1903 and was defeated by a small majority. Even though the proposition failed the people favoring a new high school building did not give up hope. The idea was not allowed to die, agitation for a township high school was kept alive. Early in the year of 1907 the people were ready to try again for a high school building. By means of newspaper articles and personal contact enough interest was aroused that a petition was circulated among the business men and tax-payers of the township to bring this proposition to a vote of the people at the annual spring election. Interest increased and newspapers continued to urge the people to establish a township high school.

On next Saturday the people will be offered an opportunity to vote for a township high school. It behooves every citizen and tax-payer of Pana to give this their careful consideration. A township high school is something we have been in need of for some years. Our schools are crowded now to their utmost capacity. The Y.M.C.A. building is not of sufficient capacity to accomodate the pupils that are advanced from the graded schools. Let's have this township high school. It will take almost three years before it is completed and now is the time to vote for a new public building that will be a credit of our city.



We say vote for the township high school.<sup>23/</sup>

In a later issue of the newspaper we find this article urging the people to vote for the organization of a township high school.

On next Saturday voters of Pana will be permitted to vote for a township high school. This is a matter of vital importance to Pana people, especially to the class who have children to be educated. The high school question is well known to our readers. Our present building has not the capacity to accomodate the children that are yearly promoted from the graded schools and another building is necessary. If we rent another room it will call for an additional expense in the way of more teachers which would be unnecessary had we a high school. Pana is fast growing to be a little city and is plenty large enough to have a building of the kind proposed, in fact it is absolutely demanded to accomodate the pupils. A vote for a township high school means a boost for Pana and every voter should cast a ballot in its favor.<sup>24/</sup>

Another argument used to get the people to vote for a township high school was that if this attempt failed the city of Pana would be forced to build a city high school without help from the farmers. The question was asked, why not vote for a township high school now and have some help from the farmers?

At the annual school election held April 13, 1907 the proposition for a township high school carried by a majority of 169 votes. Thus the organization of a township high school was under way.

On May 4, 1907 an election was held to elect members of a Board of Education for the township high school of Township 11 North, Range 1 East of the Third Principal Meridian. As a result of this election the following men were elected to the

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<sup>23/</sup> Daily Palladium, Pana, Ill., April 2, 1907, p. 3.

<sup>24/</sup> Ibid., April 8, 1907, p. 3.



first board of Pana Township High School: Dr. Jacob Huber, Thomas J. Vidler, Warren Penwell, G. A. Wittman and F. A. Cutler. These men met at the office of Dr. Jacob Huber May 11, 1907 for the purpose of organizing. The oath of office was administered by Claude Butts, Notary Public, who also prepared lots to determine the lengths of the terms of office of each member of the board. In drawing lots T. J. Vidler drew one year, Warren Penwell one year, F. A. Cutler two years, G. A. Wittman two years and Dr. Jacob Huber three years. The board then proceeded to organize, electing T. J. Vidler President and F. A. Cutler Secretary. By a motion the Secretary was instructed to obtain a suitable book for keeping records of their meetings. The Secretary was also instructed to publish notices in the newspapers inviting offers of sites on which to build a high school building.

Secretary F. A. Cutler, proceeding as instructed by the board, published the following notice:

All persons having grounds within the limits of Town Eleven, Range one East, Christian county, Illinois, suitable as a site for a township high school building and desiring to offer same for such purpose, will please submit to the Board of Education of said township, on or before the 27th day of May, 1907, written proposals, specifying the exact locality and description of the same and the price demanded therefor, said proposals to be delivered to the president or secretary of the said board.

The Board of Education of Township No. 11, Range No. 1 East, in Christian County.

T. J. Vidler, President  
F. A. Cutler, Secretary 25/



In response to the notice published in the papers inviting offers of sites suitable for a high school building, 15 offers were received. On May 29, 1907 the Board of Education met to consider the offers. The offers were ordered read and placed on file as follows:

- Site No. 1, Raymond lot, corner of Third and Hickory 160 x 160 with annex 120 x 160, \$5,000.00.
- Site No. 2, James lots ( $\frac{1}{2}$  blk) South Elm St., 600 x 200, \$3,500.00.
- Site No. 3, G. V. Penwell lots corner Locust and Fourth St. 160 x 160, \$6,500.00
- Site No. 4, M. D. Millot 10 acres east of baseball park, \$2,500.00.
- Site No. 5, T. J. Clark, entire blk. between Sixth and Seventh and Maple and Cherry Sts., \$7,500.00.
- Site No. 6, Nelson Warren, any number of acres, Bacon Farm at \$300.00 per acre.
- Site No. 7, Beckenheimer-Michaels lots, Third and Maple 250 x 200 feet without improvements, \$11,000.00.
- Site No. 8, Russell-Shaffer lots, corner Poplar and Fourth Sts. 240 x 160, without Russell improvements \$8,500.00.
- Site No. 9, J. H. Shaw lots on South Poplar St. 180 x 270 feet, \$3,000.00.
- Site No. 10, Max Penwell-Lutheran Parsonage lots, corner Fifth and Vine Sts. 240 x 160 feet, \$6,200.00.
- Site No. 11, A. H. Owens 10 lots between East Second and East First Sts. east side addition, 300 x 200, \$1,425.00.
- Site No. 12, Aug. Reher west  $\frac{1}{2}$  lot 18 Galloway's subdivision, 2- $\frac{1}{2}$  acres, without improvements, \$3,000.00.
- Site No. 13, C. B. Phelps lot on South Poplar St. 240 x 160 feet, without improvements, \$7,000.00.
- Site No. 14, Thomas Fink lots South Poplar St. 160 x 160, \$4,000.00.
- Site No. 15, R. N. Forbes property, situated East Sixth St. all improvements, 20 acres, \$7,000.00.<sup>26/</sup>

After some deliberation the board decided to submit all these sites to a vote of the people, in accordance with a resolution prepared by J. W. Kitchell. The Secretary was instructed to write to other school districts to secure information that





would help in determining the probable cost of a high school building.

The first board of Pana Township High School having no place to hold their meetings were grateful to Dr. Jacob Huber, who offered his office as a meeting place. Having just organized there was no definite time set for meetings but whenever matters required their attention meetings were called by the President. Meetings were called, sometimes, as often as two times a week to take care of the urgent business of getting a high school started.

