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A Ten Year Educational Plan

For Paris Union District #95 (Paris, Illinois)
(TITLE)

BY

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1967
YEAR

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

DATE

ADVISER

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DATE

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A TEN YEAR EDUCATIONAL PLAN
FOR PARIS UNION DISTRICT #95
PARIS, ILLINOIS

by

Joseph A. Doglio

Submitted in partial fulfillment
for Field Experience, Educ. 601-602

Eastern Illinois University

Dr. Robert V. Shuff

Summer Quarter 1967

314409

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INTRODUCTION

The purpose of this field experience project is to develop a recommended long range educational plan for Paris Union District #95, Paris, Illinois.

Every educational plan must be uniquely adapted to the particular society it is to serve. The first chapter of the paper represents a collection of data about the city of Paris and its people.

Chapter II is an assessment of the present educational status. School buildings and facilities, pupil enrollment, the curriculum, and the financial basis of the school district were redelineated in this chapter.

The proposed plan is contained in Chapter III. This plan does not arrange the recommendations in a sequential series over a ten year period. The proposal lists the objectives of the educational program that should be accomplished within the next ten years according to the writer's opinion.

CHAPTER I

THE COMMUNITY

In accordance with the national guidelines for our educational system, the school is an institution that must serve the particular need of the society in which it is to operate. If a school plan is to have any merit at all it must be based upon the foundation of an accurate assessment of the society it serves. The nature of a community involves the economic basis, the government, city planning, its location, climate, public buildings and facilities, the attitudes and values of the people and the size of the population. The writer will attempt to set forth an accurate and detailed description of the community as ascertained from printed materials from the Chamber of Commerce, Paris Beacon News, personal contacts with leaders of the community, and the many publications released by interested agencies and people on the city of Paris

Nature of Community

The original plot of Paris was surveyed and laid out by Amos Williams, Edgar County surveyor for Samuel Vance. Mr. Vance donated 26 acres of land for the county seat in 1823. The Commissioners gave this land the name of Paris, after the city of Paris, Kentucky, which Mr. Vance visited often. Many of the pioneers had visited Paris, Kentucky, a center of many social functions at that time.

After much strife with other small communities of Edgar County over which one would be the county seat, Paris was chosen because

of Mr. Vance's influence and donation. In September of 1823, plans were made for the erection of a courthouse and jail. The contract for the first courthouse was for \$690. No churches had been erected in the Paris area and the courthouse acted as a religious center. The second courthouse was the gathering place of people coming to Paris to hear speeches by Abraham Lincoln. The present courthouse was built in the same location as the other two, in 1893.

Location Factors

On June 1, 1869, Paris was organized as a city entitled to a mayor and other city officials. Paris' relative location in respect to agricultural potential, mineral resources, timber, and topography has helped build a town of 10,000. Paris is located on the edge of the rich farm land in the Wabash River Valley and on land once covered by prairie grasses which left a good humus content to the land. With this rich soil available, Edgar County now produces 875,000 bushels of wheat, 1,105,000 bushels of oats, 2,276,000 bushels of soybeans and 5,310,000 bushels of corn annually.

Paris is also located near such natural resources as 23,000 acres of timber land which provides 2,000,000 board feet of lumber annually. Mineral resources include crude oil within 45 miles, strip mined coal within 35 miles, and sand and gravel near by.

Paris is located only 25 miles northwest of Terre Haute, Indiana. It is connected by both rail and highway to Chicago, Illinois, Indianapolis, Indiana, and St. Louis, Missouri. Chicago and St. Louis are 165 miles away, while Indianapolis is only 90 miles distant. The city is well-served by major transportation arteries, including U. S. Route 150, which intersects at Paris with State Routes 1, 16, and 133.

Route U. S. 40 passes only 14 miles to the south and U. S. Route 36 only 13 miles to the north. Three bus lines and three rail lines provide common carrier service. Scheduled commercial air passenger services are available in Terre Haute and Danville. Charter air service is available locally. All three factors have helped in the growth of Paris as a farm and manufacturing community.

The community of Paris is located on generally flat land except to the East-Northeast along Sugar Creek. The general evenness of the city's site has encouraged the even and continuous distribution of population. The existence of Sugar Creek has made possible the lake development to the North for both water supply and recreation and has been accompanied by some residential expansion.

Like that of the rest of the state and midwest, the climate is pleasant. Temperatures generally vary between a low of zero and a high of 55 degrees in winter and between 55 and 90 degrees in summer. The length of the growing season is approximately six months (April 26 to October 23). The average annual rainfall is 36 inches.

The physical appearance of Paris is generally attractive, despite obvious neglect and deterioration of housing in some sections of the city. Most homes are well maintained and the predominance of single-family dwellings give an impression of spaciousness. The beautiful trees lining the streets considerably enhance the overall community appearance. It is unfortunate that the lack of adequate land use regulations has permitted some developments which detract from their surrounding areas. While it appears that insufficient attention has been given in former years to overall planning for the control and guidance of land use and physical development in the city, present planning efforts indicate the desire of the authorities to give

adequate guidance and control to future development.

With the extensive water areas included in the Twin Lakes, Paris has an opportunity for recreation facilities which is seldom afforded a city of this size. Facilities around the Twin Lakes include a supervised bathing beach, a large shelter with bath houses, boating, fishing, picnic areas, a dance pavilion, various rides for adults and children, and a miniature golf course. The privately owned league baseball diamond is near by. Dance bands play for teenagers at the dance pavilion every Friday, Saturday, and Sunday throughout the summer season.

Three other, much smaller, neighborhood parks are located in the northeast, south, and western portions of the city. Each of these parks provide an attractive area with a wading pool and playground equipment for children, a large softball field, croquet courses, grills, and other facilities for cooking out and picnicing.

Other recreational facilities in the city are a nine-hole golf course owned by B.P.O.E., three baseball fields owned by the American Legion, skeet shooting and archery sponsored by Edgar County Sportsman Club, Paris Boat Club on the East Lake, two private swimming pools which are equipped with tennis courts, and District 95 tennis courts.

Community organizations in Paris which are recreational in nature but have educational value are girl scouts, boy scouts, American Red Cross Society (summer swimming lessons), Edgar County Community Concert Association, Paris Art League, 4H Clubs, Home Bureau, and the Council for Retarded Children.

Special attention will be given to the Paris Youth Center Incorporated, referred to as the "Hangar", because of its importance to the school

system and because of the close articulation that is maintained between this organization and the school system.

The "Hangar" is operated by the Paris Youth Center, Inc. as a teenage center. It is the major recreation program for this age group. Membership is open to students enrolled in grades seven through twelve in the Paris schools, and in grades seven and eight in Crestwood school (Unit 4). The "Hangar" is open at noon hour and after school until 5:00 p.m. each school day. Evening hours are from seven to nine on Tuesdays, and from seven to ten on Fridays and Saturdays. The closing hour of 10:00 p.m. is established to enable the youth to conform to the curfew law.

The program emphasizes dancing, with casual participation in pool, billiards, table tennis, and other table games. The lounge area is equipped with magazines and television and the well-equipped snack bar serves a suitable variety of food and beverages at minimum prices. It is estimated that over 10,000 attendance per month are made during the school year. The Hangar is closed during the summer months when school is not in session.

The operation of the Hangar is financed through special gifts, fund raising activities such as chili suppers, receipts from an annual fund drive, and with the proceeds from the snack bar. Membership cards are issued to students for identification. Revenue has been adequate to meet expenses for this establishment. Since Paris High School has no cafeteria, the Hangar is heavily counted upon to serve the lunch to our student body during the noon rush.

Economic Base and Type of Employment

The city's total labor force at the present time consists of

2,612 males and 1,300 females for a total of 3,912. Of this number only 281 are unemployed, leaving 3,631 jobs being filled in Paris. Of these 3,631 jobs, 2,360 are filled by the top ten product producing industries:

Zenith Radio Corporation.....	850
Midwest Body Manufacturing Company.....	300
Illinois Cereal Mill.....	260
U. O. Colson.....	210
Bastian Blessing Company.....	200
Stewart Hog Ring.....	175
Meco, Incorporated.....	120
Windbreaker--Danville Company.....	85
Goding Shoe Company.....	80
Lusterlite Incorporated.....	<u>80</u>
	2360

Further information on the top ten industries in Paris is given in Figure 1.

Another 91 jobs are provided by six firms with less than 50 people employed:

Foley Lumber Company.....	30
Butler Specialities.....	25
Paris Manufacturing Co.....	15
Litteral Lite Company.....	8
H. K. Piper Company.....	7
Erdmann Piper Company.....	<u>6</u>
	91

Approximately 1,200 people are employed by secondary activities dependent upon friends brought in to the city by local industry and government, such as neighborhood grocery stores or drugstores.

The 16 basic manufacturing industries of Paris account for 75 per cent of the money brought into the city. This gives the economy good

FIGURE 1

DATA ON THE TOP TEN PLANTS IN PARIS

	<u>Number of Employees</u>	<u>Type of Owner</u>	<u>Size of Land Site</u>	<u>Union</u>
Zenith Radio Corporation	850	Corporation	30 acres	No
	Hires 90% women to assemble television chassis, radio components, and record players for Zenith Radio Corporation located in Chicago. Assembly line work required to assemble small parts is better performed by women. The 85 men employees are better supervisors or high school dropouts who do the heavy lifting at the ends of the assembly lines and loading. Established 1960.			
Midwest	300	Corporation	31 acres	Yes
	Manufactures truck bodies. Mostly men employees who must do heavy lifting. The main work done is the making of the wooden parts of truck bodies. Processing wooden parts and making metal frames provide assembly and semi-skilled jobs. Established 1942.			
Illinois Cereal Mill	260	Foundation	10 acres	Yes
	Manufactures corn products. The corn is ground to different sizes and the ingredients of the kernel is used to make over 175 raw material products which are used by such companies or breweries, breakfast food manufacturers, hard soap manufacturers, pancake mix manufacturers, etc. Most of this work is "heavy work" although there are many people in management, sales, and research.			
U. O. Colson	210	Family		Yes
	Manufactures advertising specialities including advertising fans (heads world in production), calendars, books, pamphlets, and novelties. U. O. Colson started the company in 1893. Printing, engraving, assembly line, piece work, and sales are the main job types.			
Bastian-Blessing	200	Corporation	26 acres	No
	Produces industrial food equipment, mainly soft ice cream making machines. This plant assembles for a larger plant			

FIGURE 1 (con't)

located in Chicago. Mostly unskilled and semiskilled jobs. The plant hires mostly men due to the heavy material that must be handled in assembly. Established in 1964.

Stewart Hog Ring	175	Family	16 acres	Yes
Home grown industry that manufactures hog rings ¹ , dish washer parts, heat guards, and other types of wire products. Electroplating is performed. Mostly machine work and processing. Established in 1915.				
Meco	120	Corporation	5 acres	No
Produces G.E. jet engines, aircraft and missile components, power engine units, and power components. The labor force, male, except for office help, assembly parts made of expensive material that can be easily ruined by improper handling. The jobs usually take the engineers at the plant hours to figure out. Established in 1944.				
Danville Windbreaker	85	Corporation		Yes
Manufactures men and boy's jackets. 90% of the companies employees are women. Most of the work is pure work. The women are usually middle aged or older because the manager has found that younger girls are often unreliable workers. A few young men are hired for heavy lifting. Established in 1960.				
Goding Shoe Factory	80	Family		No
This plant makes western and service boots. The work force is 75% women. This plant was established in 1926.				
Lusterlite	80	Corporation	26 acres	No
Makes steel (pre-fab) frameworks for service stations. Nearly all male employees because of the heaviness of the material. Several welders are employed in the plant. Considerable skill is required on the welding job. Established in 1960.				

¹Hog rings are circular pieces of wire clamped into the nose of a hog to stop him from rooting. J. O. Stewart invented the hog ring, began manufacturing them and then diversified. It is still the world's largest producer of hog rings.

stability. The remaining 25 per cent of the economy is accounted for by service and retail trade with people who live outside the city limits of Paris. Businesses which supply service for people living in and around the Paris area and for people passing through Paris are listed below:

Employment by Types of Services

	Number of Employees
1. Division of Highways District Office 5	670
2. Paris Hospital	137
3. Medical Center Clinic	25
4. Central Illinois Public Service (CIPS)	27
5. General Telephone	50
6. New York Central Railroad and the Pennsylvania Railroad	87
7. Paris Beacon News	30
8. County Seat	111
9. Lodging	20
10. Finance (banks, loan companies, & credit agencies)	113
11. Entertainment	80
12. Trucking companies...48 truck drivers, 6 office help	
13. Five dentists and six receptionists	
14. Five optometrists and four receptionists	113 total
15. Four veterinarians and three receptionists	
16. Fourteen attorneys and fourteen secretaries	
17. Three chiropractors and one receptionist	

Wholesale and retail trade requires 896 local workers to meet demands in Paris. The retail sales for Paris in 1965 were 20,091,405 or 100.5 per cent of the effective buying income of Paris. Farmers, tourists, and regular customers from other communities constitute the market area for retail stores other than the city of Paris itself. Many types of trade are represented. Examples are: general merchandise, eating, drinking, clothing, furnishings, gas station, and building materials.

The Paris economy is boosted by types of jobs other than by industry.

Below is listed the types of employment, and the number of people from Paris employed in each group.

Agriculture, forestry, and fishing	99
Mining	4
Construction	269
Transportation, communications, public utilities	319
Wholesale and retail trade	896
Finance, insurance and real estate	143
Business and repair service	110
Personal service	23
Entertainment and recreational service	28
Professional and related service	373
Public administration	166

Main Service Employment

I. Division of Highway District Office Number Five.

The Highway Office, opened in 1910, services District Five which takes in east central Illinois. The payroll is over four million and composes about 14 per cent of the economic base of Paris. Over 50 per cent of the workers are from Edgar County and over 30 per cent are from Paris itself.

II. Paris Community Hospital.

The Paris Community Hospital is a non-profit organization which is supervised by a 15 member board. The patients, about 3,800 annually, come from a 30 mile radius. There are 75 beds in the hospital. The number of patients admitted from Paris is only 56 per cent of the total. Another 30 per cent comes from Edgar County.

The hospital, city, and Chamber of Commerce have gained \$1,000,000 in donations through an extensive fund drive which will be added to federal grants for a new 120 bed hospital which will be located on the edge of town. Plans to break ground are scheduled to take place in late summer, 1967.

III. Medical Center Clinic

The clinic was built recently and hires 25 employees. The doctors have their offices located in the clinic and work closely with the hospital.

IV. Central Illinois Public Service.

The Paris CIPS Company, which provides electricity to the Central part of Illinois, began operation in 1910. The work requires skilled labor and the equivalent of six years training to be a lineman. The CIPS labor force has 18 local workers and nine from the county. The linemen train young workers from the Paris area to do these jobs and skilled labor supply can be furnished by Paris men trained on the job.

V. General Telephone

Paris is the District Office for the General Telephone Company and services Edgar County. The company has 42 employees from Paris.

VI. New York Central Railroad and the Pennsylvania Railroad.

New York Central hires 90 workers from the Paris area to operate and maintain the station, tracks, switches and storage yards, and the Illinois Cereal Mill. Thirty New York Central trains pass through or stop in Paris each day. The trains are two passenger, two mail, and twenty-six freight.

The Pennsylvania Railroad has three trains daily, one local and two through. It hires only two people.

VII. The Paris Beacon News.

The Paris Beacon News is a daily newspaper with a circulation of 7,300. Of this number 5,900 are sold in Edgar County, 600 in Clark County, 160 in Coles County, and another 70 on the fringes of Indiana. The paper is family owned and was established in 1848. It hires 30 employees ,

VIII. County Seat of Edgar County.

Paris has been the county seat of Edgar County since 1823. The annual payroll of county employees is over \$300,000. There are 90 full time workers and 21 summer workers each year. The county fair is also held in Paris.

Economic Summary

Over the past 70 years, 16 industries have established in Paris by moving or originating there as a result of several locational factors. These factors include low cost, non-union labor, inexpensive land, low utility rates, particularly water and sewage, available transportation, low taxes, and by an aggressive recruitment program by city fathers.

