

DEADLINE TO STATE AND NATIONAL MAR. 1, 1972

League of Women Voters of the U.S.
30 M Street, N.W.
Washington, D.C. 20036

LOCAL LEAGUE Decatur

STATE Illinois

ANNUAL REPORT, 4/1/71 - 3/31/72

LOCAL PROGRAM

Please report local program, one subject to a sheet, on which there has been substantial study and/or effective or sustained action. Describe in detail if study or action was innovative, enlisted community support, reflected a well-planned effort, even if not crowned with immediate success. List any local league publications and attach copy.

Public Schools:

Study and presentation leading to consensus, December 1971.

What should be considered in deciding grade organization?

1. Education values (including socio-economic and racial integration experiences).
2. Physical, mental, emotional and social development levels.
3. Curriculum opportunities and facilities.
4. Other considerations: a) Development of the most positive student attitudes.
b.) Finances, c.) Public acceptance, d.) Educators' viewpoints.

Do we prefer a Middle School organization or a Junior High organization?

We definitely prefer the middle school concept, both in philosophy and grade organization. The philosophy should emphasize a gradual, smooth and positive transition from the self-contained, child-centered classroom of the elementary school to the departmentalized, subject-centered approach of the secondary school. In addition, the self-fulfillment of each child must be a major concern. Such approaches as team-teaching and independent study should be considered. As for the specific grade organization, the middle school should include at least three grades, preferably 6 through 8th, or fifth through eighth.

ACTION:

Presented our consensus to the Facilities Committee of the Board of Education, Jan. 1972, asking that they consider our report before changing the grade organization of the school district.

School board candidates questionnaire compiled and sent to League members April, 1972.

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 1730 M Street, N.W.
 Washington, D.C. 20036

LOCAL LEAGUE DecaturSTATE Illinois

ANNUAL REPORT, 4/1/70 - 3/31/71

LOCAL PROGRAM

Please report local Program activities, one subject to a sheet, on which there has been substantial study and/or action. Do not list inactive Program subjects. Attach additional sheets if forms are insufficient. Describe in some detail if study or action was innovative, enlisted community support, reflected a well-planned effort, even if not crowned with immediate success. List any publications and attach copy.

Note questions on page 21. These should be answered, not for each subject but for all local program.

Public Schools;

Study: Effects of Elementary Redistricting Plans, Sept. 1970. This study concluded with a chart showing each elementary school's black enrollment and achievement profile from 1968-1970.

Study and presentation leading to consensus Nov. 1970.
 Does the local community have a responsibility to require the school system to develop each child's potential? Yes.
 If so, how? The community must be well-informed and exercise their vote. It must know the needs and goals of the school district both educationally and financially. It must support these goals. There needs to be a massive information program, which might be done through parents, group organizations such as block clubs, and individual efforts.
 Would a Junior College benefit the Decatur community? Yes.

Action: Participation in community panel discussion concerning local school problems. Mar 1970.
 School board candidate's questionnaire, published in local newspaper. April 1970.
 Public statement to school board concerning apparent haste in implementing new redistricting plan. May 1970
 Letter to editor of newspaper concerning right of minority to seek redress in the courts. Local NAACP suit filed to halt redistricting plan. Aug. 1970
 News release concerning League position on integration and our local report on elementary redistricting. Sept. 1970
 Statement to the Senate Select Committee on Equal Educational Opportunity on Desegregation of Schools in Decatur, Ill. Nov. 1970

ALL LOCAL PROGRAM

Check in space provided if your League has this year used any of the following national League publications.

Know Your County (Revised, 1970) _____; Planning in the 70s _____;

School Survey Guide 1969 _____; Know Your Local Government _____;

Do You Know the ABC;s of Your Town's Government? _____; Other? _____

If so, how were they used?

OBSERVERS

1. Do you have a regular corps to observe local government bodies? Yes

If so, how many boards are observed regularly? 1

2. What use is made of observers and/or their reports (input into local program making? alerting League Board on possibilities for action on League positions? information to League members? other?) Please describe.

Corp observes School Board twice monthly, obtains news-media information packets, Used to keep local schools committee current.

What other types of local government aids or guides would you find useful?

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Washington, D. C. 20036

LOCAL LEAGUE DECATUR

STATE ILLINOIS

ANNUAL REPORT, 4/1/69 - 3/31/70

LOCAL PROGRAM

Please report local Program activities, one subject to a sheet, on which there has been substantial study and/or action. Do not list inactive items. Attach additional sheets if there are not enough forms. Describe in some detail if study or action was innovative; affected special legislative and/or local problems; enlisted community support; reflected a well-planned effort, even if not crowned with immediate success. List publications and attach copy. Note questions on page 29.

Public Schools

Study this year was directed at learning about the educational program offered in the Decatur schools. The School Program section of the "School Survey Guide" was used as a basis for interviews and written questions to the administrative staff of the district. In order to evaluate the program offered, we sent a questionnaire to other school districts in Illinois of comparable size or community make-up. This questionnaire used some of those questions in the Guide. A compilation was made from this to help members evaluate Decatur Schools.

The school committee regularly sends an observer to School Board meetings, which are held twice monthly. We are given ~~of~~ a copy of the press packet the board supplies, and attach newspaper clippings about the meeting as well as the observer's notes.

The committee organized an all-member meeting Mar. 4th to hear the Superintendent of Schools speak on the district's problems, programs and future. This was informational.

The committee sent a questionnaire to each of the candidates for the School Board election in April, to be distributed to the public as a voter's service.

League of Women Voters of the U.S.
1200 17th Street, N.W.
Washington, D.C. 20036

LOCAL LEAGUE Decatur

STATE Illinois

ANNUAL REPORT, 4/1/68 - 3/31/69

LOCAL PROGRAM - School file

Please report local Program activities, one subject to a sheet, on which there has been substantial study and/or action. Do not list inactive items. List Publications and attach copy. Note questions on page 29.

School Committee -- The major study-action area this year was in the field of school integration. Our committee prepared and distributed a fact sheet on school integration to about 500 people, including our League members, school officials, PTA officers, and other education-minded individuals in the community. (This project was prompted by the fact that our school board had appointed a "Community Commission on Integration" charged with presenting a plan for integrating Decatur's schools along racial and socio-economic lines. Our fact sheet, based on interviews with local school personnel and study of such material as the Coleman report, attempted to give factual background material on school integration generally before the specific plan for Decatur was presented.)

School committee members have since attended the public meetings when the Decatur plan was presented, also public hearings. We met as a committee to discuss the plan and helped prepare a statement which the local League board approved supporting the principle of school integration.

Since last spring, the school committee has been sending a League observer to the regular school board meetings, which are held twice monthly. The local school administration furnishes a copy of the press agenda for our files-- we attach press clippings to this.

In October 1968 the School Problems Commission subcommittee on urban schools held a hearing in Decatur. Several school committee members attended this hearing and we have several of the statements in our file.

Last spring there was much discussion ^{locally} about the usefulness of the working cash fund. Our committee and the LOGO committee held two joint meetings-- one to hear school board member Mrs. Shan Schaar explain why she feels the fund is useful and one to hear former school board member Mr. Franzy Eakin explain why he feels the fund should be abolished. It was decided the League would take no action on this.

(OVER)

LOCAL PROGRAM

Please report local program activities, one subject to a sheet, on which there has been substantial study and/or action. Do not list inactive items. List publications and attach copy. Note questions on page 28.

Local Observer Program -- The local League has been active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

OBSERVER PROGRAM: List governmental meetings (Council, School Board, Planning Commission, etc.) regularly attended by your League. If you have an observer program, describe how it is set up and in what ways it is useful.

The local League has been active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

School committee reports have been presented to the public hearings when the League has been active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

Since the meeting, the school committee has been active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

In 1968 the local League was active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

As a result of our committee's efforts, the local League has been active in the field of public affairs. Our committee has been organized and has been active in various ways to bring about change in our community. We have held many meetings and have been successful in many instances.

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School File

LOCAL LEAGUE Decatur
STATE Illinois
ANNUAL REPORT 4/1/66 - 3/31/67

LOCAL PROGRAM

(Please use a separate sheet for each local Program item. Three forms, including this one, are provided. Use extra pages if needed. Give local League and state at top of each page. Note questions on back of page 21a.)

Subject: school study

1. League position (if any).
 Support of measures to provide adequate space and quality education program.
 Study of ways to improve public education in Decatur.
2. Publications issued (attach copy).
 none

3. Activities during the year, including League meetings, action taken by League (testimony at hearings, ballot campaigns, letters, public meetings, important publicity, etc. Attach any pertinent materials, clippings.). Please report whether any action campaign was successful.

There has been no formal action on school issues since the bond referendum March 15, 1966. The committee has recently reorganized and our first meeting was held Feb. 15. We plan to formulate some questions to submit to school board candidates as to their positions and qualifications. Elections will be held in April. It was also suggested we revise the Decatur Schools fact booklet which was printed in 1963.

Two committee members, Mrs. Furst and Mrs. Smith, prepared a report on local school financing for the November Voter. Several Committee members have been attending meetings of CAPE (Citizens to Advance Public Education), as interested observers. This is a grass roots organization which was formed in November, 1966.

LEAGUE OF WOMEN VOTERS OF DECATUR - SCHOOL BOARD CANDIDATES - DISTRICT NO. 61 - APRIL 8, 1972

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Eight candidates have filed for the three year term. Six responded to our questionnaire. They are: Elizabeth Ferry, Hal Harrison, T. Robert Mabry, Roger Metz, Ralph Monts and Thomas Scott. Four candidates have filed for the two year term. They are: Cheryl Crocker, Richard Pacholski, Connie J. Peters and Betty Ploeger.

1. WHAT DO YOU THINK ARE THE MOST IMPORTANT CONSIDERATIONS IN DETERMINING GRADE ORGANIZATION IN THE DISTRICT?

ELIZABETH FERRY - Physical, emotional, and mental maturation of the individual child are the most important considerations in determining grade organization in the district.

HAL HARRISON - The most important considerations in determining grade organization are where the facilities are available for the best opportunity to learn. The step from one level of schooling to another by a student is sometimes harmful if he is not prepared mentally. I think the four-four-four - system is fine but I can see possibilities for some college subjects to be taught the senior year in high school. College English could be worked into our high schools, this way leaving a smaller burden on beginning college freshmen.

T. ROBERT MABRY - Grade organization must be determined by the use of information to demonstrate the most effective learning program. The middle school was discontinued without any data to determine its effectiveness. I would like to see the idea reconsidered and any information about the plan presented to the board.

ROGER METZ - The most important aspect in determining grade organization is to always keep in mind the needs and learning potential of the individual student whether he be accelerated or handicapped in learning facilities.

RALPH MONTS - While I would prefer that the primary consideration be selection of the grade organization that would provide the most effective education for our children, I am afraid that more practical matters will actually be the controlling factors. The community must decide how much money it is willing to spend on facilities. Then the administrative staff must recommend what it considers to be the best grade organization to make most effective use of the facilities provided and of our educational staff. Consideration should be given to flexibility in application of changing educational techniques as well.

THOMAS SCOTT - The first consideration in determining grade organization must be to insure that the maximum educational opportunity is offered all students. Assuming all board members agree on this point, the question then becomes who is qualified to judge which grade organization is best. Not being a professional educator, it would be somewhat presumptuous of me to answer a question that experts have not been able to agree on among themselves. As a board of education, we have to rely on the recommendations of our professional staff as to which grade organization is best for Decatur.

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CHERYL CROCKER - In determining grade organization in the district, we should consider which plan the majority of the people would prefer, as well as which plan is most educationally sound. I feel we must also consider what facilities are presently available and what the future might hold for the possibility of additional facilities. However, I feel only the administration is in a position to know which plan is best and their decision should be reached after conferring with the teachers and principals to see what plan they prefer. The Board's only involvement in this decision should be to act on the recommendation made by administration, and to do so in a manner which reflects the desires of the community.

RICHARD PACHOLSKI - The organization selected needs to be adapted to our present system. We need to consider community tradition while also providing educational leadership. Criteria: 1. To select the organization which maximizes the educational opportunities for all students; 2. To allow a high degree of choice for parents and students wherever benefits from this organization are realized.

RICHARD PACHOLSKI - The organization selected needs to be adapted to our present system. We need to consider community tradition while also providing educational leadership. Criteria: 1. To select the organization which maximizes the educational opportunities for all students; 2. To allow a high degree of choice for parents and students wherever benefits from choice are to be obtained. To be specific, the 5-3-4 plan provides great opportunity for the above. Students benefit from full four-year curricula in language, mathematics, English, foreign language and social studies at the secondary level without breaking continuity. Sixth graders benefit from instruction by teachers working in their major fields.

CONNIE J. PETERS - On the elementary level I am in favor of the homogeneous grouping under a vertical system. This system allows for more specialized attention for at least each group of children. If a one to one ratio cannot be realized, then it appears that specialized attention for particular groups is the next best objective. The homogeneous grouping allows the schools to adopt the content and methods of instruction to students of different levels of ability. This system enables the teachers to expend all their time and energies with one range of abilities thus improving the worth of the teacher in the classroom. I also believe in the new Middle School concept of grades six thru eight and I feel that this system permits gradual directed transition between elementary and high school education. It allows for flexibility of curriculum and permits administrators and teachers to specialize in developing educational programs uniquely designed for preadolescents. I am always in favor of experimentation in education, thus I do not negate any possibility that would prove beneficial to our children.

BETTY PLOEGER - I feel that the most important considerations in selecting grade organization patterns are two-fold. The educational and emotional maturity of the student and the existing facilities available to the district. It is my opinion based on experience and data available that the emotional and educational maturity levels break naturally after grade 6 and grade 8. By necessity, the facilities available, the financial wherewithal and the ability of a community to fund new construction must play a determining factor in such a decision. Needless to say, the opinions and judgements of both the community and the professional staff are an integral part of making such a determination. The community's wishes in the matter of grade organization will play a large part in any decisions I must make as a board member in this area.

2. HOW WOULD YOU ASSURE THAT EACH CHILD WILL RECEIVE EDUCATIONAL OPPORTUNITIES TO DEVELOP HIS INDIVIDUAL POTENTIAL?

ELIZABETH FERRY - I would strive for greater emphasis on new educational innovations and learning techniques. I would expand proven programs. I would emphasize smaller classes and more personalized instruction, particularly in the primary grades, so that handicaps might be prevented rather than corrected later on. I'd attempt to provide a curriculum that would be relevant and meaningful to today's child. I'd allow educators to do the educating.

HAL HARRISON - The lower class child that is put into an uppermiddle class school is a problem in this area. He is at a disadvantage because he does not have the pre-school education that others do. He starts out behind and gets more frustrated by falling behind until he finally drops out. Special teachers should be brought into slum area schools to give this student the opportunity he needs. I would continue the vocational program, as it helps the non college bound student to develop his potential.

T. ROBERT MABRY - Individual needs can only be met through expansion of programs rather than restricting program development. I think that the lab school should function at all grades, that special education be expanded, that gifted funds for programs be sought and that expanded curriculum at all levels be provided. The board must adopt policy that encourages development of individualized programming.

2. HOW WOULD YOU ASSURE THAT EACH CHILD WILL RECEIVE EDUCATIONAL OPPORTUNITIES TO DEVELOP HIS INDIVIDUAL POTENTIAL CONT?

ROGER METZ - By developing programs that initiate and provide the student with educational opportunities on his own specified level of learning. Special education programs for the retarded, innovative programs for the "slow learner", regular class studies for the average student, and innovative programs for the accelerated student.

RALPH MONTS - Such assurance is only possible if all the necessary financial resources were made available to provide for the substantial and varied needs of the district and if most effective use were made of all facilities, staff and training aids. To achieve this goal in this district we must have substantially improved facilities that will allow for a variety of educational programs. We should have a diagnostic center which will channel the children into the program they need and provide continuing analysis of their individual needs. This would require an expanded special education program, expansion and upgrading of existing vocational programs and innovative programs, evaluation and placement of personnel to most effectively use their skills, continued review of curriculum and an effective working relationship between teachers, administration, board and community.

THOMAS SCOTT - By continuing, and expanding as finances permit, existing programs designed to meet varied individual needs. Curriculum revisions recently approved or currently in progress will benefit all students, whether college bound or entering the labor market. These curriculum revisions include language arts, home economics, social studies, science and business education. Our new vocational training facility is second to none downstate and provides an alternative for the student who neither desires or has the aptitude to enter college and was previously encouraged to follow a college preparatory curriculum. The Special Education Program of Macon County is an outstanding program and provides for the child who differs physically, intellectually, or psychologically from the normal student. The combination of existing programs provides the opportunity for all students, regardless of ability, to develop to the extent that they are capable.

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CHERYL CROCKER - I would assure that each child receive education opportunities to develop his individual potential by seeing that our district provide a number of different educational programs. We must implement a program to properly evaluate a child's potential in the early grades, so that he is placed in a program which best suits his needs and abilities. I shall support innovative programs recommended by administration and teachers if I am assured that these programs are not just for the sake of change. We must realize that the students in our district have many and varied needs, and it is our responsibility to provide an education to every child, regardless of whether his need is special education, vocational, gifted program, or pre-college.

RICHARD PACHOLSKI - It is important to make the curriculum relevant to the child's experience. The child should be actively involved in the learning activity. The system should provide maximum opportunities for laboratory work in science and foreign languages. There should be opportunities for field trips so that the child can connect the world of the classroom with the world of work. Teachers should be encouraged to individualize instruction and given the tools with which to do it. For example, computers could be more adequately used. The district should provide for high quality extracurricular activities such as clubs, plays, discussions and sports programs for both boys and girls.

CONNIE J. PETERS - I do not feel that busing accomplishes educational opportunities. Rather this tends to increase problems. I would attempt to improve methods of special education, and encourage the board to use any federal and state research and support available for pre-school and head start and similar programs.

~~**BEVY FLOEGER** - Within budgetary limitations, a district must first provide dedicated, highly skilled teachers who believe in setting positive goals for their individual children. Their empathy and direction (as well as inspiration) can do more to develop a child's potential than many dollars spent in other ways. This can be accomplished either by innovative or traditional methods. No child's potential can be fully developed without~~

BETTY PLOEGER - Within budgetary limitations, a district must first provide dedicated, highly skilled teachers who believe in setting positive goals for their individual children. Their empathy and direction (as well as inspiration) can do more to develop a child's potential than many dollars spent in other ways. This can be accomplished either by innovative or traditional methods. No child's potential can be fully developed without the learning of basic skills. Without these (i.e. reading) a child will become frustrated and insecure and consequently not be able to fully develop. Needless to say, a teacher must have equipment and materials as well as an adequate physical plant in which to accomplish the job he performs for his student.

