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Reorganization of Schools in Lawrence County, Illinois

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Eastern Illinois University

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REORGANIZATION OF SCHOOLS

IN LAWRENCE COUNTY, ILLINOIS

(TITLE)

BY

JAMES L. WILLIAMS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1972

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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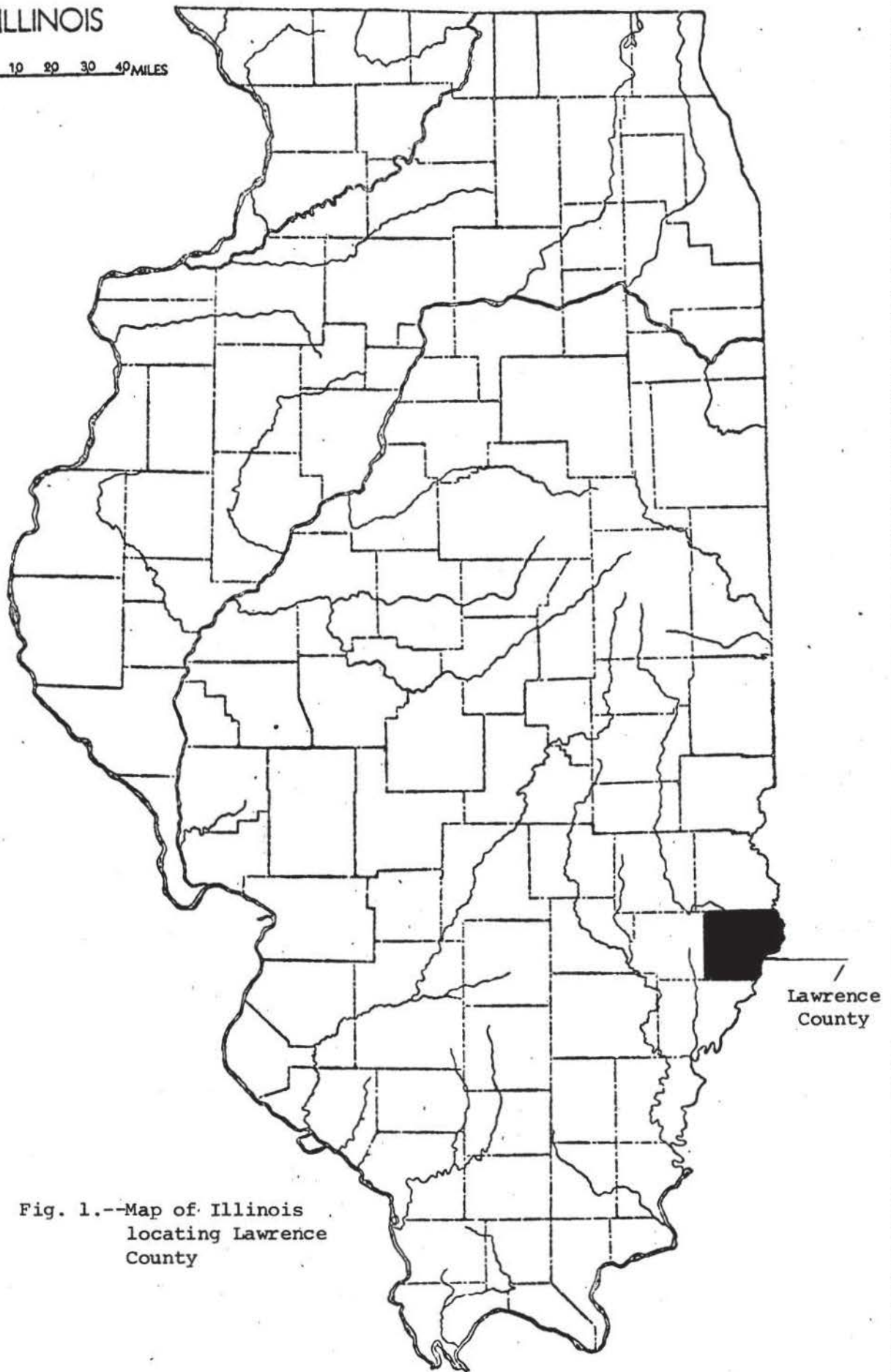


Fig. 1.--Map of Illinois locating Lawrence County

PREFACE

Reorganization of public school districts in Lawrence County has been a topic for discussion for quite some time. Although this study was started after the beginning of the present movement for consolidation, any discussion will cause most Lawrence Countians to refer back to the earlier efforts of its citizens for school consolidation in 1947. For this reason the writer felt it necessary to provide a historical background relating to past movements and leading up to the present effort.

This study has been conducted for the purpose of gaining a more comprehensive and thorough knowledge of the inherent problems to be found in public school consolidation in Lawrence County, Illinois.

For the purposes of this study, sources of information were:

(1) the findings of the Citizens' Committees on School Evaluation, (2) the minutes and records of the Steering Committee for the Study of the Lawrence County Schools, (3) the report and recommendations of the School Study Consultant, (4) interviews with people involved in the consolidation effort, (5) records and files in the Office of the Superintendent of the Lawrence County Educational Service Region, (6) officials

of the schools included in the East Lawrence Unit district proposal, (7) area newspapers, and (8) personal observations and evaluation of activities in which the writer had the opportunity of participating.

To properly treat the information so that it would present a comprehensive picture of the consolidation efforts, the materials have been arranged in a chronological manner--thus telling of events in the proper sequence.

The assistance of many individuals contributed much to the writing of this paper. My study advisors, Dr. G. C. Matzner and Dr. D. W. Smitley are extended a special acknowledgement for reviewing the draft copy and providing guidance and direction for the completion of this paper. For making the facilities of his office available, a special thanks is extended to Mr. Phil Sivert, Lawrence County Superintendent of Educational Service Region.

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CHAPTER I

THE AREA SETTING

Lawrence County is easily located in the southeastern part of the State of Illinois, along the banks of the picturesque and historical Wabash River and directly east, across the state from East St. Louis. Surrounding counties are Crawford to the north, Richland to the west, and Wabash to the south.

U. S. Route 50 and State Route 1 intersect at Lawrenceville, the county seat. Other incorporated towns in the county are Bridgeport, Sumner, St. Francisville, Birds, and Russellville.

A descriptive setting presented at Lawrence County's recent Sesquicentennial Celebration, and described in a booklet entitled, 150 Years in Lawrence County, reads:

Lawrence County is the courthouse square, that institution of small town life in mid-America... hearing the town clock strike in the middle of the night... seeing the green cupola as you come into town... leafy trees shading a collection of men who pause to talk... the yard ringed with a picket fence of parking meters.

Lawrence County is productive farms run by men who love the land and know how to use it... and their sons who acquire expertise and poise through Future Farmers of America in the county's high schools... woods to walk

in, seeking mushrooms in the green spring or hickory nuts in the golden autumn... farms ponds for fishing... and Red Hills Lake.

Lawrence County is oil production... roustabouts, roughnecks, pumpers... geologists, union men... hoct owl shift and overtime pay at the plant... crude, pipe yard, Christmas trees... bringing in a rig, hoping... that certain smell... the awesome siren, signaling trouble... the wells, pumping away, looking like giant grasshoppers.

Lawrence County is chowders, chili suppers, ice cream socials... stores, business, industry... school sports, the Indian Relays, Little League games on summer evenings... Memorial Day parade... revival meetings, sunrise service on Easter, blankets for Church World Service... fat yellow school buses... bowling... covered-dish dinners.¹

¹150 Years in Lawrence County, Lawrence County Sesquicentennial, Inc., Lawrenceville, Illinois: Ad+Ventures, Inc., 1971, p. 2.

CHAPTER II

REORGANIZATION MOVEMENT

The past twenty-five years have seen a tremendous change in education due to reorganization and consolidation of school districts. In 1945, Illinois was the supporter of 11,955 school districts.¹ On July 1, 1970, there were 1,179 districts, according to the Department of School District Organization of the Office of the Superintendent of Public Instruction.²

HISTORICAL BACKGROUND

The first unit district laws were enacted by the Illinois General Assembly in 1947. Prior to this enactment, however, the people of Lawrence County were concerned about their schools. Under the Survey Law, known as House Bill 406, enacted by the 64th General Assembly of the State Legislature, a public meeting was held in the

¹ Office of the Superintendent of Public Instruction, Opportunities and Benefits of the Community Unit School District, Circular Series A, No. 177, Revised October 1, 1969, p. 1.

² Office of the Superintendent of Public Instruction, "Types and Numbers of Illinois School Districts by County as of July 1, 1970," p. 3.

Court House in Lawrenceville on October 18, 1945, for the purpose of determining whether or not the people of the county desired a survey of their schools.

A vote was taken on the motion to establish a Survey Committee in the county and the motion carried by almost a two-thirds majority. The following men were then elected to serve on the committee: C. C. Lipsword, V. O. Parrott, R. L. Mitchell, Charles Tiffany, F. J. Koertge, E. S. Eline, Alvin Mahrenholz, Guy A. Rice, and Chris Wright.¹

After a study of the Lawrence County public school system, the committee recommended that: (1) the unit system be adopted for the county, and (2) that a Board of seven (7) members be elected at large from the county.²

In addition to the above recommendations, the committee advocated that certain policies be adopted by the newly elected Board:

That the welfare of the children be the governing factor in all activities undertaken by the Board.

That all attendance centers offer the same program and facilities for the same grades taught.

That the attendance centers provide adequate lunch facilities.

¹ Lawrence County School Survey Committee, "Tentative Report of the Lawrence County School Survey Committee," Lawrenceville, Illinois, September 12, 1947, p. 1.

² Ibid., p. 6.

That transportation routes reach every home possible.

That rural attendance centers be established in areas where there are sufficient pupils to justify it, utilizing present buildings and improving them as necessary to provide well-balanced programs. (The committee feels that an attendance center should not be maintained for less than twenty-five pupils, and that the following locations offer possibilities for potential centers: Chauncey, Helena, Petrolia, Billett, Birds, Pinkstaff, Hutton, Fairview, Washington, Russellville, Cross Roads, Sand Ridge, and Fillmore (or Freemont).

That students be transported to the nearest established center, whether it be rural or in the Cities of Lawrenceville, Bridgeport, St. Francisville, or Sumner.

That a salary scale be established for teachers, based upon the teacher's qualifications, and that such salaries be adequate to properly compensate for such qualifications.

That two complete four-year recognized high schools be maintained in the county -- one in Bridgeport and one in Lawrenceville.

That the high school students in the St. Francisville area be transported to Lawrenceville and the high school students in the Sumner area be transported to Bridgeport.

That grade school be maintained for grades 1 through 8 in the Cities of Sumner, Bridgeport, Lawrenceville, and St. Francisville, all on an equal basis.

That, as soon as practicable, plans be made to establish a junior college providing for two years of University work within the county.¹

¹Ibid., pp. 6-7.

NEW MOVEMENT DEVELOPS

For a period of several years the school administrators of the county had been concerned about the many and varied problems of public education. Much time had been devoted to lengthy discussion of various alternatives that possibly could be used as solutions.

Finding a way to jointly and cooperatively act upon a problem was a primary concern. This was evidenced by the fact that the application of the "joint agreement" idea originated in Lawrence County. This was through the combined efforts of the county school administrators, the County Superintendent of Schools, and our State Senator Philip Benefiel.

Through further cooperative efforts, the Ambraw Valley Area Secondary Vocational Center was organized and located in Lawrenceville to serve an area within a radius of 30 miles. This vocational center has provided training opportunities for many students from six (6) cooperating area high schools.

The Role of the Administration

On Wednesday, March 15, 1967, the school administrators from the city elementary and high schools met with Phil Sivert, the Lawrence County Superintendent of Schools, at the Nob Hill restaurant east of Lawrenceville, for the monthly luncheon meeting. Those in attendance were William Hill, Bridgeport High; Gene Moore, Bridgeport Elementary;

James Courtney, Lawrenceville Elementary; James Williams, Lawrenceville High; Merle Holsen, St. Francisville Elementary and High; Jerry Schafer, Sumner Elementary and High.

An item on the agenda for discussion was the feasibility of the formation of a unit district for Lawrence County. Mr. Holsen indicated that his two boards of education had passed resolutions favoring the investigation of the possibility of the formation a unit. Discussion pointed out that the coming special education program requirements, mandatory kindergarten, ever-increasing salary costs, etc., will put additional requirements on our districts' ever-decreasing amounts of revenue. It was agreed by all present that further inquiry was in order. Accordingly, all administrators agreed to present the matter to their respective boards for discussion and consideration at their next meeting.

The Role of the Boards of Education

To keep the wheels of consolidation in motion, it seemed to be appropriate to plan a county-wide meeting of all school boards and administrators. A tentative date was set for Friday, April 21, 1967.

Between March 15 and April 21, all boards had an opportunity to meet and discuss the educational needs of Lawrence County. The Lawrenceville High School board devoted portions of two meetings to this matter and encouraged members to attend to county-wide meeting.

Public Meetings

On Friday, April 21, 1967, the first county-wide meeting was held at the Bridgeport Township High School building, with board members, school administrators, and interested citizens in attendance. The meeting was convened at 8:00 p. m., at which time Mr. Sivert stated the purpose and gave some background information, including developments up to the present time. Five of the items included in the background information were:

Lawrence County has eighteen (18) public school districts --four high school and fourteen elementary, with no units.

The total population of the county is approximately 18,000.

The school population is around 4,200.

There are three (3) two-room schools, three (3) three-room schools, three (3) four-room schools, and three (3) eight-room schools.

Lawrenceville has the only school with a junior high, although Bridgeport does have some semi-departmental organization in the upper grades.¹

A turn-out of nearly 100% of the county boards heard Goebel Patton of Springfield and Roy Luthe of Albion present the advantages and disadvantages of a community unit school district. Mr. Patton, in speaking of the advantages and disadvantages, did not relate to the

¹ This information comes from the writer's personal notes and was verified later by a letter from Phil Sivert to Mr. L. Goebel Patton, dated March 29, 1967.

specific problems of Lawrence County, except the effects of a unit district formation upon the amount of state aid that would be received.

Advantages, as stressed by the two speakers, were:

Improved financing. There would be approximately \$250,000 more revenue in the form of state aid. Quantity purchasing could be practiced.

Improved programs. Special education for all handicapped children, kindergarten programs, guidance services, and the offering of a comprehensive vocational training program.

A better articulated program. If the elementary and high schools are controlled by the same board and are supervised by the same staff, there will be better articulation of programs, such as "special or new" math or science. The changeover from the 8th grade to the secondary level of instruction will be more smooth.

Improved administration and supervision. Most of our administrators now have too many different things to do to be able to do them well. An adequate staff would do a better job.

Better teachers. Some Lawrence County schools are finding themselves more and more hard-pressed to find good teachers at a price they can afford to pay. The veteran teachers in the two-, three-, or four-room school are retiring. The new teacher coming from our teacher-training institutions find jobs in districts which require only a one-grade assignment or a small number of class preparations.¹

Disadvantages listed were:

Limitation in bonding power for building purposes. Each district of a dual district type of organization has bonding

¹Letter from Phil Sivert, Secretary of Steering Committee, to Mr. Raleigh Baker, Sumner High School Board Member, June 15, 1967.

power up to 5% of its assessed valuation; the unit district, too, has only 5% total. (It was emphasized that a building program for the unit district was not foreseeable. Therefore, this would not be a factor.)

Limitation of transportation tax rate. (The same limitation principle applies to this and other tax rates.)

Decrease in local control. The board is not so close to the people, since we have only one board for the whole county. (Area representation can be a solution to this problem.)

Distrust of the larger communities. Most of the rural and smaller incorporated communities fear that Lawrenceville or Lawrenceville and Bridgeport will control the board. Mr. Luthe stated that this had never occurred since the formation of the county unit district in neighboring Edwards County in 1948. The communities outside of Bridgeport and Lawrenceville can prevent this from happening. By working together, they can defeat any attempt to control the board. Only when the rural areas and small communities get so they don't care and let their seats on the board go by default, could the larger communities "take over."¹

The subject for discussion was the possibility of the formation of a community unit district in Lawrence County. Since this was a new idea to many in attendance, much time was spent in answering questions pertaining to simple definitions and terms. After an extensive period of discussion, each board was requested to discuss this matter at its next board meeting, adopt an official board position of its desire to continue the study, and return a written statement of position to the county superintendent of school's office on or before the last day of May, 1967.

¹Ibid.

On June 1, 1967, the Board of Education of the Lawrenceville Township High School District No. 71, after giving the matter of school consolidation due consideration, passed and adopted a resolution which supported the organization of a county community unit district for Lawrence County and pledged the district's support for a continuation of the study for the organization of such a district.¹

On June 2, 1967, a letter was mailed from the Office of the County Superintendent of Schools as a reminder to the county boards that a meeting concerning reorganization would be held in the Sumner High School building on Friday, June 9, at 8:00 p. m. Notice of this meeting was also released to the area newspapers and the radio.

The June 9th meeting of school board members, administrators, and a large number of interested county residents convened at 8:00 p. m. in the Sumner High School gymnasium. In addition to emphasizing the financial advantages in the formation of a unit district, Mr. Sivert presented a number of other advantages. A great number of questions were presented and discussed. Also, quite a few opinions, both for and against the formation of a unit district were expressed by those in attendance -- at times in a rather heated manner.

¹ Lawrenceville Township High School District No. 71, "Resolution of the Board of Education," adopted June 1, 1967.

COUNTY SCHOOL STUDY

Three and one-half months after the meeting at Sumner, the county superintendent of schools requested a meeting of representatives from each school board in the county. The purpose of the meeting was to organize the group for further consideration of the school situation in Lawrence County.

On the evening of September 27, 1967, representatives from all county school districts except Petrolia and Birds met in the Community Room of the Peoples National Bank in Lawrenceville and conducted the following business:

1. The group was named "The Committee on Study of School Organization in Lawrence County."
2. James Murphy, board member from Bridgeport Elementary, was elected chairman.
3. Phil Sivert, County Superintendent of Schools, was elected secretary.

A major portion of the committee's discussion hinged around the need to survey and study the present school conditions and determine possible means of improving the county's total educational program. It was agreed that the Office of the Superintendent of Public Instruction and the Illinois Association of School Boards would each be requested to send a consultant to the next committee meeting for a discussion of the proper procedure for the launching of a survey or study.

On the evening of November 1, the Committee on Study of School Organization in Lawrence County, hereinafter referred to as "The School Organization Study Committee," met in Lawrenceville with Mr. Sterling Ambrosius from the Illinois Association of School Boards and Mr. Sherwood Dees from the Office of the Superintendent of Public Instruction. The importance and scope of a school study were emphasized and a committee was appointed to investigate the procedure of obtaining a consultant and the cost involved. A plan for conducting the school study was to be presented at the next meeting.

The ensuing months found the subcommittee developing plans for a school district organization study.

Cooperative Agreement

The School Organization Study Committee met in the Community Room of the Peoples National Bank on June 7, 1968. The meeting was convened by Chairman James Murphy at 8:00 p. m., with representatives from all eighteen school districts of the county present.

Meeting with the committee were Dr. Robert Shuff, Department of Administration and Supervision, Eastern Illinois University, Mrs. Velma Crain and Mr. Harold Elliott of the Department of School District Organization, Office of the Superintendent of Public Instruction.

Phil Sivert, Committee Secretary, presented the recommendations of the Subcommittee on Plans for a Study of Lawrence County

Schools. The recommendations were:

That the study be conducted by local people under the guidance of a consultant from a university.

That Dr. Robert Shuff of Eastern Illinois University be employed as the consultant at a figure of \$75 per trip, with an estimated maximum of twenty-five (25) trips.

That each district involved contribute \$.50 per student enrolled (kindergarten students to count 1/2) according to the Annual School District Report submitted in June and July of 1968. Any funds remaining after the study has been completed are to be returned to participating districts in proportion to the amount contributed.¹

It was explained that the recommended 50¢ per pupil contribution or assessment would produce approximately \$2,000 -- an amount which would take care of any foreseeable expense, even if some of the schools did not wish to participate.

When asked for more information about a school study, Dr. Shuff indicated that two basic methods could be used. In one, the citizen committees do the work with a consultant providing the guidelines as to (1) what each committee should study, (2) what kinds of information the committees need, (3) what are some reasonable conclusions to be drawn, and (4) what the consultant feels are the best choices. In this type of study, the committee members have certain duties and responsibilities which include (1) reading the materials

¹Lawrence County School District Organization Study Committee, Minutes of a Meeting of the Committee, June 7, 1968.

provided by the consultant, (2) listening to and asking questions of the consultant to be sure they understand the committee's job, (3) getting out and digging up information, and (4) deciding what their findings mean. The number of sessions each committee would need and the number of trips required of the consultant would depend upon how well their work was done.