The Chamber of Commerce estimates that one-third or 817 of the 2,451 jobs in manufacturing are occupied by people outside the Paris city limits. However, a group from Paris works in Terre Haute, Marshall, and Danville which compensate for money and job loss of the non-Paris labor force.

Four of the ten largest industries are subsidiaries of larger plants located in Chicago. These plants do the unskilled and semi-skilled labor required by the company. Such plants will remain in Paris as long as there is low cost labor which was the chief factor attracting them to Paris in the first place. If labor becomes too expensive, such companies would move to some other non-unionized town. These plants are Bastian-Blessing, Central Electronics, Lusterlite, and Windbreaker-Danville Company which together account for 32 per cent of the industrial labor force.

Bastian-Blessing, Central Electronics, Goding Shoe Company, and Windbreaker-Danville Company, which account for 32 per cent of the labor force, have a combined total of 83 per cent women on their payrolls. If the unions become too strong or even become organized in some companies, the companies have indicated they would leave Paris.

Five of the ten major industries in Paris have originated in Paris after a Paris resident saw a need for a product and began its manufacturing. These are the U. O. Colson Company, Goding Shoe Company, Illinois Cereal Mill, Mecco Inc., and the Stewart Hog Ring Company. These industries are well established and not likely to relocate. Except for Illinois Cereal Mill, these companies have low cost labor and weak unions.

The town of Paris is currently having very little unemployment. In 1965, seven per cent, 281 people were unemployed. Unemployment has remained low because of new factories moving into Paris and the expansion of older factories which keeps increasing the number of available jobs to the ever increasing labor force.

From all indications, the economy of Paris is healthy and stable at the present time. All the industries have expanded recently, are in the process of expanding, or plan to expand in the near future. When industry expands, the number of jobs increase and the number of services and retail stores increase correspondingly to meet the new customers demands.

The industries that have located in Paris because of favorable economic conditions will remain as long as these conditions exist. The economy of Paris would suffer should labor become organized, overorganized, or too high in cost. \$1.35 is considered a good hourly wage. This is a distinct disadvantage which imports an element of instability.

The future economy of Paris will depend on local factors such as aggressiveness and leadership in improving the physical community and retention of the present industries. Paris must continue to attract new industries and new sources of employment and expansion of industries already located there to hold down unemployment and to grow. In spite of some disadvantages, the city of Paris has a bright future. It has the space and potential for expansion. Skilled labor is being trained

by the high school and the companies themselves.

Family Incomes of Paris²

The trend in Paris as elsewhere is toward higher income. This is based on rising living standards and payrolls all over the United States. The average Paris family income in 1960 was \$4,933 and the largest per cent of families were in the \$5,000 to \$5,900 income bracket. 25.4 per cent of the families earned less than \$3,000 and 9.8 per cent earned \$10,000 or more per year. A breakdown of family income is shown below.

Families making under \$1,000.....	175
Families making between 1,000-1,900.....	284
" " " 2,000-2,900.....	248
" " " 3,000-3,900.....	325
" " " 4,000-4,900.....	387
" " " 5,000-5,900.....	392
" " " 6,000-6,900.....	270
" " " 7,000-7,900.....	196
" " " 8,000-8,900.....	142
" " " 9,000-9,900.....	95
" " " over 10,000.....	272
Paris median income.....	4,933

In 1963, one-half of the families in Paris had two or more wage earners and the average disposable income per family was \$5,236 according to Sales Management statistics as reported in the Paris Beacon News on August 15, 1963.

2

Figures based upon the 1960 U. S. Bureau of the Census

Resident Building Permits Issued from 1962 to Date

Many times building permits will indicate the trend in population, income, and city growth. However, the national economy can have a great influence upon building permits due to the availability of money and by controlling the interest rate on the use of money.

Figure 2 was constructed from a count of the building permits which are contained in the file of the City Clerks office. The data in Figure 2 points out: (1) that there has been a relatively even number of dwellings built from 1962 to 1965, which indicates a steady growth for that period. This trend was stimulated by the four major industries which have been located in Paris since 1960. These four plants employ 1215 at present. The increase in the number of women who supplement the family income undoubtedly has made it possible for more families to invest in a new home. (2) that the trend has been toward building more expensive homes and (3) that the national economy has played a large part in slowing down the investment in new housing during the last year and a half in Paris as it has done throughout the nation. This cannot be due to a decrease in population since nearly all of the major industries are expanding their plant facilities and are planning to hire more personnel after construction is complete.

FIGURE 2

RESIDENTIAL BUILDING PERMITS APPROVED BY THE CITY COUNCIL

FROM 1962 TO DATE

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Under 5,000	2	1	3	-	-	2
5,000-5,999	2	3	1	2	1	1
6,000-6,999	-	5	-	1	-	-
7,000-7,999	1	-	1	-	-	-
8,000-8,999	6	3	3	2	-	-
9,000-9,999	3	3	3	1	-	1
10,000-10,999	7	11	9	9	7	2
11,000-11,999	-	5	-	1	-	-
12,000-12,999	8	6	2	5	2	-
13,000-13,999	-	2	1	2	-	-
14,000-14,999	-	2	-	1	-	-
15,000-15,999	1	5	4	1	3	-
16,000-16,999	-	1	-	1	1	-
17,000-17,999	-	1	-	-	-	-
18,000-18,999	-	-	-	2	-	-
19,000-19,999	-	-	-	-	-	-
20,000-20,999	2	-	2	2	-	-
21,000-24,999	-	-	-	-	1	-
25,000-29,000	-	-	1	2	-	-
30,000-up	-	-	1	-	3	-
Total	32	48	31	32	18	6

Land Use in Paris

Paris is predominately a single family community. Very few two-family or multiple dwellings are present in the city, the biggest per cent of its land use is for single family residences.

The land of Paris is represented below.

<u>Land Use</u>	<u>Acres Used</u>	<u>Per cent of total city</u>
Single-family Residences	621.1	29.9
Two-family Residences	7.6	0.4
Multiple-family Residences	7.2	0.3
Commerce	50.8	2.4
Light Industry	34.9	1.7
Heavy Industry	27.2	1.3
Railroads	52.3	2.5
Public, semi-public	239.9	11.6
Parks and Playgrounds	45.4	2.2
Streets and Alleys	353.9	17.1
Total Developed Area	1440.3	69.4
Vacant	635.7	30.6
Total City Area	2076.0	100.0

It is important to note that 30.6 per cent of the city is vacant. A close study of this land should be made to determine possible sites for new schools.

Population Characteristics

Determination of the future population of any community is somewhat difficult, dependent as it is on many local conditions and factors and on local action as well as on economic trends in the larger region around it and in the nation as a whole.

Nonetheless, an estimate of the future population must be made to provide the basis and set the scale for the plan.

Figure three shows the past growth of Paris and Edgar County in comparison to Illinois and the United States since 1900. While the state as a whole has experienced a steady growth, roughly paralleling the United States, Edgar County has actually lost population each decade since 1910.

The city of Paris has maintained a steady increase in population since 1900. However, the increase has not kept pace with Illinois or the United States. This is to be expected as it is only another example of the consolidation of farms and of the movement of our nation from an agrarian society to an urban society.

The total loss of population by Edgar County has exceeded by 1,975, the gain made by Paris. Since the county population includes that of Paris, this means that the number of persons in Edgar County, outside of Paris, has declined from about 22,000 to less than 13,000, or 41 per cent, during the last 50 years. Paris has increased by 3,748 people, or 46.9 per cent.

The age distribution of the community as compared to Edgar County is shown in figure four. Figure five gives a further break down of the county population, while figure six relates other population characteristics of the population under scrutiny.

FIGURE 3

COMPARISON OF PARIS POPULATION GROWTH TO EDGAR COUNTY,
ILLINOIS, AND THE UNITED STATES SINCE 1900

	<u>United States</u>		<u>Illinois</u>		<u>Edgar Co.</u>		<u>City of Paris</u>		% U. S. Popula- tion
	Popula- tion (1,000's)	% inc.	Popula- tion (1,000's)	% inc.	Popula- tion	% inc.	Popula- tion.	% inc.	
1900	75,995	20.7	4,882	26.0	28,273		6,105	---	.0081
1910	91,975	21.0	5,639	15.5	27,336-3.3		7,664	21.0	.0083
1920	105,711	14.9	6,485	14.0	25,769-7.7		7,985	4.2	.0076
1930	122,775	16.1	7,631	16.1	24,966-3.1		8,781	10.0	.0072
1940	131,669	7.2	7,897	3.5	24,430-2.1		9,281	5.7	.0071
1950	150,697	14.5	8,712	10.3	23,407-4.2		9,460	1.9	.0063
1960	175,000	16.2	10,081	13.6	22,550-3.7		9,853	4.1	.0056
1970	211,000	----	-----	----	-----		10,500*	---	-----
1980	-----	----	-----	----	-----		11,500*	---	-----
1985	-----	----	-----	----	-----		12,500*	---	-----

*Estimates by Bartholmew & Associates in, The Comprehensive Plan, July 1960.

FIGURE 4

AGE DISTRIBUTION OF PARIS COMPARED TO
EDGAR COUNTY BY FIVE YEAR AGE GROUPS*

	<u>Edgar County</u>	<u>Rural</u>	<u>Paris</u>
Total	22,550	12,727	9,823
Under 5	2,160	1,276	884
5-9	2,195	1,316	879
10-14	2,054	1,221	833
15-19	1,517	991	606
20-24	1,123	591	532
25-29	1,040	468	572
30-34	1,380	722	658
35-39	1,399	789	610
40-44	1,388	769	619
45-49	1,446	851	595
50-54	1,339	780	559
55-59	1,259	709	550
60-64	1,098	591	507
65-69	1,030	561	469
70-74	881	478	403
75-over	1,313	640	673

*1960 U. S. Bureau of the Census

FIGURE 5

AGE DISTRIBUTION OF THE EDGAR COUNTY POPULATION*

Under 1	447
1	403
2	426
3	452
4	432
5	437
6	457
7	422
8	462
9	417
10	403
11	391
12	432
13	494
14	334
15	334
16	359
17	354
18	261
19	209
20	214
21 (Over)	14,410

*1960 U. S. Bureau of the Census

Figure four indicates that there is a preponderance of 300 to 400 children in each five-year bracket up to age 20 living in rural Edgar County when compared to the Paris population. The age brackets 20 to 35 combined are approximately equal (1,781 in Rural-1,762 in Paris). The gap again widens from ages 35 to 60 with an average of 161 more per five year age bracket living in the rural area. In the remainder of the comparison age 60 and over show an average of only 55 persons in favor of the rural area.

From this one might hypothesize that the children who are raised in the rural areas are relocating in Paris or in another residential area while many of the working population from 35 to 60 are continuing farm work as their livelihood. Apparently, the movement from the rural area as induced by the past 50 years will continue for some time to come.

Figure six bears out the age group movement as observed in the above paragraph. This chart indicates the high percentage of persons 65 and older in the country and city population as compared to the state average. This is probably due to the number of farmers who move to Paris upon retirement. Figure six also indicates the increase in the number of households which was 8.8 per cent during the 1950-1960 decade.

FIGURE 6

COMPARISON OF POPULATION CHARACTERISTICS: PARIS, EDGAR COUNTY, AND ILLINOIS

	<u>Edgar County</u>	<u>Paris</u>	<u>Illinois</u>
% Non-White	0.5	0.9	10.6
% Under 18 years old	33.1	30.9	34.1
% Between 18-64	52.6	53.4	56.2
% 65 and over	15.3	15.7	9.7
Fertility Ratio	45.1	42.3	48.3
Households	7,557	3,497	
% Increase in households since 1950	0.5	8.8	19.3
Persons per house	2.97	2.80	3.18
Average education	10.3		
% Born in state	80.6		
% Moved in house 1958-60	20.6		23.8

POVERTY IN EDGAR COUNTY

A poverty index prepared for the Illinois Office of Economic Opportunity to assist in waging its war on poverty provides ratings on several key considerations of a community. Basic Systems, Inc., a New York firm, made the study which was released by The Sunday Courier and Press of Evansville, Indiana, on April 25, 1965. The poverty index was derived by ranking the 102 counties in Illinois in eight different categories which reflect the degree of poverty. These eight categories are described below and indicate Edgar County's ranking:

A rating of 1 would indicate the greatest poverty.

	<u>Rank</u>
<u>Low Income:</u> The number of families with incomes under \$3,000 annually-----	28
<u>Unemployed:</u> Civilian labor force 14 years and over-----	25
<u>Aid to Dependent Children:</u> Number on ADC-----	26
<u>Drop-out Rate:</u> Number of enrollees in the ninth grade in 1960-1961 who were not in the 1964-1965 graduating class-----	101
<u>Less Education:</u> Percentage of persons over 25 who have less than 8 years of education-----	86
<u>Tuberculosis Rate:</u> New cases reported in 1963-----	23
<u>Infant Mortality Rate:</u> (Rate per 1,000)-----	6
<u>Unsound Housing;</u> All housing classified as dilapidated, deteriorating, or sound in all ways but plumbing facilities-----	46
OVER ALL RANK-----	27

This report indicates that Edgar County is rated low on amount of ADC received, income, and unemployment which coincides with the economic report outlined in this chapter. Encouraging are the facts that indicate a high level of education average and the low dropout rate. The Bureau of the Census indicates that the median school year completed in Edgar County was 10.3 in 1960.

CHAPTER II

THE SCHOOL SYSTEM

Charter of Paris Union School District

April 15, 1869

The Charter contains the following:

Section 1. A definite description of the boundaries of the district with the stipulation that no boundary shall be taken, therefrom, except by act of the Legislature of Illinois.

Section 2. Establishes a six man board, and delineates the powers of the board. The powers are identical to those of Unit districts.

Section 3. Appointed first school head by name and established the procedure for election of future schoolboards.

Amendment to Section 3- (1952) Created a seven man board which operates the same as Unit districts.

Section 4. Establishes convening meeting, oath to U.S. and Illinois constitutions and specifies that a president, clerk, and a treasurer (not a board member) be elected by the board.

Section 5. States that one meeting is to be held each month, establishes a ~~quorum~~ quorum at four members, calling of a meeting and authorization to spend money in treasury.

Section 6. Authorizes the appointment of two commissioners to make transition for the charter district, division of land, school funds,

real estate and personal property, notes, bonds, and obligations from the township to the Charter district.

Section 7. Specifies that control of funds, property, bonds or obligations shall be transferred and delivered to the Board of Education of Paris Union School District.

Section 8. Specifies that a report (budget) be prepared by Paris Union School Board and delivered to the county superintendent for proportion of revenue.

Section 9. Instructs the board to establish schools for all children in district between ages of 6 and 21. This section also describes powers of board. All powers given to the Chartered district are in effect for all schools in the state of Illinois. The only peculiar power which has long been forgotten is number seven which reads:

To appoint three persons, whose duty it shall be to conduct all examinations of pupils for admissions to any department or grade of said school or for promotion therein, and to appoint other officers, committees, or agents, as they shall deem best or most conducive to the interests of said school.

Section 10. Recognition by the state as a district and the rights to all other aspects of the school code except where indicates by this charter.

Section 11. Duty of board to determine amount of money needed and to levy taxes.

Section 12. Power to borrow ~~monies~~.

Section 13. Gives board power to float a bond issue for building purposes. This section specifies that the bond indebtedness can be only three per cent of the assessed valuation of the district, that bonds issued shall not exceed five years and that the interest on the bonds shall

not exceed ten per cent. (This has been violated on several bond issues).

Section 14. Provides for free education.

Section 15. President and clerks must sign legal documents.

Section 16. Bonding of the treasurer.

Section 17. Specifies duties of the treasurer.

Section 18. Payment for extraordinary services to members of the board and the treasurer authorized.

Section 19. Treasurer shall report to board as required.

Section 20. Establishes a fine for the treasurer in case of neglect or failure to perform his duties.

Section 21. Present directors of districts in effect before the foundation of the charter district shall continue until the new district is formed.

Section 22. Approved by legislature on March 26, 1869 and to take effect April 15, 1869.

The first addition to the district was in 1908. There have been many other additions and annexations of territories which were approved by the school board.

