

1969

An Analysis of Educable Mentally Handicapped Students Being Served in Illinois

Joe F. E. Glassford
Eastern Illinois University

Recommended Citation

Glassford, Joe F. E., "An Analysis of Educable Mentally Handicapped Students Being Served in Illinois" (1969). *Masters Theses*. 4062.
<https://thekeep.eiu.edu/theses/4062>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

PAPER CERTIFICATE #3

To: Graduate Degree Candidates who have written formal theses.

Subject: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements.

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

8-11-69

Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

AN ANALYSIS OF EDUCABLE MENTALLY HANDICAPPED

STUDENTS BEING SERVED IN ILLINOIS

(TITLE)

BY

(Joe) F. E. Glasford

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1969

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

7-28-69

DATE

7/29/69

DATE

ACKNOWLEDGMENTS

I am truly grateful to all those persons who assisted in the accumulation of the data for this study. I am particularly grateful to my typist, Miss Vickie O'Day; to Mr. David Donald, for the assistance given by the State Department of Special Education; to the faculty in the Department of Administration and Supervision; and, most of all, to my wife, Sandy, for her assistance, patience, and understanding.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
 Chapter	
I. STATEMENT OF THE PROBLEM	1
Introduction	
Statement of the Problem	
Hypotheses of the Study	
Scope of the Problem	
Need for the Study	
Definition of Terms	
Method and Treatment of Data	
 II. DESCRIPTION OF SPECIAL EDUCATION IN ILLINOIS	 18
The Legal Bases for Special Education in Illinois	
Education of the Educable Mentally Handicapped	
 III. EASTERN ILLINOIS AREA OF SPECIAL EDUCATION	 27
Description of Eastern Illinois Area of Special Education Joint Agreement	
Development of Eastern Illinois Area of Special Education Joint Agreement	
 IV. RELATIONSHIPS BETWEEN EDUCABLE STUDENTS SERVED AND NOT SERVED IN ILLINOIS AND THE VARIOUS EDUCATIONAL SERVICE UNITS WITHIN ILLINOIS	 46
Educable Students Served and Not Served in Illinois Under the Three Defined Legislative Periods	
Educable Mentally Handicapped Students Served and Not Served in Chicago, Cook County, and Down State	
Educable Students Served in Illinois and Eastern Illinois Area of Special Education	

TABLE OF CONTENTS--Continued

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	52
APPENDIX	67
BIBLIOGRAPHY	74

LIST OF TABLES

Table	Page
1. 1968 Pupil Enrollment by District and County for Member Schools of Eastern Illinois Area of Special Education	30
2. 1967-1968 County Statistics of Handicapped Children Served in Various Programs	32
3. Student Average Daily Attendance and Staff Size for North Central Section Schools in 1963 and 1967	38
4. Actual and True Increase in Number of Educable Students Enrolled Since the Period of Initial Legislation in Illinois	47
5. Percentage of Eligible Educable Mentally Handicapped Students Served and Not Served During the Three Defined Legislative Periods	48
6. Educable Students Served and Not Served in Chicago, Cook County, and Down State	49
7. Percentage of Educable Students Served in Chicago, Cook County, and Down State	50
8. Percentage Changes in Special Students Served Among Defined Legislative Periods for Chicago, Cook County, and Down State	52
9. Educable Students Served and Not Served in Illinois and Eastern Illinois Area of Special Education	55
10. Percentage of Educable Students Served in Illinois and Eastern Illinois Area of Special Education	55
11. Percentage Changes in Educable Students Served Among Defined Legislative Periods for Illinois and Eastern Illinois Area of Special Education	56
12. Percentage of Eligible Students Served and the Difference in Percentage Served Among Defined Educational Units Compared to Statewide Figures	64

CHAPTER I

STATEMENT OF THE PROBLEM

INTRODUCTION

In recent years, educators have become increasingly aware of the needs and problems encountered in educating the mentally retarded in public school facilities. The primary force behind this awareness has been an increasingly enlightened public.

In the United States, and in Illinois specifically, it is law and the commonly held belief that every person has a right to the best possible education. This fundamental opinion has not always applied to the mentally retarded resident in Illinois. The fact is, that only within the last few years have school districts even attempted to educate the mentally handicapped.

Educational program development for educable mentally handicapped students in Illinois has progressed through three rather distinct stages. This progress in services offered by public schools to educable mentally handicapped students seems to have some relationship to legislative action taken by the Illinois General Assembly. Special education for mentally retarded students has existed in Illinois during three legislative periods: first, initial legislation in the field of Special Education; second, permissive legislation in the field of Special Education; and, third, mandatory legislation in the field of Special Education.

During the period of initial legislation regarding special education, the Office of Superintendent of Public Instruction did not play an effective role in the implementation of special programs.

The year 1958-1959 was the beginning of the effective permissive legislation period in the field of Special Education. During this period the Office of Superintendent of Public Instruction began to take a leadership role in the development of programs to serve the educational needs of educable mentally handicapped students.

In 1965 the State Department of Special Education developed a legislative package which was passed by the General Assembly as House Bill 1407. This bill was the beginning of mandatory legislation in the field of Special Education. This law forces every school district in the state of Illinois to educate all handicapped students residing in its district. Several of the provisions in House Bill 1407 were implemented immediately; but, the total commitment was set for July 1, 1969.

Many school districts in Illinois were unable to develop programs for educable mentally handicapped students singularly. There are various reasons why one district could not develop and maintain a program for retarded students. Among the more important reasons are: sparsity of population, inadequate financial resources, and a lack of professional staff.

These conditions led to the formation of what might be described as "intermediate districts" called joint agreements. Legislation was passed which allowed school districts to combine their resources for the purpose of educating handicapped students. Eastern Illinois Area of Special Education is such a joint agreement district which was formed by forty-two school districts in eight counties in East Central Illinois. This special education district was developed for the reason stated above.

Legislation has defined, structured, and imposed the foundation and framework for special education of the educable mentally handicapped student in Illinois. The General Assembly has established by legislative action those goals, standards, rules, and regulations to be implemented and followed by local school districts. The Legislature has also provided financial assistance in this program development.

It is important to understand the legal basis for special education generally and, more specifically, the legal requirements specified by the Office of Superintendent of Public Instruction in the area of the educable mentally handicapped. It is also worthwhile to note the description and development of what may very well become another legally recognized level of public education in Illinois along with the local school district, the County Superintendent of Schools, and the Office of the Superintendent of Public Instruction.

STATEMENT OF THE PROBLEM

The purposes of this study were: (1) to research and describe the legal bases for special education in Illinois; (2) to investigate and relate the legal and de facto rules and regulations governing special education programs for the mentally handicapped in Illinois; (3) to ascertain a thorough description of the Eastern Illinois Area of Special Education Joint Agreement district; (4) to trace and recount the formation and development of Eastern Illinois Area of Special Education and the developmental pattern it followed in providing services; (5) to determine and analyze the relationship between educable mentally handicapped students in Illinois being served and those not being served

under initial legislation, permissive legislation, and mandatory legislation; (6) to determine and analyze the relationship between educable mentally handicapped students in Illinois being served and those not being served under initial legislation in Chicago, Cook County and Down State; (7) to determine and analyze the relationship between educable mentally handicapped students in Illinois being served and those not being served under permissive legislation in Chicago, Cook County and Down State; (8) to determine and analyze the relationship between educable mentally handicapped students in Illinois being served and not being served under mandatory legislation in Chicago, Cook County and Down State; (9) to determine and analyze the relationship between educable mentally handicapped students being served and not being served by comparing statewide enrollment and Eastern Illinois Area of Special Education enrollment under initial legislation, permissive legislation, and mandatory legislation.

HYPOTHESES OF THE STUDY

The hypotheses were: (1) educable mentally handicapped students being served and those not being served in Illinois is essentially unrelated to the periods of initial legislation, permissive legislation, and mandatory legislation; (2) the percentage of educable mentally handicapped students served and those not served in Illinois under initial legislation is no different in Chicago, Cook County, and Down State; (3) the percentage of educable mentally handicapped students served and those not served in Illinois under permissive legislation is no different in Chicago, Cook County, and Down State; (4) the percentage of educable mentally handicapped students served and those not served in Illinois

under mandatory legislation is no different in Chicago, Cook County, and Down State (5) educable mentally handicapped students served and not served in Chicago, Cook County, and Down State is essentially unrelated to the three defined legislative periods; (6) the percentage of educable mentally handicapped students served on the statewide basis is no different from the percentage being served in Eastern Illinois Area of Special Education under initial legislation; (7) the percentage of educable mentally handicapped students served on the statewide basis is no different from the percentage served in Eastern Illinois Area of Special Education under permissive legislation; (8) the percentage of educable mentally handicapped students served on the statewide basis under mandatory legislation is no different from the percentage served in Eastern Illinois Area of Special Education; (9) educable mentally handicapped students served in Illinois and in Eastern Illinois Area of Special Education is essentially unrelated to the three defined periods of legislation.

SCOPE OF THE PROBLEM

This was a two part study. The first part was one of investigating and describing the foundation and framework of special education, as it applies to the formation and development of special educational programs for the educable mentally handicapped in the State of Illinois and in Eastern Illinois Area of Special Education. The information and data ascertained for this part of the study was gleaned from various legal documents; personal interviews; examination of public records; responses to questionnaires; class notes taken at the University of Illinois; and

general knowledge acquired through working in special education programs.

The second part of the study was one of researching, accumulating, compiling, and analyzing data obtained from the Office of the Superintendent of Public Instruction; Department of Special Education files.

This information was acquired by examining the statistical files and the annual reports submitted each year by school districts providing special programs.

Most of the data collected has been tabulated and appears in Appendix B. In the effort to delimit this study, only the data directly related to the number of educable mentally handicapped students being served or not being served per county was analyzed. The purpose for using these figures was to discover the actual progress being made in developing programs to serve educable students in Illinois public schools. Table IV., Appendix B presents the number of special teachers employed, the number of educable pupils enrolled, and the reimbursement received by each county in Illinois in the years: 1959; 1962; 1964; 1965; and 1968. Table III., Appendix B presents a tabulation of the total school population per county; total educable mentally handicapped enrollment per county; number of educable mentally handicapped pupils not served per county; number of special education teachers per county; and, the number of needed special education teachers per county. These figures were compiled and tabulated for the defined bench mark years representing initial legislation, permissive legislation, and mandatory legislation.

NEED FOR THE STUDY

The state of Illinois through legislative action has set many goals to be attained by school districts in the field of educating the educable mentally handicapped student. Many professional workers in the area of special education are beginning to ask questions and have second thoughts about mandatory legislation as it affects the implementing of special programs to serve the educational needs of educable mentally handicapped students. The difficulties of program implementation that special education administrators and school superintendents are now facing seem to be monumental.

There is very definitely a shortage of trained teachers of the retarded. Directors of special education are having real problems in simply replacing teachers who leave, not to mention recruiting new teachers for additional programs. Financial support of special programs seems to be creating problems for many school districts. Teachers of the educable retarded are more expensive to hire. The physical plant facilities necessary to operate these programs are far more costly on a per capita basis than that of regular classes. Transportation costs are high, and distance becomes a major problem when sparsity of population is a factor.

The Office of the Superintendent of Public Instruction, Department of Special Education is often successful in getting legislation passed by the General Assembly to provide financial assistance. This, however, does not mean the legislature will continue to appropriate the necessary funds to pay the approved reimbursements.

There is a real need at this time for the Office of the Superintendent of Public Instruction; Department of Special Education to step back and make a close examination of all the factors involved in forcing the implementation of special programs.

It is true, that every educable mentally handicapped child should be given the opportunity, through education, to develop to the fullest extent. This is the idealism behind mandatory legislation, and this belief is definitely worth every effort that can be brought to bear. The difficulty, however, seems to be that no one really knows what is needed; how many teachers of the educable mentally handicapped are needed; how many handicapped students are receiving educational services; or how many need to be served. There is little information available concerning the actual progress being made toward increasing the number of educable mentally retarded pupils being served in Illinois or in any section thereof.

This study and ones like it are needed so that state officials and school administrators will, at least, know where they stand in their development compared with other districts and sections of the state. This type of investigation should identify those districts and counties that have made rapid progress and are successful in program implementation and vice versa. If such situations exist, then certainly those successful districts must have some answers.

The big question that this study should partially answer, or at least shed some light on, is whether or not at the present rate of development every educable mentally handicapped student residing in

Illinois can be served as of July 1, 1969.

It will certainly indicate the progress that has been made in services rendered by public schools during the last ten years. This should be true on the state level and at the local level.

DEFINITION OF TERMS

Various terms employed throughout this thesis will have the following meanings:

Chicago - the school district of the City of Chicago.

Class level - refers to either the elementary level (K-8) or the secondary level (9-12). The secondary level may be extended three or four years for an educable student until he reaches the age of twenty-one.

Cook County - the school districts within Cook County, but excluding the school district of the City of Chicago.

Down State - all the counties, and school districts therein, in the state of Illinois with the exception of Cook County.

Eastern Illinois Area of Special Education - an eight county joint agreement district composed of the forty-two school districts in Coles County, Cumberland County, Clark County, Douglas County, Edgar County, Effingham County, Moultrie County, and Shelby County.

Educable - a student who is educable mentally handicapped.

Educable mentally handicapped - for educational purposes, is a child between the ages of five and twenty-one who scores between 55 and 80 on an individual intelligence test, such as the Stanford-Binet or Wechsler Intelligence Scale, administered by a qualified school psychologist.

Educable mentally handicapped students not served - those individuals who were eligible but not enrolled in a special education program. The number of these individuals not enrolled is arrived at by determining the enrollment of a school district and multiplying that number by the .02 expectancy rate. From the total expected figure, was subtracted the total number being served, which gives those not served.

Educable mentally handicapped students served - those individuals who were evaluated and diagnosed as being educable and were enrolled in a special education program.

House Bill 1407 - the bill passed by the Illinois General Assembly July 21, 1965, which forces every school district in Illinois to provide special education for each handicapped pupil residing in its district.

Joint agreement - an organization of local school districts mutually co-operating to conduct a program of special education for their combined student enrollment.

Mandatory legislation - the period since July, 1965, and represented by the 1967-1968 school year; since the passage of House Bill 1407 on July 21, 1965, nearly every county in the State of Illinois has made a concerted attempt to provide some type of educational program for educable students. These efforts have been made in anticipation of the full implementation date of July 1, 1969, set by House Bill 1407.