3. COMMENT ON YOUR VIEWS CONCERNING THE RELATIONSHIP BETWEEN STATE RESPONSIBILITY AND LOCAL CONTROL OF PUBLIC EDUCATION.

ELIZABETH FERRY - It would be ideal if public education was autonomous and free of State or Federal control. Unfortunately, local districts have already accepted too much aid and assistance to be able to resist interference. Local taxpayers can no longer bear the burden of educational expenses and out of necessity the State must provide money. We cannot have our cake and eat it too.

HAL HARRISON - Although Gov. Ogilvie has increased state aid, it is not enough. The state has the responsibility to give education in Illinois a fair chance. The state is responsible for making decisions that concern all school districts and for providing an adequate amount of funds. Local control is supposed to decide the questions of local concern and to budget the available money to best suit the needs of education. I feel that both are important and that both need improvement before education in Illinois and in District No. 61 are to prosper.

T. ROBERT MABRY - This is a "ghost". The state, under the new constitution, has the responsibility for education. The board is given discretionary power to provide the service. By working with all resources the board can provide better education. The stubborn refusal to accept services because they do not originate in Decatur can only cost the children of Decatur in education and funds for education.

ROGER METZ - Of course it is important to keep local control of public education, however for any educational system it is of the utmost importance to keep in contact with programs and methods of teaching, with regard to student learning, that involve opinions and suggestions outside of the local situation. This paves the way for educational improvements and up-grading of education in itself.

RALPH MONTS - I believe that the quality of educational program and the realization of the goal that allows each child to fully develop his individual potential is more important than who controls the schools. Probably the most effective program would result from a blend of state and local control that would combine the awareness of local problems, needs and aspirations with resources the state could provide and which might not be available to individual districts.

THOMAS SCOTT - Local control over public education is the most critical issue to be considered in this election. The state's responsibility for education is limited to financial and administrative support of the schools, while local school boards are granted statutory authority over local school matters within the guidelines prescribed by the school code. The prerogatives of decision making, expressed through elected school board members, must remain with the voters of the district. Otherwise, taxpayers have no control over how and where their children will be educated or how their tax money will be spent. This is particularly true now that the State Superintendent of Public Instruction is an appointive office and the superintendent doesn't have to answer directly to the voters for his actions.

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CHERYL CROCKER - I feel local control of public education is of vital importance. The citizens in District No. 61 have the right to say how their tax money should be spent and how they want their educational system run. This is not to say that we should be unwilling to listen to advice from the state level, as we must be open-minded enough to realize that there are other ideas or programs that might be better than our own. We must not build a stall around our community with the attitude that only we know what is best and have the power to stand alone.

3. COMMENT ON YOUR VIEWS CONCERNING THE RELATIONSHIP BETWEEN STATE RESPONSIBILITY AND LOCAL CONTROL OF PUBLIC EDUCATION CON'T.

RICHARD PACHOLSKI - By the 1971 State Constitution, the state assumes the ultimate responsibility for education and provides for minimum standards such as those for special education. The state then delegates this trust to the local community. The local community must continue to make the decisions and operate the school system. Local decisions are valued more highly by all involved. However, local responsibility for education is similar to the responsibility for maintaining order. Local police are responsible for enforcing the law in the community. State law enforcement agencies will intervene only if their special skills are needed or if a local police problem gets out of hand. So in educational matters, our local board must act responsibly and professionally to fulfil the mandates of both our state constitution and especially of our local citizens.

CONNIE J. PETERS - I am in favor of state equalization of funds thus guaranteeing that children should not be denied a minimum educational opportunity, just because they were born in a poor district or community. I believe all districts should receive at least some state aid, thus always providing an incentive to use local funds to enrich their educational programs as far beyond the minimum level as possible. Every state needs a program built upon research and individually patterned, which provides for local initiative and state equalization.

BETTY PLOEGER - Ultimate control of all local school districts rests with the electorate who express themselves in the annual elections of members to their school boards. The will of the people is expressed through duly elected officials who are responsible to the public needs. Giving way to centralized state pressures not only violates the present statues of the State of Illinois but is an abdication of responsibility to the public needs and wishes. Since the office of State Sup't. of Public Instruction is now an appointed office, centralizing control of all school districts could vest in one appointed office; broad all encompassing powers without any responsibility or obligation to answer to the will of the majority. In short, such state control removes from the taxpayer his right to control his schools. The mere fact that a state government may possess a more efficient money raising procedure does not automatically invest the state government with superior knowledge of local problems or needs or the wisdom needed for solving those needs and problems.

4. WHAT APPROACH WOULD YOU USE FOR SOLVING THE FINANCIAL PROBLEMS OF THIS DISTRICT?

ELIZABETH FERRY - First, of all, I'd have to be sure we had financial problems. If I was convinced we did have, I'd hire the best efficiency expert on educational finance and abide by his recommendations and findings. I'd use funds cautiously and prudently to avoid costly mistakes rather than to correct them. I'd attempt to get every available State or Federal grant possible to supplement the local tax dollar.

HAL HARRISON - I have not had a chance to study this question as I would like to. I feel that the budget should be closely examined and a rebudgeting of some funds should take place. If it is seen that more money is needed the voters should be asked, but hopefully the problem can be solved without this.

T. ROBERT MABRY - I think that the school board must more effectively determine the priority for spending funds. The litigation and the cause for litigation between the board and the teachers must be removed. This would conserve funds for education. The board must also set the policy to bring grant funds into Decatur and expect school administrators to meet the demand. The educational dollar must be spent to most effectively realize its value but not at the expense of necessary flexibility in educational programs.

ROGER METZ - I feel that for too long the Decatur educational system has been on a downward trend through the mismanagement of funds and

through the mismanagement of present school facilities. This can be depicted in our present building facilities problems. Our present school representatives have already phased out several physical plants and are in the process of phasing out more facilities, and then building new ones. I personally see this as wasteful of both the resources the school district already has acquired and also neglectful of the taxpayer's money. Why build new buildings when we already have physical plants that would cost the taxpayer much less to remodel and restore compared to completely new ones that would involve millions of taxpayer dollars. The same is true of the busing situation. I am personally in complete support of phasing out busing and restoring the neighborhood school. The Decatur taxpayers presently spend on busing approximately \$250,000 annually, and if the neighborhood schools were in functional order, this busing figure would be cut drastically. This is just one aspect that interests me, saving and using the tax dollars wisely and to its fullest potential. If funds, such as those previously mentioned, can be recycled, then this new capital that is saved can be spent on education itself (improving education), for the person behind the desk, for his direct benefit. And is not this the real purpose of our schools? To educate the student.

RALPH MONTS - I believe the present approach is a reasonable one. The Board finance committee composed of laymen with financial skills, administrative staff with financial and educational background and board members is presently reviewing every aspect of income and expense applicable to the district. This extensive review will lead to recommendations to the staff and the Board for greater operating efficiency and maximum realization of revenue from all sources. The review also will provide a basis for informing the community of the present and projected financial needs of the district as is now being done through periodic community leadership meetings. By creating a community wide awareness of where we stand presently and the additional financial help we need to meet projected educational goals, we can gain community support for provision of our needs through increased tax support or other means. Deficit spending can be used on a short term basis to level out year to year fluctuations in revenue but is not a long term solution to our problems. The only remaining solution is increased state or federal aid.

THOMAS SCOTT - This problem is so complex, our district can only provide a portion of the answer. Various state and federal commissions studying school finance may provide some solutions through measures such as revenue sharing. In the interim, we must continue to do all we can at the local level to derive the maximum educational benefit from existing revenue. In addition, the board must objectively communicate to the public the districts financial condition. This is necessary for the electorate to have adequate information on which to judge the need for any referendum proposed in the future.

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CHERYL CROCKER - I don't think the financial problems of any district can be "solved", but I feel we can alleviate some of the bind through community awareness of the problems at hand. Only when the citizens are alert to what is being provided with their tax money, will they be willing to support any further expenditures. We must educate the community of our needs, and then poll them to see if they will support their desires for a quality educational system. We should take advantage of all grants possible, either state or federal, as this too is our tax money at work. We must not be too proud to accept outside help, nor have the fear that we will be obligated to turn over our local control to our benefactor.

RICHARD PACHOLSKI - The local populace is taxed to near maximum capacity. We need to look for sources of revenue besides property tax. For example, our financial problems could be dealt with by working for state and federal legislation to provide more funds for education. Also by examining and rearranging some of the present budget priorities, additional funds could be found for the education of the children of Decatur. The number and salaries of the administrative staff could be reviewed with the possibility of making some cuts there. Finally, proposed academic, plant, and staff improvements should be publicized. Communication between board, teachers and parents needs to be improved; parents and citizens generally must become more informed about and involved in the operation of the schools.

4. WHAT APPROACH WOULD YOU USE FOR SOLVING THE FINANCIAL PROBLEMS OF THIS DISTRICT CONT?

CONNIE J. PETERS - I personally believe that there is ample money to run the Decatur school system efficiently if the funds are used appropriately. I would be in favor of continuing and supplementing the facilities study program now underway.

BETTY PLOEGER - There is no panacea for solving the financial dilemma suffered by school districts just as there is no panacea for solving financial difficulties suffered by any governmental body. We should all disabuse ourselves of the notion that "state funds" or "federal funds" somehow come from somewhere else or grow on trees. All tax funds come from one source--the taxpayer. This is the same man that pays at all levels and this man is "John Q. Wage Earner" who pays through direct levies, or indirect levies on items purchased. A long term goal to work toward is a reassessment of priorities by all tax bodies--local, state and federal--placing a greater emphasis on education and its need for a greater share of the tax dollar. However this must be done on a state and federal level through plans such as revenue sharing or grants for construction of physical plants but with no strings attached. On a short term basis--living within budget and avoiding deficit spending are extremely important. Our own district has been a leader in reorganization of financial structure and practices. While the Governor's Commission studies the problem, our emphasis (District 61) on high productivity and efficient return for our educational dollar has been manifest in the improved posture of our district.

THE CENTENNIAL LABORATORY SCHOOL:

A Report by Concerned Parents

by

THE CENTENNIAL PARENTS STUDY COMMITTEE

a subcommittee of

THE CENTENNIAL PARENTS ORGANIZATION

Spring, 1972

Decatur, Illinois

May 1972 not used.

I am Susan Marshall and I am here representing the Decatur League of Women Voter's. While we spoke informally with this committee in January, we take this opportunity to state our position publically. We, as League members agree with the Board of Education District 61 that the public should be heard and we commend you on holding these public hearings.

In the spring of 1971, this school board received a Facilities report prepared for you by the Illini Survey Associates in which a K-6-3-3 grade organization plan was presented as the basis for the proposed facilities program. Our local League agrees that a three year span of time is necessary for pupils to identify with a school and its program and to profit from it to the maximum degree. However, while the junior high, grades 7-9, evolved in 1910 by the determination that six years was enough time for elementary education, we submit to you that in 1972 our 6th graders are maturing earlier; therefore, we see the three year middle school starting with 6th grade. Many 6th graders are ready to leave the self contained classroom for some departmentalization, specialization and other transitional programs which can be offered better in the middle school setting. They should not be limited by the competence of one teacher per grade. In terms of social, emotional and physical maturity, the least differences are found between pupils in grades 6 and 7 and pupils in 9 and 10. A K-5-3-4 plan would recognize these factors.

One reason for supporting the four year high school plan is that wherever the 9th grade is housed, it remains closely tied to the senior high program. For instance, the Carnegie units for a college preparatory program expect a four-year curriculum. In addition, band music and athletic programs keep the 9th grade linked with the high school program. Thus, 9th grade in a junior high very often necessitates the development of two programs--one for 9th grade and one for 7th and 8th grades. The Secondary Cabinet of the district went on record in Nov. 1971 as supporting the four year high school and we feel these educators should be heard.

While we are aware that finances and present facilities play a major roles in what physical plant District 61 will have, we think that other things should be considered in deciding grade organization and other educational goals. We ask that the board consider educational values; physical, mental, emotional and social development levels; curriculum opportunities; public acceptance; and the educators' viewpoint.

We would urge the Board to follow the recommendation on page 77, Vol.I of the Survey of School plant Facilities for Decatur Public Schools. "Instructional programs should dictate building design and not vice versa." District staff should be called upon to develop the educational specifications, including long-range program goals.

To further quote, the report on page 78 states "Many of the valid trends in education--including team teaching, modular scheduling, flexible grouping and individualized learning--require a building with far more flexibility than those in the Decatur system, with but few exceptions." This points out the necessity of considering the many aspects of a districts concerns for education beyond financial ability.

The League of Women Voters of Decatur suggests a grade organization plan of K-5-3-4 for Decatur. Further, we hope to see you avoid inflexibility in building plans which might keep the district from adopting other valid educational programs in the era of rapidly changing practices.

Trends in Numbers and Distribution of Negro Pupils
Decatur Public School District No. 61
November, 1972

(X means that school did not exist that year)

Number and Percent of Negro Pupils

School	<u>Elementary</u>										
	1963	1964	1965	1966	1967	1968	1969	1970	1971	12/10 1971	1972
John Adams	X	X	X	0 0.0%	0 0.0%	40 10.8%	82 22.8%	75 19.0%	53 15.0%	53 15.4%	59 16.3%
Brush College	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	43 11.0%	42 10.3%	25 6.4%	22 5.5%	25 6.7%
Centennial	This school was used for a Junior High School these years--							60 18.9%	55 16.7%	50 15.7%	62 18.0%
Dennis	18 2.7%	16 2.4%	26 3.9%	17 2.6%	19 2.8%	24 4.1%	151 25.0%	154 23.8%	152 25.0%	159 25.9%	123 22.7%
Durfee	420 54.1%	439 59.2%	431 60.9%	464 65.7%	398 65.1%	504 69.3%	177 27.1%	280 54.8%	251 60.2%	262 61.9%	292 67.6%
Eldorado	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Enterprise	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	101 22.9%	88 19.9%	102 23.6%	98 22.9%	100 24.2%
Excelsior	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Franklin	X	X	X	0 0.0%	0 0.0%	11 2.9%	54 13.1%	43 9.6%	48 11.3%	46 10.9%	30 7.6%
French	7 2.9%	3 1.0%	10 3.7%	49 15.8%	52 17.2%	67 23.9%	66 25.0%	85 27.3%	106 36.2%	102 35.5%	93 32.1%
Garfield	77 11.3%	81 12.0%	102 14.8%	103 17.3%	105 19.0%	111 20.1%	54 10.5%	78 13.5%	88 16.1%	98 17.5%	100 19.5%
Gastman	16 8.5%	20 9.8%	23 12.0%	25 11.6%	32 15.2%	26 13.3%	32 16.2%	54 22.4%	57 24.8%	63 25.7%	83 33.3%

Garfield	77 11.3%	81 12.0%	102 14.8%	103 17.3%	105 19.0%	111 20.1%	54 10.5%	78 13.5%	88 16.1%	98 17.5%	100 19.5%
Gastman	16 8.5%	20 9.8%	23 12.0%	25 11.6%	32 15.2%	26 13.3%	32 16.2%	54 22.4%	57 24.8%	63 25.7%	83 33.3%
Grant	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 1.2%	23 13.5%	19 10.2%	16 8.2%	16 8.5%	8 4.0%
Harris	57 9.4%	45 8.9%	45 7.1%	53 8.1%	62 10.6%	142 20.8%	143 27.2%	223 33.7%	215 33.0%	220 33.2%	206 32.9%
Jackson St.	X	X	X	X	10 23.8%	9 20.9%	Closed-----				
Lincoln	16 6.2%	18 5.9%	12 3.8%	17 5.7%	20 7.5%	24 9.0%	13 5.5%	28 9.1%	28 10.0%	31 11.2%	23 7.4%
Mound	0 0.0%	0 0.0%	0 0.0%	This school was converted to a Junior High School-----							
Muffley	X	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	95 15.1%	14 2.1%	8 1.3%	6 1.0%	6 1.0%
Oak Grove	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	62 13.9%	59 12.2%	46 10.5%	43 10.1%	55 13.7%
Oakland	122 44.3%	148 50.5%	167 57.4%	161 56.2%	181 60.5%	173 66.0%	57 21.8%	Closed-----			
Oglesby	6 2.1%	4 1.0%	2 .5%	5 1.8%	6 1.9%	11 3.7%	12 4.4%	14 4.1%	9 3.1%	9 3.1%	8 2.8%
Parsons	X	X	X	0 0.0%	0 0.0%	0 0.0%	102 17.5%	50 8.8%	42 7.8%	43 7.9%	45 8.5%
Pershing	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	36 14.5%	33 12.8%	33 15.1%	28 12.9%	28 13.1%
Pugh	56 13.1%	57 12.6%	49 12.6%	66 17.4%	81 21.6%	90 23.5%	Closed-----				