In reviewing the charter, I can see no difference in powers or right from those outlined in the school code which apply to the schools of Illinois.

School Buildings and Facilities

A. Paris High School

Paris High School is located two blocks from the square of the city. It is a complex of buildings covering all but one corner of a square block. State Route 1 and U. S. Route 150 flow into the two main roads through town, Main and Central Streets. These two streets form the East and West boundaries of the high school. Considerable noise is created by the traffic and there is the ever present dangerous situation created by students crossing these streets. A concrete alley passes through the campus, separating the main building from the gymnasium and shop building. The district's administrative offices are located in an old brick residence on the site. There is no outdoor play area. The shop building was constructed in 1957, the gymnasium in 1941, and the main building in 1908. The main building was partially remodeled in 1957. The science rooms were remodeled in 1965 and the rear of the auditorium was eliminated to make room for three new classrooms and a guidance suite which can accommodate three counselors and a reception-filing room.

1. The Main Building

The main building absorbs all classes except music, physical education, home economics, industrial arts, and agriculture. The building has 24 classrooms. These rooms are traditionally arranged to accommodate from 25 to 32 students. They contain chairs with writing arms, a teacher's desk, and other basic equipment such as film screens, tables, bookcase, and cabinets. There are three or four large windows in each room, the floors are made of wood, and there are ample chalk boards and

bulletin boards, in most of the rooms; however, several rooms need to have the older chalk-boards replaced. The plaster walls are eroding in many places, especially on the walls bordering the outdoors. Many of the shades are in need of repair or replacing. The ceilings are covered with sound absorbing material. Lighting is considered adequate. The new classrooms in the auditorium are very attractive.

1 Physics Room: The physics room has been remodeled with wood paneling, modern windows which offers diffused lighting. New chalkboards, bulletin boards, a teacher's work table-desk, a center lab facility and two station tables. A storage room in the rear of the room contains all necessary equipment for physics experiments. This room is also used for math classes. Title III funds were utilized in remodeling.

1 Chemistry Classroom: Also remodeled with Title III funds in 1965. A new teacher's lab desk has been added to the room which contains writing chairs and stair step rows of seats. Wood paneling and new chalk board render the room an attractive appearance.

Chemistry Laboratory: Remodeled with Title III funds. Contains wood paneling, new flooring, new lab facilities, and a storeroom for supplies and equipment. 20 to 23 students can be accommodated during a lab session. This room adjoins the chemistry classroom.

Biology Room: The biology room also was remodeled in 1965 with wood paneling and new flooring. Two station lab tables are used for students. This room is only used as a classroom and not as a lab room. Most biology classes are from 25 to 30 students and there is little space in the room for other than student desk station.

Audio Visual Room: A small storeroom off one of the classrooms has been converted into an audiovisual room.

Typing Room: The typing room is of sufficient size to accommodate 40 to 45 students. A separate typing table and chair are provided for each student. The large windows on two walls make the room exceptionally difficult to maintain moderate room temperature. This room has leaked for years and it is not uncommon to have several waste baskets catching water during a prolonged rain. This is in the process of being repaired.

1 Study Hall: The "rec" study hall is used for freshmen and sophomores. It is extremely drab, contains only a set of encyclopedias and a few reference books. The tables are cafeteria type tables and folding chairs are used to seat the students. This room often accommodates up to 100 students. The environment contributes to misconduct among the students. The windows around the study hall have heavy wire mesh (3 inch squares) on the outside of the windows to prevent window breaking due to their location. The floor is concrete and is sealed with appropriate paint and sealer.

Library: The library seats 100 which is adequate for our school population. This is the nicest room that we have in the building. The furniture is of the best quality and shelving is adequate. This room is used as a study hall for juniors and seniors during class time.

Auditorium: The auditorium contains 400 seats and a stage with auxiliary rooms off both sides of the stage. This room has been left to deteriorate to the point of shambles. The draperies over the large windows are rotted through, the paint on the walls is old and dirty, the curtains are in need of replacement, the seats are still the original ones. They are badly

marked up. Several of the seats have been refinished under the workstudy plan recently, however.

Gymnasium: The girls gym is in need of a good face lifting. The floors are rotting out and the woodwork needs painting. The floor is strictly a basketball floor and does not lend itself well for physical education classes. It is used only by the girls which is a distinct advantage to our curriculum. The shower rooms and dressing rooms are adequate.

Principal's Office: The principal's office contains two rooms. One room is utilized by two full time secretaries and the second room is used by the principal at one end and a full time teacher secretary at the other. There is a book case with plywood backing which divides the two. However, the paneling lacks three feet from reaching the ceiling and affords little privacy for the principal.

Teacher's Lounge: The teacher's lounge is a small room of inadequate size which contains wall lockers, two long tables and several straight back chairs. The teachers have purchased a refrigerator and a sofa, and a soda dispenser and coffee urn have been added for refreshments.

Teacher's Workroom: Equipment, books, and magazines are being acquired for a teacher's workroom which will be located in a small room located in the boy's gymnasium near the library.

Guidance Suite: There are three small rooms and a reception room in the guidance suite. The rooms are small but do afford the counselors a private place in which to work and talk to students and teachers.

Restrooms: The building has adequate restroom facilities on the main floor for both boys and girls. However, there is only a small girl's restroom on the top floor. There is a large girl's restroom and a small

restroom for boy's (2 urinals, 1 stool and two basins) located on the basement floor.

Boiler Room: The boiler room is located on the basement floor. Two large gas furnaces are utilized to heat the building.

2. Boy's Physical Education Building

The boy's gym is strictly a basketball facility. It is extremely well constructed, but affords little floor space for physical education activities. Since there is no outdoor play area available, the boy's gym classes have to be crammed onto the gym floor for their activities all during the school year. The permanent bleachers seat 3400. The locker rooms are adequate for both basketball and physical education classes. Auxillary rooms are: chorus, band, and home economics. The band and chorus room are adequate for classes but storage space for instruments and music is limited. The home economics rooms are adequate although there have been considerable distractions caused by the leaks in the walls.

3. Industrial Arts-Agriculture Building

The "shop" building was constructed in 1957. This building is divided in half. The agriculture department has one classroom adjoining a large shop room in its division. These facilities are large enough and well-equipped enough to provide a good environment for the ag students. The industrial arts side of the building contains a drawing room, a wood-working room, and a metal working room. A finishing room and a small office form auxillary rooms off the wood shop while a small office was designed for the metal room. There are no storage room for supplies

in the shop building. The increased industrial arts enrollment cannot be easily accommodated by existing facilities.

B. Elementary Schools

Three of the six elementary schools are over 50 years old, one is 40 years old and two are new. A brief discussion of the schools that serve the students in the first eight grades will give the reader an overall view of these facilities.

1. Mayo Grade and Junior High School.

The Mayo School was constructed in 1928, and houses about 505 students. The first six grades each have one class and accounts for 151 of the student body. All of the seventh and eighth grades in the district attend Mayo. Six classrooms are used for the elementary students and 14 classrooms house the other two grades. The building also contains a library, study hall, cafeteria, and gymnasium. The school is located on one city block. One half of the land area, 2.6 acres, is used for the setting of the building and there is no spare room for athletics and sports. The building channels the curriculum almost entirely into academic subjects. The building does not allow room for such subjects as fine arts, applied arts (industrial arts and home economics), business education such as typing and bookkeeping or other exploratory courses.

2. Memorial.

This school is the newest and the largest of the elementary unit, being constructed in 1956. This nine room school has the largest site of any of the grade schools, 2.7 acres, but even this site fails to meet state standards.

The school houses students from K through 6, and a particularly desirable feature of the school is that classrooms K through 3 are self contained. Extras include an all-purpose room (gymnasium and cafeteria), a teacher's lounge, an office, an audio visual room, and a music room. The EMH class is held at Memorial.

The EMH classes are held in a former home located near Memorial School. A small separate playground is provided for these children.

3. Wenz.

Constructed in 1953, this school has seven classrooms, a small all-purpose room, a smaller room which was constructed for audio visual but it is being used for music practice and instruction. It also contains a teacher's lounge and an office. The 1.4 acres is an inadequate site for an elementary school. (K through 6)

4. Vance.

Vance is an eight room school built in 1911. The kitchen and dining area is small, but attractive and clean. Music and audio visual instruction share a basement room. The site is about 2.2 acres. This school lies between two major highways and, in addition, adjoins an industrial and commercial section. (K through 6)

5. Tanner.

Tanner is the oldest school building in the district and was constructed in 1899. It is an eight room school housing grades 1-6. The cafeteria and kitchen are located in the basement. The site is extremely small (one acre) but it has an all weather surface and all new playground equipment. No kindergarten classes are held at Tanner.

6. Redmon.

This unit located in the southern section of Paris lies between two major streets, Main and Central. Built in 1907, this school has eight classrooms. The cafeteria is located in the basement and is relatively large and attractive. One small room has been set aside for audio visual education. The rooms at Redmon have been redecorated and on the whole they are very attractive.

C. School Athletic Field

The Paris Athletic Field has a football field with a track around its edge. A football practice field, a baseball field, and three tennis courts are located in one area. This area is so far from all schools that it is only used for sports and on occasion for Mayo P.E. classes.

D. St. Mary's Parochial School

The St. Mary's School on Connelly south of Edgar St. is the only parochial school operating in Paris. Students of the parish attend this school until the ninth grade at which time they go to Paris High School.

E. Crestwood Unit 4

Crestwood does not belong to Unit 95 but it will be included at this point for future reference. This school is located on a 30 acre site off Highway 150. There are 23 regular classrooms, a special room, rooms for industrial arts, home economics, and music, a library, a kindergarden room, and a gymnasium and cafeteria. Last year Crestwood had an enrollment of 718 in the first eight grades. All of their students attend Paris High School. The District pays tuition to send its students to District 95.

F. School Site Sizes

The state recommended site for an elementary school is 5 acres plus one acre for each 100 students. None of the school sites in the Paris district meets these recommendations. Listed below are the actual site sizes shown in comparison with the recommended sizes.

<u>School</u>	<u>Actual Site Size</u>	<u>Recommended Site Size</u>
Paris High School	2.2 Acres	19 Acres
Mayo School	2.6 "	10 "
Memorial School	2.7 "	8 "
Redmon School	1.6 "	7 "
Tanner School	1.0 "	7 "
Vance School	2.2 "	8 "
Wenz School	1.4 "	8 "
Crestwood School (Unit 4)	30.0 "	12 "
St. Mary's (Parochial)	2.0 "	7 "

Pupil Enrollment

After collecting enrollment figures from state reports, previous studies of the district, North Central reports, and Unit 4 administration, I have found that there are many conflicting figures which make it difficult to determine a numerical projected enrollment by grade or by groups of grades. I have included the various data that I have uncovered so that others may refine them to the point of consistency thereby making them more valid.

The enrollment figures show a definite gradual upward trend over the past 23 years. I have drawn some conclusions from this trend which are related at the end of this chapter.

The Illinois School Consulting Service listed the past, present, and projected enrollment for District #95 in its 1962 study. These figures are shown in figure seven.

The enrollment by grade taken from the last day's attendance report by the elementary and high school teachers is shown in figure eight. This is a section of the Annual School District Report (to state).

The average enrollment reported for District 95 in the Annual School District Report claiming average daily attendance reimbursement is shown in figure nine. These reports are made in June after each school year. Figure nine also shows the average enrollment for Unit 4, grades 9-12, as submitted to the North Central Association each year in October.

Figure 11 is a predicted enrollment completed by the Unit 4 superintendent this year.

FIGURE 7
 PAST, PRESENT, AND PROJECTED ENROLLMENT
 District #95
 (Illinois School Consulting Service-1962)

YEAR	Enrollment by Grade														H. S. TOTAL	Dist. #95 TOTAL
	K	1	2	3	4	5	6	7	8	G. S. TOTAL*	9	10	11	12		
1949-50		156	132	152	127	108	123	136	119	1,053	197	174	138	126	635	1,688
1950-51		130	142	135	161	132	108	121	142	1,071	204	165	172	123	664	1,735
1951-52		157	131	151	138	149	134	112	124	1,096	218	171	137	139	665	1,761
1952-53		201	148	134	139	135	126	142	113	1,138	200	195	160	120	675	1,813
1953-54	97	204	175	151	127	137	131	156	131	1,212	166	176	173	147	662	1,971
1954-55	115	183	202	171	132	130	131	135	158	1,242	213	162	160	166	701	2,058
1955-56	147	168	171	209	169	127	128	141	139	1,252	239	207	156	160	762	2,161
1956-57	173	193	155	157	205	158	128	125	132	1,253	229	230	173	137	769	2,195
1957-58	148	205	179	142	159	201	163	119	109	1,277	209	251	183	140	783	2,208
1958-59	184	179	195	174	137	163	196	169	117	1,330	207	213	169	178	767	2,281
1959-60	161	217	174	176	164	139	159	194	169	1,392	199	199	186	156	740	2,293
1960-61	161	168	197	158	160	153	137	152	161	1,306	271	187	183	175	816	2,283
1961-62	189	188	166	198	163	168	159	157	138	1,337	305	252	174	167	898	2,424
1962-63	***	199	183	162	193	159	164	155	153	1,368	255	299	230	163	947	2,315
1963-64	***	202	194	178	158	188	155	160	151	1,386	250	250	272	216	989	2,375
1964-65	***	195	197	189	173	154	183	151	156	1,398	252	245	228	256	981	2,379
1965-66	***	198	190	192	184	169	150	178	147	1,408	257	247	224	214	942	2,350
1966-67	***	198	193	185	187	179	165	146	173	1,426	235	252	226	210	923	2,349
1967-68		198	193	188	180	182	174	161	142	1,418	266	230	230	212	938	2,356
1968-69			193	188	183	175	177	170	157		242	261	210	216	929	
1969-70				188	183	178	171	172	166		261	237	238	197	933	
1970-71					183	178	173	167	168		265	256	216	223	960	
1971-72						178	173	169	163		269	260	234	202	965	
1972-73							173	169	165		260	264	237	219	980	
1973-74								169	165		263	255	241	222	981	
1974-75									165		263	258	233	226	980	
1975-76											263	258	236	218	975	

*Kindergarten is omitted from the projections and from the totals, because it is too hard to forecast. Enrollment in kindergarten is not required, so the enrollment tends to vary considerably. With a stable population, the kindergarten enrollment can be expected to remain from 175 to 200 for the foreseeable future.

FIGURE 8

TEACHERS REPORTED ON THE LAST DAY
OF SCHOOL AS RECORDED ON THE STATE ANNUAL REPORTS

Year	K	1	2	3	4	5	6	7	8	Sp.	G.S. Tot.	9	10	11	12	H.S. Tot.	Dist.
																	#CS
1944-45	***	167	174	159	154	152	139	132	141	***	1218	205	172	187	118	682	1900
1945-46	***	171	158	154	161	154	153	141	135	6	1233	185	183	148	162	678	1911
1946-47	***	172	150	141	149	130	137	144	141	***	1164	190	162	166	146	664	1828
1947-48	***	195	165	128	140	149	129	157	132	***	1195	179	165	129	140	613	1808
1948-49	***	164	168	161	133	135	142	135	133	***	1171	208	153	138	111	610	1781
1949-50	***	156	133	154	128	108	123	136	119	***	1057	202	178	140	126	646	1703
1950-51	***	135	137	134	162	134	109	124	144	***	1079	214	175	178	126	693	1772
1951-52	***	180	153	171	157	166	146	127	131	***	1231	215	177	124	153	669	1900
1952-53	***	187	155	140	135	133	157	136	110	***	1153	212	199	162	124	697	1850
1953-54	101	223	199	163	147	153	141	157	126	14	1424	188	184	182	156	710	2134
1954-55	129	202	225	192	143	141	146	141	159	20	1498	227	172	169	168	736	2234
1955-56	182	200	162	165	222	165	132	132	136	27	1213	244	286	170	135	755	2268
1956-57	195	213	174	178	235	175	137	118	130	22	1577	229	230	173	137	769	2346
1957-58	160	235	208	164	175	213	177	116	109	35	1592	244	227	195	149	815	2407
1958-59	199	212	217	195	148	178	206	180	124	18	1677	212	224	179	179	794	2471
1959-60	161	217	174	176	164	139	139	174	169	12	1565	199	199	186	156	764	2305
1960-61	161	168	197	158	160	153	137	152	181	15	1511	271	187	183	175	816	2327
1961-62	186	182	160	194	167	165	167	153	141	15	1530	293	246	166	163	868	2398
1962-63	192	245	187	193	211	176	185	180	150	22	1719	180*	194	153	105	632*	2662 (311)
1963-64	156	191	174	185	160	199	155	171	161	21	1573	253	261	241	218	973	2546
1964-65	152	173	196	186	154	167	196	161	169	18	1572	166	139	141	146	592*	2499* (335)
1965-66	163	188	174	186	186	154	168	201	165	17	1602	197	166	137	155	655*	2595 (338)
1966-67	166	182	181	173	179	185	147	156	192	19	1580	164	166	144	110	584*	2491 (327)

*Unit 4 students were not included in state reports by grades. The number of tuition students reported by District 95 annual report is shown in parenthesis. The district total includes Unit 4 students in grades 9 through 12.