Initial legislation - the years prior to 1958-1959 and represented by the school year 1958-1959; during which time very little legislation was implemented which effectively influenced the education of educable mentally handicapped students.

Permissive legislation - the years from 1958 to 1965 and represented by the school year 1964-1965 during which time several important and effective permissive or enabling bills were implemented specifically designed to increase special education services.

Professional worker - a trained specialist, who meets the requirements established in Article 14 of the School Code of Illinois. Within the confines of this paper, the reference would be to one or more of the following qualified and approved individuals: school social worker; school psychologist; psychologist intern; special administrator or supervisor; registered therapist; and, teacher of the educable mentally handicapped.

Reimbursement - the money which a school district receives from the state of Illinois for operating an approved special education program.

Resident - an individual who lives within the boundary of a political unit; in this case a local school district, county, counties, or the state of Illinois.

Retrained special teacher - one who holds a degree, and is certified to teach in Illinois, but who returns to school for training in mental retardation and Department of Special Education approval.

Special education - a type of adapted instruction, or an educational program adapted to the individual needs and capacities of the student.

Special education student - an educable mentally handicapped student.

Special education teacher - a teacher of the educable mentally handicapped.

Special programs - an educational program serving educable mentally handicapped students.

Special teacher - a teacher of the educable mentally handicapped.

1958-1959 - the year selected to represent the period in Illinois during which very little effective legislation was implemented in regard to the education of special education students.

1964-1965 - the year chosen to represent the period between 1958 and 1965; during which effective permissive legislation was implemented regarding special education in Illinois.

1967-1968 - the year selected to represent the last four years of special education in Illinois which has developed under the demands to be met due to the passage of mandatory legislation.

METHOD AND TREATMENT OF DATA

The information for the descriptive part of this study was gathered from personal interviews with individuals having first hand knowledge of why and how development in special education occurred at both the state and local levels.

Much information was gleaned from legal documents and public records. The School Board minutes of Oakland Community Unit No. 5 and the minutes of Eastern Illinois Area of Special Education board meetings were extremely helpful in tracing the development of special education in this area. The Administrative Assistant to the Speaker of the House of Representatives provided the copies of legislation that were needed in determining a legislative pattern.

Questionnaires were sent to all county superintendents requesting them to complete the forms from the information in their records. Only six or about six per cent of the total sample responded. The questionnaire was revised and mailed again to those who did not respond. One superintendent returned the questionnaire. The data received from the questionnaires was incomplete, and was therefore discarded as a source.

Opinions and informative comments were given by the director and psychologists employed by Eastern Illinois Area of Special Education.

The results of this investigation were presented in a narrative form with attempts made at describing or tracing the development in the manner in which it occurred.

The more statistical second part of this study was primarily researched and compiled in Springfield, Illinois. The Director of the Department of Special Education, Mr. David Donald, made an office and a statistical secretary available for one week so that the data needed to complete this portion of the study could be accumulated. At the time this research was being done, a variety of information was being sought. It was thought that this thesis would be concerned with both pupil and teacher statistics. The latter was dropped from consideration due to the lack of substantially valid data.

The first endeavor was to find the total pupil enrollment figures per school district in Illinois for the following years: 1959; 1962; 1964; 1965; and, 1968. This data was obtained from the Office of the Division of Finance and Statistics along with the number of teachers employed per district. The data concerning special education student enrollment was not available in this office.

Educable mentally handicapped pupil enrollment figures were compiled and tabulated only for 1964. This was done to gather information to support the passage of House Bill 1407. Therefore, the only source for this information was the "Application for Conditional Approval of Special Education Programs" (form Special Education No. 10) which is submitted each year by school districts operating special education programs. When these applications are received, the consultant for the region from which it came checks the figures, validates, and approves the program and reimbursement claim. A tabulating sheet was used to compile the special education teacher's name, the number of pupils he taught, and the age range of his students. These figures were compiled by school district. The same process was followed in collecting the data for these years: 1959; 1962; 1964; 1965; and 1968.

The next process was the accumulation of reimbursement figures paid each school district in 1959, 1962, 1964, 1965, and 1968 for their approved programs for the educable mentally handicapped. These figures were collected on tabulating sheets and compiled into total county figures.

The total data collected from the Department of Special Education files included: the special education teachers employed by each school district in Illinois; the number of educable mentally handicapped students enrolled in each school district in Illinois; the class levels being taught in each school district in Illinois; and the amount received in reimbursement for special programs by each district in Illinois. This data was obtained for each of the five years mentioned above. Along with this tabulated information was the data collected from the Division of

Finance and Statistics which included: the number of pupils enrolled in each school district in Illinois; and, the number of teachers employed by each school district in Illinois. These figures were also for 1959, 1962, 1964, 1965, and 1968.

The immense amount of data collected on the individual district basis proved to be impossible to manipulate. Each information category was then compiled by county, and these figures were totaled and reported as county figures. This data is reported in Appendix B.

The data from Tables IV., Appendix B, was combined with the total number of students enrolled in each county in Illinois. With these figures together, it was possible to determine the number of eligible educable students not served in each of the one-hundred and two counties in Illinois.

It is a generally accepted fact, that within any school district two per cent of the total population will fall between 55 and 80 on an individual intelligence test such as the Stanford-Binet Intelligence Scale or the Wechsler Intelligence Scale. Given a large enough normal population, one can nearly always anticipate that that group will conform to the normal probability curve.

Multiplying the total county student enrollment by .02 gives the anticipated eligible number of educable students in that county. By subtracting the known number being served from the expected number of educable students, a determination can be made as to the number not receiving services.

Once the number of special education students not served was calculated and tabulated by county, these figures were added to give a

statewide total of those students not served. The same procedure was followed to get the total Down State enrollment for both categories. The Chicago and Cook County totals were also figured in the manner described above.

The year 1958-1959 was chosen as the one that would best represent program development for the defined period of initial legislation. There had been legislation passed prior to this year; however, the implemented influence of this legislation was felt during the defined period of permissive legislation. The year 1964-1965 was chosen to represent the period of effective permissive legislation because this was actually the year before mandatory legislation was passed. The year 1967-1968 was chosen to represent the period of mandatory legislation for the reasons that no more current data was available, and this was the year most likely to exemplify progress or development in special education since the passage of House Bill 1407.

The next step was to transfer the raw totals into percentages. The data categories to be analyzed began at this point to have meaning. The percentages were figured for: the number of educable students served under initial legislation, permissive legislation, and mandatory legislation; the number of educable students served and not served under initial legislation in Chicago, Cook County, and Down State; the number of educable students served and not served under permissive legislation in Chicago, Cook County, and Down State; the number of educable students served and not served under mandatory legislation in Chicago, Cook County, and Down State; and, the number of educable students served and not served under

initial legislation, permissive legislation, and mandatory legislation in the Eastern Illinois Area of Special Education Joint Agreement.

These percentages were then analyzed to determine the percentage differences among the categories to be compared. The absolute differences were also determined for the factors being considered.

There were no statistical analyses of significance applied to the various data categories being considered for relationships. This was neither possible nor necessary because the data collected in this study was not a random sampling of a population, it was the total population of the specific group being studied. Therefore, the differences obtained between or among the categories investigated are the actual changes within the total population.

The relationships among categories discussed in this study are described in terms of actual number of percentage differences; the significance of which, cannot be described in degrees of freedom at certain levels as is customary in studies using random sampling techniques.

CHAPTER II

DESCRIPTION OF SPECIAL EDUCATION IN ILLINOIS

THE LEGAL BASIS FOR SPECIAL EDUCATION IN ILLINOIS

The General Assembly of Illinois is constitutionally delegated the power and responsibility to establish and provide for a "thorough and efficient system of free schools..."¹ Special services for handicapped children are to be established and maintained by local school districts in compliance with the mandate of the Constitution of Illinois to "provide all children of this State with a good common school education."² To achieve this educational goal, Illinois has taken several rather major steps in what many people feel to be the right direction.

Section 14-8.01 of the School Code of Illinois delegates to the Superintendent of Public Instruction the following powers and controls over special education:

All special educational facilities shall be under the supervision of and subject to the approval of the Superintendent of Public Instruction. The Superintendent of Public Instruction with the advice of the Advisory Council shall prescribe the standards and make the necessary rules and regulations including but not limited to establishment of classes, training requirements of teachers and other personnel, eligibility and admission of pupils, the curriculum, class size limitation, housing, transportation, special equipment and instructional supplies, and the application for claims for reimbursement.³

¹ Illinois, Constitution, Art. VIII, Sec. I.

² Ibid.

³ Illinois, The Office of the Superintendent of Public Instruction, The School Code of Illinois, Circular Series A, No. 170 (Springfield, 1965), p. 147.

The Office of Superintendent of Public Instruction established a Department of Special Education under the Assistant Superintendent, Division of Special Education Services. This department consists of: a Director; an Assistant Director; County Advisory Committee Coordinators; Seven Regional Consultants; Speech Correction Consultants; Deaf and Hard of Hearing Consultants; Blind and Partially Seeing Consultants; Physically and Multiply Handicapped Consultants; T.M.H. Program Evaluator; and Building Project Coordinator.

Special education rules, regulations, programs, and legislation are four of the major responsibilities delegated by the authority vested in the Office of Superintendent of Public Instruction, under Section 14-4 of the School Code which fall within the domain of this department. Another function delegated to this department is the supervision of: special education programs, special education teacher approvals, and special education reimbursements. This function is normally carried out by a regional consultant.

There are six special education regions in the State, which correspond to the six regional supervisory districts established by the Office of Superintendent of Public Instruction. The Department of Special Education has one consultant for each region with the exception of Region 1, which has two.

Prior to 1965, the State of Illinois had permissive legislation in the area of Special Education. This legislation permitted school districts to develop and implement programs to meet the needs of handicapped children. During the period between 1959 and 1964, the state would

reimburse a district \$3,000.00 for each approved professional worker in special education. In 1965, the reimbursement was increased to \$3,500.00 for each approved professional worker.⁴ These funds were appropriated specifically to enable local districts to provide service for handicapped students. However, many school districts in the state were not, under permissive legislation, providing adequate educational opportunities for these students.

It was the opinion of the then Director of the Department of Special Education, Dr. Vernon F. Frazee, that the only way all handicapped children would ever receive the proper education was for the General Assembly to pass mandatory legislation in the area of special education.⁵ The Illinois Department of Special Education developed and introduced what is now known as House Bill 1407 or Article 14, Section 14-1 through 14-12 of the School Code.

This bill was the first mandatory legislation in the field of Special Education to be passed by the Illinois Legislature. What in effect House Bill 1407 did was to force school districts into providing the necessary educational opportunities for all handicapped children resident in their districts by July 1, 1969. House Bill 1407 states that:

School boards of any school districts that maintain a recognized school whether operating under the general law or under a special charter, may until July 1, 1969, and shall thereafter, subject to limitations hereinafter specified, establish and maintain such special educational facilities

⁴Ibid., p. 150.

⁵Interview with Former State Director, Department of Special Education, Dr. Vernon F. Frazee, October 5, 1967.

as may be needed for one or more of the types of handicapped children defined in Sections 14-1.02 to 14-1.07 of this Article who are residents of their school district, and such children, residents of other school districts as may be authorized by the Article. This Article applies to school boards of all types and sizes of school districts, including but not limited to special charter districts, community consolidated school districts, high school districts, non-high school districts, community high school districts, and districts exceeding 500,000 inhabitants.⁶

House Bill 1407 mandated the establishment of a State Advisory Council of Education of Handicapped Children. Together with the establishment of a state body, this bill also provided that each county in the state establish a Special Education Advisory Committee. These committees were to consist of seven members appointed by the County Superintendent of Schools. Their primary function was to determine the need for special education programs in their county. From these findings, they were to develop a comprehensive plan whereby each handicapped child resident in the county would receive a good common school education. Each committee was to have completed and reported their county plan to the Superintendent of Public Instruction on or before July 1, 1967. Section 14-2.01 of the School Code also allowed Advisory Committees of two or more counties to cooperatively develop a regional plan for the education of handicapped children.⁷ This provision permitted several counties, due to sparsity of population or geographic factors, to form cooperative special education agreements for the purpose of providing a good common school education for all children.

⁶ The School Code of Illinois, op. cit., p. 145.

⁷ Ibid., p. 144.

The State Advisory Council on Education of Handicapped Children also consisted of seven members. Initially, these individuals were appointed for from one to seven-year terms. Each person was considered for appointment by the Superintendent of Public Instruction on the basis of his knowledge and experience in the education of handicapped children.

The State Advisory Council was to function as an advisory group to the Superintendent of Public Instruction "regarding all rules and regulations to be promulgated by him . . .".⁸ The Council was also charged with the responsibility of approving or rejecting all comprehensive county plans. If any county or group of counties failed to submit a comprehensive plan by July 1, 1967, it was then the responsibility of the Council to develop and recommend a comprehensive plan for those counties which were to be implemented by July 1, 1969.⁹

There were other exceptions to the mandatory implementation date.

Section 14-6.01 of the School Code states that:

Effective July 1, 1966, high school districts are financially responsible for the education of all handicapped pupils resident in their districts when such pupils have reached age 15 but may admit handicapped children into special education facilities without regard to graduation from the eighth grade after such pupils have reached the age of 14½.¹⁰

In individual cases, however, the State Department of Special Education will allow a child older than fourteen and a half to remain in an elementary facility if it is believed desirable based upon the findings of a case study.

⁸ Ibid., p. 145.

⁹ Ibid.

¹⁰ Ibid., p. 146.

EDUCATIONAL PROVISIONS FOR THE EDUCABLE MENTALLY HANDICAPPED

Attention is now being directed to those provisions of House Bill 1407 that specifically deal with the education of educable mentally handicapped children.

Legally, an educable mentally handicapped child is an individual . . .

between the ages of 5 and 21 years who, because of retarded intellectual development as determined by individual psychological evaluation, are incapable of being educated profitably and efficiently through ordinary classroom instruction but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted.¹¹

This definition is somewhat enhanced by further explanation:

The rate of mental development of educable mentally handicapped children is approximately one-half to four-fifths that of children with average intelligence. This is generally interpreted to mean an I.Q. of 55 to 80 on an individual test of intelligence such as the Binet or Wechsler, except that other relevant factors must also be considered.¹²

There are also other important variables that should be added to this definition and elaboration of definition. Entering into the psychological evaluation of a student is what is often described by the school psychologist as his clinical impressions. These impressions can be a result of many factors related to: the testing climate; the student's behavior; academic and cultural background; or, simply through the empathic understanding of the psychologist. The effect, however, is a belief on the part of the examiner that the student possesses more or less ability than can be empirically demonstrated with the testing tools being used. Observation and experimentation should be included,

¹¹ Ibid., p. 142.