Trends in Numbers and Distribution of Negro Pupils

School	1963	1964	1965	1966	1967	1968	1969	1970	1971	12/10 1971	1972
	Riverside	36 13.8%	54 21.8%	70 25.6%	75 28.2%	85 36.2%	Closed-----				
Roach	8 1.2%	8 1.2%	17 2.6%	22 3.3%	29 4.6%	37 5.6%	70 12.1%	65 10.8%	67 11.8%	83 14.5%	67 12.9%
Southeast	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 1.1%	21 4.8%	118 25.2%	68 15.1%	75 17.1%	75 17.2%	73 17.5%
South Shores	2 .3%	2 .3%	2 .3%	2 .4%	3 .6%	16 3.1%	86 17.4%	102 18.8%	86 18.5%	83 17.8%	87 20.4%
Spencer	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	38 13.6%	16 4.5%	19 5.0%	19 5.0%	23 6.2%
Stevenson	X	X	X	0 0.0%	0 0.0%	25 5.9%	31 10.6%	30 7.1%	35 8.3%	34 8.0%	43 9.5%
Sunnyside	This school was not a part of the Decatur System these years.							13 17.6%	8 13.8%	16 19.5%	15 17.4%
Ullrich	49 16.1%	59 18.5%	106 27.7%	108 26.4%	141 38.6%	200 50.4%	181 60.7%	238 69.6%	241 73.5%	238 74.8%	272 86.1%
Warren	112 38.3%	138 47.5%	145 45.8%	181 59.1%	209 61.5%	Closed-----					
Washington	495 64.7%	496 68.1%	521 73.2%	549 72.1%	564 74.8%	534 76.8%	114 50.4%	195 66.1%	238 64.5%	243 64.3%	227 63.9%
W. Wilson	This school was used for a Junior High School only these years.							70 40.5%	74 43.5%	75 44.4%	95 55.9%
Total Elementary:	1497 12.6%	1596 13.2%	1728 14.2%	1897 15.4%	2001 16.3%	2068 17.3%	1941 18.9%	2196 19.1%	2177 20.1%	2215 20.2%	2248 21.2%
Middle School	1963	1964	1965	1966	1967	1968	1969	1970	1971	12/10 1971	1972
Centennial	99 20.3%	Inform.	Not Available		180 30.2%	138 33.4%	137 25.6%	Used as an Elementary School			
Jefferson	X	X	X	X	0 0.0%	30 5.2%	54 6.9%	92 12.2%	85 11.5%	85 11.6%	90 11.9%
Johns Hill	105 13.3%	Inform.	Not Available		158 23.4%	158 23.8%	199 31.3%	162 21.8%	177 23.6%	177 23.8%	169 23.0%

	X	X	X	X	0	30	54	92	85	90	
					0.0%	5.2%	6.9%	12.2%	11.5%	11.6%	11.9%
Johns Hill	105 13.3%	Inform. Not Available			158 23.4%	158 23.8%	199 21.3%	162 21.8%	177 23.6%	177 23.8%	169 23.0%
Mound	Used for Elementary School-----				89 15.6%	125 16.0%	119 18.2%	129 19.2%	126 18.5%	128 17.9%	
Roosevelt	27 4.0%	Inform. Not Available			42 6.1%	43 6.8%	77 8.4%	50 8.6%	44 8.2%	47 8.7%	54 9.8%
W. Wilson	42 6.6%	Inform. Not Available			70 9.3%	123 20.4%	128 22.0%	97 24.8%	100 25.7%	101 25.7%	114 29.9%
Total Middle:	273 10.5%				450 13.9%	581 16.8%	720 15.9%	520 16.6%	535 17.3%	536 17.3%	555 17.7%
<u>Senior High</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>12/10</u> <u>1971</u>	<u>1972</u>
S. Decatur	123 8.2%	Inform. Not Available			266 12.7%	256 12.4%	286 14.1%	289 14.8%	329 14.9%	320 16.3%	331 16.8%
Eisenhower	144 9.9%	Inform. Not Available			303 17.7%	305 18.7%	311 19.8%	318 21.4%	377 24.1%	361 23.9%	445 29.4%
Lakeview	0 0.0%	Inform. Not Available			0 0.0%	17 1.9%	18 1.9%	24 2.3%	20 2.1%	19 2.1%	22 2.4%
MacArthur	44 2.8%	Inform. Not Available			83 5.4%	129 7.8%	150 8.8%	199 10.9%	236 12.8%	227 12.5%	229 12.5%
Total Sr. High:	311 5.6%				652 10.7%	707 11.4%	765 12.2%	830 13.4%	962 15.1%	927 15.0%	1027 16.4%
Total District:	2081 10.4%				3103 14.4%	3356 15.5%	3426 16.4%	3546 16.9%	3653 18.0%	3678 18.2%	3837 19.2%



State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

January 15, 1973

Mrs. Charles J. Meyerson
175 Park Place
Decatur, Illinois 62522

Dear Mrs. Meyerson:

As you probably know, during June and July of 1971, I held six statewide public hearings with my Associate Superintendents to involve the citizens of Illinois in setting the goals and priorities of public education for the next decade.

The public hearings and a State Conference on Educational Goals and Priorities, held in September, 1971, produced the first draft of a plan for public education. This plan underwent further revisions during 1971 and 1972; and in March, 1972, Action Goals for the Seventies: An Agenda for Illinois Education was completed and distributed statewide.

I pledged in "Action Goals" to hold quarterly public hearings to review and revise the agenda. The first of these quarterly hearings was held in Rock Island in September, 1972. The second is scheduled for February 7, 1973, at the Champaign Hilton, 302 South John Street, Champaign, Illinois, from 9:00 a.m. to 5:00 p.m. with a one-hour break for lunch at 12:00 noon.

I would be grateful if you or your representative would appear to assist in re-evaluating "Action Goals" and/or to present your views and ideas on other current educational matters. While prepared statements are preferable, they are not mandatory. I ask only that you limit any verbal presentation to five minutes.

It would be most helpful if you would either return the enclosed card by January 29th, or phone Miss Marlene Zalutsky at my Chicago office (312-793-2220), if you plan to participate in these hearings. This will assure your appearance at a time which is convenient for you.

I would also like to ask your assistance in publicizing these public hearings. If you know any individuals or organizations who you think would be interested or helpful, please extend to them, on my behalf, an invitation to participate.

Sincerely yours,

A handwritten signature in cursive script that reads "Michael J. Bakalis".

Michael J. Bakalis
Superintendent

In the interest of better understanding by the community, the Decatur League of Women Voters would like to ask several questions regarding the sanctions imposed by the Illinois Education Association against Decatur School District #61. We plan to use the information you give us in determining what we can do to help meet the problems of community support for the schools.

1. Did the IEA compare this district with other districts in Illinois before imposing sanctions?
 - A. Your research department statistics of December 1967, show that of the 144 unit districts with 1000 or more elementary students 117 have lower tax rates than Decatur has. Of the 1035 unit districts and combined elementary and overlapping high school districts, 499 have lower tax rates than Decatur has.
 - B. In Macon County, five districts have a teacher salary schedule starting at \$6,000, two districts start at \$62,000, and Decatur has a starting salary of \$63,000.
2. How does the IEA measure community support for adequate financing of the ~~the~~ schools? Were you aware of the following:
 - A. After the February 1968 referendum to increase the education fund tax rate by .40 was defeated, a group of concerned parents, teachers, school board members and legislators met to determine how to get funds to prevent damaging cuts in program. As a result, bills were introduced when the legislature reconvened March 4, 1968. One bill would have increased the foundation level to \$500, later reduced to \$485. Another bill was passed which permitted the board of education to transfer accumulated interest in the working cash fund to the education fund, and a third would have cut the fee for collecting school taxes. The local group got in touch with fifty other districts which had had recent referendum defeats and organized the Green Delegation to the legislature. This action became a statewide PTA project this year.
 - B. When the School Problems Commission met in Decatur, testimony was presented by many concerned people, including representatives of the school board, the DEA, and the Chamber of Commerce.
3. How did the IEA determine whether the community or the board of education should be sanctioned?

Did you know that the school board has attempted to communicate with the community? The board has sponsored public meeting to inform the public of its needs and actions, but the community has not responded with support.
4. Have you considered sanctioning the entire state of Illinois? Your stand on increasing the foundation level to \$800 indicated a priority on obtaining school money from the state.
5. In connection with the master agreement between the board and the DEA, could you explain what role principals should play in negotiation?

6. What is the proper priority of communication between the DEA and the board and staff? Could you explain further what is necessary in this area?

7. We are hoping that through the answers to these questions we will better understand the situation and can be of help in interpreting it to the community. Perhaps we could meet with the IEA board for further discussion and clarification.

LOCAL PROGRAM ITEM FOR 1971-72

Decatur Public Schools

Support of increased funds to provide quality education and adequate space.

Emphasis on local community responsibility to require the school system to develop each child's potential.

Study of grade organization of school system to determine what best meets the educational goals.

Junior College

Support for the development of ^{a Decatur Area} ~~Decatur~~ Junior College.

Recommended by School Committee

Bd app Feb 18, 1971

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Like many towns across the country, Decatur experienced phenomenal growth during the post-World War II years, with a "white ring" developing around the older central city. Since 1950, 12 elementary schools, two junior high schools and two high schools have been built in newer all-white areas of the city, while only one inner-city elementary school has been constructed. While new schools were being built, the population in some of the old, inner-city schools was becoming disproportionately black, in spite of administrative efforts to maintain balance.

In June, 1967, by board action, two Board of Education members, some administrators, and lay citizens attended an Institute sponsored by the Illinois Human Relations Commission and the Center for Inner-city Studies, Northeastern Illinois State College, along with delegations from seven other Illinois cities to share ideas on school integration. Following the Institute, the Decatur Board passed a resolution (4-1-1 and one absence) to the effect that "racial and socio-economic integration of the public schools is educationally sound and morally right." It created a Community Commission on Integration (CCI) and charged it to develop a plan for integrating the school system. Members represented a cross-section of the community and were appointed on the basis of their agreement with the concept of integration and their respected position within the Community.

INITIAL REACTION APATHETIC

Initial public reaction to the CCI, ironically was apathetic and/or approving. In March, 1968, the CCI presented, the then School Board approved (5-1-1) and later implemented a plan for the secondary schools. This included changing one junior high school from a 7-8 arrangement

to a 6-8 middle school, and establishing two "corridors" from the inner city to two outlying all-white schools and changing the one all-white high school to a magnet school. In the board election of April, 1968, integration was not a major issue and two pro-CCI incumbents and a pro-CCI black were elected. The secondary school plan, implemented in September, 1968, was, for the most part well-received and successful, although black students have not applied to attend the magnet school in any great numbers.

During the summer of 1968, two older inner-city elementary schools were closed by the board for financial reasons (and not as part of the integration plan) and some black students were bused to outlying all-white schools, again with only token stated opposition. Overall the transition was smooth. Objections to busing for integration at this point were countered with assurances that any busing would be kept to a minimum.

OPPOSITION DEVELOPS

Decatur residents were well aware that during the fall months of 1968, the CCI members were working on a plan to integrate the elementary schools in September, 1969. The Decatur League of Women Voters anticipating some misunderstanding, compiled a fact sheet in the hope of helping the public to understand better the need for the expected changes. In addition to working on the details of the plan, CCI task forces conducted workshops for Decatur teachers and developed curriculum helps in the areas of black history and roles of ethnic groups. Later in the fall of 1968, before the CCI plan was even formulated let alone presented to the public, rumors of widespread busing of children started spreading. Several PTA's sponsored a CCI-panel presentation in hopes of allaying fears, but the effect was

to reinforce apprehension and opposition. Private meetings of concerned parents were held, culminating in the formation of an opposition group called United School Action (USA). By the time the CCI plan was presented to the public, the USA boasted a membership of some 1,000 families.

The two daily Decatur newspapers were sympathetic to the need for integration and the CCI from the beginning. There were many features on other school districts and good news coverage of all the events concerning CCI. Editorially the paper backed the plan that was finally adopted.

Before acting on the plan as passed by the CCI, the School Board held five public hearings in various sections of the city. Although the hope was for constructive comment and suggestions, the effect of the hearings was to escalate the hostile and emotional reactions. Opposition centered on the expense to the district, busing, loss of neighborhood schools and inconvenience. Proponents stressed the value of integration to all, introduction of the middle school concept to Decatur schools and other increased opportunities for educational innovations such as team teaching, and departmentalization. In response to these public reactions the board instructed the administration to modify the plan.

Essentially the modified plan called for junior high schools to be changed to 6-7-8 middle schools with the results that 6th graders from all white schools were bused to junior high, leaving room in the outlying schools for some black children of lower age levels to be bused in. The technique of pairing schools was also used in two sections of town. The modifications to the original CCI plan were major compromises, such as reduction in busing by one half. The board passed the modified plan 5-2.

ELECTION RESULTS

But at the School Board election in April, 1969, two "anti-CCI" members were elected, increasing the minority to 3 and creating a 4-3 split on the board. As time for the CCI elementary plan to be implemented drew near, some concerned citizens, most of them white, formed an ad hoc group, Keep Improving Decatur Schools (KIDS), with the purpose of helping the CCI plan work and electing school board members sympathetic to school integration in 1970. As school opened, a very few private parents staged a token protest by "sitting in" their neighborhood schools. A public meeting on the second day of school, called by minority board members was a highly emotional scene of charges and counter-charges, but the implementation was relatively free of problems.

In March, 1969, the superintendent of schools spoke publicly about favorable results from the integration plan and the president of the Decatur Education Association (approximately 90 percent of certificated personnel belong) called for continuation of the plan until professional evaluation could take place.

Nevertheless, busing and neighborhood schools remained the main issues of the April, 1970, school board election. The USA-backed incumbent and one other USA candidate won the two open seats easily against two candidates calling for continued implementation of the integration plan for at least one year, followed by professional evaluation. (One of the defeated candidates is the chairman of the Department of Education at the local university.) So the board minority against busing now became the majority in a new 4-3 split.

REDISTRICTING

In May, 1970, the new Board of Education adopted a redistricting plan which closed two inner-city schools, and returned sixth grade to

the self-contained class room in elementary schools, and reduced the number of children bused for integration by about one-half. The plan was devised within a brief three-week period, presented to the public and teachers and voted on within five days. There was limited opportunity for public reaction and comments, although the faculties of two of the middle schools publicly opposed the new plan. In addition, a survey of elementary principals by KIDS, showed 22 out of 27 favoring retention of the integration plan for at least one more year. At this point, many who had voted for the USA candidates were disenchanted, since they had not expected to lose the middle school program. Also, the new plan did not return the neighborhood school concept entirely, as all the schools integrated under the CCI plan remain integrated but to a lesser degree and some busing from inner city areas to outlying schools still takes place.

The following chart demonstrates some of the basic differences during the three years under consideration;

Black Enrollment	1968 Pre-CCI	1969 Implementation	1970 New Redistricting
0%	10 schools	2 schools	2 schools
1-10%	8 "	2 "	8 "
10-31%	6 "	21 "	14 "
more than 40%	4 "	2 "	4 "

In addition to racial integration, the League has concerned itself with achievement-ability distribution, contending that students in a low-achieving school do not have an equal opportunity for education. Although the modified CCI plan and the new redistricting plans have reduced the percent of students assigned to low-achieving schools, the 1970 redistricting has increased the percent of

black children in low-achieving schools and in general shifted more schools in an out-of-balance direction.

The NAACP has filed a suit seeking an injunction requiring the School Board to reinstate the integration plan of 1969 or to develop a new plan. The suit charges that the 1970 plan results in resegregation. A ruling has not yet been made upon the merits of the suit. The KIDS group is trying to increase understanding of the need for integrated schools and has officially endorsed the NAACP action. In a letter to each school board member and to the newspaper, League pointed out the right of each individual or minority group to go to court to seek the equal protection guaranteed by the Constitution. The USA group has not been active as an organization for several months.

SUGGESTIONS

We feel that the Decatur experience offers some suggestions to other communities concerned with de facto segregation.

Before formation of a plan, a calendar of community education should be devised. To shape an attitude of acceptance of the need for integration, the public must first understand that need. If the community is to willingly accept major changes and some inconveniences, it must know how the results will benefit all.

The school district personnel should be closely involved in the planning from the start. Here also, is a need to know and accept the reasons. Then the traditional community respect for teachers could be used to educate the public. Professional expertise could also be used to anticipate and solve problems arising from a new plan.

Finally, the actual plan implementation should proceed as smoothly as possible, so no minor complaints such as bus routes or long waits override the benefits to the community.

The Decatur integration plan might have been an educational improvement for the district but it was unacceptable to the voters and discontinued without evaluation. Therefore, whether it would have equalized educational opportunity has not been determined.

PRESENT ATTITUDES

School Board actions now reflect the community attitude of conservatism and traditionalism. One board member, who has served since 1967 and consistently opposed integration efforts, is now board president. His position has been that his responsibility is to carry out the wishes of the majority as shown by election results.

The interests of the majority has now extended into areas other than integration. In years previous to the CCI, the public was largely apathetic about school matters except those involving money. No tax rate increase for the education fund of the district has been passed since 1956. Since 1967 and the polarization of the community over integration, many school issues have become controversial and widely discussed at school board meetings, radio "talk" shows and in newspaper "letter to the editor" columns. Some of the recent issues of concern are discipline, textbook content, administration appointments and innovative programs.

Minority opinions from both board members and the public are received negatively and sometimes with antagonism. Thus, the Decatur situation has become a test of the democratic system of balancing majority rule with minority rights.

Jean Cook

F O R E W O R D

8 - MACON COUNTY SPECIAL EDUCATION DISTRICT FUND

Decatur Special Charter School District #61 entered into a joint agreement with eight other school districts within Macon County for the purpose of establishing programs for special education and to provide for special education facilities for exceptional and handicapped children. Under the terms of this agreement, Decatur Special Charter School District #61 was appointed the Administrative District and as such is responsible for all financial operations of the Special Education District. State law requires that all financial transactions and accounting records pertaining to the joint agreement shall be maintained separately from those of the Administrative District and a budget will be prepared covering all the financial aspects of the operation of the joint agreement.

MACON COUNTY
SPECIAL EDUCATION DISTRICT FUND

RECEIPTS AND REVENUE

SUMMARY OF MAJOR AREAS

MACON COUNTY SPECIAL EDUCATION FUND

1969 - 1970

PART I: ESTIMATED REVENUE

Line
No.

1 406.0 Tuition

406.1 Tuition from Districts

890,078

TOTAL REVENUE

890,078

MACON COUNTY
SPECIAL EDUCATION DISTRICT FUND

DISBURSEMENTS AND EXPENSES

SUMMARY OF MAJOR AREAS

MACON COUNTY SPECIAL EDUCATION FUND

1969 - 1970

PART II: ESTIMATED EXPENDITURES

<u>Line</u> <u>No.</u>			
	501.0	<u>Administration</u>	
2	501.1	Salaries	63,866
3	501.2	Contractual Services	8,570
4	501.3	Supplies	900
5	501.7	Travel	2,050
6	501.9	Other	<u>2,790</u>
		TOTAL	78,176
	502.0	<u>Instruction</u>	
7	502.1	Salaries	699,960
8	502.2	Contractual Services	7,320
9	502.3	Supplies	8,415
10	502.7	Travel	5,950
11	502.9	Other	<u>180</u>
		TOTAL	721,825
	504.0	<u>Health</u>	
12	504.2	Contractual Services	16,607
	507.0	<u>Maintenance</u>	
13	507.2	Contractual Services	14,000
14	507.3	Supplies	<u>300</u>
		TOTAL	14,300
	508.0	<u>Fixed Charges</u>	
15	508.4	IMRF	6,040

MACON COUNTY SPECIAL EDUCATION FUND

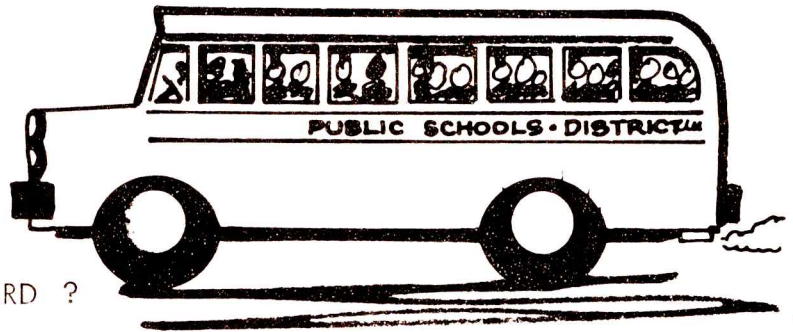
DISBURSEMENTS AND EXPENSES

Line
No.

