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A Descriptive Study of a Successful School Bond and Rate Referenda Campaign

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A DESCRIPTIVE STUDY OF A SUCCESSFUL SCHOOL
BOND AND RATE REFERENDA CAMPAIGN

By

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ABSTRACT

It is the purpose of this study to present a detailed analysis of the methods and techniques employed in the November 23, 1968 passage of a school bond referendum, and tax rate increases in the education and building funds for Maercker School District #60, Clarendon Hills, Illinois.

As per data from the U.S. Department of Health, Education, and Welfare, Illinois Education Association, and a local newspaper, The Trib, school referenda are increasingly meeting with voter rejection. Only 53.2 per cent of the nation's bond referenda were approved during the fiscal year 1969-1970. The percentage of successful referenda in Illinois has decreased steadily from a high of 66 in 1965-1966 to 44 in 1969-1970. And, in 1971 only 36 per cent of the issues presented in 36 west suburban (Chicago) school districts passed. In 1970 voters accepted 52 per cent of the proposals in these communities.

In addition to the foregoing statistical realities, the review of the literature cites reasons why school referenda are failing, reveals proven campaign strategy, develops contributions which citizens' committees can render, and stresses public relations media.

The study describes the approach of the district with respect to the organization of the campaign, committees and

and their functions, campaign literature, area coffees, and election day activities.

Finally, a specific listing of the author's findings in regard to the essentials of a successful school referenda campaign, as per the study, are enumerated. It is concluded that to be successful at the polls, school referenda must be seriously undertaken and well-planned. It is toward this end that this thesis has merit.

LIFE

Howard Marvin Eilks was born on April 17, 1930 in Jefferson, Wisconsin.

After graduating from Jefferson Senior High School in June, 1948, he attended Wisconsin State University at LaCrosse where in June of 1952 he was awarded a Bachelor of Science degree in physical education.

In July, 1952 the author entered the U.S. Marine Corps. He was released from active duty in August of 1954 with the rank of captain.

From January, 1955 until June, 1956 the author taught biology at New Hanover High School, Wilmington, North Carolina. He then matriculated at George Peabody College for Teachers in September, 1956 and received a Master of Arts degree in educational administration in May of 1957.

The author next served as principal and part-time math teacher at Ripon Junior High School, Ripon, Wisconsin for the 1957-1958 school-year. He left in August, 1958 to accept the principalship of Central Elementary and Westmont Junior High School, Westmont, Illinois. The author held this position until July, 1962, whereupon he assumed his present position as superintendent of Maercker School District #60, Clarendon Hills, Illinois.

The Certificate of Advanced Study in educational administration was conferred upon the author by Northern Illinois University in June of 1969.

Professionally, the author is a member of the following organizations: South DuPage Elementary School Association (past-president), West Suburban Superintendents' Study Club (immediate past-president), Northern Illinois Superintendents' Round Table, Illinois Association of School Administrators, and American Association of School Administrators. He has also been honored by membership in KAPPA DELTA PI and PI DELTA KAPPA at Peabody College.

The author and his wife, Sylvia, are the parents of two girls, ages 9 and 15, and three boys, ages 11, 12, and 14.

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The author is indebted to the Board of Education and numerous citizens of Maercker School District #60 who worked vigorously to pass the November 23, 1968 referenda. Without their efforts this study would have been of little value.

Walden University is to be credited for having provided the author with a goal and the motivation needed to write this thesis.

Sincere thanks and love go to my wife, Sylvia, and to our five children for their support and cooperation during the conduct and writing of this study. Without their patience and encouragement this study would never have become a reality.

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CHAPTER I

INTRODUCTION

One does not have to be an expert to know that Illinois is currently faced with a serious problem in the realm of school finance. So grave is the issue that Charles R. Wiktorski, Jr., past-chairman of the Illinois School Problems Commission calls it, "a crisis".¹ According to Robert A. Jamieson, past-president of the Illinois Association of School Boards, "The need for additional money ranks first among the problems Illinois school board members face."²

Joel S. Berke's analysis of the nation's plight with respect to school finance focuses on the squeeze between rising costs and lagging revenues, sources of school revenue, and voter behavior on school matters. He contends:

1. Public elementary and secondary school costs in the past decade have been rising at a rate in excess of the Gross National Product (9.7 per-

¹Helen Fleming, Your Children and the Cost Crisis in Illinois Schools (Chicago: Illinois Bell Telephone Company, 1968), p. 4.

²Task Force on Education, Education for the Future of Illinois: Digest of a Study (Springfield: State of Illinois, December, 1966), p. 23.

cent for education as compared to 6.8 percent annual increase in GNP). As measured against the growth rate in per capita personal income, per pupil educational expenditures were nearly three times greater.

2. The "dilemma" in school finance stems from a failure to raise adequate revenues through equitable means and an inability to effectively allocate school revenues.
3. There has been little change in the past decade in the relative support to public education by the three levels of government: Local sources provide 52 percent of elementary and secondary school revenue, the states contribute 41 percent, and the federal government less than 7 percent.
4. Increased resistance is present at all levels, but the "taxpayers' revolt" is particularly acute at the local level. Voters in 1960 rejected only 11 percent of school bond issues. By the end of 1970 the rate reached 52 percent.
5. Because of voter behavior at the polls, districts have had to cut teachers, increase class size, and curtail or eliminate school programs and services.
6. School referenda afford voters with one of the

few opportunities to vent their dislike for higher taxes. Also, the regressive nature of the local property tax as a primary source of local school monies presents serious fiscal problems.³

A detailed report of local, state, and national statistics in regard to school referenda, and an examination of the literature as it pertains to voter behavior and referenda failure are presented in Chapter II.

The Problem

Statement of the problem

It is the purpose of this study to analyze the organization, strategy, and vehicles employed in the November 23, 1968 successful passage of a school bond issue, educational tax rate increase, and building fund rate increase for Maercker School District #60, County of DuPage, State of Illinois.

Importance of the study

In view of the current level of voter support on school issues, and the consequences associated with failure, the writer is of the opinion that a study of this nature has merit. Not only will this study serve as a

³ Joel S. Berke, "The Crisis in School Finance," Education Digest, XXXVII (November, 1971), pp. 5-6.

practical guide for the conduct of future school referenda in Maercker School District #60, but it will also provide a "source document" for others who wish direction as they face the awesome task of passing public referenda.

Because of the preponderance of fragmented writing on methods and techniques dealing with referenda, this study, by virtue of its complete treatment of the subject, presents a major contribution to the field of education.

Assumptions of the problem

It was assumed at the outset that the various elements of the successful referenda experience contributed significantly to the subsequent passage of the issues. Also, it was assumed that this study will prove valuable to the planning and passage of future referenda in Maercker School District #60--and others.

Limitations of the problem

This study is limited to an analysis of the campaign of Maercker School District #60, County of DuPage, State of Illinois, to pass three referenda (bond issue, education rate and building rate increase) on November 23, 1968.

Procedures followed in making the study

Library research included study in the Swen Parsons Library of Northern Illinois University and the professional library and records of Maercker School District #60, Clarendon Hills, Illinois. Research data and helpful

information were also received from the Illinois Education Association, National Education Association, National School Boards Association, and the United States Office of Education.

Definition of Terms Used

Fund

A sum of money or other resources set aside for specific activities of a school district. The fund accounts constitute a complete entity and all of the financial transactions for the particular fund are recorded therein.

Education fund

The fund which covers transactions in regard to: instruction, administration, attendance, health, operation, maintenance, insurance, lunch program, and student and community services.

Building fund

The fund to which costs of maintaining, improving, or repairing school buildings and property, and insurance on school buildings are charged. By board action, custodial employees and all costs of utilities may be transferred from the education fund to the building fund.

Site and
construction
fund

The fund used for the payment of new buildings and additions, purchase and improvement of sites, equipment, and legal and architectural services.

Building bonds

Bonds sold for the sole purpose of acquiring or constructing school buildings and/or sites. The proceeds of bond sales are placed in the site and construction fund.

Tax levy

To impose taxes or special assessments; the total of taxes or special assessments imposed by a governmental unit.

Tax rate

The amount or per cent per \$1.00 to be applied to the equalized or assessed valuation of property. A .25¢ rate increase means 0.25 per cent or .0025 multiplied by the equalized or assessed valuation of the districts' property.

Referenda

Public measures proposed by school districts to raise revenue.

Rate referendum

A proposal seeking authority to raise the amount which can be levied for a specific purpose.

- Bond referendum A proposal to seek authority to issue school or building bonds.
- Brochure The basic treatise used to provide the community with information about its school system and proposed referenda.
- Area coffees Neighborhood group meetings for the purpose of discussing school referenda.
- Speakers Discussion leaders for area coffees and civic meetings.
- Poll watchers Persons at the election authorized to observe and record the names and residence of voters.
- Public relations A term inclusive of and applicable to such basic campaign tools as news releases, brochures, flyers, coffees, letters, and other media (TV and radio).

CHAPTER II

REVIEW OF THE LITERATURE

As stated in Chapter I, as enrollments rise and costs for the construction and operation of the schools mushroom, school officials will necessarily have to give greater importance to referenda campaigns, as voter acceptance is on the decline. An understanding of the ramifications of successful referenda is, therefore, necessary.

This chapter begins with an examination of research data concerning school referenda locally, in the state, and in the nation. The remainder of the chapter presents a review of the literature in regard to expertise on reasons for referenda failure.

The Plight of School Referenda

The record

A recent article by Michael Dunton regarding voter reaction in thirty-six Chicago west suburban school districts is anything but encouraging. He reports fifty-six proposals were voted on during the calendar year 1971. Of nineteen proposals to raise the educational fund tax rate ceiling, only 21 per cent (4) received approval. Increases in the building fund tax rate fared worse. Of three proposals

presented, none passed. Voters approved 45 per cent, or nine of the twenty bond issues. Finally, Dunton points out that for all the issues presented in 1971, only 36 per cent gained approval, while in 1970 voters accepted 52 per cent of the proposals.¹

The degree and direction of success of school referenda in Illinois can be discerned by an examination of data released by the Illinois Education Association.²

As shown in Table 1, the percentage of successful referenda in Illinois has decreased steadily from a high of sixty-six in 1965-1966 to forty-four in 1969-1970. Significantly, building bonds for the five-year period were ratified at a 67 per cent average, while educational rates won only 49 per cent approval. Also, building bonds were more frequently presented to the public. Building rate proposals appeared to be a rarity and received the lowest rate of voter endorsement. The yearly total number of referenda coincided with the level of success, i.e., as voter rejection increased, the number of referenda diminished.³

Table 2 analyzes bond and tax referenda in Illinois by month, November, 1969 through October, 1970. March, May,

¹Michael Dunton, "School Tax Hike Bids: Bad Bets in 71," The Trib, Dec. 29, 1971, p. 16.

²Illinois Education Association, School Bond and Tax Referenda, 1969-70, (Springfield: Department of Research and Professional Development, Illinois Education Association, January, 1971), pp. 1-8.

³Ibid, p. 1.

TABLE 1
SUMMARY AND TREND OF ILLINOIS SCHOOL BOND AND TAX REFERENDA

	<u>Carried</u>	<u>Lost</u>	<u>Total</u>	<u>% Carried</u>
		<u>1965-66</u>		
Building Bonds	118	39	157	75
Bond Value Proposed	\$87,619,839	\$41,615,934	\$129,235,773	68
Building Rate	13	11	24	54
Educational Rate	69	53	122	57
Total Referenda	200	103	303	66
		<u>1966-67</u>		
Building Bonds	126	44	170	74
Bond Value Proposed	169,851,363	87,136,000	256,987,363	66
Building Rate	35	31	66	52
Educational Rate	105	78	183	57
Total Referenda	266	153	419	63
		<u>1967-68</u>		
Building Bonds	117	55	172	68
Bond Value Proposed	110,888,100	105,952,000	216,840,100	51
Building Rate	18	29	47	38
Educational Rate	92	94	186	49
Total Referenda	227	178	405	56

TABLE 1 (continued)

	<u>Carried</u>	<u>Lost</u>	<u>Total</u>	<u>% Carried</u>		
		<u>1968-69</u>				
Building Bonds	101	62	163	62		
Bond Value Proposed	\$126,796,500	\$95,601,000	\$222,397,500	57		
Building Rate	26	26	52	50		
Educational Rate	72	86	158	46		
Total Referenda	199	174	373	53		
		<u>1969-70</u>				
Building Bonds	80	60	140	57		
Bond Value Proposed	76,026,000	117,257,000	193,283,000	39		
Building Rate	8	33	41	20		
Educational Rate	38	65	103	37		
Total Referenda	126	158	284	44		
		<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
Percentage of Total Successful Referenda		66	63	56	53	44

August, and November constituted the best months for passage of referenda. July, December, and September were the worst months.⁴

The results of a comprehensive, state by state, survey of bond elections, as compiled by the United States Department of Health, Education, and Welfare for the Fiscal Year 1969-70 is summarized in Table 3. Only Texas exceeded Illinois in the number of bond issues in the year reported. There were but four states: Texas, Illinois, Ohio, and New Jersey with 100 or more elections. Conversely, there were thirty states with fewer than ten bond issues. For the fifty states, bond referenda were supported at a rate of 53.2 per cent.⁵

Reasons for failure

As an outgrowth of the foregoing data, one might readily conclude that failure of school referenda has become rather commonplace--almost an expectation. Also, one might, at this point, begin to think in terms of identification of those variables which contribute to the defeat of school issues. The balance of this chapter is devoted to a discussion of such factors.