AVERAGE ENROLIMENT FOR DISTRICT AS COMPUTED FROM STATE REPORTS

	<u>Elem.</u>	<u>H. S.</u>	<u>Tuition Students</u>	<u>Total</u>
*1944-45	1016	575	193	1591
*1945-46	1035	574	191	1609
*1946-47	986	577	183	1563
*1947-48	1004	548	167	1552
*1948-49	988	555	187	1543
1949-50	1057	625	199	1682
1950-51	1079	693	233	1772
1951-52	1177	669	219	1846
1952-53	1158	653	218	1811
1953-54	1274	664	235	1938
1954-55	1345	702	229	2047
1955-56	1321	687	230	2008
1956-57	1358	727	224	2085
1957-58	1401	762	240	2163
1958-59	1424	738	254	2162
1959-60	1405	721	252	2126
1960-61	1458	777	272	2235
1961-62	1453	840	295	2293
1962-63	1476	910	311	2386
1963-64	1497	922	313	2419
1964-65	1491	935	335	2426
1965-66	1538	938	338	2476
1966-67	1510	933	324	2443

FIGURE 10

PARIS HIGH SCHOOL ENROLLMENT AS REPORTED
TO THE NORTH CENTRAL ASSOCIATION EACH OCTOBER

1953	9	10	11	12	Total	Grada
1953-4	166	176	173	177	662	110
1954-5	213	162	160	166	701	142
1955-6	239	207	156	160	762	151
1956-7	218	206	176	153	753	144
1957-8	209	251	183	140	783	127
1958-9	207	213	169	178	767	138
1959-60	199	199	186	156	740	151
1960-1	269	190	176	171	806	151
1961-2	293	246	166	163	868	157
1962-3	273	270	212	151	906	144
1963-4	232	254	240	213	939	---
1964-5	254	219	239	224	936	---
1965-6	269	251	111	220	939	---
1966-7	263	270	235	294	962	---

FIGURE 11
 PREDICTED ENROLLMENT
 COMMUNITY UNIT NO. 4 EDGAR COUNTY
 1966-75

YEAR	GRADES														TOTALS			
	K	1	2	3	4	5	6	7	8	9*	10	11	12	EMH	K-8	9-12	K-12	+ or -
1952-53		101	80	91	69	82	70	75	53	71	49	61	31	10	631	212	843	
1966-67	94	109	83	87	78	88	97	97	85	89	84	83	71	10	828	327	1155	+ 312
1967-68	97	94	109	83	87	78	88	97	97	96	89	84	83	10	840	352	1192	+ 37
1968-69	96	97	94	109	83	87	78	88	97	107	96	89	84	12	841	376	1217	+ 25
1969-70	100	96	97	94	109	83	87	78	88	104	107	96	89	12	844	396	1240	+ 23
1970-71	101	100	96	97	94	109	83	87	78	98	104	107	96	14	859	405	1264	+ 24
1971-72	102	101	100	96	97	94	109	83	87	85	98	104	107	14	883	394	1277	+ 13
1972-73	100	102	101	100	96	97	94	109	83	99	85	98	104	16	898	386	1284	+ 7
1973-74	103	100	102	101	100	96	97	94	109	83	99	85	98	16	918	365	1283	+ 1
1974-75	102	103	100	102	101	100	96	97	94	114	83	99	85	16	911	381	1292	+ 9

NOTE: Figures given are maximum number if conditions in District No. 4 remain constant. This takes into account people moving in and moving out at present rate. Average gain is 17.12 children per year.

*9th grade includes St. Mary's that are in Dist. #4.

COMPARISON OF ENROLLMENTS REPORTED BY ILLINOIS
CONSULTING SERVICE. LAST DAY REPORT BY TEACHERS
AND AVERAGE ENROLLMENT ON STATE REPORT

1949-50	Illinois Consulting Service	Last day-Report by teachers	Average Enrollment State Report
1949-50	<u>1688</u>	<u>1781</u>	<u>1682</u>
1950-51	1735	1703	1772
1951-52	1761	1772	1846
1952-53	1813	1900	1811
1953-54	1971	1850	1938
1954-55	2058	2134	2047
1955-56	2161	2234	2008
1956-57	2195	2268	2085
1957-58	2208	2346	2163
1958-59	2281	2407	2162
1959-60	2293	2471	2126
1960-61	2283	2305	2235
1961-62	2434*	2327	2293
1962-63	2315*	2398	2386
1963-64	2375*	2662	2419
1964-65	2379*	2546	2426
1965-66	2350*	2499	2476
1966-67	2349*	2595	2443
1967-68	2356*	2491	

*Projected Enrollment

COMPARISON OF HIGH SCHOOL ENROLLMENT COMPUTATIONS

	<u>Illinois School Consulting Service</u>	<u>Last Day Report By Teachers</u>	<u>Average Enrollment (State Reports)</u>	<u>North Central Report</u>
1949-50	635	646	625	
1950-51	664	693	693	
1951-52	665	669	669	
1952-53	675	697	653	
1953-54	662	710	664	662
1954-55	701	736	702	701
1955-56	762	755	687	762
1956-57	769	769	727	753
1957-58	783	815	762	783
1958-59	767	794	738	767
1959-60	740	764	721	740
1960-61	816	816	777	806
1961-62	898	868	840	868
1962-63	947*	943	910	906
1963-64	989*	973	922	939
1964-65	981*	897	935	936
1965-66	942*	993	938	929
1966-67	923*	911	933	962
1967-68	938*			<u>1040*</u>

*Total registered for Paris High School on June 1, 1967.

COMPARISON OF ELEMENTARY ENROLLMENT COMPUTATIONS

Ill. School

	<u>Consulting Service</u>	<u>Last Day Report By Teachers</u>	<u>Average Enrollment (State Reports)</u>
1949-50	1053	1057	1057
1950-51	1071	1079	1079
1951-52	1096	1231	1177
1952-53	1138	1153	1158
1953-54	1212	1412	1274
1954-55	1242	1298	1345
1955-56	1252	1513	1321
1956-57	1253	1577	1358
1957-58	1277	1592	1401
1958-59	1330	1677	1424
1959-60	1392	1561	1405
1960-61	1306	1511	1458
1961-62	1337	1530	1453
1962-63	1368*	1719	1476
1963-64	1386*	1573	1497
1964-65	1398*	1572	1491
1965-66	1408*	1602	1538
1966-67	1426*	1580	1510
1967-68	1418*		

*Projected enrollments less kindergarten

Figure 12, A, B, and C, is a comparison of the data on student enrollments for the high school, elementary schools, and the total school population.

Observations:

1. There has been a steady increase in both elementary and secondary enrollments over the past 23 years.
2. Average enrollment figures stand the best chance to be the most valid since they were obtained by adding the total pupil-day attendances to the total pupil-day absences and dividing by the number of days school was in session as reported on the state report.
3. The parochial elementary school, St. Mary's, must be considered when projecting enrollments. Presently St. Mary's enrollment is approximately 200. An average of 25 students graduate from St. Mary's school each year.
4. Unit 4's enrollment increased 197 students in grades K through 8 from 1952 to 1966. Their projected enrollment shows an increase of 137 in the next eight years. District 95 gained 352 students during the same span of years in grades K through 8.
5. The enrollment predictions completed by the Illinois Consulting Service is consistently low in projection of the elementary grades and of grand totals. The prediction of 928 for Paris High School in 1967-68 school year appears to be too low when compared to the 1040 students signed up for classes next fall.
6. The industry that has established in Paris since 1960 has added to the job opportunities of the city. These plants have continued to grow during the past seven years. There has been an increase of 313 jobs from the top 10 industries in Paris from 1963-1966.
7. The number of building permits indicates that people want to invest

in Paris and apparently see a future in the city thus adding stability to the school population.

8. The new hospital will mean an increase in staff personnel and will add to the attractiveness of the city.

9. The United States and the State of Illinois will continue to grow. This will cause a tendency toward increased growth in all areas as well as in increase the need for new industry to support the added population.

10. Paris continues to be attractive to new industry because of its economic labor market and its ideal location for "daughter" industries of Chicago plants.

Conclusions:

Paris school district has all indicators pointing toward a continued slow growth in school enrollment. The past growth would seem to be the best yardstick to use in predicting future growth. Obviously significant changes in economic stability, location of industry in the vicinity, a greater retention rate of pupils or other unpredictables can change the situation completely. These factors lead the writer to believe that one can, at best, determine a general trend for the future growth of school enrollment. This was pointed out by the Curriculum Survey of Paris in 1962. Because it is necessary to set limits to any study, the writer must stop his pursuit of this topic lest he will not get this paper completed.

A refinement of the figures presented, a more explicit study of the plans of our industry to expand is needed. A survey of real estate dealers to determine the demand for housing, building permit analysis, and many

*Comparison of the number of employed as reported by Directory of Paris Manufacturing and Processing Firms, 1963, and figures reported by Charles Womack in his thesis, "An Economic Base Study of Paris, Illinois."

other factors need to receive further study in order to make projected enrollments more valid.

However, some estimates must be made for the next ten years about the enrollment for the purposes of establishing a basis for a ten year plan. The predicted enrollment increases are shown in Figure 13.

I consider these predictions to be minimum. If this plan or a similar plan for Paris schools is adopted and implemented, the city would become even more attractive to industry and the student enrollment would consequently increase much more rapidly. If the situation of the city and schools remain static we can look for the enrollment trend indicated by the prediction.

FIGURE 13

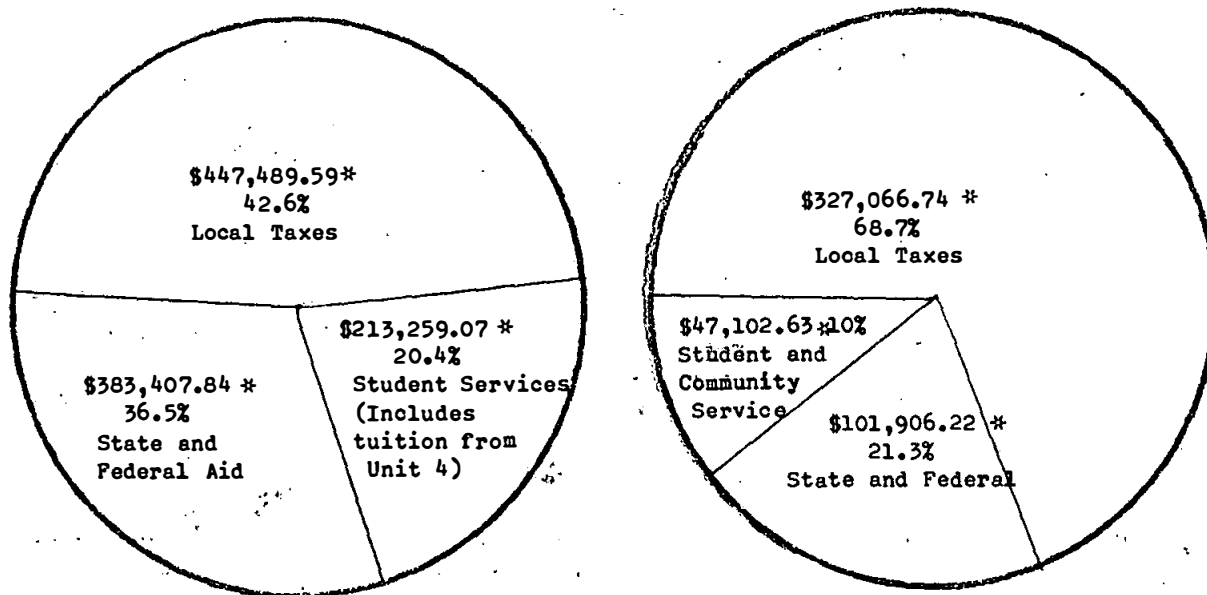
PAST, PRESENT, AND PREDICTED ENROLLMENT OF DISTRICT 95,
DISTRICT 4, AND TOTAL FOR THE TWO DISTRICTS.

	Grade			Paris	Paris	Total
	Grade 1-8	Grade 1-8	Grade 1-8	High	Total	Total
	Paris #95	Unit 4	St. Mary's	School	Doesn't	Paris
					Include	and
					Unit 4	Unit 4
1945-46	1035			574	1609	
1950-51	1079			693	1772	
1955-56	1321			687	2008	
1960-61	1405			721	2235	
1961-62	1453			840	2293	
1962-63	1476			910	2386	
1963-64	1497			922	2419	
1964-65	1491			935	2426	
1965-66	1538			938	2476	
1966-67	1510	828	200	933	2443	3271
1967-68	1510	840	202	985	2498	3338
1968-69	1515	841	204	985	2500	3341
1969-70	1535	844	206	990	2525	3369
1970-71	1555	859	208	1000	2555	3414
1971-72	1575	883	210	1010	2585	3468
1972-73	1595	898	212	1020	2615	3513
1973-74	1615	918	214	1035	2650	3568
1974-75	1635	911	216	1050	2685	3596
1975-76	1655	921	218	1055	2720	3641
1976-77	1675	931	220	1080	2755	3686
Total 10-year increase	165	103	20	147	312	415

The Financial Status of Paris School District
and Unit #4

The financial condition of a school district often limits the educational program offered and the size and type of school building construction. Therefore, it is important that a careful analysis of the local school finances be made. The following aspects of Paris Union District #95, and Edgar County Unit #4 are presented here: sources of income, local per-pupil wealth, local tax effort, bonded indebtedness, and school expenditures.

A. Sources of Income



Total expenditures- 1,049,066.07 * Total expenditure- 476,075.59 *

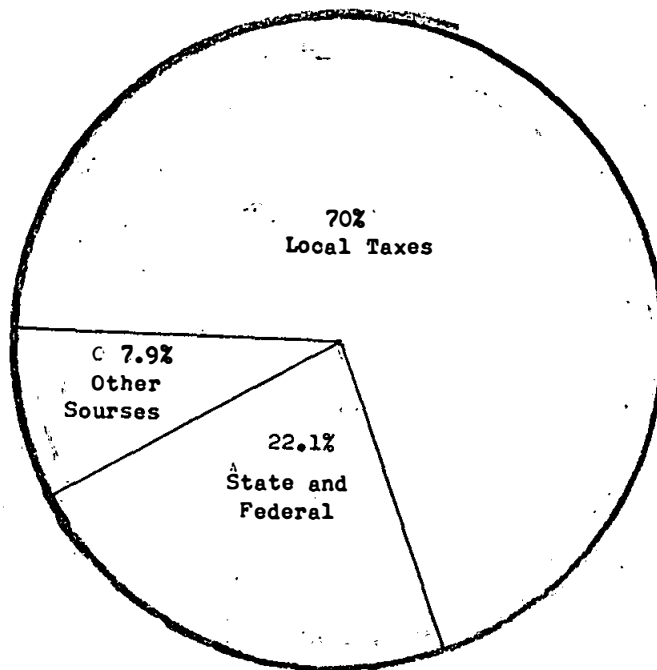
The percentage of total income for the 1964-1965 school year is shown in graph form above. The 1964-1965 school year was used for this purpose because this was the only comparable data that could be obtained.