	508.0	<u>Fixed Charges</u> (continued)		
16	508.5	Insurance	9,600	
17	508.9	Other	<u>29,100</u>	
		TOTAL		44,740
	560.0	<u>Capital Outlay</u>		
18	563.0	Additional Equipment		4,430
19	590.0	<u>Contingency</u>		<u>10,000</u>
		TOTAL EXPENDITURES		890,078

WHO CARES ABOUT YOUR CHILDREN'S EDUCATION ?

C C I ?



MAJORITY OF THE SCHOOL BOARD ?

IF NOT... WHY NOT JOIN...



" U N I T E D S C H O O L A C T I O N "
(A NOT FOR-PROFIT CORPORATION)

ITS PURPOSES ARE:

1. TO SUPPORT THE NEIGHBORHOOD SCHOOL CONCEPT.
2. TO SUPPORT NEEDED TAX REFERENDUMS WHEN NECESSARY. TO DEMAND PROPER SPENDING OF TAX MONEY. TO INSIST ON TOP GRADE EDUCATION FOR OUR CHILDREN.
3. TO OPPOSE THE BUSING OF ELEMENTARY PUPILS, EXCEPT THOSE LIVING OVER 1-1/2 MILES FROM THE NEAREST SCHOOL.
4. TO SUPPORT OUR TEACHERS AND ADMINISTRATORS IN THE SCHOOLS.
5. TO INSIST THAT ALL CHILDREN BE FREE FROM FEAR OR THREATS WHILE UNDER SCHOOL CONTROL.
6. TO SEEK OUT AND FULLY SUPPORT QUALIFIED SCHOOL BOARD CANDIDATES.
7. TO MAKE OUR COMMUNITY ONE IN WHICH ALL CAN TAKE PRIDE, WITH A REBIRTH OF PATRIOTISM FOR OUR COUNTRY.

UNITED SCHOOL ACTION NEEDS YOU TO HELP SECURE A BETTER EDUCATION FOR ALL DECATUR CHILDREN!!!

TEAR OFF AND MAIL --- DO IT NOW!!!

UNITED SCHOOL ACTION
BOX 211
DECATUR, ILLINOIS
PHONE 423-1328

COST FOR FAMILY = \$5.00 (YOUR MONEY
WILL BE USED ONLY FOR ADVERTISING,
SUPPLIES. AND ATTORNEY FEES)

I AGREE WITH THE PURPOSES NAMED ABOVE:

NAME: _____

ADDRESS: _____, DECATUR, ILLINOIS.

FACT SHEET

COMMUNITY COMMISSION ON INTEGRATION

WHAT IS THE COMMUNITY COMMISSION ON INTEGRATION?

The C.C.I. is a group of 22 citizens appointed by the Board of Education and charged with the task of studying racial and socio-economic im-balance in School District #61, and recommending "a plan of positive action for the socio-economic and racial integration of the Decatur Public Schools." (See Resolution of Board of Education).

The C.C.I. is organized into 5 Task Forces, each of which is working on a different aspect of the overall charge. Each Task Force has several commissioners plus additional citizens and school staff and faculty.

WHEN WILL THE C.C.I. PRESENT ITS WORK TO THE BOARD OF EDUCATION?

Task Force #3 is expected to present a basic plan for integration of the elementary schools to the Commission in January. The Commission will consider the plan carefully - then make its recommendations to the Board of Education. The Board is expected to hold public hearings, accept the plan, modify it, or reject it.

"AREN'T THE DECATUR SCHOOLS ALREADY INTEGRATED?"

Although it is illegal to assign students to a purposefully segregated school, over the past 20 years the schools have become more and more segregated.

In 1944, 63% of the elementary schools had both black and white students. No school had more than 20% Negro students.

In 1966, only 50% of the schools were racially mixed.

SEVENTY-TWO PERCENT OF ALL BLACK STUDENTS WERE IN ONLY FOUR OF 30 SCHOOLS.

NINETY-FOUR PERCENT OF ALL BLACK STUDENTS WERE IN ELEVEN OF 30 SCHOOLS.

FOURTEEN OF 30 SCHOOLS HAD NO BLACK STUDENTS.

This is De Facto segregation! and is a direct result of the concentration of Negroes in the older, inner city residential areas.

The four schools with the highest percentage Negro students were built between 1890 and 1925.

Of the 12 newest schools, *ONLY TWO* had Black students (One had only 2).

Since residential neighborhoods tend to be composed of people of the same socio-economic level, socio-economic im-balance exists as does racial im-balance.

WHAT ARE THE ADVANTAGES OF INTEGRATION?

From EDUCATION U.S.A., October 23, 1967:

Fighting de facto segregation seems to be improving the learning of Negro children in Hartford, Conn., and White Plains, N. Y. Hartford recently released a preliminary report which indicates that the youngsters who were transported to the suburbs clearly outperformed those who stayed in the city, according to "statistically significant" differences in tests of knowledge and school skills. In White Plains in 1964 city-wide integration has improved the achievement of Negro pupils without lowering educational standards or driving away the white students, many of whom have made gains also. A recent report shows that Negro pupils who began first grade in the integrated school are doing "significantly better" than Negro pupils who had been in school three years before integration. The white children are making as good or better grades on these tests than their predecessors who attended all-white schools.

RACIAL ISOLATION IN THE PUBLIC SCHOOLS, a report of extensive nation-wide studies, indicates that minority-group children, when placed in classrooms where a majority of the students are of middle class backgrounds, show an increase in achievement rate *WITHOUT NEGATIVE EFFECT ON THE ACHIEVEMENT RATE OF THE OTHER STUDENTS.*

(Fact Sheet prepared by Task Force #2)

RESOLUTION

It is the recommendation of the superintendent and his administrative staff that the Board of Education adopt the following statement of policy and recommend action:

We reaffirm our belief in the historic principle that all children are entitled to a free public education. We further believe that the full pursuit of that right requires an educational setting which will provide as complete an exposure as possible to all positive facets of the community's intellectual and cultural resources, that this implies the necessity of providing an atmosphere in our schools which can in part be created by inclusion of students of diverse backgrounds with respect to socio-economic, religious and racial circumstance.

In these beliefs we embrace the philosophy that integration of the public schools along racial and socio-economic lines is educationally sound and morally right; that the benefits of such action for all students should impel the community to move with deliberation and dispatch toward the implementation of this goal.

Toward these ends we will immediately initiate the process which will result in a plan of positive action for the socio-economic and racial integration of the Decatur Public Schools.

We will appoint a community committee to recommend to the Board of Education such a workable plan with possible alternatives. As guidelines for such a committee we suggest that this recommendation be timely enough to effect a target date of September 1968 for implementation of junior high and high school plans and a target date of September 1968 for the over-all elementary plan.

The committee shall utilize the local Decatur team of the Illinois Institute of Administration Leadership conference and the district staff as resources and shall report to the Board of Education through its chief executive officer, the Superintendent of Schools.

This Statement of Policy was adopted in June, 1967.

IN EDUCATION WE TRUST

STATE EDUCATION FUND

IN

1968

STATE
AID



500

500

500

FIVE HUNDRED DOLLARS

500



**Your children
and the cost crisis
in Illinois
schools**



The challenge we face is immense. It is painfully clear that our future prosperity depends on the qualities and attitudes our children build into tomorrow's communities.

And quality education is the key.

In March of this year Illinois Bell began a series of public messages on education in newspapers throughout the state. Presenting the insight of educators, business and civic leaders who have been deeply involved in improving education, it urged Illinois citizens to "Take Part in the Promise of Illinois."

This booklet is one of three that we have prepared on major aspects of our school problems. We hope that you will share it with your friends here—and in other parts of the country as well—because all 50 states share this common problem.

Illinois Bell has joined in this effort because we believe that our children are the promise of Illinois. If we fail them, we all fail.

James W. Cook
President
Illinois Bell Telephone

If you'd like additional free copies of this booklet—or either of the other booklets in the series—please write: Educational Services, Illinois Bell Telephone Company, Department WP, 225 W. Randolph St., Chicago, Illinois 60606.



Illinois has no greater need than to give its children an education equal to the demands of the times. Their future and ours depend on how well we prepare them today.

This always has been true, of course, and our progress speaks well of our past accomplishments. But today the challenge has been sharpened, by accelerated changes in our technology and our society, and by the explosion of knowledge in all fields of human endeavor.

Good education must be available to everyone—no matter where he lives, no matter what his economic status. And it must be the kind of education that enlarges the opportunities and satisfactions of life.

We need more money for education in Illinois, and we must find a way to provide it. We also need the understanding and cooperation of educators, parents, businessmen and civic, political and religious organizations. That is why I am especially pleased to see this series of public service messages presented by one of Illinois' major business organizations.

I urge you to follow the advice contained in these messages: learn all you can about the subject, get involved, and take part in realizing the promise of Illinois.

Richard B. Ogilvie
Governor
The State of Illinois



Illinois Bell asked veteran education reporter Helen Fleming to prepare this detailed report on the cost crisis in Illinois schools.

Helen Fleming has earned impressive credentials in education circles over the past 25 years through her association with the Chicago Daily News.

From 1947 to 1968 Miss Fleming covered education in Illinois for the Daily News, reporting on the activities of the Chicago Board of Education, the Illinois School Problems Commission, the Illinois Board of Higher Education, and the University of Illinois Board of Trustees.

ACROSS ILLINOIS spreads a cherished network of local public schools, directed by 1,300 citizen school boards, and enrolling 2,243,000 pupils from kindergarten through high school.

Day after day, except in occasional emergency, these schools operate as predictably as clockwork. They take custody of the community's children Monday through Friday, as those children appear dutifully in the morning—then spill them out in exuberant surges in the afternoon.



Is what goes on in the interval chiefly baby-sitting? Or is it preparation for living in the 21st century?

Illinoisans see it both ways.

Hundreds of thousands of parents and teachers are happily convinced that their children are getting a better education than was experienced even five or six years ago by older brothers and sisters.

Other Illinoisans are far less impressed, or even emphatically critical. They think school systems are missing crucial signals for change and doing things in the easy, familiar way.

“What should our schools be doing? What are they for? What is their priority business?”

These are proper questions, worthy of good parents and all citizens in a free nation. But too few people take the time to raise and pursue such questions.

And of the thousands of citizens who have sat on Illinois school boards, exercising policy-making powers over their schools, a rousing majority might admit, in a candid moment: “Our board never, during my tenure, spent 30 minutes on questions like that. We probably should have—but there was never time.”

The immediate problem gets immediate attention—with school boards as with all human beings. Searching questions about the real business of the schools, or their actual versus potential quality, are put off while emergencies of the moment are faced.

In 1969, Illinois schools from the Wisconsin to the Kentucky line report that their financial problems have reached crisis proportions.

Their resources won't stretch to cover their reasonable obligations. They hear demands from teachers and parents which they would in conscience gratify, but to which they must answer, “Impossible.”

They can't vote the raise . . . retire the intolerable building . . . give the principal assistance so that he himself can get to work on thorny community relations.

The board has no choice but to make provision for all the children who come to the schools. Income lags while enrollment climbs. So cutbacks in service are the answer. Parents and employees protest, but no one writes a check to cover the deficiency.

Board meetings run later and later. The men and women honored by being chosen for school board



Ray Page, Illinois State Superintendent of Public Instruction, talks school finance with Robert A. Jamieson.

service sit in perplexity, and adjourn discouraged, feeling the community's dissatisfaction and their employees' frustration and tension.

How serious is the financial problem? "It isn't a problem," says Chester R. Wiktorski, Jr., chairman of the Illinois School Problems Commission. "It's a crisis. Chicago faces cutbacks of \$54 million in school operations this fall. Danville, Decatur, Kankakee and others are struggling with similar troubles. Dozens of Illinois school districts are already borrowing money for day-to-day expenses. And many more are on the borderline. We simply haven't come to grips with what it costs to provide a quality education for all of our children."

A Peoria business man who is president of the Illinois Association of School Boards, Robert A. Jamieson, said of the boards' plight: "We have been sent into a war without the arms to win. We are not operating from ivory towers, but from ivory foxholes. The need for additional money ranks first among the problems Illinois School board members face. The basic problem of inadequate funds is compounded in school districts where there are large numbers of disadvantaged children. I think that the state should assume a greater responsibility for education and provide 50%—not the present 25%—of local school costs."

Some school districts in the state are relatively free of financial pressure. But they are by no means unaffected by it. The harder-pressed districts—and these include some upper middle-class residential areas—are calling for review and revision of the

financing arrangements in our state which now result in great contrast in school offerings even between some school districts immediately next door to one another.

The American ideal and tradition of free public education are violated, some suggest, when the quality of a child's education depends on how much money the people who live around his school can get together.

This argument maintains that it is acceptable for local schools to vary in many ways, according to local decisions—but that since our state constitution makes it a state responsibility to maintain public schools, the state should see that half-portions are not dispensed to some children while others get double helpings.

How do we rank as a state in support of education?

"Illinois is third among the 50 states in average income per person," reports Roald F. Campbell, Dean of the Graduate School of Education, University of Chicago. "But we are 47th among the states in the percentage of personal income that we pay in support of local schools. All 50 states increased their per pupil spending for schools between 1958 and 1968; in percentage of increase Illinois ranked 49th. We are a wealthy state making relatively little effort to educate our children—tragic neglect in terms of our capability."

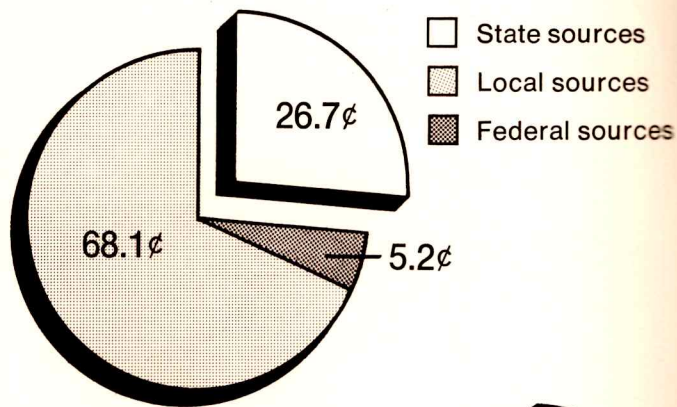
Understanding school finance is not easy, but many Illinois citizens have buckled down to master at least these essential facts about how local school costs are met:

1. The state of Illinois contributes to the cost of every public school pupil's education out of general revenue, using some of the proceeds of the retailer's occupational tax ("sales tax," in popular terminology). The state share varies from district to district, but it amounts to 24.5% for the state as a whole.

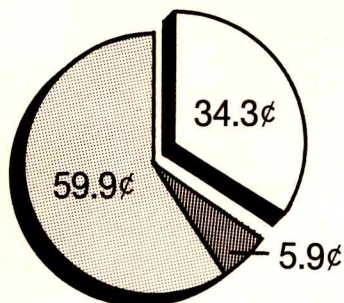
2. The greatest part of the cost of most school operations is paid from the local property tax, the school board using the power to tax which the General Assembly has given it. For the state as a whole, 69% of local school operating costs are paid from local sources including more than 60% from local property taxes.

3. Largely because of its own limited funds, the state sets a low limit on the amount of spending per

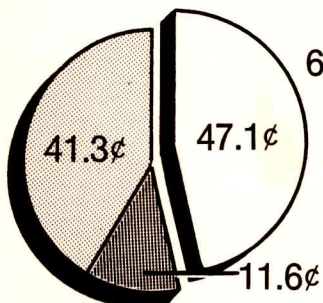
Where the public school dollar comes from



... in Illinois

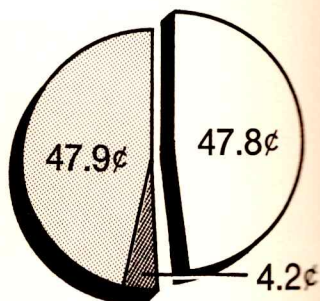


... in California

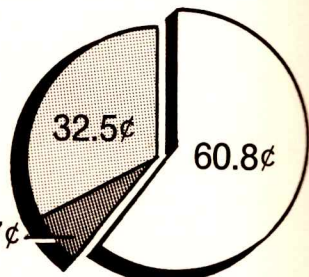


... in Texas

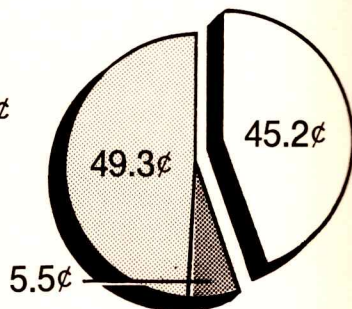
NOTE: Percentages from Research Division, National Education Association, *Estimates of School Statistics, 1968-69*, copyright 1968 with permission.



... in New York



... in Washington



... in Pennsylvania

pupil which it will assume jointly with local school districts. After that limit is reached, school districts may and do go on spending—but they must finance the further outlay from local property taxes. For the school year 1968-69, the state's ceiling or quitting point was \$400 per pupil, or \$451.89 for some high school pupils. (High school students under the jurisdiction of school boards operating both elementary and high schools did not receive this higher per-pupil state help.)