¹² Illinois, Department of Special Education, Special Education Rules and Regulations, Special Education Publication 564 (Springfield, 1964), p. 42.

along with testing tools, in arriving at a classification of any individual. Therefore, a psychologist may recommend placement for a student scoring between 50 and 60 in a trainable or educable class. On the other hand, he might recommend that a pupil scoring 80 be placed in a regular class or an individual scoring 83 be placed in an educable class. Also, if a student is being considered for high school placement and has been in an elementary special class program for a number of years, he may be placed if his I.Q. score does not exceed 90.

The Department of Special Education's Rules and Regulations states that:

The psychological examination must be followed by a staff conference of professional personnel. The purpose of this conference is to assist in determine eligibility, appropriate placement, and programming for the child.¹³

This regulation must always be adhered to; however, the outcome, or the opinions stated, in the staffing are employed by the examiner as additional information about the student. The staffing conference itself has no direct authority in recommending placement or non-placement of an educable mentally handicapped child. In Illinois, the authority to recommend placement, by law, rests solely with a qualified school psychologist.

Once a student has had a psychological evaluation and is placed in a special class program, he must be re-evaluated periodically and under no circumstances may this be longer than three years.¹⁴

¹³Ibid., p. 43.

¹⁴Ibid.

Prior to full implementation of House Bill 1407, the discretion of admission and dismissal of an educable mentally handicapped student in special class programs rests with the administrative head of the school district. The same situation will probably continue to be true after full implementation. There will, however, be more controls placed upon this discretion as legal opinions are given and judicial determinations are made.

The State Department of Special Education places a maximum enrollment of fifteen students in classes at the elementary level. This maximum is, or can be, under certain conditions increased to twenty at the secondary level. There is also a chronological age range limit which cannot exceed a four year span.

To receive full approval or certification to teach educable mentally handicapped students, an individual must first have a valid Illinois Teacher's Certificate. He must also have a minimum of thirty-two semester hours in the following three course work areas:

- I. Required Specialized Courses (Minimum of 16 semester hours)
 - A. Survey of Education of Exceptional Children
 - B. Characteristics of the Mentally Handicapped
 - C. Methods and Materials for Educable Mentally Handicapped
 - D. Practicum with Educable Mentally Handicapped
 - E. Pupil Evaluation including Tests and Measurements

- II. Required Background Courses (Minimum of 8 semester hours)
 - A. Child Growth & Development through Adolescence
 - B. Principles of Mental Health
 - C. Speech Re-education
 - D. Methods of Teaching Reading or Remedial Reading

- III. Elective Courses (Maximum of 8 semester hours)
 - A. Handwork and/or Art for Elementary School
 - B. Physical Education for Elementary School
 - C. Music for Elementary School

- D. Guidance
- E. Audiovisual Aids
- F. Related Courses in Sociology, Psychology, Home Economics
- G. Health Education
- H. Vocational Rehabilitation
- I. Related Courses in other Fields of Special Education¹⁵

The Department of Special Education; Office of Superintendent of Public Instruction will grant a person temporary approval to teach educable mentally handicapped students at the grade level for which the individual holds an Illinois Standard Teacher's Certificate. This will be granted, however, only upon the request of the school district hiring the individual. At the time temporary approval is granted, there must also be a statement of intent by the approved teacher that he will take, within the first year, at least eight semester hours in the specialized course area.

CHAPTER III

EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

DESCRIPTION OF EASTERN ILLINOIS AREA OF SPECIAL EDUCATION JOINT AGREEMENT

Eastern Illinois Area of Special Education is a cooperative special education joint agreement among the school districts in Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie and Shelby counties. Within these eight counties there are forty-two school districts, thirty-one of which are unit districts, five that are elementary districts and five that are secondary districts.

There are approximately 5,000 square miles within the boundaries of this joint agreement district. The distance between the northernmost school in the district and southernmost is 158 miles. The distance, east to west, is nearly 170 miles.

The eight counties served by Eastern Illinois Area of Special Education are rather sparsely populated. The smallest county has a population of 13,635 and the largest has a population of 42,860. Mattoon is the largest city in the district with 19,088 people, while Charleston is second with 10,505 people. Paris and Effingham hold the third and fourth positions with populations of 9,823 and 8,172 respectively. There are a number of towns within the cooperative that have populations of 50 or below. The area, encompassing a total population of roughly 171,281, is essentially rural-farm and rural non-farm which represents seventy (70) per cent of the total population of the district in contrast with the state average of ten (10) and twenty (20)

per cent in these two categories. The primary occupations for the area are agricultural and agricultural related with scattered light industry. The population within this joint-agreement is relatively homogeneous as related to the educational level, origin, wealth and types of employment.¹⁶

An examination of such factors as, the percentage of the population residing in homes with income in excess of \$3,000, and the median level of education, indicates that the counties in the Special Education District rank below the state median in each of the previously mentioned categories.¹⁷

In support of the above statement, it is emphasized that: the median income for the area is \$2,000 less than the state average; that the percentage of families with incomes of less than \$10,000 is one-third of the state's average; that the unemployment in the area is slightly higher than the state average; and that the median level of education for the population of the area is slightly less than that of the state average.¹⁸

The forty-two school districts holding membership in the special education district have 163 separate attendance centers and range in enrollment from 150 to 5,000 students and have an approximate total enrollment of 37,500. The median size of the member school district

¹⁶Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, Shelby County Advisory Committees, "Master Plan of Special Education for the Eastern Illinois Area of Special Education" (Mattoon, Illinois, 1967), pp. 6-8.

¹⁷Ibid., p. 7.

¹⁸Ibid.

is approximately 1,000 pupils. There are thirty unit districts and five elementary and secondary dual districts.¹⁹ There are two non-public schools located in the joint-agreement that are served by the ongoing activities of the special programs. The total non-public school enrollment does not exceed 1,000 students.²⁰

The following table gives the school districts which are members of Eastern Illinois Area of Special Education. The table also presents the type of district; the elementary, secondary, and combined enrollments per district; the number of districts per county; and, the total county enrollment.

¹⁹ Ibid., p. 8.

²⁰ Ibid., p. 6.

TABLE I

1968 PUPIL ENROLLMENT BY DISTRICT AND COUNTY FOR MEMBER SCHOOLS
OF EASTERN ILLINOIS AREA OF SPECIAL EDUCATION^a

COUNTIES: DISTRICTS	TYPE OF DISTRICT	NUMBER OF DISTRICTS PER COUNTY	ENROLLMENT			TOTAL COUNTY
			TOTAL	ELEMENTARY	SECONDARY	
Clark		5				3,974
1C	Unit		1,230	669	561	
2C	Unit		1,788	965	823	
3C	Unit		697	384	313	
105	Elementary		180	180		
201	Secondary		79		79	
Coles		3				8,795
1	Unit		2,854	1,423	1,426	
2	Unit		5,329	2,705	2,624	
3	Unit		612	377	235	
Cumberland	Unit	2				2,264
3	Unit		888	495	393	
77	Unit		1,376	775	601	
Douglas		6				5,417
301	Unit		1,666	1,231	435	
302	Unit		1,211	688	523	
303	Unit		444	301	140	
305	Unit		983	599	384	
306	Unit		1,116	805	311	
Edgar		7				5,023
2	Unit		587	391	196	
3	Unit		413	286	127	
4	Unit		1,175	634	541	
5	Unit		418	295	123	
23	Elementary		154	154		
95	Unit		2,229	1,249	480	
162	Secondary		47		47	

TABLE I--Continued

Effingham		5				5,512
10	Unit		729	449	280	
20	Unit		560	314	246	
30	Unit		590	422	168	
50	Unit		2,478	1,745	733	
50	Unit		1,155	620	535	
Moultrie		3				2,634
300	Unit		1,504	1,048	456	
301	Unit		522	296	226	
303	Unit		608	333	275	
Shelby		11				5,080
5A	Unit		456	273	185	
6A	Unit		712	578	234	
10	Elementary		292	292		
11	Elementary		214	214		
12	Elementary		245	245		
184	Secondary		64		64	
185	Secondary		93		93	
188	Secondary		92		92	
1	Unit		636	452	184	
2	Unit		373	248	125	
4	Unit		1,901	992	909	

^aIllinois, Division of Finance and Statistics, Fall Pupil Enrollment and Teacher Statistics, 1968-69 School Year, Circular Series A, No. 219 (Springfield, 1969), pp. 1-40.

Eastern Illinois Area of Special Education, through its staff, has developed and implemented many types of programs for handicapped children. The district has in operation programs for: the speech defective; the socially maladjusted; the hard of hearing; the physically handicapped; the trainable mentally handicapped; the homebound; the partially seeing; the emotionally disturbed; and the educable mentally handicapped. It also provides psychological services, consulting services, supervisory services, and administrative services for member school districts. The following table indicates the number of handicapped students being served and those not being served in this joint agreement.

TABLE 2

1967-68 COUNTY STATISTICS OF HANDICAPPED CHILDREN
SERVED IN VARIOUS PROGRAMS

HANDICAP	SERVICE	COUNTIES							
		Clark	Coles	Cumberland	Effingham	Shelby	Edgar	Moultrie	Douglas
Phy. Hand.	Served	2	3	0	1	1	20	0	6
	Not Served	<u>24</u>	<u>16</u>	<u>8</u>	<u>23</u>	<u>7</u>	<u>25</u>	<u>3</u>	<u>8</u>
	Total	26	19	8	24	8	45	3	14
Speech	Served	26	147	25	99	67	130	120	200
	Not Served	<u>30</u>	<u>58</u>	<u>109</u>	<u>107</u>	<u>143</u>	<u>28</u>	<u>10</u>	<u>79</u>
	Total	156	205	134	206	210	158	130	279
Deaf	Served	0	0	0	1	0	0	0	0
	Not Served	<u>0</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	0	3	0	3	15	0	0	0
Hard-of- Hearing	Served	2	2	2	2	2	8	5	0
	Not Served	<u>16</u>	<u>22</u>	<u>16</u>	<u>18</u>	<u>11</u>	<u>5</u>	<u>2</u>	<u>6</u>
	Total	18	24	18	20	13	13	7	6
Blind	Served	0	1	0	0	0	0	0	1
	Not Served	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	1	1	0	0	0	0	0	1
Partially Seeing	Served	1	2	0	5	0	0	1	0
	Not Served	<u>11</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>3</u>
	Total	12	6	2	11	5	3	3	3

TABLE 2--Continued

Socially Maladjusted	Served	2	2	0	2	1	0	0	0
	Not Served	<u>38</u>	<u>61</u>	<u>13</u>	<u>44</u>	<u>13</u>	<u>63</u>	<u>9</u>	<u>167</u>
	Total	40	63	13	46	14	63	9	167
Learning Disorder	Served	2	4	0	0	3	0	0	0
	Not Served	<u>21</u>	<u>26</u>	<u>27</u>	<u>27</u>	<u>33</u>	<u>57</u>	<u>28</u>	<u>55</u>
	Total	23	30	27	27	36	57	28	55
Emotionally Disturbed	Served	18	2	0	3	0	0	0	0
	Not Served	<u>3</u>	<u>103</u>	<u>24</u>	<u>16</u>	<u>10</u>	<u>19</u>	<u>5</u>	<u>56</u>
	Total	21	105	24	19	10	19	5	56
T.M.H.	Served	1	2	0	3	3	8	6	9
	Not Served	<u>5</u>	<u>16</u>	<u>0</u>	<u>29</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>2</u>
	Total	6	18	0	32	9	10	6	11
E.M.H.	Served	43	122	29	27	40	28	37	32
	Not Served	<u>36</u>	<u>54</u>	<u>16</u>	<u>83</u>	<u>62</u>	<u>76</u>	<u>16</u>	<u>76</u>
	Total	79	176	45	110	102	104	53	108
Multiply Handicapped	Served	5	1	1	0	0	6	0	0
	Not Served	<u>3</u>	<u>11</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>4</u>	<u>30</u>	<u>5</u>
	Total	8	12	3	5	2	10	30	5

^a 'Master Plan of Special Education for the Eastern Illinois Area of Special Education', op. cit., p. 2-3.

DEVELOPMENT OF EASTERN ILLINOIS AREA OF SPECIAL EDUCATION
JOINT AGREEMENT

In 1962, school administrators in this area began to feel the various pressures to provide educational programs for handicapped students. The State, at this time, also began to play a more active leadership role in the development of special education services.²¹

Prior to this movement, some of the following conditions were evident. Many districts had school populations so small that they were financially and administratively prohibited from operating a program for mentally handicapped students. A small district might have had four or five educable mentally handicapped students with an age range of six to eighteen years. A board of education might have been willing to hire a teacher for these few students, but even if so disposed, it was nearly impossible due to financial and recognition problems which they would have to face.

The Office of Superintendent of Public Instruction required, and still does, that both the teacher of the educable mentally handicapped and the program meet approval qualifications before reimbursement could be authorized, or recognition given. The Special Education Rules and Regulations for reimbursement purposes required: first, that the teacher meet certain educational standards; second, that the program be recognized; and third, that the chronological age range not be more than four years. This regulation in effect required a district to operate at least five different class levels. From the practical administrative viewpoint, such a situation simply resulted in little or no beneficial services rendered handicapped students.

²¹ Statements by Gerald Gaines, Superintendent Villa Grove Comm. Unit No. 302, Gerald Dunn, Coles County Superintendent of Schools, Vergil Judge, former Superintendent Mattoon Comm. Unit No. 2, personal interviews.

Even the larger districts that had sufficient handicapped students to develop programs did not. In most cases this was due to inadequate financial resources. In the eyes of the administrator grounded in conservative school finance and who had to confront a lay board of education each time an expenditure of funds was required, special education for the mentally handicapped looked like a very expensive proposition. A special education program for educable mentally handicapped students required an additional classroom facility in an already over crowded physical plant. It necessitated the purchasing, either employing or contracting, of a qualified school psychologist's service, due to the state requirement that no child could be placed in a special education program for the educable mentally handicapped without first having a psychological evaluation. The third major financial difficulty encountered in the implementation of a program for the educable mentally handicapped was the hiring of a qualified teacher. This person was often viewed as an unnecessary additional staff member and one that demanded more salary than a regular teacher could normally expect to receive. One should not suggest that school administrators were the only people considering special education in this light. This attitude existed among board of education members, teachers, and to a great extent among individuals in the community. It might be added that a few individuals still maintain this attitude.