At a meeting called June 17, 1907 the Board of Education heard letters received from other schools, in answer to their request on probable costs of a high school building. After some discussion they voted to adopt the following resolution:

Resolved, by the Township High School Board of Education of Township No. 11 North, Range one East of the Third Principle Meridian, Christian Co., Illinois, that the said Board of Education shall, as soon as practicable, proceed to establish at some central point most convenient to a majority of the pupils of said township, a high school for the education of the more advanced pupils, and for the purpose of carrying out the foregoing, be it further-Resolved, that an election be held in said high school township on the 29th day of June A.D. 1907, calling for a vote of the people thereof upon the proposition hereinafter set forth; that notices to be posted and published as required by law, shall specify the place where such election is to be held, and said notices shall call for a vote "for" or "against", in substance, the following propositions:

First, to purchase a school house site and erect a high school building thereon;

Second, to issue the bonds of said school township to the amount of Fifty Thousand Dollars (\$50,000.00) payable in installments of \$3,000.00 each year beginning five years after date of issue, with a final payment of \$5,000.00 twenty years after date of issue, said bonds to bear interest at 5% per annum payable annually. The proceeds thereof to be used in the purchase of a site and the erection of a high school building thereon;



Third, to fix the location of a high school site, the ballots to describe with reasonable certainty the particular site selected by each voter; and said notices may also contain information relative to proposals for sites submitted for consideration, describing the same and stating the prices demanded therefor.

Said election shall be held at the City Hall in said township, and the polls of said election to be opened at one o'clock P.M. and to remain open until 6 o'clock P.M.<sup>27/</sup>

According to the resolution an election was held June 27, 1907, the result being that the first proposition, to purchase a school house site and to build a high school on this site, carried by a vote of 660 votes for to 51 votes against. The proposition to issue bonds to the amount of \$50,000 to buy the site and to build a school house carried by a vote of 532 votes for to 179 votes against.

At the next meeting the board canvassed the votes and declared the resolution legally carried. At this meeting the board made its first tax levy, levying \$2,500 for general purposes and \$2,500 for interest on the district bonds.

At a later meeting of the board the President appointed a committee consisting of Dr. Jacob Huber, Warren Penwell and F. A. Cutler to purchase a site for the new building at the lowest price obtainable, the committee to be unanimous on this point. The committee reported ten days later that all had agreed to purchase what was known as the Phelps-Fink lots on South Poplar Street, paying \$3,700 for the Fink lots and Mr. Fink to retain the improvement, and paying \$7,000 for the Phelps lots including all improvements thereon. These lots were not



the site that had received the highest number of votes as the people's choice in the election, but were considered most suitable by the committee whose duty it was to purchase a building site.

At last Pana was a little nearer her goal of providing a high school building for the young people. The board, at least, had something to work on. They now had a site on which to build and a bond issue to provide the money to build with. The next step, of course was the sale of the bonds and getting an architect to draw the plans. Bids were received for the sale of the bonds with the Harris Trust and Savings Bank of Chicago, Illinois, being the high bidder for \$51,530. Later the board granted a deduction of \$290 to the purchaser because of the necessity of making the interest payments annually instead of semi-annually. When the bonds were printed and signed the Harris Trust and Savings Bank requested that the bonds be reprinted in a manner and form prescribed by their attorney. The board then ordered the bonds reprinted according to specifications and that the original bonds be destroyed by burning in the presence of all members of the board. In securing an architect the board, after careful study, selected the firm of Patton and Miller of Chicago, Illinois, at 5% of the cost, on condition that the firm furnish a "satisfactory superintendent who would constantly supervise the construction of the building from the time the foundation was laid until the roof was on and the walls were ready to be plastered".<sup>28/</sup>



After studying several plans of buildings the board selected one that they felt would serve their needs. Now to select a contractor. This proved a greater task than they had thought. On April 30, 1908 the board met to discuss bids that contractors had submitted. This meeting was adjourned, with no action taken, until May 1, 1908 at nine o'clock A.M. On May 1, with all members present the board was in session all day adjourning at five o'clock P.M. with still no action taken. The board met again on May 2, to consider construction contracts. At this meeting the board decided that since all bids for construction exceeded the amount of cash on hand by a considerable amount it would be wise to call a mass meeting of the tax-payers and get the opinion of the public. This meeting might be considered the first lay advisory group, as we speak of them today, in Pana. On May 6, 1908 at the mass meeting of the tax-payers the group assured the Board of Education "of their utmost confidence in their good judgement in handling the matter of a new building".<sup>29/</sup> The Board of Education at their next meeting, assured of the confidence of the public, accepted what was known as plan A, the small building, and awarded the general contract to C. L. Gray Construction Company of St. Louis, Missouri for the sum of \$38,012.00. The heating and ventilating contract was awarded to Lewis and Kitchen Company of Chicago, Illinois for the sum of \$7,664.00. The plumbing contract was awarded to the Hanley,

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<sup>29/</sup> Minute Book of Board of Education, Pana, Illinois, 1907-1923, p. 34.





Casey Company of Chicago for \$3,345.00. The contract for electric wiring, telephone and bells was awarded to the Marris-Tanner Electric Company of Danville, Illinois for the sum of \$1,048.00.

On June 4, 1908 the President appointed a building committee consisting of Dr. Jacob Huber, Warren Penwell and G. A. Wittman to supervise the erection of the new high school building. At a later meeting two other committees were appointed, a finance committee consisting of Warren Penwell, Dr. Jacob Huber and F. A. Cutler and a committee on supplies consisting of G. A. Wittmen, Warren Penwell and F. A. Cutler.

The city of Pana was about to reach its goal of a township high school. The district was to include all of Pana Township except a few sections in the northern part of the township which are in School Township 12 North Range 1 East. These sections later came into the district. This new high school district had an assessed valuation of \$1,206,851.00.<sup>30/</sup> In July of the year 1908 the board made a tax levy of \$14,500 for building and general school purposes. The board also voted to pay to the school board of District No. 4, which was the city school district, the tuition of all pupils attending the high school maintained by District No. 4 and living outside District No. 4 and within the new Township High School District, until such date as the new building could be used.

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<sup>30/</sup> Minute Book of the Board of Education, Pana, Illinois, 1907-1923, p. 39.