The \$400 figure is usually called "the foundation level" when school finances are under discussion. The term refers to the foundation which the state helps to lay for every child's education by making a variable contribution—depending on the financial need of each school district. The General Assembly, in 1969, will discuss at length raising the foundation level and assuming a greater proportion of local school costs.

The \$400 per pupil figure (or \$451.89 for some) has little relation to what local school boards actually are spending to run their schools. Finance specialists in the Office of the State Superintendent of Public Instruction have computed that for the school year 1966-67, the average cost of educating pupils across the state, combining elementary and high school spending, was \$671.73. They expect an annual 9% increase in spending to appear when later costs are analyzed. This would produce state averages of \$732.19 per pupil for 1967-68 and \$798.09 for 1968-69.

4. The ability of a community to finance its schools is presently determined, legislators and school authorities agree, by the assessed valuation per pupil which the community has at its disposal.

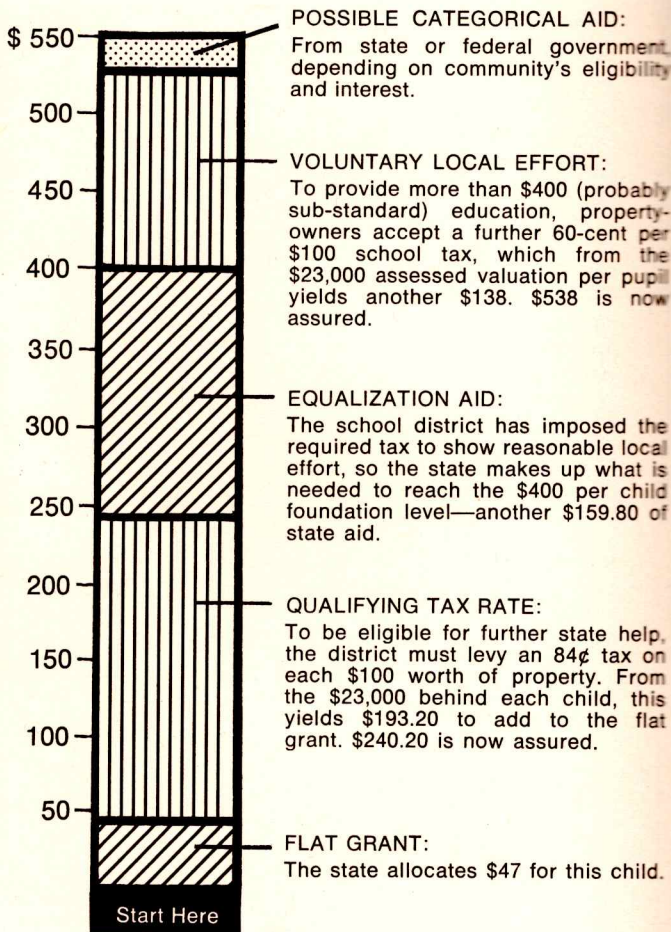
The key question is: How much wealth in property does the district have behind each child enrolled? It is this assessed valuation per pupil to which the district must turn for the dollars to serve the pupil.

The assessed valuation per pupil for the entire state of Illinois averages out to about \$25,000—which, for convenience, we can think of as a piece of property assessed at \$25,000.

But the range in taxable property per pupil across the state is so great that one school board in Illinois may have 60 times the resources of another board for each pupil whom it serves. Illinois has districts with more than \$200,000 worth of property behind each child—and districts with approximately \$4,000 worth of property. The disparity—with the problems it causes—is painfully obvious.

How an Illinois pupil's public schooling is financed

(Read chart from bottom to top)



Money Source: State Local Federal

Illustrated above:

An elementary school district with \$23,000 worth of property behind every child raises \$538 for each pupil's education, to which a small amount of state or federal "categorical aid" (for special purposes—"strings attached money") may be added.

NOTE: If this district had a high enough assessed valuation per child that the 84¢ qualifying rate brought its income up to \$400 per child, no equalization aid would be received. It would then be "a flat grant district," not "an equalization district."

5. Effort or desire to provide good schools is another variable from district to district. This effort or desire is seen in the total school tax rate which a community permits its school board to use—the higher tax rates spelling a greater financial sacrifice. Effort may not have to be great where there is a high assessed valuation per pupil. Low or modest taxes may produce ample funds for a good school.

But many Illinois communities shoulder heavy local tax bills rather than let school spending per pupil slip to a lower standard than their neighbor communities afford at easier tax rates.

The great spread in effort or sacrifice required to support local schools is seen in this fact: When tax bills were presented to Illinois property owners in the spring of 1968, the tax rates for school purposes were five to seven times as great in the highest-taxing school districts as in the lowest-taxing districts.

Here are the rates—and the tax payment they required on a piece of property assessed at \$10,000—as extracted from compilations published by the Illinois Education Association:

Among districts with 12-grade school systems (or "unit districts")

Lowest school tax rate
\$.776 per \$100 \$77.60 tax on \$10,000

Highest
\$4.487 per \$100 \$448.70 tax on \$10,000

Among districts with separate elementary and high school systems (or "dual districts")

Lowest combined school tax rate
\$1.075 per \$100 \$107.50 tax on \$10,000

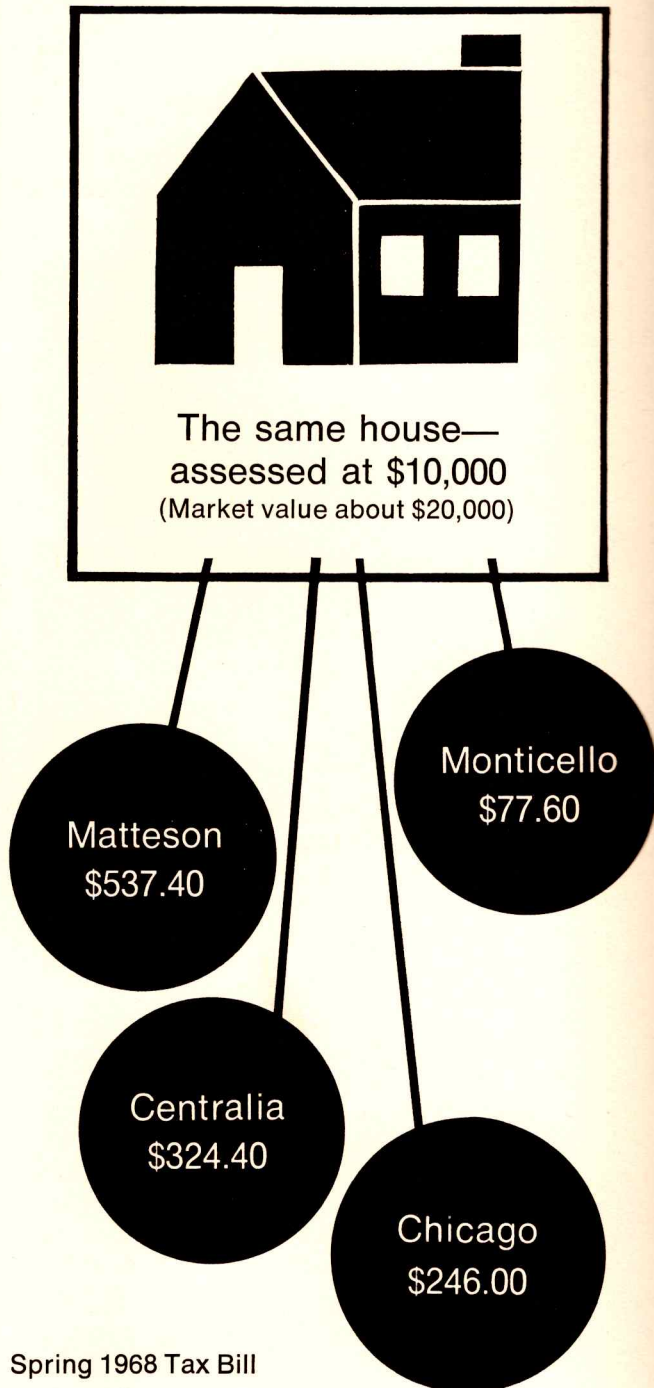
Highest
\$5.374 per \$100 \$537.40 tax on \$10,000

(The lowest tax rates almost always exist where there is great property wealth per pupil, so that great effort or sacrifice is not required.)

Why are great numbers of Illinois school systems hard-pressed financially, cutting back school services and fearful they will have to make further trims?

Both state aid and property taxes have risen in the last several years. But enrollments have also risen, and this has held down the crucial assessed valua-

How Illinois school taxes vary from one district to another



Spring 1968 Tax Bill

tion per pupil figure which indicates the resources the school district can look to locally for financing the schools.

Since 60% of the typical Illinois school budget is paid from property taxes, shrinkage in the amount of property to support each pupil is an omen of trouble.

Costs have risen, as well as enrollment—the cost of teacher services, particularly. Prices have also increased for new buildings, equipment, supplies and interest when the school board borrows against future tax collections to finance current operations and construction.



Lab equipment—a vital element in modern education—puts the squeeze on both elementary and high school budgets.

Inflation, or the shrinking value of the dollar, makes school cost increases look bigger than they are. In the 10-year period since 1958-59, for example, although the average U.S. teacher salary has risen by about 66%, the buying power of the dollar has dropped so that the real increase is 37%.

Any analysis of school financial problems must include the fact that many appeals by school boards to voters to approve higher taxes for schools have been defeated. In some communities, boards have tried four, five and six times to get higher local taxing power, but have failed each time.

Where school board appeals for funds are rejected by voters, is a no-confidence verdict on the board or the local schools indicated?



Edwin C. Berry talks seriously about the number one problem: money.

Probably not, in the great majority of cases, say such expert observers as Maurice W. Scott, executive secretary of the Taxpayers' Federation of Illinois, and Professor Ben Hubbard of Illinois State University, research director for the Illinois School Problems Commission.

"We think our boards of education in most cases are doing a good, conscientious job," said Scott for the watchdog organization over public spending. "The federation supports the proposal that the General Assembly vote increased state aid to local

schools this year. The voter who opposes higher local property taxes for schools probably agrees that the schools must have more money—but thinks the property tax is bearing too much of the load right now."

Hubbard says voters have a chance to say "Yes" or "No" only on this one tax—so they may vote "No" out of frustration over legislative decisions setting their other taxes.

Does spending more money for schools guarantee better schools?

Strategically-placed educators and citizen leaders tend to agree that by itself it does not—but that spending small amounts of money on education is quite certain to produce the opposite result.

Here are comments on the point.

Ray Page, Illinois State Superintendent of Public Instruction: "In some Illinois school districts, lack of financial resources is the basic cause of the substandard school program offered. Without more dollar resources, those schools cannot become adequate. And there's no question but that other school districts could and would improve—if money were available to pay for improvements.

"But this is not at all to say that all our critical school problems can be solved with money alone—or that we make the wisest use of all we now spend."

Edwin C. Berry, executive director, Chicago Urban League: "Spending more money for the wrong things certainly isn't going to improve education. But to solve the school problems we have today is clearly going to take money. For instance, we talk about young teachers who flee the inner-city schools. They aren't fleeing the children, but neighborhood and school conditions that money could change."

Ralph W. Tyler, president of the nation's prestigious fellowship of educators, the National Academy of Education, and emeritus director, the Center for Advanced Study in the Behavioral Sciences: "In general, the quality of education our children are getting conforms to the amount of money being spent. An analysis of pupil performance and curriculum breadth would indicate that New York, California and Connecticut—all of which spend more money per pupil on education than Illinois does—on the whole have more adequate school systems."

Ray G. Livasy, President, Millikin National Bank, Decatur: "We're getting what we pay for. The prob-



Representative Frances L. Dawson stresses the need for effective spending.

lem is we don't seem to be willing to pay for what we need. If our young people get an inferior education, they will live with the consequences. And so must we."

Lloyd S. Michael, superintendent of Evanston Township High School until June, 1968 and one of the nation's most widely-known high school administrators: "Money is a primary factor in producing good education, not the only one. The wise use of funds does not follow automatically the provision of those funds. If support were not so precarious, teachers and administrators could devote their energies to seeking quality, not money, for the school."

Rep. Frances L. Dawson, Evanston, chairman Illinois House of Representatives committee on educa-

tion, and a former school board member: "I guess on the whole I equate a generous budget and effective spending. But there would probably be some exceptions and some spending on nonessentials. When a school district has money to spend, it is likely to try new things. Educators like to introduce innovations—and not all of them will pay off."

H. Thomas James, dean, School of Education, Stanford University, scholar and consultant in the field of school finance: "Clarity of purpose is equally important, and we are as short on that in many places as we are on money. Setting up school budgets so that purposes emerge and results can be checked would not only promote efficient operation of schools, but would require us to decide some goals and priori-

ties. This kind of budgeting is arriving in government and will follow in the public schools."

Certain kinds of improvements in school systems do not have a price tag attached.

A principal's relationship with his teachers, for example, and the kind of leadership and assistance he gives them can cause his school to excel other schools with identical financing.

**Is it necessary to improve the financing of Illinois schools right now?
Would a little delay be a catastrophe?**

The school crisis won't stand still. The situation will deteriorate, warn both professionals in the school systems and the laymen and scholars who follow school situations closely.

"In the last 10 or 15 years, it has become imperative that disadvantaged people get an education," Ralph Tyler points out. "Laboring jobs are disappearing. Literacy is a requirement for semi-skilled work.

"If people who already have good education in their communities are going to hoard this and not extend it, militancy will become more and more the tactic of those who are not satisfied with the education offered them.

"But I personally believe that public conscience, not merely self-interest, will bring improvement. If local communities rationalize the situation by arguing that poor people can't really benefit from good schools, the federal government will probably take action to upgrade sub-standard schools. Research shows us that deprived children can learn, and I think the American conscience will prompt us to correct their educational deprivation."

James E. Allen, Jr., one of the most influential public school figures in the U.S., and recently named Assistant Secretary of Health, Education and Welfare and U.S. Commissioner of Education, joined Tyler in these views:

"It is generally accepted philosophically that a democratic society, such as ours, has an inherent obligation to provide equal educational opportunity for all, thus preparing each child to live in a complex world in which no group—racial, economic or social—may any longer live alone. If we cannot translate this philosophy into commitment, the children who are growing up today will face living in an increasingly contentious society.



Ralph W. Tyler, president of the National Academy of Education.

"The aspirations of any one part of society cannot be truly realized if, in their attainment, the legitimate aspirations of another part of society are being denied."

There must be action now to strengthen the financial position of Illinois school systems or the quality of teaching staffs will rapidly deteriorate, says William P. McLure, who headed the recent Illinois Task Force on Education. Director of educational research for the University of Illinois, McLure is a chief adviser to several states in their long-range educational planning.

He calls it "fundamental" for the major proportion of school support to be shifted from local to state shoulders, in order that great deficiencies in school programs in less able communities can be remedied.

"It is possible to raise the intelligence level of children markedly—25 or 30 points in a couple of years," the Urbana research specialist emphasized.

"This means improving their ability to function throughout life. Delay in dealing with this need and we miss our chance with today's children. They and society are permanently crippled."

McLure believes we should not overlook the threat posed to our free economic and political system if it permits a substantial percentage of the adult population to fall below the threshold of reasonable productivity. In the new automated society, few people can be useful and employable who are not literate.

And scientific samplings of the results of standardized tests given by school systems and Selective Service indicate, Dr. Tyler reports, that one-fifth of U.S. children "do not attain the level of literacy required* for the employment available today." As automation proceeds, that percentage of the population unqualified for employment could grow.

This state's chief school officer, Ray Page, calls quality education "the great common denominator that will make all of our fellow-Americans first class citizens."

He is urging a substantial increase now in the annual per-pupil spending which the state helps needy local districts finance—that is, in the \$400 (or in some high school cases \$451.89) "foundation level" which is the state's present sign-off point.

Is the cost crisis for Illinois schools just a matter of getting the General Assembly to agree to a higher foundation level for per-pupil operating outlay?

No. The following additional dollar stumbling-blocks for schools will come to legislative attention:

Illinois has more than 500 elementary school districts which enroll fewer than 1,000 pupils; more than 200 "unit districts" (12-grade districts) in the same size category; and more than 100 high school districts serving fewer than 500 students.

Long-standing expert opinion is that school systems of such size are uneconomical to operate and

* 5th grade reading ability

almost necessarily limited in meeting the individual differences of their pupils.

But even if local communities were willing to consolidate some of them, there is a financial deterrent to doing so in some cases. The Illinois constitution allows each school district to issue bonds up to 5 per cent of its assessed valuation to finance new construction, or school operations. A consolidated district formed from separate elementary and high school systems now serving the same territory would have less borrowing power to undertake new school building than its parts had when they were separate.

A constitutional change, which the legislature might initiate, could remove this stumbling block in the path of needed school consolidations.

The lack in Illinois of a State Board of Education to do long-range planning of education below the college level comes up each time the General Assembly convenes.

Speaking the view of many who urge the need for a prestige planning agency such as higher education has in this state, Dean Roald F. Campbell says:

"I don't think we will ever get the political support we need for a first-rate common school system until we have a State Board of Education—a first rate one with influential members who will give leadership in the cause of better education.

"We have a School Problems Commission of legislators and citizens, but that body is preoccupied with the immediate emergency, and two-thirds of its members are busy legislators. Many of its recommendations are tempered by what may be called political realism, when in general the public should have the unalloyed truth about school needs."

Dean Campbell agrees with those who say such a board should not be elected, but be appointed by the governor with confirmation by the Illinois Senate. A nominating procedure for bringing the most qualified possible appointees to the governor's attention should be part of the selection process, the dean adds.

A third change by which the legislature could help schools financially is this: Cease to count only pupils who are physically present, and count those who are enrolled but absent, when deciding how many pupils the state will help the local school system educate.

"Average daily attendance" has long been the basis for state aid. But whenever the count is taken, some pupils are absent—youngsters for whom a desk,



Roald F. Campbell, dean, Graduate School of Education, University of Chicago.

teacher, books and materials are being held. The local school system does not save money when a child is sick or a teenager is attending a protest meeting, and it does not think on such occasions state aid should be withheld.

There will be proposals that the state for the first time allot money to school districts for building as well as operating purposes. The new junior college system, like the state university system, gets construction funds from the state purse. But except for a very limited program to build for needy schools and then rent to them, Illinois has considered the building of school plants a local responsibility.

The enormous expense of special education, which is scheduled for great expansion in Illinois this year, will also be under discussion in the General Assembly. To provide classes for deaf, blind and other handicapped youngsters can run to 5 times the cost of educating normal children.