The 1962-63 school year saw many of the very real problems encountered by school administrators in developing special education programs beginning to be partially solved by legislative action.

During the years between 1959 and 1963, there were several enabling laws approved by the legislature which were extremely important in the formation of the Eastern Illinois Area of Special Education. In 1959, the General Assembly passed a law which allowed a district to receive a \$3,000.00 reimbursement from the State for approved special education administrators and supervisors.²² In 1961, the State Legislature passed a bill to increase the reimbursement rate for qualified psychological examiners from the previous \$3,000.00 to \$5,000.00.²³ Also in 1961, the General Assembly passed House Bill 1632, which allowed school districts and County Superintendents of Schools to enter into joint agreements to provide educational opportunities for handicapped students.²⁴ During the 73rd General Assembly, a bill was passed to increase the reimbursement rate to \$5,000.00 for a qualified special education director of an approved program.²⁵

Districts were beginning to receive the financial support which they needed. Most important for the school districts of the Eastern Illinois Area of Special Education was House Bill 1632, which allowed them to combine their financial and physical resources, in a cooperative effort to better and more efficiently educate educable mentally handicapped students.

²² Illinois, the Office of the Superintendent of Public Instruction, The School Code of Illinois, Circular Series A, No. 155 (Springfield, 1963), p. 151.

²³ Ibid.

²⁴ Ibid., p. 101.

²⁵ Ibid., p. 152.

To exemplify how legislative action had, by 1963, made it financially feasible for districts within Eastern Illinois Area of Special Education to implement special education, a description of the development that took place in Douglas and northern Coles counties will be recounted.

This area is considered by the administrative staff of the Eastern Illinois Area of Special Education as the north central section and includes the following school districts: Arcola; Newman; Oakland; Tuscola; and, Villa Grove. Arthur is now a member district and is also considered as a north central section district. However, this district did not participate in the organization and development of the Eastern Illinois Area of Special Education. It joined the special education district in 1968 because it was being forced by mandatory legislation to provide services for handicapped students, which the school district by itself could not do.

The following table will give the reader some indication of student body and staff size of the north central section at the time the Eastern Illinois Area of Special Education joint agreement was formed. Table 3, also presents, for comparative purposes, the enrollment and staff size for the 1963-1964 and 1967-1968 school years.

TABLE 3

STUDENT AVERAGE DAILY ATTENDANCE AND STAFF SIZE
FOR NORTH CENTRAL SECTION SCHOOLS
IN 1963 AND 1967

DISTRICT	TOTAL NUMBER STUDENTS 1963	ATTENDANCE CENTERS	GRADE	1963-64		1967-68	
				A.D.A.	TEACHERS	A.D.A.	TEACHERS
Arcola Unit #306	1,092	Secondary	9-12	290	19	311	22
		Elementary	K-8	753	29	758	29
		Elementary	1-6	47	2	49	2
Newman Unit #303	456	Secondary	9-12	141	14	142	16
		Elementary	1-8	315	16	315	16
Oakland Unit #5	607	Secondary	9-12	159	15	154	17
		Junior High	5-8	167	8	186	14
		Elementary	K-4	281	10	276	16
Tuscola Unit #301	1,615	Secondary	9-12	415	26	437	30
		Elementary	1-8	644	25	665	30
		Elementary	1-6	556	17	566	21
Villa Grove Unit #302	1,042	Secondary	9-12	270	19	342	23
		Junior High	7-8	173	5	182	6
		Elementary	K-6	599	24	692	24

At the time of the formation of Eastern Illinois Area of Special Education, there were no educable mentally handicapped classes operating in this section of the joint agreement. There were, from the administrative standpoint, sound justifiable reasons why special classes did not exist.

There was no district in this section that had a school population large enough to operate an adequate program for educable mentally handicapped students. None of the five districts had a sufficient number of educable mentally handicapped students to start a class at any of the five class levels. Each district did, however, have some educable mentally handicapped students at all five levels who were receiving neither a proper education nor even a half-way adequate instructional program.

Only two of the districts actually had the physical plant facilities necessary for an additional class.²⁶

The supply of qualified teachers of the mentally retarded was extremely small, and those that were certified could expect to receive substantially more money teaching in other parts of the state. Another important reason for the void in program, was that the districts did not have the personnel to do psychological evaluations. As a result, only a few students had actually been identified as educable mentally handicapped, and this had been done by private or state psychologists.²⁷

²⁶ Statement by Leon Sitter, Superintendent Arcola Comm. Unit No. 306, personal interview.

²⁷ Information gained through researching Coles and Douglas County Superintendents' files of psychological reports, psychological records stored in the special education administrative office, and questionnaire given to district superintendents.

The administrators in the north central section were aware that they had students who were not receiving the educational opportunities that would afford them an optimum development. The same statement is also true when applied to the other sections of what is now the Eastern Illinois Area of Special Education. It was not, however, until these administrators began receiving pressures from both lay and professional people to initiate programs to meet the needs of their handicapped pupils that actual progress was made. Enabling laws had been passed by the legislature, and a national publicity campaign was beginning to make inroads. As never before, public awareness and understanding of mental retardation was becoming widespread.

Just how and by whom the Eastern Illinois Area of Special Education was organized is difficult to establish because no minutes were kept or saved of the first meetings involved in bringing this area together. It can be said, however, that the leadership came from interested educational and lay leaders in the area. Foremost among these were the county superintendents of Clark, Coles, and Douglas Counties, various local superintendents within these counties, and the first director of special education, who was a speech correctionist at the time.²⁸ As this group began to meet, other surrounding counties became interested, and the county superintendents along with their local superintendents attended the meetings. During one of these early meetings in the year

²⁸

Statement by Virgil Judge, Former Superintendent Mattoon Comm. Unit No. 2, and Aaron Gray, Former Director Eastern Illinois Area of Special Education, personal interview.

1958, the State Director of Special Education was asked to help in setting up their joint agreement.²⁹ The steps followed were almost analogous to those stated by Ray Graham (1961) in organizing a joint agreement.

1. Initial Leadership--Generally furnished by interested administrators. Their action grows from personal and community desire to provide for exceptional children.
2. Developing Understanding--Usually a great deal of community and staff education is necessary in order to develop an understanding of the Special Education program for exceptional children.
3. Preparation Meeting--Usual pattern has been to have meetings for administrators and board of education. Division of Special Education will send representatives.
4. Follow-Up Organization--Selection of a committee to draw up a joint agreement.
5. Action by Separate Districts--Action necessary³⁰ by board of education to enter joint agreement.

The actual process of carrying out the five steps enumerated by Mr. Graham involved almost two years of meetings, organization and correspondence. In April, 1962, a joint agreement establishing the Eastern Illinois Area for Special Education was drawn up and later ratified by the local boards of education wishing to become members. This legal document then provided for an Executive Council, an administrative district, and gave them legal authority to employ a director of special education and psychologists to establish the program. Mattoon

²⁹ Statement by Aaron Gray, former Director Eastern Illinois Area of Special Education, personal interview.

³⁰ Ray Graham, "Joint Agreements," Illinois Education Press Bulletin, (March, 1961), p. 44.

Community Unit District #2 was selected as the administrative district for several reasons. Of those given, three seem to be the most important: first, Mattoon was nearest the geographic and population center; second, it had the most political power; and, third, it was one of the two districts in the cooperative that had a large enough budget to withstand the yearly expenditures for special education services.³¹

During the last year of this organizational period, there were three classes for the educable mentally handicapped and four speech correctionists working in what is now the Eastern Illinois Area of Special Education.³² They had been established by the local superintendents in the districts where they were in operation. One of the motivating factors for establishing the joint agreement was to obtain psychological services in order to develop additional approved classes for the educable mentally handicapped. This was one of the major handicaps faced by the local administrators in trying to establish classes for children who, at that time, were not being provided adequate educational services.

Appendix A is a copy of the Joint Agreement document as it was originally adopted in 1962. As of this date, there have been very few changes in the document. The changes that have been made are primarily procedure.

³¹ Statement by Aaron Gray, former Director Eastern Illinois Area of Special Education, personal interview.

³² Research notes, State Department of Special Education approval forms, October, 1968.

The five school districts comprising the north central section, at the time they signed this Joint Agreement, had at least ninety-five school age educable mentally handicapped students.³³ Once the structure, legal document, and staff were agreed upon, program development moved rather fast. The special education staff and the five superintendents in this section cooperatively developed the initial plan. Arcola was to begin a primary Educable Mentally Handicapped class, and Oakland was to start an intermediate class. Tuscola, Newman, Villa Grove, and Oakland were to transport their educable mentally handicapped students between ages six and ten to Arcola; and, Oakland would provide the instructional program for the ten to fourteen year old handicapped students.

In 1962, Oakland and Arcola had the physical plant facilities to accommodate an additional class, while the other three districts did not. A financial arrangement was reached whereby each school operating a class would be paid by the district's transporting students. The actual cost of operating the class was computed by using these expense items: teacher's salary; substitute teacher's salary; educational supplies; instructional equipment; and room rent. Rent was determined by arbitrarily agreeing on an amount per day per pupil, which initially amounted to thirty cents. Two years later the district superintendents involved agreed to add into room rent a percentage of one custodian's wages.³⁴ The formula used to compute rent was: 30¢ per day per student

³³ Figure arrived at through applying .02 prevalence rate employed by the State Department of Special Education.

³⁴ Oakland Community Unit #5, "April 1962, Board of Education Minutes" (Oakland, Illinois, April 13, 1962), p. 2.

times the average daily attendance. From the total cost was deducted the amount received from the Office of Superintendent of Public Instruction for teacher reimbursement. The net cost was divided by the special class average daily attendance which gave the per student cost per day enrolled. Each district transporting students would then receive a bill at year end based on average daily attendance.³⁵ This type of arrangement was of course much less expensive than if each district operated a class of its own serving only six or seven students.

Added to the tuition cost was the expense of transporting students; which, in the case of Newman sending students to Arcola amounted to sixty-eight miles round trip each day. This mileage did not include transporting the student from his home to the local school in Newman and vice versa. The transportation system required for this special education program to function was in itself a major obstacle: the cost of which, if carried by the school district, would have been prohibitive. The State did, at this time, reimburse a district for transporting handicapped children at the rate of one-half total cost. To receive these funds there were, of course, very specific procedures that had to be followed.

Reviewing somewhat, there were five House Bills that preceded the formation of Eastern Illinois Area of Special Education that, in fact, were responsible for its existence. First, House Bill 1632 allowed districts to form joint-agreements; House Bill 422 provided funds for

³⁵ Oakland Community Unit #5, "Superintendent's Report: Board of Education Minutes" (Oakland, Illinois, May 14, 1962), p. 1.

teacher reimbursements at the rate of \$3,000.00 per teacher and reimbursement for one-half the cost for transporting handicapped students; House Bill 57 provided funds to reimburse approved special education administrators and supervisors; House Bill 1037 increased the reimbursement rate to \$5,000.00 for qualified directors of special education; House Bill 447 increased, by \$2,000.00, the reimbursement for qualified psychological examiners, creating a new rate of \$5,000.00.

Actually, these five House Bills provide the resource foundation upon which the districts mentioned above were able to build the beginnings of a special education program for educable mentally handicapped students in their section.

The discussion of how the north central section developed is not unique to this area. Generally, the same developmental pattern emerged in each of the six sections of the Eastern Illinois Area of Special Education.

One could easily have taken the southeast section, which includes Westfield, Cumberland, Casey, Martinsville, and Marshall, as an example of initial development and the responses would have been much the same. In all but two districts of the forty-two comprising Eastern Illinois Area of Special Education, nothing was being done for educable mentally handicapped students prior to the actual formation of the cooperative. Legislative action was the catalytic agent, a provider of financial assistance, which allowed districts to combine resources for the purpose of evaluating and educating handicapped pupils.

CHAPTER IV

RELATIONSHIPS AMONG EDUCABLE STUDENTS SERVED AND NOT SERVED IN ILLINOIS AND THE VARIOUS EDUCATIONAL SERVICE UNITS STUDIED

EDUCABLE STUDENTS SERVED AND NOT SERVED IN ILLINOIS UNDER THE THREE DEFINED LEGISLATIVE PERIODS

During the 1958-1959 school year, the bench mark year chosen to represent the period of initial legislation, there were a total of 36,445 eligible educable mentally handicapped students residing in Illinois. Of this total, there were 9,907 enrolled in special education programs and 26,548 not enrolled.

In the 1964-1965 school year, the year chosen to represent the period of permissive legislation, 13,736 educable students were enrolled in special programs, and 27,142 eligible educable students were not enrolled in special education programs.

There were 44,814 eligible educable mentally handicapped students in Illinois during the 1967-1968 school year. Of those eligible for special services, 19,352 were enrolled in programs and 25,462 were not.

Between 1959 and 1968, there was an actual increase of 8,359 in the number of educable mentally handicapped students eligible for special education services. This increase is proportional to the rate of increase in total student population in Illinois. The actual increase in number of educable students served or enrolled during this same period was 9,445. This increase is not proportional to the increase in total student population. Table 4, gives the true increase in the number of educable students served. This determination of true increase

was made by using the 1959 population as the base and multiplying the succeeding year populations by the percentage of educable students enrolled during 1959. The product of these two factors was then subtracted from the number of students served during the year investigated. The result of this process took into account the growth in total school population and gave the true increase in number of educable pupils enrolled.

TABLE 4

ACTUAL AND TRUE INCREASE IN NUMBER OF EDUCABLE STUDENTS ENROLLED SINCE THE PERIOD OF INITIAL LEGISLATION IN ILLINOIS

Legislative Period	Number Served	Actual increase in number served	True increase in number served	Number eligible for service
Initial Legislation	9,907			36,455
Permissive Legislation	13,736	3,829	2,700	40,878
Mandatory Legislation	19,352	9,445	7,253	44,814

These differences are better expressed in terms of percentages. Under the period of initial legislation, 27% of the eligible special students were served and 73% were not served. These figures were increased and decreased by 7% respectively for educable students enrolled and not enrolled under permissive legislation. The year chosen to represent mandatory legislation had 43% enrolled and 57% not

enrolled. The percentage figures for educable students served and not served are presented below in Table 5.