As the building of the new high school progressed the Board of Education was concerned with equipping the building for classes. On February 15, 1909 a special meeting was called by the President to discuss in a joint meeting with the members of the board of District No. 4, plans for using the new building, which was nearing completion. After some discussion it was decided to give permission to School District No. 4 to occupy the new building as soon as the building was completed and accepted. The high school of District No. 4 was to deliver all apparatus and 61 desks, to be selected by the Township Board of Education, donating these desks to the new high school and to furnish all supplies for the remainder of the term. In return the Township Board of Education agreed to pay all expenses of fuel and janitor for the rest of the term and teachers salaries for two months. The management of the school was to remain in the hands of the board of District No. 4.

The big day in Pana came Saturday March 6, 1909. The high school maintained by District No. 4 was moved into the new building. Students returning to classes on Monday March 8, 1909 assembled for the first time in the new building.

Now that the new building was completed the board turned their attention from building matters that had concerned them so long, to matters of policy and the hiring of a staff of teachers for the school term beginning in September. The Board of Education looking ahead and realizing that there would be students wanting to come to their fine new high school from outside the district, set a tuition of \$3.00 per month and



offering free tuition to one pupil "having first rank in the county Superintendent's final examination in each township adjacent or tributary to Pana".<sup>31/</sup>

In looking for teachers for the coming year their first thought was for a principal. After some discussion and correspondence Mr. W. E. Andrews of San Bernadino, California, a former principal of Taylorville Township High School, was chosen as principal. Other teachers chosen were Miss Edith L. Hatch to teach English, Miss Florence Oldham, mathematics and history; Mr. E. A. Van Gundy, commercial teacher who resigned before school started and Mr. H. L. Karns who was hired to replace Mr. Van Gundy. Mr. M. L. Drury was hired for Latin and history and he resigned in November and Mr. Charles Kenny was then hired for Latin and history. Mr. M. I. Wilson was hired for the first janitor.

Approximately one year after entering the new high school building the Township Board of Education met with the board from District No. 4 for the purpose of discussing the advisability of employing teachers for manual training and music jointly. Since there were two school boards in the same city they believed that each could expand their curriculum to include these two fields and profit by sharing the services of these teachers. The outcome was an agreement to hire a teacher for manual training and a teacher for music jointly. The Township

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<sup>31/</sup> Minute Book of the Board of Education, Pana, Illinois, 1907-1923, p. 63.



High School was to pay one-half of the salary of the manual training teacher and have his services one half of the school session. The high school board was to pay one-fourth of the music teacher's salary and require the services of the music teacher only outside of school session as needed. Mr. H. C. Moler was hired as teacher of manual training and Miss Kate Nance as Music teacher. In April of 1911 the two boards met again for the coming year. The Township High School board wished to continue hiring of the manual training teacher but wished to discontinue the music teacher. District No. 4 would now have to supply their own music teacher. At this meeting the two boards discussed the idea of expanding their curriculum further and securing a domestic science teacher jointly. At a later meeting both boards agreed to hire Miss McKoy of Galva, Illinois at a salary of eighty dollars per month; the high school district to pay fifty dollars and District No. 4 to pay thirty dollars per month. In May 1912 this agreement was changed and the salary was divided equally between the school districts. The two districts continued using the manual training and domestic science teachers jointly until 1918 when the high school discontinued manual training for one year but reinstated it in 1919. The two schools continued manual training and domestic science jointly until 1923. At this time both schools were undergoing a building program and began at this time to maintain their own manual training and domestic science departments.

In 1915 the high school had extended its curriculum by





adding a course in agriculture. In 1917 the Board of Education granted credit to those boys who were needed at home to help on the farm and also to those boys who left school to enter the military services. The boys that were helping on the farms had to meet certain requirements set up by the State Superintendent, F. G. Blair. The teaching of agriculture was discontinued for the school year 1918-19 and was not placed in the curriculum again until 1920. This was continued until 1925 when it was discontinued again and was not started again until 1947 under the vocational plan.

The last elementary school to be erected was the Eugene Field School, located in the northwest part of Pana. Bonds for this school had been voted in the fall of 1908 and completed in 1909. It was only a little over ten years until the people realized that their buildings were not the best for a good educational program. On September 10, 1921 a special election was held for the purpose of obtaining the voters' consent to build two new school buildings. One was to be erected on the site of Washington School in the west part of the city and the other in the east part of town on the Lincoln School site. These buildings were to replace the old ones at these two sites. The proposition carried by a large majority and action was started on building a new building on the Washington School site. The district had approximately enough money to build one of these buildings. On March 24, 1923 an election was held to get permission to issue bonds in the amount of \$95,000 and to increase the tax levy from  $3/4\%$  to  $1\%$



for building purposes and purchase of school grounds.<sup>32/</sup> The proposition to issue bonds carried by a majority of 535 votes. The proposition to increase the tax levy carried by a majority of 412 votes. These two buildings that were being built at this time are the present Washington and Lincoln School buildings in Pana today.

At the time District No. 4 was undergoing a building program the township high school was also needing some additional space. The school board after having been petitioned by over one-fifth of the voters in the district for an election, set May 6, 1922 as the day for an election to vote on two propositions; the first proposition was for permission to build a new building on the present site and the second was to issue bonds in the amount of \$100,000. The first proposition carried by a majority of 429 votes and the second carried by a majority of 374 votes. Pana was indeed in the midst of a building program. The people of Pana were striving to offer the best education possible to their young people. Besides offering good buildings the people felt that teacher preparation and training was important also. At a meeting of the board on April 21, 1924 a resolution was adopted stating that the Pana Board of Education would hire no teachers except those who had graduated from universities or accredited colleges.<sup>33/</sup>

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<sup>32/</sup> Minute Book of District No. 4, Pana, Illinois, 1915-1936, p. 202.

<sup>33/</sup> Minute Book of Township High School, Pana, Illinois, 1923-1937, p. 11.



In 1924 the Township Board of Education, wishing to improve the manual training department, hired a young man by the name of E. J. Harrison. The board gave Mr. Harrison almost unlimited authority in organizing this department. Mr. Harrison went to work sorting tools and disposing of those tools that were no good and ordering new tools he felt were necessary in operating the department. In the beginning most of the work consisted of woodwork with some work in sheetmetal. It was not long however until Mr. Harrison organized a building and trades unit. There were only three more of its kind in the state at this time. This group built six houses in Pana under the direction of Mr. Harrison. They built the complete house except for doing the plastering. Mr. Harrison feels that this was a very worthwhile project. He kept in touch with the boys going out of this class and estimates that approximately 55% of the students have been very successful in this trade or are in some very closely related work. As the department enlarged with the adding of sheetmetal and machine shop the time element forced them to give up the building of houses.<sup>34/</sup>

With the building of the new addition Pana was equipped for one of the best physical education programs in this part of the state. There had been some athletics carried on previous to this, but not very extensively. Pana had what was considered the best gym in the country. The state elimination tournaments

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<sup>34/</sup> Personal interview with E. J. Harrison.



were held here and it was quite a boost to the city. The first person to be hired strictly as a coach and physical education director was Lew Stephens, who later became quite well known at Urbana, Illinois.