The other method of conducting a school study is to hire a team to do the whole job, including the preparation of the written reports and making the recommendations for consideration.

Dr. Shuff recommended that the study be made by citizens' committees, not only because it would be less expensive, but mostly because (1) the people on the committees become better informed about their schools as they do their evaluation and survey work and (2) the conclusions and recommendations will be more readily accepted by the various communities in the county if they are based on work completed by citizens from the area. He pointed out that committees were usually appointed to study the areas of curriculum, building facilities, finance, and population. It was suggested that the committees be organized and ready to start the operation by September 1.

Mrs. Crain and Mr. Elliott gave encouragement to the idea of the school study and emphasized that the local people should decide upon the type of educational program for their schools. Through the use of citizens' committees, the people will be heard.

The committee approved the report of the subcommittee by a vote of fourteen "yeas" and no "nays" and recommended that the school boards of the county take appropriate action to continue the study.

On June 10, 1968, each board of education in Lawrence County was mailed a memorandum explaining the action of the Study Committee. With this memorandum were a copy of the minutes of the June 7th meeting of the Study Committee and a ballot form for each board to indicate its desire to cooperate in the proposed study and agreement to contribute 50¢ per student enrolled toward the expenses of the study. The boards were requested to take action on these two matters and return the ballot forms by July 15.

On June 21, the Lawrenceville Township High School Board of Education voted to cooperate in the proposed study and contribute the 50¢ per student enrolled.

On July 19, the Committee met in the Supervisors' Room in the Court House with thirteen (13) school districts present. Mr. Sivert reported that fifteen (15) boards had voted to cooperate in the proposed study. Petrolia had not as yet taken any action. Chauncey and the Lawrenceville Elementary districts had voted "no." It was pointed out that 50¢ per student assessment would make \$1,453 available for the county share of the study costs.

Administrative District Selected

For the purpose of handling the financial matters relating to the school study, it was necessary that one of the participating school districts be selected as the administrative district. Representing all the cooperating districts, the administrative district would enter into a contractual agreement with the Department of School District Organization regarding the amount of compensation agreed upon with the consultant.

At a meeting of the Study Committee on August 2, the Bridgeport Elementary School District No. 35 was appointed the administrative district.

Citizens' Committee Involvement

As recommended, the Steering Committee (the newly coined name for the School Organization Study Committee) designated, for the purposes of this study, the following citizens' committees: (1) school population, (2) education program, (3) finance, and (4) buildings and facilities.

Each participating board of education was requested to select one citizen for each of the four committees and report the selection to the Steering Committee secretary at the earliest possible date. Rosters of the Lawrence County School Study Committees, including the Steering Committee, are listed in Appendix A.

The following committee descriptions were developed and sent to each board for use in obtaining citizens for the committees:

School Population Committee. This committee will secure a map of the district, locate each child from one day old to eighteen years, secure enrollment figures for the last 10 years; study census figures and estimates of current population and try to come up with a projection of how many children we will have in the future and where they will be located. Possible arrangements for transportation will be studied.

Educational Program Committee. This committee will try to answer the questions, "What is going on in the school now?" and "What should be going on?" It will obtain from the various schools information about the present programs, courses of study, and schedules of extra-curricular activities. It will also study what programs are being provided in other schools.

Finance Committee. The Finance Committee will get most of its information from the annual financial reports of the last five years. Perhaps they will be able to do an education index for each district to compare costs with those nationwide.

Buildings and Facilities Committee. This committee will be looking at all buildings and facilities of each school district in terms of educational usefulness.¹

A general meeting of the four citizens' committees was held at the Lawrenceville Township High School on September 4, 1968. At that time the consultant gave a general orientation of things to come by describing the purpose of the study and explaining the duties of each committee and its relationship to the Steering Committee.

¹Letter from Phil Sivert, Secretary of Steering Committee to School Boards in School Study, August 5, 1968.

It was emphasized that each committee would meet periodically throughout the school year in its work related to the survey. Information and data gathered from school records, questionnaires, on-the-spot visitations, and conferences would be evaluated by each committee and submitted to the consultant. The consultant, in turn, would submit the findings and final recommendations to the Steering Committee. The final report would then be made to the boards of education of those school districts who participated in the school study.

REPORTS OF THE STUDY COMMITTEES

September, 1968 to June, 1969 was a period of activity as well as one of frustration from the standpoint of getting the study completed. Although some difficulty was experienced along the way, the work was completed and the reports of the Study Committee were presented to the Steering Committee at a meeting on June 24, 1969. The reports are summarized in the following paragraphs.

School Population Committee Report

Projections based on figures gathered by this committee indicate a gradual decrease in the school population of the county, a gradual movement from the rural areas to the towns or near the towns. Barring unforeseen events, plans should be made for about the same number of school children as now enrolled.

Building and Facilities Committee Report

Based on the available and approved facilities, the main theme of this committee's report is based on attendance center assignment or allocation. There would be two high school centers, five junior high school centers that would also be used for intermediate level students along with the Fillmore building, and seven centers for the housing of the kindergarten and primary students.

Educational Program Committee Report

This report contains recommendations for a continuing emphasis on the subjects of reading, writing, arithmetic, spelling, and English, as well as other subjects which should be included in a well-rounded program. Exploratory programs and provision for individual differences in the junior high years, as well as a list of suggested course offerings for high schools was called to the attention of the group.

Finance Committee Report

The outstanding point in this report was the fact that in the school year 1968-69, schools in Lawrence County had foregone the amount of \$297,437 in state aid for the privilege of being organized as elementary and secondary districts rather than one or more unit districts.

The main conclusions drawn from the study committee's report were that the Steering Committee should decide what changes

should be made in the district structure and then refer this position to the respective boards of education for approval--keeping in mind that people would have the final voice by means of a referendum vote.

CONSULTANT'S FINAL REPORT AND RECOMMENDATIONS

On Wednesday, September 3, 1969, the Steering Committee held a public meeting in the Supervisors' Room of the County Court House and received the consultant's final report of the school study and his recommendations.

As a preface to the report, Dr. Shuff reminded the group of the basic question facing the Steering and Citizens' Committees -- "What can Lawrence County do to improve its program of education?" With this in mind, he presented his final report and recommendations.

Recommendation No. 1

Lawrence County should organize for education as a single administrative unit. This single-unit type organization provides for maximum advantage in each area under consideration: (1) curriculum, (2) articulation, (3) in-service programs, (4) economies, (5) finance.¹

¹Letter and report from Robert V. Shuff, Department of Administration, Eastern Illinois University, Charleston, Illinois, September 15, 1969, pp. 1-4.

Recommendation No. 2

The unit district thus formed would serve a student population of about 4,000. For this number of students, the following recommendations are made relative to attendance centers.

Attendance centers should be studied carefully with relation to enrollment during the current year with the arrangements to be finalized after the new district is formed.

There should be an agreement to make the best use of buildings possible with the following grade arrangements suggested:

Grades 9-12 should be housed in buildings at Bridgeport and Lawrenceville.

Grades 7 and 8 should be housed in buildings at Bridgeport, Lawrenceville, St. Francisville, and Sumner. These should be altered to become middle schools housing grade 6 as well as grades 7 and 8. This would provide a richer, broader program for the children of the county.

Grades kindergarten through 6 (later K-5) should be housed in Petty and Brookside as well as Bridgeport, Lawrenceville, St. Francisville, and Sumner.

The Washington School should be used for grades K-2 and the Fillmore School for grades 3-6. This may be only temporary if the number of children served declines rapidly.

The Vocational-Technical program should be encouraged to expand to the fullest degree possible.¹

¹Ibid, p. 4.

Recommendation No. 3

Building needs under the program above would be minimal as the program begins. Small additions would be needed at the Petty and Brookside Schools (about three rooms each). These additions could be made out of current funds without requiring a bond issue.¹

STEERING COMMITTEE'S REACTION

According to the minutes of the October 22nd Steering Committee meeting, the recommendations of the consultant were rejected.

The committee agreed to poll the boards on an alternate proposal entitled "Proposed Plan for Reorganization of Lawrence County Schools." In summary, the plan called for two unit districts and minimal construction. The complete proposal is found in Appendix B. The results of the poll indicated that 9 boards voted "yes," 4 "no," 3 were undecided, and 2 decided to plan some other action.

The failure of the committee and boards to endorse a favorable position caused the committee's demise as of October 22, 1969.

REORGANIZATION EFFORTS RENEWED

In reviewing and evaluating the recent proposals, the Lawrenceville High School board discussed two possibilities for a unit district formation: (1) the formation of a unit district which included all the

¹Ibid, p. 8.

territory within the boundaries of the Lawrenceville Township High School and the St. Francisville Community High School districts, and (2) the formation of a unit district within the boundaries of the Lawrenceville Township High School district.

Following an informal discussion of these possibilities by the boards of education and administration of the Lawrenceville Elementary and High School districts, it was decided that any reorganization efforts should include the St. Francisville Elementary and High School districts and that a meeting with their boards should be arranged at the earliest convenient date.

NEW PROPOSALS DEVELOPED

The Boards of Education of the Lawrenceville and St. Francisville Elementary and High School districts met at St. Francisville on January 14, 1970. A frank discussion was held regarding community relations, additional information about cost comparisons, educational program opportunities.

The St. Francisville boards indicated that a movement had already started on the west side of the county. They indicated that the discussion had progressed to the place that a tentative petition was being developed calling for the formation of a unit district which included all territory within the boundaries of the Bridgeport, Sumner, and St. Francisville High School districts. However, it was pointed

out that the St. Francisville boards had no desire to split the county. They felt a proposal for a single county unit would be the most successful and asked that the Lawrenceville boards support this position.

St. Francisville further indicated that they had been invited to attend another meeting of the west side group in further efforts to finalize the tentative plans. At this meeting, the districts would be asked to reconsider the possibility of a single county unit district. If this were not successful, St. Francisville would then give the Lawrenceville proposal due consideration. Although nothing was finalized at this January 14th meeting, the St. Francisville boards were invited to join Lawrenceville in a consolidation effort.

West Lawrence Proposal Develops

Representatives from the Sumner, Bridgeport, and St. Francisville Elementary and High School boards and Elementary boards from Fillmore, Chauncey, Petty and Lukin districts, met at the Bridgeport High School on January 21, 1970, to seek a way to present the unit system to their constituents. After more than three hours of consideration and discussion, a decision was made to withhold action on the proposed petition. The feelings of many were that the proposal was no further along than it was two years ago when the unit system was first considered.¹

¹The Daily Record (Lawrenceville), January 21, 1970, p. 1.

After two successive meetings at Bridgeport, nine of ten high school and elementary boards approved a petition proposal that called for an election to establish a West Lawrence unit district. At the first meeting on February 20, William Hill, Bridgeport High School Superintendent, presented two proposals. Proposal #1 was to form a community unit district of the now existing Bridgeport and Sumner High School districts. Proposal #2 (in the event proposal #1 failed to be accepted by the group) was to form a community unit school district of the now existing Bridgeport district and include all of Petty, Lukin, and Washington Elementary districts. Mr. Hill said that if Proposal #1 was approved, a petition would be drawn up and circulated for the 200 signatures for a referendum. It was further explained that the unit district in proposal #1 would have an assessed valuation in the amount of \$31,764,395, and based on 1968-69 school year figures, and if the unit district had been in existence, state aid would have amounted to \$557,303, or \$189,107 more than the total now being received by all the districts.¹

All the boards within the boundaries of the Sumner and the Bridgeport High School districts were present at the second meeting at the Bridgeport High School building on February 23. All but one district gave approval to Proposal #1. The group approved drawing

¹Ibid, February 23, 1970, p. 1.

up a petition that would call for the establishment of a unit district of all the territory included within the boundaries of the Sumner and Bridgeport High School districts, and the authorization of tax rates of \$1.80 for education purposes and 50¢ for building purposes. A tentative date of June 15 was set for the referendum.¹ A map of the territory included in Proposal #1 is shown in Figure 1 on page 30.

East Lawrence Unit Proposal

Plans and groundwork for the East Lawrence County Community Unit district was started after the January 14th meeting of the St. Francisville and Lawrenceville boards.

From the onset, one problem was evident in the development of a proposal. The St. Francisville boards favored and still supported a single county unit district. In seeking a solution, another try for the county unit was considered. Plans were made and the high school boards of the county were invited to the courthouse (neutral ground) for a meeting. A letter of invitation was delivered to the high school administrators and board presidents in time for the boards to act and respond on or before the end of the month.² The response from the west side districts (Sumner and Bridgeport) was negative.

¹Ibid, February 24, 1970, p. 1.

²Letter from James Williams, Superintendent of Lawrenceville High School to Lawrence County High Schools. (Appendix F)

Realizing that further attempts for a county unit district would not be acceptable in the foreseeable future, the St. Francisville and Lawrenceville boards authorized their administrators to proceed with the East Lawrence Unit proposal.

It was imperative that all districts within the boundaries of the proposed district become involved. Accordingly, the administrators met in a number of planning sessions, set up a meeting of all the administrators for Monday noon, March 2, and scheduled a joint meeting of all boards of education of the involved school districts to be held at the Parkview Junior High School in Lawrenceville on Monday, March 9. Each board member was mailed a letter stressing the importance of the joint meeting and urging attendance if at all possible.¹

On Monday noon, March 2, the school administrators assembled at the Lawrenceville-Vincennes Airport Administration building for a luncheon meeting with Phil Sivert, the County Superintendent of Schools. Principals and superintendents in attendance were: Philip Alsman, Hutton District #1; Bernard Schrader, Fillmore District #5; Alan Moore, Brookside District #8; William Waggoner and James Courtney, Lawrenceville District #14; Bob Farris and James Williams, Lawrenceville District #71; and Merle Holsen, St. Francisville Districts #54-7

¹ Letter from James Williams to East Lawrence school boards, (Appendix F).

and #102. The purpose of this meeting was to clear any misunderstandings regarding personal concerns and to make plans for the joint meeting of school boards on March 9. Items which were discussed included: (1) clarification of administrative positions, (2) recommendations for the administrative structure in future planning, (3) presentations for the joint board meeting, (4) the petitions, and (5) the recommended time table.

Unit proposal description. -- This proposal, known as "The East Lawrence Unit" would consist of those school districts within the legal boundaries of the St. Francisville Community High School District No. 102 and the Lawrenceville Township High School District No. 71. Figure 1, a map of Lawrence County, shows the East Lawrence Unit proposal with the boundaries of each high school and underlying elementary district.

The elementary districts underlying the Lawrenceville Township High School district are:

Hutton Elementary District No. 1
 Birds Elementary District No. 4
 Fillmore Elementary District No. 5 (East portion only)
 Russellville Elementary District No. 6
 Brookside Elementary District No. 8
 Lawrenceville Elementary District No. 14

Those elementary districts included within the boundaries of the St. Francisville Community High School district are:

St. Francisville Elementary District No. 54-7 (Large portion)
 Washington Elementary District No. 32 (Small portion)
 Fillmore Elementary District No. 5 (Small portion)

LAWRENCE COUNTY ILLINOIS

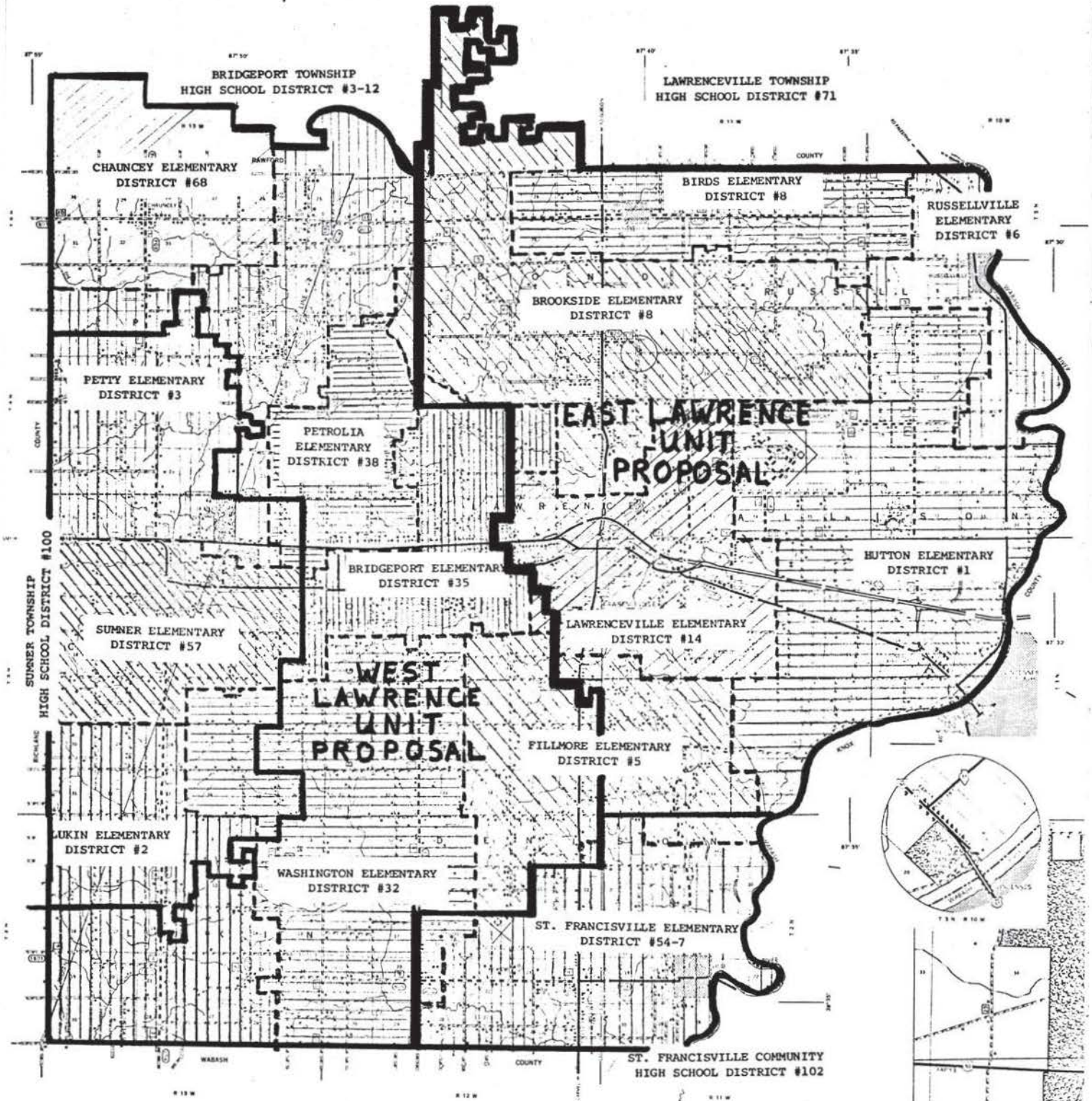
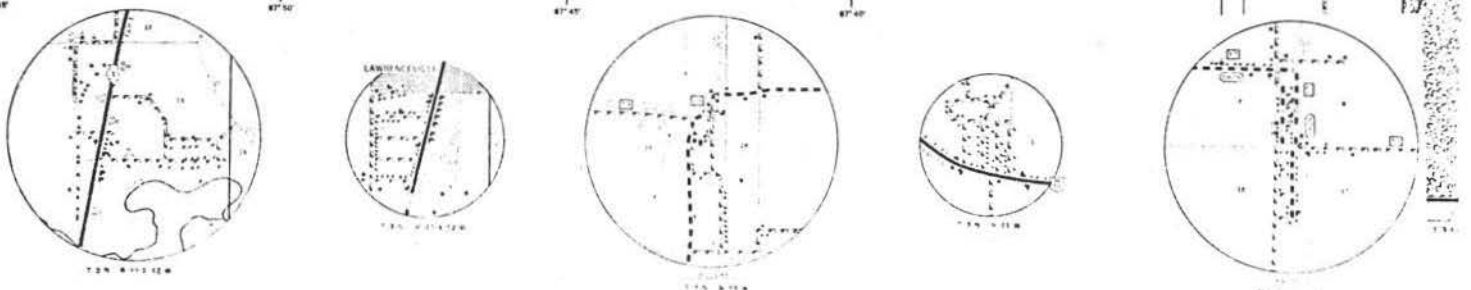


Fig. 2.--East and West Lawrence Unit Proposals



East Lawrence joint board meeting. -- "We've kicked this around for several months now. Why not put it to a vote of the people?" So spoke one school board member on Monday night, March 9, at a meeting of St. Francisville and Lawrenceville area school boards, held at the Parkview Junior High School in Lawrenceville. The boards voted affirmatively, 7-1, to put the proposition of a unit district of the territory in the St. Francisville and Lawrenceville High School districts to a vote of the people and begin circulating petitions to that effect. A Birds school board member cast the only "nay" vote. There were no board members present from Russellville.¹

During the course of the meeting, a number of items regarding consolidation were discussed, including:

1. Curriculum advantages of a community unit district.
2. Financial picture -- present tax rates, maximum rates, forms of revenue, establishment of realistic education and building fund tax rates.
3. The division of assets and the handling of liabilities where there is a divided district and change of district boundaries.
4. Bonded indebtedness of present districts and how it will affect the unit district.
5. Unexpired contracts such as bus transportation contracts.
6. Teacher contracts -- tenure teachers.