*Source of Data: Illinois Public School Financial Statistics 1964-1965 School Year, Curricular Series A Number 188, Office of Superintendent of Public Instruction, Springfield, Illinois.

More recent data is available and should be obtained to up-date the graphs.

Significant facts shown by the graphs are:

1. Paris District #95 pays only 42.6% of the cost of educating its youth through local taxes, ~~contrariwise~~, Unit #4 pays 68.7% of their total cost with local taxes.
2. District 95 received 36.5% of its revenue from state and federal sources while Unit #4 receives only 10% of its necessary receipts from this source:



STATE AVERAGE 1964-1965

3. Unit 95 obtains almost twice the average percentage of state and federal funds as does the average school district whereas the district pays approximately 1/3 less local taxes than the average school district in Illinois.

The year ending June 30, 1966, can shed further light on the sources of revenue. The Audit Report for District #95 for the year ending June 30, 1966, relates the following facts:

1. Total actual moneys received from educational revenue: 955,584.10
2. Total actual moneys received from building fund revenue: 109,269.56

The educational revenue for 1965-1966 was 89.7% of the total taxes received. Considering the educational fund and building fund separately, the following division of tax burden can be shown:

<u>Source</u>	<u>Educational Fund</u>	<u>Building Fund</u>
Local taxes	33.5%	36.0%
State and Federal	43.5%	39.7%
Tuition	12.6%	14.4%
Student and Commu- nity Service and Interest	10.4%	9.9%

Unit 4 shows the following distribution for the same year:

Total from Educational Revenue \$500,278.49

Total from Building Revenue 76,816.52

Educational Revenue is 87% of the total.

Fund Revenue Sources:

Local taxes	73.5%	67.3%
State and Federal	15.2%	14.7%
All others	11.3%	18.0%
	<u>100.0%</u>	<u>100.0%</u>

These figures only substantiate the earlier statements made about the 1964-1965 comparison.

The recent increase in state foundation base from \$330 to \$400 per pupil is shown in figure 14. Note that both Units 4 and 95 will receive substantially more state aid. This will increase the percentage of

EFFECTS OF THE \$400 FOUNDATION BASE RAISE
BY ILLINOIS ON DISTRICT 95 AND 4*

State aid school districts in Edgar County are receiving this year using a foundation base of \$330 and a qualifying rate of 90¢ per \$100 of assessed valuation.

Col. A School District	Col. B Assessed Valuation	Col. C Sept. 1966 Ave. Daily Attendance	Col. D Flat Grant ADA x \$47	Col. E Equalization ADA x \$283 minus Col. B x .0090	Col. F (D+E) Total (Flat Grant + Equalization)
Unit 2	\$29,215,213	\$591.52	\$27,801.44	-----	\$27,801.44
Unit 3	16,604,795	401.85	18,886.95	-----	18,886.95
Unit 4	31,114,186	1062.88	49,955.36	\$20,767.37	70,722.73
Unit 5	15,197,959	404.68	19,091.96	-----	19,091.96
Dist. 95	27,803,101	2083.09	97,905.23	339,286.57	437,191.80

State aid school districts in Edgar County would receive using a foundation base of \$400 and a qualifying rate of \$1.00 of assessed valuation.

Unit	Assessed Valuation	Sept. 1966 Ave. Daily Attendance	Flat Grant ADA x \$47	ADA x \$353 minus Col. B .0090	Total
Unit 2	\$29,215,213	\$591.52	\$27,801.44	-----	\$27,801.44
Unit 3	16,604,795	401.85	18,886.95	-----	18,886.95
Unit 4	31,114,186	1062.88	49,955.36	\$64,054.78	114,010.14
Unit 5	15,197,959	404.68	19,091.36	-----	19,019.36
Dist. 95	27,803,101	2083.09	97,905.23	475,299.76	555,204.99

Two districts, Scotland Elementary District 23 and Scotland High School District, have been omitted as they have too much assessed valuation to receive any equalization money. The only districts that would benefit from the "proposed" legislation would be Unit 4 and Paris 95. These two districts would have a marked increase in equalization money.

*Figures compiled by Carl Jones, Edgar County Superintendent of Schools.

state aid in comparison to local effort for both units.

Per Pupil Wealth

Assessed valuation comparison:

1952-20,669,000.00	27,632,747.00
<u>1965-27,803,101.00</u>	<u>31,141,439.00</u>
Gain-7,134,101.00	3,508,439.00

Gain of last year for District 95 was \$1,156,295 in assessed valuation.

In order to gain a concept of the ability of a school district to support its educational system, the assessed valuation per pupil is used for comparison. This figure is devised by dividing the total assessed valuation of the district by the number of students to be educated in the district. The following assessed valuation figures are taken from state publications* and are offered to allow the reader to compare the ability of Units 4 and 95 to pay with other units in the state.

Assessed Valuation	ADA	Assessed Valuation per pupil
Dist #95 - 27,803,101	2,803	13,347
Dist #4 - 31,114,186	1,062	29,273

To gain an idea of the significance of these figures, it can be stated that the state circulars rank Dist. #4 as being fifth from the top of a list of 147 schools with 1,000 A. D. A. and above.

Unit 95 is on the same list as Unit 4 and rates 115th out of 147 schools in the same category.

*Basic State Aid Claims Statistics, 1966-1967 School Year Circular, Series A Number 188, Superintendent of Public Instruction. and

*1965 Assessed Valuation and 1966 tax rates, Circular A Number 198, Superintendent of Public Instruction.

These statistics indicate the reason why Unit 95 gets so much more state aid than District 4. District 4 has more capital to back each student and can raise most of the money needed for the \$330.00 per student base with the \$.90 qualifying rate.

B. Local Tax Effort

An educational program depends on more than the financial ability of the district. A study of the tax effort exerted by the local district is necessary to reveal how much the district has been willing to support the schools. The local tax effort will be examined in two ways.

One method is to compare tax rates with maximum permitted by state law. The board of education of a community unit school district may levy \$1.60 per \$100 assessed valuation for education and \$375 per 100 assessed valuation for building. The educational levy may be raised by referendum to \$2.50.

District 95

1966 Levy

Education	\$378,181.24
Building	105,050.52
Transportation	8,404.36
Municipal Retirement	14,007.08
Junior College	8,404.38
Bonds	64,431.20

1. The 1966 educational tax levy was .85 per cent of the maximum permitted without authorization by the voters of the district.
2. The educational tax rate is only 54 per cent of the maximum which could be levied by referendum.

Unit #4

Educational.	\$468,438.92
Building	22,307.18
Transportation	9,560.60
Bond and Interest.	47,800.50

Another method of studying the tax effort is to compare the local school tax rate with the rates of the representative districts.

I have chosen to compare each district with 9 other districts whose assessed valuations are approximately the same. These schools were taken from the 1965 assessed valuations and 1966 tax rates in descending order.

	Assessed Valuation per pupil	Educ. Levy	Bldg.	Bonds	Total	Rank
Beardstown	13,649	1.25	.25	.267	1.823	8
Plainfield	13,606	1.6468	.1503	.3984	2.3520	4
Staunton	13,556	1.5066	.2500	.1429	1.9454	7
Wauconda	13,503	2.0000	.2500	.777	3.0470	1
Trico	13,382	1.5000	.2500	.4200	2.2300	5
Paris #95	13,347	1.25	.2500	.2310	1.7845	10
Jerseyville	13,312	1.25	.2500	.2344	1.8011	9
Crete Monee	13,205	2.100	.2500	.4525	3.0181	2
ViVarden	13,091	1.7750	.3390	.2430	2.4670	3
Marseilles	12,743	1.5800	.1875	.2905	2.090	6
Tuscola	33,074	.9377	.1325	.1682	.2628	10
Tolono	29,292	1.5000	.2500	.2248	2.0644	2
Paris Dist.	29,273	1.2000	.1720	.1440	1.5360	9
Peotone	28,041	1.6500	.3750	.3660	2.4160	1
Fairbury	27,860	1.2500	.2500	.2152	1.7580	5

	Assessed Valuation per pupil	Educ. Levy	Bldg.	Bonds	Total	Rank
Havana	27,793	1.3817	.2330	.0102	1.8282	3
Arcola	26,597	1.2438	.1857	.1818	1.6262	8
Gibson City	26,380	1.2500	.2500	.2508	1.7980	4
Porta	25,571	1.2800	.2500	.1740	1.7440	6
Quincy	25,267	1.2500	.2720	.1387	1.7068	7

The schools selected for comparison with Unit 4 came from the same source as for District 95. These schools were ranked from three to thirteen on the list of assessed valuation per pupil listing. Putnam, listed second, and Hershey listed eleventh, were not included in the list because their tax rates could not be located by the writer.

From the foregoing discussion on tax effort, the following observations are listed:

1. Unit 95 and Unit 4 are in a good position to raise a great deal more revenue before having to seek voter approval.
2. Both districts have very low tax efforts when compared to other unit districts which have more than 1,000 A. D. A. Paris is rated last on the list and Unit 4 is rated ninth out of ten in local tax effort. The districts to which the schools were compared had similar finance behind each pupil.

C. Bonded Indebtedness

A school district in Illinois may only issue bonds up to 5% of its total equalized assessed evaluation. The current bonding power of the two districts is shown below:

Total equalized assessed valuation	27,808,101. ⁹⁵ 00	31,144,186. ⁴ 00
Per cent bonding limit	.055	.055
Total bonding power	1,399,405.00	1,557,209.00
Less outstanding bonds	400,000	320,000
Current bonding power	990,405.00	1,237,209.00
Combined bonding power of the two districts		990,405 1,237,209 <u>2,227,614</u>

D. Revenue Received By District's 95
and 4 in 1965-66 School Year

<u>Educational Fund</u>	<u>Unit 4</u>	<u>District 95</u>
Local taxes	368,058.01	319,927.92
General State Aid	76,327.13	416,422.49
School Lunch	45,338.57	61,685.02
Tuition	508.79	119,660.84
All Other	<u>10,045.97</u>	<u>37,887.83</u>
Total	500,278.49	955,584.10
Combined total for education	500,278.49	955,584.10
Total	<u>1,455,862.59</u>	
<u>Building Fund</u>	<u>Unit 4</u>	<u>District 95</u>
Local taxes	50,604.92	63,985.16
Tuition	211.60	34,441.30
Transfer in	26,000.00	-----
Other	-----	<u>10,843.09</u>
Total	76,816.52	109,269.55
Total	76,816.52	109,269.55
Total	<u>186,086.07</u>	

Transportation Fund

	<u>Unit 4</u>	<u>Dist. 95</u>
Local taxes	5,884.20	5,118.40
State aid	26,748.00	1,351.60
Transfer in	35,485.10	7,709.68
Transfer out	<u>981.53</u>	<u>-----</u>
Totals	75,865.18	14,908.68

Combined totals	75,865.18
	<u>14,908.68</u>
Totals	<u>90,773.86</u>

GRAND TOTAL

Unit 95	1,148,673.12
Unit 4	699,869.77
Total	<u>1,848,542.89</u>

E. Expenditures By Unit 4 and 95
in the 1965-66 School Year

UNIT 4

Administration

	<u>Educ.</u>	<u>Bldg.</u>	<u>Trans</u>	<u>Bonds & Int.</u>
Administration	21,691.66	-----	-----	-----
Instruction	340,297.41	-----	-----	-----
Health	324.16	-----	35.54	-----
Operation	-----	29,597.26	57,174.67	-----
Maintenance	53.50	3,076.32	618.85	-----
Fixed Charge	1,279.81	3,581.02	4,247.29	6,750.00
Student and Community Service	-----	-----	-----	-----
Service	43,363.48	-----	-----	-----
School lunch program	-----	-----	-----	-----
Other	7,509.38	-----	-----	-----
Capital Outlay	-----	3,119.77	113,788.83	-----
Board Principal retired	-----	-----	-----	-----

	<u>Educ.</u>	<u>Bldg.</u>	<u>Trans.</u>	<u>Bonds & Int.</u>
Transfer out	662,085.10	-----	-----	-----
Other expenditures	-----	3,000.00	-----	-----
Total expenditures	476,604.50	39,365.37	75,865.18	41,750.00
Excess over expenditures	23,673.99	37,451.15	None	872.39
Total				
TOTAL EXPENDITURES	633,585.05			

	<u>Educ.</u>	<u>Bldg.</u>	<u>Trans.</u>	<u>Bonds & Int.</u>
Administration	28,005.67	-----	-----	-----
Instruction	718,474.42	-----	-----	-----
Health	1,294.97	-----	-----	-----
Operation	63,045.99	-----	14,908.68	-----
Maintenance	4,171.70	26,979.55	-----	-----
Fixed Charges	4,007.71	25,618.67	-----	13,198.24
Student & Community Service	118,291.62		-----	-----
	118,291.62	1,224.00	-----	-----
School lunch program	13,048.62	-----	-----	-----
Other	-----	-----	-----	-----
Capital Outlay	-----	62,807.58	-----	-----
Board Principal Retired	-----	-----	-----	45,000.00
Transfer out	7,709.68	-----	-----	-----
Total expenditures	958,050.38	116,629.80	14,908.68	58,198.24
Excess (deficiency) of revenue over expenditures	(2,466.28)	(7,360.24)	(None)	(2,138.95)
TOTAL EXPENDITURES #95		1,157,607.62		
# 4		1,633,585.05		
TOTAL		1,791,192.67		

Total expenditure per pupil	#95	\$560.00
	# 4	694.56

In summary, both units are in good financial standing. They are meeting their debts with a minimum tax effort when compared with districts of similar economic status. The bonding power of Unit 4 is more than adequate under the present arrangement while District 95 would have to move slowly in new building programs due to low bonding power. Together, the districts would have excellent opportunity to build new schools.

Students

In considering the students which School District 95 serves, it is necessary to evaluate the student body as to intelligence as compared to others outside the district, the range of school achievement, aptitudes, interests, family background, values, discipline, morals, basic beliefs, desire to learn, the type of vocational orientation that they have acquired, and many more such items. This is enough on which to write an entire thesis so I will limit myself to an overview of our students. Because of my association with high school students, the discussion will be centered on grades nine through twelve.

Compared to the National Norms of the High School Placement test our students scored as shown below. The date of the tests were in March so that the average student should have scored 8.7.

<u>Intelligence</u>		<u>School Achievement-Grade Equivalent</u>			
		<u>Reading</u>	<u>Arithmetic Comp.</u>	<u>Language Arts</u>	<u>Composite</u>
1962	103.1	9.1	10.2	9.6	9.6
1963	102.9	8.8	10.5	9.6	9.6
1964	105.0	8.9	10.6	9.9	9.8
1965	106.1	8.9	10.9	10.4	10.0
1966	103.5	8.8	9.2	8.6	8.7

The speed of school achievement and intelligence of the entering 9th graders can be shown by listing the achievement on the various categories of the high school placement test for the past five years. The following charts show the number of students who scored in each decile.

FIGURE 15
INTELLIGENCE QUOTIENTS

	Percentiles									
	Below 78	78-83	84-89	90-95	96-101	102-107	108-113	114-119	120- 125	126+
1962	6	14	16	26	45	52	32	35	12	11
1963	3	10	19	31	45	41	37	23	13	8
1964	1	11	17	31	38	46	55	29	19	12
1965	2	4	15	25	46	52	55	32	20	14
1966	-	7	9	13	45	69	24	42	37	21

	Reading Grade Equivalent									
	Below 4.8	51-59	60-71	72-83	84-95	96-107	108-119	120-131	132- 143	144+
1962	2	27	18	60	26	34	35	35	20	0
1963	2	27	26	46	39	44	34	7	5	0
1964	3	24	15	69	53	40	35	17	2	1
1965	0.5	33	32	44	58	43	37	15	4	0
1966	--Frequency distribution scale not comparable--									

	Arithmetic Grade									
	Below 4.8	51-59	60-71	72-83	84-95	96-107	108-119	120-131	132- 143	144+
1962	2	14	18	29	38	40	35	40	20	12
1963	0	12	28	22	16	29	44	35	36	6
1964	2	7	13	28	43	37	41	47	34	7
1965	8	9	24	41	31	47	46	52	47	2
1966										

	Language Arts									
	Below 4.8	51-59	60-71	72-83	84-95	96-107	108-119	120-131	132- 143	144+
1962	5	28	22	30	33	34	38	44	11	3
1963	6	28	16	23	29	36	45	35	7	5
1964	5	17	28	18	41	62	54	27	5	2
1965	2	4	17	33	38	47	51	42	20	2
1966										

Many teachers have commented that there seems to be a great number of our students on either end of the scale but they find very few in the middle. The charts of IQ scores and achievement seem to open up some questions as to validity of this thinking. It can be seen that the achievement of the students is well spread and that there are not many in the middle of the curve. There seems to be no normal curve.