After the building of their last two new buildings the educational program in the elementary schools could be well taken care of. District No. 4, which was the elementary school district, had five buildings. There were Washington and Lincoln which housed grades one through eight with departmental set up in the seventh and eighth grades. There was also Longfellow School in the north part of town with grades one through six, Lowell School in the south part with grades one through six, and Eugene Field School in the northwest part with grades one through five. Field School established a sixth grade in 1933.

In 1928 Pana Township High School started a summer school. The purpose of the summer school was twofold. First it gave students a chance to take extra elective courses. The students wishing to take extra courses could take one of their required courses in the summer session and take an extra elective course during the regular school term. The second purpose of the summer session was to give those students who had failed a course in the regular school year a chance to pick up extra credit and graduate with their original classmates.

Any course in high school was offered providing there was a minimum of ten students registered for the course. Most generally the classes asked for in the summer sessions were American history, English IV and typing. Non-laboratory courses





met for four hours a day for five days a week for a six weeks period. The teachers for the summer session were obtained from the local staff. There were always some of the staff who were willing to teach in the summer session for a little extra money. The students were charged a fee of five dollars per pupil, which did not cover the expense of the summer school but the school board paid the deficit. These summer sessions continued at Pana Township High School until 1950 when the State Department of Education made a ruling against the holding of summer sessions in high schools.<sup>35/</sup>

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<sup>35/</sup> Personal interview with C. D. Kemp, Assistant Principal.



## Pana Public Schools From 1930-1956

The third period in the history of Pana schools deals with the period during the 1930's or the depression years and the years following up to the present time. The people of Pana had spent many years building up their school system to provide the education they felt the young people should have. They had from time to time added to the curriculum courses that they felt were needed to broaden and help each individual student. Then came the great depression and in Pana as in other places money was not available to provide all of these things. The Superintendent and the Board of Education had to make the decisions of what to offer and what to cut out. Whatever was done would be harmful to education. Such was the case of manual training and domestic science which was taken out of the seventh and eighth grades and has never been replaced. During this period music was also omitted from the curriculum but unlike domestic science and manual training was replaced when conditions permitted. In 1933 the elementary teachers' salaries were reduced 10% and the teachers were hired with the understanding that if it became necessary, because of finances, to shorten the length of the school term this would be taken off the salary also. During this period of depression the upkeep of the buildings was also neglected. At the Eugene Field School the janitor was instructed to lock the doors to the fire escape because it was considered unsafe and there was no money to repair it. Painting of the inside of the buildings was also neglected.



At the high school practically the same things were happening. The superintendent voluntarily took a \$600 reduction in salary. The board instructed the superintendent when hiring a teacher to hire with as low a salary as possible. At the high school, agriculture was dropped from the curriculum as a means of cutting expenses. Both school districts passed resolutions authorizing the president and secretary to issue anticipatory warrants.

Because of the need for more money with which to finance the schools the board held an election April 10, 1937 to vote on the increase of the tax levy from one dollar to one dollar and fifty cents. The result of the election was that the proposition carried by a majority of seventeen votes.

Following the period of the great depression the economic condition of Pana and the surrounding area began to improve. The schools of Pana felt the improvement of economic conditions. The school board began to increase the salaries and to catch up on some of the school improvements that had been neglected during the worst of the depression. Pana had sufficient buildings in which to house the students. In 1937 application was made to the board of School District No. 4 by the National Youth Administration, of the New Deal program, to establish a kindergarten in Pana. The board granted permission for this kindergarten in Pana. The board granted permission for this kindergarten to be held in Washington School. There was no qualified teacher hired but was taken care of by the mothers. This kindergarten lasted until 1939. Another thing that was added



after the depression was vocational agriculture. This course was placed in the high school in 1947. Pana was now offering what they thought to be an adequate educational program in both the elementary and high school.

About the middle of the 1940's there was started some agitation in the state of Illinois to improve the educational plan in the rural areas of the state. In 1946 nine rural school districts around Pana consolidated into one school district. This organization put three of the old rural school houses together and was known as the Consolidated School. This new consolidated school provided bus transportation and hot lunches for the students and might be called the forerunner of the Pana Community Unit School District.

In 1947, after the General Assembly passed the law providing for the forming of school unit districts with a minimum of 2,000 population and an assessed valuation of \$6,000,000, there was a movement in and around Pana to organize a unit district. Early in November of 1947 a series of meetings were held in Pana to discuss the possibility of forming a unit district. The county survey committee, consisting of Boyd Dappert, Taylorville; Charles Hawkins, Owaneco; S. M. Holden, Edinburg; Glen Kirk, Edinburg; Walter Shaw, Edinburg; C. Wysong, Assumption; A. D. Kerns, Morrisonville; John Butterfield, Rosamond, and Sherman Barker, Morrisonville, suggested that a unit be formed. The unit would include all of Pana Township, Rosamond Township, except the south half of the Greeley School district, most of Sassafras district in Greenwood Township, and part of Locust









Township. Running north of Pana to Dunkel this unit would also include a part of Shelby county if it were agreeable with the Shelby county survey committee.<sup>36/</sup>

Meetings continued to be held throughout the proposed area discussing the proposition of organizing a new school unit. Ocone, located south of Pana in Shelby county, expressed a desire to be included in the unit if and when one was formed. Tower Hill to the east of Pana wanted to continue as they were. As a result of these meetings a petition was circulated requesting that an election be held for the purpose of voting on this proposition. The election was set for February 28, 1948.<sup>37/</sup> The outcome of the election was 421 votes for the organizing of a unit to 230 votes against. The proposition carried in all the districts involved except Rosamond and Grant districts. Thus a new school unit was formed. It was sixteen and one half miles in length north and south and approximately thirteen and one half miles east and west with an evaluation of approximately \$22,800,000. The new district consisted of all of Township 10 North Range 1 East in Shelby county except one half of section 35 and all of section 36, all of Township 11 North Range 1 East of Third Principal Meridian, one half of sections 19, 20, and 21, one fourth of section 22, three fourths of section 27 all of sections 28, 29, 30, 31, 32, 33, 34, 35 and 36 in Township 12