¹The Daily Record (Lawrenceville) March 10, 1970, p. 1.

7. Timetable of events -- circulating of petitions, filing of petitions, hearing date, referendum date, etc.
8. Procedure for the election of board members to the new unit board -- gentleman's agreement on area representation.
9. Location of school attendance centers.

Although agreeing to put the proposition of forming a community unit district to a vote of the people was a tremendous accomplishment for this group at one meeting, they did resolve five additional major items before adjournment. In summary, these items were:

1. The authorization of maximum tax rates of \$1.87 for educational purposes and 50 cents for building fund and the purchase of school grounds for submission to the people by referendum.
2. The selection of Maurice Gosnell as the attorney to prepare the petition and represent it at the hearing-- with his fee to be pro-rated among the various districts on the basis of enrollment.
3. The designation of a committee of ten (10) legally qualified petitioners as attorney in fact for all petitioners.
4. The establishment of the procedure for the handling of the petitions.
5. The acceptance of the time table for the total procedure.

PRE-ELECTION ACTIVITIES

Following the March 9th meeting of the East Lawrence boards and prior to the referendum, one might best describe the setting as a beehive of activity. Activities included: (1) circulating and filing the petitions, (2) publishing notices of petition hearings, (3) meetings of

school administrators, (4) special citizens' meeting at Billett, (5) the public hearing of the petition, (6) public meetings, and (7) a variety of public relations activities.

Petitions Circulated and Filed

The petition requesting that an election be called by the County Superintendent of Schools to organize a community unit school district was drawn up by the attorney.¹ Copies were prepared, were widely circulated throughout all parts of the territory described therein, and were properly filed with the County Superintendent of Schools.

Public Notices of Petition Hearings

Public notices of the hearings on the petition for the calling of an election to organize the East Lawrence Unit district were published by the Superintendent of the Educational Service Region of Lawrence County (formerly called the County Superintendent of Schools) in the Daily Record for three consecutive weeks, beginning April 2, 1970.

School Administrators Meet

On Thursday, April 2, 1970, the administrators met to make plans for coming meetings. Materials were reviewed and information was prepared for presentations at future public meetings.

¹Appendix C.

Special Citizens Meeting at Billett

Citizens of the east portion of the Fillmore Elementary District had expressed strong concern about what the future held for their children and for their school district. Being residents of a district which was being divided by the East Lawrence Unit proposal, they were vitally concerned about three items:

1. If the West Lawrence Unit referendum passed and the East Lawrence referendum failed, where would their children attend school?
2. As a matter of concern for their entire district, what happen to the west portion of the Fillmore district if the East Lawrence proposal passed and the west proposal failed?
3. If the East Lawrence referendum passed, to which attendance center would their children be assigned?

On Tuesday evening, April 7, this writer, accompanied by Mr. Courtney, the Lawrenceville Elementary Superintendent, and three high school district board members, met with approximately fifty-five concerned citizens at the Billett Methodist Church. After a rather broad discussion of the unit district proposition, specifics in regard to the main concerns of the people were thoroughly discussed and suggestions for possible consideration were made.

Concern No. 1. -- If the West Lawrence Unit referendum passed and the East Lawrence Unit referendum failed, the residents of the east portion of the Fillmore district would have the following alternatives to take into consideration before any definite plan of action has been

established or decisions made:

1. Members of the board of education of that district or two-thirds of the legal voters residing in the territory could petition the county board of school trustees to annex them to the Lawrenceville or St. Francisville Elementary districts.¹
2. If the annexation procedure were not used, the territory would remain as the Fillmore Elementary district and it would be the responsibility of that district to provide an approved program for the children. Since the territory involved does not have a school building facility, the district could provide tuition and transportation for the children to attend another school.²
3. If alternative #2 were selected and if, after two years, the district failed to maintain within its boundaries a recognized public school as required by law, the district would become automatically dissolved.³ After the district was dissolved, the county board of school trustees would be required to carry out its duties as prescribed by The School Code, one of which would be to attach the territory to one or more districts.⁴

Concern No. 2. -- What would happen to the west portion of the Fillmore district if the East Lawrence proposal passed and the West Lawrence proposal failed? A basic consideration is that the Fillmore school building is located in the west portion of that district. This would partially help to meet requirements for recognition. However,

¹ Illinois, The School Code, (1969), Section 7-1.

² Ibid, Section 10-22.22.

³ Ibid, Section 5-32.

⁴ Ibid, Section 7-11.

the residents of west Fillmore would have the choice of continuing to maintain a recognized public school as required by the statutes, or of annexing to the Washington and/or Bridgeport Elementary districts.

Concern No. 3. -- If the East Lawrence Unit district referendum passed, the parents were concerned about where their children would attend school. As the discussion progressed, it became very evident that the people were more concerned about some form of assurance that their children would be permitted to attend the Lawrenceville attendance centers.

The Public Hearings

The public hearings for the west and east side petitions were held as indicated by the public notice. The petition calling for the formation of the West Lawrence Unit district was heard on Tuesday, March 31, in the county court house, with Phil Sivert serving as the hearing officer. Mr. Sivert conducted the hearing for the East side petition on Friday, April 17, 1970.

Presentations were made in support of as well as in opposition to the petitions. Although opposition was voiced, a large majority of those who spoke at both hearings were in favor of the petitions.

After each hearing, Mr. Sivert indicated that since the proposition was for the best interest of the schools of the areas involved and also for the educational welfare of pupils that the proposed unit district be organized, and that the territories described in the petitions

were compact and contiguous for school purposes, it was his duty to rule in favor of the petitioners, grant the petitions, and call elections.

Public Meetings

During the following six weeks, a number of public meetings were conducted. The west side meetings included citizen meetings at the Bridgeport and Sumner High Schools. The east side activities included a citizen's meeting and a public meeting at the Lawrenceville High School, the Hutton Elementary School, and the Brookside Elementary School. Additional details may be found in the Log of Activity in Appendix E.

Public Relations Activities

WAKO Radio of Lawrenceville, the Daily Record of Lawrenceville, the Lawrence County News, the Bridgeport Leader, and the Vincennes Sun-Commercial newspapers were used extensively by both proponents and opponents throughout the campaign.

A group of citizens prepared and distributed an informational brochure entitled "Why a Unit School District is needed in the Lawrenceville--St. Francisville Area!" A copy of this brochure and another one entitled "Formation of a School Unit" -- prepared by a similar group of west side citizens--are shown in Appendix F. Both of these brochures were widely distributed throughout the campaign. For example, The Daily Record provided additional emphasis to the East Lawrence

brochure by doing a one-half page spread on the "Questions and Answers" section.¹

THE REFERENDUMS

An unusual opportunity was presented to the Lawrence County voters when they were allowed to decide on two separate propositions by referendum within a period of eight days.

The Sumner and Bridgeport High School districts, the West Lawrence Unit referendum, scheduled for Tuesday, May 26, from 12:00 noon to 7:00 p. m. , called for the voters to vote for or against the establishment of a community unit school district with authority to levy taxes at the rate of 1.80% for educational purposes, and .50% for building purposes and the purchase of school grounds, each upon all the taxable property of the district at the full, fair cash value thereof, as equalized or assessed by the Department of Revenue.

The East Lawrence referendum, scheduled for Tuesday, June 2, called for the residents to vote for or against the establishment of a community unit school district with authority to levy taxes at the rate of 1.87% for educational purposes, and .50% for building purposes and the purchase of school grounds. The only difference in the west and east referendums was the tax rates.

¹The Daily Record (Lawrenceville), May 21, 1970, p. 41.

The people were informed many times that the referendum had to be approved by a majority of the votes cast within the incorporated area and also by a majority of the votes cast in the unincorporated area.¹

Day of the Referendum

Whether the day was May 26 or June 2, the general atmosphere was quite similar. Proponents and opponents had put into action telephone teams, the transportation teams to haul voters, and various last-minute "gimmicks" designed to hopefully influence the prospective voter. Combining the "Letters-to-the-Editor" and newspaper items of the past few days with today's radio "spots," the so-called wheels of the famous American propaganda machine began to turn.

The following items are examples of the opponent's material used during the closing days and hours of the referendum campaign:

1. General statement -- Do you want all unit district board members to be from Lawrenceville? Yes, this could very easily happen because four congressional townships meet inside the Lawrenceville city limits. According to the law, not more than three board members can come from one congressional township. You figure out the rest for yourself. VOTE AGAINST THE UNIT DISTRICT.
2. Portion of a "Letter-to-the-Editor" --

Dear Editor:

Does Lawrence County in general and St. Francisville in particular need a computed, programmed education?

¹ Illinois, The School Code, (1969), Section 11-7.

It certainly does not, but if the Unit system of education is adopted that is what we will have, and I quote from the Blue Book of the Community Unit School District, "The Board of Education in the community unit district develops one statement of board policies, rules and regulations from kindergarten through grade twelve." No, we do not need this type of education for our boys and girls. What we need is what we have, a freedom of education based on the needs of the individual and a relationship between the teacher and pupil that is conducive to the educational achievement of that pupil.

The Community Unit booklet states that "classes with low enrollment are costly, uninteresting and often inefficient. A larger number of students in each grade level often develops a broader program and grouping in order to recognize various levels of abilities, interest, and needs." (page 3) Please note that the "except" maintains that it "often permits a broader program." It fails to compare how often their "abilities, interests, and needs" are most noted and recognized in a low enrollment classroom!!!

St. Francisville is proud of her students and their scholastic achievements. St. Francisville students have been awarded many scholarships through the guidance of their teachers.... Lets maintain pupil-teacher relationship. VOTE "NO" JUNE 2!!! (Signed: Opponents to East Lawrence Unit District--Name withheld)¹

3. Portion of another "Letter-to-the-Editor" --

I am a Mother and a taxpayer of Lawrence County, and I am opposed to the East Lawrence referendum. I have had legal advice that our children would have no better education in a two unit plan Would the teacher really know each child or would they be a number. (Signed: A mother who cares.) VOTE NO.²

¹The Daily Record (Lawrenceville), May 29, 1970, p. 2.

²Ibid, June 1, 1970, p. 2.

A few examples of the proponents' materials were:

1. A statement from the Bridgeport Leader --

We have been asked why Lawrence County is doing something that other surrounding counties don't do. Crawford County, Richland and Wabash Counties all have unit districts. Other counties of Illinois are in the process of forming unit districts in order for the added state aid funds.¹

2. A general statement of the proponents -- How many people living in the rural area see a daily parade of two or three yellow school buses from different districts, transporting children to and from school, over the same road. What a duplication of effort and a waste of tax money. The unit district can help solve this problem.

3. Other expressed advantages -- one teacher per grade -- coordinated curriculum -- a coordinated building maintenance program -- an improved health service program -- improved services in pupil guidance and counselling in both the elementary and high school centers -- improved administrative, supervisory, and business procedures.

One unknown factor which was of concern to the people on the east side was the effect that an unsuccessful west side referendum would have upon the east side referendum. Roy Rucker, Editor of the Bridgeport Leader wrote:

Should the west side, Sumner and Bridgeport high school districts, fail to carry their vote Tuesday, May 26, to establish a Unit System, many things can happen. A proposal for a county unit might be presented immediately. If the Lawrenceville and St. Francisville vote carried on June 2, there would probably be many detachments from

¹Roy Rucker, Bridgeport Leader, May 21, 1970, p. 1.

the non-unit districts to affiliate to the unit system. There are many questions being asked concerning the formation of the two unit districts. Most of the questions may be answered the same for either district. The education of the children involved should be uppermost in the thoughts of the citizens it would seem.¹

Comments had been made that a west side victory would, for all practical reasons, guarantee success on the east side. Likewise, a west side defeat would spell defeat for the east side. Why? Proponents of the single county unit district would welcome and encourage defeat. Furthermore, the concerns of the Fillmore district residents would diminish and their district would continue to operate if the east side referendum failed.

West Side Results

The May 27th issue of The Daily Record announced "West Lawrence Unit district Vote Fails." Further comments were:

The vote Tuesday, May 26, to establish a unit district in the Bridgeport and Sumner High School districts failed by a slight margin in both the incorporated and unincorporated areas. The total vote for the incorporated areas was 205 "against" and 193 "for" -- in the unincorporated areas the vote was somewhat more decisive--283 "against" and 244 "for." It should be noted that only four precincts voted in favor of the formation of the unit district.²

¹ Ibid.

² The Daily Record (Lawrenceville), May 27, 1970, p. 1.

Table No. 1 shows the number of votes cast in the west side referendum by incorporated and unincorporated areas.

TABLE 1
SUMMARY OF WEST LAWRENCE UNIT
PROPOSAL REFERENDUM *

	Incorporated Areas		Unincorporated Areas	
	<u>For</u>	<u>Against</u>	<u>For</u>	<u>Against</u>
Sumner	46	143	33	49
Bridgeport	147	62	46	32
Chauncey			44	14
Petty			35	64
Lukin			24	17
Petrolia			11	44
Washington			33	38
Fillmore	—	—	<u>18</u>	<u>25</u>
Totals	193	205	244	283

(*) Information obtained from the Office of the Superintendent of the Educational Service Region of Lawrence County, Illinois.

East Side Results

Proponents of the East Lawrence Unit School district today were licking their wounds after Tuesday's overwhelming defeat. The proposition lost in the incorporated areas 483-677, and in the unincorporated areas 209-508. Surprisingly, in Lawrenceville the margin for the

proposition was only 406-285 "for". Not so surprisingly, the measure was voted down in St. Francisville, 62-285.¹

A breakdown of the number of votes cast in the various precincts located in both the incorporated and the unincorporated areas are shown in Table 2.

TABLE 2
SUMMARY OF EAST LAWRENCE UNIT
PROPOSAL REFERENDUM *

	Incorporated Areas		Unincorporated Areas	
	<u>For</u>	<u>Against</u>	<u>For</u>	<u>Against</u>
Lawrenceville, north	194	113		
Lawrenceville, south	222	172		
Lawrenceville			77	77
Birds	4	88	5	69
Brookside			37	166
Russellville	1	19	2	13
Hutton			19	71
Fillmore			36	38
St. Francisville	<u>62</u>	<u>285</u>	<u>33</u>	<u>74</u>
Totals	483	677	209	508

(* Information obtained from the Office of the Superintendent of the Educational Service Region of Lawrence County, Illinois.

¹ Ibid, June 3, 1970, p. 1.

POST-REFERENDUM REACTIONS

After the referendum, the immediate plans were to develop a type of questionnaire designed to supply information regarding the cause of the referendum failure and the logical direction in which to proceed. The questionnaire was not necessary. To obtain information, one simply had to ask for it. Residents from each of the school districts in the proposal were interviewed. The writer, in talking to people, received a number of responses. Some were:

1. Many expressed feeling that local control of their schools would be lost. It was felt that Lawrenceville would take over the total school district operation.
2. The evident increase in taxes in the Birds, Fillmore, and Hutton districts was reason for opposition.
3. There was strong resentment toward the school administrators for actively participating in the referendum campaign. Greater citizenry involvement was suggested.
4. Pointing with pride at the accomplishments of their high school graduates, a St. Francisville resident indicated his desire to keep his school--a good school. Therefore, he voted against the unit district.
5. The lack of support shown by the boards of education was a strong factor against the referendum.
6. A reaction typical of many communities, came from a Lawrenceville citizen who indicated that he was opposed to anything that would jeopardize the school's identity with athletics. The "Indians" meant something to him.

A logical direction in which to proceed seemed to be, at the time, most difficult to solve. However, the writer did receive a number

of responses through personal inquiry. Some people were reluctant to give an opinion--others were very open. On the evening of June 2nd after the results of the polls were in, one school official remarked that the districts which turned down the proposition should be given a good hard look and then we should go from there. A majority of the people responded by indicating that a single county community unit district was the thing for the county and that an effort should be made in this direction.

A graduate of the Lawrenceville Township High School wrote an appropriate summary of the referendum actions in a "Letter-to-the-Editor":

Dear Sir:

I would like to make a few comments concerning the recent series of two school elections and the voting behavior of the Lawrence County voters.

If anyone would ask, I am sure that most people in the county would say that there is little political radicalism existing here; that no student riots, bombings, or general chaos have descended on Lawrence County.

On the contrary, as one person proudly said, the "silent majority" is supposedly composed of those quiet citizens who are patriotic and follow the democratic way of life.

If the majority are such people, I would like to know then, what happened to them when they had a chance to practice their belief and fulfill their rhetoric.

According to the County Superintendent of Schools, 2,802 people voted in these recent elections. According to the County Clerk's office, there are 11,636 voters registered in this county.

In other words, approximately 24 per cent of the county's voters saw fit to exercise their patriotism Indeed, for Lawrence County, the term "silent majority" is all too painfully true.

(Signed) Bill Mayr¹

¹Bill Mayr, "Letter-to-the-Editor," The Daily Record (Lawrenceville), June 9, 1970, p. 3.

CHAPTER III

POST STUDY OF THE EAST LAWRENCE PROPOSAL

Since a formal study of the Lawrence County school districts had been completed during the previous school year, it seemed that very little effort was made or consideration given for an additional study. Evidently the boards of education considered the data and the recommendations received from the just completed study of the entire county as being sufficient for their purposes.

However, something was missing. The use of citizens' committees was discouraged. Application of up-to-date data to the proposal now being made and its interpretation to the public was being overlooked. Therefore, through additional study, the writer has compiled data and descriptive materials relating to enrollments and financial aspects of the districts involved in the East Lawrence Unit proposal. The findings of this post-study are presented in this chapter.

THE ENROLLMENT PICTURE

A basic premise in planning a school program or the consideration of school district reorganization is having a knowledge of the number of pupils who will be served or who will be needing services

available only through the school system. The enrollment picture is supported in the background by a factor known as population trend. Rural areas in Illinois, especially in southeastern Illinois, have been known to be on a decline in the number of residents, and unless something unforeseen develops, this trend should continue for some time.

The Department of School District Organization of the Office of the Superintendent of Public Instruction has suggested that an enrollment study be made for each of the five preceding years, including the present. However, in order to show the direct relationship of past district annexations to the enrollment stability of present districts, this study includes enrollment figures for the past ten years.

Table 3 shows that the enrollment trends by school districts for the period of ten years is declining. Although a few individual districts may have shown a slight increase, the total elementary (k-8) enrollment has decreased from 2,002 students in 1960-61 to 1,804 students in 1969-70--a decrease of 198 or 10.9%. Although the high schools show a slight increase, the decrease now experienced at the elementary level will soon be affecting the high school enrollments.

Enrollment data for the St. Lawrence School has been included for two reasons: (1) the graduates do attend the St. Francisville and Lawrenceville High Schools, and (2) if the school were not in existence, the pupils would be in attendance at one of the public elementary schools.

TABLE 3

TOTAL ENROLLMENTS BY DISTRICT AND YEAR

<u>District</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Billett #11	32	31	23	*	*	*	*	*	*	*
Birds #4	105	75	79	97	88	76	76	99	86	85
Brookside #8	179	165	153	186	163	152	151	150	138	166
Crossroads #34	64	*	*	*	*	*	*	*	*	*
Fillmore #5	86	83	76	125	102	82	79	88	87	85
Hutton #1	65	64	73	59	59	55	60	44	58	52
Lawrenceville #14	945	1,009	929	1,041	939	924	952	994	1,018	996
Russellville #6	56	52	51	52	49	42	43	44	42	43
Sand Ridge #13	87	79	78	80	68	61	63	*	*	*
St. Francisville #54-7	<u>269</u>	<u>264</u>	<u>258</u>	<u>249</u>	<u>242</u>	<u>236</u>	<u>225</u>	<u>236</u>	<u>249</u>	<u>253</u>
Total Public (K-8)	1,888	1,822	1,720	1,889	1,710	1,628	1,649	1,655	1,678	1,680
St. Lawrence School	<u>114</u>	<u>121</u>	<u>129</u>	<u>144</u>	<u>147</u>	<u>145</u>	<u>138</u>	<u>138</u>	<u>139</u>	<u>124</u>
Total Enrollment (K-8)	2,002	1,943	1,849	2,033	1,857	1,773	1,787	1,793	1,817	1,804
Lawrenceville #71	559	601	612	667	658	649	619	634	629	618
St. Francisville #102	<u>91</u>	<u>92</u>	<u>103</u>	<u>126</u>	<u>120</u>	<u>116</u>	<u>122</u>	<u>100</u>	<u>94</u>	<u>93</u>
Total High School	650	693	715	793	778	765	741	734	723	711
Total Enrollment (K-12)	2,652	2,636	2,564	2,826	2,635	2,538	2,528	2,527	2,540	2,515

(*) Indicates annexation to another district.