Educators have labeled the high level of voter

⁴Ibid, p. 7.

⁵U. S. Department of Health, Education, and Welfare, Bond Sales For Public School Purposes, 1969-70, (Washington, D. C.: Government Printing Office, 1971), p. 13.

TABLE 3

RESULTS OF BOND ELECTIONS FOR PUBLIC SCHOOL
PURPOSES: BY STATE, FISCAL YEAR 1969-70.

State	Number of Elections			Per Cent Approved
	Total	Approved	Defeated	
50 States	1,216	647	569	53.2
Alabama	0	0	0	.0
Alaska	1	1	0	100.0
Arizona	1	1	0	100.0
Arkansas	45	36	9	80.0
California	97	46	51	47.4
Colorado	15	13	2	86.7
Connecticut	6	5	1	83.3
Delaware	1	1	0	100.0
Florida	4	3	1	75.0
Georgia	3	2	1	66.7
Hawaii	0	0	0	.0
Idaho	0	0	0	.0
Illinois	126	61	65	48.4
Indiana	0	0	0	.0
Iowa	49	14	35	28.6
Kansas	4	2	2	50.0
Kentucky	0	0	0	.0
Louisiana	1	1	0	100.0
Maine	7	4	3	57.1
Maryland	0	0	0	.0
Massachusetts	6	3	3	50.0
Michigan	97	34	63	35.1
Minnesota	90	47	43	52.2
Mississippi	10	5	5	50.0
Missouri	26	11	15	42.3
Montana	1	1	0	100.0
Nebraska	20	12	8	60.0
Nevada	0	0	0	.0
New Hampshire	4	1	3	25.0
New Jersey	101	59	42	58.4

TABLE 3 (continued)

Number of Elections

State	Total	Approved	Defeated	Per Cent Approved
New Mexico	2	2	0	100.0
New York	21	7	14	33.3
North Carolina	5	3	2	60.0
North Dakota	29	13	16	44.8
Ohio	104	42	62	40.4
Oklahoma	72	58	14	80.6
Oregon	27	12	15	44.4
Pennsylvania	1	1	0	100.0
Rhode Island	8	8	0	100.0
South Carolina	0	0	0	.0
South Dakota	15	5	10	33.3
Tennessee	0	0	0	.0
Texas	138	96	42	69.6
Utah	0	0	0	.0
Vermont	2	0	2	.0
Virginia	5	4	1	80.0
Washington	18	11	7	61.1
West Virginia	1	0	1	.0
Wisconsin	50	21	29	42.0
Wyoming	3	1	2	33.3

rejection of school referenda as primarily a "taxpayers' revolt". This premise was argued in an article in The National Observer, as exemplified by the title: "Voters Send A Note To School: Cut The Budget". The reason cited to explain rejections was that school elections provide the only opportunity for a voter to protest all rising taxes. Other reasons noted were inequity of property taxes, inflation, discontent with new educational policies and racial or political fears.⁶

Jean M. Flanigan, in her study, cautioned against accepting the notion of a taxpayers' revolt. She noted that school bonds have been approved by voters more often than have bond proposals for other purposes. Thus, she concluded that there could be no basis, in fact, for such a presupposition.⁷

Minar studied the public reaction to school bond issues held in forty-eight suburban school districts in Cook County, Illinois. Among the hypotheses he tested were:

1. Voter rejection was due to a taxpayers' revolt.
2. The likelihood of school bond approval increases when the referendum is held at a time different from that of a general election; and
3. Individuals with high socio-economic status,

⁶"Voters Send a Note to School: Cut the Budget," National Observer, July 21, 1969, p. 1.

⁷Jean M. Flanigan, "Is There a Taxpayers' Revolt?" Phi Delta Kappan, XLIX (October, 1967), pp. 88-91.

(having a college education, an income over \$10,000 per year, and a professional or managerial position), would be more "education-oriented" and, thus, more likely to support bond issues than are persons of lower socio-economic status.

Minar's findings did not confirm any of the foregoing.⁸

In their 1960 study for the Office of Education, Carter and Odell conducted surveys in 1,054 school districts which had held school bond elections. The response indicated that various demographic characteristics correlated with voter approval or rejection. For example, they found that the voter most likely to approve the sale of bonds was young, employed in a skilled or clerical and sales occupation, and had school age children. The voter most likely to reject such sales was young, employed in a professional or technical occupation, and was childless.⁹ This work tends to support Minar's study.

To test a number of variables, Barr and Lidley interviewed public officials and local community leaders in eighty school districts in five western states to obtain opinions relative to school bond referenda failures in each

⁸David W. Minar, "The Community Basis of Conflict in School System Politics," American Sociological Review, XXXI (December, 1966), pp. 822-34.

⁹Richard F. Carter and William R. Odell, Voters and Their Schools, U.S. Office of Education, Cooperative Research Project No. 308 (Washington, D. C.: Government Printing Office, 1960).

community. Their findings are presented in Table 4.¹⁰

Buel, in an article in The Wall Street Journal, gives the views of political scientists regarding special elections. He points out a major drawback to special elections is the ease with which an organized minority can sway them because of the small voter turnout. He also quotes George Black, a research associate at Stanford University, who as the result of another research study says, "an anti-spending group represents about a quarter of the electorate in every community." Black further states, "If a 60 per cent 'Yes' vote is required, as on most bond issues, and the turnout is light, the anti-spending group will be there to carry the day."¹¹

Organized opposition, according to Reeder, more frequently comes from real estate boards and tax leagues than from any other groups. He contends these groups sincerely feel that real estate taxes are already high enough and that any further taxes should come from other sources.¹²

Another primary reason for failure is a "lack of confidence in the board of education or the management of the

¹⁰W. Monfort Barr, and A. T. Lindley, Bond Issue Election Defeats: 1966-1967, (mimeographed, 1968), p. 12.

¹¹Ronald A. Buel, "Ballot Boom," Wall Street Journal, September 5, 1967, p. 1.

¹²Ward G. Reeder, Campaigns for School Taxes (New York: The Macmillan Company, 1946), p. 17.

TABLE 4

WHY SCHOOL BOND ISSUES FAIL: FACTORS MENTIONED
MOST FREQUENTLY (CALIFORNIA ONLY)

<u>Rank</u>		<u>Selected Variables</u>
<u>Voters</u>	<u>Officials</u>	
1	1	Percentage of vote required for passage
2	2	The level of the local school tax rate
3	4	The level of the local overall tax rate
4	3	Unification election scars
5	6	Inflationary trends in school costs
6	5	Conflict between elementary and secondary district bond or tax elections
7	12	The nature of the proposed construction program
8	9	The economic level of the community
9	29	Dissatisfaction with the administrative staff
10	25	Criticism of schools
11	11	Inclusion of the bond issue in an omnibus proposition
12	8	The geographic area included in the district
13	13	National political, social or economic problems
14	7	State political, social or economic problems
15	10	The percentage of citizens age 65 or older
16	14	State required election procedures
25	15	Lack of interest in local public schools

schools."¹³ Reeder further feels that school officials and employees sometimes engage in practices which are offensive to the public. Practices to which he refers as objectionable are listed as follows:

1. Being unwilling to take the public into confidence and to give publicity to decisions and deliberations.
2. Giving the impression that the schools belong to them rather than to the public.
3. Employing persons for or dismissing them from school positions on a political or some other indefensible basis.
4. Wasting money in the school through inefficient business procedures.
5. Playing politics with the hope of receiving personal reward.
6. Playing to the galleries.
7. Continuous ax-grinding or hobby riding.
8. Making promises which cannot be fulfilled.
9. Engaging in school strikes or threatening to engage in them.¹⁴

In a study conducted by Goettel of the voting behavior of the electorate in turning down school budgets during 1969, the following conclusions were drawn:

¹³Ibid., p. 19.

¹⁴Ibid., pp. 20-21.

1. Between 34 and 40 per cent of the dissent was explained by fiscal and economic factors.
2. The influence of fiscal and economic factors on electoral behavior differed by the geographical area in which the school district was located.
3. Teacher salary increases have no effect on dissent or participation.
4. Non-school fiscal factors, such as county or town budgets, are not important predictors of electoral behavior.
5. Participation and dissent in school budget elections are highly related, i.e., the higher the participation, the greater the dissent.¹⁵

The value of a well informed public on a day-by-day basis is stressed by Mayer. In a questionnaire following a bond issue defeat, he learned that the public did not know much about the school system.¹⁶ Apparently, they did not have confidence in a school system which failed to provide sufficient information about the schools. On this same subject, Reeder makes the following observation:

In school affairs all the people are stockholders, and they have the same right to have accurate, complete and continuous information regarding the school, as do the stockholders of private businesses. The

¹⁵Robert J. Goettel, "Voter Behavior And School Budget Elections," APSS Know How, XXIII (September, 1971), p. 2-3.

¹⁶Frank C. Mayer, "How To Find Out Why The Voters Said No," School Management, XI (October, 1967), p. 78-79.

amount of financial support of the school is determined largely by how the people regard the school. How the people regard the school is determined largely by what they know about it.¹⁷

According to a veteran Detroit school campaign counselor and researcher, too few superintendents do their homework, i.e., thoroughly plan a successful campaign.¹⁸ This is further supported by an Illinoisan who says, "Far too many campaign planning sessions spend far too much time trying to find a magic time of year to hold a successful referendum...The time to hold an election is when it can be won."¹⁹

The type of program advanced by the board will be critically viewed by the voters. Voss contends that:

First and foremost, the overall program for which approval is requested must be well conceived. A genuine need for the new facilities or improvements must exist, and the plan proposed by the school board to satisfy the need must be the product of careful study of physical characteristics in the context of future needs of the district's educational program and the impact on the taxpayer.²⁰

A frequent reason given for opposing a bond proposal for the East Syracuse-Minoa Schools was found to be a dis-

¹⁷ Reeder, Campaigns for School Taxes, p. 21

¹⁸ Otis A. Crosby, "How to Prepare Winning Bond Issues," Nations Schools, LXXXI (April, 1968), p. 81.

¹⁹ William W. Allen, "School Bond Issues and Tax Referenda," Illinois Education Association, XXX (February, 1968), p. 257.

²⁰ Howard W. Boss, Jr., "Your Bond Issue Campaign: More Important Than Ever," Illinois School Board Journal (September-October, 1968), p. 7.

like for the design of the new facilities.²¹ It is evident that the public can be expected to critically view each building proposal.

Closely akin to this, an important ingredient of issues which are submitted to the public is unanimity of the board and the enthusiastic approval and support of the staff. Voters detect dissent and are less apt to support matters which are not accepted by those in the know, according to Crosby.²²

Caution is also expressed by Reeder to avoid threats. He says it is poor psychology for school officials to issue threats or make promises as to what will happen if proposals are not accepted. Reeder says, "Threatening a voter is like waving a red flag before a bull; anger, obstinacy, and pugnaciousness are the results of such action."²³

The foregoing have been identified as empirical and principal causal factors for the defeat of all types of school referenda. As stated at the outset, many assumptions have been advanced as to why voters vent their anger on school referenda. Difficult as it may be to isolate and focus on stimuli which prompt negative ballots, one might safely conclude that there are many facets which must be in

²¹Crosby, "How to Prepare Winning Bond Issues," p. 82.

²²Voss, "Your Bond Issue Campaign," p. 71.

²³Reeder, Campaigns for School Taxes, pp. 26-27.

harmony if success is to be realized. Many of these will be enumerated in the following section.

CHAPTER III

CAMPAIGN ORGANIZATION

Accepting the premise that most successful endeavors are those which are well organized, this chapter probes the literature for organizational keys. Topics receiving specific attention are: strategy, citizens' committees, public relations, and consulting agencies. The chapter concludes with an overview of the first three chapters to crystalize understandings and enhance articulation with the study which follows.