TABLE 5

PERCENTAGE OF ELIGIBLE EDUCABLE MENTALLY HANDICAPPED STUDENTS SERVED AND NOT SERVED DURING THE THREE DEFINED LEGISLATIVE PERIODS

	Initial Legislation	Permissive Legislation	Mandatory Legislation
Educable Students served	27%	34%	43%
Educable Students not served	73%	66%	57%

There was an increase of 7% in the number of special education students served between the defined periods of initial legislation and permissive legislation. There was also a 9% increase in the number served between the defined periods of permissive legislation and mandatory legislation. There was a 16% total increase in the number of educable students served since the period of initial legislation.

It is assumed from these findings that there is a difference between educable mentally handicapped students served during the three legislative periods discussed above. These findings indicate an increasing relationship between the percentage of educable students served and the legislative periods through which Illinois has progressed. It was

hypothesized that no relationship would be found among the three variables, but a relationship was determined and the hypothesis was rejected.

EDUCABLE MENTALLY HANDICAPPED STUDENTS SERVED AND NOT SERVED
UNDER THE THREE DEFINED LEGISLATIVE PERIODS
IN CHICAGO, COOK COUNTY, AND DOWN STATE

Table 6 indicates the total number of educable students served and not served in Chicago, Cook County, and Down State under the defined periods of initial legislation, permissive legislation, and mandatory legislation.

TABLE 6

EDUCABLE STUDENTS SERVED AND NOT SERVED IN
CHICAGO, COOK COUNTY, AND DOWN STATE

	Initial Legislation		Permissive Legislation		Mandatory Legislation	
	Students Served	Students Not Served	Students Served	Students Not Served	Students Served	Students Not Served
Chicago	6,105	4,253	6,842	4,017	7,765	3,301
Cook County	888	4,888	1,745	5,610	2,640	5,820
Down State	2,914	17,407	5,149	17,515	8,947	16,341

The following table shows the percentage relationships among the educable students served during the three defined legislative periods in Chicago, Cook County, and Down State.

TABLE 7

PERCENTAGE OF EDUCABLE STUDENTS SERVED IN CHICAGO,
COOK COUNTY, AND DOWN STATE

STUDENTS SERVED UNDER			
	Initial Legislation	Permissive Legislation	Mandatory Legislation
CHICAGO	59%	63%	70%
COOK COUNTY	15%	24%	31%
DOWN STATE	14%	23%	35%

For the period being studied, each of the three defined educational service units have had progressive increases in the number of educable students served.

During the period of initial legislation, there was a marked difference between the percentage of educables being served in Chicago and those being served in Down State and Cook County. The relationship between services provided by Cook County and Down State was very close. Cook County had 1% more eligible special students enrolled than did Down State; but, it had 44% fewer enrolled than Chicago.

During the period of permissive legislation, Chicago served 44% more of its eligible special students than did Down State and 39% more than Cook County.

Under the period of mandatory legislation, Chicago and Cook County maintained the same percentage relationship as during the period of

permissive legislation. At this point, Down State served 35% fewer of its special education students than did Chicago and 4% more than did Cook County. Figure one graphically presents the increases in number of eligible special students served within the three educational units discussed above.

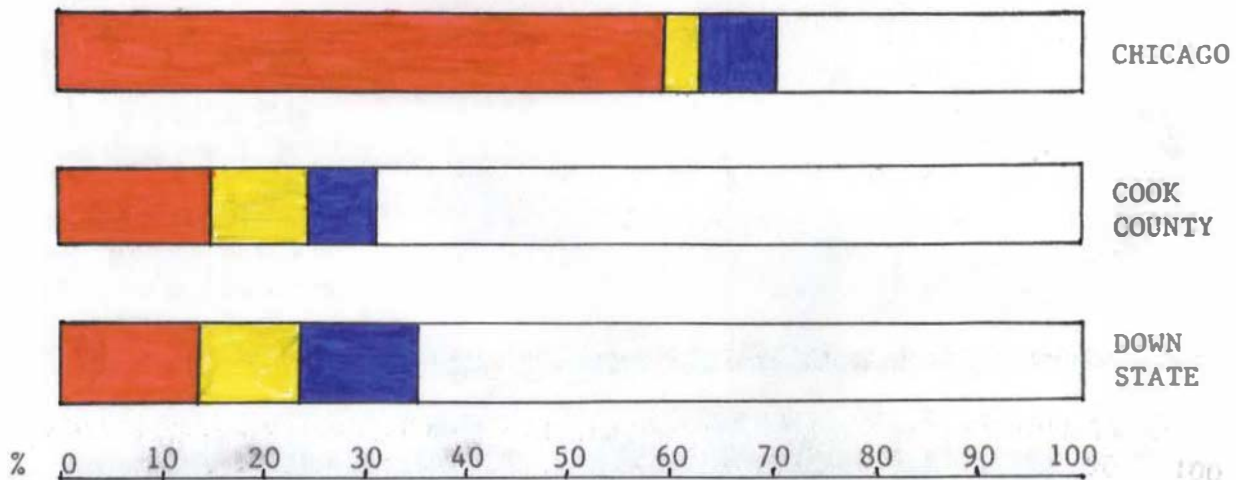


Figure 1. -- Bar graph of percentage of educable students served during periods of initial legislation, permissive legislation, and mandatory legislation in Chicago, Cook County, and Down State.

- Period under initial legislation
- Period under permissive legislation
- Period of mandatory legislation

Table 8 shows the relationships in percentage terms, of the increase in number of special students served between periods of initial legislation, permissive legislation, and mandatory legislation in Chicago, Cook County, and Down State.

TABLE 8

PERCENTAGE CHANGES IN SPECIAL STUDENTS SERVED AMONG DEFINED
LEGISLATIVE PERIODS FOR CHICAGO,
COOK COUNTY, AND DOWN STATE

	CHICAGO	COOK COUNTY	DOWN STATE
Percentage increase in number served between initial legislation and permissive legislation	4%	9%	9%
Percentage increase in number served between permissive legislation and mandatory legislation	7%	7%	12%

Under permissive legislation, Chicago implemented programs to serve an additional 4% of its eligible special student population. This is compared to a 9% increase in number of eligible special students served in both Cook County and Down State.

Under the period of mandatory legislation studied, both Chicago and Cook County increased their number of eligible special students served by 7%. This percentage increase in special students enrolled is compared with 12% in Down State.

Cook County and Down State each had a 5% greater increase in the percentage of eligible special students served under permissive legislation than did Chicago. The figures for the mandatory period studied, showed Down State as having served 5% more of its eligible special students than did either Chicago or Cook County.

Hypothesis (2), assumed no difference in percentage of eligible special education students served under initial legislation in Chicago, Cook County, and Down State. The analysis of the three variables and the various combinations thereof, resulted in: two very significant differences; and, one slight difference. The percentage differences were as follows: Chicago served 44% more than Cook County; Chicago served 45% more than Down State; and, Cook County served 1% more than Down State. Therefore, the hypothesis was rejected.

Hypothesis (3), assumed no difference in the percentage of eligible educable students served under permissive legislation in Chicago, Cook County, and Down State. The percentage relationships found were as follows: Chicago served 39% more than Cook County; Chicago served 40% more than Down State; and, Cook County served 1% more than Down State. The result of the analysis indicated two very significant differences and one slight difference. Therefore, the hypothesis was rejected.

Hypothesis (4), assumed no difference in percentage of eligible special students served under mandatory legislation in Chicago, Cook County, and Down State. The percentage relationships found were as follows. Chicago served 39% more than Cook County; Chicago served 35% more than Down State; and, Down State served 4% more than Cook County.

Hypothesis (5), assumed the existence of no relationship among the three educational service units investigated and the three defined legislative periods. First, a general relationship pattern was found of

increasing change in percentage of eligible special students being served by the three educational units studied during the defined legislative periods.

Secondly, a proportional relationship between the rate of increased change was found among the educational units for the defined legislative periods. (See Table 8). The three described educational units, each increased the percentage of eligible special students enrolled during the periods studied. The following percentages indicate the total increase since initial legislation; Chicago 11%; Cook County, 16%; and, Down State, 21%.

The results of this study indicate a: slight change between educable students served in Chicago under permissive and mandatory legislation; significant change between educable students served in Down State under permissive and mandatory legislation, and, significant change between educable students served in Cook County under permissive and mandatory legislation, (See Table 7). The hypothesis (5), was rejected.

EDUCABLE STUDENTS SERVED IN ILLINOIS AND EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

Table 9 shows the actual number of educable mentally handicapped students enrolled and not enrolled in Illinois and Eastern Illinois Area of Special Education for the three defined legislative periods.

TABLE 9

EDUCABLE STUDENTS SERVED AND NOT SERVED IN ILLINOIS
AND EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

	Initial Legislation		Permissive Legislation		Mandatory Legislation	
	Students Served	Students Not Served	Students Served	Students Not Served	Students Served	Students Not Served
ILLINOIS	9,907	26,548	13,736	27,142	19,352	25,462
E.I.A.S.E.	44	672	190	568	354	419

The following table presents the converted special student enrollment figures in percentage terms.

TABLE 10

PERCENTAGE OF EDUCABLE STUDENTS SERVED IN ILLINOIS
AND EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

	Initial Legislation	Permissive Legislation	Mandatory Legislation
ILLINOIS	27%	34%	43%
E.I.A.S.E.	6%	25%	46%

Each of the above educational units has a general relationship of increasing change in the number and per cent of eligible special students served during the legislative periods studied. The obvious difference

within the general increasing service pattern, is the proportional rate of change. Table 11 gives the percentage change in educable students enrolled in Illinois and Eastern Illinois Area of Special Education, among the three defined legislative periods.

TABLE 11

PERCENTAGE CHANGES IN EDUCABLE STUDENTS SERVED AMONG DEFINED LEGISLATIVE PERIODS FOR ILLINOIS AND EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

	ILLINOIS	EIASE
Percentage increase in number served between initial legislation and permissive legislation	7%	19%
Percentage increase in number served between permissive legislation and mandatory legislation	9%	21%

Under permissive legislation, Eastern Illinois Area of Special Education increased the number of the eligible special students served by 19%. This figure is 12% greater than the total state increase. Under mandatory legislation, Eastern Illinois Area of Special Education increased the number of eligible special education students served by 21%, which was again 12% greater than the total state increase.

Hypothesis (6), assumed no difference between the percentage of eligible special education students served in Eastern Illinois Area of

Special Education and the statewide figure under initial legislation. The findings indicate a difference of 21%. Therefore, hypothesis (6) was rejected.

Hypothesis (7), assumed no difference between the percentage of eligible special students served in Eastern Illinois Area of Special Education and the statewide figure under permissive legislation. The findings indicate a difference of 9%. Therefore, the hypothesis was rejected.

Hypothesis (8), assumed no difference between percentage of eligible special students served in Eastern Illinois Area of Special Education and the statewide figure under mandatory legislation. The findings indicate a difference of 3%. Therefore, the hypothesis was rejected.

Hypothesis (9), assumed no relationship among special students served in Illinois and in Eastern Illinois Area of Special Education during the three defined legislative periods. This hypothesis implies that the percentage of eligible special students served would remain the same for each legislative period. The percentage of eligible special students increased under both permissive and mandatory legislation in each educational unit, discussed above, (See Table 10). The findings indicate a percentage relationship between the proportional rate of change in Illinois and in Eastern Illinois Area of Special Education under both permissive and mandatory legislation, (See Table 11). Therefore, hypothesis (9) was rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The two primary purposes of this study were: to determine and describe the foundation and structure of special education in Illinois and in Eastern Illinois Area of Special Education; and, to determine and analyze the number of educable mentally handicapped students served during three defined legislative periods within various defined educational units in Illinois. The more specific purposes of the second part of the study were: (1) to determine and analyze the relationship between educable students served and those not served in Illinois under initial legislation, permissive legislation, and mandatory legislation; (2) to determine and analyze the relationship between educable students served within Chicago, Cook County, and Down State during three legislative periods; and, (3) to determine and analyze the relationship between educable students served on a statewide basis and those served by Eastern Illinois Area of Special Education during three defined legislative periods.

The second part of the study was limited to an investigation of educable mentally handicapped students served and not served during 1959, 1962, 1964, 1965, and 1968. The data was further limited and defined to best represent the periods of initial legislation, permissive legislation, and mandatory legislation in the field of Special Education.

The data collected in each category for each year was the total information available for the entire population of the group being studied. No sampling population or techniques were used in determining the results.

CONCLUSIONS

There seems to be a relationship between the increase in percentage of educable students served and the type of legislation existing.

With the exception of one educational unit, each of the units investigated served 15% or fewer of the eligible special students residing within their defined area during the period of initial legislation. Chicago was the exception, and it was serving well over half of its eligible special students.

During the period of permissive legislation, significant increases were made in the number of educable students served. The educational units investigated had the following increases in percentage of educable students served: Chicago, 4%; Cook County, 9%; Down State, 9%; Eastern Illinois Area of Special Education, 19%; and, State of Illinois, 7%.

During the years since the passage of mandatory legislation, the following increases in percentage of educable students served resulted: Chicago, 7%; Cook County, 7%; Down State, 12%; Eastern Illinois Area of Special Education, 21%; and, State of Illinois, 9%.

One year prior to the defined period of permissive legislation, and during the defined period, the General Assembly authorized the following: (1) school boards "To enter into joint agreements with other

school boards to establish programs for children of the type described in Section 14-1 . . .³⁶ of the Illinois School Code; (2) the change in formula of special education reimbursement from the excess cost formula to a formula based on professional workers; (3) an increase in rate of reimbursement for transportation costs to 50%, but not more than \$400 yearly for each child transported;³⁷ (4) a \$3,000 reimbursement for specially trained administrators and supervisors of special education;³⁸ an increase in rate of reimbursement for each qualified psychological examiner to \$5,000 annually; (5) county superintendents to enter into a joint agreement with school districts;³⁹ (6) an increase to \$3,500 in the rate of reimbursement for qualified teachers of the educable mentally handicapped;⁴⁰ and: (7) an increase in reimbursement for qualified directors of special education to \$5,000 annually.⁴¹

Each of the authorized legislative changes were implemented during or just prior to the defined period of permissive legislation. It was logically assumed that these legislative changes would have the effect of increasing the services for educable students. Of course, the findings of this study do not warrant the conclusion that legislation caused

³⁶The School Code of Illinois, 1963, op. cit., p. 101.