Additional information about enrollment trends of each individual school are shown in the Appendix D. Beginning with Table 16, enrollments for each school, by grade, for a period of ten years (1960 to 1970) are presented.

Another way of looking at the enrollment picture is through the table of enrollments by school and by grade. One will find that it becomes easier to project the classroom needs. Also, a summary of the total enrollment provides a basis for staffing and providing for the instructional needs. Table 4 presents this type of enrollment picture of both the public and parochial elementary schools of the East Lawrence Unit district proposal.

THE FINANCIAL PICTURE

For some time we have all been aware of the increasing costs for school operation--both public and private. According to the 1969-1970 Cost of Education Index, nationwide net costs have more than doubled in the past ten years.¹

Rising costs occur because of many reasons. A major reason is inflation. As indicated by computations based on more than twenty-four cost studies and price indexes, the 1969-70 CEI further shows that since the 1957-59 base period, inflation has consumed nearly

¹ Orlando F. Furno and James E. Doherty, "Cost of Education Index 1969-70," School Management, XIV, No. 1 (January 1970) p. 39.

TABLE 4

TOTAL ENROLLMENTS BY GRADE AND YEAR

<u>Grade Level</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten	147	166	150	176	132	146	141	152	125	161
First	216	223	230	244	221	198	222	208	223	196
Second	239	206	202	229	209	206	193	219	194	210
Third	235	245	186	226	203	203	213	196	218	194
Fourth	258	217	229	209	214	201	199	212	201	216
Fifth	218	242	210	237	207	205	196	199	213	194
Sixth	216	214	233	223	215	193	206	195	214	215
Seventh	228	208	211	261	211	218	197	208	206	201
Eighth	244	222	196	228	247	203	205	192	207	204
Unclassified	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>15</u>	<u>12</u>	<u>16</u>	<u>13</u>
Total Elementary	2,002	1,943	1,839	2,033	1,857	1,773	1,787	1,793	1,817	1,804
Ninth	185	217	195	199	193	226	188	189	169	203
Tenth	170	185	214	205	198	183	211	177	185	162
Eleventh	150	146	171	212	187	185	163	211	165	187
Twelfth	<u>145</u>	<u>+145</u>	<u>135</u>	<u>177</u>	<u>200</u>	<u>171</u>	<u>179</u>	<u>157</u>	<u>204</u>	<u>159</u>
Total High School	650	693	715	793	778	765	741	734	723	711
Total Elementary and High School	2,652	2,636	2,564	2,826	2,635	2,538	2,528	2,527	2,540	2,515

60 per cent of the increased school spending.¹ Annually we have been experiencing increases in the cost of books, supplies, transportation, and services of personnel. With this happening, it is obvious that school districts must evaluate their procedures and determine if they are getting the proper return for the dollar spent. A decision must be made as to whether to continue paying the costs of present programs or consider different approaches.

The data on the following pages will help to present a clearer picture of the financial situation as related to the East Lawrence Unit district proposal and the school districts therein.

Attendance

In the State of Illinois, attendance is a prime consideration in the determination of school costs. Average daily attendance, commonly called ADA, is the basic attendance figure in computing school costs. The Illinois state aid formula is based on ADA. Equally important is that ADA is determined by counting a pupil for cost purposes only when he is in school. Each pupil in grades 1 through 12 counts one unit of ADA for each day of attendance while kindergarten pupils count one-half unit. At the end of the school year, each district determines the six best months of attendance out the nine in session and compute the ADA for the year accordingly.

¹Ibid, p. 38.

Table 5 shows the ADA by district for a five-year period (1965 through 1970). The St. Lawrence School is not included in this table because information regarding days of attendance was not available. As indicated by Table 5, ADA trends for the districts of the East Lawrence Unit proposal tend to be relatively stable. The pattern as established by the elementary districts would indicate an increase. The high school pattern shows a decrease. Upon the annexation of the Sand Ridge Elementary district to the Lawrenceville Elementary district, the Sand Ridge students, with the exception of those who entered the St. Lawrence School, enrolled in the Lawrenceville school. These ADA figures include kindergarten enrollment in two school districts, Lawrenceville and St. Francisville. It is possible that ADA will show an increase in the years to come due to the legal requirement that each district establish and maintain kindergartens for the instruction of their children, effective at the start of the 1970-71 school year.

Any decline in ADA would result in an increase of costs and would reflect a higher cost per pupil in attendance. How long can and will this situation continue before there are serious objections from those who foot the bill?

Cost Per Pupil in ADA

After the attendance picture has been sufficiently clarified, the school costs can be computed on a comparable basis. Normally we think of school costs as that amount of money expended per pupil in ADA.

TABLE 5

**PUPILS IN AVERAGE DAILY ATTENDANCE
BY DISTRICT AND YEAR**

<u>School</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Birds Elem.	76.3	79.5	91.2	87.4	82.4
Brookside Elem.	142.7	146.4	140.5	135.8	154.3
Fillmore Elem.	77.9	76.0	83.4	80.7	87.4
Hutton Elem.	54.0	55.0	43.0	55.0	50.1
Lawrenceville Elem.	841.3	862.9	900.3	883.7	903.6
Russellville Elem.	40.5	43.0	40.5	39.3	37.9
St. Francisville Elem.	213.2	210.9	216.0	225.7	226.2
Lawrenceville H. S.	639.3	606.4	608.1	597.7	586.6
St. Francisville H. S.	111.5	116.8	96.6	90.7	87.8
Sand Ridge Elem.	60.2	63.4	*	*	*

(*) Denotes annexation to the Lawrenceville Elementary district.

To find the per pupil cost figure, one must first obtain the total amount of expenditures of the school district and divide that amount by the ADA. The amount of the total expenditure can be obtained from the school district's annual financial report or audit report, copies of which may be found in the district's office or in the office of the Superintendent of the County Educational Service Region.

Table 6 shows the cost per pupil in ADA for each school district included in the proposal, beginning with the 1965-66 through 1969-70.

TABLE 6

COST PER PUPIL IN AVERAGE DAILY ATTENDANCE
BY DISTRICT AND YEAR

<u>School</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Birds Elem.	467	505	468	482	599
Brookside Elem.	717	636	778	715	733
Fillmore Elem.	704	745	649	820	782
Hutton Elem.	798	762	986	904	883
Lawrenceville Elem.	519	667	628	702	767
Russellville Elem.	475	519	513	566	533
St. Francisville Elem.	596	586	698	701	770
Lawrenceville H. S.	890	929	1,035	1,356	1,300
St. Francisville H. S.	783	839	1,101	1,241	1,239
Sand Ridge Elem.	658	*	*	*	*

(*) Denotes annexation to the Lawrenceville Elementary district.

A study of these cost figures will show a steady increase in the per pupil costs and will indicate a trend in what to expect in the future. Table 5 on the preceding page shows a rather stable enrollment pattern. However, combined with a pattern of increasing per pupil costs, the

the need for reevaluation and redirection becomes a significant factor. The total cost per pupil in ADA over the five-year period showed an increase of 28 per cent. The increase for elementary districts was 17 per cent and high school districts, 51 per cent.

Total Expenditures

In the final analysis, people are really concerned about the total amount of dollars spent in the operation of the school district. What is the scope of the total expenditures? We should first consider a few definitions.

The State of Illinois accounting procedure as prescribed for the public school, requires classification of expenditures into various categories. In simple terms, there are expenditures for (1) the educational program (salaries of instructional personnel, administration, cost of supplies, books, equipment, and equipment insurance); (2) the building program (salaries of custodial and maintenance personnel, cost of supplies, heating, utilities, and insurance); (3) the transportation program (salaries of bus drivers, school mechanics, cost of gasoline, oil, maintenance parts, additional and replacement buses); (4) the retirement program (the district's share of contributions to the Illinois Municipal Retirement Fund and the Social Security Fund); (5) the bond and interest fund (payment of interest and the cost of the bonds redeemed are considered as expenditures--money received from sale of bonds and for expansion of the plant is not considered a cost for that specific year.

The total expenditures for a five-year period (1965 to 1970) are shown in Table 7. In analyzing the data shown in this table, one will find that the increase for individual school districts during this period of time will range from 2 to 58 per cent. Reasons for the fluctuating increases include annexations, application of the minimum teacher salary law, additional federal programs, and individual community philosophies for supporting educational programs.

The overall percentage of increase in expenditures is somewhat less than the average national average. If this is the case and if the attendance figures are relatively stable, should one assume that the total costs have not risen as rapidly as the averages would have one to expect? Therefore, should greater economies of operation be put into practice?

TABLE 7

TOTAL EXPENDITURES BY DISTRICT AND YEAR

<u>School</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Birds Elem.	35,704	40,124	42,656	40,111	49,341
Brookside Elem.	102,284	92,239	109,300	97,061	113,165
Fillmore Elem.	54,878	56,612	54,124	66,151	68,309
Hutton Elem.	43,080	41,952	42,386	49,772	44,221
Lawrenceville Elem.	436,221	575,682	565,400	620,133	693,262
Russellville Elem.	19,229	22,309	20,789	21,995	20,181
St. Francisville Elem.	127,008	123,520	150,767	158,196	174,229
Lawrenceville H. S.	569,181	563,407	629,506	810,523	762,327
St. Francisville H. S.	87,325	98,000	106,375	112,517	108,746
Sand Ridge Elem.	<u>39,593</u>	<u>9,374^a</u>	<u>*</u>	<u>*</u>	<u>*</u>
Totals	1,514,503	1,623,219	1,721,303	1,976,459	2,033,781

(a) During the 1966-67 school year, the Sand Ridge students attended the Lawrenceville Elementary schools. This cost figure was obtained from the Sand Ridge district's audit report.

(*) Denotes annexation to the Lawrenceville Elementary district.

General State Aid

A term commonly referred to whenever there is discussion of school finance is "State Aid." In Illinois, schools receive different types of aid. At this time, we are basically concerned with general state aid--a type of aid based on a formula which incorporates ADA, the district's assessed valuation, and a qualifying rate. The amount of general state aid received for the past five years is shown in Table 8.

TABLE 8

GENERAL STATE AID FOR EDUCATIONAL PURPOSES
BY DISTRICT AND YEAR

<u>School</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Birds Elem.	12,873	10,912	23,965	29,413	24,278
Brookside Elem.	25,799	25,798	31,757	28,498	37,047
Fillmore Elem.	4,277	3,684	3,614	4,219	3,912
Hutton Elem.	2,323	2,640	2,696	1,602	3,167
Lawrenceville Elem.	64,776	66,080	108,485	104,384	142,396
Russellville Elem.	9,159	9,109	11,481	9,427	769
St. Francisville Elem.	41,185	43,502	53,051	59,618	71,183
Lawrenceville H. S.	25,489	30,790	32,853	33,829	35,811
St. Francisville H. S.	8,897	10,592	19,449	4,833	12,441
Sand Ridge Elem.	10,258	9,029	*	*	*
Totals	205,036	212,136	287,351	275,823	331,004

(*) Denotes annexation to the Lawrenceville Elementary district.

Categorical Aid

Other governmental funds received by the various districts are classified as categorical aid. These funds are allocated on the basis of specific claims and may be used only for specific purposes. Included in this group are funds or aid for (1) driver education, (2) special education, (3) school lunch programs, (4) transportation of students, (5) Elementary and Secondary Education Act (ESEA) Title funds, (6) National Defense Education Act (NDEA) funds, and (7) funds available under the Vocational Amendment of 1968 and formerly the Vocational Act of 1963.

Local Taxes

The tax rate is of utmost importance and concern to most citizens. It should be because it is the rate which will determine how much the taxpayer will have to pay. People are also interested in how the rate of the home district compares with that of the neighboring district. In making such a comparison, one should remember that it is necessary to combine the rates of their elementary and high school districts.

Table 9 was prepared to show the total tax rate and the rank order of each school district in the East Lawrence Unit proposal. The district with the highest tax rate is assigned a rank of one (1). As the school district tax rates decrease, the rank order will change.

TABLE 9

TOTAL SCHOOL TAX RATE AND RANK ORDER
BY DISTRICT AND YEAR

<u>School</u>	1965-66		1966-67		1967-68		1968-69		1969-70	
	<u>Rate</u>	<u>Rank</u>	<u>Rate</u>	<u>Rank</u>	<u>Rate</u>	<u>Rank</u>	<u>Rate</u>	<u>Rank</u>	<u>Rate</u>	<u>Rank</u>
Birds Elem.	1.2200	4	1.2903	5	1.2907	4	1.1462	5	1.1646	4
Brookside Elem.	1.4788	2	1.6124	1	1.5510	2	1.4835	2	1.4850	2
Fillmore Elem.	.7582	8	.7645	8	.7438	7	.6527	7	.7390	6
Hutton Elem.	.8770	7	1.0996	6	1.1714	5	.9311	6	.9070	5
Lawrenceville Elem.	1.3220	3	1.3298	4	1.3699	3	1.3885	3	1.4514	3
Russellville Elem.	.9175	6	1.0675	7	1.0675	6	1.2104	4	*	
Sand Ridge Elem.	1.1667	5	1.3660	3	**		**		**	
St. Francisville Elem.	1.4840	1	1.5841	2	1.6075	1	1.5618	1	1.5926	1
Lawrenceville H. S.	.8750	2	1.0352	2	1.1318	2	1.2587	2	1.3318	2
St. Francisville H. S.	1.2960	1	1.3879	1	1.4219	1	1.3991	1	1.4193	1

(*) Denotes annexation to the Brookside Elementary district.

(**) Denotes annexation to the Lawrenceville Elementary district.

As one studies the rank order of district tax rates, it should be noted that eight elementary districts were listed the first two years and were reduced to six by 1969-70 because of annexation. Of the elementary districts, St. Francisville had the highest tax rate in four of the five years. Of the two high school districts, St. Francisville also had the highest tax rate.

Assessed Valuation

The value placed upon property within the district is expressed in terms of assessed valuation. Since all the territory to be included in the East Lawrence Unit district proposal is located with the boundaries of the present Lawrenceville and St. Francisville High School districts, the most accurate figure for the assessed valuation of the proposed district would be found by combining the amounts of the two districts. The combined assessed valuation of the two high school districts for the 1969-70 school year was \$50,265,802.

For comparative reasons, the wealth of the districts should be examined when reorganization and consolidation are being considered. Accordingly, Table 10 has been prepared to show the assessed valuation of each district in the proposal.

A number of factors will influence the annual amounts and cause fluctuations. During this five-year period, the school districts had an increase of property assessments to the point that the tax multiplier

TABLE 10

ASSESSED VALUATION BY DISTRICT AND YEAR

<u>School</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Birds Elem.	1,449,844	1,453,630	1,478,595	1,926,412	1,938,234
Brookside Elem.	3,056,516	3,120,145	3,183,500	4,229,998	4,200,161
Fillmore Elem.	4,835,388	5,080,850	5,787,425	7,236,879	8,012,533
Hutton Elem.	3,144,986	3,235,677	3,272,455	4,750,175	4,847,364
Lawrenceville Elem.	29,230,553	29,275,764	25,586,345	33,207,487	32,012,352
Russellville Elem.	656,985	674,375	711,180	1,043,410	981,015
Sand Ridge Elem.	1,514,747	1,533,635	*	*	*
St. Francisville Elem.	3,605,275	3,704,260	3,591,225	4,725,903	4,682,578
Lawrenceville H. S.	39,986,396	40,301,921	40,873,240	46,525,027	45,332,326
St. Francisville H. S.	3,761,879	3,858,805	3,789,660	4,982,437	4,933,476

(*) Denotes annexation to the Lawrenceville Elementary district.

was removed. To make the situation confusing and complex, the county board of review reduced the assessed value of farmland by 25 per cent, the homestead exemption became a household word, and uncertainty prevailed so far as making projections of revenue from personal property taxes.

Bonded Indebtedness

Whenever consolidation of school districts is being considered, the extent to which a district has a bonded debt concerns the citizenry. Table 11 presents the amount of indebtedness (bond) for the proposed area.

Four of the nine districts are entirely free of bonded indebtedness. These are the Birds, Fillmore, and Russellville Elementary districts and the Lawrenceville High School district. The Russellville district annexed to the Brookside district in 1969-70. Based on enrollment projections and condition of the building facility, the Birds district will find it necessary to consider annexation. The Fillmore district building is located in the Bridgeport High School district and upon division of assets, this building would be considered a part of the West Lawrence Unit. The Lawrenceville Township High School building is divided into two parts--one has been in use for 50 years and the other for 30 years.

TABLE 11
 BONDED INDEBTEDNESS BY DISTRICT
 AS OF JUNE 30, 1970

<u>School</u>	<u>Indebtedness</u>
Birds Elementary	.00
Brookside Elementary	46,000.00
Fillmore Elementary	.00
Hutton Elementary	8,000.00
Lawrenceville Elementary	290,000.00
Russellville Elementary	.00
St. Francisville Elementary	35,000.00
Lawrenceville High School	.00
St. Francisville High School	<u>52,500.00</u>
Totals	\$431,500.00

The districts with the newer buildings have the greater debt. However, one must be reminded that these districts do have good buildings which will give good service for many years to come--thus resulting in a lower cost for the entire district. With increasing interest rates and great increases in the new building construction costs, the citizens should feel fortunate for any debt it now has because it indicates the existence of buildings which would be considerably more expensive to construct at a later date.

An inquiry had been made about the borrowing capacity of the proposed unit district. At the time the East Lawrence Unit was being considered in 1970, a district's total indebtedness could not exceed the constitutional limitation of 5 per cent of its total assessed valuation. If the bonded indebtedness (\$431,500) were subtracted from the total borrowing capacity ($\$50,265,802 \times .05$ or \$2,613,290), approximately \$2.2 million would be the net borrowing capacity of the proposed unit district.

FINANCIAL CONSIDERATIONS

As previously stated, one very important concern of the public is the tax rate. Mr. Taxpayer is very much interested in how much any proposed change will cost him. The tax rate is a major item because it must be presented to the voters as a part of the referendum ballot. Therefore, let us look at some factors that are of importance in possible tax rate change; namely, additional state aid and additional costs of a unit district.

Additional State Aid

Since categorical aids such as special education, driver education, etc., would not be effected by a unit district structure, it will not be considered in arriving at the increase resulting from the formation of a unit district.

Table 12 shows a comparison of the amount of general state aid which was received under the dual structure with the amount which would have been received in the 1969-70 year had the Lawrenceville and St. Francisville High School territories been a unit district. In simple terms, if the unit district had been in operation, the amount of general state aid received would have been increased 106 per cent over that actually received for the dual district structure.

TABLE 12

ESTIMATED STATE AID FOR THE PROPOSED
EAST LAWRENCE UNIT, YEAR 1969-70

Estimated total state aid for a unit district structure	\$684,693
Estimated total state aid for the present structure	<u>331,004</u>
Gross financial advantage of the unit district structure	\$353,689

Additional Costs

Proponents of unit districts find it to be easy to consider and stress only the financial advantages in gross terms. Additional funds are available under the unit structure. This is possible under the state law. However, it must be emphasized that operating costs can increase in a change to the unit and consideration should be given to the possible increases in administrative costs, teacher salaries, and other instructional expense items.

Presently, the school districts are paying their teachers under different types of salary schedules. The laws of the State of Illinois

make the reduction of salaries a very difficult procedure.¹ A logical step, in terms of public relations, would be to place all teachers on the highest prevailing schedule.

Table 13 gives a comparison of projected primary costs of a unit structure with the actual costs of the present dual structure. The instructional salary figures are based on the salary schedule (1969) of the Lawrenceville High School for teachers with a bachelor's degree or above. For those with less than a degree, the salary schedule of the Lawrenceville Elementary district was used.