School districts are reported poorly prepared to fulfill the state's new requirement that they serve such children—or pay their tuition at out-of-district schools.

Special state help for children of deprived backgrounds—whether living in urban centers or sparsely-settled areas—will be under consideration. Teachers need to give much more intensive attention to such children when they enter, and to modify the school program in many ways to make it appropriate for them. School systems with great numbers of such children are unlikely to serve them well unless the state or federal government picks up the check for the extra cost, advocates of this extra support explain.

But far from the legislative halls where school financing is settled, back in the distressed school districts, people try to cope with the cost squeeze.

For the school children affected, the cost crisis is no academic proposition.

A rural Cook County district at the edge of Tinley Park, for example, has only one filling station as commercial property to share the school costs with small homes and farms, providing a \$449.69 a year education for its elementary pupils.

But to extend this modest base it assesses the highest tax rate for schools in Cook County, \$2.93 per \$100 assessed valuation. (There's only \$8,066 in assessable property behind each school child—the least in the county.)



If we fail them, we all fail.

"We're pretty well strapped," says its still cheerful superintendent of nine years, John A. Bannes.

"We had to cut out our buses. Then the PTA raised \$12,000 from builders and others to keep the buses going. We're in desperate need of library books. And we ought to have a counselor to do testing and help kids with special problems.

"But we've got a tremendous faculty. You have never seen a group of people work better together. They improvise a lot because they have to. Because they have a real interest in the kids."

In populous and nationally-known Park Forest, Ill., there is \$15,312 in assessable wealth behind each elementary child, and the citizens pay the second highest school tax rate in their county—\$2.78 per \$100—to finance a \$585-a-year education per pupil.

"There are things we want and don't have," says Supt. Ivan A. Baker. "But we have three full-time social workers and six reading specialists for our 4,464 pupil enrollment, because people here think getting at children's problems is important."

Real estate taxes in Park Forest are going to run \$800 next year on a house assessed at \$10,000, Baker

worries. The missing things in Park Forest grade schools—gym, art, instrumental music—aren't in prospect.

The same vexing story is repeated from school district to school district, up and down the state.

Teachers paid in scrip, and half-day classes, are back on the school scene in parts of Illinois—the third wealthiest state in the union.

Illinois' way of financing its local schools does not reflect what it is able to do. It reflects what the people living in the school's immediate neighborhood own in property.

In one school district the taxpayers—chiefly industry—provide a \$1,325-a-year education for the few children enrolled there. Across a district line, where more than 10 times as many children attend, the spending per child is \$554 a year.

The heavily-industrialized district has a tax of 87 cents per \$100 assessed valuation for elementary schools. The immediately adjacent district of modest homes has a \$2.05 tax for that purpose.

Some call the system of financing Illinois schools an anachronism. Others, disgusted, say it's "just nutty."

The problem is that with wealth to draw on, Illinois doesn't assure reasonable support per pupil to all its public schools. Great unevenness in spending results, with districts able to provide well usually doing so, and distressed districts cutting costs below a socially desirable level.

So this, in brief and simplified form, is a citizen's introduction to the dollar problem facing Illinois public schools in the last third of the 20th century.

There are other problems, alluded to in the beginning of this booklet: "What should our schools be doing? What is their priority business?" And there is another question still: "What sort of person should teach our children? How is such a teacher developed?" These important subjects will be discussed in other booklets in this series.

What can a citizen do to help solve the problem?

There are many alternatives to passivity, if you're willing to shoulder some of the load.

Here are some of your options:

Get better acquainted with your schools, but without demanding administrator time for yourself individually. (School administrators are short of time; they have to deal with groups as much as possible.)

Get better acquainted through the schools' annual reports and any brochures they distribute to inform citizens. Attend school open house; find out when the PTA is going to have programs on major school questions.

Make your interest and concern known to school board members who represent you in board discussions. Both administrators and board members have speaking engagements at meetings that are open to the community. Be in the audience next time.

In other words, place yourself within range of means of communication that already exist.

Get involved by giving your time. As a school volunteer, for example. Your neighborhood school may have an organized volunteer program. If it does not, ask the principal if help is ever needed—more hands to stuff envelopes, dismantle bulletin boards, run the mimeograph machine, help small children with wraps.

Many schools use volunteers to hear one child read, to encourage another, to distribute materials in classrooms, to help escort children on field trips. If you know your school first-hand, your convictions about its needs will be clearer, and you will get a more respectful hearing from your neighbors.



Ivan A. Baker, superintendent of School District #163, Park Forest.

Join a citizens' group that operates alongside the local school system, or talk with neighbors about forming one if there is none. These organizations are not mere booster clubs. They provide a place for citizens and professional educators to meet and talk. Sometimes the citizens raise criticisms and promote

needed change in schools. Citizen groups learn how other school systems are handling problems. They promote a knowledge of what it is possible and reasonable to ask of schools.

Inform yourself on the role of the state legislature in solving school problems. Familiarize yourself with the legislative action contemplated and let your legislators know—directly or through your citizens' group—how you feel about it. Your contribution could help formulate a sound legislative program for education.

Propose that membership organizations to which you belong give time in their year's programs to hearing about public school problems. Schedule a dialog between an administrator and a school board member, with time for questions from the audience. Then help to see that such meetings are well-attended, and that the speakers sense support there for the good things they are trying to accomplish.

Extend your knowledge of school matters through reading. (A list of suggested reading follows.) As you grow more aware of the choices public school systems have, you may want to suggest to the public media a subject for newspaper inquiry, or a television panel show.

The National Committee for Support of the Public Schools will provide you its subscription service at \$4 a year, and send you a publications list from which you can order materials on building a climate of support for local public schools. Write them at Suite 102, 1424 Sixteenth Street, N.W., Washington, D.C. 20036.

Encourage the right kind of teachers and future teachers. Show that you believe they are important, to their pupils and to the future of Illinois.

Have a sense of buoyancy about the public schools. No matter how short they fall at some times and in some places, realize that individuals and schools are striving for excellence and sometimes attaining it. No matter what shortcoming of schools can be named in "gripe" sessions, somewhere a successful attack on that shortcoming is being made. In time the success story will be told and the success emulated throughout the state.

Take part in the promise of Illinois. All of our children deserve a good education.

A Citizen's Reading List on Contemporary School Issues

Paperbound:

The Genius of American Education, by Lawrence A. Cremin. Random House, 1965. 116 pages, \$1.65.

Contemporary American Education, by Stan Dropkin, Harold Full and Ernest Schwarcz. Macmillan, 1965. 600 pages, \$4.50.

Educational Change: The Reality and Promise, edited by Richard R. Goulet. Citation Press, 1968. 286 pages, \$3.00. (A report on national seminars on innovations in schools.)

PTA Guide to What's Happening in Education, edited by Eva H. Grant. National Congress of Parents and Teachers, 1965. 301 pages, \$1.00.

Educational Issues in a Changing Society, 2nd edition, edited by August Kerber and Wilfred R. Smith. Wayne State University Press, 1964. 482 pages, \$3.95. (A valuable sourcebook dealing with such issues as the purpose of education, equalization of educational opportunity, freedom and control in education, financing public education, the assessment of schools, etc.)

Designing Education for the Future: an Eight-State Project, edited by Edgar L. Morphet, Charles O. Ryan and David L. Jesser. 5 volumes. Citation Press, 1967-68. \$2.00 each. (The reports and papers of four major conferences. Especially recommended, Vol. 2, Implications for Education of Prospective Changes in Society, and Vol. 5, Emerging Designs for Education.)

A Citizen's Manual for Public Schools, by Mortimer Smith. Council for Basic Education, 1966. 119 pages, \$1.45. (A handbook suggesting how citizens can examine their schools, with emphasis on the Council's standards for excellence.)

Guide to Better Schools: Focus on Change, by J. Lloyd Trump and Doris Baynham. Rand McNally, 1961. 147 pages, \$2.25.

The Changing School Curriculum, by John Goodlad. The Fund for the Advancement of Education, 1965. 122 pages, distributed free.



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Decatur School Board Sets Feb. 14 Referendum

By Gary Wisby
Of the Herald

Minutes after Supt. Dr. Roland W. Jones said of the Decatur School District, "Our greatest deficiency is the lack of money," the Board of Education Tuesday called a tax referendum for Feb. 14.

The board, as expected, is requesting an education fund tax increase of 40 cents per \$100 assessed property valuation.

The Valentine's Day vote, which will be on a Wednesday, will come five days short of two years after another referendum that also sought a 40-cent increase. The Feb. 19, 1966, referendum was unsuccessful.

The board came down to a 30-cent figure in March of that year, but that request was also turned down by the voters. No referendums have been held since.

The school board's unanimous vote in favor of the referendum call is without recent precedent. Member T. W. Schroeder, on the "nay" side of some similar votes, presented the motion.

Member Dr. George Flaxman, the board's most outspoken proponent of a tax referendum, was ill with the flu and unable to attend the meeting.

Board President Daniel M. Moore Jr. drew laughs when he

assured the audience, "I can report to you that Dr. Flaxman still favors a referendum."

The district's education fund, tax rate which by financing salaries, materials and equipment supports the bulk of school operation, has not changed since 1956.

Four tax referendums have been defeated since then, in 1959, 1962, and twice in 1966. A \$3 million building bond issue was approved in 1965.

Faced with rising costs and the lack of additional money, the board has eliminated several administrative positions and gone into deficit spending. In the process, school officials say, the district has failed to progress and has deteriorated to a "bargain-basement" level.

If the new referendum proposal is successful, the education fund will receive an additional estimated \$1.3 million.

The amount would not be collectable until 1969, since no new tax would be applied to 1968 taxes.

In proposing the referendum Schroeder said, "We have been studying this for many months, not without misgivings, but these don't in any manner exceed our enthusiasm for the idea that if our needs are properly set before the public, we have a very good chance of success."

Moore commented, "I believe in education, I believe in the city of Decatur, I believe this is a common goal we will work together to achieve."

Robert W. Schwandt said there is no alternative to a school tax increase "short of total abandonment of the maintenance of our buildings and all the quality features of our educational program."

Mrs. Shan Shaar said, "Passage of a referendum at this time is a must to maintain the educational levels essential for our children."

Surveyor 7 Lands on Moon Flawlessly

Pasadena, Calif. (AP)

The last of the Surveyor moon scouts — capping an amazingly successful program with a seemingly flawless performance — sent pictures earthward Tuesday after landing in the roughest spot yet visited in the U.S. exploration program.

First shots indicated Surveyor 7's three legs apparently were unharmed.

This was the fifth success in the series, which has yielded tens of thousands of photos of terrain where astronauts next year may tread. So successful were No. 7's predecessors that it was assigned a purely scientific mission: to take pictures and sample soil in a rugged highlands area.

Surveyor 7 touched down at 7:05 p.m. (CST) in a crater-pocked highlands area near the south central edge of the lunar disk and began transmitting pictures within an hour to the Jet Propulsion Laboratory.

After turning its television eye downward to inspect its tubular legs it gazed at the horizon.

Initial shots were too indistinct to reveal surface features of what aerial photos had

Woodcutter Signs 'Treaty'

Round Mountain, Calif. (AP)

Woodcutter Virgil Gray has signed a \$4,000 peace treaty with the federal government.

The mountaineer—who once kept federal surveyors off his property with a shotgun—signed an agreement allowing the government to construct a portion of the \$700 million Pacific Northwest-Southwest Intertie Power Network.

The papers were received in San Francisco Tuesday by Deputy U.S. Atty. Rodney Hamblin. The attorney said he would drop all charges against Gray, who lives with his wife and seven children on a 40-acre farm.

Gray, dissatisfied with the government's original \$1,825 offer for easement rights to 4½ acres of his property, refused to allow work crews on his land.

Decatur, Illinois, Wednesday, January 10, 1968

School Master Plan Urges Salary Hike for Teachers

The Master Plan for Decatur public schools, released Tuesday, has among its major features one predictable item and two surprises.

The call of increases in teachers' pay was expected. Despite a raise last year, Decatur teachers' starting salary of \$5,600 a year is the lowest permissible under state law, and Schools Supt. Dr. Roland W. Jones has said there is general agreement that further pay raises are needed.

Less predictable was the

document's provision that the school district's administrative setup be changed, and that a plan for effecting the change be presented to the Decatur Board of Education by Feb. 13. Administrative Assistant Robert Oakes said the reorganization, which the Master Plan indicates is a responsibility of the superintendent, is likely to include the placement of both elementary and secondary instruction under one person.

At present the system has

Charlotte Meyer for elementary instruction and Norman Gore for secondary. Miss Meyer has resigned, effective at the end of this school year.

The loss of Miss Meyer now is the "key time" for administrative reorganization, said Oakes. Noting that the district had added the post of personnel director last year, he said, "instead of this piecemeal adding, maybe we ought to go back and start over."

Curriculum Organization

Combining all schools under one administrator would be in line with another of the plan's provisions, that curriculum be organized on a kindergarten-through-12th grade pattern. It is now set up on a kindergarten-through-8th and a 9th-through-12th grade basis.

The other surprise is the charge to the Citizens Consulting Committee that it conduct a feasibility study on extending the school year, possibly to a year-round system.

The practice was legalized in the past session of the Illinois General Assembly, enabling school districts to get more use from often-empty buildings and idle equipment.

Extending the school year to summers or evenings would present many difficulties, including the need for more staff members, said Oakes. "But they may not be insurmountable."

The nine-page document is the result of ideas from everyone from the superintendent of schools to the interested citizen, and it assigns jobs for its fulfillment to all those persons. No dollar figures are included.

Duties

Charged with tasks, many carrying timetables are administrators, school board, teachers and teachers' organizations, the Community Commission on Integration, and citizens' organizations.

The plan's "Forward," either a misspelling of "Foreword" or a play on words, says the beginning of the Master Plan on Aug. 17, 1967, "launched a major offensive on apathy, frustration and creeping obsolescence."

The document also calls for: —An immediate referendum for the educational fund.

—An examination of present sources of funds, chiefly state and federal money, for their most effective use, and the seeking out of additional sources.

—Provision in next school year's budget for the curriculum reorganization, with the suggestion that the item be not less than one per cent of the total budget.

—Inclusion in the budget of money to provide materials centers with professional librarians for all elementary schools.

Six of the 30 grade schools have neither a library nor a materials center, which contains other instructional materials besides books, and 16 have materials centers.

Vice President Says

N&W Needs to Spend \$8 Million in Decatur

By Coleman T. Mobley
Of the Herald

The Norfolk & Western Railway Co.'s western region, from Detroit to Nebraska, is in need of an \$18 million face lifting including \$8 million in Decatur, according to N&W Vice President Walker S. Clement.

Clement told Decatur Rotarians in a speech this week that the N&W switching yards in the region are 100 per cent obsolete and must be replaced.

In Decatur alone, \$2 million will be needed to modernize the

N&W's physical plant, he said. While no timetable has been set up for the work, Clement said Tuesday it must be done and will be done.

Why is that so?

Clement outlined the developments in rail freight service during the past 23 years, since World War II.

One of the major developments is the simple lengthening of the railroad car from an average of 40 feet to 75 feet.

While trains have remained at an average of 100 cars, he said, the length of a train has stretched from 4,000 feet to 7,500 feet.

Switching Equipment

That means sidings must be longer, turn-around equipment must be replaced and switching tracks completely rebuilt, he said.

In addition to the rebuilding expenses, Clement said that just eight years ago there were eight basic types of railroad cars.

Now there are 46 different types of railroad cars, designed for special purposes, he said.

N&W investments in specialized railroad cars for Decatur's industry totals \$3.3 million alone, the railroad executive said.

When the money can be found, the work will be done, he told one Rotarian, who claimed that the company could have the money if it would retain a larger per cent of its earnings.

The final figures for 1967 are not now available, but a review of the figures of the last three years reveals:

Annual Dividend

—1966 earnings per share of stock \$10.61; annual dividend per share, \$6.50.

—1965 earnings per share of stock \$9.60; annual dividend per share \$6.50.

—1964 earnings per share of stock \$8.53; dividend per share \$7 (including \$1 per share special dividend paid immediately prior to the acquisition of the Nickel Plate Railroad Co.)

Two Give Murder Trial Testimony

A Decatur detective testified in Circuit Court Tuesday that a Decatur youth on trial for murder led police to the cornfield where the body of the man he is charged with killing was found.

Detective Harold Derr told a jury of six men and six women in the court of Judge Donald W. Mophland that 18-year-old Jamie Allyn Weller directed police to the cornfield southeast of Decatur last Aug. 21 at being questioned about the whereabouts of Howard Richard Goodin, 27, of 821 W. Leafland, a barber who had been missing since July 23.

Weller and his halfbrother, Phillip Kirby Guthrie, 25, are both charged in Goodin's murder. Guthrie is scheduled to go on trial next Monday.

Derr testified Tuesday that after going into the cornfield officers found the body which has been identified as that of Goodin.

Dr. Welland A. Hause, pathologist who examined the body, testified Tuesday that decomposition was too far advanced for him to determine the cause of death.

COUNTY BOARD ACTS

Nearly \$1 Million Board Sees Tax Vote As Mandate to Cut

By Coleman T. Mobley
Of the Herald

The seven-member Decatur school board has a clear eye for what it must do now.

All seven members said Sunday that the overwhelming defeat of their second referendum this year means they must proceed to approve their 1968-69 budget with nearly a million dollars in cuts from the city's education program.

"We are going to have to use our reasoning rather than our hearts and do what we have to do," said Mrs. Shan Schaar.

All the board members expressed disappointment, but none more than the only new board member, E. H. Dansby, Jr. from whom Friday's defeat was the first.

"This was extremely disappointing," he said, "especially in light of the extreme need which the public evidently does not believe.

"This was the last chance to save the budget for 1968-69," he said.

And that was the view of all the members.

Canvass Results

The official canvass shows that the call for a 40-cent tax increase for each \$100 of assessed valuation was defeated by 2,409 votes. The total votes cast were 12,540 with 4,950 for and 7,359 against.

The board members were disappointed that only 12,540 voters appeared at the four polling places compared to 19,164 who turned out for a similar referendum Feb. 14. That time the margin was, however, only 614 votes.

"The voters have not given us any choice," said Yessay H. Mardirossian.