Campaign strategy

From the preponderance of suggestion on the "how to" aspects of passing referenda, there remains little excuse for a campaign not to be at least well-planned. Superintendents who thoroughly research the literature undoubtedly enhance the passage of their programs.¹

Most authorities agree that campaign strategy should rest in the hands of a steering committee. This committee is generally comprised of the following leadership: school board president, superintendent of schools, and chairman of the citizens' committee. As is implied, the steering com-

¹Crosby, "How to Prepare Winning Bond Issues," p. 82.

mittee has the explicit purpose of providing the over-all leadership for the campaign.²

Beal, Hartman and Logomarcino studied the campaign of numerous bond elections. They found no correlation to exist between the extent of campaign activity and voter approval. In fact, when services, such as babysitting for voters and driving voters to the polls were offered, the percentage of negative responses increased.³

Referenda campaigns should be confined to a period of two to four weeks, warns the National School Service Institute. Many elections have been lost through a long, drawn-out campaign in which the public and the workers lost interest.⁴ According to Voss, no more than five or six weeks need be allotted to the entire campaign period. Keeping the issue before the public for too long can ultimately have a negative effect on the public, if for no other reason than permitting the opposition time to organize.⁵

Some salient suggestions which merit attention with reference to strategy are offered by Carter and DeVries.

²South Dakota Schools, "How Not to Lose a Bond Issue," School Management, LXXX (October, 1966), p. 81.

³George M. Beal, John J. Hartman, and Virgil Logomarcino, "An Analysis of Factors Associated With School Bond Elections," Rural Sociology, XXXIII (September, 1968), p. 326.

⁴The National School Service Institute, Campaigns Triumphant (Chicago: The National School Service Institute, 1951), p. 13.

⁵Voss, "Your Bond Issue Campaign," p. 8.

They are:

1. Know where you stand
2. Enlist the aid of citizens to champion your cause.
3. Stay in the background.
4. Ignore your opposition.
5. Build your campaign around an emotional appeal.
6. Avoid expensive brochures.
7. Don't threaten the public.
8. Don't count on newspaper support.
9. Concentrate on the 'Yes' voters.
10. Once the issues pass, don't forget the public.⁶

Davison and Douglas admonish exploration of potential crucial issues in a specific election before they are brought out in the open. They also urge that the publicity effort be developed to provide honest, total, and meaningful information to the entire school community. Too frequently, they relate, school leaders tend to think of information dispensing in broad terms. To influence and persuade voters, information must be directed to specific publics and must deal with belief or value systems.⁷

One of the most comprehensive and thorough listings of recommendations regarding strategy has been written by

⁶Boyd Carter and Ted DeVries, "Ten Commandments of Successful School Tax Campaigns," The Clearing House, XXXII (December, 1967), pp. 210-212.

⁷Ronald G. Davison and J. Rex Douglas, "A New Look At School Bond Elections," KASB Journal, (April, 1971), pp. 13-16.

Kindred. Those not previously touched upon are deserving of space. Kindred recommends:

1. A complete survey of needs should be made and publicized before announcing the possibility of a bond election.
2. A citizens' committee should be chosen with representatives from as many diverse groups as may exist.
3. A voter registration campaign should be conducted and efforts made to register parents of all pre-school-age and school-age children.
4. Schools should be utilized as places for registration and school secretaries should be deputized for this purpose.
5. Every known community organization should be contacted and asked to schedule a program concerning the school bond proposal.
6. An effort should be made to obtain endorsements of the bond proposal from all community organizations.
7. Individual citizens might be asked to endorse the bond proposal.
8. Endorsements from organizations might be secured and publicized in newspaper stories or in advertisements.
9. An effort should be made to locate potential

- opposition and to win support for the proposal.
10. A complete handbook of facts should be developed for use by teachers and other school employees, speakers, and members of the citizens' advisory committee.
 11. Teachers and other school district employees should not be directed to participate in the campaign, but they should be encouraged to volunteer their support.
 12. Pupils should not be used in school bond campaigns.
 13. House-to-house canvasses can be conducted in those attendance areas where principals and Parent-Teacher Association members believe they will be effective.
 14. At least one carefully prepared brochure or pamphlet should be prepared and mailed to every registered voter or distributed to voters by means of the house-to-house canvass.
 15. Election day machinery must be planned which will get probable supporters to the polls.
 16. The cooperation of the Parent-Teacher Association should be solicited and members invited: (a) to conduct a survey of the district to discover pre-school-age children, (b) to man the election day machinery, and (c) to conduct the house-to-house canvass.

17. Administrators and members of the board of education should play active roles in planning and conducting the school bond campaign.
18. All potential 'yes' voters should be reminded of the election by letter, postcard, or telephone call.
19. Carefully selected media of communication should be employed to keep the election before the citizens of the community.
20. The bond campaign must be financed by outside contributions and no pressure should be brought to bear on any individual or group for funds.
21. Everything done in the campaign should be in good taste; nothing should be done which might discredit the school district.⁸

Marking himself as a strategist in good standing, Crosby submits the following:

1. The most favorable voter is the young voter with a child of school age who has recently become a resident in the community and who is in a skilled occupation or in clerical and sales work.
2. The least critical voter is the parent with a child in public school.
3. The most critical voter is without children or

⁸Leslie W. Kindred, How to Tell the School Story (Englewood Cliffs: Prentice-Hall Inc., 1960), pp. 371-373.

has children in private school.

4. Pitch the campaign to women. Two-thirds of the attempts of the wife to influence the husband are successful.
5. Voters depend mostly on newspapers and personal talks with friends for guidance. This represents a built-in case for the kaffee klatch.
6. Voters want to know more about how schools are run, about curriculum, and about teaching methods.
7. Nothing indicates that communications (speeches, slides, movies, charts, printed literature) have any lasting effects on attitudes, other than to reinforce those already held.
8. Voters talked about the bond issue proposal in much more general terms than either the schools or the newspapers. (Mr. Superintendent, now take a second look at those graphs, charts, and technical phrases and then put 'em in the circular file.)
9. Aside from parents, schools have little immediate support and, as their children grow, parents, too, become dissatisfied.
10. Give the problem of senior citizen support very careful study and treatment. Plan the senior citizen appeal along the lines of better educational facilities increasing property values.

11. Do not cause confusion by giving too many details.⁹

Stollar recommends that school systems would do well to develop a capital outlay budget for a five to ten-year period. This would keep communities advised of building plans and help school districts pass bond issues. He also cautions that the capital outlay budget should be a "rolling budget," i.e., revised as each year passes.¹⁰

Use of citizens' committees

"After the Board makes its decision, the typical next step is activation of a citizens' committee."¹¹

Some communities have a year-round committee. If none exists, a committee of "thought leaders" should be organized. According to Educators' Speech Service, these are key people such as lawyers, doctors, presidents of civic organizations, labor leaders, businessmen, and the clergy who influence public opinion.¹²

When organizing subcommittees, Bryant suggests the

⁹Crosby, "How to Prepare Winning Issues," pp. 81-82.

¹⁰Dewey H. Stollar, "How to Manage a Successful Bond Issue," American School and University, XXXI (March, 1969), p. 55.

¹¹National School Public Relations Association, Workbook to Win Votes in School Campaigns (Washington, D. C.: The Association, 1963, p. 6.

¹²Educators' Speech Service, Conducting Successful School Bond and Tax Elections (Sacramento: Educators' Speech Service, 1968), p. 7.

following:

1. A steering committee to plan and coordinate the entire election campaign.
2. Block workers for making door-to-door calls to identify 'yes' voters, inform voters about ballot proposals, remind them of election requirements and date, and leave information.
3. A public relations committee to prepare campaign literature and news releases.
4. A speakers bureau for providing speakers for public and parochial PTA's, service clubs, church groups, etc.
5. A finance committee for raising necessary funds to support the campaign.¹³

Invitations to committee membership should be prepared by the school administration and signed either by the Board president or superintendent. The first meeting should be handled by members of the Board of Education and the administrative staff. They should present the current and anticipated needs of the district, proposals for meeting the needs, estimated costs, and suggest appropriate subcommittees for an action program.¹⁴

In addition to the above rather standard committees,

¹³ Barbara E. Bryant, "Get the Taxpayers on Your Team," School Management, XII (November, 1968), p. 45.

¹⁴ Kindred, How to Tell the Story, p. 354.

Kindred recommends that careful election day plans be made. These plans should include the use of telephone committees, transportation pools, poll watchers, and baby sitting service.¹⁵

While the use of committees will greatly relieve the superintendent and his board from being in the forefront of the campaign, they should be involved at every step.¹⁶ "It will be the superintendent's job to make sure the campaign progresses according to schedule and synchronize the work of the various subcommittees."¹⁷

Opinions differ with respect to the role teachers and other employees should play in school bond or rate referenda. Involvement seems dependent upon what is best for each local situation. Some writers report the successful use of administrators, teachers, clerical staff, bus drivers, cafeteria workers, and custodians. In general, with the exception of administration, participation by teachers and the non-certificated personnel is not often highly recommended.

In terms of support and a ready source of workers, the Parent-Teacher Association members should be enlisted

¹⁵Ibid, p. 369.

¹⁶Voss, "Your Bond Issue Campaign," p. 8.

¹⁷National School Public Relations Association, Workbook to Win Votes, p. 6.

early and used at every step of the campaign.¹⁸

Public relations

Insofar as this paper is concerned, public relations is regarded as both inclusive of and applicable to such basic campaign tools as news releases, brochures, flyers, coffee hours, letters, and other useful media.

Relating the school message to the community requires use of every possible means of communication. Messages must reach the eye, the ear, and the heart.¹⁹ An ideal, complete campaign will find John Public reading referenda information in the newspapers, seeing messages on a bill board and over television, and hearing about it at his club and on radio. Of course, the extent to which the public relations program includes any or all of these channels depends upon the size of the community, availability of the media (radio and TV), and the financial resources.²⁰

Producing materials for the publicity campaign is by no means a simple task. It is one which can best be handled by someone experienced and familiar with newspaper and radio operations. This responsibility should be

¹⁸Kindred, How to Tell the Story, pp. 358-359.

¹⁹American Association of School Administrators and National School Public Relations Association, Winning Ways; How to Conduct Successful Election Campaigns for Public School Tax and Bond Proposals (Washington, D. C.: The Associations, 1960), p. 28.

²⁰Ibid.

invested in one or two persons. If well armed with the facts, newspapers will also carry much of the load as well as stimulate new ideas.²¹

Some excellent pointers to remember in developing a publicity program are:

1. Campaign publicity should cover all committee activities, including endorsements, speakers bureau, comparisons with other communities, tax information, etc.
2. Do not shoot the works on publicity too soon; make up a master calendar of dates and events.
3. A good photograph, chart or diagram often will tell the story better than many words.
4. Keep publicity stories short. Use many brief items of interest.²²

When faced with the task of developing campaign information, the following principles will help in the formation of dramatic moving messages.

1. Make the message easy to understand. Avoid technical, educational terms and sophisticated concepts. Go lightly on figures and statistics.
2. Show a direct relationship between what you are asking for and what people want for their children.

²¹National School Public Relations Association, Workbook to Win Votes, p. 10.

²²Ibid.

3. Personalize the message. "Your children" is far more reaching than "the children and youth of this community."
4. Use positive messages. Tell the truth.
5. Eliminate any words that do not help tell your story. Examples of these are: tax, much, etc.²³

With regard to specific campaign tools and their development, the following constitutes a comprehensive and thorough listing of effective campaign aids:

1. Basic brochure--This should be the main campaign piece of printed information. It should be small, simple, attractive, and readable. Keep it child centered. Be sure to explain the need, costs, and details of the election (place, date, time, etc.).
2. Basic presentation--This is the election story for presentation to groups in the form of a speech, with or without visual aids, etc. It should be based upon the same points as the basic brochure.
3. Instant information center--Provide workers with a telephone number where quick answers to specific questions may be obtained, both day and night. Give this number wide publicity. A

²³ Educators' Speech Service, Conducting Bond and Tax Elections, pp. 19-22.

- recording should also be considered separately.
4. Coffee hours--One of the most effective tools for imparting information is the coffee hour. This, rather than the large group meeting, should serve as the primary vehicle for imparting information. This grass roots approach is also an excellent "feed back" device.
 5. Localized flyers--These are simple summaries sent out by the schools. They help drive home proposals and keep the issues before the public.
 6. Letters--Letters allow special messages to reach specific groups and add a personal touch. They are a powerful and often neglected part of public relations.
 7. Endorsements--A standard blank endorsement form should be prepared by the citizens' committee to make it easy for every organization or individual in the community to endorse the school. A large newspaper ad listing all endorsees can be very persuasive just before the election.
 8. Advertising--Providing funds are available, ads in the mass media (newspaper, radio & TV) can help promote the general campaign theme. These should be paid for and sponsored by the citizens' committee.
 9. News stories--All news media should be advised

early of plans for referenda. Steady information should be sent to newsmen. All news releases should emphasize the campaign theme through constant repetition.