TABLE 13
A COMPARATIVE SUMMARY OF PRIMARY
EXPENDITURES, 1969-70

	Actual Costs Dual Structure	Projected Costs Unit Structure	Net Increase
Administrative salaries	\$ 86,211	\$ 92,246	\$ 6,035
Instructional salaries (Teachers, librarians, guidance personnel)	1,079,316	1,124,770	45,454
Other instructional expense (Secretaries, library and A-V materials, instruc- tional supplies, etc.)	<u>101,900</u>	<u>108,000</u>	<u>6,100</u>
Totals	\$1,267,427	\$1,325,016	\$57,589

¹ Illinois, The School Code, (1969), Section 24-11.

Costs more difficult to compute and project because of future needs and demands are those for administrative services and additional or revised educational programs. Of the eight school districts in the East Lawrence Unit proposal, only three have full-time administrators. Besides equalizing instructional salaries, consideration must be given to providing equal instructional opportunity to all youth of the district.

New Tax Rates

Two factors effecting the tax rate are (1) the net increase in revenue from state aid and (2) the net increase in costs due to the formation of the unit structure.

The net increase in the projected costs as shown in Table 13, (\$57,589), subtracted from the estimated increase in state aid as shown in Table 10, (\$353,689), would leave a net total of \$296,100 in new revenue to be provided by the state for educational fund purposes and not by the local taxpayer. Based on the current (1969) assessment, the receipt of this additional new money would mean an average reduction in the total tax rate by 58.91 cents per hundred dollars in assessed valuation.

When the tax rate is computed, two factors must be considered: (1) the net amount to be provided by local taxation and (2) the assessed valuation of the district. A computation of a recommended East Lawrence Unit tax rate proposal is shown in Table 14.

TABLE 14

COMPUTATION OF TAX RATES FOR
THE EAST LAWRENCE UNIT STRUCTURE, 1969-70

	<u>Total Educational Fund</u>	<u>Total All Funds</u>
Amount to be provided by local taxes under present dual structure	\$899,882	\$1,375,931
(Subtract) Net increase in state aid under unit district structure	<u>296,100</u>	<u>296,100</u>
Gross amount to be provided by taxpayers	\$603,782	\$1,079,100
(Add) Estimated amount needed to offset deficit financing of present programs	<u>180,000</u>	<u>200,000</u>
Net amount to be provided through local taxes	\$783,782	\$1,279,100
Computed tax rate per \$100 in assessed valuation (Net amount ÷ AV \$50,265,802)	\$1.5594	\$2.5440

The total tax rate of \$2.5440 would provide taxes for the educational fund, the building fund, the transportation fund, the bond and interest fund, the working cash fund, life safety code and fire prevention, the municipal retirement fund, the liability insurance, and for junior college tuition for residents living in the boundaries of the Lawrenceville Township High School district. It should be remembered that these rates are considered minimal and do not have a built-in protection against inflation. The effect of additional factors used in the determination of the tax rates is indicated by the fact that the average reduction

in the total tax rate is now 23.08 cents instead of 58.91 cents per one hundred dollars in assessed valuation.

Tax Rate Comparison

Once the total tax rate has been determined, it is possible to compare the rate of each district with the rate of the proposed unit district. Since the tax rates for both the high school and elementary districts must be applied to the same valuation, these rates must be combined for a valid comparison.

Table 15 has been prepared to show this comparison. The districts are listed to show each high school with its underlying elementary district. For the purpose of preparing this table, the recommended total tax rate for the proposed unit district was \$2.55 per one hundred dollars in assessed valuation.

As indicated in Table 15, a number of elementary districts underly two or more high school districts. Included are Brookside, Fillmore, Lawrenceville, St. Francisville, and Washington. The residents of these areas should be aware of the relationship of this situation to the tax rates and the division of assets and liabilities.

In regards to tax rates, the parts of the elementary districts remaining in the East Lawrence Unit district would have the same tax rate as the other parts of the district. Those portions in the other high school districts would pay the combined rates of the dual structures;

TABLE 15

PRESENT TAX RATES COMPARED WITH THE UNIT TAX RATE
BY ELEMENTARY DISTRICT FOR YEAR 1969-70

<u>School District</u>	<u>Present Dual Rates</u>	<u>Combined Rates</u>	<u>Increase + Decrease -</u>
Lawrenceville H. S. #71	1.3318		
Birds Elem. #4	1.1646	2.4964	.0536 +
Brookside Elem. #8	1.4850		
(Lawrenceville H. S.)		2.8168	.2668 -
(Bridgeport H. S.)		2.7053	*
Fillmore Elem. #5	.7390		
(Lawrenceville H. S.)		2.0708	.4792 +
(St. Francisville H. S.)		2.1583	.3917 +
(Bridgeport H. S.)		1.9593	*
Hutton Elem. #1	.9070	2.2388	.3112 +
Lawrenceville Elem. #14	1.4514		
(Lawrenceville H. S.)		2.7832	.2332 -
(Bridgeport H. S.)		2.6717	*
St. Francisville H. S. #102	1.4193		
St. Francisville Elem. #54-7	1.5926		
(St. Francisville H. S.)		3.0119	.4619 -
(Bridgeport H. S.)		2.8129	*
Washington Elem. #32	1.3188		
(St. Francisville H. S.)		2.7381	.1881 -
(Bridgeport H. S.)		2.5391	*
(Sumner H. S.)		2.8517	*

(*) Denotes district not a part of unit district proposal.
(Overlying districts are enclosed in parentheses)

or, if the West Lawrence proposal were successful, the rate set forth in
the referendum would prevail.

As provided in the School Code of Illinois, after all assets of the involved districts have been inventoried and appraised, they are divided on the basis of ADA in each portion of the district. Whenever bonded indebtedness exists, the unit district assumes the indebtedness of the territory included within that district.¹

¹ Illinois, The School Code, (1969), Section 7-14 and 23.

CHAPTER IV

SUMMARIZATION OF STUDY

Basically this study is a report of two major efforts by citizens of Lawrence County to form one or more community unit districts. In order to derive some benefit from a study of this type, one should analyze these past efforts and provide recommendations for future consideration.

SUMMARY

Much time and effort have been devoted to detailed reporting of activities. Therefore, for our purposes, only findings of major significance are presented in the following paragraphs:

1. Based on enrollment figures from the county school study, the school population shows a 3.7 per cent decrease over the past eight years. The East Lawrence Review Study (see Chapter III) indicated a decline in enrollment of 5.4 per cent over the past ten years.

2. The total educational program as provided by the elementary and high school districts of the county vary considerably in terms of curricular offerings. A more-comprehensive program is offered in the larger school districts.

3. The variety of school philosophies found in the high schools and the underlying elementary districts creates numerous problems such as the lack of continuity or coordination of course offerings.

4. Classrooms now available are sufficient in number to accommodate the present and projected enrollments. However, continued use of some facilities would require considerable upgrading in terms of building repairs and remodeling.

5. The Ambraw Valley Area Secondary Vocational Center is a vitally important part of the county's educational program. All the county high schools send students to the Area Vocational Center for specialized training.

6. The junior high program provides for the transition period between the elementary and high school programs in only a few of the elementary districts. Two districts offer courses which give the students an introduction to the world of work. These are industrial arts and homemaking.

7. The transportation program is one of high per-pupil and per-mile cost because of inefficient route duplication, poor maintenance programs, and unsatisfactory business procedures for the purchasing of supplies and equipment.

8. The cost per pupil differs greatly from district to district for various reasons: (1) the larger elementary districts have higher enrollments and ADA, and (2) some districts are evidencing more

financial effort to support their schools. It was observed by the writer that methods used to compute per pupil costs varied with districts.

9. The tax rates vary considerably from district to district. This could be attributed to differences in assessed valuations and pupil enrollments. Again, some communities make greater local effort to support their schools.

10. The overall cost of school operation in the East Lawrence area has shown a 34.2 per cent average increase over the five years (1965-70), somewhat less than the national average increase of 44.7 per cent for the same period of time.

11. The 61.4 per cent increase in general state aid paid to the school districts for the five-year period (1965-70) was due to the legislative changes made in the reimbursement formula--not increased numbers of students in ADA.

12. Of the total revenue received by schools during 1969-70, 68 per cent came from local taxes, 21 per cent from State and Federal sources, and 11 per cent from other sources.

13. The formation of a unit district would result in additional funds from the state in the amount of at least \$353,000 per year. These funds could be used to reduce taxes, to reduce deficits, and to improve existing programs.

14. The borrowing capacity of the unit district after the bonded indebtedness had been deducted is approximately \$2.2 million.

CONCLUSIONS

Based on the major findings as listed in the prior section, definite conclusions can be drawn.

1. The overall declining enrollments poses problems which must be considered by the business and industry sector as well as the school district. Student enrollments, people, jobs, and the business and industrial community are interdependent, one upon the other.

2. In the composite, a well-rounded program is now evidenced in our schools. However, not all schools are providing all of the programs. Proper planning through a coordinated effort in all grades, kindergarten through twelve, is missing at the present time.

3. Eighty-five per cent of the Area Vocational Center programs are housed in rented buildings. Although the rental cost of the Sand Ridge Vocational building is nil, being located two miles from the main high school campus does present a costly and time-consuming transportation problem. The rent on the 10th Street Vocational Center building has been stable for the past three years. However, costly repairs by the owners will probably cause a sizable rent increase.

4. The formation of a unit district would result in a number of other added benefits, such as a decrease in total tax rates, uniform per pupil expenditures, an improved coordinated transportation system, and a greater percentage of the total support of the district would come from State and Federal sources.

5. Whether the type of district organized is a single unit or two separate units for the county, many special problems which now exist will come to the surface and many new problems will develop. This being a fact of life and school district reorganization, the only practical solution is a well-developed and active public relations program, one that will keep the people of the district informed of the board's actions and decisions.

ALTERNATIVES

Prior to making recommendations, brief consideration should be given to alternatives. It was mentioned in an early chapter that two major efforts had been made to consolidate the Lawrence County schools. In 1948, an effort for a single county unit district failed and in 1970, an effort to divide the county into two separate unit districts also failed.

During this 1971-72 school year, a repeat performance is being presented to the voters of Lawrence County with very few changes. Two unit proposals have been offered; citizens are actively working for the cause; school administrators are staying in the background; boards of education are not in solid support of the proposals. On the east side, the citizen groups are divided. The west side is using the silent approach. There is optimism. There is pessimism.

What is next? What direction should be taken? Four alternatives to be considered are:

1. Do nothing. There are some people who feel this is the proper step to take. It is impractical for two reasons: (1) it does not make much sense to stand idle while schools increase their indebtedness and continue to waive their share of the state aid money that would be available in a unit structure, and (2) some of our districts would not be able to operate for long under the recognition requirements and would find it necessary to annex to a larger district. Failure to annex voluntarily would result in attachment without choice.

2. Annexation of elementary districts which cannot maintain a recognized program to the larger elementary district. This would provide relief until declining enrollments and inflationary costs of operation would force further consolidation.

3. As described in an early chapter, form two unit districts within the county. Although this alternative would provide the benefits of a unit district, many of them would be at a minimum.

4. Form a single community unit district. This alternative would provide maximum benefits for the county. The single unit would make possible the programs and services to all the people. It would provide an administrative advantage by having one tax rate, one budget, and one set of policies and guidelines to guarantee the most per dollar expended.

RECOMMENDATIONS

After giving the alternatives due consideration and with the knowledge that another effort is presently being made to form two unit districts in Lawrence County, the writer submits the following recommendations:

1. Referring to the current reorganization effort, if the unit proposal for one side of the county passes and the one for the other side does not pass, every possible effort should be made to bring about, by annexation, a unification of the remaining dual districts with the established unit district. This action should be started as soon as possible.

2. Again, referring to the current reorganization effort, if both unit proposals fail to pass, steps should be taken as soon as possible for the formation of a single community unit district for all of Lawrence County, including the portions of the school districts which extend into adjoining counties.

3. If the county community unit district becomes necessary, there should be a gentleman's agreement, known to all residents of the proposed district, that members of the board of education should be elected from all parts of the county. It should be understood that at least five of the seven board members would be elected from outside the city limits of Lawrenceville. One plan would suggest that one member should be elected from the area bounded by Illinois Route #1

on the west and U. S. Route #50 on the south; one member, from the area bounded by U. S. Route #50 on the north and Illinois Route #1 on the west; one member, from the area bounded by Illinois Route #1 on the east and U. S. Route #50 on the north; one member, from the area bounded by U. S. Route #50 on the south and Illinois Route #1 on the east. One member shall be from Lawrenceville. Of the two remaining members which should be elected at large, one may come from Lawrenceville.

4. There should be a gentleman's agreement that the present attendance centers, both elementary and high school, remain in operation as long as the requirements for recognition can be met and equal educational opportunity can be afforded all pupils.

5. For the purpose of long-range planning, the new board of education should appoint a citizen's committee, representative of the entire district, to act in an advisory capacity on matters relating to the district's programs.

6. The new board should engage the services of an outside consultant to do an administrative survey study regarding staff needs and job descriptions. Consultant assistance in the formation of major policies should be a part of the commissioned study.

APPENDIX A

COMMITTEES FOR THE LAWRENCE COUNTY SCHOOL STUDY

(September 1968 to June 1969)

STEERING COMMITTEE
(James Murphy, Chairman)

<u>Member</u>	<u>District Name</u>	<u>District No.</u>
Norman Butcher	Birds Elementary	4
James Murphy	Bridgeport Elementary	35
Marvin Waggoner	Bridgeport Township High	3-12
Edgar Gosnell	Brookside Elementary	8
Dwight Eaton	Chauncey Elementary	68
John Carie	Fillmore Elementary	5
Robert Gosnell	Hutton Elementary	1
Hershel Wagner	Lawrenceville Township High	71
Alden Wright	Lukin Elementary	2
Lee Burchfield	Petrolia Elementary	38
Richard Palmer	Petty Elementary	3
Elva Janes	St. Francisville Elementary	54-7
Raymond Clauss	St. Francisville Community High	102
James VanGilder	Sumner Elementary	57
Claude Bennett	Sumner Township High	100
Phil Sivert	County Supt. of Schools	
Noble Brown	Replaced Edgar Gosnell 9/3/69	
Dene Waldrop	Replaced James VanGilden 11/22/69	
Larry Benson	Russellville Elementary	6
David Burgett	Washington Elementary	32

POPULATION COMMITTEE
(Chairman)

<u>Member</u>	<u>District Name</u>	<u>District No</u>
Garnet Seitzinger	Birds Elementary	4
Betty Smith	Bridgeport Elementary	35
Mrs. George Baldwin	Bridgeport Township High	3-12
Kenneth Shaffer	Brookside Elementary	8
Richard Angle	Chauncey Elementary	68
Evelyn Pargin	Fillmore Elementary	5
Farris Laakman	Hutton Elementary	1
Harry Williams	Lawrenceville Township High	71
William Hasewinkle	Lukin Elementary	2
	Petty Elementary	3
Mrs. Earl Stoltz	St. Francisville Elementary	54-7
Barbara Cozart	St. Francisville Community High	102
Thoburn Sanders	Sumner Elementary	57
Brian Buchanan	Sumner Township High	100
Joyce Buchanan	Washington Elementary	32
	Petrolia	38
	Russellville	6

EDUCATIONAL PROGRAM COMMITTEE
(Vearl Payne, Chairman)

<u>Member</u>	<u>District Name</u>	<u>District No.</u>
	Birds Elementary	4
Lois Curts	Bridgeport Elementary	35
Donald Davis	Brookside Elementary	8
John Baker	Bridgeport Township High	3-12
Robert Fyffe	Chauncey Elementary	68
Vearl Payne	Fillmore Elementary	5
Croydon Bowers	Hutton Elementary	1
Dorothy Jane Roth	Lawrenceville Township High	71
Lloyd Bennett	Lukin Elementary	2
Bessie Harper	Petty Elementary	3
Lois McKelfresh	St. Francisville Elementary	54-7
Richard Erway	St. Francisville Community High	102
Jewell Piper	Sumner Elementary	57
Raleigh Baker	Sumner Township High	100
Arthur Eubank	Washington Elementary	32
Emma Legg	Russellville Elementary	6
	Petrolia Elementary	38

FINANCE COMMITTEE
(Jerry Ready, Chairman)

<u>Member</u>	<u>District Name</u>	<u>District No.</u>
Jerry Ready	Birds Elementary	4
Cheryl Strange	Bridgeport Elementary	34
J. W. Housel	Bridgeport Township High	3-12
Edgar Gosnell	Brookside Elementary	8
Philip Berkshire	Chauncey Elementary	68
B. W. Schrader	Fillmore Elementary	5
Gertrude Thompson	Hutton Elementary	1
Maurice E. Sparks	Lawrenceville Township High	71
Virginia Akers	Lukin Elementary	2
Richard Palmer	Petty Elementary	3
Paul Litherland	St. Francisville Elementary	54-7
Sam Brian	St. Francisville Community High	102
Chris Tate	Sumner Elementary	57
Charles Piper	Sumner Township High	100
Arthur Eubank	Washington Elementary	32
	Petrolia Elementary	38
	Russellville Elementary	6

BUILDING AND FACILITIES COMMITTEE
(Robert Walsh, Chairman)

<u>Member</u>	<u>District Name</u>	<u>District No.</u>
Grover Lytle	Birds Elementary	4
Robert Walsh	Bridgeport Elementary	35
Reed O'Haver	Bridgeport Township High	3-12
Vorace Childress	Brookside Elementary	8
Leroy Bond	Chauncey Elementary	68
Harold Leighty	Fillmore Elementary	5
Max Gerhart	Hutton Elementary	1
Robert N. Meek	Lawrenceville Township High	71
Franklin Correll	Lukin Elementary	2
George Christy	Petty Elementary	3
William Padgett	St. Francisville Elementary	54-7
Forrest Fortner	St. Francisville Community High	102
Joe Deimel	Sumner Elementary	57
Leo Correll	Sumner Township High	100
Claude Wirth	Washington Elementary	32
	Petrolia Elementary	38
	Russellville Elementary	6

APPENDIX B

PROPOSED PLAN FOR REORGANIZATION OF
LAWRENCE COUNTY SCHOOLS

PROPOSED PLAN FOR REORGANIZATION OF
LAWRENCE COUNTY SCHOOLS
October 22, 1969

1. All territory comprising the eighteen school districts in Lawrence County would be organized into two community unit school districts, each with its seven-man board.
2. One unit would be made up of all territory now included in Lawrenceville Township High School district. This unit would operate one high school (the present one), one junior high school for grades 7 and 8 (the present Parkview Junior High School), and attendance centers for grades Kindergarten through sixth grade at Brookside and at Arlington, Central and Lincoln schools in Lawrenceville. Most of the children in the rural areas north and east of Lawrenceville would attend Brookside; children south of Lawrenceville would be transported into Lawrenceville. Consideration should be given to including sixth grade at the junior high location to form a "middle school," eventually.
3. The territory now included in Bridgeport Township High School, Sumner Township High School, and St. Francisville Community High School districts would form the second community unit district. One high school attendance center would be located at the Bridgeport Township High School. Junior High Schools would be located at the New Grade School in Bridgeport, at Sumner, and at St. Francisville. Since Bridgeport High School could not accommodate all the additional students from Sumner and St. Francisville High Schools, the Junior High Schools in those towns would include grades 7, 8, and 9. In the future, consideration should be given to organizing as a "middle school" with grades 6, 7, and 8 in the attendance centers originally used as junior high schools.

Attendance centers for Kindergarten through grade 6 would be located at Bridgeport, St. Francisville, and Sumner, Petty, Washington (K through 3), and Fillmore (4 through 6).

4. Construction of new buildings would be minimal. The addition of two rooms at Petty would be necessary. Probably four rooms would be needed at the Bridgeport Grade School. Eventually the "split" arrangement at Washington and Fillmore would need to be changed, with the probable necessity for some construction.

In the other unit, Brookside would need the addition of three rooms, possibly four. Lawrenceville Elementary has four rooms at Central School available for use as need is determined.