"The only problem is the priorities for sacrificing the essential parts of the educational program," said attorney John Fick.

Former board president Daniel M. Moore Jr. agreed that the board must now proceed to

approve its reduced budget, but he also predicted that further cuts may be necessary because of the changing financial picture.

W. Robert Schwandt said that the board does not want "to turn its back on a whole generation of children just because of this defeat."

Another Considered

"We certainly will consider calling another referendum next fall," he said.

"This defeat has strengthened my determination that the work is there and has got to be done," Dansby said.

The work he referred to is convincing the voters that the schools need the money.

Mrs. Schaar said that the board could call another referendum up until mid-September and still have additional revenue by June of 1969.

She agreed that such a referendum is a possibility.

Dansby, Mardirossian and Fick felt that the board will have no choice but to confront the voters again in the fall.

Alternative 'Terrible'

"The alternative of dismantling the school system is so terrible we must go back, even if it means getting our head bloodied again," Fick said.

Moore called a fall referendum idea a "possibility."

"We should not call them just because the need is there—unless there is a possibility of passage," he said.

"However, if the need is great (and it is and has been) and there appears to be a reasonable possibility of passage, then we should call one," he said.

Board President T. W. Schroeder explained the reasoning behind the board's surprise move in April in calling the referendum with just 10-days notice.

"One board member suggested that since we have the planned reduction in the education program ready, we should let the public speak to it once more.

"We will now proceed to approve the budget as presented prior to the referendum with a \$500,000 debt limit and \$1 million in cuts," he said.

Official Tax Referendum Vote Totals Listed

These are the official vote totals for each of the four junior high schools which served as polling places in Saturday's tax referendum:

Woodrow Wilson, 1,838 for and 1,223 against.

Roosevelt, 1,429 for and 2,244 against.

Centennial, 584 for and 1,875 against.

Johns Hill, 1,099 for and 2,017 against.

There were 4,950 votes for the proposal and 7,359 votes against it.

There were 12,540 votes cast, counting several hundred spoiled ballots, one of which had this legend scribbled on it: "Why don't you give up. It's never going to pass."

Telephone Co. Workers Here Reject Contract

The Decatur and Springfield local of the Communications Workers of America, Local 5009, rejected the contract offered by Bell Telephone Co., according to Janet Schonert, local vice-president.

Local 5009 members voted Friday and Saturday on the contract, and the results were forwarded to Chicago.

The local, however, will be bound by the actions of the national union, and was expected to return to work.

Picket lines here were removed at 11 p.m. Sunday.

Striking employees were to be back on the job today, ending an 18-day walkout.

School Referendum

Apathy of Parents Is Cited

What gremlin caused the school district's educational tax rate referendum to go down in defeat Saturday by 2,409 votes?

Was it the elderly on fixed income, the short notice of ten days, the reduced number of polling places, a lack of information on the need of the schools?

"None of these," said every member of the school board Sunday.

"We were defeated by the parents who don't care," said board member John Fick.

Former board president Daniel M. Moore Jr. estimated that there are 14,000 individual citizens in Decatur who have children in school today. (There are approximately 22,000 students in the public schools.)

"Probably fewer than a third of the individual parents cast their votes Saturday," he said.

Where Problem Lies

"I can't help but feel that that is where the problem lies," he said.

"Yes, the elderly came in large numbers," Yessayi H. Mardirossian said.

"They came by the carloads, in larger numbers than the young," he said.

"I'm pretty sure that the elderly are concerned about education, but they don't think they should pay for it," he said.

"The elderly did seem to be

out in a higher percentage than the younger people" according to Fick, but, "I don't know why these people should be against the tax when it will benefit society greatly," he said.

Fick said he overheard one man say at Roosevelt Junior High School that he would "never vote for anything that will cost money."

Many Become Selfish

"There are many reasons given for voting against the referendum, but it seems that a large number of people have shut their eyes and turned inward, become selfish, which is their free right.

"But if many do this, it will hurt our society," he said.

W. Robert Schwandt said the elderly can hardly be blamed for this defeat when only 12,000 voters out of a registered total of 62,000 bothered to vote.

None of the board members felt that the 10-day notice was unreasonable.

"I can't believe that there is anyone in this town who does not know the plight of the school system," T. W. Schroeder, the board president, said.

All of the members were apologetic about making the voters stand in line, sometimes for as long as an hour.

"We fumbled. I'm sure we lost some yes vote because busy people didn't have time to

wait to vote," Schwandt said.

E. H. Dansby Jr., the newest member of the board, said that the reduction in polling places is clear evidence of the board's austerity program.

Moore said that the vote cost the district about \$600, compared to \$2,900 on Feb. 14.

Volunteers Worked

Volunteer workers acted as judges and counters, some spending more than 12 hours in training, registering and tabulating, he said.

Ms. Shan Schaar predicted that the reduction in the number of polling places will probably become an accepted feature of the elections.

"It's foolish to open 30 places, when some of the precincts have as few as 25 voters," she said.

All the members felt that they learned many things from the referendum, one of which is to provide more tables and booths so several lines can be formed at each polling place.

The board members expressed a slight bitterness at the parents of the children, parents who didn't bother to come to the polls or wouldn't wait to vote.

"The board will try to be easier on the children than their parents were," one member said.

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Facts on May 4th Tax Referendum

Dear Fellow Taxpayer:

Decatur Citizens pay a higher tax rate than residents of Peoria, Springfield or Rockford. Decatur is the smallest of the 4 cities but ranks third in the total assessed valuation of taxable property. Decatur School rate is 42¢ per \$100 higher than the next greatest levy and 61¢ higher than the lowest of these 4 cities. (These figures are from the Decatur Review, Sept. 14, 1967 and were released by the Decatur Association of Commerce.)

SOME QUESTIONS THAT NEED ANSWERING!

"Why was the school tax referendum called on such short notice? And why will there be only four polling places instead of the usual 30?"

Is the Decatur Board of Education trying to sneak something through? Will there be fewer polling places so that elderly voters, whose fixed incomes are assumed to make them vote against tax increases, have a harder time getting to the polls?"

This is a quotation from Decatur Herald, Thursday, April 25, 1968.

PAST PERFORMANCE OF SCHOOL BOARD AND ADMINISTRATION

Three years ago when they started the new buildings, they told us all they needed was money to build the needed classrooms; they had money to open and operate the schools on. We got behind them and we got the buildings only to find they had tricked the public again. BEFORE THE SCHOOLS WERE FINISHED THEY HAD TO HAVE ANOTHER 40¢ TO OPEN THE SCHOOLS! Did they get the 40¢ NO . . . the schools opened on schedule; where did this money come from?

Since these previous referendums were defeated they have raised their budget from ten million dollars to 16 million dollars and are still crying poverty. They have always made threats to discontinue several educational programs before each referendum; but after each of these failed they have been able to find a million or two in some hidden sock and education went on. Thanks to you fine people, you knew they were only crying wolf and voted NO.

Remember all taxes are going up. The School Tax Referendum is the one tax measure you still have a voice in. Decatur is the highest taxed city outside of Chicago, and no proof of need has been given for this tax increase.

Your committee for Fair Taxes

VOTE NO MAY 4th

YOUR COMMITTEE FOR FAIR TAXES
609 W. WILLIAM ST.
DECATUR, ILLINOIS 62522

BULK RATE
U. S. Postage
Paid
Permit No. 156
Decatur, Illinois

OCCUPANT

304 North Summit

DECATUR, ILLINOIS 62522

Continuing effort to get more state money for schools for 1968-1969

In spite of the good impression the "green delegation" from Decatur and all over the state made on the state legislature at its reconvened one day session, March 14, it recessed until July 15. School budgets can't be put off until then, teachers for next year are employed long before then. We can't wait! Our only hope is a special session of the legislature which only the Governor can call. Time to write again.

Write:

The Honorable Otto Kerner
Governor of Illinois
State Capitol
Springfield, Illinois

The Honorable John G. Gilbert
Chairman, Senate Education Committee
513 West Walnut
Carbondale, Illinois 62901

The Honorable Charles W. Clabaugh
Chairman, House Education Committee
901 West Daniel Street
Champaign, Illinois 61820

Request:

Ask him to call a special session of the legislature to consider HB 2691 to increase the "foundation level" for state support of schools to \$485 and other school legislation.

Ask these two chairmen to call a meeting of their respective committees as soon as possible to consider HB 2691 to increase to \$4 the "foundation level" and other school legislation. Some personal statement as to why you ask this makes your letter or card more effective. You could mention such things as deficit spending for three years, referendum defeat, teachers' low pay, can't get teachers

Some pertinent information:

If the legislature does not act on legislation until July 15, any bills it passes will not make money available until the 1969-1970 school year unless 2/3 vote.

Two bills introduced by our Senator, Robert W. McCarthy, could provide \$200,000 or more yearly for education without increase in any taxes and we should specifically mention them when we write legislators: SB 2033 to permit interest earned on Working Cash Fund money when not on loan to be transferred to Education Fund; SB 2032 to change the charge for extending and collecting school taxes by County from 3 1/2 of one percent. (Thanks to him is in order.)

The 1965 legislature appointed a Task Force on Education which reported back to it in 1967 that the "foundation level" should be \$600 per pupil but the legislature only increased it to \$400. Thus the \$485 level asked now is easily justified.

The Illinois Constitution says the state legislature is responsible for educating the children of the states but it has made local taxes pay most of the cost.

In Illinois the state provides only 23% of the cost of elementary and secondary education whereas the average contributed by other states is 40%. Illinois spends the smallest percentage of its personal income on elementary and secondary education of any of the 50 states!

Although the state has continued over the years to increase the amount it provides for elementary and secondary education, the percent has remained about the same because of increased costs.

Although the total assessed valuation of all property in Decatur has increased, the amount received per child has decreased since 1960, because of more children.

HB 2613 provides for a 2% flat rate income tax for both individuals and corporations. SB 2065 provides for a corporation franchise tax increase from 1/10 % to 1%. (These answer question "Where is money to come from?")

HB 2691 (foundation level of \$485) was co-sponsored by 52nd District representative (Alsop and Johns of Decatur and Tipson of Taylorville). (Thanks are in order.)

Decatur Public School News

Taxes for Education — A wise investment in the future of Decatur.

VOL. XII No. 1

DECATUR, ILLINOIS

May, 1970

Superintendent Oakes Reports on Master Plan Progress

During the latter months of 1967 and the early months of 1968, more than 140 citizens, teachers, and school administrators participated in more than 150 separate meetings in the development of a Master Plan for the Decatur public schools. The Master Plan recommended a series of actions in the areas of personnel, finance, school and public relations, curriculum, buildings and capital outlay, human relations, and auxiliary services.

On March 24, 1970, Superintendent Robert Oakes reviewed with the Board of Education the progress that has been made to date in implementing the Master

and administration have adopted the following suggestions of the Master Plan:

1. During the past several years the Board has implemented a policy of deficit spending.

2. A study of the Working Cash Fund was made. That study indicated that the Working Cash Fund should be retained; intensified investment of Working Cash Fund balances has increased interest income, which has then been transferred to the Education Fund, by \$150,000 to date this fiscal year.

3. A study of business services was done by Booz, Allen and Hamilton. Most of their recommendations have been implement-

Fick and Weaver Elected to Three Year Board Terms

On February 28, John E. Fick and William D. Weaver announced plans to seek election to the Decatur School Board. John Fick was completing his third year of service on the Board and was seeking reelection.

John E. Fick, 37, was born in Chicago and attended public elementary and high schools there. He graduated from the University of Illinois in 1958 and worked as a high school teacher in Chicago for a short time. He then took a job with the U. S. Civil Service Commission in Washington, D.C. After three years, John Fick quit work to earn a degree from Harvard Law School. After graduation in 1965, John and his wife Norma came to Decatur. Mrs. Fick is a counselor at MacArthur High School, and



Newly elected Board member William D. Weaver and new Board President John E. Fick at April 14 Board Meeting

John E. Fick Elected Board President

A. Personnel

The agreement between the Decatur Education Association and the Board of Education has done a great deal to improve the employment climate for teachers. Master Plan recommendations implemented to date:

1. Additional years of teaching experience are now given credit on the salary schedule.
2. Teachers are actively involved in recruiting.
3. Employment contracts enumerate professional responsibilities.
4. Professional Growth requirements have been redrawn.
5. Changes have been made in the teacher evaluation form.
6. Professional negotiations occur each year on salaries and working conditions.
7. Agreement has been reached on many issues that concern teacher welfare, such as class size, use of para-professionals, conference attendance, grievance procedure, and working hours.
8. Efforts have been made to provide the salaries and working conditions that would attract and retain qualified personnel.

Areas in the process of implementation:

9. Salary and working conditions improvements will attract and retain the best available personnel.
10. More in-service training for the staff.
11. Careful and constant staff evaluation to maintain the best available.
12. Continued improvement in the working agreement through negotiations.
13. Greater staff involvement in the decision-making process.

B. Finance

The financing of schools continues to be a major problem.

procedure has been developed. It includes public involvement through membership on the Central Budget Committee.

5. Two referenda were held and defeated during 1968.
6. There has been an improvement in the funding to the schools by the state.
7. Efforts have been made to solicit funds from the federal government for special programs. There are things still to be done in financing, and they are:
8. The Board should continue to reevaluate its philosophy toward Education Funding.
9. The Board should continue to seek increased support from the state and federal governments.
10. Development of a plan of action to seek local support of the day-by-day operation of the schools, as well as long-range support.

11. Improved utilization of resources and facilities.
12. Establish criteria of accountability for all programs, in order to maximize gains and cut waste.

C. School and Public Relations

To help the public gain a better understanding of the schools, the following suggestions have been implemented:

1. Employment of a person whose major responsibility is in the general area of public relations.
2. Involvement of parents in studying and offering solutions to school problems.
3. Closer relationship with the news media.
4. Stimulation of a closer working relationship with other agencies in the community.

Further development of internal and external communication.
Con't. page 2, Col. 1

Clearmont Drive.
William D. Weaver, 34, is a native of Owensboro, Kentucky. He attended Purdue University where he earned a Bachelor of Science degree in 1959. He worked for the Mount Vernon Milling Company from 1959 to 1966, as production superintendent and later plant superintendent. Bill Weaver then took a job at A. E. Staley Company in Decatur, as a chemical engineer. He earned a promotion to senior chemical engineer, and is now a corporate chemical engineer. Weaver, his wife, son and daughter reside at 92 Ridgeway Drive.

Dr. William Lewis and John Rasche also filed candidacy petitions for the school board vacancies. Dr. Lewis is Chairman of the Department of Education at Millikin University, and John Rasche is a chemical engineer at A. E. Staley.

Fick and Weaver campaigned on the following program for education in Decatur:

1. Reestablish confidence in the Board of Education by valuing the majority wishes of the people.
2. Restore and preserve neighborhood schools.
3. Reverse the present downward trend in quality of teacher and administrator performance.
4. Restore discipline to establish a proper learning atmosphere.
5. Change uses of school buildings and equipment, upgrade conditions in classrooms and administrative facilities as careful budgeting allows.

6. Uphold the duty and responsibility of the school board as the official policy maker reflecting the desires of the public, and as the judge of the correct administration of those policies.

Fellow Citizens, I wish Decatur's public schools can be a kind of peaceful oasis in the turbulence American society is experiencing in the decade of the 70's now upon us.

Your Board of Education will make a determined effort to pursue solutions to our various educational problems with as much dedication, intelligence, and plain-spoken honesty as we can muster. In the months just ahead, with many compelling demands on school funds, I hope we will put more of your tax dollars on the line for intensified reading instructions to benefit that substantial number of young Decatur students who have more than their share of reading difficulties.

My personal statement to every parent, black or white, is this: I will do my best to see that their children have what every child needs, which I believe is instruction tailored so far as possible to the personal needs of each child. I hope for the day when pledges to parents because of their respective colors will be ancient history because the present even-handed school policies we truly try to carry out will be too well-known to everyone to be questioned by anyone.

Decatur schools rededicate themselves to what should always have been their highest goal: To enable each child to confront human knowledge, absorb as much of it as his natural talents permit, to become an honest citizen with an understanding of our heritage of freedom, with a love for our great nation and the ability and will to earn his way.

JOHN E. FICK

President, Board of Education

7. Remember that public education exists to serve the public by preserving the tested values of our nation, and provides the training the community demands within fiscal limits.

On April 11, at two minutes before 8:00 p.m., the first election returns came in to the Keil Building. At 10:06 p.m., the final returns were printed by the computer. The largest voter turnout in the history of the Decatur Board of Education tallied 10,135 votes for Fick, 9,408 for Weaver, 5,641 for Lewis, and 4,898 for Rasche. Reelected board member Fick felt the vote was a "true mandate" for the platform which he and Weaver ran.

Superintendent Oakes Reports On Master Plan Progress



Superintendent Robert Oakes

tions is necessary.

D. Curriculum

The following changes were suggested in the Master Plan:

1. The new Curriculum Resource Center will open next year at Riverside.

2. Administrative reorganization of the instructional responsibilities has been accomplished with the employment of an Assistant Superintendent for Instruction and Directors for the Elementary, Middle, and Senior

G. Auxiliary Services

Improvements have been made in some areas. Last year, health services were expanded by adding to our nursing staff; further increases are still necessary.

Special Education has been expanded to meet the requirements of mandatory legislation. There is need for further expansion to provide for those students who cannot operate in the traditional classroom situation.