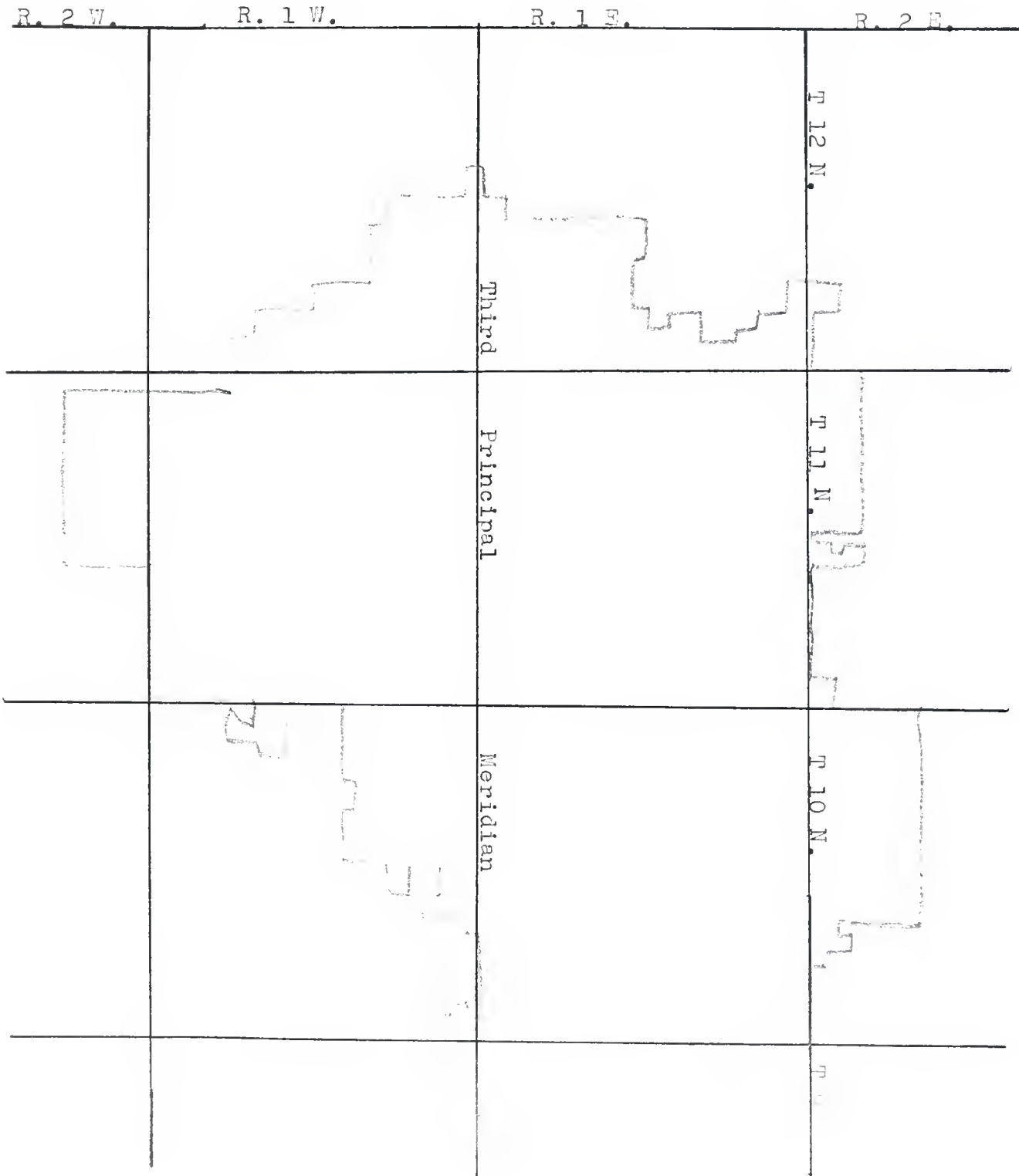
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<sup>36/</sup> Pana News, Pana, Illinois, November 6, 1947, p. 1.

<sup>37/</sup> Pana News, Pana, Illinois, February 5, 1948, p. 1.



Map of Present School District 1956





North Range 1 East of Third Principal Meridian. One half of sections 23, 24, all of sections 25, 26, one half of sections 27, 28, one fourth of section 32, all of sections 25, 26, one half of sections 27, 28, one fourth of section 32, all of section 33, 34, 35 and of Township 12 North Range 1 West of Third Principal Meridian. All of Township 11 North Range 1 West of Third Principal Meridian except one half of sections 1 and 2. One half section 1, one fourth of section 2, one half of section 11 and 14, all of sections 12 and 13 of Township 11 North Range 2 West of Third Principal Meridian. Sections 1, 2, 11, 12, 13 and 14 of Township 10 North Range 1 West in Montgomery county. Sections 4, 5, 6, 7, 8, 9, of Township 9 North Range 1 East in Shelby county and sections 17, 18, 19 and 20 of Township 10 North Range 2 East in Shelby county.<sup>38/</sup> Some of the original district has petitioned out of the unit and other land has been petitioned into the unit district until the present district contains approximately 162 square miles.

After the new unit district was voted in, the next task of the people was to elect a board of education. The election was held March 20, 1948. The result of this election was the election of Rev. Walter Hotz, Fred Barber, Jesse Beattie, John Butterfield, Chester Miller, Willis Devore and Dale Neece as directors.<sup>39/</sup> At the time of organization of the new board, Rev. Walter Hotz was elected president and Jesse Beattie was

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<sup>38/</sup> Map of Original District As Voted, Located in Superintendent's Office, Pana, Illinois.