TEN CONSIDERATIONS FAVORING THE PROPOSED PLAN
FOR SCHOOL REORGANIZATION IN LAWRENCE COUNTY
OCTOBER 22, 1969

1. TWO HIGH SCHOOLS OF EQUAL SIZE. Each of the schools will be capable of providing a good basic program for its students. The Area Vocational Center will provide opportunity for excellent vocational training for young people from both schools. Funds will be sufficient to allow all students who can profit by such training to have access to it. Transportation to and from the Vocational Center will be simplified. Advanced classes can be offered to talented students in both high schools by cooperative effort.
2. NO MORE THAN ONE GRADE PER TEACHER. With all the new methods available to teachers, it is not fair to the students to burden the teacher with so many preparations. In order to use a variety of methods, the teacher must have time for preparation which is not usually available if he or she is teaching two, three, or four grades. Most teachers admit that they can do a better job if they have fewer preparations.
3. CHILDREN WILL BE IN GROUPS LARGE ENOUGH THAT SPECIAL SERVICES CAN BE PROVIDED EFFICIENTLY. These services include elementary guidance through which youngsters with problems can be helped before those problems get so big that the child becomes a social casualty. Speech correction, services for the physically, emotionally, or mentally handicapped, special classes to help children develop special gifts in music, art, math, mechanics, or other fields--all these can be provided. All too often these services aren't considered important--unless it is your child who needs one of them.
4. BETTER CHANCE OF EMPLOYING EXCELLENT TEACHERS. The business of employing good teachers is becoming more competitive each year. Small schools all too often have to take those who cannot find a job in a bigger system. Most of the time we have been fortunate in the caliber of teachers employed, but how can we measure the value of a year of school lost because of an incompetent teacher? Or personality damage due to a vicious one?
5. MORE EFFECTIVE USE OF ADMINISTRATIVE PERSONNEL. At the time we have sixteen administrators, each of whom files the same 20 or so reports to the state, supervises the lunch program, directs transportation, plans curriculum, prepares budgets, looks after the physical plant, supervises teachers, and does, or is supposed to do, many other things. We could use the same people much more effectively by an organization which allows one to take care of all transportation, another to supervise purchasing, etc. Under the present organization every administrator must neglect some of the things he should do for lack of time. And the amount of paper work increases each year.

6. MORE VARIED EXPERIENCES AT THE JUNIOR HIGH LEVEL. Children at Junior High level need a wide variety of experiences, since they are forming attitudes and developing ideas which will influence the rest of their lives. Art, band, exploratory courses in shop and homemaking, vocational exploratory courses, and more opportunity to work in depth in areas which interest them could be provided students at this level.
7. ECONOMIES DUE TO VOLUME BUYING. Most small school pay retail prices for school supplies they buy. Surprisingly large savings can be made when items are purchased in large amounts.
8. PERSONNEL TO HELP TEACHERS CAN BE MADE AVAILABLE. We know that most children learn better if a variety of devices are used in teaching. Most teachers are so busy that they have little time to select or prepare more than a small fraction of the number they could use. Instructional Material Centers staffed by competent people can do a great deal to help provide alternate ways to learning for a child who may have difficulty learning only by reading.
9. BETTER COORDINATION BETWEEN ELEMENTARY AND HIGH SCHOOLS. The transition from grade school to high school is difficult for most students. It can be made much less so if the programs at the two levels are coordinated. This isn't easy to do under good conditions, but there is a great need for more work here, and it is more likely to be done in a unit system.
10. WE WOULD HAVE OVER \$488,000 MORE IN STATE AID TO PROVIDE THESE IMPROVEMENTS. The state aid formula gives a tremendous advantage to unit districts. Each time the formula is changed, the advantage is increased. School costs are increasing every year. Assessed valuations of districts will probably drop from eight to twelve per cent next year as the "Homestead Exemptions" and Personal Property exemptions take effect.

APPENDIX C

PETITION REQUESTING AN ELECTION TO ORGANIZE
A COMMUNITY UNIT SCHOOL DISTRICT

P E T I T I O N

TO THE SUPERINTENDENT OF AN EDUCATIONAL SERVICE REGION,
FORMALLY THE DULY ELECTED AND NOW ACTING COUNTY SUPERIN-
TENDENT OF SCHOOLS, LAWRENCE COUNTY, ILLINOIS, IN AND
FOR THE COUNTIES OF LAWRENCE AND CRAWFORD, STATE OF
ILLINOIS, REQUESTING THAT AN ELECTION BE CALLED TO
ORGANIZE A COMMUNITY UNIT SCHOOL DISTRICT.

TO: PHIL SIVERT, Superintendent of an Educational Service
Region, and formerly the duly elected and now acting
Superintendent of Schools, Lawrence County, Illinois,
in and for the Counties of Lawrence and Crawford, in
the State of Illinois:

WE, THE UNDERSIGNED, being at least two hundred (200) legal voters
residing within the following described territory and legal voters from at
least three-fourths (3/4ths) of the School Districts or parts of districts
in the territory herein described, to-wit:

Beginning at the Southwest corner of Section 21, in Township 5 North,
Range 12 West of the Second Principal Meridian, thence North to the
Northwest corner of the Southwest Quarter of the Northwest Quarter of
Section 21, thence East to the Northeast corner of said Southwest
Quarter of the Northwest Quarter of Section 21, thence North to the
Northwest corner of the Northeast Quarter of the Northwest Quarter of
Section 16, thence East to the Northeast corner of the said Northeast
Quarter of the Northwest Quarter of Section 16, thence North to the
center of Section 4, thence East to the Northeast corner of the North-
west Quarter of the Southeast Quarter of said Section 4, thence South
to the Southeast corner of said Northwest Quarter of the Southeast
Quarter of Section 4, thence East to the Southwest corner of the East
Half of the Northwest Quarter of the Southwest Quarter of Section 3,
thence North to the Northwest corner of said East Half of the North-
west Quarter of the Southwest Quarter of Section 3, thence East to
the center of Section 3, thence South to the Southwest corner of the
North Half of the Northwest Quarter of the Northeast Quarter of
Section 10, thence East to the Southeast Corner of said North Half of
the Northwest Quarter of the Northeast Quarter of Section 10, thence
North to the Northwest corner of the Northeast Quarter of the North-
east Quarter of said Section 10, thence East to the Northeast corner
of said Section 10, thence South to the Southeast corner of the North-
east Quarter of the said Section 10, thence West to the center of the
said Section 10, thence North to the Northeast corner of the South-
east Quarter of the Northwest Quarter of the said Section 10, thence
west to the Southwest corner of the East Half of the Northeast Quarter
of the Northwest Quarter of the said Section 10, thence North to the

Northwest corner of said East Half of the Northeast Quarter of the Northwest Quarter of said Section 10, thence West to the Northwest corner of said Section 10, thence South to the Northwest corner of the Southwest Quarter of said Section 10, thence East to the Northeast corner of the Northwest Quarter of the Southwest Quarter of said Section 10, thence South to the Northwest Corner of the Southeast Quarter of the said Southwest Quarter of Section 10, thence East to the Northeast corner of said Southeast Quarter of the Southwest Quarter of Section 10, thence South to the Southeast corner of said Southeast Quarter of the Southwest Quarter of Section 10, thence West to the Northwest corner of Section 15, thence South to the Southeast corner of the Northeast Quarter of the Northeast Quarter of Section 16, thence West to the Southwest corner of the said Northeast Quarter of the Northeast Quarter of said Section 16, thence South to the Southeast corner of the Southwest Quarter of the Northeast Quarter of said Section 16, thence East to a point 208 feet West of the Northeast Corner of the Northwest Quarter of the Southwest Quarter of Section 15, thence South 208 feet; thence East 208 feet; thence South to the Southeast corner of the Northwest Quarter of the Southwest Quarter of said Section 15, thence West to the Northwest corner of the East Half of the Southwest Quarter of the Southwest Quarter of Section 15, thence South to the Southeast corner of the West Half of the Southwest Quarter of the Southwest Quarter of Section 15, thence West to the Southwest corner of Section 15, thence South to the Southwest corner of the Northwest Quarter of the Northwest Quarter of Section 22, thence East to the Southeast Corner of said Northwest Quarter of the Northwest Quarter of Section 22, thence North to the Northeast corner of said Northwest Quarter of the Northwest Quarter of Section 22, thence East to the Northeast corner of the Northwest Quarter of Section 22, thence South to the Southwest corner of the Northwest Quarter of the Northeast Quarter of said Section 22, thence East to the Southeast corner of the said Northwest Quarter of the Northeast Quarter of Section 22, thence North to the Northwest corner of the Southeast Quarter of the Southeast Quarter of Section 15, thence East to the Northeast corner of the West one-fourth of the Southeast Quarter of the Southwest Quarter of Section 14, thence South to the Southeast corner of said West one-fourth of the Southeast Quarter of the Southwest Quarter of said Section 14, thence West to the Northeast corner of the West three-fourths of the Northwest Quarter of the Northwest Quarter of Section 23, thence South to the Southeast corner of said West three-fourths of the Northwest Quarters of the Northwest Quarter of Section 23, thence East to the Northeast corner of the Southeast Quarter of the Northwest Quarter of Section 23, thence North to the Northwest corner of the Northeast Quarter of Section 23, thence East to the Northeast corner of the Northwest Quarter of Section 24, thence South with the center line of Section 24 to the County line between the Counties of Crawford and Lawrence in the State of Illinois, all being in Township 5 North, Range 12 West of the Second Principal Meridian, situated in the County of Crawford and State of Illinois;

And thence East with and along the North Boundary of the County of Lawrence, State of Illinois, to the intersection of said North Boundary with the East Boundary of the State of Illinois at the threndoy of the Wabash River, thence in a southerly direction with and along the East Boundary of the State of Illinois following the meanderings of the threnody of the Wabash River to the intersection of the East Boundary of the State of Illinois with the South Boundary of the County of Lawrence, State of Illinois, thence West with and long the South Boundary of the County of Lawrence, State of Illinois, to the Southwest corner of Section 28, Township 2 North, Range 12 West of the Second Principal Meridian;

Thence North to the Northwest corner of Section 16, Township 2 North, Range 12 West of the Second Principal Meridian, thence East to the Southwest corner of the East Half of Section 11, thence North to the Northwest corner of the East Half of said Section 11, thence East to the Southeast corner of Section 1, all in Township 2, North, Range 12 West of the Second Principal Meridian;

Thence North to the Northeast Corner of Section 24, Township 3 North, Range 12 West of the Second Principal Meridian, thence West to a point 22 rods and 6 1/2 feet East of the Northwest corner of the East Half of said Section 24, thence South 41 rods and 6 1/2 feet, thence East 7 rods and 10 feet, thence South 180 rods, thence West 30 rods, thence North 221 rods and 6 1/2 feet, thence West to the Northwest corner of said Section 24, thence North to the Intersection of the East line of Section 11 with the North boundary of the Right-of-Way of the Baltimore and Ohio Railroad, thence in a westerly direction with and along the north boundary of the Right-of-Way of the Baltimore and Ohio Railroad to its intersection with the west boundary of the East Half of the East Half of Section 11, thence North to the Northeast Corner of the Northwest Quarter of the Northeast Quarter of Section 11, thence West to the Southwest corner of the Southeast Quarter of Section 2, thence North along the West Boundary of the East Half of Section 2 to its intersection with the center line of Alternate U.S. 50 (now Illinois Route 250), thence Westerly along and with the midline of said Illinois Route 250 to its intersection with the west boundary of Section 2 thence North to the Northwest Corner of Section 2, all in Township 3 North, Range 12 West of the Second Principal Meridian;

Thence West along the South boundary of Section 34, Township 4 North, Range 12 West of the Second Principal Meridan, to a point 759 feet West of the Southeast corner of the Southwest Quarter of the Southeast Quarter of said Section 34, thence North to the North boundary of the South Half of the said Southwest Quarter of the Southeast Quarter of Section 34, thence East to the Northeast corner of the South Half of said Southwest Quarter of the Southeast Quarter of Section 34, thence North to the Northwest corner of the East Half of the Southeast Quarter of said Section 34, thence East to the Northeast Corner of said East Half of the Southeast Quarter of said Section 34, thence North to the Northwest corner of Section 23, thence west to the Southwest corner of Section 16, all in Township 4 North, Range 12 West of the Second Principal Meridan;

Thence North to the Southwest Corner of Section 21, Township 5 North, Range 12 West of the Second Principal Meridian, being the point of beginning.

The above described territory being intended to cover all of the territory located and situated within the boundaries of the Lawrenceville Township High School District Number 71 and St. Francisville Community High School District Number 102, both in Lawrence County and Crawford County, Illinois, as shown by maps, plats, and records on file in the Office of the County Superintendent of Schools of Lawrence County, Illinois, now the Office of the Superintendent of an Educational Service Region, Lawrence County, Illinois, and said above described territory also is intended to cover all or such portions of the following elementary school districts that are included in said high school districts, to-wit:

Birds Community Consolidated District No. 4
 Bridgeport Common School District No. 35
 Brookside Community Consolidated School District No. 8
 Fillmore Community Consolidated School District No. 5
 Hutton Community Consolidated School District No. 1
 Lawrenceville Common School District No. 14
 Russellville Consolidated School District No. 6
 St. Francisville Common School District No. 54-7
 Washington Community Consolidated School District No. 32

do hereby petition and request that you call an election for the purpose of voting for or against the establishment of a Community Unit School District in the territory described above to maintain grades kindergarten and one to twelve inclusive. The maximum tax rate for educational and building purposes, which the said proposed Community Unit School District shall be authorized to levy, shall be: for educational purposes - 1.87 per cent of full fair cash value as equalized or assessed by the Department of Revenue of the State of Illinois, and for building purposes and the purchase of school grounds - .50 per cent of the full fair cash value as equalized or assessed by the Department of Revenue of the State of Illinois. Provided further that the foregoing limitations upon tax rates are subject to the provisions of the General Revenue Law of the State of Illinois.

Petitioners represent, and state the truth to be, that no school district, the territory of which is included in the proposed Community Unit School District, has established and is maintaining and operating a Junior College.

And, we do hereby designate the following named ten (10) persons:

(1) Donald D. Davis, (2) Robert L. Davis, (3) Bob G. Farris, (4) Elva L. Janes, (5) Jack V. Knoerr, (6) Farris Laakman, (7) Vearl E. Payne, (8) Zane Shank, (9) Edmund E. Stangle, and (10) William E. Waggoner,

who are also petitioners as attorney in fact for all petitioners, any seven (7) of whom may make binding stipulations on behalf of all petitioners as to any question with respect to this petition or hearing and the Superin-

tendent of an Educational Service Region, Lawrence County, Illinois, may accept such stipulation in lieu of evidence or proof of the matter stipulated, which committee of petitioners may stipulate to accountings or waiver thereof between school districts.

PETITIONERS

NAME	School District Numbers		POST OFFICE ADDRESS
	G.S.	H.S.	
1)	#	#	
2)	#	#	
3)	#	#	
4)	#	#	
5)	#	#	
6)	#	#	
7)	#	#	
8)	#	#	
9)	#	#	
10)	#	#	
11)	#	#	
12)	#	#	
13)	#	#	
14)	#	#	
15)	#	#	
16)	#	#	
17)	#	#	
18)	#	#	
19)	#	#	
20)	#	#	
21)	#	#	
22)	#	#	
23)	#	#	
24)	#	#	
25)	#	#	
26)	#	#	
27)	#	#	
28)	#	#	
29)	#	#	
30)	#	#	

STATE OF ILLINOIS)
) ss.
 COUNTY OF LAWRENCE)

I, _____, do hereby swear and certify that I am an adult and upwards of the age of 21 years and that I reside in the territory described in the foregoing petition, Counties of Lawrence and

Crawford, State of Illinois, and that the _____ signatures appearing on this petition were signed in my presence and are genuine and that to the best of my knowledge and belief, the persons so signing were at the time of the signing of the said petition, legal voters residing within the bounds of the above described territory and the school district set opposite their signatures, and that their respective residences and school districts are correctly stated as above set forth.

Subscribed and sworn to before me this _____ day of _____, A.D., 1970.

APPENDIX D

ENROLLMENT TABLES BY GRADE AND YEAR

FOR ALL SCHOOLS IN STUDY

TABLE 16

BILLETT SCHOOL DISTRICT #11
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	6	5	3	*	*	*	*	*	*	*
Second	3	5	5	*	*	*	*	*	*	*
Third	3	3	3	*	*	*	*	*	*	*
Fourth	4	4	4	*	*	*	*	*	*	*
Fifth	2	2	4	*	*	*	*	*	*	*
Sixth	2	2	1	*	*	*	*	*	*	*
Seventh	9	1	3	*	*	*	*	*	*	*
Eighth	3	9	0	*	*	*	*	*	*	*
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	32	31	23	*	*	*	*	*	*	*

(*) Annexed to the Fillmore District #5.

TABLE 17

BIRDS SCHOOL DISTRICT #4
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	12	7	12	18	9	9	13	22	11	4
Second	17	8	8	14	17	10	5	15	15	11
Third	11	14	8	10	14	11	11	10	10	13
Fourth	10	6	12	10	9	13	10	12	10	12
Fifth	11	9	8	13	8	6	12	12	10	9
Sixth	14	9	9	11	13	8	5	13	13	11
Seventh	11	12	10	8	9	11	8	5	12	13
Eighth	18	10	11	13	9	8	10	10	5	12
Unclassified	<u>1</u>	—	<u>1</u>	—	—	—	<u>2</u>	—	—	—
TOTALS	105	75	79	97	88	76	76	99	86	85

TABLE 18

BROOKSIDE SCHOOL DISTRICT #8
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										13
First	23	14	15	29	23	25	24	15	14	15
Second	19	21	14	19	21	21	23	24	16	14
Third	21	20	17	19	18	22	22	24	19	20
Fourth	33	19	21	18	14	16	21	22	24	23
Fifth	20	29	19	20	18	14	15	20	19	24
Sixth	18	22	28	23	20	15	14	14	19	21
Seventh	22	17	21	32	21	17	13	16	12	21
Eighth	23	23	18	26	28	22	17	14	13	14
Unclassified	—	—	—	—	—	—	—2	—1	—2	—1
TOTALS	179	165	153	186	163	152	151	150	138	166

TABLE 19

CROSSROADS SCHOOL DISTRICT #34
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	7									
Second	4									
Third	12									
Fourth	11									
Fifth	5									
Sixth	7									
Seventh	12									
Eighth	6									
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	64	*	*	*	*	*	*	*	*	*

(*) Annexed to Lawrenceville District #14 and Bridgeport District #35

TABLE 20

FILLMORE SCHOOL DISTRICT #5
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	8	12	12	12	9	10	13	9	14	15
Second	10	11	8	16	8	7	8	15	6	8
Third	9	9	10	19	12	8	8	10	14	6
Fourth	12	9	7	20	16	10	6	10	13	12
Fifth	10	11	8	17	17	10	8	7	9	16
Sixth	13	11	9	14	15	11	12	11	8	9
Seventh	11	10	11	14	11	14	10	14	10	7
Eighth	13	10	10	13	14	12	12	12	13	11
Unclassified	—	—	<u>1</u>	—	—	—	<u>2</u>	—	—	<u>1</u>
TOTALS	86	83	76	125	102	82	79	88	87	85

TABLE 21

HUTTON SCHOOL DISTRICT #1
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										1
First	2	12	12	12	10	7	6	5	7	10
Second	13	3	11	5	7	6	8	5	5	6
Third	12	9	2	8	7	7	10	5	7	5
Fourth	9	11	9	4	8	7	6	6	7	7
Fifth	7	8	15	8	5	5	9	6	9	4
Sixth	8	6	7	9	10	3	6	6	7	7
Seventh	4	8	8	4	8	13	4	7	8	6
Eighth	10	7	9	9	4	7	11	3	8	6
Unclassified	—	—	—	—	—	—	—	1	—	—
TOTALS	65	64	73	59	59	55	60	44	58	52

TABLE 22

LAWRENCEVILLE SCHOOL DISTRICT #14
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten	112	132	124	148	105	119	120	119	102	116
First	94	105	104	112	113	96	103	111	117	103
Second	102	101	92	104	97	107	96	108	103	113
Third	99	125	96	105	95	101	113	101	117	103
Fourth	107	104	116	105	100	94	99	116	103	110
Fifth	111	114	92	122	113	100	91	105	118	100
Sixth	101	114	104	104	102	108	102	101	117	122
Seventh	101	104	110	123	97	110	112	110	115	107
Eighth	118	110	91	118	117	89	107	113	112	111
Unclassified	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>9</u>	<u>10</u>	<u>14</u>	<u>11</u>
TOTALS	945	1,009	929	1,041	939	924	952	994	1,018	996

TABLE 23

RUSSELLVILLE SCHOOL DISTRICT #6
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	10	6	6	5	5	3	5	3	7	7
Second	10	8	7	7	4	3	2	5	3	6
Third	4	9	8	8	5	4	2	3	5	3
Fourth	7	4	9	8	7	7	5	4	4	6
Fifth	5	6	4	10	9	6	7	6	4	4
Sixth	6	5	5	5	8	9	6	8	6	4
Seventh	11	8	4	5	4	7	9	6	7	6
Eighth	3	6	8	4	7	3	7	9	6	7
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	56	52	51	52	49	42	43	44	42	43