Contrariwise, the students fall more into a normal curve on intelligence scores. The figures indicate that there is a larger percentage above the national norm than below. I would judge this to be valid.

The narrative for the 1966 Title I project pointed out that 10.8% of the children in the district can be classified as educationally disadvantaged. The listing of schools in order of priority as listed in the report is shown here:

Tanner Elementary	211	36	16.3%
Redmon Elementary	179	26	14.5%
Paris High School	960	111	11.5%
Mayo Elementary	525	60	11.4%
Memorial Elementary	229	20	8.7%
Vance Elementary	208	14	6.7%
Carolyn Wenz Elementary	253	12	4.7%
Average			10.8%

These percentages were determined after applying the information supplied by the state from 1960 census and 1962 A. E. O. C. reports.

Dr. Hamm, in his curriculum study of Paris High School stated, "Having visited and worked in many schools in several states for many years, the writer can honestly say that he found no other student body

superior to those in Paris High School in behavior or manners--if anything, I found them too possessive in the leadership-learning situation."

The writer considers his statement to be indicative of our students. The students seem to live by the middle class code and the parents' attitude falls in line with their values. The majority of students are highly motivated, friendly, polite, subscribe to authority and rule readily, and have high vocational ideals. There is a segment of students who are not highly motivated and who generally have lower class values and attitudes toward school, classmates, and teachers.

Student Success in Institutions of Higher Learning

Approximately 50% of our graduates go on to institutions of higher learning. Many colleges send the grade report of freshmen students to the appropriate high schools. We have on file 1188 of these quarter and semester grade reports that were issued from 1962 to date. A tabulation of these grade reports are presented here.

Number of A's	881
Number of B's	1732
Number of C's	1948
Number of D's	444
Number of F's	136
Number of WP's	77
Number of WF's	10

Much more work should be completed on these grade reports. Eastern Illinois, where a large percentage of our students attend, can give averages for the subjects which can be compared to our students. However, E. I. U. does not have a grade point average for the entire freshmen class

to use for comparison. From the above grades it seems safe to state that our students do very well during their first year in college.

Curriculum

Since the writer is more familiar with the high school curriculum than the teaching in the first eight grades, most of this discussion will be focused on grades 9 through 12. The elementary curriculum will be outlined briefly.

A. Grades One through Six

Grades one through six are heterogeneously grouped as to sex and learning abilities. Some teachers group the students during reading lessons whereas others do not. Traditional methods of instruction are utilized by almost all teachers in that one subject is taught for a length of time, then the next subject is started. The students often receive time to prepare their lessons during the school day although the degree of this practice varies among teachers. Crestwood (Unit 4) has the same offerings as District 95.

The subjects taught in the first six grades are:

Reading and Literature

Language and Grammar

Spelling

Penmanship

Arithmetic

Geography

English

Social Studies

Science

Health

Music (choral and instrumental)

Art (by classroom teacher only)

A curriculum guide outlining the facts and learning skills for each of the six grades has been completed. The guide outlines each subject by grade and is very well done. Each student is supposed to master all that is outlined for each segment of the curriculum so that the next teacher will be able to assume that the child can learn the new skills to be studied.

The time schedule that all fourth grade teachers are to use as a guide is listed on page 55 of the guide:

<u>Weekly</u>	<u>Daily</u>	<u>Time</u>	<u>Subject</u>
50	10	8:30	Collection, Sharing Planning
300	60	8:40	Reading
100	20	9:40	Writing
75	15	10:00	Milk Break
150	30	10:15	Language
150	30	10:45	Science
150	30	11:15	Spelling
			Music time set by music teacher
Noon			
300	60	12:45	Arithmetic
240	60	1:45	Social Studies
60		1:45	Art (Friday)
150	30	2:20	Supervised Play
			Music time set by music teacher
3:15			Dismissal
1725			Total

The above program is a suggested program that may be changed by each teacher to best suit her building program.

B. Junior High School

Mayo Junior High School, seventh and eighth grades, is departmentalized. The curriculum offering consists only of the basic subjects listed below:

Spelling
 Arithmetic
 Geography (seventh grade only)
 History (eighth grade only)
 English
 Science
 Health
 Music (choral and instrumental)
 Physical Education

Classes are presented mostly by lecture method with films serving as audio visual material. All courses are required. Classes are heterogeneously grouped.

C. High School

A course offering for the year 1967-1968 is shown in figure
 Required subjects are:

English - 3 years
 English 4, or Speech or Business English
 Mathematics - 1 year
 Biology or Physiology - Earth Science
 Ancient History or European History or World History I
 (this requirement will be deleted after the 1967-68
 school year)
 American History
 Social Problems/Government

Physical Education - three years

Driver Education (classroom phase)

Totalled, the requirement is nine carnegie units plus three years of physical education at one-fourth carnegie unit each. 16 units are required for graduation one of which can be other than a solid subject.

75 separate solid subjects, band, chorus, physical education, and driver education make up the curriculum.

Summer school was enlarged from non-credit three week typing course during the summer of 1965 to the following credit offerings in 1967:

Full Unit Courses

Biology

Basic English

General Science

World History (Team teaching being used)

General Math I

American History

½ Unit Courses

Typing I - 1st semester

Typing I - 2nd semester

Approximately 180 students attended summer school classes this summer. It should be noted that many of these offerings are required courses which will reflect in the possibilities for students to gain more freedom in elective choices during the regular terms.

Administration

The administration staff consists of the superintendent, full time principal at the high school and junior high school, and a teaching

principal in each of the five elementary schools. The teaching principals have one half day per week free from classes for administrative work. There are no assistants or general coordinators. One teacher is in charge of all music programs in the area of music. The duties of the superintendent and the principals are outlined in the School Board Policies, Rules, and Regulations booklet.

Teachers

The total staff exclusive of the full time administrators is:

51 High School Personnel

46 Regular classroom teachers

3 Guidance Counselors

1 Educationally Mentally Handicapped teacher

1 Librarian

61 Elementary School Personnel

58 regular classroom teachers

1 Guidance Counselor

1 Speech Therapist

1 EMH teacher

112 Total teachers in the district

Figure 15 points out that the teaching staff is, for the most part, interested in continuing its education beyond the Bachelor's Degree. The mean for the high school should go over the master degree level within the next two years as many are attending school this summer and enrolling in evening on-campus courses at Eastern Illinois University and Indiana State University.

FIGURE 16

FACULTY TRAININGGrades 1 through 8

Number without degrees	9
Bachelors degree	27
Bachelors + 8	9
Bachelors + 16	2
Bachelors + 24	4
Masters degree	9
Masters + 8	1
Masters + 32	1
	<hr/>
	62

High School (includes superintendent)

Bachelors degree	11
Bachelors + 8	2
Bachelors + 16	8
Bachelors + 24	2
Masters degree	20
Masters + 8	2
Masters + 16	4
Masters + 24	2
Specialists	2
	<hr/>
	53

Dist.

	<u>Elem.</u>	<u>H. S.</u>	<u>Dist.</u>
Mode	B. S.	M. S.	B. S.
Median	B. S.	M. S.	B. S. + 8
Mean	B. S. + 8	B. S. + 26	B. S. + 11

CHAPTER III

THE PROPOSED TEN YEAR PLAN

Change Philosophy and Attitudes Toward Education - Total Commitment

This plan requires an attitude of optimism and total commitment to making the Paris public school system a leader in the field of education. I am convinced that the setting and the opportunities to make this a reality are present in the city and could be accomplished if the community were totally committed to the education of its children.

Tangible evidence is hereby offered in an effort to show that there has been, and is now, little real commitment to education in Paris.

1. There is not one trained art teacher in the system. Paris has an excellent Art League and there has been a Junior Art League Club established in the high school because the students wanted to participate in this area. The North Central Association and Dr. Hamm's report both stated that art is necessary for a well rounded curriculum. The Paris Art League has reportedly asked for an art program through the years. The steering committee (Paris High School department heads) strongly recommended art in a written report to the board. Dr. Hamm and the steering committee had suggestions for the art room. A thesis entitled "Art Education in the Elementary Schools of Paris, Illinois," was completed by Ruth Dennis Dunn in 1964 which showed that there was sufficient interest in an art program, especially by the teachers. Art classes sponsored by the Paris Art League were enthusiastically received by

young and old. This summer art was offered for elementary students. Some students were turned away from the summer classes. Several of our students went on to college, discovered they liked art and have become art majors. Students display their artistic talent each year by painting large murals on plastic covering the gymnasium walls for the Junior-Senior prom. Yet we have no art program.

2. All except two schools are of adequate quality for today's education. There is no flexibility in any of the school structures except Memorial and Wenz. Aside from these two, school buildings have completion dates of 1928, 1911, 1899, 1907 and 1908. Auxiliary buildings at the high school, shop and gym are more recent but I am referring to the heart of the educational buildings -- the classrooms.

The total site size of all Paris schools is 13.7 acres. There should be at least 19 acres for the high school alone. Crestwood has twice as much land for their school as we have for all of our schools combined. In a community committed to education this could not exist.

3. The high school auditorium has been completely neglected for many years. The seats are old and marked up, draperies are filthy and have large holes in them, curtains are torn, the entire room is in need of paint. This room looked terrible when the writer first come to Paris and will remain so when he leaves. The auditorium is slated for remodeling in the near future to meet the new crisis - overcrowded studyhalls. The point is that this condition should not have been tolerated.

4. Although it is accepted that we have several students who are educationally disadvantaged and who are desperately in need of remedial reading in the early grades, there hasn't been an effort to hire a reading specialist even though Title I funds could be used for this purpose.

There are reading classes offered in the summer; however, the students who like to read are the ones who usually attend these classes. Other specialists who could offer special help to students such as a school nurse, reading specialists, social worker, and school psychologist are not even taken into consideration for inclusion into the educational program. It may be argued that Title I funds are being used; however, close evaluation of the programs started will show that there is not much attack on improving that for which the program is intended: the educationally disadvantaged.

5. It is generally agreed that administrators must provide the impetus and leadership for school improvement yet there is a gross lack of administrators for the Paris schools. Only the junior high school has a full time principal in grades one through eight. A high school of 1000 students ought to have two assistant principals. Paris High School has none. The superintendent does not have an assistant. Dr. Hamm recommended an assistant superintendent be hired and specified the duties that he should have. North Central evaluators listed the lack of an assistant principal among the deficiencies of the high school.

It is not fair to the teaching principals' students to have their teacher leave class to handle problems or to answer the phone even though the principals do an excellent job in handling this situation. Yet we have teaching principals over all of our K-6 grades except Mayo. The situation of late equates to overworked administrators who are bogged down with trivia.

6. Education has never experienced a more exciting era. Closed and open circuit television, dial access information systems, teaching machines, programmed instruction, data processing equipment, flexible

scheduling, non-graded schools, paraprofessionals, head start programs are but a few of the programs being tried to better the learning situation. These ideas are not even evaluated or discussed in Paris education let alone being tried for their value.

7. For a cost of 50¢ per pupil or a total cost of \$1,200.00 to \$1,300.00, our district can belong to the Eastern Illinois Development and Service Unit in Charleston. This fee has to be paid the first year - all other years are free. This service unit is being supported by an approved Title III project (\$1,200,000) of the Federal government for this coming school year. The types of services that we could have from this center are:

- a. Consulting service as required in any area
- b. Inservice education programs for our teachers
- c. A-V specialist intern programs
- d. Cooperative film library extension
- e. Graphic production
- f. Data processing for administrative and instructional service
- g. Research and evaluation in any area
- h. Learning readiness projects
- i. Programs for gifted children
- j. Any other type of support that a district may desire to enrich its program

Yet we don't belong.

8. As can readily be seen, the local tax effort is at a minimum which would be fine if we already had reached excellence in our school system. Special equalization from the state has gone up from \$330 to \$400 which will add \$118,000.00 to our educational budget. The total cost for raising teachers' salaries to the legislature requirement was

\$92,930.00. This is a net gain in state aid of over \$25,000. The local educational rate was raised slightly to partially cover the increased salaries before the equalization raise. The point eluded to is that the district should not be in much worse shape financially as it was before the raises. Even if it is, there is plenty of room on the tax scale to raise the needed revenue. With these factors in mind, it is hard to understand the real need for the Bulletin issued to all principals, department heads, and athletic director by the district superintendent on July 12, 1967:

"This is not what one would call an enjoyable task, but a decision that is both necessary and vital in meeting the primary needs of this school year.

The magic

The magic word is economy. No matter how you define the word, my dictionary defines the word as "making the most of what one has."

That is the purpose of this communication. Making the most of our resources without depriving one school, grade, or department of the school system for the benefit of another. In other words, it shall not be "the squeaking wheel gets the grease."

Two facts that I'm assured of at the moment. (1) the recent increase in salary was accepted joyfully by every teacher. Naturally this is a reward. A pleasurable experience. (2) that a few teachers are aware of the heavy burden that this inevitably places on a school district.

Now, the problem: Money.

The answer: new textbooks, visual aids, supplies, library books, etc., by necessity will be decreased in scope. Starting now!

It is also imperative that careful attention should and must be directed toward water, electricity, and especially telephones.. If not, we have only reinforced or rewarded inefficiency.

This economy drive cannot be a one man axe-swinging process. That is why I'm sending this out now. Your cooperation is undeniably necessary. Consequently, this is more or less a plea to you for your help during the coming critical months.

In order to prevent an occasional remark to a board member or others after a request has been refused, it should be remembered that this total endeavor was approved by the board at their regular meeting

on July 10. Therefore, all complaints are expected to go through proper channels as outlined in the policy book.

I've heard all of the vocal comments from teachers when something has not been approved. I'm satiated with them. These comments usually range from such neurotic remarks as: "I can't teach without it." or "The kids are the ones who will suffer." or "We don't have anything for the fast student; the slow child." etc., etc.

To which I say Bunk. If they know the rules of learning, they can teach. That is if they are properly motivated. If not, supplies are certainly not a rewarding stimulus. In other words, it will not change their attitude. For attitudes are constructs.

Finally, no one likes to refuse a legitimate request. If you will recall, this has not happened in the past seven years. Actually, about 97% of all requests have been approved during the past seven years.

We will not, anyway this year, follow this permissive procedure. You and I are both aware of the fact that it is much easier and more rewarding to say "Yes" rather than an aversive "No". It is somewhat analogous to drug addiction. The withdrawal symptoms are increasingly painful and non-rewarding that an individual resorts to rationalization as a means of avoidance behavior. Thus preserving his own equilibrium by projecting his anxieties on someone else.

I also realize to whom the

I also realize to whom these frustrations, hostile behavior, and anxieties will fall upon. But, we should also remember, we would not be needed if there were no problems. Anyone could do the job."

19. Other similar items can be pointed out to illustrate the lack of commitment by the community to education such as no outdoor play area for high school physical education classes, no physical education instructor for grades 1 through 6 and no industrial arts, home economics, or other exploratory courses in junior high school. However, if the reader were not convinced that things can be much better and that there has been little effort to change the general scope of the educational program, it would be futile to develop the point at greater lengths.

A change in this attitude and philosophy to one that will make possible a leading educational system is the most important part of this plan.

The masterminding of the planning must come from the superintendent and the school board. I know that our immediate past school boards and the present school board have their children's interests uppermost in their board actions. I also know that they want to improve their schools. This is evidenced by their recent inclusion of a foreign language laboratory into the high school, their approval of three department heads to engage in summer research for two months under full salary, their increasing the number of conferences that teachers may attend and other such action.