³⁷Ibid., p. 151.

³⁸Ibid.

³⁹Ibid., p. 101.

⁴⁰The School Code of Illinois, 1965, op. cit., p. 150.

⁴¹Ibid.

the change in percentage of educable students served within the defined educational units investigated. However, changes did occur during this period, and some relationship did exist between the eligible special students served and the legislative period.

Of the five defined educational units investigated, Chicago was far ahead in percentage of its eligible special students being served. This was true for each of the three defined legislative periods. However, Chicago had the smallest total percentage increase in number of special students served between the defined periods of initial legislation and mandatory legislation.

The reasons why Chicago served a much larger percentage of its eligible special students may be related to the following: it has a very large student population; it has a large professional staff; the need may have been more obvious; the problems related to class level and age range requirements were not so pressing as was true in small districts; and, it is a single district having different powers from other districts in Illinois.

The relationship between the increase in special students served during the defined periods of permissive legislation and mandatory legislation is certainly not so significant as that found within the other four defined educational units.

Of the five defined educational units investigated, Eastern Illinois Area of Special Education made the greatest percentage increase in the number of educable students served since the period of initial legislation. If the assumption is accepted that the school districts within

the Eastern Illinois Area of Special Education were too small and too poor to provide approved special programs singularly, then it must also be assumed that the legislation which provided financial support and allowed districts to combine resources, had an effect on the resulting increase in percentage of educable students served. This assumption seems to apply to many of the school districts in the defined Down State area. During the year chosen to represent the period of initial legislation, there were fifty-four counties in Illinois that had no programs to serve educable mentally handicapped students. Of these fifty-four counties, nearly all were sparsely populated, (See Table IV., Appendix B).

Cook County and Down State were very close in both, the percentage of eligible special students served during the defined legislative periods, and in increased percentage of educable students served between the defined legislative periods.

In 1965, the General Assembly passed House Bill 1407, which began what this paper defines as the mandatory legislation period. In essence, the legislation says that every school district in Illinois must provide education for special education students. It also provided for additional financial assistance. The specific provisions were discussed in Chapter II of this paper. It was assumed in this study that each district in Illinois would begin to make provisions and implement programs to serve each educable student residing in its district before 1969.

During the period since House Bill 1407 was passed and the school year 1967-1968, there has been a percentage increase in number of special students served within each of the educational units defined in this

study. These increases have certainly not been uniform, however. The following table presents the summary of the percentage of educable students served within each educational unit studied and the percentage differences among the defined educational units for the defined legislative periods compared to the statewide figures.

TABLE 12

PERCENTAGE OF ELIGIBLE SPECIAL STUDENTS SERVED AND THE DIFFERENCE
IN PERCENTAGE SERVED AMONG DEFINED EDUCATIONAL UNITS
COMPARED TO STATEWIDE FIGURES

	Percentage Served Under			Percentage Difference Among Educational Units and Statewide Average		
	Initial Legislation	Permissive Legislation	Mandatory Legislation	Initial Legislation	Permissive Legislation	Mandatory Legislation
State Average	27%	34%	43%			
Chicago	59%	63%	70%	+32%	+29%	+27%
Cook County	15%	24%	31%	-12%	-10%	-12%
Down State	14%	23%	35%	-13%	-11%	- 8%
E.I.A.S.E.	6%	25%	46%	-21%	- 9%	+ 3%

The data in Table 12, indicates that, compared to the statewide percentage of educable students served, Chicago serves more eligible special students, but at a decreasing rate. The data also indicates that both Cook County and Down State serve fewer of their eligible special students compared to the state average. Cook County, compared to the state average, served fewer of its eligible special students during the period of mandatory legislation than it did during the period of permissive legislation. Eastern Illinois Area of Special Education has progressed, in comparison to the state average, from the point of serving significantly fewer of its eligible special students to the point of serving 3% more.

As of the 1967-1968 school year, the following percentage of the eligible special students were not served: in Illinois, 57%; in Chicago, 30%; in Cook County, 69%; in Down State, 65%; and, in Eastern Illinois Area of Special Education, 54%.

The probability is very slight that, by 1969, all educable mentally handicapped students can be served in Illinois. Chicago may come close to serving an additional 30%, but the other defined educational units will probably not.

RECOMMENDATIONS

A replication of this study should be conducted for the same legislative periods, but using the 1969-1970 school year to represent the period of mandatory legislation. By using the enrollment data for 1969-1970, it would give a more up-to-date picture of how mandatory

legislation has actually effected the percentage of eligible special students being served.

An interesting and valuable study could be done concerning the number of needed teachers of the educable mentally handicapped in Illinois. This could be done by ascertaining the supply of individuals being trained and those trained. This data could be combined with the number of special teachers working in the field. A compilation of this data would give the supply and the anticipated supply. The demand could be determined from the number of eligible educable students not served. A study of this type would be more beneficial in determining whether or not the total mandatory legislation could possibly be implemented by 1969.

The Office of the Superintendent of Public Instruction; Department of Special Education, should formulate clear policies regarding what happens to a district that does not serve each special student residing within its district. As it now stands, it seems that any parent wanting his educable child to receive special education could legally force a local district to provide that service, even though it did not have, or have available, the staff, class facility, or financial resources.

The probability exists, that many school districts in Illinois will find themselves in legal hot water during the 1969-1970 school year.

Mandatory legislation should be retained, but some allowances will need to be made for those districts that cannot possibly provide the necessary programs by the 1969-1970 school year.

APPENDIX A

**EASTERN ILLINOIS AREA OF SPECIAL EDUCATION
JOINT AGREEMENT CONTRACT**

JOINT AGREEMENT

OF

EASTERN ILLINOIS AREA

FOR A

SPECIAL EDUCATION PROGRAM

COUNTIES OF

CLARK - COLES - CUMBERLAND - DOUGLAS - MOULTRIE - SHELBY

UNITS

SUPERINTENDENTS

AREAS OF SERVICE

Arcola
Bethany
Casey
Charleston
Findlay
Lovington
Marshall
Martinsville
Mattoon

Neoga
Newnan
Oakland
Shelbyville
Stewardson
Strasburg
Sullivan
Tuscola
Villa Grove
Windsor

Leon Sitter
Paul H. Spence
Fred A. Dale
C. J. Dintelman (SEC)
A. F. Baker
A. E. Best
C. A. Bush
Harry C. Walker
Virgil H. Judge
 (Chairman)
L. K. Voris
Arthur Leeth
John S. Barger
J. S. Deaton
Lloyd T. Elam

Marvin Rice
Lawrence H. Mann
Gerald G. Gaines
J. R. Curry

Blind
Partially Seeing
Deaf
Impaired Hearing
Educable Mentally Handicapped
Emotionally Disturbed
Gifted
Multiply Handicapped
Physically Handicapped
Psychological Services
Speech Therapy
Socially Maladjusted

COUNTY SUPERINTENDENTS

Clark	M. R. Tedrick
Coles	G. W. Dunn
Cumberland	W. Hance
Douglas	W. A. Bozarth (V. CH)
Moultrie	C. S. Davis
Shelby	Ralph Cox

A G R E E M E N T

It is hereby mutually agreed by and between the within named school districts, through their respective School Boards, to conduct a co-operative unit program of Special Education for the combined student enrollment encompassed within the total respective districts, all in accordance with resolutions, organization and policies herein contained.

R E S O L U T I O N

WHEREAS, there is a need for a program of special education at this time directed to insure better educational advantages for the children eligible under the State Special Education Program.

WHEREAS, an efficient and proper Special Education program cannot be conducted feasibly by one alone; and,

WHEREAS, Section 10-22:31 of the Illinois School Code (School code change 1962) authorizes joint agreements between several school districts, through their school boards, to establish such programs.

NOW THEREFORE BE IT RESOLVED THAT School District # _____, _____ County, Illinois be authorized to enter into a joint agreement with other school districts, and be bound thereby; and,

BE IT FURTHER RESOLVED that the President and the Secretary of this Board are hereby authorized and directed to execute said joint agreement, copy of which is attached hereto; and,

BE IT FURTHER RESOLVED that this Board hereby approves of the Program for Special Education as presented, copy of which program is attached hereto.

C E R T I F I C A T I O N

I, _____, Secretary of the Board of Education of District # _____, _____ County, Illinois do hereby certify that the above and foregoing is a true and correct copy of a certain resolution which was duly passed by said Board at its regular meeting held on the _____ day of _____ A.D., 196_____.

Secretary of the Board of Education of District # _____, _____ County, Illinois.

ATTEST:

President of the Board of Education of District # _____, _____ County, Illinois

PROGRAM
FOR
SPECIAL EDUCATION

I. NAME

The within program shall be known as the Eastern Illinois Area of Special Education, said area comprising the counties of Clark, Coles, Cumberland, Douglas, Moultrie and Shelby.

(refer to
minutes of
April 1962)

II. PURPOSE

The purpose shall be to operate a special education program to meet the needs of children residing within the school district of any and all members.

III. ORGANIZATION

A. Membership

1. Membership in this program shall be extended to all school districts within the 6 county area who enter into this agreement on or before June 7, 1962. (refer to April minutes 1962)
2. Additional membership may be granted to other school districts by a two-thirds vote of the executive council.
3. Membership shall continue, and member districts shall be bound hereby, from year to year unless, on or before the 1st day of April of any year, any member district shall notify, in writing, the Director and the Executive Council of that district's intention to withdraw at the end of that year. The Council shall advise a member district of the Council's decision to exclude that a member district from the program for the ensuing year by notice in writing on or before the 1st day of April of any current year.
4. In the event of withdrawal or exclusion of any member district from the program, said district shall be reimbursed for money due, or make payment of outstanding obligations to the program.

B. Administration

1. One member district shall be designated by the Executive Council as the Administrative District.
2. Said Administrative District shall be the parent district for purposes of reimbursements, of teacher tenure and retirement benefits, and wherever else positive legal entity is required to execute the program.

C. Executive Council

1. The Executive Council shall be composed of one representative from each member district, one County Superintendent of Schools as selected by the County Superintendents in said area, and the Superintendent of Schools of the administrative district shall serve as an ex-officio member.
2. The Executive Council shall, from its membership, elect a Chairman and a Secretary, who shall serve for a term of one year each.
 - a. The Chairman shall perform all of the functions customarily inherent in a presiding officer.
 - b. The Secretary shall perform all of the functions customarily inherent in offices of a secretary.
3. The Executive Council shall establish all policies and shall constitute the recognized entity for the conducting of all financial transactions of the program.
4. The Executive Council shall hold regular meetings, and special meetings at the call of the Chairman or any five members. All meetings of the Executive Council shall be conducted according to Robert's Rules of Parliamentary Procedure.
5. The Executive Council shall define the scope and limits of the director's duties, responsibilities, and authority with respect to the cooperating districts.
6. Two-thirds of all members shall constitute a quorum but no action shall be taken unless approved by majority vote of total membership.

IV. Director

- A. The director will be employed by the administrative district, with the approval of the Executive Council, and will be directly responsible to the Superintendent of that district and through him to its Board of Education.
- B. The Director, with the advice and consent of the Executive Council, shall recommend to the administrative district the employment of such persons as he may deem advisable.
- C. The Director, with the advice and consent of the Executive Council, shall recommend such matters as he may deem necessary or desirable for the efficient and proper execution of the program.

- D. The Director shall cause to keep complete and accurate records of all expenditures authorized by the Executive Council, of all receipts of monies by said Council, and shall do all things necessary to procure reimbursement from any source for the program.
- E. The Director shall make a complete written annual report to each member district. Eight copies of said report shall be sent to each member district and one copy shall be sent to each county superintendent of said area.

V. PSYCHOLOGIST

- A. An approved psychologist, to be approved by the Executive Council, shall be employed by the administrative district.
- B. His duties, responsibilities, and authority shall be defined by the Executive Council.

VI. OPERATION

- A. All persons employed, all means used and all schedules effected under this program shall meet the requirements as shall be, from time to time, established by the Division of Special Education of the office of the Superintendent of Public Instruction.
- B. The program shall be operated to provide special education for the children of all member districts as though one district, having regard to those most needful of such special education, age groupings, availability of personnel and facilities for classes, and the financial status of the program.

VII. TRANSPORTATION

- A. Each member district shall assume the responsibility of providing transportation for the students of that district attending the special classes organized and sponsored by the Executive Council.

VIII. FINANCING

- A. This program shall be financed per capita by all member districts.
- B. A budget of proposed expenditures shall be prepared by the Director, and presented to the Executive Council on or before May 1st of each year for approval.
- C. The entire amount of the Approved budget shall be divided by the total number of students (grades 1 through 12) enrolled as reported to the Office of Public Instruction for use in state

directory in all of the several member districts, and the quotient thus obtained shall be multiplied by the number of students (grades 1 through 12) enrolled in any member district to determine the proportion to be contributed by each member district.

- D. Each member district shall pay to the administrative district such sum of money as determined by Section C above as follows: one-half thereof on or before July 1st, and one-half on or before January 1st of each year. (Refer to October, '61 minutes).
- E. All monies received by the administrative district shall be deposited in an approved bank, and shall by voucher or check be paid out as the Executive Council shall from time to time authorize

IX. AMENDMENTS

This program may be altered or changed at any time by a two-thirds vote of the Executive Council voting by districts.