10. Editorials--Committee leaders should discuss this possibility with editors to see if they will take a supportive stand just prior to the election.
11. Telephone calls--Calls should be made on election day to potential 'yes' voters. Each caller should have a standard message to read, plus a list of parents' names and numbers. Names can then be checked off against lists provided by poll watchers.
12. Opinion surveys--Pre-election surveys reflect voter acceptance or lack of it and may influence borderline decisions. A post-election survey should also be considered, particularly if the issue loses.
13. Posters, bumper stickers, billboards--Use of these will depend largely on financial resources. As a minimum, posters should be provided for homes, as well as prominent businesses.
14. Workers' handbook--These make citizen committee workers feel more confident and comfortable. A

question and answer approach is recommended.²⁴

Win or lose, publicity does not end at the polls. Letters of appreciation should be sent from citizen committee leaders and the Board of Education to every single worker, newsman, staff member, etc.²⁵

Assessment of the campaign is a matter which, for the most part, remains elusive and indefinite. However, Lieber, poses a means of evaluation. He purports it is possible to "scientifically and very reliably" analyze newspaper articles by charting "For, Neutral, and Against" coverage.²⁶

Commercial agencies or consultants

The use of outside commercial agencies or consultants to develop and handle a school campaign apparently is used with reservation. Perhaps the cost of consultant service looms as the major reason why districts do not rely on such assistance. If not the cost, surely the source of the funds presents an obstacle. Panas suggests that professional talent to create a winning campaign can be secured through basically two sources. He states districts can obtain counsel through the school architect in bond issues.

²⁴American Association of School Administrators and National School Public Relations Association, Winning Ways, pp. 26-29.

²⁵Ibid, p. 31

²⁶Ralph H. Lieber, "How to Tell for Sure if That Local Newspaper of Yours is Really on Your Side," American School Board Journal (February, 1971), pp. 20-21.

Payment then comes from the architect's fee at no extra cost. Or, services can be funded by subscription from leading supporters of the referendum, such as a firm or organization that cares about the quality of the community's educational system.²⁷

Summary

Chapter I, through a declaration that there is a "crisis" in school finance, establishes the basis and need for a study of school referenda. Once this appreciation has been advanced, a delineation is then made regarding the study to be pursued in this work. This is stated as being an endeavor to analyze the organization, strategy, and vehicles employed in the successful passage of three referenda (bond, education and building rates) in Maercker School District #60, Clarendon Hills, Illinois on November 23, 1968. The chapter concludes with a treatment of fundamental terms ascribed as significant.

A review of the literature in regard to descriptive data and factors for referenda failure are presented in Chapter II. The fact that only 36 per cent of local school referenda passed last year underscores the need for concern. State and national statistics bear out a steady decline in voter acceptance of school measures. In terms of failure,

²⁷ Jerold Panas, "But Some Districts Still Do Win School Referendums," American School Board Journal (March, 1971), pp. 40-41.

educators most frequently attribute defeat to "a taxpayers' revolt." Campaign management is often cited as being poor.

Chapter III continues with an exploration of the literature centering on campaign organization. Strategy, the use of citizens' committees, public relations, and consulting agencies are topics commanding particular attention.

Since most literature and available resources dealing with school referenda are fragmented, it is the purpose of this study to document and describe a comprehensive school referenda campaign. This will be the purpose of the presentation in the next chapter.

CHAPTER IV

A DESCRIPTIVE STUDY OF A SUCCESSFUL SCHOOL BOND AND RATE REFERENDA CAMPAIGN

An increase of 84 students in the enrollment of Maercker School District #60 in September, 1967 represented an increase of 12 per cent. Further, the increase served notice that recent approval of zoning requests for the expansion and development of property within the district was beginning to have an impact on the schools. It became rather clear that the district's two schools would soon become overcrowded and that plans should be drafted for a building program and other needed referenda.

Aspirations on the part of the Board of Education and superintendent for a junior high school on a recently acquired 13.4 acre school site came to the forefront. A building program timetable was developed by the superintendent and accepted by the Board of Education in November, 1967. A selected committee of five junior high teachers, three Board members, and two administrators was formed to visit outstanding junior high schools in the area. Visits were made in January, 1968 to new junior high schools in Barrington, Elk Grove Village, Northlake, and Warrenville, Illinois. The architectural firm of Orput and Orput and

Associates, Inc., of Rockford, Illinois was also retained by the Board of Education in January, 1968.

Under the leadership of the principal, Mr. David Lundeen, junior high teachers and special staff began to hold meetings in February, 1968 to conceive and develop a philosophy of education. The author, as superintendent, met regularly from February to May, 1968 with Mr. Alden E. Orput, school architect, to discuss school design and educational specifications.

Preliminary drawings for a minimal junior high school of thirteen teaching stations were received in May, 1968. The architect's projected budget for the entire project, inclusive of site preparation, equipment, fees, etc., came to \$678,000. Since this well exceeded the projected bonding power of the district, the financial inability of the district to pursue a junior high school building program necessitated a change in direction.

Alternatives were studied by the Board of Education and a new building program and accompanying issues were sanctioned by the Board on the evening of October 1, 1968.

The Issues

Bonding

The primary issue to be presented to the public was that of a \$300,000 bond issue for an addition, equipment, and alterations to the Holmes School. An open-plan addition

to the west of Holmes School of equivalent space to house eleven classrooms, a library, and supportive space for remedial reading and speech was proposed. A kindergarten room would also be added to the south and an existing classroom would be converted into a combination lounge and storage room for teachers. A drawing depicting the building program can be found by referring to the inside cover of the information brochure. (Appendix L, page 86.)

Education rate

In order to meet increased staffing needs, the Board of Education decided to present the voters with a proposal to increase the maximum authorized tax rate of the education fund by 21 cents per \$100 assessed valuation. The district was then levying at its maximum rate of \$1.34 per \$100 of assessed valuation and disbursements in the education fund were beginning to exceed revenue. The Board also reasoned that its chances for passage were good, as the last education rate increase had been authorized in October, 1962. Staff increases and maintenance of a quality educational program loomed as saleable items.

Building rate

Two points of view can be taken when it comes to deciding whether to place a building rate increase on the ballot. First, one does not want to jeopardize other more important issues by presenting too many. On the other hand,

one can ascribe to the position that it is easier to sell a complete package, i.e., needs usually are broad, rather than limited in scope. It was this point of view which encouraged the Board of Education to propose a 12½ cent increase in the building fund to raise it to the 37½ cent maximum rate allowed by statute in 1968. There were also those on the Board who felt that the building rate provided the constituents with an opportunity to vote "no", thereby improving the chances of passage of the other more imperative matters.

Conceptualization Of A Successful Campaign

Rationale

Before a course of action was structured, there were basic questions to be resolved. Should the district employ a consulting firm at considerable expense to the district? How much time would be needed for the campaign? How much information should be provided and to whom? The answer to these concerns would provide a framework from which to plan.

It was the position of the Board of Education that there was enough talent and leadership within the Board and administration to rule out expenditures for outside professional campaign assistance. As a result, two Board members and the writer were named to serve as a steering committee. In regard to the time element, the seven weeks from the initial news release of October 3, to the November 23, 1968

election date was judged adequate. The remaining rationale and details for the bond and rate referenda campaign were left to the leadership and discretion of the steering committee.

Structuring the problem

Realizing the magnitude of the responsibility confronting them, the steering committee consisting of Mrs. Nancy Peraino, Mr. Michael Gray, and the writer, met on October 10, 1968. The specifics of this meeting were recorded by the author and presented in memo to the Board of Education. (Appendix A, page 67.)

As suggested by the steering committee, letters were sent to the P.T.A. Executive Board and other selected citizens inviting them to attend an important meeting on Monday evening, October 14, 1968. The aforementioned letter was sent under the date of October 10, 1968. (Appendix B, page 69.)

Mr. Michael Gray, Board of Education secretary and member of the steering committee, welcomed the nineteen in attendance at the October 14, 1968 orientation meeting. He outlined the reasons for the invitation and the program sought by the Board of Education. The writer provided factual data and discussed the educational merits of the propositions. This information was later incorporated into an information brochure. (Appendix L, page 86.)

It should be noted, that particular care was taken

at this orientation meeting to see to it that there was complete understanding about the issues, needs, and alternatives considered by the Board of Education. It was found that an aerial map and a report on developments planned for the district stirred the interest of all. Questions were urged both during the presentations and at the end of the meeting.

The formation of a citizens' committee to assist the Board of Education was solicited at the conclusion of the meeting by Mr. Gray. Interested persons were asked to sign their names during the coffee period following the meeting. The response to the proposals and committee membership was encouraging.

Committees And Their Functions

Philosophy and membership

Anyone who has ever been connected with school issues can attest to the fact that much persistent work is required. The job is simply too big for the Board and school district staff to assume alone. More importantly, involvement of citizens in school matters certainly must be viewed as a major means of gaining acceptance and support. Issues which fail to gain the support of community leaders are destined to failure. In this case, the Board chose to involve citizens after it had already studied and made decisions as to what should be done. As was pointed out in

Chapter III, many school systems will involve the community earlier for the purpose of making a study and recommending various courses of action to the Board of Education.

Insofar as committee membership is concerned, the Maercker District has always been blessed with an active and positive Parent-Teacher Association. It was a logical deduction that they be called on to form the nucleus of a citizens' committee. Invitations were also sent to other citizens who had been observed to evidence interest in their schools. Many were past members of the PTA and some were even regarded as possible adversaries. However, all were respected as community leaders and/or hard workers. The school district faculty was also extended an invitation to participate.

Committees

The steering committee determined that five committees were to be formed. A description of each committee and its function follows.

Education Committee.--The primary responsibility of this committee was to speak at area coffees. It was to become active during the last two to three weeks of the campaign. Because of the nature of the assignment, all members of the Board of Education and School administration were automatically placed on this committee. Upon request, the presidents of the Parent-Teacher Association and local Teachers' Association also agreed to serve.

Social Committee.--The responsibility of this committee was to arrange area coffees. This was done by two women who were well known to most residents. One was a member of the Board of Education and the other a person highly respected for her work with Girl Scouts, Parent-Teacher Association, summer school programs, church, and charitable organizations. A total of thirty coffees were scheduled throughout the district.

Publicity Committee.--Keeping the public well informed through the news media became the task of the superintendent and of a parent who holds a degree in journalism. The former made suggestions as to content and provided information, while the latter prepared the news releases. The superintendent was also accorded editorial license before articles were released.

Mailing Committee.--Originally, this committee was responsible for mailing a brochure to all residents. However, difficulty in compiling an up-to-date and complete list of registered voters and a week's delay in the printing of the brochure required a modification in plans. Instead of using the mail, the Boy Scouts were asked if they would deliver the information. They willingly accepted, and the matter was accomplished as a service project on Saturday, November 16, 1968, one week before the election.

Telephone Committee.--This very important committee was the largest and last committee to function. Thirty

persons were involved in obtaining voter lists and/or placing telephone calls on election day. A specific account of their tasks is enumerated under Election Day Activities.

Campaign Literature

Information brochure

After a framework for an action program had been established by the steering committee, it was felt that the next imperative step was the development of an instrument which would convey the specifics of the propositions to the voters. The preparation of an information bulletin or brochure was immediately needed to provide the following:

1. Information to be used by members of the education committee as resource material for area coffees.
2. A source of material for the development of weekly news releases.
3. Information for evaluation by the constituents of the school system.

Many hours and much thought were devoted to an analysis of the problem. How should the three propositions be presented? What information and exactly how much should be provided? What about the use of tables, charts, and graphs?

As a foundation for the development of the brochure, it was decided that the approach should be to provide the public with as much information as possible. There were two reasons which prompted this decision. First, the position

was taken that the public is entitled to full particulars about its school system; therefore, matters pertaining to the budget, finance, costs, needs, teachers' salaries, educational programs, staffing, etc., should be reported. Secondly, it was deemed desirable to have information come from the district rather than have facts and figures presented in an unfavorable light by someone else just prior to the election.

Once the foregoing position had been decided, the next step was to develop a format for the brochure. A question and answer approach seemed to have merit. It was easy to structure, and yet provided optimum understanding; important items could be touched upon and irrelevant material excluded.

It was also decided that tables, charts, and graphs would be eliminated from the brochure. A simple narrative, it was presumed, would better enhance understanding. Charts and graphs were, however, planned for use at area coffees.

Questions and answers were then written and compiled according to the issue. Since the bond proposal for a construction program ranked as the number one need, questions and answers pertaining to this issue were developed first. The education rate was next, followed by the building rate. The rest of the brochure was devoted to general questions pertaining to the election (place, who could vote, etc.).

Copies of the questions and answers were available three weeks after the October 1, 1968 Board of Education

decision calling for a November 23, 1968 election. This enabled committee and Board members to have information well in advance of the special election. It also provided time to consider additions and modifications before final printing.

The final brochure (Appendix L, page 86) was delivered by the printer on November 15, 1968. A total of three thousand copies were received at a cost of \$350.

As stated earlier, the brochure (complete with a drawing of the proposed building program) was distributed by the Boy Scouts. They met at 9:00 A.M. on November 16, 1968 at the Maercker School. The boys were shown an aerial map of the district, and assignments were made by their scoutmaster. In order to avoid any violation of federal regulations relating to the dissemination of literature, the Boy Scouts were instructed not to place any brochures in mailboxes. A total of 1100 brochures were delivered in this manner to single family homes. A most thorough and satisfactory job was performed, as no complaints were received, either about the use of the scouts or their work.