<sup>39/</sup> Pana News, Pana, Illinois, March 22, 1948, p. 1.





elected secretary. In drawing lots for the length of term John Butterfield and Willis Devore drew one-year terms. Rev. Walter Hotz and Fred Barber drew terms of two years and Chester Miller, Jesse Beattie and Dale Neece drew terms of three years.<sup>40/</sup>

The first thing the board did was to select a superintendent. There were three men considered for the position. These three men were already employed in the area forming the new Pana Community Unit School District No. 8. R. D. Brummet had been employed as principal of Pana Township High School, T. H. Hale had been employed as superintendent of Pana City Schools and B. D. Middleton had been principal of the Rosamond School district. The board finally decided on T. H. Hale as Superintendent, B. D. Middleton as Assistant Superintendent and R. D. Brummett as Assistant in charge of the high school.<sup>41/</sup> The next work of the board was to establish attendance centers in the district. After some discussion and deliberation the Board of Directors and Superintendent decided that it would be inadvisable to operate the consolidated school north of Pana. It was closed and attendance centers were established at Rosamond and Ocone, each having grades from one through eight. The high school students were transported from Rosamond and Ocone into Pana. The elementary schools within the city of Pana were to continue as they were before the unit was organized. Two of the elementary schools in Pana, Lincoln and Washington, housed grades

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<sup>40/</sup> Pana News, Pana, Illinois, March 29, 1948, p. 1.

<sup>41/</sup> Minute Book of Unit District, pp. 4-5.



from kindergarten through the eighth. The kindergarten had been started in these two schools in 1945. The other schools in Pana had grades from one through six. Pana Community Unit District No. 8 now consisted of seven elementary school attendance centers and one high school attendance center. The elementary school enrollment was approximately twelve hundred students and the high school was approximately five hundred students.

Once the working of the school was well under way the board went to work making a set of official policies by which the operation of the school was to be carried on. These official policies gave the authority for the operation of the Pana Community Unit No. 8 to the Board of Education. The rules and regulations for their meetings were the same as those of most boards and the same as those followed by earlier boards of Pana School districts. The policies placed the administrative authority with the Superintendent, building principals and other supervisors as were to be appointed. The Superintendent was the executive officer of the board and directly responsible to the board. "He shall have the right of initiative in all professional matters including the following; personnel, selection of textbooks, purchase of all books and supplies, courses of study, student activity, the building program and budget making".<sup>42/</sup> The Superintendent was to be the official spokesman for all employees, and keep the board well informed on the progress, needs and conditions of the school.

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<sup>42/</sup> Official Policies of the Board of Education, 1948, p. 3.



The principal of a school was the chief administrative officer of his school, and was directly responsible to the Superintendent. The high school principal was employed for twelve months and the elementary principals were employed for a term of forty-one weeks. The principal was to countersign all requisitions and report all needed repairs of his school.

The teachers were under the authority of the principal and the superintendent. They were expected to cooperate with the principal and superintendent in all things concerning the welfare and management of the school. All room teachers were to give all help and cooperation possible to the general work of the special teachers while they were at work in their rooms. They were expected to acquaint themselves with the board policies so that they would know all their duties and the regulations of the board. Teachers were to prescribe such discipline as would be exercised by firm and judicious parents and which conformed with the school laws of Illinois. Marriage was not considered a cause for dismissal as it was earlier in the history of the schools, but the board felt that a man and wife should not teach in the same building. Teachers were allowed seven days per year of sick leave accumulative to twenty-one days. This was changed in 1955 to ten days per year accumulative to thirty days.

The board put in their policies the idea that the school buildings belonged to the public and that they were there for the public to use at any time. Any organization or responsible group of individuals could have the use of the school buildings



if they were not already in use. The only thing was that in case heat was needed, a small rental was charged.

Children, who had reached the age of six by December first after the first day of school, might attend the first grade. All children, who were five by December first, might attend kindergarten. Children were expected to respect and to take care of school property. Any malicious damage done was expected to be paid for.

Provision was made for the transportation of students to and from school. Textbooks were furnished to the pupils for a small rental fee. Hot lunches were provided in some of the schools. Rosamond had a hot lunch program when the unit was formed, Oconee's hot lunch program was started in 1948 and the high school's in 1949. At Washington School hot lunches were furnished in 1949, and by 1951 hot lunches were cooked at Washington School and taken to Lincoln School. This continued until the school year of 1955 and 1956 when cooks were hired at Lincoln School and the cooking was done in that building.

As soon as possible, after the organization of the unit district, the board obtained permission from the people to dispose of the rural school houses. An election was set for February 26, 1949 to vote on the sale of unused school houses. After receiving permission from the people, the board proceeded to sell these excess buildings.

There were some changes in the educational program after the forming of the unit. Vocational adult evening classes were offered. The superintendent suggested to the board that a driver training course be added to the highschool curriculum





and the board followed his suggestion. The superintendent also asked permission to issue report cards at the end of six weeks periods instead of every month and permission was granted. For the school year 1950-1951 a kindergarten was established at the Rosamond attendance center. This proved to be quite a problem. Not having an extra room available a folding curtain was purchased and one of the larger rooms divided to make two rooms. The State Department of Education did not approve of this and the next year it was discontinued. The following year the kindergarten children from the Rosamond area were transported to Lincoln School. When their session was over, they were taken back to Rosamond by taxi service which was furnished by the school. In 1953 a small bus, called a "carryall", was purchased for that service.

In 1951 the position of Assistant Superintendent was abolished. The superintendent was to handle all matters from the main office. Also in 1951 another course was added to the high school curriculum; this was the diversified occupations program. This program was taken over by Mr. Yonkers, one of the high school teachers, who has done a remarkable job in handling this program. There is an average of about eighteen students in this program each year.

In 1952 another feature was added to the educational program. At the January meeting the board passed the following resolution;

Whereas, the Board of Education of the Pana Community Unit School District No. 8 finds that due to the size and complexity of this Community Unit District, that it is the sentiment of the board to give all areas of the district democratic representation, the board hereby requests the



following listed organizations to provide the number of members as hereafter specified and from the areas designated to meet with the Board of Education at their regular February meeting on Monday, February 18, 1952, at 7:30 P.M. in the Lincoln School Auditorium, said designated members to form at that time a Lay-Advisory Committee and select their chairman and enter into any other organizational procedures as they deem advisable.

Parent-Teacher Associations,

Field School - one member

Longfellow School - one member

Lowell School - one member

Lincoln School - three members

- (1) one member from the area north of the New York Central tracks.
- (2) one member from the area south of the New York Central tracks.
- (3) one other member from the Lincoln School attendance area.