APPENDIX B

TABULATIONS OF THE VARIOUS DATA CATEGORIES
ACCUMULATED AND COMPILED BY COUNTY

TABLE I

STATISTICS CONCERNING E.M.H. TEACHERS IN EASTERN
ILLINOIS AREA OF SPECIAL EDUCATION

1967-1968

COUNTY	T E A C H E R S												
	CLASS LEVEL		SEX		CERTIFICATION		DEGREE		AVERAGE SALARY	STATE REIMBURSEMENT	TOTAL SALARY PAID E.M.H. TEACHERS	NO. NEW TEACHERS	NO. WHO RE- TRAINED IN SP. ED.
	ELEM.	SECON.	MALE	FEMALE	TEMP.	FULL	B.S.	N.S.					
Clark	3	1	1	3	1	3	3	1	\$6,621.95	\$16,000.00	\$26,487.80	2	2
Coles	7	2	4	5	4	5	6	3	7,493.61	36,000.00	67,442.58	3	7
Cumberland	2	-	-	2	-	2	2	-	7,392.50	8,000.00	14,785.00	-	-
Douglas	1	1	-	2	1	1	2	-	6,966.60	8,000.00	13,933.20	1	2
Edgar	2	1	1	2	2	1	2	1	7,441.33	12,000.00	22,325.00	1	2
Effingham	2	-	-	2	1	1	1	1	7,144.50	8,000.00	14,289.00	1	1
McClure	2	-	-	2	1	1	1	1	8,357.50	8,000.00	16,715.00	1	1
Shelby	2	1	2	1	1	2	-	3	8,880.05	12,000.00	26,640.16	1	2
TOTAL	21	6	8	19	11	16	17	10	\$60,298.04	\$108,000.00	\$202,617.66	10	17

TABLE II

1967-1968 REGULAR AND SPECIAL STUDENT ENROLLMENT DATA USED TO COMPUTE NUMBER OF SPECIAL TEACHERS NEEDED IN EASTERN ILLINOIS AREA OF SPECIAL EDUCATION

COUNTY	NUMBER OF STUDENTS PER CLASS LEVEL				NUMBER OF ELEM. E.M.H. STUDENTS NOT SERVED	NUMBER OF SEC. E.M.H. STUDENTS NOT SERVED	NUMBER OF TEACHERS PER CLASS LEVEL				E.M.H. TEACHERS NEEDED IN 1968	
	REG. ELEM.	E.M.H. ELEM.	REG. SEC.	E.M.H. SEC.			REG. ELEM.	E.M.H. ELEM.	REG. SEC.	E.M.H. SEC.	ELEM. LEVEL	SEC. LEVEL
Clark	2,198	32	1,776	16	12	20	109	3	104	1	1	1
Coles	4,510	94	4,285	30	-4	56	196	7	212	2		
Cumberland	1,270	28	994	—	-3	20	61	2	42		0	1
Douglas	3,624	15	1,793	18	57	18	166	1	99	1	4	1
Edgar	3,009	25	2,014	5	35	35	164	2	117	1	3	2
Effingham	3,550	30	1,962	--	41	39	156	2	95	--	3	2
Moultrie	1,677	20	957	--	14	19	83	2	54	--	1	1
Shelby	3,140	26	1,940	17	37	22	164	2	126	1	3	2

TABLE III

1959, 1965, AND 1968 DATA PERTAINING TO COUNTY FIGURES OF
REGULAR - VERSUS - E.M.H. TEACHERS AND STUDENTS

COUNTY	1959						1965						1968					
	STUDENTS ENROLLED			TEACHERS EMPLOYED			STUDENTS ENROLLED			TEACHERS EMPLOYED			STUDENTS ENROLLED			TEACHERS EMPLOYED		
	REGULAR	EMH	EMH NOT SERVED	REGULAR	EMH	EMH NEEDED	REGULAR	EMH	EMH NOT SERVED	REGULAR	EMH	EMH NEEDED	REGULAR	EMH	EMH NOT SERVED	REGULAR	EMH	EMH NEEDED
1. Adams	11,591	148	83		12	6	12,112	181	61	549	13	4	13,051	209	52	639	15	4
2. Alexander	3,264	--	65	--	--	5	3,113	17	45	157	1	3	2,758	47	8	130	3	1
3. Bond	2,833	--	57	--	--	4	3,064	13	47	137	1	3	3,121	29	33	150	2	2
4. Boone	4,608	12	80	1	6		5,142	14	88	212	1	5	5,830	49	68	215	3	5
5. Brown	1,076	--	21	--	--	2	1,087	--	22	47	--	2	1,058	--	21	55	--	2
6. Bureau	8,083	--	162	--	--	11	8,168	13	150	452	1	10	8,903	42	136	496	3	9
7. Calhoun	931	--	19	--	--	2	977	--	19	47	--	2	1,034	--	20	55	--	2
8. Carroll	4,556	--	91	--	--	6	4,693	--	94	244	--	7	4,901	42	56	282	3	4
9. Cass	3,190	--	64	--	--	5	3,277	--	66	143	--	5	3,322	30	36	173	2	3
10. Champaign	23,400	258	210	20	14		28,503	400	170	1,492	27	12	31,885	573	65	1,682	37	5
11. Christian	8,105	--	162	--	--	11	8,348	34	133	392	2	9	8,489	87	83	425	6	6
12. Clark	3,765	--	75	--	--	5	3,915	28	50	175	2	4	3,974	43	36	213	3	3
13. Clay	3,708	--	74	--	--	5	3,747	--	74	170	--	5	3,728	30	44	185	2	3
14. Clinton	3,432	--	67	--	--	5	3,879	--	78	162	--	6	4,764	11	84	201	1	6
15. Coles	7,994	34	125	3	9		8,508	72	98	384	4	8	8,795	122	54	408	8	4
17. Crawford	4,972	--	99	--	--	7	4,982	11	89	217	1	6	4,799	12	84	236	1	6
18. Cumberland	2,015	--	40	--	--	3	2,073	--	41	92	--	3	2,264	29	16	103	2	1
19. DeKalb	11,342	29	198	2	14		12,921	38	220	590	3	15	14,176	91	183	738	8	12
20. DeWitt	3,845	--	77	--	--	6	3,382	--	68	162	--	5	3,761	12	63	200	1	5
21. Douglas	4,708	--	94	--	--	7	5,232	15	90	247	1	6	5,417	32	76	265	2	6
22. DuPage	69,366	198	1,189	16	80		90,244	277	1,527	3,874	20	102	108,960	403	2,179	4,918	32	152

TABLE III--Continued

23. Edgar	4,900	10	88	1	6	5,325	12	95	261	1	7	5,023	24	76	281	2	5
24. Edwards	1,541	--	31	--	2	1,515	--	30	68	--	2	1,477	--	30	62	--	2
25. Effingham	4,801	--	96	--	7	5,155	25	73	219	2	6	5,512	27	83	251	2	6
26. Fayette	4,240	--	85	--	6	4,560	23	68	216	2	5	4,395	28	60	229	2	4
27. Ford	4,492	12	78	1	6	4,759	13	82	244	1	6	4,861	79	18	269	5	2
28. Franklin	7,262	72	73	6	5	7,371	78	79	355	5	6	7,977	83	72	398	6	5
29. Fulton	9,615	12	180	1	12	9,967	28	171	486	2	12	10,292	60	146	505	5	10
30. Gallatin	1,564	--	31	--	2	1,473	--	29	80	--	2	1,498	12	30	87	1	2
31. Greene	3,756	13	62	1	4	3,782	--	76	167	--	5	3,881	11	67	179	1	5
32. Grundy	4,930	--	99	--	7	5,618	12	100	265	1	7	6,019	14	106	303	1	7
33. Hamilton	1,992	--	40	--	3	1,894	--	33	98	--	3	1,790	--	36	101	--	3
34. Hancock	5,736	--	115	--	8	6,227	18	107	329	2	8	6,197	85	39	385	6	3
35. Hardin	1,466	--	29	--	2	1,277	--	26	60	--	2	1,131	--	23	67	--	2
36. Henderson	1,786	9	27	1	2	1,526	--	31	80	--	2	1,640	--	33	90	--	3
37. Henry	10,749	26	189	2	13	11,386	26	202	515	2	14	12,159	41	202	570	3	14
38. Iroquois	7,518	--	150	--	10	7,864	--	157	435	--	11	8,122	--	162	489	--	11
39. Jackson	7,968	22	137	2	10	8,712	43	131	399	3	9	9,602	140	52	478	11	4
40. Jasper	2,314	--	46	--	3	2,351	--	47	112	--	4	2,389	12	36	128	1	3
41. Jefferson	7,248	26	119	2	8	7,095	28	114	283	2	8	7,183	60	84	326	4	6
42. Jersey	3,242	15	50	1	4	3,444	19	50	139	1	4	3,869	28	49	159	2	4
43. Jo Daviess	4,242	--	85	--	6	4,454	--	89	199	--	6	4,708	--	94	243	--	7
44. Johnson	1,576	--	32	--	3	1,473	--	29	66	--	2	1,419	--	28	70	--	2
45. Kane	42,848	149	708	11	48	54,190	298	786	2,265	20	53	62,919	532	726	2,769	37	49
46. Kankakee	15,492	80	230	5	16	18,003	50	310	735	3	21	19,721	128	266	847	9	18
47. Kendall	4,076	--	82	--	6	5,404	--	108	264	--	8	6,387	40	88	334	3	6
48. Knox	11,737	64	171	4	12	12,071	64	177	558	4	12	12,431	86	163	554	5	11
49. Lake	61,535	14	1,217	1	83	73,590	259	1,213	3,220	19	81	83,344	537	1,130	3,834	35	76
50. LaSalle	20,128	78	326	6	22	22,543	81	370	1,008	6	25	24,271	126	359	1,106	9	24
51. Lawrence	4,169	--	83	--	6	4,225	--	85	197	--	6	4,082	30	52	227	2	4
52. Lee	6,849	--	137	--	10	7,366	25	122	332	2	9	7,964	48	111	379	3	8
53. Livingston	8,028	--	161	--	11	8,915	9	169	456	1	12	9,635	85	108	556	7	8
54. Logan	5,712	--	114	--	8	6,128	23	100	333	2	7	6,039	29	92	350	2	7
55. Macon	26,051	106	415	9	27	27,901	162	416	1,206	10	28	29,557	197	394	1,396	12	27
56. Macoupin	9,341	--	187	--	13	10,720	10	204	433	1	14	11,473	43	186	496	3	13

TABLE III--Continued

57. Madison	50,020	137	863		11	58	56,962	359	780	2,271	24	52	60,553	479	732	2,536	35	49
58. Marion	9,173	--	183		--	13	9,131	--	183	406	--	13	9,383	--	188	419	--	13
59. Marshall	2,498	--	50		--	4	2,763	--	55	154	--	4	2,897	15	43	180	1	3
60. Mason	3,676	--	74		--	5	3,763	--	75	196	--	5	3,928	7	72	217	1	5
61. Massac	3,111	9	53		1	4	3,019	9	51	152	1	4	3,068	--	61	170	--	4
62. McDonough	5,658	12	101		1	7	5,642	--	113	290	--	8	5,927	51	68	318	4	5
63. McHenry	16,244	31	294		2	20	19,905	35	363	875	2	25	23,380	108	360	1,102	7	24
64. McLean	16,253	56	269		4	18	18,475	117	253	910	8	17	21,663	173	260	1,089	11	19
65. Menard	2,275	--	46		--	3	2,387	--	48	121	--	4	2,557	42	9	152	3	1
66. Mercer	3,923	--	78		--	6	4,141	--	83	191	--	6	4,673	--	93	209	--	7
67. Monroe	2,518	--	50		--	4	3,047	--	61	133	--	4	3,526	8	63	153	1	4
68. Montgomery	6,309	26	100		2	7	7,104	42	100	308	3	7	7,168	62	81	328	4	6
69. Morgan	6,657	111	22		8	2	6,878	95	43	312	8	3	7,258	121	24	364	8	2
70. Moultrie	2,722	--	54		--	4	2,660	12	41	129	1	3	2,634	37	16	137	2	1
71. Ogle	9,187	15	169		1	12	9,999	45	155	475	3	11	11,014	63	157	573	4	11
72. Peoria	34,437	224	665		13	47	37,624	249	503	1,574	15	36	40,437	462	347	1,818	29	25
73. Perry	3,457	24	45		2	3	3,501	27	43	143	2	3	3,538	44	27	156	3	2
74. Piatt	3,921	--	78		--	6	4,573	12	80	260	1	6	5,125	43	60	284	3	4
75. Pike	4,571	--	91		--	6	4,321	--	86	227	--	6	4,533	--	90	254	--	6
76. Pope	815	--	16		--	1	794	--	16	30	--	1	755	--	15	34	--	1
77. Pulaski	2,540	--	51		--	4	2,469	--	49	106	--	4	2,504	--	50	118	--	4
78. Putnam	566	--	11		--	1	1,144	--	23	74	--	2	1,213	--	24	73	--	2
79. Randolph	4,522	--	90		--	6	4,950	21	78	218	2	6	5,274	38	67	254	3	5
80. Richland	3,560	--	71		--	5	3,758	12	63	165	1	5	3,988	15	65	173	1	5
81. Rock Island	30,550	132	479		12	32	33,895	152	526	1,330	10	35	36,450	178	551	1,498	12	37
82. St. Clair	47,125	152	791		11	53	55,469	365	744	2,053	24	50	60,069	589	712	2,413	43	48
83. Saline	5,720	18	96		2	7	5,313	31	75	235	2	5	5,230	63	42	256	5	3
84. Sangamon	25,285	133	373		10	25	28,071	173	388	1,184	11	27	30,975	287	332	1,157	19	22
85. Schuyler	1,660	--	33		--	3	1,741	--	35	84	--	3	1,694	--	34	85	--	3
86. Scott	1,413	--	28		--	2	1,467	--	29	71	--	2	1,437	--	29	77	--	2
87. Shelby	5,000	--	100		--	7	5,040	26	75	260	2	5	5,080	40	62	290	3	4
88. Stark	2,039	--	41		--	3	2,003	--	40	119	--	3	1,981	--	40	129	--	3
89. Stephenson	8,992	40	140		3	10	9,992	53	147	483	4	10	11,028	60	161	534	5	11
90. Tazewell	22,989	25	435		2	29	26,585	64	468	1,083	5	32	28,694	180	394	1,240	14	27