The key necessary to open the door to an outstanding school system must be used by these top personnel. This is an appropriate analogy because the door shutting out people (including the teaching staff) and the many new ideas in education has been closed for too long. But there is no need for alarm over the people waiting to crash through the door once opened. Alas, the members of the Paris society have become docile. They have had so little part in the educational decision making that they do not know how to act, what to do, nor what is going on. The door must be opened immediately and the structure for organizing the communications lines and decision making process to include many parents, teachers, and consultants must be developed.

The door can only be opened when the school board and the superintendent develop a broad conception, or ideal, of what type education would be best for their children and what is needed to obtain this ideal. They must then develop a plan to accomplish their ideal state. The house should be in such a state of order that many will want to come through the door to join in the commune.

The change in the philosophy of education and objectives must occur at the upper echelon of the organization first. The attitude of the people can be changed through the well organized plan as it develops and as the community members become more involved. It must be a cooperative movement by the majority of the people served or it will falter when people go to the polls to pledge their tax support for the program.

The present attitude toward Paris schools will be a by product of the improvement of the educational system. The remainder of this paper is a long range plan for action spread over what is only the writer's proposal and is intended to serve only as a general model.

Organization for Action

An organizational structure needs to be developed which will delineate the duties, responsibilities, powers, and function of the members in the organization as well as make use of the citizens of the community. This organization of people and processes will serve two purposes:

1. It will spread the work to be done among many people thus providing more involvement, differing view points, and specialization and utilization of talents which will give the organization much more depth, perspective, and range.

2. It will establish a machine which will continue to serve the system over the years in the gathering of data, developing of new ideas, and working on specific projects.

The recommended organization for the district is discussed below:

1. The school board and superintendent decide to formulate and carry out a long range plan. A basic line of thinking needs to occur at this point. The board and superintendent need to think in terms of, "What are the needs of our students? How do we meet these needs? What is the best way to insure that these needs can be met?" After these questions are answered they must then seek revenue to provide and support the programs for education. It seems that the present attitude is that we must live by the budget and that all programs and innovations must fit into the budget or they cannot be considered.

2. The superintendent must be the educational leader of all programs. He must have the executive functions, make recommendations, keep the

organization stimulated, articulated, and motivated, and serve as ex-officio member on all of the committees. He is not to make all decisions but there must be unity of command with one person who can keep all members working toward the common objective of school improvement.

3. The board and the superintendent must establish a total plan for improvement. They should, through a series of meetings among themselves and with the aid of any consultants they can utilize, determine a board plan of action. The aid of the Eastern Illinois Development and Service Unit for this phase is a must.

4. The board, with the use of consultants, forms a steering committee to study and formulate the broad plan in detail. The selection of the members of this committee is one of the most important parts of this process. This group should be at least 50 in number and should include the city's power structure, members from all stratifications of the society, teachers, board members, all of the administrators, representatives from all phases of economic force (industries, medicine, law, government, etc.). A specialist's help is needed in this area. Unit 4 needs to be a part of this committee.

5. The steering committee works out a plan which will include the recommended committees that will work on the various areas of the program and submits the plan to the superintendent. The superintendent studies the plan, makes his recommendations, and brings it to the school board for approval, disapproval, return for further study, or whatever action they propose.

6. The internal organization needs to be structured. Teachers are the specialists in the field of education. Collectively, Paris teachers have over 500 years of educational training. The average

education per teacher in the high school is five years of specialization in the chosen subject area. The point of this discussion is to organize this experience, talent, and leadership so that maximum use of this potential can be realized. The discussion of the curriculum changes in the past three years at Paris High School proves that these teachers will release their talents if they are allowed to do so.

The principals at each of the schools should be guided into establishing an organization for their own schools which will provide for attack on basic problems of the school, improving curriculum, teaching methods, classroom organization, action research, pilot programs, and other such items. Committees to work on phases should be continually organized and disbanded on an as needed basis. (This would be a vertical organization).

A cross section organization whereby each grade level can work on its own problem is also necessary. First grade teachers know best what the first grade student's problems are. Let them organize to concentrate on them. The high school already has department heads for all areas of their curriculum. What they lack is receptive channels for consideration of their recommendations.

The administration needs to be organized, to meet at least once per week, and to be assigned specific responsibilities on projects and pilot programs, etc. This would be the coordinating of both vertical and horizontal organizations of the staff.

Finally, the school board needs to make more use of the faculty in its decision process. Why not use the math chairman as a consultant on financial planning, the home economics and industrial arts teachers on

the building construction committees, or the most creative elementary teachers to help design the classroom environment.

Communications

If the organizational framework is formulated properly the communication system will be already built into the system. However, the writer will discuss some aspects of communications which must be viewed as a separate aspect of the organizational structure so that its proper operation is insured. The communications have been divided into two categories which are internal (within the organization) and external (between the organization and agencies outside of its operation).

A. Internal Communications

1. For the purpose of this discussion, internal communications include the school board, administration, teaching staff, and the student body.

2. The school board and the superintendent have excellent communications established. What needs to be defined in this group is how the input and output of data is to be treated by the ruling body. If the superintendent is to be the executive officer for the school board then he must be held responsible for downward communications. Upward communications to the school board should be through the superintendent or sanctioned by the superintendent. The superintendent may want a department head or a principal to come to the board meeting to discuss problems which he does not have the detailed information to handle. The school board minutes should be reproduced in written form, with special exploration by the superintendent, and disseminated to all other administrators, department heads, and committee chairman so that all can

maintain an overall picture of what is going on in the organization. Matters concerning special areas should be communicated through the building principals.

3. Superintendent to building principals. Formal weekly meetings need to be established to discuss problems of both parties. After the minutes of the board have been received by the principals and, after they have had time to react to the actions, there should be a longer meeting scheduled to discuss the ramifications of the discussions. Principals should be encouraged to request agenda items before each meeting. Informal communications between building principals and the superintendent are very important. The superintendent should visit each school and make it a point to informally discuss the problems and programs of the various schools.

4. Principals to department heads and teachers. Communications such as a daily memorandum should be prepared for all teachers by the principal or his assistant. The material for this publication should come from all parts of the building and teachers should be encouraged to submit items for the publications. This will keep all members of the "team" informed of the happenings in other departments, grades, or classrooms and should greatly aid the communication in the building.

Recommended scheduled meetings would include:

- a. Building principal's meeting with all department heads or all grade leaders (one teacher for each grade established as grade leader) meet during the first week of each month.
- b. Department and grade meetings meet second week of the month.
- c. Faculty meets third week of the month.

This setup would establish good verbal communications along both horizontal and vertical lines.

5. Staff to students. Although this seems non important to communications it could be one of the greatest breakdowns to the system. Teachers must be alert to the students needs through classroom communications. The administration must keep students informed through daily announcements as to the policies and operations of the daily schedule. The student council must be used as a vehicle for students to communicate their problems to teachers and administrators and the staff to inform the students of the reasons for rules and operations.

6. School board-teacher negotiations. School board members need to establish regular yearly meetings to discuss the work conditions, fringe benefits, and salaries with teachers.

B. External Communications

If a school is to receive support from the community for its program, the community must be informed of what is being done in the schools and must be allowed to be a part of the school system. If this is to be so in fact, then a line of communications must be structured between the school system and the members of the society it serves. Ultimately, the entire community would be internalized in the educational system.

1. The steering committee would be the most forceful part of this system. The fifty members on this committee, properly motivated and guided, would establish a tremendous system of communication lines for the internal-external system. Through the committees' work on phases of the master plan it will have to research the community through all agencies and stratification.

2. The news media, especially the Paris Beacon News, should be utilized to the maximum in communicating the programs and actions of the school to external recipients.
3. Administrative communications with grade cards should be routine.
4. Parent-teacher conferences that are presently in effect in the elementary schools should be extended and capitalized upon.
5. Parents need to be invited to programs and to help on special projects within the schools. This is more appropriate to the elementary grades than the high school. This would provide parents with a feeling of a part of the school and they would have a better idea of the work of teachers. P.T.A. groups can be utilized for this phase of the operation.
6. P.T.A. meetings can be of great help in establishing communications between teachers and parents. The programs must be well planned so that along with an informative program, parents can talk with the teachers of their children.
7. Home visits to parents who are having difficulty should be made by guidance counselors, social workers, and other such personnel to establish communication lines with these parents since they are the parents who most likely will not come to P.T.A. meetings or conferences.

Consolidation of Units 4 and 95

This problem must be solved as soon as possible so that Unit 95 can, in fact, be one school district. Unit 4 sends all its grade 9 through 12 students to Paris High School for education, pays tuition, and provides transportation for the students. Most of the population of Unit 4 is just outside District 95's boundary. The unit, upon consolidation, would

be like any other unit district with its normal share of city and rural students. The cost of operating the system under consolidation would be essentially the same if not less. The same children must be educated and transported. The assessed evaluations for the district would be \$15,244.05 per student. Approximately the same amounts of state aid would be received.

All students and parents are part of Paris and the educational system should be under one direction. The tax burden for the two districts is heavier for Unit 95 than Unit 4. Unit 4 has better physical facilities, grounds, and many extras in education such as home economics, industrial arts, special programs, etc. With all these advantages, Unit 4 still carries a lighter tax burden than Unit 95. It would seem that since all high school age children receive the same education and all tax payers are Paris residents, that the educational opportunities and tax burden should be equal for all.

If the consolidation were viewed by both parties as necessary to provide a better educational system for their children they would be more apt to sanction its existence. Recommendations are listed below:

1. The overall plan for improvement should first be developed with the help of Unit 4 parents through the steering committee.
2. The plan should be well publicized among all residents of Units 95 and 4.
3. The Unit 95 school boards should schedule a series of meetings to discuss the problems.
4. A special committee should be selected by Unit 4 and 95 school boards from outside the district (specialists) to study the problem and recommend action as to consolidation or not. This committee could

evaluate the tax structure, buildings, programs, etc. and give an impartial recommendation. If Unit 4 does not consent to the establishment of this committee, Unit 95 should contact the committee alone. The committee should work with both school lawyers to determine the legal aspect of consolidation since there is a charter district involved.

5. Next year (1967-1968) should be the last year for the present setup to be allowed.

Either consolidation should take place or Unit 95 should not accept Unit 4 students. If Unit 4 decides to build its own high school Unit 95 should set a time limit for them to complete their plans so that the students can be properly educated during the interim.

This paper is written with the assumption that all of the people of Paris, city and rural, will want to work together to provide their children with the best possible education.

Assessment of the Needs of the Students

What are the needs of students in today's preparation for adulthood? There are general needs which most of the student population must possess to function effectively as members of a society. These are individual needs which are necessary for each to acquire to enable him to function effectively as a being. The opportunities for gaining these needs through school environment cannot be adequately provided for if the needs are not clearly defined.

Who should determine these needs? The teaching staff should be the chief contributors to the answer. However, many others must have and do have a part in what is taught in the schools and how the material is to be taught. The steering committee should appoint a committee to work

on this area. This committee must have a preponderance of teachers in its makeup. Industry, government, recreation, all echelons of social and economic stratification, psychologists, physicians, ~~to~~ other professionals and outside specialists should provide greater depth in determining what are the present and future needs of our particular students. The following is necessary to determine the needs of our students:

1. A followup study of our graduates and dropouts. A followup of our graduates and dropouts for the past five years needs to be made to determine the vocations they have chosen, the success of their endeavors, their adjustments to society and their jobs, their opinions as to the adequacies and inadequacies of their elementary and secondary education, etc. This should supply some insights to the strong and weak point of our past education.

2. Survey of teachers as to the needs of children and their suggestions as to which needs are and are not being met.

3. A survey of the high school students to have them opionate their feelings of the elementary and high school education.

4. A sample survey of the community to determine what it feels the needs are.

5. A study of the current trends and the future in the world of work to determine areas of concentration for study.

6. Assessment of the local employment needs to determine what is needed in this area and the recommendations that local management has for the education of children who will become part of their organizations.

7. A determination of the effects of the following on future adults and what personal skills are needed to cope with them:

- a. Technology and automation
- b. Population growth
- c. The mobility of our society
- d. The importance of group process for decision making
- e. Basic learning tools needed to function in society such as reading ability, mathematics, skills, etc.
- f. Effects of more leisure time on a person's life
- g. International tensions
- h. Race problems and demonstrations
- i. Urbanization
- j. Knowledge explosions

As the world changes, so do the needs of beings change, for they must adopt to new stimuli in their environment. The assessment of needs must be continuous and a school system must remain alert to perceive the new needs of its students. It seems clear to me that the real needs of students lie in the areas of personal adjustment and development of the self image, ability to live effectively in a society, developing basic skills, understandings, and attitudes, mathematical skills, communications skills, ability to solve personal and technical problems, research skills, proper work habits, respect for law and order, a quest for knowledge, an awareness of nature and a love for its beauty, proper use of leisure time for self adjustment, an understanding of man and culture, and other such areas of concentration. Specific knowledges are perhaps the least necessary for a person to possess upon graduation from secondary school.

Curriculum

Once the needs are determined, a curriculum can be developed which will afford the greatest possible chance for students to acquire skill and attitudes for life.

We do have dropouts, and the evidence is clear from the high school placement tests that we have a wide range of intellectual ability and achievement level among our student population. These two facts point out that the present curriculum is not meeting the needs of all of our students.

It is difficult to recommend a curriculum for a school without adequate data to base judgments: however, the writer will point out objectives and programs based upon his philosophy of education.

Before too many skeptics turn away from this, or a similiar plan for Paris because of the lack on the teachers part to want to change their teaching methods and subject matter, let me hasten to relate the changes that have taken place during the last three school years.

1. Language Arts: Arts

- a. Basic English I and II added to meet needs of slow learners.

These two classes contain the students who cannot pass English work on the basic skill of reading, writing, and social communication and adjustment.

- b. French and Spanish will be on Encyclopedia Britannica film. (audio lingual) approach and a language laboratory will be utilized for their teaching.

- c. A third year of French will be offered for the first time next year.

2. Mathematics:

a. Slow learners General Math II was added to bridge the gap between General Math I and Algebra I. This was not as successful as we had hoped. Next year two classes of freshman students will be placed in an Introduction to Algebra course in the hope that they will go into Algebra I during the sophomore year.

b. An advanced sequence has been developed and the following new courses have been added:

1. Special Geometry for advanced sophomores.
2. Algebra-trigonometry to replace Algebra II in the junior year.
3. Plans for an advanced course for seniors will be the next consideration.
4. All math books have moved toward the new math concepts.

3. Science:

- a. Earth Science has replaced Geography as a semester course.
- b. P.S. S. C. or "New Physics" has replaced the traditional physics.

4. Social Studies:

- a. World History has been added to the curriculum. This course is geared to the slower student. It was found through a grade study that many students were failing European or Ancient History, the choices for the first social studies requirement.
- b. A remedial American history course was added for the slower students.
- c. A movement from Social Problems to Sociology was blocked because new textbooks were turned down this summer.
- d. Plans for advanced courses for the "honor" students are being made for consideration.

5. Agriculture:

- a. Power Mechanics and Welding course was added. This could be considered more as an industrial arts course but it is taught by the agriculture teacher.

6. Business Education:

- s. Senior Business Problems added and lasted one year.

- b. Business Organization and Management replaced Senior Business Problems.
 - c. Salesmanship added.
 - d. Data Processing (a semester course will be offered next year for the first time).
7. Home Economics:
- a. Home Economics III and IV and Senior Home Economics were dropped.
 - b. The following courses were added:
 - 1. Advanced Clothing
 - 2. Interior Design
 - 3. Psychology for Teens
 - 4. Family Living
 - 5. Child Development
 - 6. Advanced Foods
8. Industrial Arts:
- a. Electricity I and II
 - b. Architectural Drawing
 - c. Wood working II
 - d. Engineering Drafting
9. The Junior Chorus and the Senior Chorus will meet every day next year instead of every other day. This will provide these students the opportunity to develop their musical talents to a greater degree.

A, Elementary

Since I have had little experience in working with elementary students, my concept of elementary education is narrow in scope. It seems to me, however, that a balancing of the curriculum needs first to occur. These imbalances are evident to me:

- 1. The emphasis on teaching of specific facts to be learned for

the sake of learning facts. This needs to be balanced with using the facts to develop high level concepts and generalizations by the student.