The delivery of some 800 brochures to apartments required a different approach. A member of the Board and a resident of Fountainhead Apartments delivered the brochures in person. One of the scouts, who was also a newspaper boy, was assigned the task of delivering the brochures to the Hinsdale Heights and Clarendon Arms Apartments.

Delivering the brochures on November 16, 1968 turned

out to be good timing. All residents were properly advised of election particulars one week before the election. This placed the district's needs in focus immediately before the vote without too much time for "letters to the editor" and formal opposition.

News releases

Realizing that, other than the brochure, the primary vehicle of communication would be the newspaper, a vigorous program was planned to provide the local media with continuous information. Keeping the issues before the public for the full seven weeks preceding the referenda was viewed as a first order priority.

As pointed out on page 50, publicity was the responsibility of two persons--a parent with journalism skills and the superintendent. Keeping this responsibility confined to only two people proved to be efficient and expedient in terms of releasing information.

Releases were sent to five weekly newspapers serving the school district (The Doings, Suburban Life, Westmont Progress, Westmont Graphic, and The Trib). Front-page coverage was received, for the most part, throughout the campaign.

The first news release was telephoned to the Doings on the morning of October 2, 1968. They were given the "news breaking" story of the Board's decision of the previous evening to hold a special election on November 23, 1968. A

general outline of referenda particulars appeared in their October 3, 1968 issue. The other newspapers referred to on page 54 were sent a general description of the Board's action under a news release dated October 4, 1968 (Appendix C, page 70).

A total of five news releases were written. The first (Appendix C, page 70) was designed to present an overview of the propositions. Subsequent releases dealt with specific aspects which were judged as critical. The release of October 17, 1968 (Appendix D, page 72) reported the formation of a citizens' committee. Our October 30, 1968 release (Appendix E, page 74) stressed the facilities, need for an education fund increase, and the existing educational program. Area coffees were highlighted in the release of November 8, 1968 (Appendix F, page 78). Merits of the proposed "open plan" building were explained in the November 14, 1968 release (Appendix G, page 80). It should be noted that additional articles were also written by the newspapers. This approach provided an excellent news program.

Letters

As a means of supplementing all efforts to inform the total community, letters from the Board of Education president and superintendent of schools were mailed to parents during the last week of the campaign as a direct and personal approach to those most vitally concerned.

These two letters were mailed together on November 20, 1968. The letter from the Board president (Appendix J, page 84) reminded parents of the election date and time, reviewed the issues and costs, touched on pupil costs and taxes, and ended with a feeling of urgency and need. The superintendent's letter (Appendix K, page 85) stressed quality education and the schools.

A memo (Appendix I, page 83) from the superintendent was sent to the entire faculty and staff on Tuesday, November 19, 1968. Also, staff were asked to inform and discuss the particulars of the election with their pupils. Upper grade students expressed a keen interest in what the district was trying to achieve.

Apparently, as a result of this memo, some of the primary and intermediate teachers on Friday, November 22, 1968 had their students write letters to their parents reminding them to vote the next day. Although these letters were unsolicited by the administration and did not ask parents to vote "yes," the practice was not sanctioned by the superintendent. In fact, he regarded the letters with apprehension. No derogatory remarks, however, were received concerning the students' letters.

Area Coffees

Organization

The primary function of the social committee was to

arrange area coffees. This was accomplished by two women through direct contact with selected hosts. Coffees were scheduled throughout the school district in such a way as to provide an even geographical balance.

The committee began its work shortly after the citizens' meeting of October 14, 1968. A total of thirty coffees were scheduled. The first was held on November 6, 1968. Most were scheduled for the last ten days of the campaign.

Hosts were asked to be totally responsible for the invitations and refreshments. They were also asked to keep an attendance record and to indicate those who they felt would vote "yes."

Post cards which would be used for invitations were provided the hosts. Cards read as follows:

Dear _____,

On _____ members of the Board of Education and School Administration will be at my home, _____ for the purpose of discussing the needs and future of Maercker School District #60.

The meeting is set for _____ P.M. Please come, have a cup of coffee, and find out the "why's and wherefore's" of the November 23 referenda.

Sincerely,

R.S.V.P.
Telephone _____

Each host was given from twenty-five to forty post cards. Because of the number and geographical location of coffees, a large number of the electorate received a personal invitation to attend a grass roots discussion. A school bulletin (Appendix H, page 82) highlighting the coffees was also sent home via the school children on November 14, 1968.

Although a few afternoon coffees were held, most of them began at 8:00 P.M. and ended by 9:30 P.M. As a general rule, attendance was somewhat disappointing. Some meetings were attended by as few as four to five persons, while at other meetings as many as twenty persons were in attendance. Nonetheless, area coffees were viewed by the steering committee as essential to the success of the referenda. The coffees gave every member of the community an opportunity to become informed and raise questions about their schools. It also indicated that those directly connected with the schools were willing to meet with anyone to discuss the needs of the schools.

Speakers and materials

When the social committee arranged a coffee, speakers were assigned by the superintendent of schools. Two speakers were always assigned to each coffee. This was done to provide a measure of security for the speakers.

Specific criteria were followed in the assignment of speakers. The principal speaker or person responsible for

the presentation was, whenever possible, a member of the Board of Education. The second person was either a school administrator or Board member. Board members were always assigned to coffees in their neighborhoods. The more fluent Board members were named to lead or chair meetings which might stimulate the greatest challenge.

Brochures and visual aids provided the basis for group discussions. Two aerial maps of the school district were available. These usually got the meetings off to a good start since they vividly demonstrated growth and change and provided everyone the fascinating opportunity of viewing their property "from the air."

Large bar graphs to show differences in enrollment, district assessed valuation, assessed valuation per pupil, tax rates, and per-pupil costs, as developed by the superintendent, were also used.

Formal presentations were made with the brochure serving as a guide. A general question and answer period was encouraged. For the most part, each presentation lasted about an hour. The coffee and refreshment period also provided opportunity for further and less structured conversation.

In retrospect, coffees were viewed as instrumental in the development of a healthy community attitude relative to the school district and the referenda.

Election Day Activities

Poll watchers and telephone campaign

Although substantial effort and importance were given to the pre-election campaign, it was felt that redoubled effort by all concerned on election day could easily spell the difference between success or failure. For this reason, the work of the telephone committee was held to be extremely vital.

Volunteer poll watchers began their duties promptly at the opening of the polls at 10:00 A.M., November 23, 1968. Each person served for an hour at a time. The poll watchers copied the names of those signing the affidavit to vote. These names were later checked against a list of parents of District 60 students viewed as being favorable to the proposals. Lists were compiled until 6:00 P.M., one hour before the closing of the polls.

At 2:00 P.M., an intensive telephone campaign began with telephone calls being made to those parents who were identified as per above. They were reminded of the election and urged to vote. No attempt was made to get them to vote "yes." In some cases, the callers saw to it that transportation was provided to the polls.

Telephone calls were made from the Downers Grove office of the Illinois Bell Telephone Company. Six telephones had been made available to the telephone committee as a public service. This expedited and insured coordination between voter lists and calls to those deemed "yes" voters.

The results

After some anxious minutes, the election judges attested that the 882 affiants voted as follows:

<u>Proposition</u>	<u>Yes</u>	<u>No</u>	<u>Spoiled or Not Voted</u>
\$300,000 bond issue	560	315	7
Educational rate increase	521	349	12
Building rate increase	504	360	18

These results were officially certified at the Canvass of the Election by the Board of Education on Tuesday evening, December 3, 1968.¹

A subsequent analysis of the voter affidavits provided the following data:

1. Of the 882 affiants, 478 represented parents of children in District #60 schools. A study of the remaining 304 affiants showed no discernable trends as to the number of parents who recently had children graduate from Maercker School, retired persons, parents of parochial children, etc.
2. The vote by geographical locale for the three areas within School District #60 was remarkably balanced. The margin of difference between the lowest voter registration (Westmont - 288) and the highest (Clarendon Hills - 298) was but 10.

¹Maercker School District #60, Minutes of Meetings of the Board of Education, meeting of December 3, 1968. (Type-written.)

A total of 296 affidavits were signed by Hinsdale residents.

3. The total registration of 882 represented an increase of 151 over the last special election (bond issue of April 3, 1965).²

²Maercker School District #60, Minutes of Meetings of the Board of Education, meeting of April 6, 1965. (Type-written.)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken in order to present a comprehensive and detailed account of the components comprising the successful campaign to pass a school bond issue, education tax rate, and building rate increase in Maercker School District #60, County of DuPage, State of Illinois on November 23, 1968. In this regard, Chapter IV offers a discussion of the issues, rationale and organization, committee action, campaign literature, area coffees, election day activities, and results of the study. Significant findings of the study and suggestions for future studies are stated in this chapter.

Conclusions

The formation of a steering committee to provide overall leadership for the development and implementation of campaign strategy is a requisite to success. It is not always necessary to seek outside professional assistance to plan and direct a school referenda campaign. Able school administration and Board members or citizens can effectively pursue this matter. A steering committee comprised of three such individuals proved to be a very workable number.

It is essential that a citizens' committee be formed immediately. The Parent-Teacher Association provides the best source for ready and willing committee members. About twenty-five people are needed to serve on committees.

The superintendent of schools must play a major role in a referenda campaign. He should be a member of the steering committee, coordinate the activities of the citizens' committee, and be an ex-officio member of all subcommittees.

As a minimum, the following committees are needed if a campaign is to be both vigorous and successful: education, social, publicity, mailing, telephone, and poll watchers.

Campaign literature is the life blood of the campaign. An extensive brochure depicting the issues, needs, and financial data is a must. Every effort should be made to be insure that the entire community receives factual and comprehensive information concerning the schools and their needs. No attempt should be made to hide or keep anything from the public. Charts, tables, graphs, and aerial maps are also tools which can prove beneficial when applicable. The superintendent should be charged with the responsibility of providing this material as he is in the best position to both compile and assure the validity of the data.

Since the superintendent finds his work day to be quite demanding during a referendum, a parent or staff

member with skills in the field of journalism should be sought to write news releases. However, the superintendent should have license to edit all copy before it is submitted to area newspapers. This will, again, assure that information is factually and accurately presented to the public.

A period of seven weeks provides ample time to conduct a successful referendum campaign. This amount of time is conducive to the consolidation and concentration of interest and effort which needs to be sustained by workers in the campaign. It also presents sufficient time to convey the message to all concerned.

Results of the study would appear to indicate that the entire community is interested in their schools. A campaign directed only at parents of school children is generally a mistake.

Area coffees are preferred by Maercker School District #60 officials over mass meetings as a means of disseminating information about school referenda. A grass roots approach builds confidence in schools and is easier to control.

The importance of election day efforts cannot be overstressed. The use of poll watchers and an extensive telephone campaign on November 23, 1968 was viewed as a major factor in the success of the referenda.

In order to be successful at the polls, there must be dedication of purpose, a realization that hard work is necessary, and a willingness to incorporate many of the

foregoing strategies into a winning campaign. A light-hearted and less than maximum effort will often meet with defeat.

Recommendations

Because of mounting school financial problems and increased voter rejection of educational issues at the polls, school administrators would do well to re-examine their practices in regard to referenda campaigns. It is with this in mind that the author commends this study to all who face this challenge and responsibility.

Further, it is recommended that this study serve as a guide for the conduct of future school referenda campaigns undertaken by Maercker School District #60.

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

October 10, 1968

TO: Mrs. Nancy Peraino & Mr. Michael Gray
FROM: Howard M. Eilks
SUBJECT: Report of Our October 10 Screening Committee Meeting.

This is to provide you with a summary concerning our meeting this morning.

In planning a campaign for the propositions to be voted on this coming November 23, the following salient points were decided:

- 1) A citizens' committee should be formed immediately. The committee should be comprised of members of the P.T.A. Executive Board and other selected persons. A meeting was set for this coming Monday evening, October 14. It will be the purpose of this meeting to explain the three issues as well as solicit support and workers. Letters of invitation to Monday's meeting were mailed today (see enclosure) to the prospective citizens' committee.
- 2) As P.T.A. co-presidents, Mr. & Mrs. Frederick Cook will be asked to serve as co-chairman of the citizens' committee.
- 3) Committees to be formed this next Monday evening, and suggested chairmen, are as follows:

Publicity: Mrs. George Peterson
Social: Mr. Harold Sutton & Mrs. Nancy Peraino
Education: Mr. Michael Gray & Mr. Howard Eilks
Telephone: Mrs. Robert Gear & Mrs. Samuel Addoms
Mailings: Mrs. Henry Karplus
- 4) Two new aerial maps of the district should be secured for group meetings.