TABLE 24

SAND RIDGE SCHOOL DISTRICT #13
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	13	9	15	6	8	5	9			
Second	13	12	10	14	6	7	7			
Third	10	9	8	10	10	7	6			
Fourth	17	9	9	9	7	10	7			
Fifth	7	18	8	7	6	9	11			
Sixth	5	5	16	8	6	7	9			
Seventh	11	5	5	19	9	7	7			
Eighth	11	12	7	7	16	9	7			
Unclassified	—	—	—	—	—	—	—			
TOTALS	87	79	78	80	68	61	63	*	*	*

(*) Annexed to Lawrenceville District #14

TABLE 25

ST. FRANCISVILLE SCHOOL DISTRICT #54-7
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten	35	34	26	28	27	27	21	33	23	31
First	22	35	33	26	23	27	31	22	37	23
Second	32	19	30	32	25	25	27	30	28	35
Third	36	31	17	30	28	18	25	27	30	29
Fourth	29	33	26	19	32	30	20	25	24	31
Fifth	25	26	34	25	16	33	30	20	25	25
Sixth	33	25	33	31	26	17	31	29	21	26
Seventh	27	35	25	34	34	24	20	33	30	22
Eighth	30	26	34	24	31	35	20	17	31	31
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	269	264	258	249	242	236	225	236	249	253

TABLE 26

ST. LAWRENCE PAROCHIAL SCHOOL
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Kindergarten										
First	19	18	18	24	21	16	18	21	16	19
Second	16	18	17	18	24	20	17	17	18	17
Third	18	16	17	17	14	25	16	16	16	15
Fourth	19	18	16	16	19	14	25	17	16	15
Fifth	15	19	18	15	15	22	13	23	19	12
Sixth	9	15	21	18	15	15	21	13	23	15
Seventh	9	8	14	22	18	15	14	17	12	19
Eighth	9	9	8	14	21	18	14	14	19	12
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	114	121	129	144	147	145	138	138	139	124

TABLE 27

LAWRENCEVILLE HIGH SCHOOL DISTRICT #71
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Ninth	148	189	170	160	169	193	155	169	151	171
Tenth	149	152	183	180	159	159	181	148	163	148
Eleventh	136	128	141	179	161	148	140	180	140	165
Twelfth	126	132	118	148	169	149	143	137	175	134
Unclassified	—	—	—	—	—	—	—	<u>9</u>	—	—
TOTALS	559	601	612	667	658	649	619	634	629	618

TABLE 28

ST. FRANCISVILLE HIGH SCHOOL DISTRICT #102
ENROLLMENTS BY GRADE AND YEAR

<u>GRADE LEVEL</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Ninth	37	28	25	39	24	33	33	20	18	32
Tenth	21	33	31	25	39	24	30	29	22	14
Eleventh	14	18	30	33	26	37	23	31	25	22
Twelfth	19	13	17	29	31	22	36	20	29	25
Unclassified	—	—	—	—	—	—	—	—	—	—
TOTALS	91	92	103	126	120	116	122	100	94	93

APPENDIX E

LOG OF ACTIVITY

LOG OF ACTIVITY

March 15, 1967, 12:15 p.m. -- The school administrators from the Bridgeport, Lawrenceville, St. Francisville, and Sumner Elementary and High School districts met with the County Superintendent of Schools at the Nob Hill Restaurant, Lawrenceville, for luncheon and the monthly administrator's meeting. One subject for discussion was the feasibility of forming a unit district for Lawrence County. All present agreed that such a consideration was in order and agreed to bring it before their respective boards at the next board meeting. A tentative date for a county meeting was set for Friday, April 21, 1967.

March 16, 1967 -- A letter was mailed from the County Superintendent of Schools' office to the Lawrence County boards of education addressing itself to the needs of a community unit district for the county and informing the boards that Friday, April 21, 1967, had been set as the date for a county-wide meeting.

April 21, 1967, 7:30 p.m. -- Along with four board members, I attended a county-wide meeting held at the Bridgeport Township High School. According to an unofficial tally, all county boards of education were represented. The subject for discussion was the possibility of the formation of a unit district in Lawrence County. Advantages and disadvantages of the unit district were presented by Goebel Patton of Springfield; Roy Luthé, former County Superintendent of Schools of Edwards County; and Phil Sivert, Lawrence County Supt. of Schools. Each board was asked to discuss the matter at their May board meeting and adopt some official position as to whether to continue the study of the formation of a unit district.

June 1, 1967 -- The Lawrenceville Township High School board of education adopted a resolution supporting the organization of a community unit district for the county and directed the superintendent to file it.

June 2, 1967 -- A letter was mailed from the office of the County Superintendent of Schools to the presidents of the boards of education, reminding them of the next meeting concerning school district reorganization to be held in the Sumner High School building on Friday, June 9, at 8 p.m. Each board was asked to be ready to express their wishes as to whether to continue the community unit study. Individual board members were also encouraged to express their personal feelings and opinions as to the advisability of continuing the study.

June 9, 1967 -- Three board members and I attended the meeting at the Sumner High School at which time district reorganization was thoroughly discussed. In attendance were board members, administrators, the county superintendent of schools, and a number of county residents. Representatives from the county newspapers were also present. A number of opinions,

both for and against the formation of a unit district were expressed--at times, in a rather heated manner.

June 12, 1967 -- A letter was mailed from the county superintendent of schools' office to all county board presidents, requesting a poll of each individual board by July 15 as to its wishes to continue consideration of the proposal to form a community unit district.

June 19, 1967 -- A memorandum letter was received from the office of the county superintendent of schools in which an effort was made to clarify a number of points that were not understood at the Sumner meeting.

August 18, 1967 -- A letter was received from the county superintendent of schools in which it was indicated that eleven (11) boards had voted in favor of further consideration of a proposed reorganization of the schools and seven (7) voted against further consideration. Each board was then asked to appoint one member to a committee to meet on September 27, 1967, to make decisions as to how to proceed with the study.

September 27, 1967 -- Dr. Hugh Mayr and Hershel Wagner of our board accompanied me to a meeting of the School Reorganization Study Committee. The committee met in the Community Room of the People's National Bank in Lawrenceville at 8:00 p.m. James Murphy of the Bridgeport Elementary district board was elected chairman of the committee. Phil Sivert was elected secretary. Mr. Sivert was asked to contact representatives of the OSPI and the IASB to determine what services could be offered and whether representatives could be present at the next meeting of the committee. (The next meeting date was set for October 25 with November 1 as an alternate.)

October 24, 1967 -- A notification was mailed to members of the School Reorganization Study Committee that the committee would meet at 7 p.m., Wednesday, November 1, at the Community Room of the Peoples' National Bank. It was noted that Sterling Ambrosius of the IASB and Sherwood Dees of the OSPI would be present.

November 1, 1967 -- The School Study Reorganization Committee met at 7:05 p.m. in the Community Room of the Peoples National Bank. Mr. Ambrosius of IASB and Mr. Dees of OSPI emphasized the importance and scope of the school study. The chairman appointed John Carie, Fillmore; Hershel Wagner, Lawrenceville; Richard Palmer, Petty; and Larry Benson, Russellville to a committee to investigate the procedure of obtaining a consultant and the cost involved, and to present a plan for carrying on the study.

February 28, 1968 -- A letter was received from the county superintendent of schools, informing the board members and administrators about the activities relating to the Study. It was pointed out that contact had been made with the OSPI. Since the new Department of School District Organization had not developed a procedure, they could not give definite recommendations. It was indicated that further steps would not be taken before sometime in March or April 1968.

April 15, 1968 -- The subcommittee to develop plans for the study, met briefly and decided to ask Dr. Robert Shuff of Eastern Illinois University, Charleston, to come to Lawrenceville for a talk.

April 26, 1968 -- The subcommittee met at the Nob Hill Restaurant at 6:00 p.m. with Dr. Robert Shuff and discussed items that should be considered by the subcommittee: (1) how should the study be made, (2) method of financing the study, and (3) the consultant and his duties.

June 7, 1968, 8 p.m. -- The School Organization Study Committee met in the Community Room of the Peoples National Bank. From Lawrenceville High School were Hershel Wagner and me. Representatives from sixteen (16) school districts were present. Also present were Dr. Robert Shuff of Eastern Illinois University, and Mrs. Velma Crain and Harold Elliott from the Department of School District Organization of the OSPI. The recommendations of the subcommittee on plans for a study of Lawrence County Schools were presented by Mr. Sivert. Dr. Shuff presented his ideas of a study. Mrs. Crain and Mr. Elliott encouraged the idea of a school study and emphasized that the local people need to decide on what a good program for their schools would be. The committee accepted the subcommittee's recommendations and recommended that the county school boards take appropriate action to continue the study. Mr. Sivert was asked to poll the boards and obtain statements of cooperation by July 15. (The next meeting was set for Friday, July 19, 1968.)

June 20, 1968 -- At an official board meeting, the Lawrenceville High School board of education agreed to participate in the proposed school study as recommended by the Study Committee and agreed to contribute fifty cents per student enrolled toward the cost of the study.

July 19, 1968 -- The School Organization Study Committee met in the Supervisors Room of the Court House at 8:10 p.m. Mr. Sivert reported that all boards had voted to participate in the study and pay the shares agreed on except Chauncey, Lawrenceville Elementary, and Petrolia. The committee agreed to proceed with the study. Mr. Sivert was asked to contact Dr. Shuff and arrange a meeting in August 1968.

June 23, 1968 -- Letters were sent to the three school districts inviting them to participate in the study even though they had indicated that they were not in favor of the study. (Actually Lawrenceville Elementary and Chauncey had indicated they were not in favor of the study. Petrolia had not met to vote on the proposition.)

August 2, 1968 -- The School District Organization Study Committee met in the Community Room of the Peoples National Bank at 8:05 p.m. In addition to the committee, those present included Dr. Robert Shuff, EIU and Harold Elliott, OSPI. The Bridgeport Elementary School District was appointed administrative district for the purpose of handling the finance related to the study. Four citizens' committees were established to obtain the findings for the study: (1) school population, (2) finance,

(3) educational program, (4) building and facilities. Participating districts were asked to appoint citizens to the various committees.

August 7, 1968 --Received a letter dated August 5 from the county superintendent of schools in which the procedure for appointment to the citizens' committees for the school study was explained.

(The Chauncey and Petrolia School districts voted to join the school study.)

(From August 7, 1968 to June 24, 1969, the only activities were those of the four citizens' committees.)

June 24, 1969 -- Attended a meeting of the School District Organization Study Committee that was held in the Supervisors Room of the Court House. In addition to the committee, those in attendance included Dr. Robert Shuff and Richard Mason of EIU, Cal Reynolds of the Daily Record and Roy Rucker of the Bridgeport Leader. Copies of the reports from the four citizens' committees had been presented to the Study Committee and Dr. Shuff was asked to review these reports and point up the main conclusions. The next meeting was set for Thursday, July 31, at 7:30 p.m.

July 31, 1969 -- Attended the meeting of the School District Study Steering Committee that met in the Community Room of the Peoples National Bank. Fourteen of sixteen districts were present. Also present were Roy Rucker of the Bridgeport Leader, Mary Sumner of the Vincennes Sun Commercial, and Vearl Payne, Chairman of the Lawrence County Board of School Trustees. When asked to vote on whether or not some change of school district organization be made in the county, nine voted for some change and five voted against any change. The Steering Committee then directed the secretary to ask Dr. Shuff to submit his recommendations for consideration at the next meeting. (The date for next meeting to be arranged.)

August 11, 1969 -- Received a letter from the county superintendent of schools informing us that Dr. Shuff will meet with the Steering Committee at 7:30 p.m., September 3, 1969, in the Supervisors Room of the court house.

The letter indicated that Dr. Shuff would present a proposal covering (1) type of districts and boundaries, (2) attendance centers, (3) any new building program he feels will be necessary, and (4) financial basis, to include maximum tax rates.

The letter further indicated that Dr. Shuff recommends that the Steering Committee take each proposal and vote to accept or change in the context of the whole proposed plan. He further recommends that the plan then be presented to each board involved in the study for a vote of acceptance

and a vote for inclusion in any action which might be taken to carry out the plan.

September 3, 1969 -- The Steering Committee met in the Supervisors Room of the court house. The meeting convened at 7:40 p.m. with fourteen member schools being represented. Also present were Dr. Shuff, James Courtney, Supt., Lawrenceville Elementary district, Vearl Payne, and reporters from three local newspapers. Dr. Shuff presented his recommendations to the Steering Committee for the organization of the Lawrence County Schools. The Committee accepted the recommendations and asked that they be presented to the boards participating in the study, that these boards declare a position, that another meeting be scheduled for consideration of suggested changes and final action on amended recommendations--with said meeting to be attended only by steering committee members. The motion carried to accept--14 to 2.

October 1, 1969 -- At a regular meeting of Board of Education of the Lawrenceville Township High School district, a resolution was adopted approving the recommendations for the reorganization of Lawrence County schools.

October 22, 1969 -- The Steering Committee met in closed session in the Circuit Court Room of the court house. (The only administrator in attendance was Phil Sivert, the County Superintendent of Schools and secretary of the committee.) According to the minutes of the meeting, the committee rejected both the single and the two-unit proposals. Following a deadlock poll to see if the boards wanted a change in the county school organization, Mr. Sivert offered a proposal entitled "Proposed Plan for Reorganization of Lawrence County Schools, October 22, 1969." It was agreed that the plan would be offered to the school boards and that each board would consider what action it wished to take.

November 11, 1969 -- Met informally with L.T.H.S. board members at the home of the board president. The proposed plan for reorganization was discussed and the activities of the Steering Committee were reviewed and evaluated. The discussion called for two possibilities for the formation of a unit district: (1) the formation of a district within the boundaries of the Lawrenceville Township High School district -- as proposed by Phil Sivert -- and (2) form a unit district which included all the territory within the boundaries of the Lawrenceville and St. Francisville High School districts. It was decided that the next step was to meet with the Lawrenceville Elementary district board of education and administration.

November 16, 1969 -- The administration and members of the boards of the Lawrenceville Elementary and High School districts met informally. After considerable discussion, it was the group's opinion that any consolidation effort should include the St. Francisville School districts and that a meeting date with them should be arranged at the earliest date.

November 25, 1969 -- The L.T.H.S. board adjourned from a regular meeting and met with the Elementary board at Parkview Junior High School for a continuation of reorganization discussion.

January 5, 1970 -- Contacted James Courtney, Lawrenceville Elementary Supt. and Merle Holsen, St. Francisville Supt., and made arrangements for a joint meeting of the boards of education at St. Francisville.

January 6, 1970 -- Had lunch with Dr. Mayr, LTHS board president and discussed progress on the unit district organization plans.

January 12, 1970 -- Met with Mr. Courtney and Mr. Holsen to review the materials and procedures for the joint meetings of the boards.

January 14, 1970 -- The boards of education and administrators of the St. Francisville and Lawrenceville Elementary and High School districts met at the St. Francisville school at 7:30 p.m. After a frank discussion about reorganization by board members, the administrators presented materials relative to cost comparison, educational program opportunities, etc. Although nothing was finalized, the St. Francisville boards were invited to join the Lawrenceville boards in a consolidation effort.

January 15, 1970 -- Discussed the St. Francisville meeting with Mr. Courtney and made arrangements for a luncheon date with him and his board president for the next day.

January 16, 1970 -- Had lunch with Mr. Courtney, Marvin Peters, Elementary board president, and Dr. Mayr, LTHS board president, and spent much time discussing what the next step should be.

February 11, 1970 -- Had lunch with Dr. Mayr at the Nob Hill restaurant and discussed the possibility of having one more try for a county unit district. Plans were made for inviting the high school district boards to the courthouse (neutral ground) for a meeting to discuss said possibility. A letter was drafted and typed, and was delivered or mailed to the high school administrator and board presidents during the next two days.

February 18, 1970 -- Had lunch with Dr. Mayr at the Chuck Wagon and discussed the complete lack of interest shown by the high schools on the west side of the county for a meeting to consider the county unit.

February 24, 1970 -- Met with Mr. Courtney and Mr. Holsen and formulated plans for a meeting of all boards of education on the east side. The date for the meeting was set for Monday, March 9, a letter to all boards was drafted and prepared for mailing, and a meeting of the school administrators of said territory was scheduled for March 2.

March 2, 1970 -- The East Lawrence County School Administrators and the county superintendent of schools met at the Airport Administration building to discuss the following items: (1) clarification of the positions of the administrators, (2) recommendations for the administrative structure in future planning, (3) the development of presentations for the joint board meeting of March 9, and (4) the petition and recommended time table.

March 9, 1970 -- The boards of education and the administrators of the East Lawrence County school districts met in joint session at the Parkview Junior High School in Lawrenceville at 7:00 p.m. The following was accomplished: (1) it was agreed to give the voters the opportunity to vote for or against the establishment of a community unit school district with authority to levy taxes at the rate of 1.87% for educational purposes and .50% for building purposes and the purchase of school grounds, (2) an attorney, Maurice Gosnell, was authorized to draw up the petition, (3) the ten legal petitioners were appointed, (4) the procedure for carrying the petitions was set up, and (5) the time table for the total procedure was accepted by the group.

March 17, 1970 -- Spoke to the Kiwanis Club about the proposition for the unit district for East Lawrence County.

March 23, 1970 -- Spoke to the Lawrenceville Methodist Men's group about the unit district.

April 2, 1970 -- First publication of the notice of the hearing on the petition for the formation of the East Lawrence County Unit district. (Other publication dates--April 9 and 16, 1970. These notices were published by the County Superintendent of Schools.)

April 7, 1970 -- Participated in a citizens' meeting at the Billett Methodist Church. This area meeting for the southern part of the Lawrenceville High School district was attended by approximately 55 citizens. Mr. Courtney and three high school board members were also in attendance. The response for the unit district proposal was very favorable.

April 17, 1970 -- Attended and made a presentation at the hearing on the petition calling for the formation of a community unit district for the East Lawrence County schools. Although opposition was voiced by citizens from within the proposed area, a large majority of the witnesses spoke in favor of it. The county superintendent of schools, who was the hearing officier, ruled in favor of the petitioners and allowed the petition.

April 29, 1970 -- Participated in a Citizens' Committee meeting at the Lawrenceville Township High School auditorium which convened at 7 p.m. The purpose of this meeting was to discuss the advantages of a unit district. The high school board president presented the financial advantages of a unit district.

May 8, 1970 -- Had lunch with Dr. Mayr and discussed the development of an informational brochure about the unit district.

May 13, 1970 -- Had lunch with Dr. Mayr and checked over ideas for radio presentations.

May 19, 1970 -- Participated in a public meeting held at the Lawrenceville Township High School auditorium. The meeting convened at 8:00 p.m. primarily for the Lawrenceville area residents. However, people

who opposed the proposal--from St. Francisville and Birds--were present and were very vocal.

May 22, 1970 -- Participated in an evening meeting at the Hutton Elementary School, located in the east part of the Lawrenceville High School district. Again, the dissidents, from the neighboring communities were present. The meeting could not be termed a very successful meeting. Quite a bit of opposition was voiced by residents of the Hutton district.

May 25, 1970 -- Participated in an evening public meeting at the Brookside Elementary District school building that is located north of Lawrenceville approximately three miles. The meeting was well attended, not only by the Brookside district residents, but also by a number of people from Birds and St. Francisville. Much opposition from the rural community was voiced. They indicated that they would oppose the unit district proposal for a number of reasons because of too much centralization of control, taxes will be raised, and Brookside would probably lose grades 7 and 8 to Lawrenceville.

June 2, 1970 -- The referendum for the unit district was held with resident voting in twelve polling places as previously advertised and announced. Polling places were open from 12 noon to 7:00 p.m. The final tabulation of voted showed the following results: Incorporated areas: For 483, Against 677; Unincorporated areas: For 209, Against 508. The referendum was defeated in both sectors.

June 8, 1970 -- Met with East Lawrence County administrators to discuss the referendum results.

June 18, 1970 -- The county school administrators met with Mr. Sivert for a luncheon meeting. The east and west side referendums were both discussed and suggestions were sought as to proper direction. No definite positions were taken at this meeting.

July 9, 1970 -- Interviewed citizens from the Brookside, Hutton, and Lawrenceville areas, seeking their opinions as to the results of the unit district referendums.

August 27, 1970 -- Accepted an invitation from the Department of School District Organization, OSPI, to participate in a School Study Seminar at Springfield on September 30, 1970 to present reasons for the failure of the referendum.