2. The emphasis on teaching specific skills without attention to how these skills should be utilized in developing cognitive processes such as critical thinking and ability to evaluate, conceptualize, and generalize.

3. Health and physical education and the fine arts should balance with the emphasis on subject matters such as reading, language arts, math, and science.

4. The emphasis on specific subject areas should be broadened to include the environment and to give the student a greater concept of the subject area.

5. More emphasis needs to be placed on the following:

- a. The intellectual function- critical and logical thinking, evaluating, deducting, engineering, and problem solving.
- b. The socialization function- develop desirable attitudes and values, democratic citizenship, and standards of behavior.
- c. Self concept development- recognition of strengths and weakness in his school work, in his play, and in his relationship with peers and adults.

In essence, the writer feels that each child must be viewed as a unique being with his own capabilities, learning problems, interests, attitudes, self-esteem who is going through the process of intraphysic development of his personality. The curriculum needs to be flexible enough to draw from each child his potential to function at his highest level. This means that the curriculum has to be on an individualized basis and must be different things to different children. The major change to take place is to adapt the curriculum to the individual child rather than adapt the child to a predetermined curriculum.

I feel strongly that many children are defeated before they get to the first grade because they come from homes which render them a disadvantage. These children need to be identified and given a "head start" if they are to benefit from formal education. Paris is a town where most of these children are readily identified and where a good program would be accepted by the parents of these children.

B. Junior High

Junior High School is a time for students to explore the learning, fields and to begin to specialize in their strengths. The curriculum needs to include many subjects such as home economics, industrial arts, typing art, sex education, and speech. All of the basic subjects need to be explored. If they are not explored at this level they may never be explored because the student must specialize when he gets to senior high school. Again the student should receive instruction suited to his unique needs.

C. High School

The high school curriculum must be designed to meet the needs of students who are operating at different levels of achievement. From experience I believe the levels are ascertained to be:

1. Advanced students. Advanced or honor students who are not given a full opportunity to develop their talents under the traditional curriculum.

2. Average students. The average student can adapt to most curriculums and develop. A high percentage of the curriculum is geared to the "average" student. He has a good range in which to explore and

develop.

3. The slow learner. These students have problems with the basic tools of learning such as reading, writing, speaking, and computation. It is important to provide curriculum for this level which will explore and discover their abilities. Curriculum needs to be developed which will aid these students in gaining vocational skills and better their basic learning skill.

4. The remedial student. These students need special curriculum that will provide them opportunities to adjust to the society, develop basic communicative skills, develop proper values, adjust to the world of work, and other such tools and attitudes that will aid them in adapting to the environment in which they are to live.

The following recommendations are offered for the subject areas of the curriculum:

1. Language Arts (English-Speech). The language arts curriculum should establish the framework for the various ability groups to develop to the fullest the communicative skills. Grammar and literature must give way and/or be adapted to provide opportunity for each child to develop in the areas of writing, linguistics, listening, and reading. Grammar should be a by-product of the learning activities of the children and literature should be provided on the level appropriate to the child's ability and interests. A course in speech should be a part of every child's high school background. The length of the course should be geared to the need of the student.

2. Language Arts (Foreign Language). The curriculum in foreign languages, except for Latin, should stress the audio-lingual-visual approach and each language should be spread over a four year period.

Reading and writing foreign language should receive more stress in the third and fourth year of study.

3. Mathematics. The mathematics curriculum should stress the "new mathematics concept." The emphasis should be on understanding the basic number system and be on a practical basis. Many new math programs have been and are being developed. Communications should be established with these studies, work shops held, and the new concept of mathematics incorporated into the system. Many strides have been made by the math department toward these ends.

4. Social Sciences. The social studies curriculum should be geared to help students understand their culture, the importance of adapting to one's culture, understanding foreign countries and their cultures, the teachings of history, and the importance of becoming a worthy member of our American democracy. These are not all the areas that need attention in the field but it reflects the type of teaching that is needed in lieu of the factual matter to be memorized that has, for so long, been the social studies teaching. There are great educational innovations occurring in this field; many should be incorporated into the Paris system.

5. Science. Science must shift from a curriculum of facts to one in which each child can develop the ability to use facts, gain insights, conduct experiments, solve problems, reason inductively and deductively, critically analyze, engage in research, and develop a zest for inquiry.

The new programs in physics, chemistry, biology, and many of the other science courses need to replace the traditional courses.

6. Vocational Courses. Industrial arts must move away from only project teaching and mastering basic skills. These are important

and must be learned but other aspects should also be emphasized. Work habits, adaptability to changing jobs, assembly line skills, the operation of labor unions and management, visitations to different types of work to serve as a basis for discussion, and other such activities are necessary for the child to explore and understand his role in life. More practical skills that can be used in the household, such as electrical and mechanical repair, residential construction, maintenance of material, and useful skills such as masonry, carpentering, and plumbing need to replace working on small wood or metal projects.

Work-study programs need to receive more emphasis since they serve as an experimental grounds for a student to adapt to his future role.

Home economics and agriculture need to expand to the vocational work-study programs. The improvement in curriculum in these areas has been proceeding satisfactorily at Paris High School.

7. Business Courses. This is one of the few areas where a student can become competent to take his place in a vocation through direct skills mastered in high school. Paris High School has been most effective in preparing competent secretaries, file clerks, and other office personnel. Data processing is the area of concern for this department. A new course in data processing will begin in the 1967-1968 school year. The department needs to carry through on this program since we are living in a computer age.

8. Physical Education. Leisure time is increasing. The wise use of leisure time will be important for an individual in regard to maintaining his psychological balance. Swimming, golf, tennis, boating, bowling, archery, and fishing are the types of programs

that should be provided for students before they leave high school. Health and safety programs need to be developed which are functional for the student.

9. Fine Arts. A curriculum is not complete without providing those who are interested in the fine arts an opportunity to develop their artistic talents.

ORGANIZATION OF LEARNING ENVIRONMENT

The movement in today's education is toward individualized instruction for each child in grades K through 12. The organization of the learning environment must be structured to meet this objective. The theory that the writer will recommend is applied in generalities and is divided into the elementary (grades K through 8) and the secondary schools.

A Elementary

When students enter high school, their achievement abilities, according to the SRA High School Placement Tests, range from below the fifth grade level to above the sophomore year in college. Doesn't it seem strange that we continue to keep our students grouped in classes of 25 to 30 students with this wide range of ability and consider them homogeneous because of their chronological age.

Each child has his own abilities, limitations, interests, and learning problems. Every attempt must be made to arrange the learning environment so that each child can learn and proceed at his level of achievement in each subject area or learning skill. Therefore, sequential levels of achievement must be planned in each learning area, children must be classified continually according to his ability in

each learning area, and the group, when assembled, should be within a range of achievement and skill. Teachers should be departmentalized so they can develop abilities to teach a certain group of learnings or skills in breadth and depth.

Instead of teaching grades, teachers should be guiding learning by levels of achievement. When the teacher feels that a student has progressed beyond her level of achievement the student should go to the next level in the sequence.

The subject matter to be learned is determined by the teacher and is classified according to difficulty and placed in the sequential levels of achievements. Specialists such as speech correctionists, counsellors, psychologists, social workers, and reading consultants are utilized by the teacher when individual problems which need more attention than she can provide arise.

The rigid time schedule should be flexible enough to allow children to remain in a learning situation when it is considered great enough. An example of this would be the boy who is researching the aspects of a policeman's job and has found several references to read. It might be best to allow this child to continue to study independently while the group moves to the next room. Learning should take place in small groups, large groups, and individually according to the nature of the experience to be mastered.

Students should spend time during the school day with their physical and chronological aged peers. This would include most areas other than the basic learnings such as art, physical education, music, sharing period, etc.

High School

The writer feels that flexible scheduling affords each student the best learning environment at the high school level. Through team teaching, small group instructions, and independent study, the most effective utilization of staff and student abilities can be obtained.

This program will not be developed in depth; however, it should be pointed out that Dr. David Beggs, Indiana University, is establishing an experimental program for individualizing instruction in five to seven schools in this area. Paris High School has been invited to participate in the program. This would be a great aid in bringing about the desired change. Don R. Henderson will be the full time consultant for the program and will be located in the Eastern Illinois Development and Service Unit at Charleston.

The principal is recognized as the educational leader in the program and each school will receive 13 specially prepared packets containing film transparencies, filmstrips on new methods of instruction, new curriculum programs, and new forms of school organization. The principals will present the material to their teachers at faculty meetings after receiving instructions through group meetings at the service unit in Charleston. This would be an excellent inservice program which would might stimulate teachers toward altering the learning environment to fit the type of instruction.

I strongly recommend that Paris become a part of this program. This is an example of what the Eastern Illinois Service Unit can do for member schools. Since the principal of Paris High School expressed an interest in flexible scheduling, we were invited to participate in this part of their operation.

Technology and organization which should be utilized to make instruction more individualized are listed below:

1. Television instruction
2. Programmed instruction
3. Teaching machines
4. Data process equipment
5. Telephone amplification
6. Teacher aides-paraprofessionals
7. Honor study halls
8. Work study programs
9. Dial access systems
10. Mobile teaching vans
11. Cultural enrichment programs

C, Adult Education

Interest has been shown in adult education courses offered in the industrial arts and agriculture areas. We have had as many as five adult classes organized and taught simultaneously. Some adults have indicated a desire to complete their high school educations. Some of the industries have indicated a desire to have cooperative evening classes for their employees using the high school teachers as instructors.

A committee composed of interested industrial leaders, school board members, and staff members should be formed to study this area to determine the needs of adults to further their vocational, avocational, or general skills. Education is a life long process; those people who have come to realize this want to continue to improve themselves. If the school does not provide education for adults, many will not have the opportunity

to pursue their educational endeavors.

An effective program of adult education can be a great boon to public support of public education.

Special Staff

Teachers are limited as to the time and special help that they can give to students. Special training is needed to effectively bring about change in such situations as psychological problems, extreme reading problems, speech impediments, guidance and counselling, and the parental environmental effects on the child. If each child is to function in the formal learning situation he must be on a continuum somewhere between two extreme points on the range of ability to receive stimuli from the school environment. As an example, a child has social awareness. If he is too socially aware to the point that he cannot verbally respond in the presence of peers, or does not want to take physical education because he does not want to undress in the presence of others, he is out of range on one end of the scale and needs special help. If, on the other hand, a child has no control over his behavior in a group or when with others, to the point where he cannot remain quiet in a group, is overaggressive in his play, and is totally unconcerned about group conformity even after several reprimands, he, too, needs special help.

Specialists who can help keep children in a state whereby they can perceive learning should be a part of the school staff. These specialists are:

1. School nurse
2. Guidance counsellors (all grades)
3. Remedial reading teachers

4. Speech correctionists
5. Social workers
6. Psychologists and psychiatrists
7. Other such specialists

Teaching Staff

A teacher joining Paris school district this year with a Master's degree will receive \$225,800. over the next 30 years. This figure is based upon the present salary schedule which will have to be raised each year.

This is approximately a quarter of a million dollar investment in each staff member. Doesn't it seem prudent to insure that the choice you make of the person to teach your children is a good one in the first place and that you do everything possible to enhance your investment during its longevity in the second place?

If a school district is to adequately compete in the teacher market, it must meet the economic demand in terms of salary and fringe benefits.

Once the school district is in an economic position to compete in the market, an operating budget of from \$500 to \$1,000 should be allotted for the recruitment and procurement of new staff members. The entire United States should be scoured to secure the best educators for our children's education.

Good staff members who are really interested in making teaching a profession need more than salary and fringe benefits after they are part of the system to keep them interested in a school district. Below is a list of the items that must be provided for teachers if they are to develop and mature in their roles and if they are to remain

happy in their jobs:

1. Job satisfaction. Teachers need to feel that their job is important, that they are contributing to the education of children, that they are part of a team, that they are appreciated, and that they are accomplishing something. If they do not feel their job is adequate or worthwhile, they will seek a new environment.

2. Decision making. Good teachers must have a significant part in the decisions that affect their situations. They are capable, they know the problems, and they have to live with the situation. Decisions imposed upon them, without the right to rebuttal, are no longer accepted by good teachers. They will seek other methods of self-expression such as fighting the system, criticizing the persons making the decisions, or simply losing all initiative when this occurs.

3. Inservice education. To improve on its investment, the system ought to encourage teachers to take an active part in the inservice education programs and to attend as many conferences as possible outside the district. This will stimulate teachers, broaden their understandings, and give them an opportunity to bring new techniques and methods into the learning situation. A good plan would be to have teachers report to work one week before the regular term starts. During this time the teacher can organize her plans for teaching and the staff can work on the problems of school organization, classroom management, and special problems.

Administration

If a long range plan is to be put into effect and if a school is to show improvement, there must be adequate administrative personnel to carry out the program. There is such a thing as having too many

administrators; the problem cannot be answered simply by saturating the system with personnel.

The writer recommends the following organization for administration of the Paris school system:

1. District Superintendent.
2. Assistant Superintendent. Among his most important duties would be to insure that all curriculum areas are coordinated in grades K through 12. He should insure that the elementary curriculum supervisor and the assistant high school principal articulate their learning programs.
3. Building Principals. Each teacher and each student should have a full time building principal with no teaching duties. This indicates consolidating elementary schools into larger building enrollments.
4. Assistant Principal at the high school. One of the most important duties of this position should be to coordinate all curriculum areas.
5. Elementary Curriculum Supervisor. This person would be responsible for developing, coordinating, and supervising all levels of achievement in grades K through eight.

Building Program

Buildings are organized and constructed in the manner necessary to carry out the educational plan.

The following recommendations are made in building facilities:

1. Enrollment size:
 - a. Two elementary schools (grades K through three) should be constructed to house approximately 700 students each. This would bring together several teachers for each achievement

level so that their talents could be specialized and utilized. Specialists and special facilities can be used effectively in this set up.

b. One middle school should be constructed to house grades four through six. This school should be constructed to house 900 to 1,000 students.

c. One junior high school. Crestwood could be used for this school.

d. One high school. Grades nine through twelve would attend the high school and the building should be built for a minimum of 1500 students.

2. Travel time and distance.

a. A desirable distance would not exceed one-half mile for the elementary school, one mile for the middle school, and junior high school, and two miles for the high school.

b. If children need to be transported to school by bus to accomplish this grade grouping, it should be done.

3. Existing buildings.

a. Existing buildings and grade arrangements must be used until the new schools are built.

b. Existing buildings may be added to provide larger attendance centers. Perhaps the existing buildings can be used more effectively by reducing the grade span i.e., use one school for grades K through one or K through two to concentrate teachers and pupils.

4. New buildings should be constructed to provide for maximum flexibility, later expansion, and for various sizes of student groupings (individual small groups and large groups).

A suggested plan for obtaining these building objectives is listed below:

1. Expand Memorial and Wenz to include grades K through three. This would provide good location of sites for the younger children.
2. Utilize Crestwood for grades seven and eight.
3. Renovate Mayo school for grades four through six.
4. Build a new high school for grades nine through twelve.

This building plan can be realized with the bonding power of the new district if it is spread out over time and short term loans of eight to ten years are used in meeting the cost.

Financial Plan

Districts must decide on the type education they want for their children and be willing to support that plan with the necessary finance. If the planning is good enough and the people of Paris become committed to the venture, they will want to invest in the good stock. No better investment can be made than to invest in your children's future. People know this, and if it can be shown that their money will realize good dividends via a better educational background for their child, they will be more likely to want to invest. I have confidence in the people of Paris and feel that they would want to become a part of such a venture if given the chance.

Many Foundations, the Federal government, local industries and agencies would take a financial interest in such a large educational plan as this. A great deal of money could be obtained from these sources because they are interested in improving school systems and in being a part of the educational revolution. Millions of dollars are being given to schools by Foundations and the Federal government when the districts

show that they are interested in trying new programs. Paris can be a part of this group if it can show others that it too is willing to strive toward perfection.

And so it is that I wish to look upon the financial plan of schools in the role of supporting the education of children which in the final analysis will reflect the "truth" of the type schools that are desired by the affected society.

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