- 5) Weekly news releases, depicting some vital aspect of the referenda, should be submitted to all papers serving the school district. Releases should be submitted to me for editing and distribution.
- 6) Area coffees, not large mass meetings, should be conducted throughout the district. Members of the Board of Education, administration and other selected persons will be asked to serve as speakers.
- 7) A comprehensive information pamphlet or brochure will be prepared by yours truly. This will be mailed to every resident of the district two weeks before the special election.
- 8) Letters from the Board president and your superintendent will be mailed to our school parents the last week of the campaign.
- 9) If available, the local telephone office should be used on election day. All parents and potential "yes" voters should be called. Poll watchers should be used to refine lists of persons to be called.
- 10) The basic philosophy to be followed is that of a forthright and honest campaign. Every attempt will be made to give full particulars so as not to create an impression that information is being withheld from the public.

Thank you for your assistance this morning. Your leadership in this matter is appreciated.

H. M. Eilks, Superintendent

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX B

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

October 10, 1968

Mr. & Mrs. Robert J. Slowinski
620 West 55th Street
Hinsdale, Illinois, 60521

Dear Mr. & Mrs. Slowinski:

We wish to extend a most cordial and urgent invitation to you to attend a meeting to be held in the multipurpose room of Holmes School on Monday, October 14, at 8:00 P.M.

Several subjects highly significant to the welfare and future of Maercker School District #60 have merited attention and study of your Board of Education and School Administration. We will greatly appreciate your council and cooperation in the development of plans and procedures pertaining to them. These matters will be presented and discussed with you Monday night.

This invitation is being extended to members of the P.T.A. Executive Board and other selected community leaders.

We hope that you will make every effort to attend this important meeting.

Sincerely yours,

Nancy Peraino,
Michael Gray,
Members, Board of Education

NP:MG:hj

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

NEWS RELEASE

October 4, 1968

Maercker School District #60, 5800 South Holmes Avenue,
Clarendon Hills, Telephone: 323-2086
Howard M. Eilks, Superintendent

MAERCKER SCHOOL DISTRICT #60 TO BALLOT ISSUES ON NOVEMBER 23

The Board of Education of Maercker School District #60 will take three issues to the polls on November 23. Propositions to build an addition to Holmes School, a 21¢ education fund rate increase and a 12-1/2¢ building rate increase will be submitted.

The building program will request authority to build and equip a primary grade addition of 8-10 classrooms, library, kindergarten and supportive office space. The estimated cost of the project is \$250,000-\$300,000. Holmes School would then be used as a primary grade unit for the district and Maercker School would serve as a 4 - 8 grade center, remarked Howard M. Eilks, District Superintendent.

The decision to add to Holmes School followed an 11 month study of building alternatives, according to Mr. William Bergman, Board President. A junior high school for the district received primary consideration. Junior high schools were visited and an architect worked on preliminary drawings with the Board. A minimum junior high school facility was

projected to cost \$678,000. The current available bonding power of the district is \$416,000.

Maercker School District #60 has experienced a 12% growth rate each of the past two years for an average gain of 90 pupils a year, said Mr. Bergman. All existing classrooms are being used and 119 kindergarten children are housed in the First Baptist Church of Clarendon Hills. Maercker School has an enrollment of 550 and the district's other school, Holmes School, has an enrollment of 200 children in grades 1-3.

Education and building fund rate increases are sought to meet the accompanying needs to staff, operate and maintain new facilities. Rate increases would be levied in both funds only as needed, officials point out.

The last education fund rate increase was granted in October, 1962. A building fund rate increase has not heretofore been presented.

Existing tax rates per \$100 assessed valuation are: 1.34 in education, .25 in building and .374 for bond and interest. The total assessed valuation of the district is \$16,083,580.

Information and data are now being compiled for distribution to the residents in the weeks preceding the election. Area coffees are also expected.

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

FOR IMMEDIATE RELEASE

NEWS RELEASE

October 17, 1968

MAERCKER SCHOOL DISTRICT #60, 5800 SOUTH HOLMES AVENUE,
CLARENDON HILLS, TELEPHONE: 323-2086

HOWARD M. EILKS, SUPERINTENDENT, 323-2086

FOR ADDITIONAL INFORMATION CALL:

MRS. GEORGE B. PETERSON, JR.
CITIZEN'S COMMITTEE,
PUBLICITY CHAIRMAN
323-6906

A Citizen's Committee was formed last Tuesday night
(October 14) during a meeting at Holmes School to assist the
Maercker School District 60 Board of Education in spreading
the word about the three proposed issues to be voted upon at
the polls November 23.

Michael Gray, Board of Education secretary, and spokes-
man for the Board, explained that the 17 members of the
P.T.A. Executive Board and 23 other interested parents had
been invited by the Board of Education to form the nucleus
of the Committee. However, Gray stressed that anyone wish-
ing to volunteer his assistance is welcome to join.

Gray explained that the Board of Education will request
authority to build and equip a primary grade addition of
approximately ten classrooms, library, kindergarten and sup-
portive space. Definite building plans are to be resolved

with the architect in a week, he stated. This will require a \$300,000 bond issue, a 21¢ education fund rate increase and a 12.5¢ building rate increase, he added.

Howard M. Eilks, District Superintendent, spoke to the Committee and stressed advantages of developing District 60 schools into two organizational plans. Holmes School, he explained, would become a primary grade unit and Maercker School would serve the fourth through eighth grades. The following reasons were cited by Eilks. Upper grade facilities would not have to be added to Holmes, which would be a costly duplication of such areas as a gymnasium, music and art rooms. The staff utilization program in effect in the intermediate and upper grades could be continued in the most efficient and economic manner without splitting grades between buildings. Additional opportunities for new programs in the primary grades would then be possible, he pointed out, as well as additional savings in instructional equipment and materials such as library books, supplementary textbooks, etc. (Presently, Holmes includes first through third and Maercker, first through eight. Kindergarten children are housed in a local church.) Pupil transportation problems would also be eased under the new plan, stated Eilks.

Mr. and Mrs. Frederick Cook, Hinsdale, Co-Chairmen of the P.T.A., will serve as chairmen of the Citizens' Committee, Gray announced. He also listed sub-committee chairmen as

follows: Mrs. Carl Peraino, School Board Member and Mrs. Harold Sutton, both of Westmont, Neighborhood Coffees; Mrs. Robert Gear and Mrs. Samuel Addoms, Hinsdale, Telephone; Mrs. George B. Peterson, Jr., Hinsdale, Publicity; and Gray and Eilks, Education Committee.

Citizens' Committee Members attending the meeting included: Mrs. William McGrath, Mrs. Charles Markgraff, Mr. Frank Soresi, Dr. and Mrs. Sutton, Mrs. Roy Schultz, all from Westmont; Mrs. Raymond Zvolsky, Mr. Forrest Moy, Mr. Jack Ittel, and Mr. William Bazant from Clarendon Hills; and Mr. and Mrs. Cook, Mrs. James Kolb, Mrs. Gear and Mrs. Peterson from Hinsdale.

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX E

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

FOR IMMEDIATE RELEASE

Maercker School District #60
5800 South Holmes Ave., Clarendon Hills

October 30, 1968

For additional information, call:

Howard M. Eilks, Superintendent, 323-2086

Mrs. George B. Peterson, Jr., 323-6906

Citizen's Committee Publicity

Chairman

Preliminary blueprints for an addition to Holmes School were recently presented by architects Orput & Orput Associates, Inc., Rockford and Skokie, to the Maercker School District #60 Board of Education and approved.

An "open plan" addition with equivalent area to house 11 classrooms, plus a library and supportive space for remedial reading and speech would be constructed on the west side of Holmes and a kindergarten room would be added to the south, according to Howard M. Eilks, Superintendent. He said that the building program also includes alterations to the existing business office area and one classroom to provide for adequate storage, offices and a teachers' lounge.

District #60 residents go to the polls November 23 to vote on three referenda: a \$300,000 bond issue, a 21¢ education fund rate increase and a 12.5¢ building rate increase. The last education fund rate increase was approved in Octo-

ber, 1962.

Eilks explained that the education fund rate must be increased to employ additional faculty as enrollment rises, to maintain teaching salaries in comparison with surrounding districts, and to maintain and improve the quality of the District's educational program, materials, equipment and staffing.

He pointed out the fact that the District now has 868 pupils enrolled whereas in 1962 there were 594, and that the number of District employees has increased from 39 in 1962-63 to 64 for this school year. Eilks said that since enrollments have increased at a yearly rate of about 12% for the past 2 years, the predicted increase for fall, 1970, is about 94 children. So there will be an immediate need for additional classroom space and more teachers to staff them, he continued. Kindergartens are now housed in a local church.

Salaries for beginning teachers in 1962 were \$4,900 but now, in order to be competitive with other DuPage County school systems, starting salaries are \$6,500, Eilks explained. Although the education fund budget has increased from \$195,520 in 1962 to \$469,158 in 1968, because of the increased number of pupils, the assessed valuation per pupil is basically the same, he pointed out. "The cost of education per pupil has gone up."

Eilks stated that even though the fund rate has not changed for 6 years, the quality of education in the District is high as is evidenced by excellent progress of the students, based on results of the Iowa Test of Basic Skills. He cited the schools' well-stocked libraries, instructional materials which are the best available, high caliber of classroom teachers and administrative staff, and programs staffed by specialists in art, music, physical education, remedial reading, speech correction and learning disabilities as contributing to the Maercker District's quality program.

According to Michael Gray, a Board of Education Referenda coordinator and member of the Referenda Education Committee of the Citizen's Committee, the Board of Education intends to levy only a part of that 21¢ increase next year, but this increase is necessary. "The board members want to continue to provide top-notch staff and teachers and an excellent curriculum for the District, and in order to do this, the education fund rate must be increased at this time," Gray stated.

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX F

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

FOR IMMEDIATE RELEASE

NEWS RELEASE

November 8, 1968

MAERCKER SCHOOL DISTRICT #60,
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS

For additional information call:

Mr. Howard Eilks, Superintendent
323-2086

Mrs. George B. Peterson, Jr.
323-6906
Citizens' Committee Publicity
Chairman

Before Maercker School District #60's November 23 referenda, twenty-three neighborhood meetings will take place at which members of the School Board and School Staff will discuss the proposed \$300,000 bond issue and increases in the education fund and building rates.

Mrs. Carl Peraino, School Board Member, and Mrs. Harold Sutton, both of Westmont, arranged the meetings as their contribution to the activities of the Citizens' Committee formed to explain the three referenda and the proposed addition to Holmes School to residents of the District. Anyone wishing to have a neighborhood meeting may call Mrs. Peraino to arrange for speakers at 968-8706.

Scheduled speakers at the meetings include School Board

Members Michael Gray, James Kolb and Norman Clarke, all of Golfview Hills; William Bergman, Leonard Prestero, Reid Talmage of Clarendon Hills; and Mrs. Peraino. District School Staff Members slated to speak are Howard Eilks, District Superintendent; David Lundeen, Maercker School Principal; James Slater, Business Manager; and Joseph Mikrut, President of the Local Teachers' Association; Fred H. Cook, Golfview Hills, P.T.A. President and chairman of the Citizens' Committee, is also a speaker.

Residents of Westmont to open their homes for neighborhood get-togethers are the Wayne Kietzers, the Charles Markgraffs, the W. J. McGraths, the Herbert Ehningers, the Jerome B. Goldsteins, the Daniel VanSlykes, the Richard Bocians, the Daniel Schmidts, the Roy J. Schultzes, the Jerome Riches and the Earl McCarrons.

Golfview Hills home owners will meet with the Eldon Whitesides, the Herbert Rambows, the James L. Stotts, the Vaughan Deals, the John G. Thomases and the Donald Trasks. In Clarendon Hills, meetings will be held at the homes of the Robert E. Weavers, the Forrest Moys, the Raymond Zvolkskys, the William Marohnics, the Herbert Salberg, Jrs., and the Lionel Stegers.

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX G

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

FOR IMMEDIATE RELEASE

NEWS RELEASE

November 14, 1968

MAERCKER SCHOOL DISTRICT #60
5800 SOUTH HOLMES AVENUE, CLARENDON HILLS, ILL.

FOR ADDITIONAL INFORMATION CALL:
Howard M. Eilks, Superintendent
323-2086

Mrs. George B. Peterson, Jr.
323-6906 325-5350
Citizen's Committee Publicity
Chairman

"The open plan design chosen for the addition to Holmes School will allow us to establish teaching space according to the learning activity," stated Howard M. Eilks, Superintendent, Maercker School District #60. "Holmes School will then become a highly useable blend of open and closed space," he explained.

The Holmes School addition with equivalent area to house 11 classrooms, library and space for remedial reading and speech is proposed by the Maercker School District #60 Board of Education. Residents of the District go to the polls the 23rd to vote on three referenda to make possible this addition: a \$300,000 bond issue, a 21¢ education fund rate increase and a 12.5¢ building rate increase.

"An open plan building is one without fixed inner

walls," explained Eilks, "so that teaching stations can be organized in any shape or size, depending upon the activity or group to be served."

This flexibility is achieved through the use of movable partitions and cabinets made specifically for use in open plan schools, according to Eilks. The sound problem is resolved through use of acoustical material on the ceiling and carpeting on the floor, he continued.