TABLE III--Continued

91. Union	3,993	--	80	--	6	3,925	48	31	179	3	2	3,834	94	17	221	6	
92. Vermilion	19,894	116	282	7	20	20,503	155	245	875	9	19	21,332	220	206	1,000	14	14
93. Wabash	3,109	--	62	--	5	2,980	16	44	136	1	3	2,946	26	33	145	2	3
94. Warren	4,648	--	93	--	7	4,868	30	67	238	2	5	5,003	52	48	251	4	4
95. Washington	1,825	--	36	--	3	1,980	--	40	110	--	3	2,092	--	42	120	--	3
96. Wayne	4,181	8	76	1	5	3,911	10	68	180	1	5	3,787	7	69	189	1	5
97. White	5,032	14	87	1	6	4,744	--	95	231	--	7	4,721	21	73	247	2	5
98. Whiteside	14,228	46	239	3	23	15,614	47	265	733	3	18	16,995	96	244	790	7	17
99. Will	31,810	92	544	11	37	41,992	209	630	1,863	15	42	50,367	434	573	2,241	29	39
100. Williamson	10,019	32	168	3	12	10,067	37	164	406	3	11	10,173	92	111	480	7	8
101. Winnebago	46,587	59	872	4	59	49,485	224	766	2,080	15	51	56,844	255	881	2,386	19	59
102. Woodford	6,150	15	108	2	8	6,871	28	109	318	2	8	7,302	29	117	358	2	8
Sub Total		<u>2,914</u>		<u>227</u>		<u>1,131,717</u>	<u>5,149</u>		<u>50,004</u>	<u>354</u>		<u>1,238,988</u>	<u>8,947</u>		<u>57,505</u>	<u>625</u>	
Cook		<u>6,993</u>		<u>421</u>		<u>910,747</u>	<u>7,586</u>	<u>10,629</u>	<u>36,086</u>	<u>571</u>	<u>709</u>	<u>976,340</u>	<u>10,405</u>	<u>9,122</u>	<u>41,437</u>	<u>781</u>	<u>608</u>
Totals		<u>9,907</u>		<u>648</u>		<u>2,042,464</u>	<u>12,735</u>		<u>86,090</u>	<u>925</u>		<u>2,215,328</u>	<u>19,352</u>		<u>98,942</u>	<u>1,406</u>	

81
TABLE IV

COUNTY FIGURES OF EDUCABLE MENTALLY HANDICAPPED
TEACHERS, PUPILS, REIMBURSEMENT

COUNTY	1959			1962			1964			1965			1968		
	NO. OF TEACHERS	PUPILS	REIMBURSED	NO. OF TEACHERS	PUPILS	REIMBURSED	NO. OF TEACHERS	PUPILS	REIMBURSED	NO. OF TEACHERS	PUPILS	REIMBURSED	NO. OF TEACHERS	PUPILS	REIMBURSED
Adams	12	148	35,967.00	12	177	35,985.00	13	181	38,538.00	14	201	49,000.00	15	209	52,479.00
Alexander							1	17	3,000.00	3	41	10,500.00	3	47	10,500.00
Bond				1	11	3,000.00	1	13	3,000.00	2	20	7,000.00	2	29	7,000.00
Boone	1	12	3,000.00	1	11	3,000.00	1	14	3,000.00	2	27	7,000.00	3	49	10,500.00
Brown															
Bureau							1	13	1,395.00	1	15	3,500.00	3	42	7,612.50
Calhoun															
Carroll										2	23	6,919.00	3	42	10,500.00
Cass										2	23	7,000.00	2	30	7,000.00
Champaign	20	258	51,000.00	22	290	65,922.00	27	400	79,467.00	36	544	120,263.50	37	573	129,300.50
Christian				2	32	6,000.00	2	34	6,000.00	4	56	14,000.00	6	87	21,000.00
Clark				1	10	3,000.00	2	28	6,000.00	4	43	14,000.00	3	43	10,500.00
Clay										1	15	3,500.00	2	30	7,000.00
Clinton													1	11	847.00
Coles	3	34	9,000.00	3	44	9,000.00	4	72	12,000.00	8	123	27,940.50	8	122	28,000.00
Crawford							1	11	3,000.00	1	8	3,500.00	1	12	3,500.00
Cumberland										2	27	7,000.00	2	29	7,000.00
DeKalb	2	29	6,000.00	2	31	6,000.00	3	38	9,000.00	6	64	19,229.00	8	91	28,000.00
DeWitt										2	32	7,000.00	1	12	3,500.00
Douglas							1	15	1,506.00				2	32	7,000.00
DuPage	16	198	47,190.00	16	191	43,926.00	20	277	58,515.00	33	415	109,795.00	32	403	112,000.00
Edgar	1	10	3,000.00	1	13	3,000.00	1	12	3,000.00	1	12	3,500.00	2	24	7,000.00
Edwards															
Effingham				1	14	3,000.00	2	25	5,400.00	2	26	7,000.00	2	27	7,000.00
Fayette							2	23	6,000.00	2	27	7,000.00	2	28	7,000.00
Ford	1	12	3,000.00	1	12	3,000.00	1	13	3,000.00	4	52	14,000.00	5	79	15,718.50

TABLE IV--Continued

Franklin	6	72	18,000.00	6	71	15,000.00	5	78	15,000.00	6	93	21,000.00	6	88	21,000.00
Fulton	1	12	2,436.00	1	14	3,000.00	2	28	6,000.00	3	42	10,262.00	5	60	16,845.00
Gallatin										1	14	3,500.00	1	12	3,500.00
Greene	1	13	3,000.00							1	11	3,500.00	1	11	3,500.00
Grundy				1	10	1,464.00	1	12	3,000.00	1	12	3,500.00	1	14	3,500.00
Hamilton															
Hancock				1	7	1,209.00	2	18	5,214.00	5	62	17,000.00	6	85	18,952.50
Hardin															
Henderson	1	9	3,000.00												
Henry	2	26	6,000.00	2	25	6,000.00	2	26	6,000.00	4	37	10,440.50	3	41	10,339.00
Iroquois															
Jackson	2	22	6,000.00	3	31	9,000.00	3	43	9,000.00	8	109	24,458.00	11	140	38,500.00
Jasper										1	11	3,500.00	1	12	3,500.00
Jefferson	2	26	6,000.00	3	23	6,000.00	2	28	6,000.00	4	45	10,500.00	4	60	12,593.00
Jersey	1	15	3,000.00	1	13	3,000.00	1	19	3,000.00	2	29	7,000.00	2	28	7,000.00
Jo Daviess															
Johnson															
Kane	11	149	32,163.00	16	198	43,998.00	20	298	57,687.00	30	443	105.00	37	532	125,583.50
Kankakee	5	80	15,000.00	11	99	20,946.00	3	50	9,000.00	7	99	24,500.00	9	128	31,500.00
Kendall				1	11	3,000.00				2	29	7,000.00	3	40	10,500.00
Knox	4	64	12,000.00	3	49	9,000.00	4	64	12,000.00	4	62	14,000.00	5	86	17,500.00
Lake	1	14	3,000.00	13	161	36,285.00	19	259	55,464.00	28	400	98,000.00	35	537	122,174.50
LaSalle	6	78	18,000.00	7	90	18,000.00	6	81	18,000.00	7	97	24,500.00	9	126	29,708.00
Lawrence										2	24	7,000.00	2	30	7,000.00
Lee				1	12	1,692.00	2	25	6,000.00	3	46	10,500.00	3	48	10,500.00
Livingston										1	9	3,000.00	4	47	12,169.50
Logan					6	1,740.00	2	23	6,000.00	2	32	7,000.00	2	29	7,000.00
Macon	9	106	21,000.00	8	118	21,000.00	10	162	30,000.00	12	196	42,000.00	12	197	42,000.00
Macoupin				2	9	3,000.00	1	10	3,000.00	1	8	3,500.00	3	43	10,500.00
Madison	11	137	32,931.00	17	243	51,000.00	24	359	72,000.00	27	356	83,902.00	35	479	121,376.50
Marion															
Marshall										1	14	3,500.00	1	15	3,500.00
Mason										1	12	3,500.00	1	7	3,500.00
Massac	1	9	3,000.00	1	10	3,000.00	1	9	3,000.00						
McDonough	1	12	3,000.00	1	14	3,000.00							4	51	14,000.00

TABLE IV--Continued

McHenry	2	31	6,000.00	2	30	6,000.00	2	35	6,000.00	5	75	16,103.50	7	108	24,500.00
McLean	4	56	11,991.00	4	58	12,000.00	8	117	22,764.00	10	166	35,000.00	11	173	38,164.00
Menard										2	28	7,000.00	3	42	10,500.00
Mercer															
Monroe							2	27	6,000.00	3	23	9,870.00	1	8	3,500.00
Montgomery	2	26	6,000.00	4	30	6,000.00	3	42	7,464.00	4	50	12,495.00	4	62	14,000.00
Morgan	8	111	24,000.00	8	100	24,000.00	8	95	24,000.00	8	119	28,000.00	8	121	28,000.00
Moultrie							1	12	3,000.00	2	23	7,000.00	2	37	7,000.00
Ogle	1	15	3,000.00	3	40	9,000.00	3	45	9,000.00	3	45	10,500.00	4	63	12,575.50
Peoria	13	224	39,000.00	14	180	36,000.00	15	249	45,000.00	25	437	82,474.00	29	462	99,806.00
Perry	2	24	6,000.00	2	21	6,000.00	2	27	6,000.00	2	29	7,000.00	3	44	9,488.50
Piatt							1	12	3,000.00	2	33	7,000.00	3	43	10,500.00
Pike															
Pope															
Pulaski															
Putnam															
Randolph							2	21	4,506.00	3	32	10,500.00	3	38	10,500.00
Richland							1	12	3,000.00	1	15	3,500.00	1	15	3,500.00
Rock Island	12	132	27,000.00	10	143	30,000.00	10	152	30,000.00	11	153	38,136.00	12	178	41,587.00
St. Clair	11	152	28,160.50	14	199	42,000.00	24	365	70,401.00	19	475	119,864.50	43	589	148,739.50
Saline	2	18	6,000.00	2	24	6,000.00	2	31	6,000.00	4	56	14,000.00	5	63	17,500.00
Sangamon	10	133	24,000.00	9	142	27,000.00	11	173	33,000.00	15	226	50,613.50	19	287	66,500.00
Schuyler															
Scott															
Shelby				1	10	3,000.00	2	26	6,000.00	3	40	10,500.00	3	40	10,500.00
Stack															
Stephenson	3	40	9,000.00	3	43	9,000.00	4	53	12,000.00	4	83	13,979.00	5	60	17,500.00
Tazewell	2	25	6,000.00	4	41	9,000.00	5	64	15,000.00	10	138	34,979.00	14	180	49,000.00
Union							3	48	9,000.00	6	82	21,000.00	6	94	21,000.00
Vermilion	7	116	21,000.00	11	144	24,000.00	9	155	26,673.00	12	198	38,062.50	14	220	49,000.00
Wabash							1	16	3,000.00	1	12	3,500.00	2	26	7,000.00
Warren				1	14	3,000.00	2	30	6,000.00	3	39	10,500.00	4	52	14,000.00
Washington															
Wayne	1	8	3,000.00	1	14	3,000.00	1	10	3,000.00	1	15	3,500.00	1	7	3,500.00
White	1	14	3,000.00										2	21	3,311.00

TABLE IV--Continued

Whiteside	3	46	8,958.00	3	46	9,000.00	3	47	9,000.00	6	88	21,000.00	7	96	24,500.00
Will	11	92	18,000.00	10	85	18,000.00	15	209	41,931.00	24	344	84,000.00	29	434	101,500.00
Williamson	3	32	9,000.00	2	28	6,000.00	3	37	9,000.00	4	55	14,000.00	7	92	20,870.50
Winnebago	4	59	12,000.00	10	94	17,475.00	15	224	43,917.00	20	278	70,000.00	19	255	66,500.00
Woodford	2	15	4,095.00	2	22	6,000.00	2	28	6,000.00	2	29	7,000.00	2	29	7,000.00
District Totals	227	2,914	\$ 620,891.50	283	3,558	\$ 852,117.00	354	5,149	\$1,039,842.00	517	7,510	\$1,800,456.50	625	8,947	\$2,154,572.00
Cook Total	69	888	191,505.00	97	1,218	263,689.00	123	1,745	361,025.00	178	2,485	620,063.50	193	2,640	670,316.50
	69	888	191,505.00	97	1,218	263,689.00	123	1,745	361,025.00	178	2,485	620,063.50	193	2,640	670,316.50
City of Chicago Total	352	6,105	1,056,366.00	373	5,841	1,117,908.00	448	6,842	1,343,442.00	556	7,032	1,762,575.50	588	7,765	1,905,018.50
	352	6,105	1,056,366.00	373	5,841	1,117,908.00	448	6,842	1,343,442.00	556	7,032	1,762,575.50	588	7,765	1,905,018.50
Grand Totals	648	9,907	\$1,868,762.50	753	10,617	\$2,233,714.00	925	13,736	\$2,744,309.00	1,251	17,027	\$4,183,095.50	1,406	19,352	\$4,729,907.00

B I B L I O G R A P H Y

- Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, and Shelby County Advisory Committee. "Master Plan of Special Education for the Eastern Illinois Area of Special Education." Unpublished Special Education Master Plan submitted to State Advisory Council for Education of Handicapped Children, July, 1967.
- Graham, Ray. "Joint Agreements," Illinois Education Press Bulletin, (March, 1961), 44-45.
- Illinois. Constitution of 1870.
- Illinois, Department of Special Education. Special Education Rules and Regulations. Special Education Publication 564, 1964.
- Illinois, Department of Special Education. Special Education Teacher Approval Procedures, 1968.
- Illinois, Division of Finance and Statistics. Fall Pupil Enrollment and Teacher Statistics, 1968-69 School Year. Circular Series A, No. 219, 1969.
- Illinois, The Office of the Superintendent of Public Instruction. The School Code of Illinois. Circular Series A, No. 155, 1963.
- Illinois, The Office of the Superintendent of Public Instruction. The School Code of Illinois. Circular Series A, No. 170, 1965.
- Oakland (Illinois) Community Unit No. 5. Minutes of the Meeting of Board of Education, April 13, 1962. (Typewritten)
- Oakland (Illinois) Community Unit No. 5 Minutes of the Meeting of Board of Education, May 14, 1962. (Typewritten.)
- _____. Personal interview with Aaron Gray, Former Director, Eastern Illinois Area of Special Education, Mattoon, Illinois. October, 1967.
- _____. Personal interview with Dr. Vernon F. Frazee, Former State Director, Department of Special Education, State of Illinois. October 5, 1967.
- _____. Personal interview with Gerald Dunn, Coles County Superintendent of Schools, Coles County, Illinois. July, 1968.

BIBLIOGRAPHY--Continued

..... . Personal interview with Gerald Gaines, Superintendent, Villa Grove Community Unit No. 2, Villa Grove, Illinois. September, 1968.

..... . Personal interview with Leon Sitter, Superintendent, Community Unit No. 306, Arcola, Illinois. August, 1968.

..... . Personal interview with Virgil Judge, Former Superintendent, Community Unit No. 2, Mattoon, Illinois. June, 1967; July, 1968.