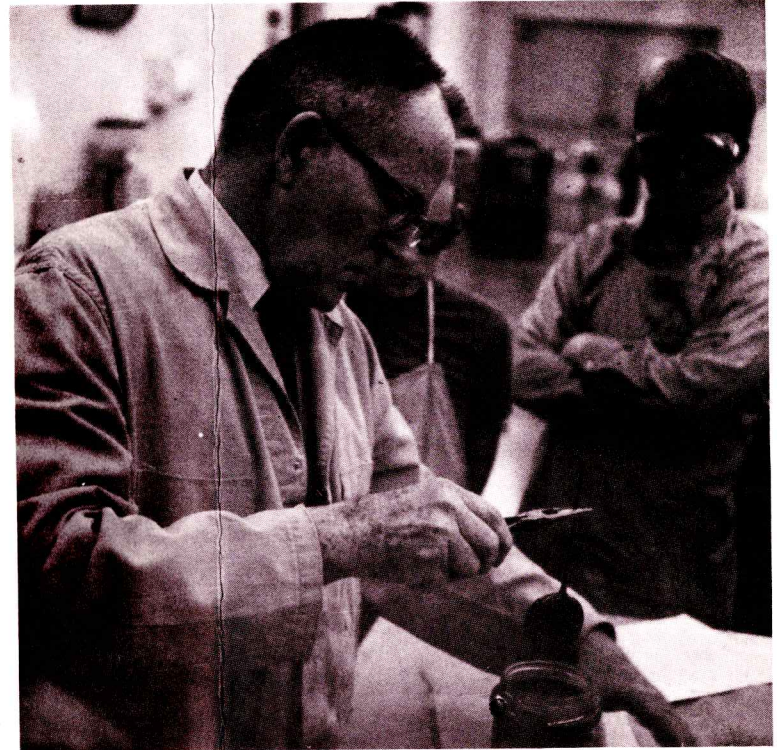
An effort has been made to provide greater library and in-

First AIAA Life Membership Awarded Decatur Teacher

The Illinois Industrial Education Association honored Merrit Pease, industrial arts teacher at Mound Middle School, with a Life Membership in the American Industrial Arts Association, the first such award ever granted by IIEA. The award was made March 13 at the annual IIEA luncheon in Chicago.

Merrit Pease was further honored at the American Industrial Arts Association convention held in Louisville, Kentucky, the week of April 6-10. He was awarded a Certificate of Honor as the Outstanding Illinois AIAA Teacher of the Year.

A native of Manitoba, Canada, Merrit earned a Bachelor of Science degree from Millikin University and a Master's Degree from Iowa State College. He began teaching industrial arts at Woodrow Wilson Junior High in 1941, and has been teaching at Mound Middle School since August of 1968. His wife, Helen, teaches kindergarten at Ullrich School.



Merrit Pease demonstrates rubber molding to a class.

Speakers Bureau Formed

BOARD - DEA NEGOTIATIONS

Professional negotiations are currently under way between teams representing the Board of Education and the Decatur Education Association to settle the

In addition to Chairman Dan Foster, the DEA team consists of: Vern Thistlethwaite, science teacher, Stephen Decatur

velopment.
4. Teachers have been encouraged to become more involved in curriculum planning.

5. A number of Task Forces have been organized to study specific teaching areas and to suggest improvements.

Study will continue to provide the best program possible for all children. This will include a look at what we are teaching now, the texts and materials being used, and the methods used in teaching.

Greater staff involvement in study and curriculum development will continue.

E. Buildings and Capital Outlay

Building needs pose one of the most pressing problems, both immediately and long-range. Life Safety Code work continues as income permits. There still remains extensive work in this area to bring our buildings up-to-date. An important question is whether to repair and improve some of our buildings, or to abandon and build.

The Facility Study Committee can be helpful in developing short- and long-range building plans.

Improved budgeting procedures and purchasing practices have eliminated some of the delays between requisitions and delivery of equipment. The employment of a Director of Material Services has helped refine this procedure.

F. Human Relations

The Board approved an integration plan for both the elementary, middle, and senior high schools. The plan involved some reorganization, some setting of new boundaries, and some transporting of students to achieve the intent of the resolution approved by the Board.

Workshops have been conducted the past two summers for staff members in the area of Human Relations.

been expanded and plans have been presented to further expand this service to all schools next year in conformity with federal law.

Other service areas, such as transportation, custodial, maintenance, and secretarial, need to be evaluated and expanded as our needs require it.

In summary, many of the suggestions in the Master Plan have been or are presently being accomplished. There still is lacking the answer to several basic questions.

1. What are the ingredients of quality education?
2. Once quality education has been identified, how is it going to be financed?
3. How can we best go about developing short- and long-range plans for achieving quality education for all children?

DECATUR PUBLIC SCHOOLS

Decatur, Illinois

This bulletin is published periodically to provide interpretative information about the Decatur Public Schools. It is dedicated to the belief that understanding and cooperation between the home and the school are essential to the welfare of both. Suggestions for topics to be discussed are welcome.

Robert Oakes . . . Superintendent
Charles Skibbens Editor

Board of Education

John E. Fick, President
Ellsworth Dansby, Jr.
Larry Hamilton
Mrs. Betty Ploeger
T. W. Schroeder
Robert Schwandt
William Weaver

Regular meetings are held on the second and fourth Tuesdays of each month at 7:30 p.m. in the Otto Keil Administration Building, 101 West Cerro Gordo Street. The public is invited to attend.

education? The financial picture of District No. 61? How to relate to and communicate with your teens? The outlook for education in the 70's?

A new speakers bureau has been formed to help tell the story of the Decatur Public Schools. A booklet that lists the available speakers and their topics is now available to program chairmen and officers of civic, service, labor, church, fraternal, and professional organizations.

The speakers include teachers, principals, directors, the superintendent, assistant superintendent, board members, Parent-Teacher Association and Decatur Education Association officers and members. Their topics are as varied, ranging from poetry and literature to pre-school identification of hearing problems and vocational education programs.

The main purpose of all speakers is to tell the story of what is happening in the Decatur Public Schools. They tell it like it is, in their own words, from each individual speaker's own viewpoint, and the points of view do not always coincide. An interesting program can result when two or more speakers with differing views are asked to debate the issues or appear on the same panel.

Some of the speakers incorporate colored slides in their presentations, others include anecdotes from real life, and some others are rather humorous; but, all deal with the very real problem of how to provide a quality education program for the children of Decatur, utilizing the tax revenues available to District No. 61.

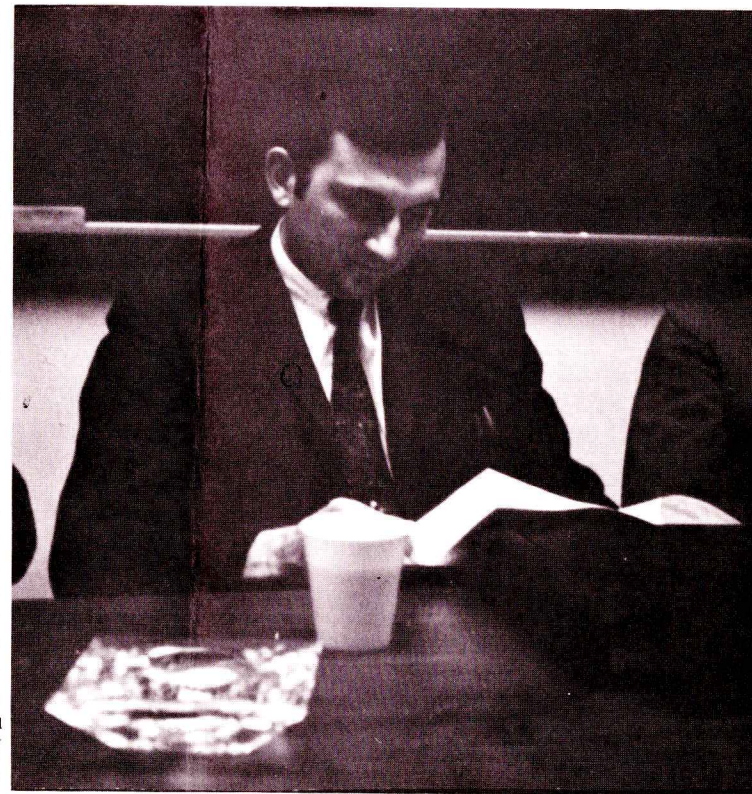
The new Speakers Bureau booklet can be obtained by calling Chuck Skibbens, Administrative Assistant, at the Keil Building, 428-2111. He will also help with arranging programs and scheduling speakers.

includes provisions covering working conditions, fringe benefits, and salaries of teachers. Negotiations began February 3, when Daniel Foster, math teacher at Stephen Decatur High School, chairman of the DEA team, met with Melvin Matthew, Director of Personnel and chairman of the Board of Education negotiating team, to establish ground rules and meeting dates. The two teams have had eleven meetings to date.

At issue is which personnel shall be represented by the DEA, salaries, fringe benefits, and working conditions of the teaching staff.

The 1970-71 Board budget will finally be determined upon conclusion of negotiations.

principal, Eisenhower High School
Edward Bright, math teacher, Eisenhower High School
DEA observers are:
Earl Rudolph, President of DEA
Mike Setina, President-elect
James Williams, Executive Secretary
Aiding Chairman Melvin Matthew on the Board team are:
Harry Carlson, Director of Middle Schools
Karl Meurlot, Director of Business Affairs
Charles Skibbens, Administrative Assistant
Board team observers are:
Superintendent Robert Oakes
Assistant Superintendent, W. Ronald Phillips



DEA Negotiating Team Chairman Dan Foster gives serious consideration to a Board proposal.

**TUITION FREE
SUMMER SCHOOL
FOR 1970**

The Board of Education has adopted a plan to offer a tuition free summer school program in 1970. Taking advantage of state law that provides additional state aid over and above that earned during the regular school year, the Board acted to provide a tuition free program for the first time in many years. Each student will pay only a textbook rental and materials fee of \$7.00.

Summer School State Aid

The State Aid Formula for Summer School, together with the textbook and materials fee, will completely cover the costs of the summer program, with no financial obligation accruing to District No. 61.

With tuition charges being eliminated, summer school enrollments are expected to increase significantly. Classes are open to all students of District No. 61, public and parochial alike. Any student who cannot afford the \$7.00 materials fee can apply for tuition aid at time of registration.

In 1969, elementary and middle summer school enrolled 732 students, and summer high school enrolled 1,563 students. Tuition charges were generally \$25 per course, plus \$1 for textbook rental.

High School Registration

The summer high school term will be divided into two 18-day sessions. The first session will start on Monday, June 8, and end Wednesday, July 1. The second

**Tuition Free Summer
School Schedules**

**FIRST SESSION
June 8 - July 1**

English 1
English 3
English 5
English 7
Speech 1
Dramatics 1
Geography 1
Geography 2
World History 1
World History 2
American History 1
American History 2
Government Problems
Social Problems
General Math 1
Algebra 1
Geometry 1
Algebra 3
French 1
German 1
Latin 1
Spanish 1
Biology 1
Physical Science 1
Chemistry 1
Physics 1
Personal Typing
Typing 1, 2, 3, 4
Notehand
Basic Business 1
Marketing & Sales 1
Consumer Education
Industrial Coop.
Building Trades
Electricity 1
Electronics 1
Drafting 1
Machine Woodworking 1

**LOCATION OF
CLASSES**

Eisenhower, MacArthur
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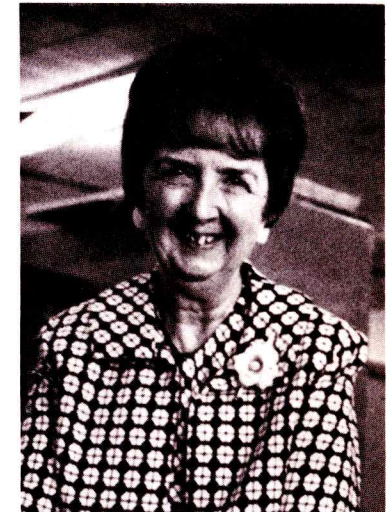
**SECOND SESSION
July 7 - July 30**

English 2
English 4
English 6
English 8
Speech 2
Dramatics 2
Geography 2
Geography 1
World History 2
World History 1
American History 2
American History 1
Economic Problems
Social Problems
General Math 2
Algebra 2
Geometry 2
Algebra 4
French 2
German 2
Latin 2
Spanish 2
Biology 2
Physical Science 2
Chemistry 2
Physics 2

Basic Business 2
Marketing & Sales 2
Consumer Education

Electricity 2
Electronics 2
Drafting 2
Machine Woodworking 2
Trans. & Power Mechanics 2

**VETERAN
EDUCATORS
RETIRE**



Miss Margaret Fassnacht

After devoting twenty-seven of her years to music education in Decatur, Miss Fassnacht will retire in June. She began her teaching career in Westmont, Illinois, immediately after receiving her Bachelor of Music Degree from Knox College. After five years, she took a position in Roseville, and in 1943 began teaching music at Stephen Decatur High School. Two years later, Miss Fassnacht was promoted to Supervisor of Music Education and in 1957 to Coordinator of Music Education for the district. Along the way,

noon. Summer high school classes will be held at Eisenhower and MacArthur high schools.

One-half unit of credit may be earned for each one-semester course successfully completed.

Advanced registration for high school classes will take place at Eisenhower and MacArthur high schools May 20, 21, 22 and May 28 and 29, from 2:30 to 5:00 p.m.

Students may attend either school and should register at the school they will attend. Students who will complete the eighth, ninth, tenth, and eleventh grades on May 29 are eligible for the summer high school program. Fees are payable at the time of registration. Classes are subject to cancellation for insufficient enrollment.

Students must arrange their own transportation, as no bus service will be provided by the district.

Middle School Registration

Middle School summer classes will meet for eight weeks from 8:00 a.m. to noon, starting Monday, June 8, through Thursday, July 30. Summer Middle School classes will be held at Johns Hill and Woodrow Wilson middle schools, and students should register at the school they will attend for the summer. Students who will complete the fifth, sixth, and seventh grades on May 29 are eligible to attend Summer Middle School.

Advanced registration will take place May 18 through May 22 from 2:30 p.m. to 5:00 p.m. The \$7.00 materials fee is payable at registration.

Middle School Music

In order to provide musical enrichment, the middle schools will also offer an instrumental music program at all middle schools for children who are now in grades

Continued p. 4, col. 1

Drawing Planning
Clothing 1
Driver Education
Driver Training

Eisenhower,
MacArthur
Eisenhower, MacArthur
Lakeview, Stephen Decatur

Summer Middle School Schedule

	JOHNS HILL		WOODROW WILSON	
	8:00	10:00	8:00	10:00
Developmental Reading		X	X	
Language Arts Skills	X			X
Special Science	X			X
Modern Math	X		X	
Teen-Age Theatre		X	X	
Art Activities		X	X	
Instrumental Music	X	X	X	X
Personal Typing				
Electricity-Electronics				
Language Arts Workshop				

Eisenhower, MacArthur
Eisenhower
Thomas Jefferson



**Teachers Plan
Summer Program
Thomas Jefferson
Middle School teachers
Robert Hoskinson, Jean Maher
and Barry A. Buttz examine
Fitzgerald Key worksheet while
planning Language Arts Work-
shop to be offered in summer
school**

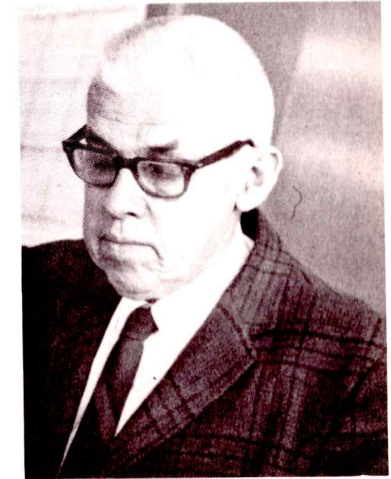
Middle School Band And Orchestra

	Beginners (5th now)	Elementary (6th now)	Jr. Hi. (7 & 8 now)	Elem. Strings (5 & 6 now)	Jr. Hi. String (7 & 8 now)
Roosevelt	8:00 a.m.	8:30 a.m.	10:00 a.m.		10:00 a.m.
Woodrow Wilson	8:00 a.m.	10:00 a.m.		8:00 a.m.	
Mound	8:00 a.m.		10:00 a.m.		
Johns Hill		8:00 a.m.	10:00 a.m.		
Jefferson					
Centennial					

These two schools sign up on a tentative basis. If 35 sign in any group, then a class will be scheduled at their schools. If less than 30, then they should indicate which center they would attend.

Continued page 4, col. 1

Miss Fassnacht will begin her retirement by leading a group from Decatur on a tour of the Hawaiian Islands. We wish her gentle seas and warm breezes.



Neil Ewing

Neil Ewing began his teaching career just prior to his nineteenth birthday in Hettick, Illinois. Fifteen years later, after having earned a Bachelor's Degree in Education at Western Illinois State College, Neil Ewing began teaching physical education at Woodrow Wilson Junior High. While teaching, he also earned a Master of Arts Degree at the University of Iowa. He took several years to work in a defense plant and to direct the YMCA in Moline, but returned to the Woodrow Wilson physical education department in 1947.

Coach Ewing moved up to the assistant principalship at Johns Hill Junior High School and then to Head of the Athletic Department at Eisenhower High School. In 1960, he was named Coordinator of Physical Education, Safety, and Athletics for the District. A real Christian gentleman, we wish Neil and his family the very best.

Central Budget Committee Meets



Members of Central Budget Committee hear from Roach School staff. Left to right: Henry Holly, Robert Hantel, Dr. Lorene Wills, Mrs. Jean Cook, Patricia Scheiderer; back row: D. L. Young and Harold Edwards.



Dale Mellon, Principal of Roach School, makes a humorous point before the Central Budget Committee. Clockwise from the left: Darrel Kline, Dale Mellon, Don Wachter, Mrs. Patricia Flamm, Dr. Ronald Phillips, Supt. Robert Oakes, Karl Meurlot.

CONTINUED FROM PAGE 3

SUMMER SCHOOL FOR 1970

fifth through eighth. Registration should be made directly with the student's band director. The same \$7 fee applies.

Language Arts Workshop

A special Language Arts Workshop for Grades 6, 7 and 8 will be held at Thomas Jefferson Middle School. The student workshop will include phonetics, spelling, reading, Fitzgerald Key grammar, creative writing, and physical education. The workshop

1970-71 SCHOOLS BUDGET FORMULATION

The 1970-71 budget of the Board of Education is now being prepared. Citizens, teachers, principals, and Keil Building staff have been included in the budget formulation, in an effort to secure broad-based representation. Although the authority to offici-

and the assistant superintendent. At this level, many building principals asked parents of their students to review and help formulate local building budgets. This gave many parents an opportunity to get a firsthand look at the way money is spent at the local

understanding of how their tax dollar is spent, while the educators have achieved a finer realization of citizen expectations regarding use of the educational tax dollar. The committee members expressed unanimous approval of this type of cooperative

NCA EVALUATION SCHEDULED

C. Harold Edwards, Director of High School Education, announced that Decatur high schools are now preparing for the regular North Central Association Evaluation of Secondary Schools that will occur March 22-25, 1971. Every four years, the North Central Association sends a team to evaluate the educational program, staff competence,