Washington School - four members

- (1) one member from the area west of the Illinois Central Railroad tracks.
- (2) one member from Rural Township, Shelby County
- (3) one member from Cold Spring Township, Shelby County
- (4) one member from Tower Hill Township, Shelby County

Oconee - three members

- (1) one member from the area north of Oconee
- (2) one member from the area south of Oconee
- (3) one member from the village of Oconee

Rosamond - seven members

- (1) one member from Assumption Township
- (2) one member from Pana Township
- (3) one member from Greenwood Township
- (4) one member from Locust Township
- (5) one member from Audubon Township
- (6) one member from the village of Rosamond

Seven teachers elected by the faculty - present membership.

P.T.A. Council - one member from the council

Business and Professional Women's Club - one member

Lions Club - one member

Rotary Club - one member

Board of Education - three members.

- (1) to be designated by the Board of Education.

Whereas, the board deems it advisable to have said Advisory Committee for the purpose of disseminating information, receiving information and studying problems pertinent to the school district, said Committee is not to encroach upon the work of the Board of Education but is to recommend and advise so that this School District



may continue to offer every increasing educational benefits to the pupils residing therein. All selected Committee members are to be independent in all deliberations of the organization selecting them. Members selected by organizations need not be members of the selecting organizations.

Whereas, each above named organization is free to elect or appoint any member it so chooses within the areas designated, it seems advisable that not all Committee members need necessarily be parents of children attending school but that non-parent Committee members should be tax payers".43/

In 1952 plans were being made for an elementary summer school session. Before plans could be completed, however, it was found to be illegal without a referendum of the people. Even then, according to the state interpretation of the law, the entire school system should be extended in length and not just certain parts. This stopped all plans for a summer school session.

In 1952 Pana extended its educational plan still further. In a vacant room in Lincoln School an E.M.H. room, or educable mentally handicapped room was begun. The school was trying to do something for those students who were below the level of average classroom work but <sup>could</sup> still be taught some things. Being limited for space, only a certain number of students could be taken care of. Only one age group was being worked with and that was between the ages of ten and thirteen. With more room and teachers Pana could develop a much better program to include all age levels.

In the history of Pana schools 1953 was an important year.



At this time the increase in school enrollment began to hit Pana. The schools were becoming crowded and a number of shifts had to be made. Lowell School, in the south part of Pana, seemed to be hit the worst. New housing units being built in the south and east part of Pana caused an increase in enrollment at Lowell School. First the sixth grade was transferred from Lowell school to Lincoln school. This eased the situation some but in 1955 it was necessary to do something more so the fifth grade was transferred to Lincoln School. The transferring of these two grades to Lincoln made it necessary to create new rooms at Lincoln School using all the available space possible. The using of all space for classrooms left no room for play or physical education on days when it was too bad to go outside. Not only the crowded conditions made this year important but the State Department of Education recommended to the Board of Education that something should be done in regards to its building facilities. The State Department felt that the high school building, in particular, was not adequate for the housing of a good educational program. Consequently the board secured some help from the University of Illinois to make a survey of the building needs. With the help of lay people the survey was completed, showing that there was a need for improvement. The Survey Committee, composed of staff members from the University of Illinois and lay people of Pana district, recommended the development of a building program. Looking ahead at the number of pupils that would be in school in the next few years, the school buildings





would be inadequate. With this recommendation the Board of Education spent some time discussing and getting ready to start a building program.

In 1954 a change of superintendents slowed things down a little, but the idea was not allowed to die. In the fall of 1955, after more urging from the State Department, more serious work was done on the building program. This time the board went so far as to engage an architect, Mr. Clarence D. Wilson of Mt. Vernon. After a series of meetings with Mr. Wilson and looking over plans submitted by Mr. Wilson, the board selected a plan they thought might suit Pana's needs. This plan was setting up a graded program of a six-three-three system. After holding a series of meetings in the various school buildings for the purpose of acquainting the public with the school situation and with the building program that had been selected by the board, the proposition was brought to a vote of the people on March 10, 1956. The proposition was defeated by a large majority, almost three to one, and Pana's hopes for a new school building vanished. Another blow to the schools of Pana came on May 26, 1956 when a tax referendum was defeated by a vote of almost two to one. The tax rate in the Pana Community Unit No. 8 at the present time is one percent for educational purposes and one-fourth percent for building purposes. In order to meet the increased cost of education and to increase the teachers' salaries, in order to keep them in the Pana Unit, it became necessary to have more money for the district. As previously stated, the tax referendum was put to the vote of the people on May 26, 1956 and was defeated.



After the building program was defeated, the State Department made their annual visit and in a letter sent to the superintendent stated that the Pana school system had been placed on Conditional Recognition for the coming school year of 1956-1957. What the people of Pana will do about the state recommendation, and their educational program in the future, remains to be seen.

In summing up the history of the Pana schools, it seems to me that the people in the early history were deeply concerned with building up their schools and offering the best opportunities that were possible to the young people of Pana. Once this was advanced to the place where it was considered one of the best in the area, the interest lagged and people became indifferent and unwilling to make the changes necessary to keep up with the advancement and changes of modern education. Whose fault this is, I would be hesitant to say. It could be a result, perhaps, of poor public relations of the school or it could be from an attitude of the public against the spending of more money for education.



## APPENDIX A

List of board members of District No. 4 from 1915-1948. lll/

Alde, Herman	Niehart, William R.
Barnett, Charles	Olinger, James M.
Boys, Dr. J. W.*	Owens, A. H.*
Brown, Ora H.	Parker, William N.
Burt, A. S.	Penwell, Warren*
Cheney, C. E.	Phelps, C. B.
Cothorn, Harry M.	Rastaetter, Henry
Craddick, T. L.	Rollo, George*
Culberson, Dwight R.	Seiler, J. H.*
Denton, Mervin	Seiler, Mrs. Mary P.
Doelling, Dr. Walter L.	Schloz, William
Downs, Mrs. Eva M.	Shaffer, Frank
Eberspacher, F. J.*	Sharpe, Virgil
Eilers, William H.	Siegert, Dr. R. B.
Hill, Maurice	Stanfield, A. C.
Longate, Nick	Tate, Joe B.
McCandlish, Guy G.*	Wagener, S. C.
Metzger, John	White, Ernest L.*
Morgan, G. F.	Zellman, George

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\* Indicates president of the board.  
lll/ Minute Book of School District No. 4.