"We must look ahead 15 to 30 years with our school building plans, realizing full well that these buildings will still be in use then," he stated. "The open plan provides opportunities in the future to explore educational advances."

APPENDIX H

Office of the Superintendent
 MAERCKER SCHOOL DISTRICT NO. 60
 November 14, 1968

TO: All Parents
 FROM: H. M. Eilks, Superintendent
 SUBJECT: Neighborhood Meetings on November 23 Referenda

Your attention is directed to the below scheduled meetings to discuss the November 23 school referenda. Members of the School Board, Administration, Staff and P.T.A. will be present at these neighborhood meetings to convey the needs of the district.

Your attendance at one of these meetings is urged. Please call the host to advise them of your interest. Please note, all meetings are scheduled for 8:00 P.M.

<u>DATE & TIME</u>	<u>HOST</u>
November 14	Mr. & Mrs. Daniel Schmidt 64 W. Fountainhead Dr. - W.
November 14	Mr. & Mrs. Robert Gear 821 W. 58th Street - H.
November 15	Mr. & Mrs. Roy Schultz 13 W. 55th Place - W.
November 15	Mr. & Mrs. Robert Gamperl 46 W. 56th Place - W.
November 18	Mr. & Mrs. Raymond Zvolsky 531 E. 65th - C.H.
November 18	Mr. & Mrs. James Kolb 542 W. 56th St. - H.
November 19	Mr. & Mrs. Jerome Rich 22 Fountainhead Dr. - W.
November 19	Mr. & Mrs. William Marohnic 6024 S. Western - C.H.
November 19	Mr. & Mrs. Vaughn Deal 5606 S. Monroe - H.
November 19	Mr. & Mrs. Ronald Dial 12 E. 56th Place - W.
November 20	Mr. & Mrs. Earl McCarron 7 S. 040 Cass - W.
November 20	Mr. & Mrs. George Podd 5637 Monroe - H.
November 20	Mr. & Mrs. Frank Erwin 5519 S. Bruner - H.
November 21	Mr. & Mrs. Herbert Salberg 5831 Bentley - C.H.
November 21	Mr. & Mrs. Lionel Steger 543 63rd - C.H.
November 22	Mr. & Mrs. Harold Addington 43 W. Fountainhead Dr. - W.

Persons wishing to host a coffee may do so by calling Mrs. Carl Peraino or Mrs. Harold Sutton.

HME:hj

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX I

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

November 19, 1968

TO: District #60 Faculty and Staff
FROM: H. M. Eilks
SUBJECT: November 23, 1968 Referenda

So as to keep you informed of our total efforts concerning this Saturday's election, I am herewith submitting copies of letters which will be mailed to our parents this week.

If the election fails, it won't be because we haven't given it the old college try. Brochures were delivered to all residents this past Saturday by the scouts, weekly news articles have highlighted our needs and 28 coffees will have been held. And we are not finished yet! A massive telephone campaign is planned for Saturday--the day that counts.

Regardless of the outcome, I do want to make it clear that a lot of people have worked hard to see our needs met. In particular, your Board of Education have been out night after night--and they have supported the District 100%, sometimes in uncomfortable surroundings. Many parents will have worked long hours arranging coffees, setting up the telephone campaign, etc. It would be my hope that you will take every opportunity to thank them for their efforts. This I am sure will be appreciated as they are working for you as well as the education of their children.

One last request. I would like to feel that classroom teachers will take some time Friday to inform their students of what is taking place Saturday. If we have been concerned about informing the adults of our community--why shouldn't we also feel some obligation to the children? Maybe some day our schools will get around to teaching about American education, its heritage, values, goals, etc. Perhaps if we did, an informed and appreciative adult society might one day better support education!

HME:hj

Enclosures (2)

MAERCKER SCHOOL
5827 SOUTH CASS AVENUE
WESTMONT, ILLINOIS 60559
WO 8-6165

APPENDIX J

HOLMES SCHOOL
5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514
FA 3-2086

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

November 20, 1968

Dear Parents,

This Saturday, November 23, between the hours of 10:00 A.M. and 7:00 P.M. you will have the occasion to vote (at Maercker School) on important issues affecting the educational future of Maercker School District #60.

As you know, the three issues to be voted on are: a \$300,000 bond referendum for an addition to Holmes School (it is estimated that the building program will cost between 7¢ and 10¢ per \$100 of assessed valuation), an increase of 21¢ in the maximum limit of the education fund (of which approximately 10¢ will be levied next year), and an increase of 12-1/2¢ in the maximum building fund rate (to be used in the future as needed).

We have approximately 2100 dwelling units in our district. However, only 500 of them send children to our schools. Thus you can see that your whole hearted support is needed if we are to maintain a quality educational program.

None of us pays the entire cost of educating our children. For example, last year the cost of education for one child amounted to \$638. If your home were assessed at \$10,000, your contribution in taxes to our school district was \$208.

Any adverse affects resulting from failure of these referenda will surely be reflected on the educational program and quality of your schools.

The prospect of higher taxes is never a pleasant one. However, in this time of rising labor and material costs, we have no alternative but to come to you. You have not failed us in the past, we ask you to support us in the future. Please vote on November 23.

Sincerely yours,

William G. Bergman,
President
Board of Education

WGB:hj

MAERCKER SCHOOL DISTRICT NO. 60

5800 SOUTH HOLMES AVENUE
CLARENDON HILLS, ILLINOIS 60514

November 20, 1968

A MESSAGE FROM YOUR SUPERINTENDENT

The quality of your schools is a question I am often asked by real estate people and persons interested in locating in School District #60. Since you will be going to the polls this Saturday to vote on educational matters, I feel it is pertinent for me to respond to this concern for your benefit.

Most educational authorities would agree that quality is directly related to the following factors: class size, scope of educational program and supportive services, staff, and instructional materials.

In all of these areas you can be justly proud! Until recently, our class size averaged 25. It now approximates 30. Co-curricular programs and supportive services are notable. Art, music, library and physical education are taught by special teachers in grades one through eight. Speech correction, remedial reading and a learning disabilities class meet the specific needs of the children. Less fortunate pupils are placed in special education classes in DuPage County. Emphasis on the quality of instruction is marked by the presence of a full-time helping teacher to assist classroom teachers and develop curriculum. The caliber of the classroom teacher and school administration is also held in high regard. They are well qualified and competent professionals. Textbooks and supplementary materials are of recent copyright dates. Particular emphasis on the value of school libraries places ours among the best.

These are the primary and important educational issues which I hope you will weigh when you cast your ballot this Saturday.

I believe we share a common desire to see a quality educational program maintained--and improved through the forward looking issues to be decided this Saturday, November 23. In this, I am confident.

Howard M. Eilks

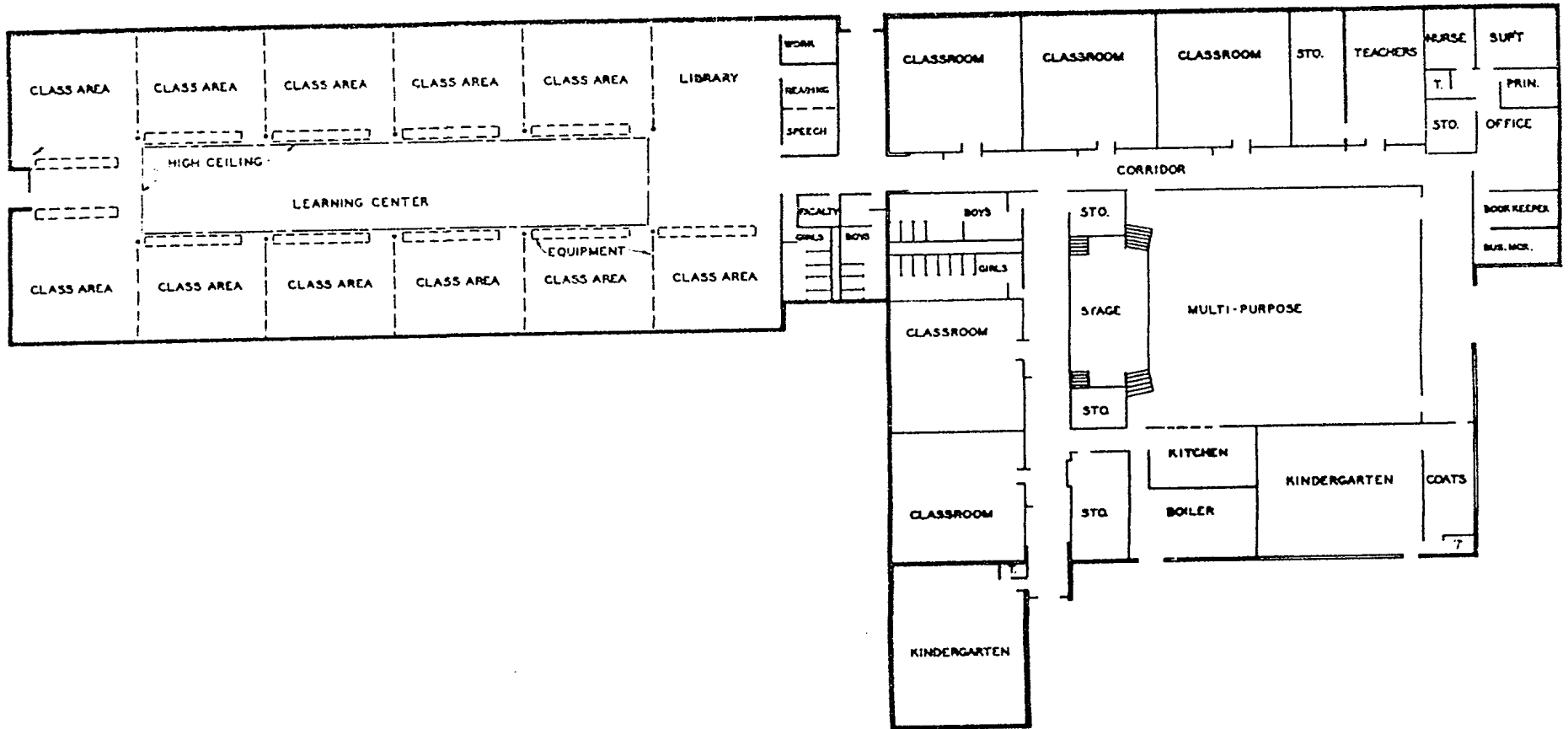
HME:hj

APPENDIX L

MAERCKER SCHOOL DISTRICT #60

FACTUAL INFORMATION ABOUT YOUR SCHOOLS
AND REFERENDA SCHEDULED FOR NOVEMBER 23, 1968

PRESENTED BY YOUR CITIZENS COMMITTEE
AND BOARD OF EDUCATION IN THE SPIRIT
OF PROVIDING ALL RESIDENTS WITH DETAILED
INFORMATION ABOUT THE PROGRESS, CONDITION
AND NEEDS OF MAERCKER SCHOOL DISTRICT #60



MAERCKER SCHOOL DISTRICT #60

QUESTIONS AND ANSWERS PERTAINING TO THE NOVEMBER 23, 1968 REFERENDA

Q. What issues are to be voted on?

- A. Three:
- 1) A \$300,000 bond issue for an addition, equipment and alterations to Holmes School.
 - 2) A 21¢ increase in the maximum rate of the education fund.
 - 3) A 12 1/2¢ increase in the maximum rate of the building fund.

Q. What is proposed in the building program?

- A. An open plan addition to the west of Holmes School of equivalent space to house eleven classrooms, a library and supportive space for remedial reading and speech. A kindergarten room would also be added to the south. The existing teachers' lounge would be converted into business offices and a classroom would be used for storage and a teachers' lounge.

Q. What is meant by "open plan"?

- A. An open plan building is one with little or no interior fixed walls. The open space offers optimum flexibility in school construction. Teaching areas are defined through the use of movable partitions (chalk and tackboards) and cabinets. Objectionable noise is eliminated through the use of acoustical material on the ceiling and floor.

Q. When was the last building program?

- A. A bond issue in the amount of \$143,000 was passed on April 3, 1965. This money, along with funds (\$65,000) pledged by a local developer was used to build and equip an addition to Maercker School consisting of five classrooms, library, locker and shower rooms, and remodeling (art room, expanded cafeteria, band and music facilities and new stairs).

Q. Why does the District need another building program?

- A. All existing classrooms are in use. Class size averages 27.7 and is rising. All (119) kindergarten children are housed in a local church. Enrollments in the past two years have increased at a rate of 12% per year. This represents about 94 new pupils a year.

Q. Why doesn't the District apply to the School Building Commission for funds?

- A. It doesn't qualify. A district must have exhausted its bonding power, be in an impacted growth area and experiencing severe financial difficulty.