September 30, 1970 -- Participated in a Seminar discussion at Springfield, Illinois--presented my thoughts regarding the school study and gave reasons as to why, in my opinion, the consolidation efforts in Lawrence County failed.

APPENDIX F

MISCELLANEOUS MATERIALS

Lawrenceville Township High School, District 71 124

Board of Education: Hugh Mayr, Pres.; Harold Benson, Sec.; Charles Fiscus, Mack Jackman, R. C. Kirkwood, Roy Tracy, Hershel Wagner

Phone 618-943-3389

8th and Charles Streets

Lawrenceville, Illinois 62439

February 11, 1970

JAMES L. WILLIAMS
Superintendent

BOB G. FARRIS
Principal

Mr. Gerald Cox
President, Board of Education
Sumner Township High School District No. 100
110 W. Locust
Sumner, Illinois 62466

Dear Mr. Cox:

During the past months many meetings have been held in which the consolidation of the Lawrence County schools has been discussed very thoroughly. However, up to now it can be said that an agreement for a successful plan for consolidation has not been reached.

Perhaps this situation can be approached in a different manner. It has been suggested that the Boards of the four county high schools (Bridgeport, Lawrenceville, St. Francisville, and Sumner) come together and discuss the future of our county's educational program.

Finding the best date for such a meeting is very difficult. However, since the County Supervisor's room at the Courthouse is available for such a meeting on Monday, March 16, this date is being tentatively scheduled for a joint meeting of the high school boards to start at 7:00 o'clock p.m.

It will be appreciated very much if you will present this suggestion and tentative date to your Board for discussion and consideration at your February meeting and let me know if the date is satisfactory.

Sincerely,

James L. Williams
Superintendent

cc: J. P. Sivert

Phil: Copies of this letter have been sent to all county high schools.

Lawrenceville Township High School, District 71

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Board of Education: Hugh Mayr, Pres.; Harold Benson, Sec.; Charles Fiscus, Mack Jackman, R. C. Kirkwood, Roy Tracy, Hershel Wagner

Phone 618-943-3389

8th and Charles Streets

Lawrenceville, Illinois 62439

JAMES L. WILLIAMS
Superintendent

BOB G. FARRIS
Principal

February 26, 1970

Dear Sir:

As a follow-up of recent developments in school consolidation in Lawrence County, it has been suggested that all boards of education of those school districts within the boundaries of St. Francisville High School District 102 and Lawrenceville Township High School District 71 meet to discuss future direction for the educational program for the "east side" of the county.

Determining the best date for such a meeting is difficult. However, since facilities at Parkview Junior High School in Lawrenceville are available on Monday, March 9, this date has been set for a joint meeting of the boards.

This letter has been sent to the administrators and all board members of the districts indicated in the first paragraph. To assure good attendance, will you contact other members of your board and ask them to attend the meeting with you.

The meeting will be at the Parkview Junior High School--Lawrenceville, at 7:00 o'clock p.m., on Monday, March 9, 1970. Please come.

Sincerely,

James L. Williams
Superintendent

TIMETABLE OF EVENTS
FOR
EAST LAWRENCE COMMUNITY UNIT DISTRICT FORMATION

- Wednesday, April 1, 1970 -- Petitions filed.
- Thursday, April 2, 9,
and 16, 1970 -- Three required publications of notice of petitions and of hearing thereon.
- Friday, April 17, 1970 -- Hearing of petition.
- Monday, April 20, 1970 -- Decision on hearing. If approved, there is a waiting period of thirty-five days before further action can be taken.
- Monday, May 25, 1970 -- Publication of one (1) notice of referendum.
- Saturday, June 6, 1970 -- Referendum vote.
- Wednesday, June 9, 1970 -- Publication of notice stating time, place, and with whom nominating petitions for membership on board of education shall be filed.
- Friday, June 19, 1970 -- First day for filing nominating petitions for membership on board of education.
- Monday, July 13, 1970 -- Last day for filing nominating petitions for membership on board of education.
- Monday, July 20, 1970 -- Last day for withdrawal of nominating petition.
- Thursday, July 23, 1970 -- Publication of notice of election of members for board of education.
- Saturday, August 1, 1970 -- Election of members for board of education.

QUESTION: Are there other financial benefits from a Unit District?

ANSWER: There are several ways in which a number of schools conducted as a Unit District can be operated more economically than the same schools operated separately. Economies should be achieved in the areas of purchasing, transportation, personnel, maintenance, etc.

QUESTION: Will there be any changes this coming school year in attendance centers (schools) or personnel if this is passed?

ANSWER: It has been generally agreed by those most active in developing this proposal that there should be no changes in attendance centers or personnel this coming school year. There will be more than enough to do to set up the administration of the district, evaluate and develop plans and policies, prepare budgets for the immediate year and following year, coordinate various State, Federal, and Vocational programs, etc.

QUESTION: What about a single Unit for the entire county?

ANSWER: Probably the sole advantage of a single Unit District for the entire county lies in the opportunity to construct a single high school building for all the high school students of the entire county -- **ASSUMING AGREEMENT ON SUCH A MOVE COULD BE OBTAINED AND THE COST OF SUCH CONSTRUCTION COULD PASS A REFERENDUM VOTE.** Without such agreement and referendum, the establishment of a single Unit District for the entire county offers very few advantages over the proposed two-Unit system. Total State financial reimbursement to the entire county will be the same whether there is one Unit or two.

We feel that pushing the proposal for a single county Unit District at this time creates confusion and disharmony. Once the proposed East and West Lawrence County Unit Districts are established and functioning they can be merged into a single county Unit District at any time by this same procedure.

QUESTION: Is the formation of a Unit District approved by the School Boards involved?

ANSWER: The move to create this Unit District has been voted on and approved by all the Boards of

Education in the territory involved, with the exception of Birds Elementary District. The Board of Education of Russellville Elementary District, presumably in anticipation of merging with Brookside, did not take a position.

QUESTION: How will the Unit District be governed?

ANSWER: If the referendum to establish the District is successful, the County Superintendent of Schools will announce an election for a seven member Board of Education. All candidates will run "at large". The law does not provide for "districts" within the District. Quite the contrary is provided by recent Court decisions.

It is definitely hoped by all concerned that there will be candidates from all areas of the new District and that people will vote for candidates from all areas. There is no desire or benefit to have a preponderance of Board members from any one area.

QUESTION: What can I do to help?

ANSWER: Create awareness and develop interest in this vital issue. Constantly discuss this with friends, neighbors, etc. Be well informed on the factual material presented in this pamphlet. Be sure to vote yourself and make a major effort to get as many other people to vote as possible.

The vote will be held Tuesday, June 2, 12:00 Noon to 7:00 P.M. Polling places will be located in all existing school districts and will be in both incorporated and unincorporated areas. Location of polling places will be announced by the County Superintendent of Schools before the election.

All votes from incorporated areas will be tallied together and all votes from unincorporated areas will be tallied together. To be successful, the referendum must pass in both areas.

Absentee ballots can be obtained at the office of Phil Sivert, Lawrence County Superintendent of Schools, from May 23-28 inclusive.



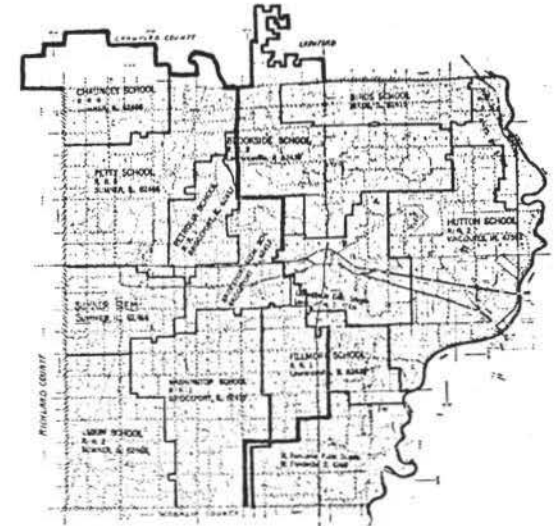
This referendum must pass. It is the most vital educational issue that has come before the people of this area in recent years. It will benefit both students and taxpayers. We implore your help.

WHY . . .

A UNIT SCHOOL DISTRICT

is NEEDED in the

Lawrenceville — St. Francisville Area!



REFERENDUM

Tuesday, June 2 12:00 Noon to 7:00 P.M.

SCHOOL DISTRICTS INVOLVED:

- Birds Elementary
- Brookside Elementary
- Fillmore Elementary
- Hutton Elementary
- Lawrenceville Elementary
- Lawrenceville High
- Russellville Elementary
- St. Francisville Elementary
- St. Francisville High

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This pamphlet prepared and financed by private citizens of Lawrence County. No school or other public funds or supplies used.

QUESTION: If a Unit District is formed, will all students have to go to one school?

ANSWER: No. A "Unit District" is a method of governing and administering schools. There is no stipulation regarding how many schools a Unit District may operate. Most Unit Districts operate a number of schools, especially on the elementary level.

However, there are a number of factors that may dictate the closing of certain schools as time goes on. The State law stipulates that starting in September, 1970 each school must provide a hot lunch program. Right now the law is that each school must provide a Kindergarten class and special education for mentally retarded youngsters who live in the district. There is a great possibility that legislation will soon be enacted requiring a teacher for each grade. All of these factors will have a major impact, especially financial, on school operation, especially for small schools, regardless of the type of district. These are some of the reasons that Russellville School has already arranged to consolidate with Brookside regardless of the results of this referendum.

QUESTION: What are some of the educational benefits that will result from the establishment of a Unit District?

ANSWER: One major area is a coordinated curriculum. Under the present divided system, elementary subjects are taught differently in different elementary schools. Different texts, procedures, and equipment are used. Different levels of learning (over and above differences in individual students) are achieved in different schools.

Under a Unit District system the entire program is coordinated between the elementary and high schools. All students reaching high school will be taught pretty much along the same lines.

QUESTION: Are there other educational advantages?

ANSWER: Depending on a number of factors, there is the opportunity to develop a much broader program for all students. Band and chorus are subjects which can be introduced into rural elementary schools. As it is, there are very few rural students who are in the Lawrenceville High School band or chorus, due to very little elementary training in these fields.

Other areas that might be made available to all students are science, shop, home economics, accelerated and remedial programs, etc. However, it must be emphasized that all of this cannot be accomplished overnight.

QUESTION: What are some of the monetary advantages obtained by changing to a Unit District?

ANSWER: The State of Illinois favors the Unit District type of school organization and gives this type of school district much greater State Aid than it gives other types of school districts. During the present school year, the State provides approximately \$327,000.00 of general State Aid to the nine schools involved in the proposed Unit District as they are now organized.

If the east half of Lawrence County were a Unit District right now, the amount of State Aid would be approximately \$690,000.00, a difference of approximately \$363,000.00. As the years go by, the amount of this difference in State Aid will undoubtedly increase.

QUESTION: How badly is this money needed?

ANSWER: It is critically urgent. Schools are caught in a squeeze between rising costs and decreasing income, due to the decrease in taxable personal property and the "Homestead Exemption." To make matters more difficult for schools, the prospect is that the personal property tax will be eliminated altogether. A considerable portion of school income from the local level is derived from the personal property tax.

There are approximately 190 employees, including faculty, administration, and non-teaching employees in the various school districts which compose the proposed Unit District. All of these need and deserve salary increases. Additionally, all other operating costs are steadily increasing.

QUESTION: How much are teachers paid?

ANSWER: Different districts have different salary schedules. Teachers certainly are not overpaid.

This year, in the highest-salaried district in the proposed Unit District a teacher, after four years of college to earn a Bachelor's degree, is paid \$6,325.00. From this he has immediate salary deductions of almost 25%. Depending on his family status, he has Federal income tax deduction of approximately 15%, State income tax deduction of approximately 2%, and Teacher Retirement Fund deduction of 7%. There is no Social Security for teachers or employer contribution thereto. There are at present virtually no "fringe benefits." If he has to repay money borrowed to further his education, he is really working at a sacrifice to remain in the teaching profession.

Salaries above that of the beginning teacher, relating to years of experience and additional education are stipulated by State law and generally only the minimum increases are paid.

It is a serious situation. We cannot expect people to continue to work, or start to work, for this kind of pay. We invite you to compare this with salaries for any other kind of work, either in business or industry or other local tax-supported government positions.

QUESTION: How will establishing a Unit District affect my taxes?

ANSWER: If the total tax provided in the petition is budgeted and levied, which it is planned not to do for quite some time, the total school tax rate for those who live in the present Lawrenceville High School District cannot be higher than \$2.81 per \$100.00 of equalized assessed valuation. For those who live in the present St. Francisville High School District, the total school tax rate for the Unit District cannot be higher than \$2.76. The difference is due to the fact that the present St. Francisville High School District is part of the Illinois Eastern Junior College District and pays this tax separately, and for which they will not be charged in the Unit District. The Lawrenceville High School District is not a part of the Junior College and the extra 5¢ per \$100.00 is charged in order to pay tuition for students from this District to attend Junior College, as stipulated by State law.

About 25¢ of the above tax rate will be self-liquidating in the near future. This includes tax for State-stipulated Life Safety Code improvements which have a special tax and will soon be completed, certain Bond and Interest Funds still to be paid off, and certain Working Cash Funds to be paid off. As these are completed or paid off they are removed from the total tax and cannot be re-instated.

Present combined High School and Elementary District tax rates are as follows in the various Elementary Districts:

St. Francisville:	\$3.15
*Brookside:	2.97
Lawrenceville:	2.83
Birds:	2.495
Fillmore:	2.40
Hutton:	2.32

*Next year will include the present Russellville Elementary District.

As the maximum allowable tax rate increases from year to year in the future, as it has in the past, these rates will undoubtedly increase. As a result of the stipulation on the petition, the total tax rate for the proposed Unit District cannot increase for several

6. Will there be equal representation on the board?

State law prohibits more than three members from any one congressional township from serving on a unit district board of education of this type of district.

Suggestions were made at a recent meeting of administrators of the proposed unit district that if the election carries forming a unit, a public meeting should be held immediately after the election for purposes of determining pertinent questions that a prospective board member should answer concerning suggestions and proposals made during the election process and promotion of equal representation. Each board of education should be represented and act as a committee to hear suggestions and summarize the suggestions into guidelines upon which prospective board members would base their campaign.

7. What happens if the proposed unit district election fails to pass?

Many things could happen. A proposal for a county unit might be presented. If the East Lawrence Unit District proposal passes detachments could be numerous on the East side of this proposed district.

8. What happens to existing employees of schools in the proposed district?

Teachers that are on tenure will be on tenure in the new district. Regular employees in all probability will be reassigned to their position. The new board would not take office until late July or early August. There will be too many other problems facing the new board that will make them keep away from many changes in teaching personnel and employment. Some added personnel might be deemed important enough to consider and hire but almost all existing personnel will be needed for the 1970-71 school year.

9. Will elementary students ride the bus with high school students?

Sumner High School and Grade School students ride together now. The worry about the problems of high and grade students riding together has not proved to be any serious problem in those schools that have both types of students riding the bus. Special runs might be made to pick up kindergarden students when the attendance centers are established but in general the new board will out of economic necessity eliminate much of the duplication of routes that now exists.

10. Will every student have an equal learning opportunity?

Unit districts make possible K-12 coordinated learning experiences. Adoption of textbooks will be the same through the unit. Music and art programs can be offered elementary students in all schools. Special high school programs can be offered to all high school students. Special education courses can be provided within the district. A program for the gifted student can be provided within the district. A broader adult education program can be provided by the district. Many more courses in vocational education and for the college bound student are possible in the unit district.

11. What must be done to bring about a vote that will establish the community unit district?

Every individual that knows the facts pertaining to the proposed community unit must explain these facts to his friends.

School Districts Involved in the Vote on Tuesday, May 26, 1970

- Bridgeport Elementary District No. 35
- Bridgeport Township High School No. 3-12
- Chauncey School District No. 68
- Fillmore School District No. 5
- Lukin School District No. 2
- Petrolia School District No. 38
- Petty School District No. 3
- Sumner Elementary District No. 57
- Sumner Township High School No. 100
- Washington School District No. 32

A VOTE FOR THE DISTRICT IS A VOTE FOR A BETTER EDUCATIONAL OPPORTUNITY FOR YOUR CHILD OR RELATIVE.

Formation OF School Unit

**WITH TERRITORY OF
Bridgeport Township High School
Sumner Township High School**

TUESDAY MAY, 26, 1970

**POLLS OPEN 12 NOON
TO 7:00 P.M.**

Lawrence County, Illinois

Improved Procedures

This brochure is prepared to inform the voters of the proposed community unit district comprised of all elementary schools underlying Bridgeport and Sumner High Schools and those two high schools of certain facts, questions, and answers to the questions about the proposed unit.

As of July 1, 1969, Office of Superintendent of Public Instruction figures show that 75% of the entire State of Illinois is comprised of unit districts.

In 1945 there were 11,955 school districts in Illinois. In October of 1969 there were 1,220 school districts. The trend is clear — our legislators have through legislation of state aid laws encouraged the formation of unit districts. Currently the qualifying rate for unit districts is 72¢ less per \$100 assessed valuation than that of the combined rate of dual districts.

The Superintendent of Public Instruction's Office of the Division of School Recognition has a priority on the placement of all elementary schools in a one teacher per grade program. 4 of the 10 schools in the proposed unit district are now on less than full recognition status. When a school receives no recognition they receive no state aid.

What do all of these statements mean? The Superintendent of Public Instruction's Office feels that unit districts provide the best opportunity for students to receive a good education.

The state lists these points of potential improvement if unit districts are formed:

1. Improved Financing and Purchasing — One budget, mass purchasing power.
2. Improved Organization — One board, one superintendent, one staff and one purpose.
3. Improved Administration — Coordination K-12 program, coordinated staff and staff duties.
4. Improved Curriculum — Equal educational opportunity for all children regardless of attendance center.
5. Improved Supervision and Instruction — Quality of professional staff can be improved.

6. Improved Special Services — Complete school health program, transportation program and special education program.
7. Improved Physical Plants and Facilities — Coordinated maintenance program.

Some Legal Facts

1. The May 26 vote will propose the formation of a community unit district in the territory lying within boundaries of Bridgeport and Sumner High Schools.
2. The proposition will call for an establishment of tax rate for educational purposes of \$1.80 on each \$100 assessed valuation and a tax rate of 50¢ on each \$100 assessed valuation for building purposes.
3. The proposition must pass by majority vote in both the incorporated and unincorporated areas before the new community district can be formed.

Questions and Answers Concerning the Proposed Community Unit District.

1. How much state aid will the community unit district receive in excess of what is now being received by the separate districts?

In round figures \$189,000 more state aid would have been received this year if the schools would have been in a unit district.

2. Will the tax rate be higher?

Barring any increases in tax rate by law here is a summary of what the 1971-72 total tax rate established by the unit board of education would be as compared to the 1970-71 total tax rate as established by the existing board of education.

Report of Tabulations

Records estimate those combined rates of these schools for 1970-71 school year.

Petty and B.T.H.S. school rates: 1.5808 + 1.3271 = \$2.9079.

Sumner H. S. and Sumner Elem. rates: 1.5688 + 1.5288 = \$3.0976.

Bridgeport Elem. and Bridgeport H. S. rates: 1.5079 + 1.3271 = \$2.8350.

Petty Elem. and Sumner H. S. rates: 1.5808 + 1.5688 = \$3.1496.

1971-72 Estimated Tax Rate.

\$1.80 — Educ. Fund Maximum
.50 — Building Fund Maximum
.12 — Trans. Fund Maximum
.22 — Bond and Interest (Est.)
.05 — Life Safety Code Max.
.05 — Mun. Ret. Fund (Est.)

\$2.74 to \$2.75 at the most for proposed Unit.

The new Unit Board probably will not have to levy the maximum rates as listed in all above funds.

Will there be a savings for most tax payers in 1971-72? — ABSOLUTELY!

No Building Program

3. Will there be a big building program?

Only additions and buildings which can be relocated have been discussed. There is no provision in the petition for issuance of bonds.

- 4: What attendance centers will be closed?

Next year has been proposed as a planning year and no changes, unless absolutely necessary due to teacher shortage or non recognition status in attendance centers, would be done.

- 5: Will the citizens have an avenue of expressing their views in changes to come about in the new district?

The new boards as are all present boards are bound by certain laws to carry out some unpopular functions. Future state minimum standards will also force this board as it will existing boards to implement policies that might be unpopular with the citizens of the district.

Suggestions have been made that the new board form advisory committees similar to the type of committees formed to study Lawrence County schools to make recommendations as to changes needed in curriculum, attendance centers, building, transportation, etc.

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