## APPENDIX B

List of board members of Pana Township High School 1907-1948. 45/

Amling, Martin	Laws, Clem F.
Barber, Fred	Littlejohn, Dr. D. M.*
Barrett, George F.	Metzger, Carl
Broehl, Julius	Miller, Dr. Louis H.
Brown, Ora H.	Moore, C. H.
Burkhardt, William H.	Paddock, J. W.*
Cutler, F. A.	Penwell, Warren
Eberspacher, F. J.	Seiler, A. W.
Etter, Harmon	Siegert, Ewald
Fellers, Prentice	Slater, C. W.
Gilbert, Mrs. Corena A.	Stanfield, A. C.*
Groll, Raymond*	Vidler, Thomas J.*
Holloway, Hebert H.*	Weber, Fred J.
Huber, Dr. Jacob	Wittman, G. A.
Hybarger, E. M.	

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\* Indicates president of the board.  
45/ Minute Book of Township High School





## APPENDIX C

School Board Members Since Unit Organization.<sup>46/</sup>

Amling, William

Honefenger, Okey\*

Anderson, Gailyn

Hotz, Rev. Walter\*

Barber, Fred

McNutt, Merle E.

Beattie, Jesse

Miller, Chester

Beyers, Wayne\*

Neece, Dale\*

Blythe, Francis

Schumacher, C. E.

Burroughs, Cortley

Staples, Clarence\*

Butterfield, John

Waller, Harry

Christner, Eugene\*

Wooters, Ralph\*

Devore, Willis

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\* Indicates President of the board.  
<sup>46/</sup> Minute Book of Community Unit No. 8.



APPENDIX D

Tax levies made by Pana schools since 1889.<sup>47/</sup>  
(Levies before 1889 were unavailable.)

1889	Dist. No. 2	levied	\$10,000.00				
1890	"	"	12,000.00				
1891	"	"	12,000.00				
1892	"	"	7,000.00				
1893	"	"	12,000.00				
1894	"	"	15,000.00				
1895	"	"	20,000.00				
1896	"	"	15,000.00				
1897	"	"	15,000.00				
1898	"	"	15,000.00				
1899	"	"	15,000.00				
1900	"	"	15,000.00				
1901	"	"	15,000.00				
1902	"	"	15,000.00				
1903	Dist. no. changed to No. 4		16,000.00				
1904	Dist. No. 4	levied	\$18,000.00				
1905	"	"	20,000.00				
1906	"	"	21,000.00				
1907	"	"	21,000.00	High School levy	\$	5,000.00	
1908	"	"	22,000.00	"	"	"	14,500.00
1909	"	"	23,000.00	"	"	"	14,000.00
1910	"	"	27,000.00	"	"	"	14,500.00

<sup>47/</sup> County Clerk's Office Tax Levy files.



1911	Dist. No. 4	levied	\$30,000.00	High School	levied	\$17,500.00
1912	"	"	30,000.00	"	"	22,000.00
1913	"	"	30,000.00	"	"	19,000.00
1914	"	"	30,000.00	"	"	18,000.00
1915	"	"	30,000.00	"	"	19,000.00
1916	"	"	30,000.00	"	"	19,000.00
1917	"	"	32,000.00	"	"	21,000.00
1918	"	"	32,000.00	"	"	19,000.00
1919	"	"	37,000.00	"	"	22,000.00
1920	"	"	39,000.00	"	"	30,000.00
1921	"	"	55,500.00	"	"	35,000.00
1922	"	"	55,500.00	"	"	45,000.00
1923	"	"	60,000.00	"	"	52,000.00
1924	"	"	60,000.00	"	"	47,000.00
1925	"	"	60,000.00	"	"	50,000.00
1926	"	"	60,000.00	"	"	55,000.00
1927	"	"	60,000.00	"	"	60,000.00
1928	"	"	60,000.00	"	"	60,000.00
1929	"	"	50,000.00	"	"	60,000.00
1930	"	"	60,000.00	"	"	60,000.00
1931	"	"	60,000.00	"	"	55,000.00
1932	"	"	50,000.00	"	"	45,000.00
1933	"	"	54,250.00	"	"	43,000.00
1934	"	"	54,250.00	"	"	45,000.00
1935	"	"	45,000.00	"	"	45,000.00
1936	"	"	45,000.00	"	"	45,000.00
1937	"	"	51,000.00	"	"	45,000.00



1938	Dist. No. 4	levied	\$54,487.94	High School	levied	\$48,000.00
1939	"	"	50,727.20	"	"	48,000.00
1940	"	"	50,555.04	"	"	48,000.00
1941	"	"	50,252.96	"	"	48,000.00
1942	"	"	49,000.00	"	"	48,000.00
1943	"	"	45,763.65	"	"	48,000.00
1944	"	"	51,000.00	"	"	48,000.00
1945	"	"	32,000.00	"	"	53,000.00
1946	"	"	41,000.00	"	"	66,000.00
1947	"	"	68,500.00	"	"	75,000.00
1948	"	"	70,000.00	"	"	100,000.00

Tax levies since the formation of the Unit District. 48/

1948	Pana Unit District No. 8	levied	\$310,000.00
1949	"	"	270,000.00
1950	"	"	260,000.00
1951	"	"	300,000.00
1952	"	"	315,000.00
1953	"	"	375,000.00
1954	"	"	375,000.00
1955	"	"	375,000.00

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48/ Minute Book of Unit District No. 8.





## APPENDIX E

Superintendents and Principals who dealt directly  
with the Board of Education.

Superintendents of District No. 4 since 1897.<sup>49/</sup>

L. S. Ham	G. B. Coffman
William Miner	George W. Brown
C. M. McCarrol	J. L. Hart
C. E. Alvis	T. H. Hale

Superintendents of the Township High School.<sup>50/</sup>

W. E. Andrews	R. D. Brummett
L. W. Chatham	

Superintendents of Pana Community Unit No. 8.<sup>51/</sup>

T. H. Hale	Paul V. Fegley
E. J. O'Leary	Virgil R. Wheatley

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<sup>49/</sup> Board of Education Course of Study, Pana, Illinois, Beacon  
Print, 1914, p. 3.

Minute Book of School District No. 4.

<sup>50/</sup> Minute Book of Pana Township High School.

<sup>51/</sup> Minute Book of Community Unit No. 8.



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Bennett, Mrs. Emma

Paul, Mr. Louis

Harrison, Mr. E. J.

Paul, Mr. Otto

Kemp, Mr. C. D.

Wheatley, Mr. Virgil R.

Maisch, Mrs. Oscar