Q. Whom will the new facilities serve?

A. It is intended that Holmes School become a primary grade center. Maercker School would then serve grades 4-8.

Q. Why?

A. Basically for four reasons:

- 1) To keep building costs down. Upper grade facilities such as a gymnasium, band and music rooms, art room, lockers and shower areas, etc., would not have to be built.
- 2) The intermediate staff utilization program could be continued in the most efficient and economic manner. To split 4th, 5th and 6th grades between schools would place the program in jeopardy.
- 3) Instructional material, equipment, library books, etc., would not have to be duplicated for two buildings.
- 4) Transportation costs and routing problems could be eased. The District is only 3.8 square miles, and the transportation of children to one school or the other isn't regarded as a significant problem since most children are currently bused to school.

Q. What other building alternatives were studied by the Board?

A. The following were given consideration:

- 1) A junior high school for the District has received primary consideration since November, 1967. Junior high schools were visited and an architect was retained to prepare preliminary floor plans. A minimum junior high school of thirteen teaching stations was projected to cost \$678,000. The current bonding power of the District is only \$416,000.
- 2) An addition to Maercker School was deemed inadvisable. Maercker presently has 550 pupils and the remaining site is limited. The gym, cafeteria, art, music and locker and shower facilities are now at capacity and could not accommodate additional students.
- 3) The use of portable or relocatable classrooms, double shifts and other outside facilities until bonding power permitted the building of a junior high school was also considered. These were felt not to be responsible solutions to a need that already exists--in light of current growth and uncertainties about future assessed valuations.

Q. What about the new site at 65th Street, east of Cass Avenue?

A. The 13.4 acre site, purchased on contract last December at a cost of \$5,000 per acre, hopefully will be used for a junior high school and/or other facilities as needed. Because the District is estimated to be only 25-30% developed, the future use of the site is not in question.

Q. How will the bond issue affect taxes?

A. In order to restore bonding power so that future building needs can be met, a retirement schedule of seven years is planned. This can be done without major increases in taxes as the current assessed valuation of \$16,083,580 and projected valuations will accommodate an amortization schedule shorter than previous programs--without an excessive rate increase. For comparative purposes, the following bond and interest rates for the last six years and the \$300,000 issue as estimated are:

<u>Past Rates</u>	<u>\$300,000 Issue</u>
1968-69 - .374	1969-70 - .448
1967-68 - .406	1970-71 - .530
1966-67 - .507	1971-72 - .522
1965-66 - .436	1972-73 - .517
1964-65 - .409	1973-74 - .485
1963-64 - .423	1974-75 - .439
1962-63 - .476	1975-76 - .405

Q. What does this mean in terms of dollars and cents?

A. Tax rates are expressed in terms of cents per one hundred dollars of assessed valuation. Thus, a 10¢ (.10) increase in tax rate on a home assessed at \$10,000 would represent an increase of \$10, less than 20¢ per week or 3¢ per day.

Q. How does the current bond and interest rate of School District #60 compare with other districts in DuPage County?

A. Of the 42 elementary districts, 22 have a higher rate.

Q. What determines the bonding power of a school district?

A. By statute, a school district may only incur indebtedness in an amount no greater than 5% of its assessed valuation.

Q. What is the bonded indebtedness of Maercker?

A. Maercker School District indebtedness as of July 1, 1968 amounted to \$388,000. This left a balance of \$416,000 available bonding power. Note: The District has five outstanding bond issues, the current principal retired is \$44,000 per year and the retirement schedule runs through 1979.

Q. How will any balances from the building program be used?

A. Any monies left from the \$300,000 issue will be applied toward development of the District's school sites. The ballot will so specify.

Q. How long will the proposed addition serve the District before another building program is needed?

A. Maercker School District #60 is clearly in the path of future growth. It is very likely building programs will be needed periodically until such time as the District is fully developed. At the current rate of growth, the addition would probably provide space for the next three or four years.

Q. How many students will Maercker School District have when fully developed?

A. Assuming the District is currently only about 30% developed, enrollments could reach a low of 1800 to a high of 2700 pupils (estimated).

Q. Has a study of the District been made relative to elementary school (public) children, housing, etc.?

A. Yes, two. A demographic survey was conducted in May, 1967 by an architectural firm. This was up-dated this past September in light of current information. School enrollments were also analyzed. Results follow:

1. Analysis of District #60 pupils by geographic location:

# of pupils residing west of Cass Avenue	162
# of pupils living between Cass Avenue and Hy. 83	445
# of pupils residing east of Hy. 83	261

2. Number of apartments and pupils:

Fountainhead	400 Units	45 Pupils
*Spicewood Trace	138	5
Hinsdale Heights	153	7
*Clarendon Arms	84	0
Colonial Gardens	<u>88</u>	<u>11</u>
Totals	863	68

*Under Construction

3. Number of two-flats and pupils: 32 Buildings 45 Pupils

4. Number of single family residences: 1,160 Homes 755 Pupils
(Residences by area: Westmont - 373, Clarendon Hills - 480 and Hinsdale - 308)

Conclusions: The District is growing as the result of activity from all types of housing: apartment, two-flats and single family. Apartment projects such as the Fountainhead produce very few children, only about .112 per unit. Two-flats are yielding an average of 1.4 children per building. The density factor of elementary age children per home is .650.

Q. When will the building program at Holmes be completed (if approved) and how many classes will be used?

A. If bids can be taken in February or March, the architect feels the building can be completed between September and December. Two rooms would be used for kindergarten and the four primary classes at Maercker would be transferred to Holmes freeing space at Maercker. Rising enrollments would also require the use of

two or three classes between Maercker and Holmes.

Q. Why is an increase in the education fund needed?

A. Primarily for the following reasons:

- 1) To employ additional faculty as enrollment rises (new addition, etc.).
- 2) To maintain competitive teaching salaries.
- 3) To maintain and improve the quality of education with regard to: program, staffing, materials, equipment, etc.

Q. When was the last education fund rate increase approved?

A. In October, 1962.

Q. Is data available to further support the need for an increase in the education fund?

A. Yes, the comparative data below vividly portrays a need.

	<u>1962-63</u>	<u>1968-69</u>
Assessed Valuation	\$10,810,725	\$16,083,580
District Enrollment	594	868
Assessed Valuation/Pupil Enrolled	18,199	18,486
Average Daily Attendance	512.47	775.2
Assessed Valuation/Pupil A.D.A.	21,095	20,747
District Employees		
Administration	2	3
Teachers		
Classroom	23	31
Special	4	10
Non-Certificated	<u>10</u>	<u>20</u>
Total	39	64
Education Fund Budget	195,520	469,158
Education Fund Tax Rate	1.113	1.340
Teachers' Salaries (Budget)	156,050	300,283
Teachers' Salaries, Starting		
Bachelor's Degree	4,900	6,500
Master's Degree	5,100	7,050
Per Pupil Cost (A.D.A.)	499	638(1967-68)

Q. How does Maercker School District #60 compare with other DuPage County Districts insofar as teachers' salaries are concerned?

A. Beginning salaries are competitive. Downers Grove, Hinsdale and Westmont, as well as many other DuPage County systems, pay their experienced teachers more.

Q. How does Maercker School District #60 compare with other districts regarding financial resources and cost of education?

A. Perhaps the most important single factor for a community to concern itself with when evaluating the quality of its educational system is that of the expenditure level, or the amount of money being spent to educate each child. It can be said that the level of expenditure actually determines the willingness or the effort of a district to support education as opposed to the ability of a district in terms of assessed valuation.

Recent studies regarding a cost-quality relationship all conclude that there is a high relationship between cost and quality education. Where there is a high expenditure level, there are also expanded educational programs and services for children, special staff, substantial teachers' salaries and instructional materials, etc. In many ways, the cost of education can be viewed much as you would your own expenditures. One generally gets what he is prepared to pay.

The below compares selected school districts for the school year ending June 30, 1967 with regard to financial resources and cost.

<u>Dist. No.</u>	<u>Name</u>	<u>Average Daily Attendance</u>	<u>Assessed Valuation Per A.D.A. Pupil</u>	<u>Cost Per A.D.A. Pupil</u>	<u>Total Tax Rate</u>
31	Warrenville	646.38	\$19,019	\$646.04	2.388
57	Westmont	1023.61	27,139	659.50	1.849
58	Downers Grove	4623.87	25,764	589.46	1.928
60	Maercker	611.39	24,074	571.89	2.084
61	Lace-Marion Hills	960.02	12,268	419.84	2.105
62	Gower	710.84	22,508	561.48	2.070
68	Goodrich	1416.53	14,406	391.91	2.006
181	Hinsdale	3239.02	35,580	608.44	1.761

For the same period (1966-67) Maercker School District #60, in relation to the other 41 elementary districts in DuPage County, ranked as follows: 16th (highest) in assessed valuation per pupil in average daily attendance, 18th in per pupil cost, and 17th in total tax rate.

Q. How does the District receive its revenue?

A. With regard to the 1968-1969 education fund budget, the following shows the sources of revenue: 62% from local taxes, 27% from state aid, 6% from school services, 3% from earned interest and miscellaneous and 2% from federal aid.

Q. How are the District's funds disbursed?

A. For the current year, budgeted education fund disbursements are: 75% for instructional purposes (68% is for teachers' salaries), 9.2% for administration, 61.3% for student services, 5.1% for operation, 1.8% for capital outlay, 1.7% for fixed charges, and .9% for miscellaneous.

Q. Is Maercker School District #60 offering a quality program?

A. Yes, for the following reasons:

- 1) Staffing and Programs: Art, music and physical education are taught by special teachers in grades 1 through 8. Library, remedial reading and speech correction services are provided as needed. A learning disabilities class was also implemented this year to help those children with specific perceptual difficulties. Further emphasis on the quality of instruction is marked by the presence of a full-time helping teacher to assist teachers and develop curriculum. The caliber of the classroom teacher and school administration is also held in high regard. District #60 is fortunate to have such dedicated and qualified personnel.
- 2) Instructional Materials: Textbooks and supplementary materials are of recent copyright dates--and are viewed as the best on the market. Particular emphasis on the value of school libraries places our libraries among the very best.
- 3) Student Achievement: If test results are a real measure of academic progress, then Maercker School District #60 is producing the desired end results. The results of the Iowa Test of Basic Skills administered last spring to all 3rd through 8th grade classes bears this out. Class composite percentile scores on this test for the six grades tested ranged from a low of 84 to a high of 90. The national norm or average is 50.

Q. What if the education rate is not approved?

A. Needless to say, a defeat at the polls would have to be regarded as a lack of confidence and unwillingness to support the current level of educational programs. Without continued funds, services and staffing would have to be curtailed. Teachers' salaries would have to become less than competitive. Poor morale and a loss of the competent staff would follow. The District's ability to attract new people would be similarly affected. Class size would have to be increased, instructional materials and equipment needs would have to be reduced, etc. In short, the end results or consequences would be felt by the children; something none of us can afford.

Q. If approved, how much of the 21¢ education rate would be used?

A. Depending upon the assessed valuation of the District this next year, it is estimated that about 10¢ of the 21¢ would be used next year. Even this is not too much, as each cent increase only yields about \$1,600. The balance of the 21¢ would be used as needed in the following years.

Q. Why is a building fund rate increase of 12 1/2¢ requested?

A. As in the case of the education fund, to meet increased demands. Additional monies will be needed to maintain and operate new facilities.

Q. What sort of items does the building fund take care of?

A. The costs of maintenance of building and equipment, insurance, equipment purchases and capital improvements, utilities, and custodial salaries. The District is also currently paying \$9,100 a year toward the purchase (contract) of a school site.

Q. What is the total budget of the building fund?

A. The current budget (disbursements) amounts to \$57,000.

Q. What are the major sources of revenue in the building fund?

A. Local taxes. The District is also receiving an additional \$500 per month from a local developer as per an agreement.

Q. How much of the proposed 12 1/2¢ increase would be used initially?

A. It is contemplated that monies would be used only as needed--and gradually.

Q. What about tax reform, voter apathy, etc.?

A. School districts throughout the nation are presently faced with growing financial difficulties. Illinois in particular presents problems for school districts, as it ranks 47th in per capita support of education. In Illinois the major means and burden has been placed on the real estate tax as a way of producing school revenue. This in turn has created general apathy and antagonism toward any increase in taxes on the part of the taxpayer. All associated with the schools realize this and are sympathetic toward the taxpayer's point of view. After all, we too fall into that classification. Our only defense can be simply--we have our needs and there just isn't currently any other means by which they can be met. Only the state legislature can resolve that dilemma.

Q. Where will the special election be held?

A. At Maercker School (gym) on Saturday, November 23, 1968. The polls will open at 10:00 A.M. and close at 7:00 P.M.

Q. Who may vote?

A. A person qualified to vote in a school election shall:

- 1) Be a citizen of the United States,
- 2) Be above the age of 21,
- 3) Have resided in the State for one year, the county for ninety days and the district for thirty days,
- 4) Be registered to vote in general elections from a residence in the school district.

Q. Will absentee ballots be available?

A. Yes, according to the following schedule.

November 12: First day for applying for absentee ballots.

November 18: Last day for applying for absentee ballots by mail.

November 20: Last day for applying for absentee ballots in person.

REMEMBER TO VOTE ON NOVEMBER 23, 1968

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